



LITTLE LEARNERS

PART-I

Textbook of English for Class - I

For Free Distribution in All Government Schools



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मुद्रक:

मुद्रण संख्या:

सर्वाधिकार सुरक्षित

- प्रकाशक की पूर्व अनुमति के बिना इस प्रकाशन के किसी भाग को छापना तथा इलेक्ट्रानिकी, मशीनी, फोटो प्रतिलिपि, रिकॉर्डिंग अथवा किसी अन्य विधि से पुनः प्रयोग पद्धति द्वारा उसका संग्रहण अथवा प्रसारण वर्जित है।
- इस पुस्तक की बिक्री इस शर्त के साथ की गई है कि प्रकाशक की पूर्व अनुमति के बिना यह पुस्तक अपने मूल आवरण अथवा जिल्द के अलावा किसी अन्य प्रकार से व्यापार द्वारा उधारी पर, पुनर्विक्रय या किराए पर नहीं दी जाएगी और नहीं बेची जाएगी।
- इस प्रकाशन का सही मूल्य इस पृष्ठ पर मुद्रित है। रबड़ की मुहर अथवा चिपकाई गई पर्ची (स्टिकर) या किसी अन्य विधि द्वारा अंकित कोई भी संशोधित मूल्य गलत है तथा मान्य नहीं होगा।
- किसी भी प्रकार का कोई परिवर्तन केवल प्रकाशक द्वारा ही किया जा सकेगा।

विशेष: इस पुस्तक में संकलित सामग्री कई स्रोतों से प्रभावित है, हम उन सभी के प्रति आभार ज्ञापित करते हैं।

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक '[संपूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए,
तथा उन सब में

व्यक्ति की गरिमा और '[राष्ट्र की एकता
और अखंडता] सुनिश्चित करने वाली बंधुता
बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख
26 नवंबर, 1949 ई. को एतद्वारा इस संविधान को
अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।

2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

आमुख

बच्चों के लिए शिक्षा का प्रारंभिक चरण (6 से 11 आयुवर्ग) सबसे महत्वपूर्ण होता है। यह वह समय होता है जब वे अपने आसपास की दुनिया को जानने, समझने और सीखने की शुरुआत करते हैं। राष्ट्रीय शिक्षा नीति-2020 (NEP-2020) इसी विचार को अपनाते हुए शिक्षा को रोचक, आनंददायक और अनुभवात्मक बनाने पर जोर देती है। यह शिक्षा नीति भारतीय शिक्षा प्रणाली में व्यापक सुधार और नवीन दृष्टिकोण को अपनाने की अनुशंसा करती है। इस नीति का मूल उद्देश्य विद्यार्थियों को 21वीं सदी की चुनौतियों का सामना करने के लिए सृजनात्मकता, तार्किकता और व्यावहारिक कौशल से सशक्त बनाना है। इसके अंतर्गत शिक्षा को अधिक समावेशी, समग्र और कौशल-आधारित बनाने पर विशेष बल दिया गया है।

इन्हीं उद्देश्यों को ध्यान में रखते हुए राजस्थान राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, उदयपुर द्वारा प्राथमिक कक्षाओं की पाठ्यपुस्तकों का निर्माण किया गया है। बच्चों के चतुर्दिक और सर्वांगीण विकास को सुनिश्चित करने के लिए इनमें भारतीय ज्ञान परंपरा, 21वीं सदी के कौशल, सामाजिक-भावनात्मक कौशल, कला एवं शारीरिक शिक्षा को समेकित किया गया है। यह पाठ्यपुस्तक न केवल तार्किक चिंतन, स्पष्ट अवधारणात्मक समझ और रचनात्मकता को प्रोत्साहित करती है, साथ में समावेशन, सांस्कृतिक एकता और सामंजस्य की प्रवृत्तियों को भी सुदृढ़ करती है।

पाठ्यपुस्तक में कक्षा-स्तरानुरूप प्रभावी, रोचक और सृजनात्मक गतिविधियों के साथ-साथ रोचक कहानियों, कविताओं सहित अन्य विधाओं की सामग्री का समावेश किया गया है ताकि बच्चे सहज और आनंददायक तरीके से सीख सकें। शिक्षकों के लिए भी इसमें जगह-जगह सुझाव दिए गए हैं जिससे वे बच्चों को और अधिक प्रभावी तरीके से सीखने में सहयोग कर सकें।

पाठ्यपुस्तक विकास की इस महत्वपूर्ण यात्रा में प्रदेश के चुने हुए शिक्षक, राज्य और राष्ट्रीय स्तर के विशेषज्ञों तथा स्वयंसेवी संस्थाओं का बहुमूल्य योगदान रहा है। उनके सहयोग, सुझाव और निष्पक्ष दृष्टिकोण के बिना इस कार्य को प्रभावी रूप से संपन्न करना संभव नहीं होता। इस अमूल्य योगदान के लिए हम सभी हितधारकों के प्रति हार्दिक आभार व्यक्त करते हैं। पाठ्यक्रम समीक्षा समिति के सभी सम्मानित सदस्यों का विशेष आभार जिनके बहुमूल्य सुझावों से इस पाठ्यपुस्तक को और बेहतर बनाने की दिशा मिली।

नवविकसित पाठ्यपुस्तक कक्षा में सीखने-सिखाने की प्रक्रिया को सहज, आनंददायी और उत्कृष्ट बनाएगी ऐसा विश्वास है और यह शिक्षकों के सक्रिय सहयोग से ही संभव होगा। शिक्षकों की भूमिका केवल ज्ञान प्रदान करने तक ही सीमित नहीं है बल्कि वे विद्यार्थियों को सक्रिय रूप से सीखने के लिए प्रेरित करने वाले मार्गदर्शक भी हैं। उन्हें इस पाठ्यपुस्तक का उपयोग करते समय बाल-केंद्रित शिक्षण पद्धति अपनानी चाहिए जिससे विद्यार्थी अपनी रुचि और क्षमतानुसार सीख सकें। इसके साथ ही वे 21वीं सदी के कौशलों को बढ़ावा देने, सामाजिक-भावनात्मक विकास को प्रोत्साहित करने और भारतीय ज्ञान परंपरा के मूल्यों को कक्षा-शिक्षण में प्रभावी रूप से समाहित करने पर विशेष ध्यान दें।

यह पुस्तक आपके हाथ में है। प्रदेश के लाखों बच्चे आपकी ओर सीखने की आतुरता से निहार रहे हैं। हमारे सामूहिक प्रयासों से वे निश्चय ही सीखने के लक्ष्य को प्राप्त कर सकेंगे, इसका हमें पूर्ण विश्वास है। इन पाठ्यपुस्तकों को और बेहतर बनाने की दिशा में आपके सुझावों का सदैव स्वागत है।

निदेशक

राजस्थान राज्य शैक्षिक अनुसंधान एवं
प्रशिक्षण परिषद्, उदयपुर

पाठ्यपुस्तक विकास समूह

मुख्य संरक्षक	: कृष्ण कुणाल, IAS, शासन सचिव, स्कूल शिक्षा, राजस्थान
मुख्य मार्गदर्शक	: श्वेता फगेड़िया, RAS, निदेशक RSCERT, उदयपुर
मार्गदर्शक	: कैलाश चंद्र तेली, अतिरिक्त निदेशक RSCERT, उदयपुर
मुख्य समन्वयक	: पीयूष कुमार जैन, उप निदेशक RSCERT, उदयपुर
समन्वयक एवं समीक्षा समिति	: महेश कुमार बुनकर, प्राचार्य डॉ. मनीषा उज्ज्वल, एसोसिएट प्रोफेसर दीप कंवर राजवी, एसोसिएट प्रोफेसर बन्ना राम रैगर, असिस्टेंट प्रोफेसर राजेन्द्र सिंह देवड़ा, व्याख्याता गौरव गोस्वामी, अध्यापक
अकादमिक सहयोग एवं परामर्श	: इग्नस पहल
लेखन एवं सम्पादन	: कमल सिंह शेखावत, वरिष्ठ अध्यापक शिवकरण सिंह, वरिष्ठ अध्यापक दीप्ति चारण, वरिष्ठ अध्यापक रघुवीर सिंह राठौड़, अध्यापक सोनल कंठालिया, अध्यापक दीपशिखा कविया, अध्यापक
सहयोगी संस्थाएं	: अजीम प्रेमजी फाउंडेशन पिरामल फाउंडेशन सीएसएफ क्षमतालय
चित्रांकन	: छोटू राम यादव, उप प्रधानाचार्य मो. युनूस, चित्रकार अरविन्द कुमार धाकड़, व्याख्याता शिवांगी दाधीच, व्याख्याता हेमलता पारासर, अध्यापिका

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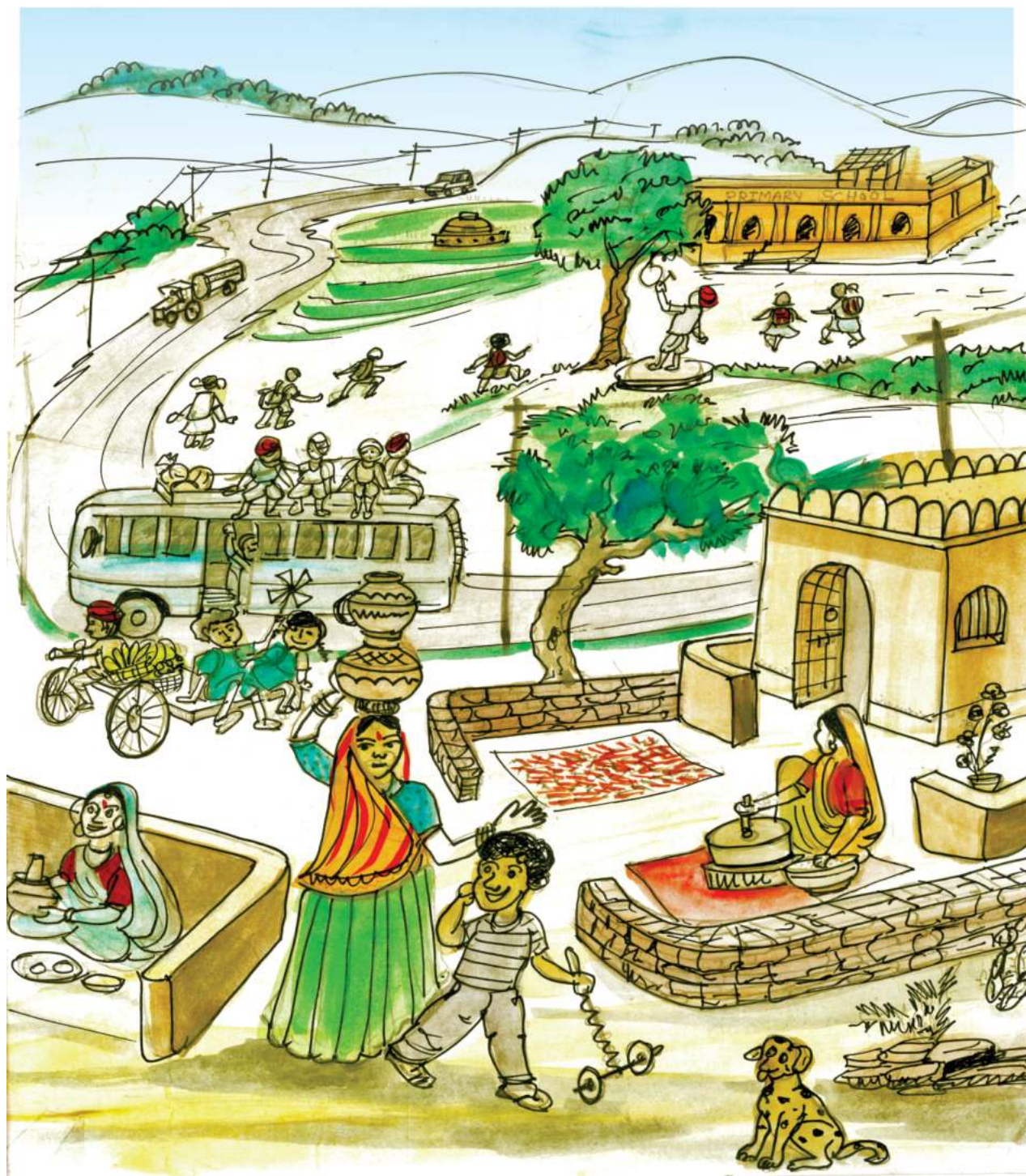


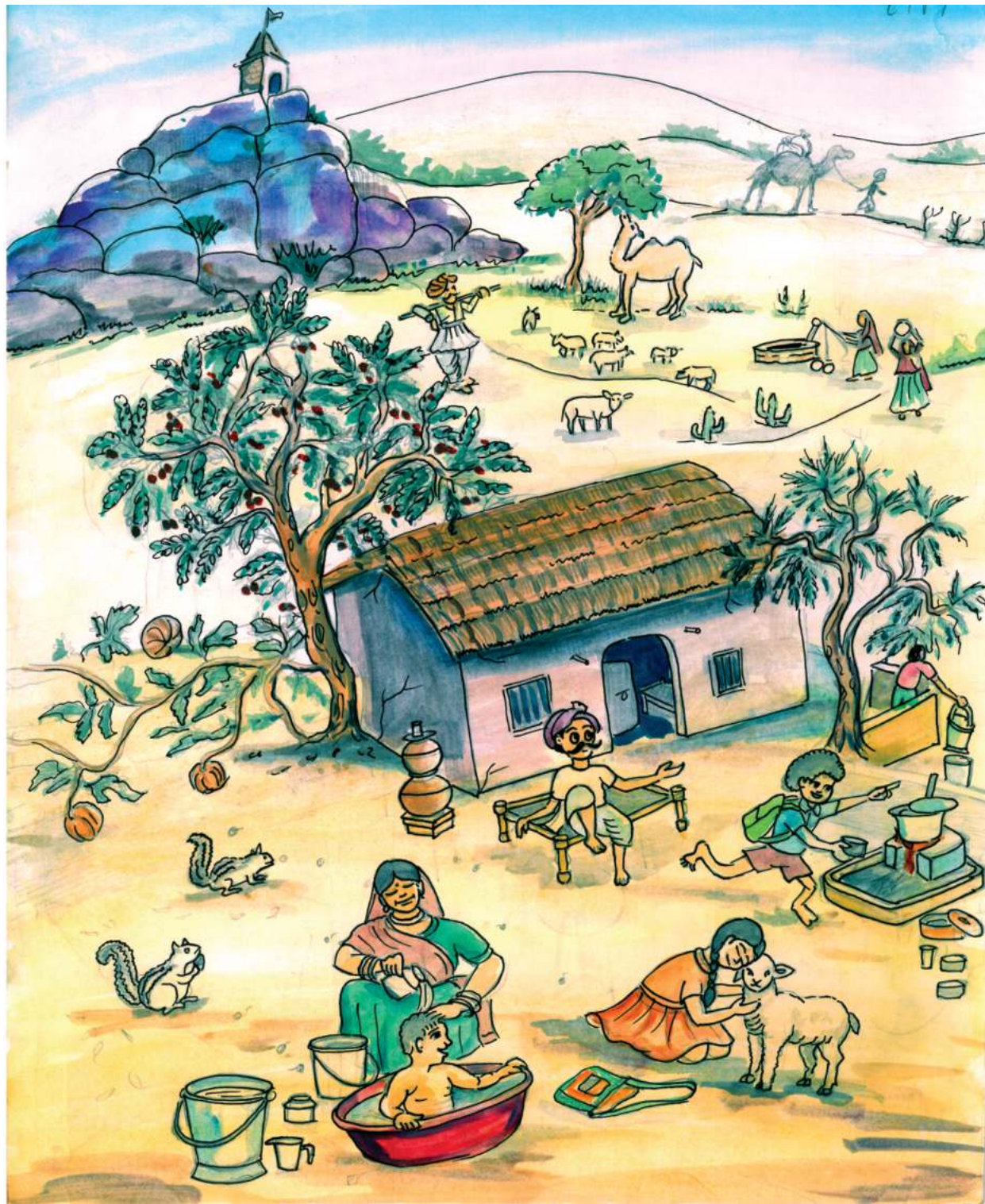
Lesson 1

My Home



Let us talk





Instructions for Teacher : Discuss these questions with children - What do you see in the picture? Tell the children the names of things and ask if they have seen these things in their home. They will answer 'yes' or 'no'. For example, pot, mug, cot, bucket etc.





Let us talk

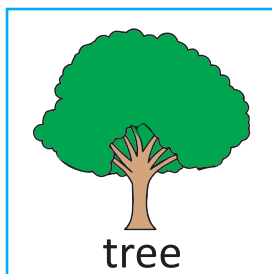
Look at the pictures -



bag



mug



tree



tub



sheep



glass



pot



cot

Instructions for Teacher - Read aloud the words and ask children to put their finger on the pictures.

Match the following -



bus

tub

bag

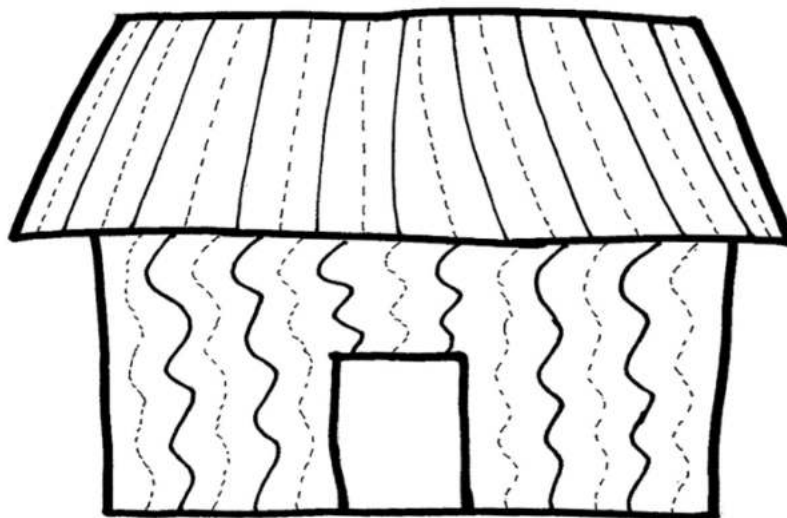
bicycle

Circle (○) the animals -



Instructions for Teacher - Ask the children to observe the given pictures and identify objects and animals. You may ask them to name the animals in their own language.

Trace the pattern -





 Fill colours

Complete the picture and colour it -



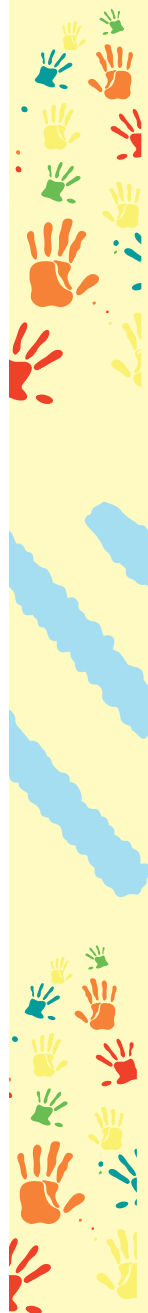


 Let us do it

Complete the patterns -



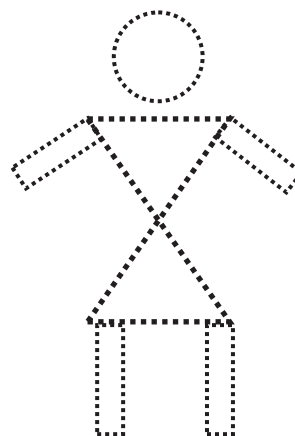
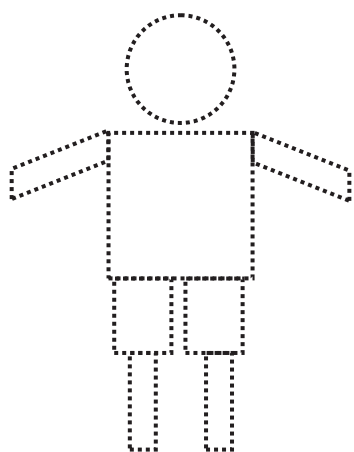
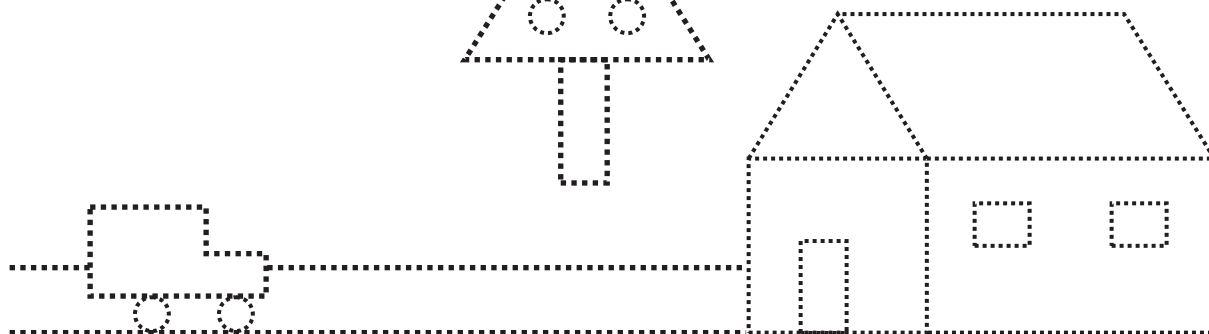
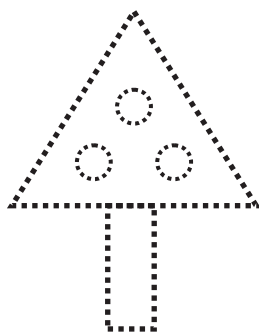
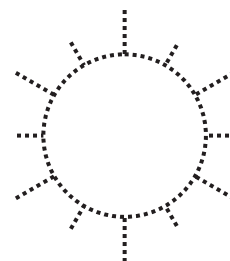
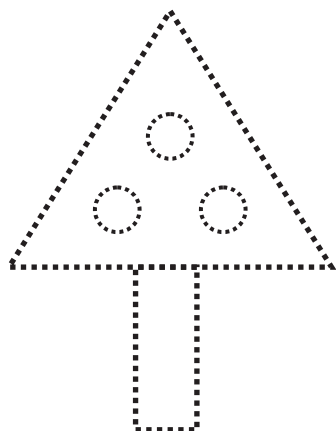
Instructions for Teacher - Help children learn to hold the pencil correctly and improve their hand control while they complete the patterns.





 Fill colours

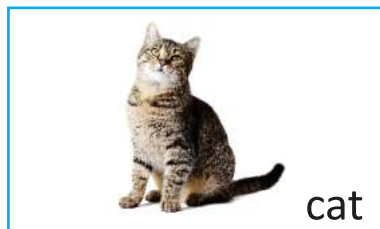
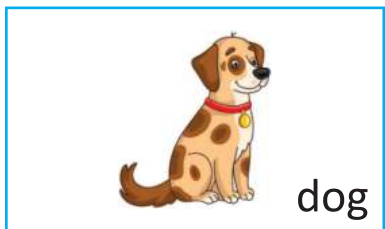
Connect the dots to complete the pictures and colour them -





 Let us do it

Circle (○) the one that is different -



Instructions for Teacher - Let the children observe the pictures. Ask them - What do you call them? Which of these can fly? Which of these have a beak?



Instructions for Teacher - Let the children observe the pictures. Ask them - What do you call them? Which of these can hold water? Which of these cannot hold water?

 Let us learn

Big - Small

The apple is small.



The watermelon is big.

The jug is big.

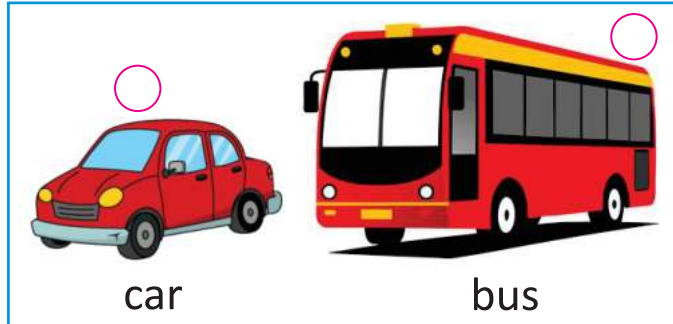
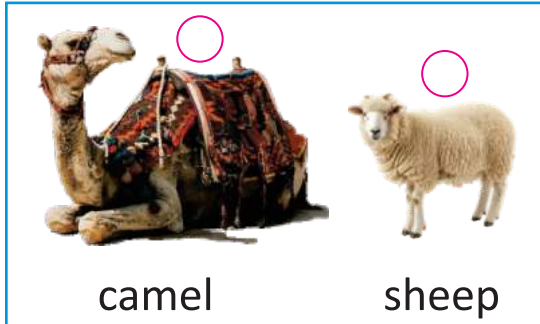


The glass is small.



 Let us do it

Tick (✓) the BIG one -



Heavy - Light

The dog is heavy.



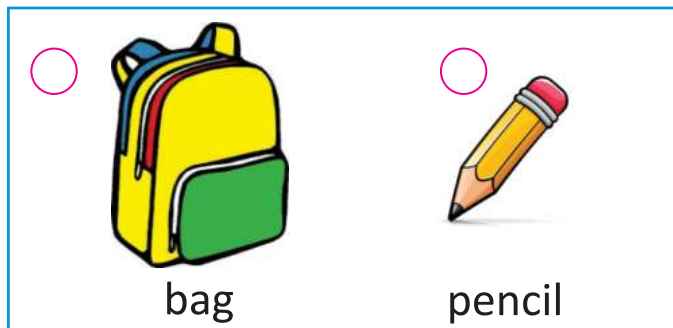
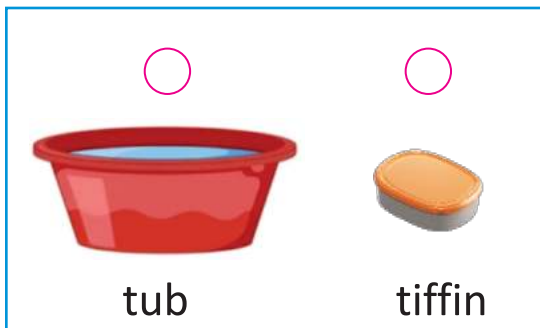
The parrot is light.

The mug is light.



The bucket is heavy.

Tick (✓) the HEAVY one -



Instructions for Teacher - Ask children to compare two objects as big-small, heavy-light to develop an understanding of the concepts. Give enough examples from objects in their surroundings.



Lesson 2

My School Day



 Let us sing



Wake up early,
Brush our teeth,
Ha, ha, ha,
Hee, hee, hee!



Wash our face,
Pack our bags,
Off we go,
Ho, ho, ho!



Go to school,
learn and play,
Have fun with friends,
Hay, hay, hay!



Read Aloud and Act

Recite the poem with actions.

Instructions for Teacher - Recite the poem a few times with proper actions. Encourage the children to repeat. Ask children to look at the pictures and describe what they see in their home language. You may read the sentences from the poem that refer to the given pictures. For example : 'wake up', 'brush our teeth'.





 Let us do it

Match the pictures with the words -



at school



wake up



get ready

Instructions for Teacher - Talk to the children about their routine before coming to school. Encourage them to speak in their home language. Let them observe the given pictures and tell what is happening in each and give it a number in order of 1, 2 and 3.

Match the objects with the actions -



soap



brush
teeth



brush



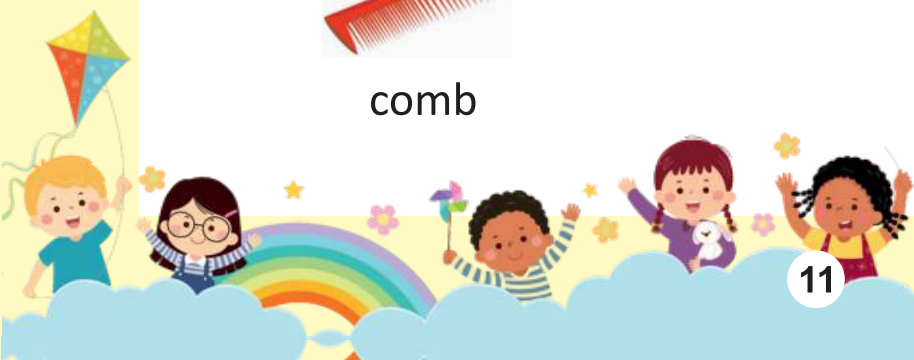
comb
hair



comb



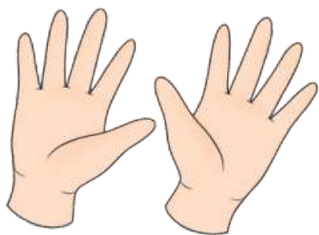
wash
hands





Let us sing

Sing Aloud



Two little hands
go clap, clap, clap.

Two little legs
go tap, tap, tap.



Two little eyes
are open wide.
One little head
goes side to side.



Two little eyes
to look around.
Two little ears
to hear any sound.



One little nose
to smell and breathe.
One little mouth
that likes to eat.

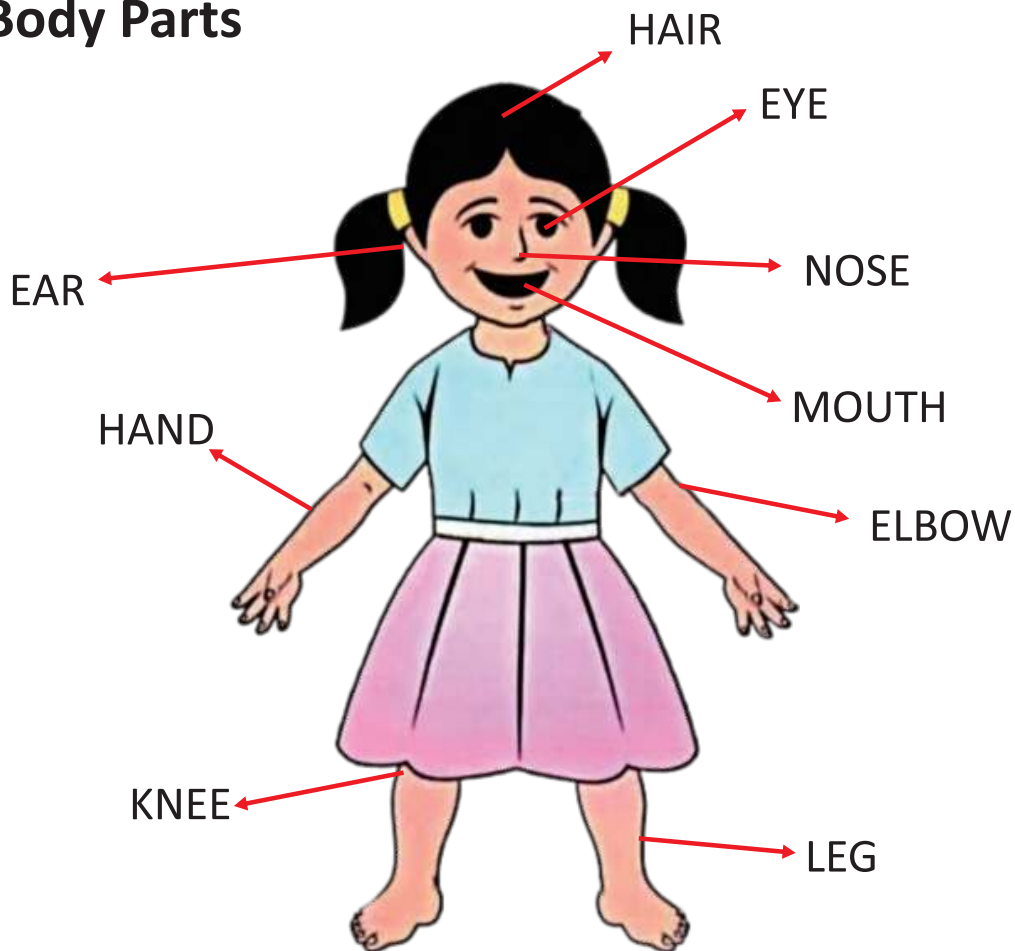


Instructions for Teacher : Recite the poem with actions and let the children practice a few times.





My Body Parts



Instructions for Teacher: Talk about body parts using this picture. Ask children to point at the body parts shown in the picture one by one.

Let us discuss

Discuss the pictures with your teacher -

		
open tap	wash hands	dry hands





 Let us do it

Match the name of body parts with their pictures -

hands



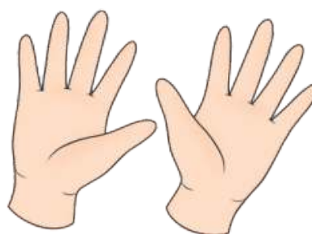
ears



nose



feet



eyes



mouth



Follow the leader -

Play this with the help of your teacher.

Instructions for Teacher : One child will be the leader. Class has to follow the leader. If the leader jumps, children jump. If the leader claps, children clap. If the leader makes a funny face, they do the same.

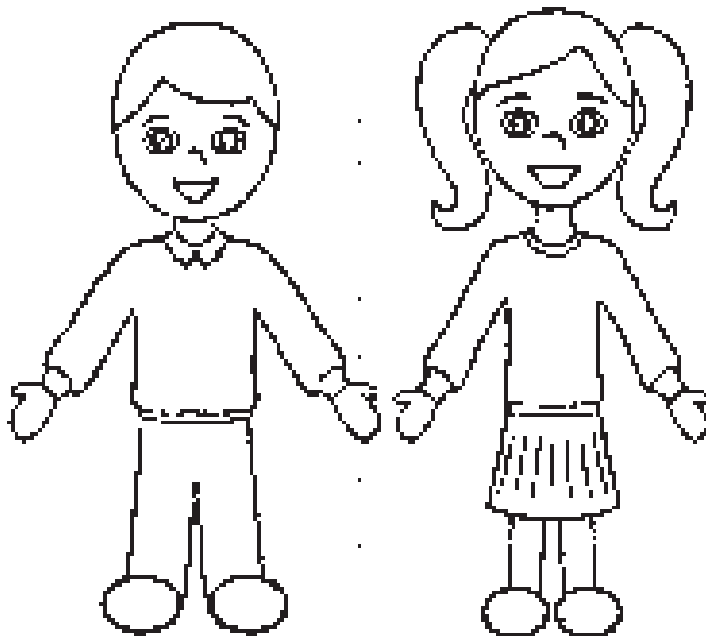




 **Fill colours**

You and I

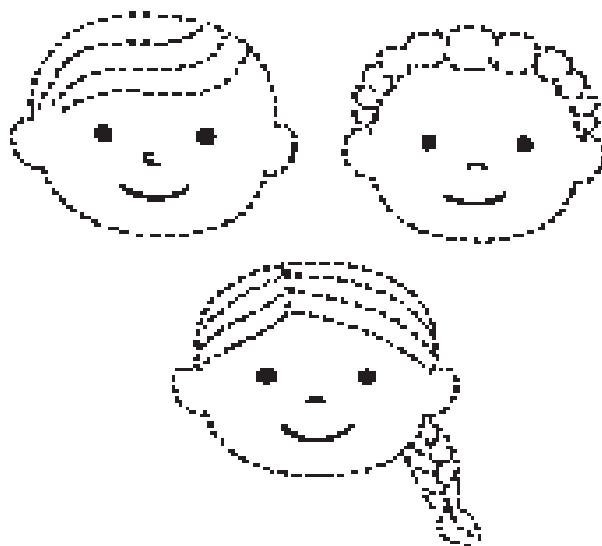
Colour the picture.



Instructions for Teacher : Ask children to identify how they look like. Tell them to colour the pictures.

 **Let us do it**

Trace the dots -





Lesson 3

A Cat in Trouble



 Let us read



A **cat** sees a **pot** of **milk**.



It drinks the **milk** from the **pot**.



Its head gets **stuck** in the **pot**.



The man and woman hear a **clang**.



They pull her out of the **pot**.



The **cat** is happy.

New words

cat	pot	milk	stuck	clang
-----	-----	------	-------	-------

Instructions for Teacher - Allow time for children to look at the pictures. Ask them questions in English and Hindi. For example, what is happening in the story? What is the cat doing? Encourage children to respond in their home language. Read it once and ask what they know about the story. Read the 'new words' and ask children to name these new words in their home language.





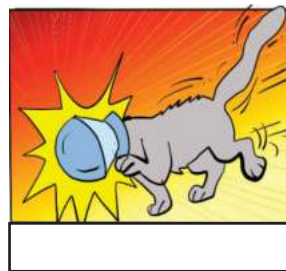
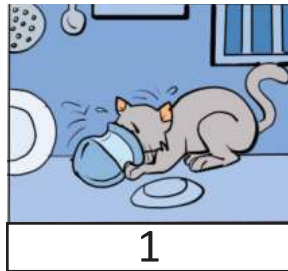
Let us talk

1. Who all are there in the story?
2. Where did the cat come from?
3. What did the cat want?
4. Who else likes to drink milk?

Instructions for Teacher : You may ask these questions in Hindi or local language. This is to let children express themselves.

From the Story

Sequence the pictures correctly – 1, 2, 3, 4.



Tell the Story

Use these words to tell the story in your own words-

cat, pot, milk, man, woman,

Instructions for Teacher - Encourage children to tell the story in their own language with some words in English (as given).

Cats like to drink milk. Dogs like to drink milk too.
What do other animals like to eat?





 Let us do it

Match the animals with their food -

cat

elephant

rabbit

monkey

cow

carrot

banana

sugarcane

grass

milk

Instructions for Teacher : Help children complete the exercise.

Sweet and sour

Oranges are sour, mangoes are sweet.
The two together, I never eat.



Sweet and sour fruits



Mango



Banana



Grapes



Apple



Orange



Watermelon



Lemon

Instructions for Teacher : Read these lines and explain to children. Tell them the meaning of sour and sweet. Then, ask them - What do you like to eat? How does it taste? At this point, let them name anything they like to share. After they name a few things, ask them - Which of these things are sweet? Which are sour?



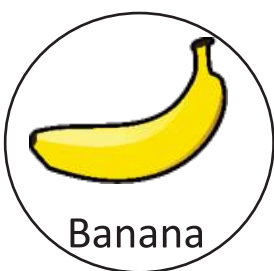


 Let us do it

Draw one sweet and one sour fruit in the boxes below -

Sweet	Sour

Circle () the fruits and underline the vegetables -



Banana



Lady Finger



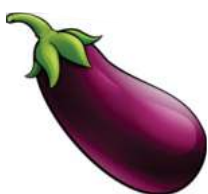
Mango



Pea



Orange



Brinjal



Apple



Carrot



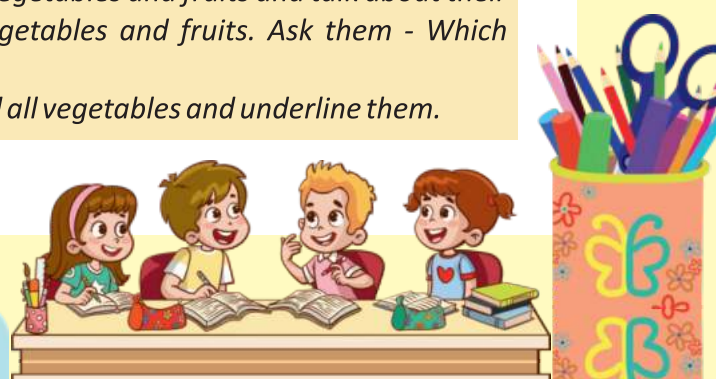
Potato



Grapes

Instructions for Teacher : Encourage children to name vegetables and fruits and talk about their likes and dislikes. Tell them the benefits of eating vegetables and fruits. Ask them - Which vegetables do they like? Which fruits do they like?

Encourage them to identify all fruits and circle them, and all vegetables and underline them.





Let us read

Read the picture sentences given below -

1. This is a



3. This is an



2. This is a



4. This is an



Instructions for Teacher : Read the sentences yourself and make the children repeat them.

Guess the fruit -

- **Yellow** and sour
- **Yellow** and sweet
- **Red** and sweet
- **Green** and sour



Let us draw

Draw your favourite fruit -





Let us talk

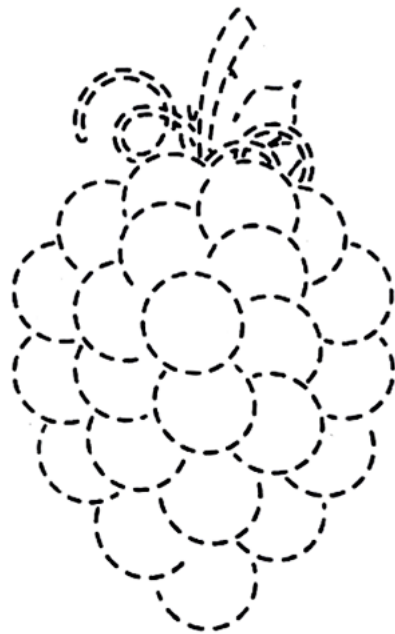
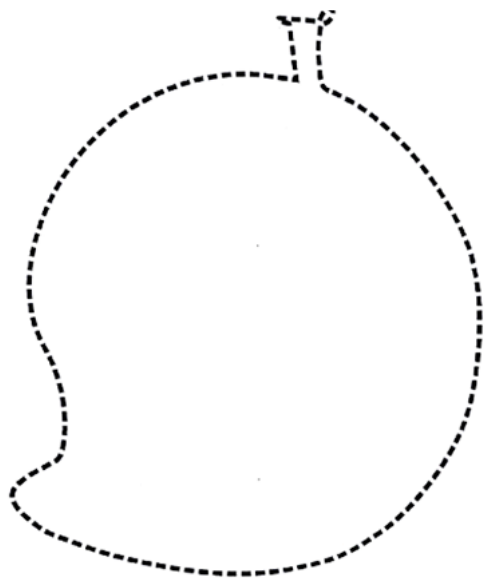
Look at the pictures and describe the story in your own words -





Fill colours

Connect the dots to complete the pictures and colour them -



Let us listen

Letter 'Ss'

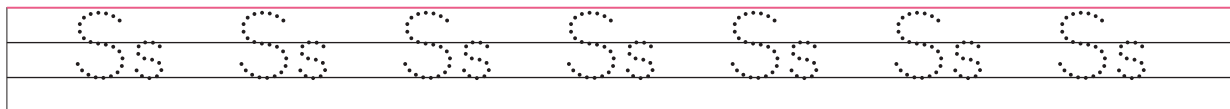
I. Listen carefully and clap on 's' sound -

sat, tap, sap, pat, sit, ant, sun,

II. Listen and repeat -

sat, sit, sun

III. Let us trace 'Ss' -



Instructions for teacher: These exercises are given to introduce letters of the alphabet. Conduct them in three steps. Step 1: Say the words and ask children to listen to the sound of the letter and respond by clapping, touching the head or raising their hands. Step 2: Ask children to listen and repeat. It will be good to show them pictures of the words, where possible, at this step. Step 3: Encourage the children to write the letter on the dotted lines.





Let us listen

Letter 'Aa'

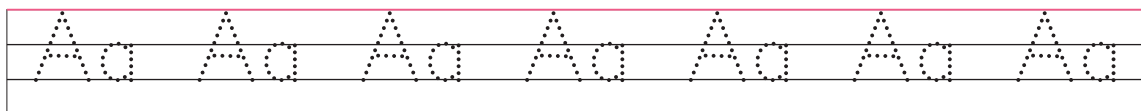
I. Listen carefully and raise your hands if you hear the sound 'a' -

apple, axe, cot, animal, arrow, dog, ant

II. Listen and repeat -

apple, ant, axe, animal

III. Let us trace 'Aa' -



Letter 'Tt'

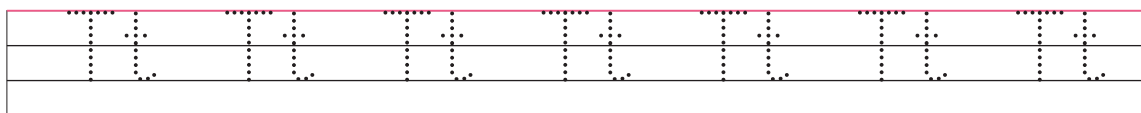
I. Listen carefully and touch your head if you hear the sound 't' -

tap, sit, ten, six, top, pin, pat, tag, mat, tin, bat, tub

II. Listen and repeat -

tap, top, tin, tub

III. Let us trace 'Tt' -



Let us read

sat, at, as

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



Lesson 4

The Old House



 Let us sing



It is an old house.
A very old house.
Oh no! Our ball has
gone in there!

Let us go in!
Oh, I'm afraid!
We open the gate.
We see an old man.
'Aah, run!' We are afraid.



The old man smiles.
'Here's your ball,' he says.
'Oh, thank you!' we say.
'Come again,'
says the old man.
We take the ball and run!

New words

old	house	ball	go
afraid	smile	run	come

Instructions for Teacher : Read the story aloud and translate it into Hindi. Ask simple questions in both English and Hindi like, "What will happen next?" or "Why did the children run?" Let children answer in their home language. Encourage them to follow the text with their finger. Explain new words and let them act out words like smile, run and afraid.





Let us talk

1. Who all are there in the story?
2. What were the children playing?
3. Where did their ball go?
4. Who gave them the ball?
5. What did they say to the old man?

Instructions for Teacher : You may ask these questions in Hindi or local language. This is to let children express themselves.

Happy and Sad

We sometimes feel happy 😊 and sometimes sad. ☹️

When we are happy, our face looks like this 😊

When we are sad, our face looks like this ☹️

Tell your teacher -

When do you feel happy? 😊

When do you feel sad? ☹️

Tick the correct box -

In the story, how did the children feel when

They were playing.	😊 Happy	☐	☹️ Sad	☐
They lost the ball.	😊 Happy	☐	☹️ Sad	☐
They found the ball.	😊 Happy	☐	☹️ Sad	☐

Instructions for Teacher : Talk to children about times you feel happy and sad and ask them to share. You may even share a story to talk about these emotions. Once children have talked about instances that make them happy or sad, read the events from the story and ask children to tick the correct option in the exercise given above.



 Let us do it

Match the pair -

Bat



String



Kite



Shuttle



Racket



Ball



Instructions for Teacher : Ask these questions in the language familiar to children. Let them answer in their language with a few known words in English.

Circle () the things you play with -



Ball



Bat



Doll



Kite



Car



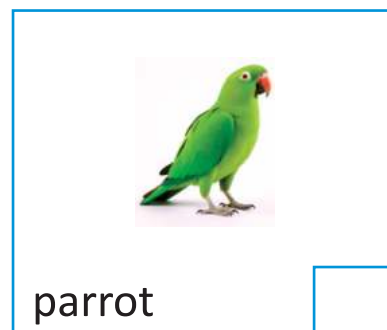
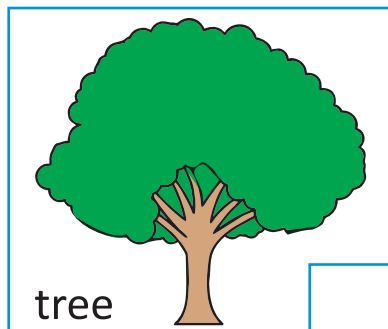
Bicycle





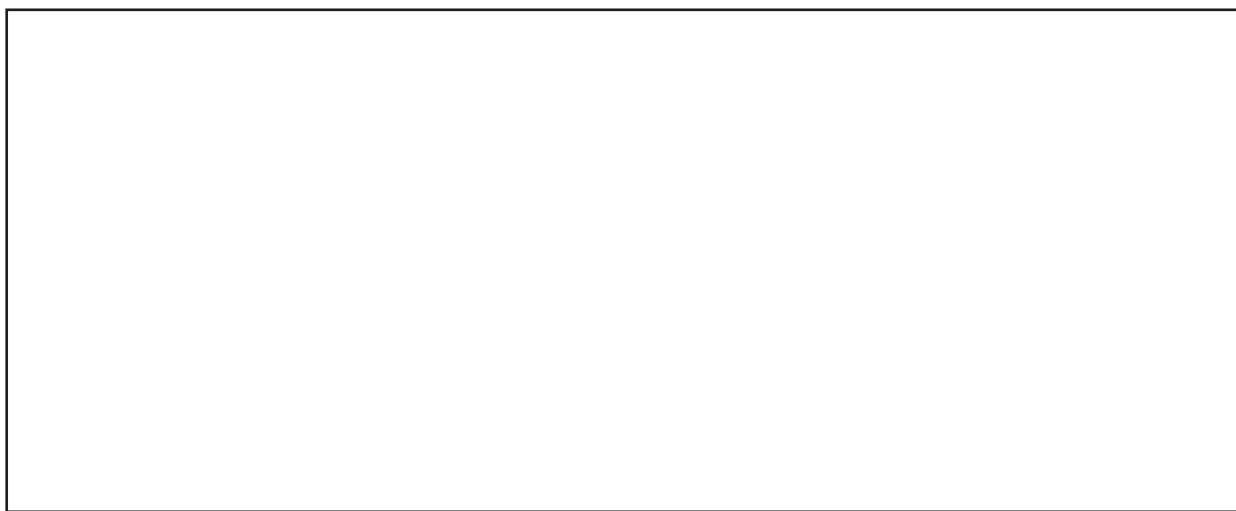
 Let us do it

Tick (✓) things you see around -



Instructions for Teacher : Call out object names. Encourage children to name more objects they see in their surroundings. Talk about natural and man-made things.

Draw any object you see around -



Instructions for Teacher : Encourage children to draw freely and let them describe it in their own language.





Let us discuss

You and Elders

Look at the pictures and talk about what is happening -



Instructions for Teacher : Encourage children to express freely in their local language. Help them with words in English like respect, greeting, helping, saying 'thank you'.

Let us read

Letter 'Pp'

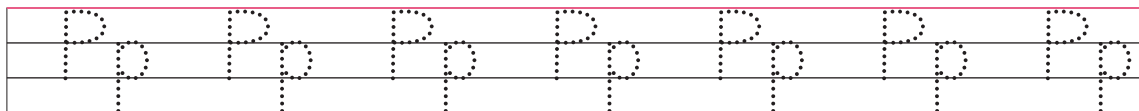
I. Listen carefully and clap on 'p' sound -

pan, pen, sun, mat, pat, pin

II. Listen and repeat -

pin, pan, pen, park

III. Let us trace 'Pp' -



Instructions for teacher: These exercises are given to introduce letters of the alphabet. Conduct them in three steps. Step 1: Say the words and ask children to listen to the sound of the letter and respond by clapping, touching the head or raising their hands. Step 2: Ask children to listen and repeat. It will be good to show them pictures of the words, where possible, at this step. Step 3: Encourage the children to write the letter on the dotted lines.

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





 **Let us listen**

Letter 'Ii'

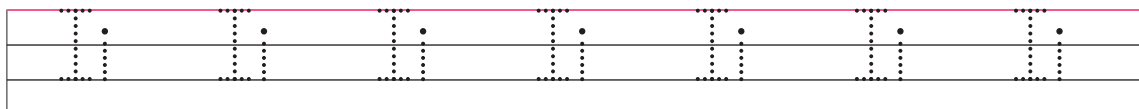
I. Listen carefully and raise your hands if you hear the sound 'i' -

in, pat, cap, men, **it**, bed, **ink**, net, **ill**, pack, **inch**

II. Listen and repeat -

in, ink, inch, ill

III. Let Us trace 'Ii' -



Letter 'Nn'

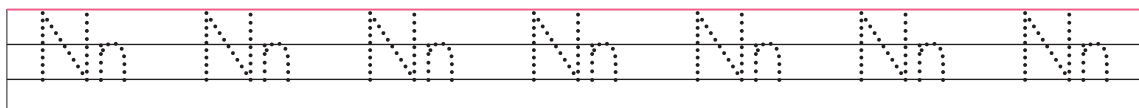
I. Listen carefully and clap on 'n' sound -

bat, cat, **net**, dog, sun, **nap**, pet, **not**, **nut**, kite, **nine**

II. Listen and repeat -

net, nut, nap, not

III. Let us trace 'Nn' -



Let us read

pin	pat	tap	pan	sip
tip	pit	ant	tan	nap

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





Let Us Revise-I



1. Match the words with pictures -

mug



cot



dog



cat



ball



2. Fill in the blanks -

Bu__



B__g



__encil



A__t





3. Match the following -

waking up



washing face



studying



4. Trace the letters given below -

Ss Ss Ss Ss Ss Ss Ss

Aa Aa Aa Aa Aa Aa Aa

Tt Tt Tt Tt Tt Tt Tt

Pp Pp Pp Pp Pp Pp Pp

Ii Ii Ii Ii Ii Ii Ii

Nn Nn Nn Nn Nn Nn Nn



Lesson 5

From Here to There



 Let us talk





Instructions for Teacher : Encourage the children to look at the picture carefully and ask the following questions – What do you see? Why are there so many vehicles ? Have you travelled by a bus? Where did you go? Add more questions. You can use Hindi or their home language.





Let us talk

1. What do you see? Bus, car...add more.
2. Which is the biggest vehicle?
3. What do you hear - honk, screech, call, talk, scream?

Instructions for Teacher : After the children have looked at the picture, you can ask these questions in English and Hindi. Encourage children to express themselves freely in local language with few known words in English like bus, cycle, man, boy, girl etc.

Tick right (✓) or wrong (✗) -

1. The bus is at the railway station.
2. The bus is full of people.
3. Some people are on the footpath.
4. There is an aeroplane on the road.

Instructions for Teacher: Please read the sentences one by one. Read them slowly. Translate them in local language and allow time to respond.

'He' and 'She'



He is a boy. She is a girl.



He is a man. She is a woman.



Instructions for Teacher : Talk to the children about the concept of 'he' and 'she'. You can do this activity – each child can point at the peer sitting next to him/her and say - 'She is a girl' or 'he is a boy'. Once they have practiced enough, encourage them to do the next exercise.

Fill in the blanks - He or She



He is sitting.



_____ is running.



_____ is driving.



_____ is reading

Means of transport -

Tick (✓) the ones you have seen.



boat



auto



aeroplane



bicycle



car



train

Complete the words with correct letters - a, t or b



__rain



__eroplane



__us

Instructions for Teacher : Allow children to see the pictures and tell the names of the vehicles. Write the three sounds on the board i.e. 'a', 't' and 'b'. Repeat the sounds. This time, you speak the word, they have to identify the missing sound and complete the word.



Let us read



One



Many

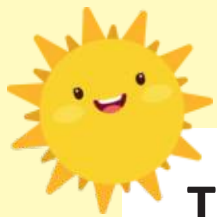


One



Many

Instructions for Teacher : Allow children to see the pictures and help them say one and many. Tell the meaning of one and many in their language. Help them to identify if the vehicles are one or many.



Tick the correct option -

	One	Many
		
		



Let us draw

Draw any means of transport that you like.



Find the differences -



Instructions for Teacher : Help children to find the differences (at least 5) in both pictures and circle the objects missing in the second picture .



Let us read

Letter 'Mm'

I. Listen carefully and clap if you hear the sound 'm' at the beginning of the word -

pen, dog, **m**an, ant, **m**at, cat, **m**ud, **m**ug, apple, **m**ilk, **m**ap

II. Listen and repeat -

man, map, mud, mug, mat

Instructions for teacher: These exercises are given to introduce letters of the alphabet. Conduct them in three steps. Step 1: Say the words and ask children to listen to the sound of the letter and respond by clapping, touching the head or raising their hands. Step 2: Ask children to listen and repeat. It will be good to show them pictures of the words, where possible, at this step. Step 3: Encourage the children to write the letter on the dotted lines.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

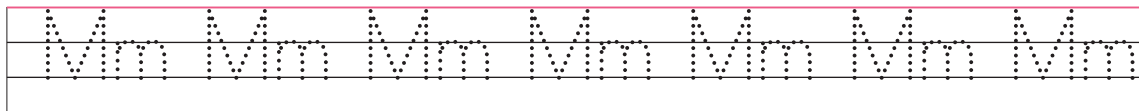
Xx

Yy

Zz



III. Let us trace 'Mm'.



Let us listen

Letter 'Ee'

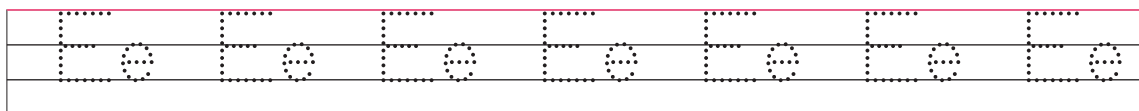
I. Listen carefully and raise your hands if you hear the sound 'e' -

pat, park, **e**gg, gate, mat, watch, **e**lbow, queen, **e**nvelope, **e**nd

II. Listen and repeat -

egg, elephant, elbow, empty, envelope

III. Let us trace 'Ee' -



Letter 'Cc'

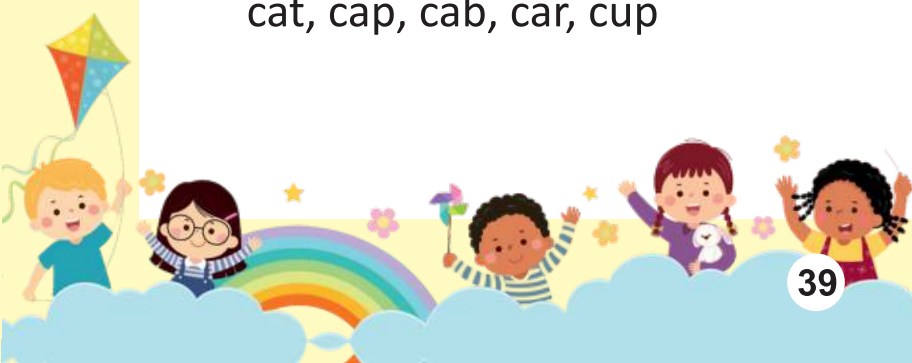
I. Listen carefully and touch your head if you hear the sound 'c' -

cat, **c**ap, **c**ar, park, gate, **c**ake, **c**ow, man, mango, apple, **c**ut, **c**ab

II. Listen and repeat -

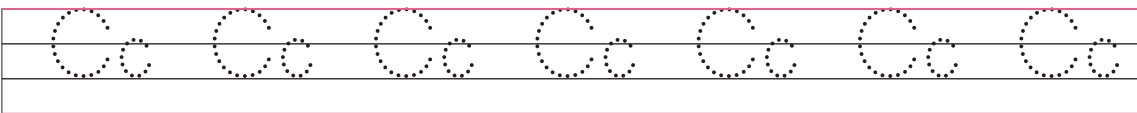
cat, cap, cab, car, cup

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





III. Let Us trace 'Cc' -



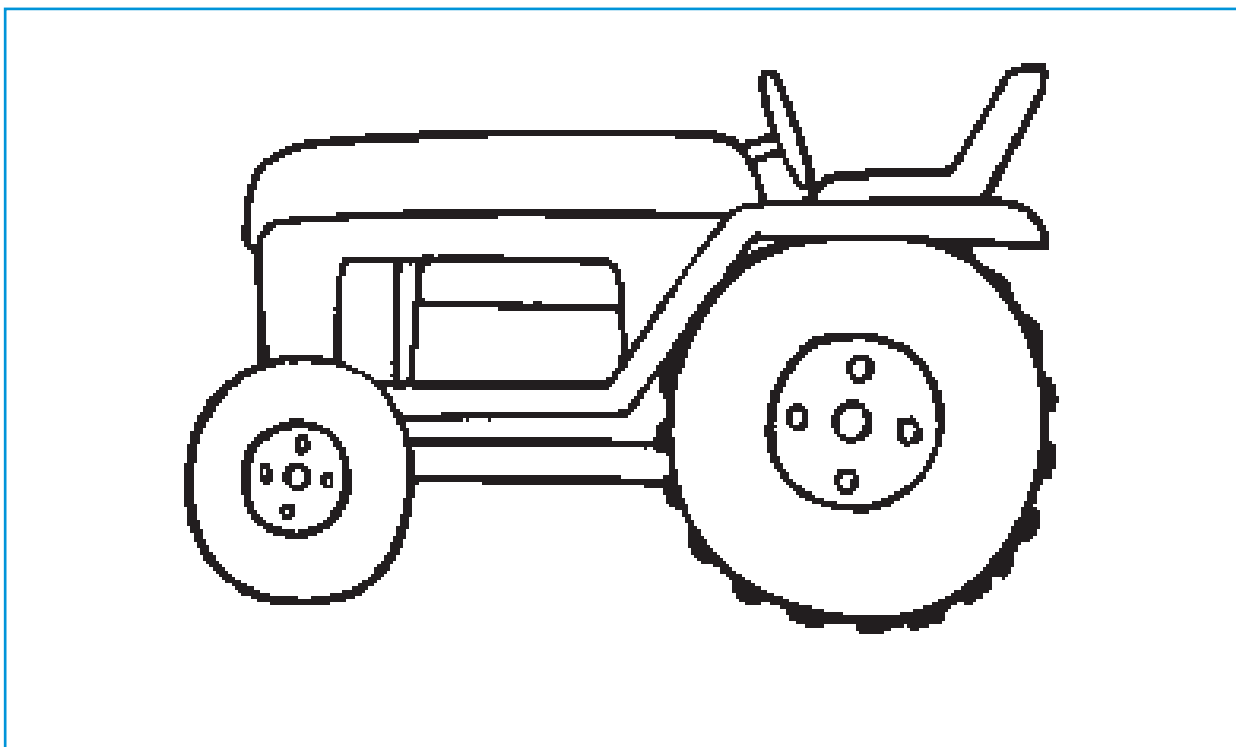
Let us read

sat	pat	pin	tap	sit
pan	map	net	cap	cat
men	nap	pet	met	tin
mat	sip	pen	ant	sap



Fill colours

Colour the picture -





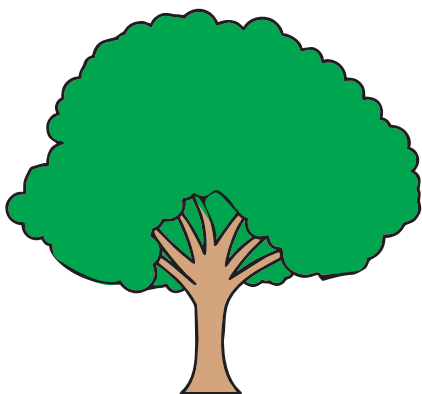
Lesson 6

A Happy Child



Let us sing

My house is **red**, **yellow** - a little house.
A happy child I am !
I laugh and play
The whole day long
I hardly ever cry.



I have a tree,
A **green**, **green** tree
To shade me from the sun
And under it
I often sit
When all my play is done.



Let us talk

1. What is the colour of your house?
2. Who lives in your house?
3. What do you do in your house?
4. Are there trees and plants around your house?

New words

happy	laugh	cry	red	green	yellow
-------	-------	-----	-----	-------	--------

Instructions for Teacher : Recite the poem aloud with proper actions. Ask the questions - What is the colour of the house? What is the colour of the tree? What does the tree do for the child? You can use Hindi or their home language.

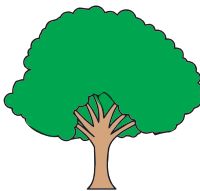




 Let us do it

Fill in the blanks using words given below -

red, happy, play, green, tree

red	happy	play	green	tree
				

1. My house is _____.
2. I am a _____ child.
3. The colour of the tree is _____.
4. I sit under the _____.
5. I _____ all day long.

Complete the following sentences -

1. I am _____. (your name)
2. My house is _____. (colour)
3. I like _____.



 Let us sing

Sunday is a sun's day
Monday is a moon's day
Tuesday is two's day
Wednesday is a wellness day
Thursday is my birthday
Friday is a fun day
Saturday is a play day

 Let us listen

Letter 'Dd'

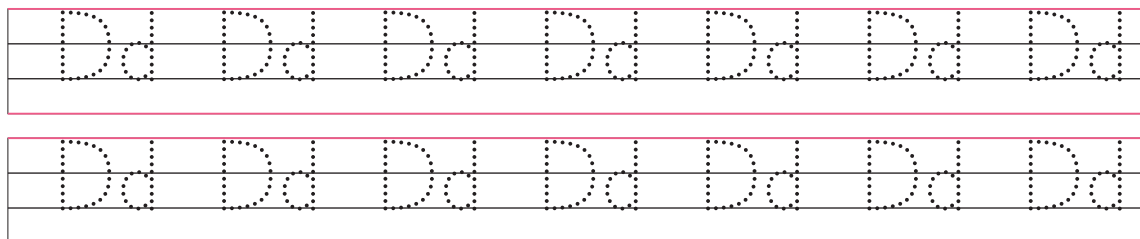
I. Listen carefully and clap if you hear the sound 'd' at the beginning of the word -

cat, **d**og, **d**am, car, park, **d**oor, gate,
den, cake, **d**ip, **d**ot, **d**ark, **d**ove, **d**octor

II. Listen and repeat -

dog, den, dove, dip, dot

III. Let us trace 'Dd' -



Instructions for Teacher : Write the days of the week on the board and read them out. Talk to children about Sunday as a holiday. Ask them what they do on Sunday? How is it different from Monday? What is their favourite day? Add more questions.

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



Let us listen

Letter 'Oo'

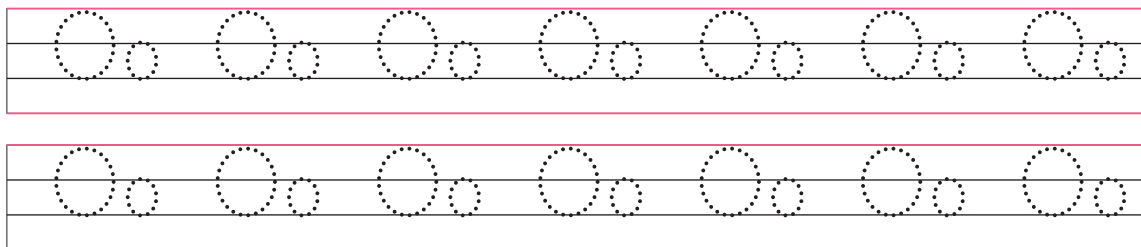
I. Listen carefully and raise your hands if you hear the sound 'o' -

camel, tiger, **o**x, **o**il, cat, **o**n, pan, **o**dds,
man, kite, **o**range, banana, **o**ff, **o**pt

II. Listen and repeat -

oil, ox, orange, on

III. Let us trace 'Oo' -



Letter 'Gg'

I. Listen carefully and touch your head if you hear the sound 'g' -

home, horse, **g**rapes, pineapple, **g**ate, parrot,
gas, ant, **g**ap, rat, **g**um, **g**ame, cap, **g**old, **g**ood

II. Listen and repeat -

gate, grapes, gap, good, game

Instructions for teacher: These exercises are given to introduce letters of the alphabet. Conduct them in three steps. Step 1: Say the words and ask children to listen to the sound of the letter and respond by clapping, touching the head or raising their hands. Step 2: Ask children to listen and repeat. It will be good to show them pictures of the words, where possible, at this step. Step 3: Encourage the children to write the letter on the dotted lines.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

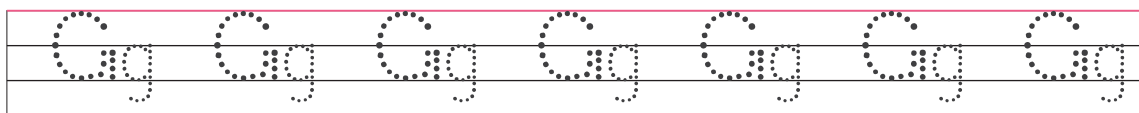
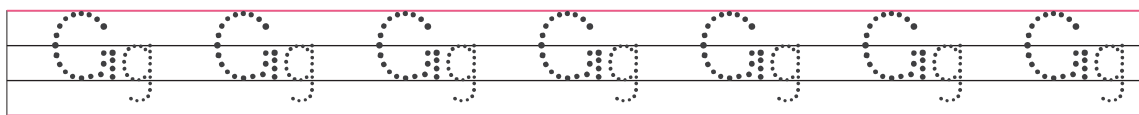
Xx

Yy

Zz



III. Let us trace 'Gg' -



Let us read

dog	dot	got	god	dig
gap	met	mat	men	map
cap	cat	can	sat	pat
pan	pin	tan	tap	sit

Fill colours

Colour the picture

Connect the dots to complete the picture and colour it.



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





Lesson 7

Mrs. Ant and Mr. Rat



Let us read

Mrs. Ant came up, out of her hole.
“Good morning, my little friend,” she heard.
Mrs. Ant turned around and saw,
“Oh! Mr. Rat, you are so big and tall!”
“Ha-ha!” said Mr. Rat,
“You are so tiny, so small!
And over here, I am the biggest of all.”

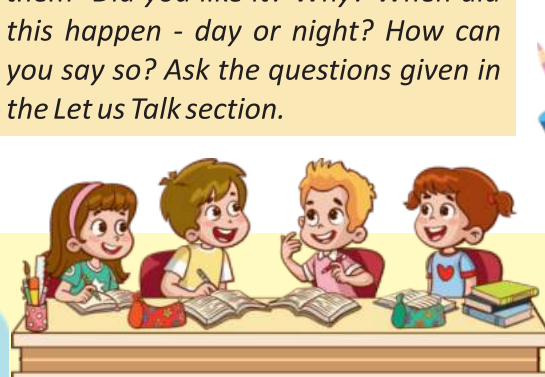


But then they heard,
“Good morning, my friends!
Mr. Rat, you are looking smart
but small, And Mrs. Ant,
I can hardly see you at all.”
They looked up, and it was
Mr. Buffalo. He turned around
and said, “Goodbye, all.” And
Mrs. Ant asked Mr. Rat,
“Sir, are you big or small, after all?”

Let us talk

1. Who all are there in the story?
2. What does Mrs. Ant say to Mr. Rat?
3. Is Mr. Rat the biggest of all?
4. Name animals that are bigger than a rat.
5. Is there any animal bigger than a buffalo?

Instructions for Teacher : Read the story aloud. Encourage children to listen to the story carefully and move their fingers along the words as they hear them. Narrate it in their language with known words in English. Ask them- Did you like it? Why? When did this happen - day or night? How can you say so? Ask the questions given in the Let us Talk section.



New words

Good morning	Good bye	tiny	small	big	smart
--------------	----------	------	-------	-----	-------

Instructions for Teacher : Begin by telling the meaning of the given words in Hindi. Remind them of the concept of big and small. Tell them that tiny and small mean the same.

Let us talk

Meet and greet

When do you say this?

Good morning, Good afternoon, Good evening, Good night

How do you greet others in your language?

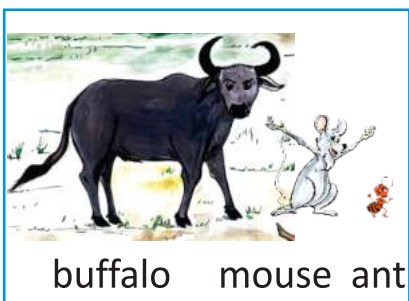
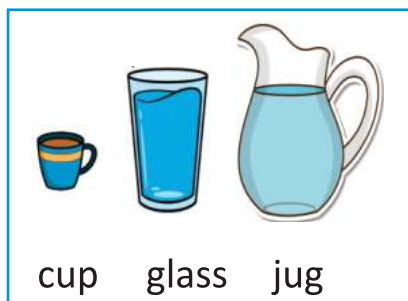
Who said this to whom ?

1. You are so big and tall.
2. I am the biggest of all.
3. Are you big or small?
4. Goodbye all.

Let us discuss

Big, bigger, biggest

Name these in order of big, bigger, biggest -



Instructions for Teacher : Tell the children to name the three objects. Ask them to name them in order of their size. Introduce them to the words - big, bigger, biggest by pointing out to the objects arranged in order of size.



Let us talk

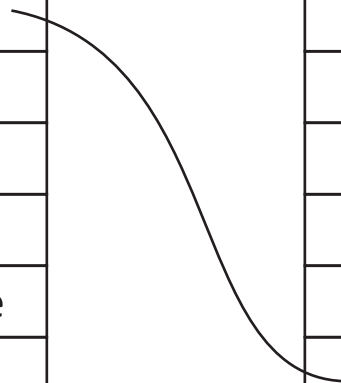


Instructions for Teacher : Give children time to look at the picture and talk about the animals. Ask, "Where do these animals live?" Then name their homes like pond, web, nest, beehive, shed, etc. Encourage them to share their local names too. This helps them to learn English words.

Match the followings -

bird
fish
cow
spider
honeybee
bat

in the pond
on the web
on the tree
in the beehive
in the shed
in the nest



 Let us sing

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.



Instructions for Teacher : Recite the poem aloud and let children repeat after you. Raise your fingers as you say 1, 2, 3, 4, 5. Then ask them to point to the words with their finger as they read.

Trace the number names -

One

Two

Three

Four

Five

Six

Seven

Eight

Nine

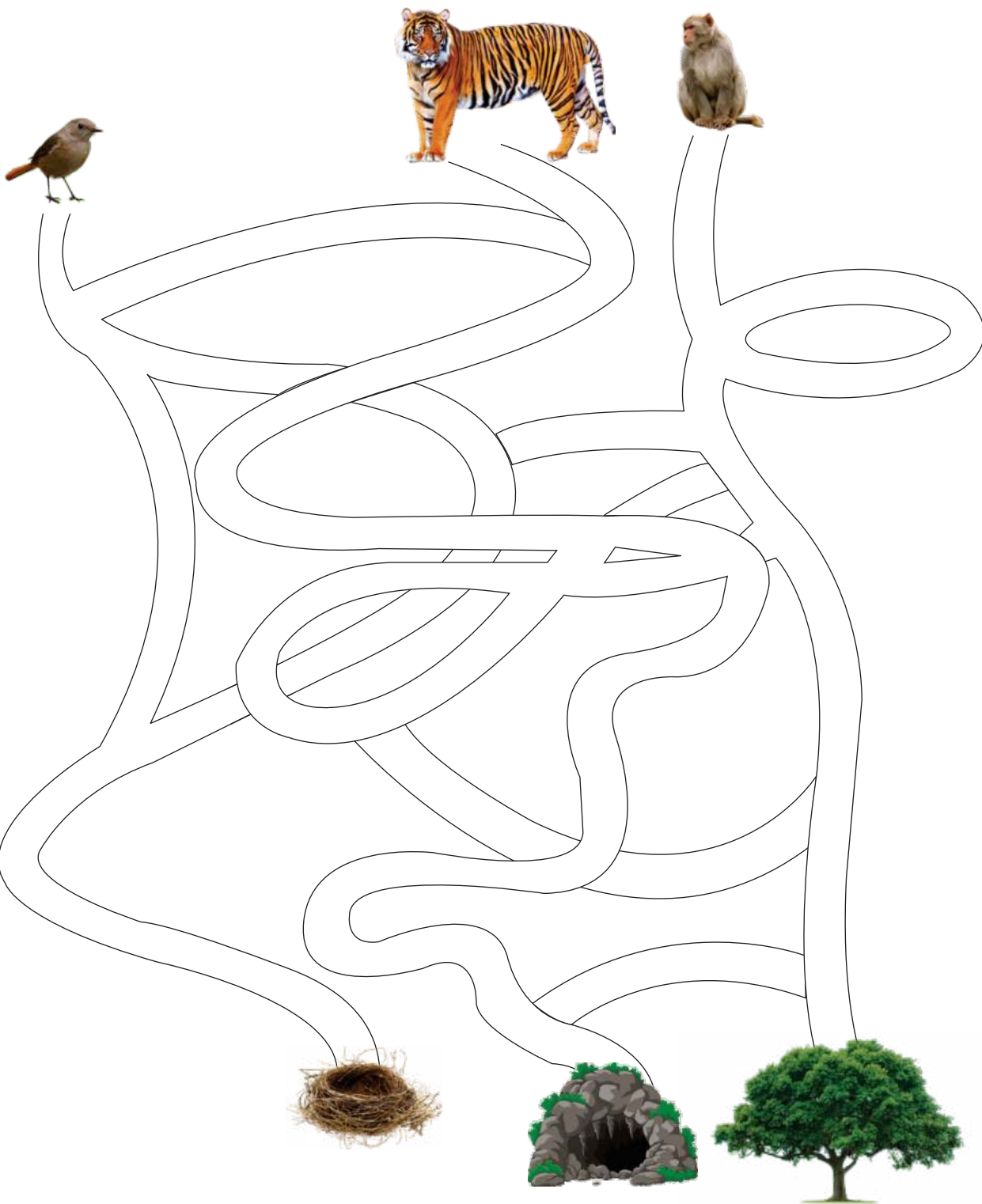
Ten





 Let us do it

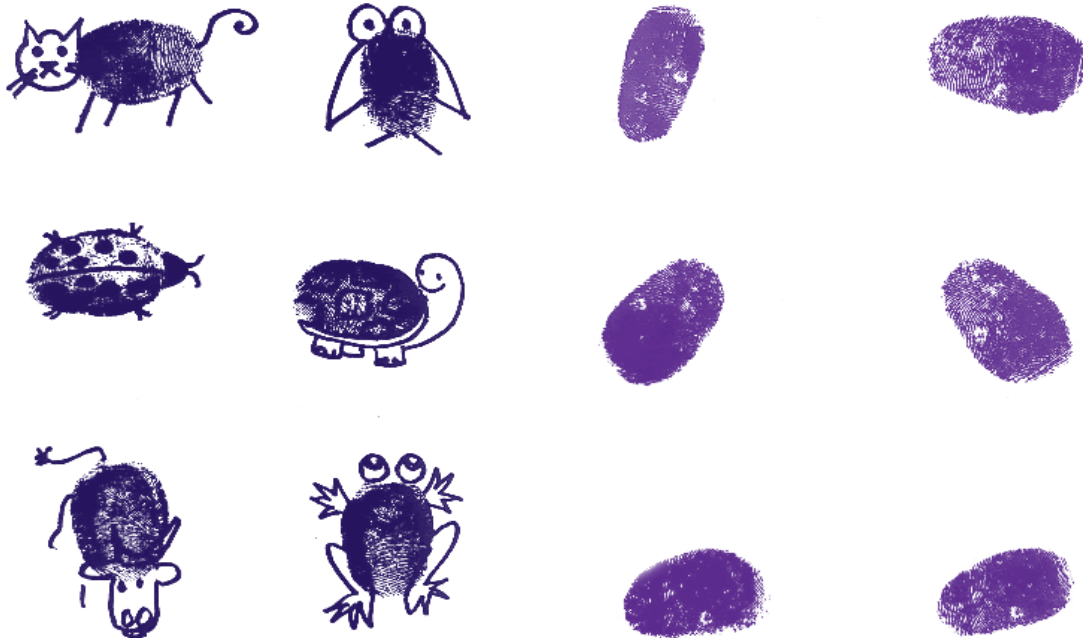
Take them to their home -





 Let us do it

Thumb animals -



Instructions for Teacher : Help children make animal artwork using the thumbprints.

 Let us listen

Letter 'Rr'

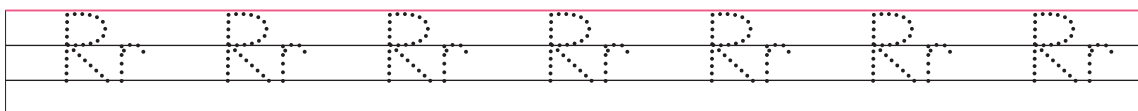
I. Listen carefully and clap if you hear the sound 'r'
at the beginning of the word -

rat, park, jar, rab, bit, parrot,
car, road, drop, ear

II. Listen and repeat -

rat, rug, rain, ring, red

III. Let us trace 'Rr' -





 Let us listen

Letter 'Uu'

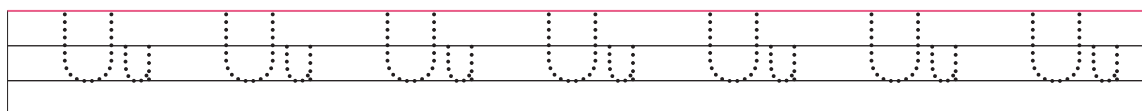
I. Listen carefully and raise your hands if you hear the sound 'u' -

tap, umbrella, rain, cup, sun, bus

II. Listen and repeat -

up, uncle, umbrella, cup

III. Let us trace 'Uu' -



Letter 'Hh'

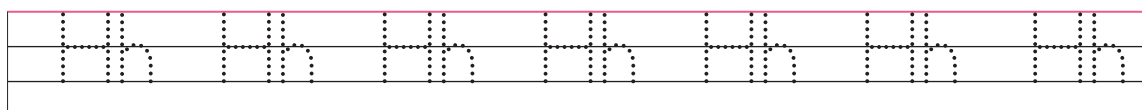
I. Listen carefully and touch your head if you hear the sound 'h' -

hat, ten, happy, men, hen, hand, band,
help, house

II. Listen and repeat -

hat, house, happy, hen

III. Let us trace 'Hh' -



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

 Let us listen

Letter 'Kk'

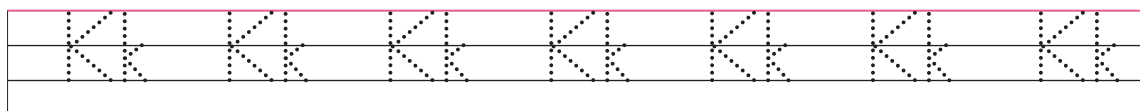
I. Listen carefully and touch your head if you hear the sound 'k' -

king, mon**k**ey, **k**ite, **k**ey

II. Listen and repeat -

king, kid, kangaroo, key

III. Let us trace 'Kk' -



Let us read

rat	ran	rug	red	up
utter	us	hat	hop	hit
hut	hot	kit	kid	kick
sat	tap	pin	mat	net

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



Let Us Revise-II



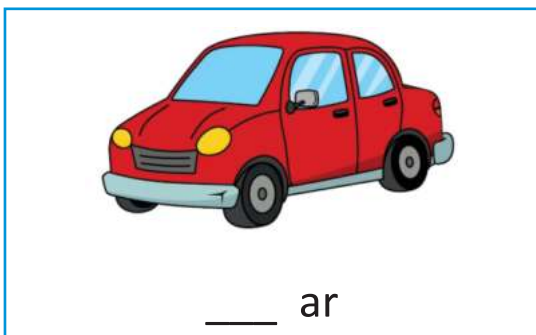
Complete the words by filling the missing letters -



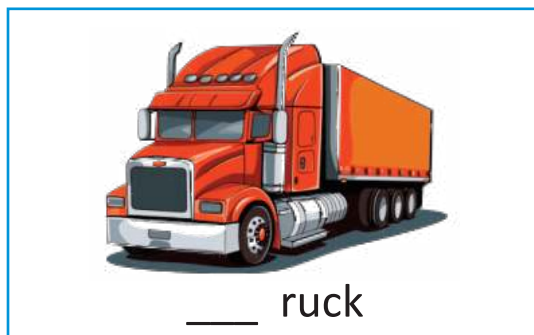
___ us



___ uto



___ ar



___ ruck

Trace the number names -

One

Two

Three

Four

Five

Six

Seven

Eight

Nine

Ten



Let us draw

Draw a vehicle and write its name below -



Let us write

Write days of the week -

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Instructions for Teacher : Based on your assessment of children's learning, please make some pairs or groups to work together. You may even decide to give attention to some groups while others do it on their own.





Lesson 8

Up, Down, All Around



Let us sing

I want to jump,
From here to there,
Low on the ground,
High in the air.

My bag is heavy,
My lunch is light,
The board looks dull,
The chalk is bright.

I walk till the gate,
I run to the school.
For the sun is warm,
The breeze is cool,

I work and play,
In the school hour,
I dream to fly,
up where the clouds are.

Instructions for Teacher : Let children recite the poem with actions after you. Then ask questions like: Where is the child going? Why does he/she want to jump? Do you feel like this when coming to school? How do you feel? Ask more such questions.



Let us listen

Listen to these sentences carefully -

1. **Low** on the ground, **high** in the air.
2. Bag is **heavy**, lunch is **light**.
3. The board looks **dull**, the chalk is **bright**.

Instructions for Teacher : Read the sentences and stress the highlighted words in the poem. You can get them to do actions where they can. Ask them to share how they say these words in their language.

New words

here	there	ground	air	gate	school
------	-------	--------	-----	------	--------

Instructions for Teacher : Begin by telling the meaning of the given words in Hindi. Explain the concept of here and there by pointing out near yourself and further away. Make some sentences to clarify the concept such as - 'The table is here, The door is there'.



 Let us do it

Tick (✓) the objects given in the poem -



bag



eraser



ruler



lunch



apple



black board



water



chalk

Guess the object

Read the sentences and guess the words given in the box -

apple, bag, pencil, eraser

1. I am **long**. You **write** with me.
2. I am **small**. You **rub** with me.
3. I am **red**. You **eat** me.
4. I am **heavy**. You **carry** things in me.

Instructions for Teacher : It will be good to read the sentences and stress the highlighted words in the poem. Ask children to share how they say these words in their language.



 Let us do it

Complete the words using the correct letters -

a, g, o, t, p, n



B _ _ _



B _ _ _ k



_ e _ cil



Bo _ tle

Inside-Outside

Match the things with the correct box. One is done for you -



car



bag



bus



chalk



duster

Inside the classroom

Outside the classroom



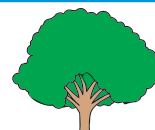
eraser



book



dog



tree



bottle



 Let us do it

Circle (○) the objects that go in your bag -



 Let us draw

Draw things that you carry in your school bag -



Look at the pictures -



Identify the objects
in two bags.

Instructions for Teacher : The children may take some time to look at both the pictures. Give them enough time and talk about it.





 Let us do it

Who is doing what ?

Fill in the blanks - He, She



He is reading.



_____ is dancing.



_____ is running.



_____ is singing.



_____ is eating.



Let us read

Read with the help of pictures -

This is a  . It is **blue** in colour. It is tall. This is a  . It is short.

This is a  . It is **green** in colour. It is heavy. This is a  .

It is light.

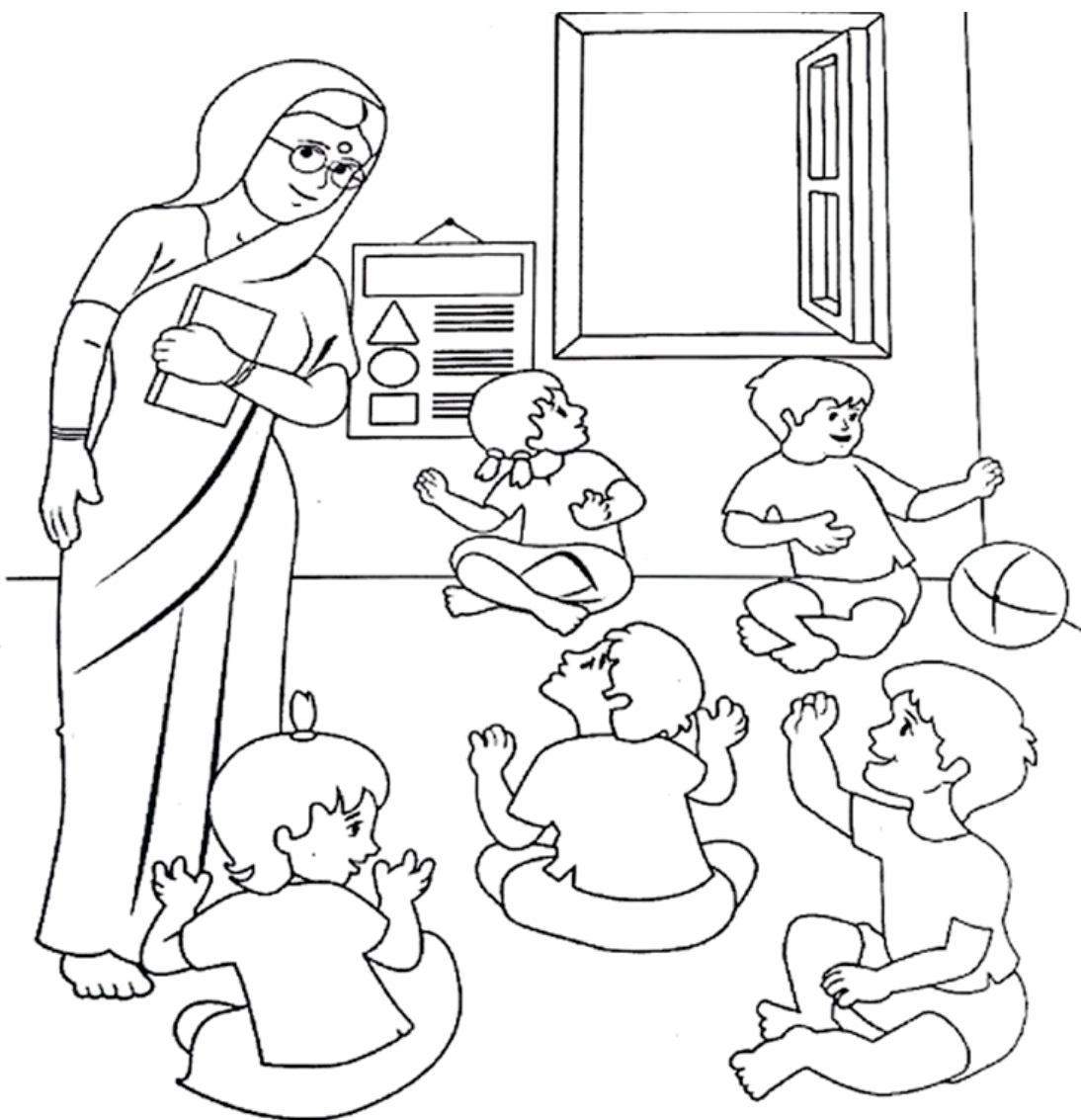
Instructions for Teacher : Read the words aloud and let children repeat them with you while looking at the pictures. Ask what they mean and give them enough time to respond.





 **Fill colours**

Colour this picture -



 **Let us listen**

Letter 'Ff'

I. Listen carefully and clap if you hear the sound 'f' at the beginning of the word -

fan, man, fish, sofa, table, half, calf

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

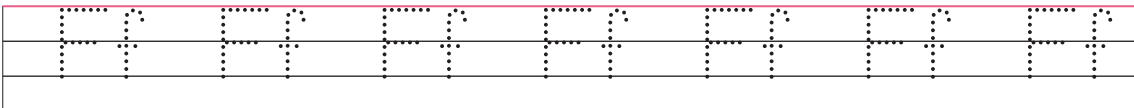




II. Listen and repeat -

fan, fish, sofa, half, calf

III. Let us trace 'Ff' -



Let us listen

Letter 'Ll'

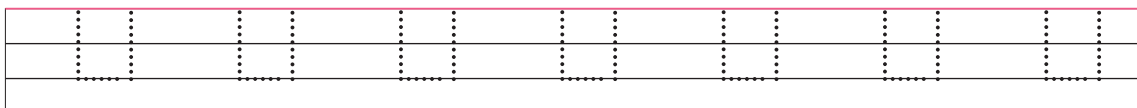
I. Listen carefully and raise your hands if you hear the sound 'l' -

lamp, damp, leg, log, big, ball, wall

II. Listen and repeat -

lamp, leg, log, ball, wall

III. Let us trace 'Ll' -



Letter 'Bb'

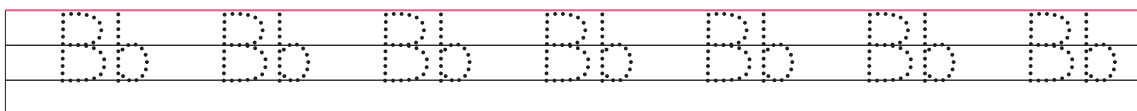
I. Listen carefully and touch your head if you hear the sound 'b' -

bat, ball, call, table, cub, fox, box

II. Listen and repeat -

bat, ball, table, cub, box

III. Let us trace 'b' -



Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

li

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

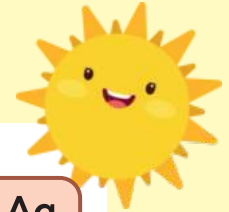
Ww

Xx

Yy

Zz





Let us listen

Letter 'Jj'

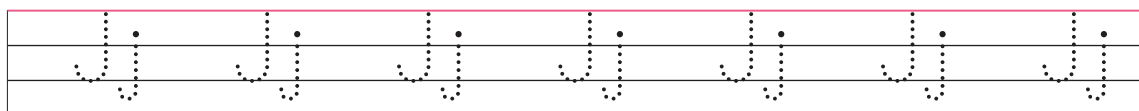
I. Listen carefully and raise your hands if you hear the sound 'j' -

jam, jet, pet, jeep, keep, jug, jar

II. Listen and repeat -

jam, jet, jeep, jug, jar

III. Let us trace 'Jj' -



Letter 'Yy'

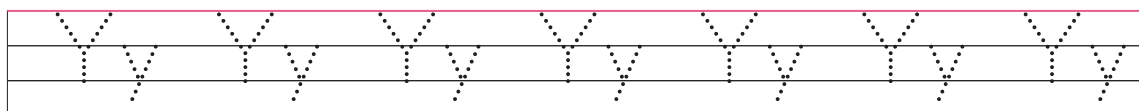
I. Listen carefully and raise your hands if you hear the sound 'y' -

yellow, yard, card, royal, yak

II. Listen and repeat -

yellow, yard, card, royal, yak

III. Let us trace 'Yy' -



Let us read

fan	fit	fun	fat	flip
leg	log	ball	bat	bag
jet	jam	jug	job	yes
yard	yell	slip	flag	rock

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



Lesson 9

Baba's Lassi



Let us read

One hot summer afternoon, Meera sat near the fan, feeling tired. *"Baba, it's so hot!"* she said, fanning herself.

Baba smiled. *"Let us make Lassi!"*

Meera and Baba ran to the kitchen.

Baba took curd in a big pot.

"Meera, add sugar!" he said.

Baba stirred and stirred with a big spoon.

Meera added cold water and ice.

"Now taste it!" Baba said.

Meera took a sip.

"Mmm... so cool, so sweet!"

The hot day felt cooler with Baba's Lassi!



Instructions for Teacher : Read aloud the story to the children. Ask them – Do you like to drink lassi? What else do you like? Is it sweet, sour or salty? How is it made? Then discuss the questions given below.



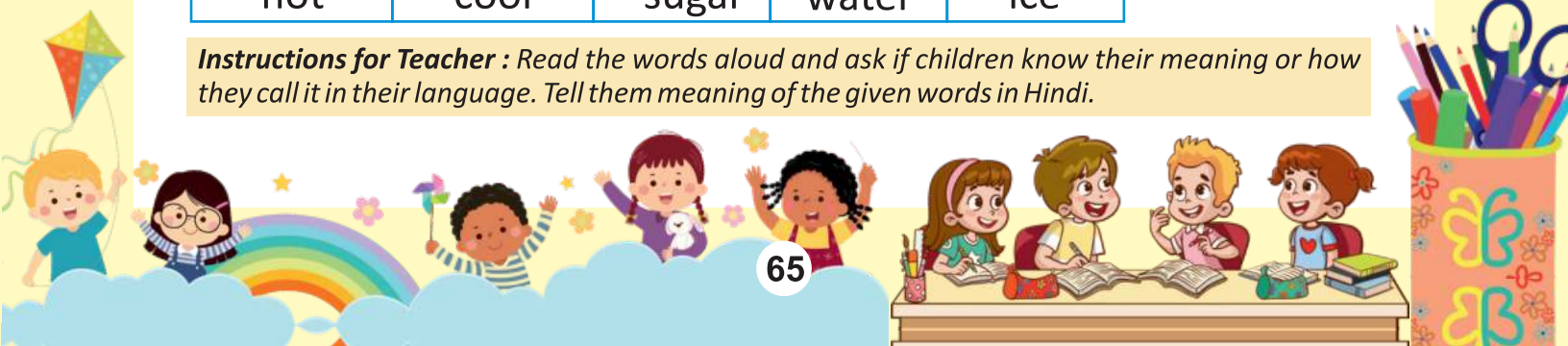
Let us talk

1. What all do we drink? Tea, water... add more.
2. What is your favourite drink ?
3. Why did Meera want lassi ?
4. How is tea different from lassi ?

New words

hot	cool	sugar	water	ice
-----	------	-------	-------	-----

Instructions for Teacher : Read the words aloud and ask if children know their meaning or how they call it in their language. Tell them meaning of the given words in Hindi.





 Let us do it

How Lassi is made -

Give sequence to the steps - Write 1, 2, 3, 4.

_____ Add water and ice.

_____ Stir the curd with a big spoon.

_____ Enjoy your lassi !

_____ Take curd in a big pot.

Instructions for Teacher : Help children understand the text, and let them do the sequencing themselves. Discuss the steps with children. Write these on the board.

Look at the steps to make Nimbu Pani -

			
squeeze lemon	pour water	add sugar	stir

Now fill the correct letters to complete the words below -

First, squeeze the le____o_____.

Then, pour some w____t____r.

Next, add ____uga_____.

Last, stir it.





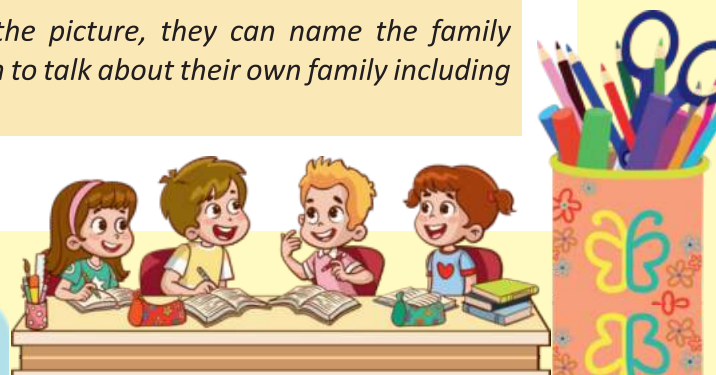
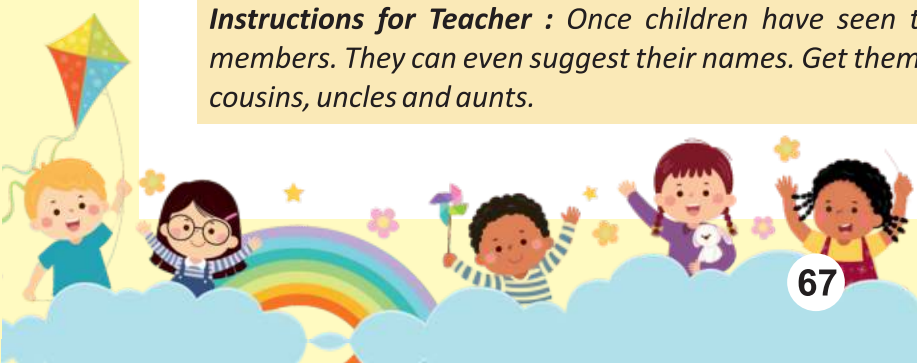
Let us do it

- Act like you are making : a roti, lassi, sabji, tea
- Act like you are eating : a mango, a banana, an ice-cream, a sugarcane

Look at the picture and tell who all came to drink Baba's lassi.



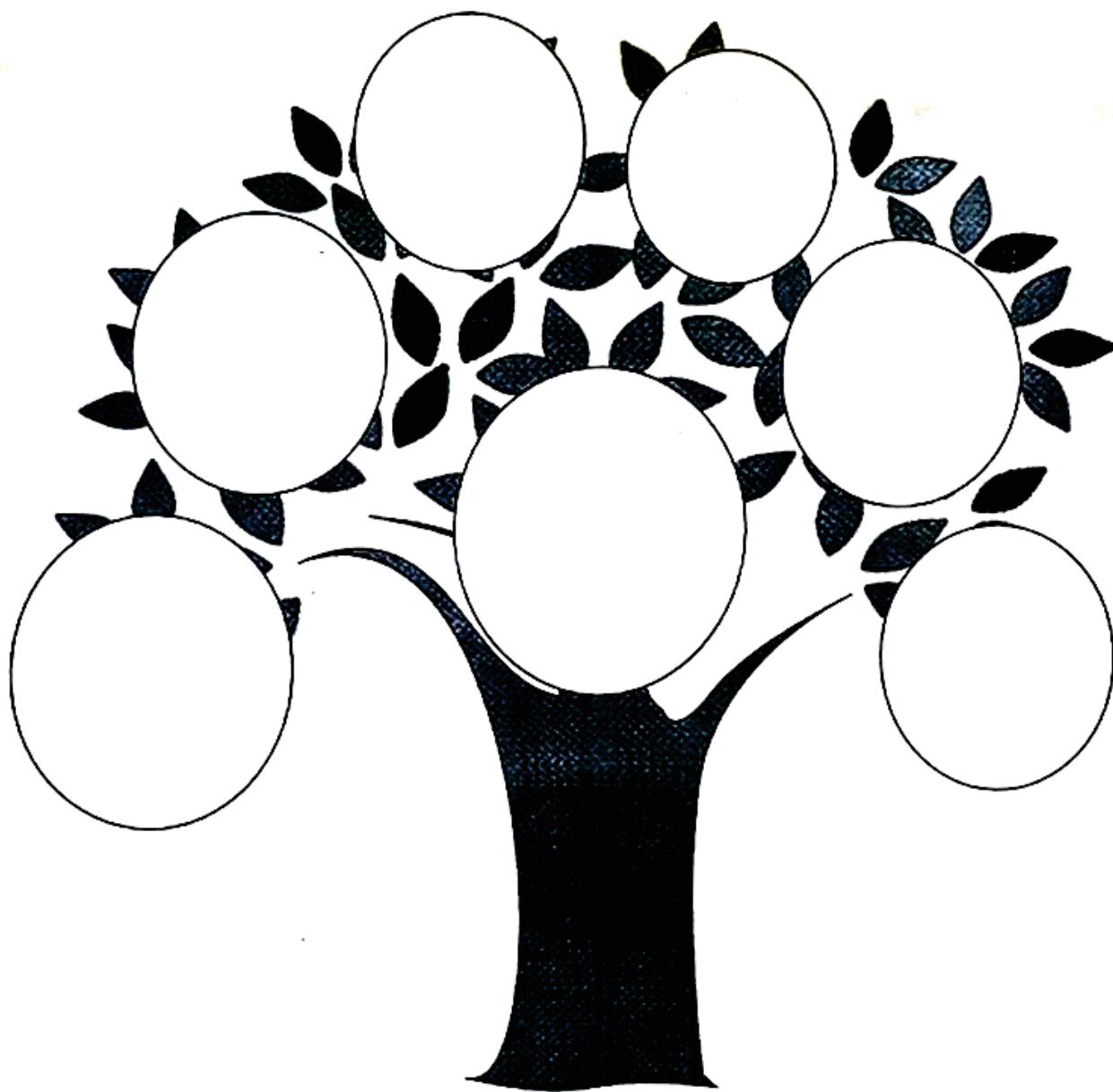
Instructions for Teacher : Once children have seen the picture, they can name the family members. They can even suggest their names. Get them to talk about their own family including cousins, uncles and aunts.





 Let us do it

Paste the photos of your family members -





Let us discuss

Identify the Summer words -

hot, wet, sweat, loo, thirsty, ice, sweater, mango

What else do you have in summer ?

Instructions for Teacher : Discuss the words with children and write them on the board.

Summer, Winter, Monsoon

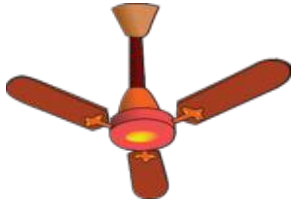
What seasons do you see in the pictures?



 Let us do it

Look at the pictures.

Circle (○) the objects used in Winter -



fan

sweater



jacket

cooler

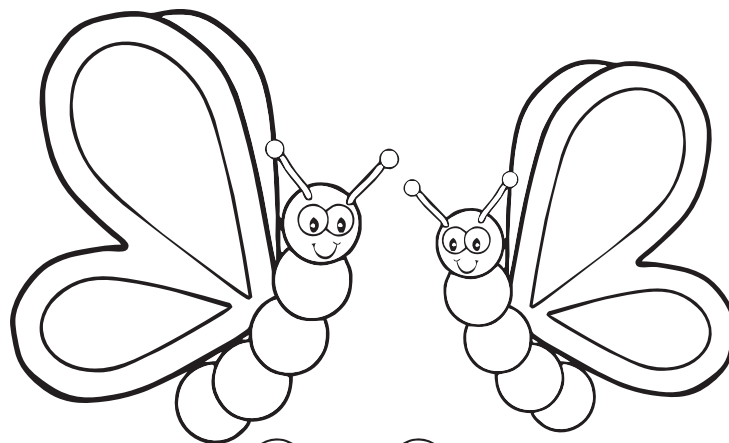


gloves

woolen cap

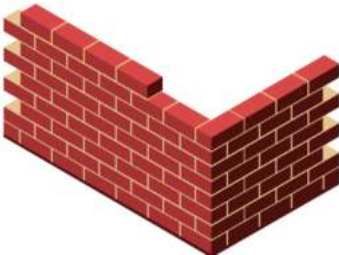


 Fill colours





Let us read

q		queen	queue	quit	quick
v		van	vent	vest	vase
w		wall	web	wax	well
x		box	fix	mix	six
z		zebra	zap	zoom	zip





Lesson 10

The Magic Door



Let us read

Behind her house, Rashmi finds a door. It is not completely closed. Rashmi pushes and the door opens. But what is this? An owl calls out– “Whoo-oo are you?” “I’m Rashmi.” A snake looks up, “Where is-sss your house?” “Next door”, says Rashmi. A goat then asks, “Ma-aay I ask you to play with us?”



“Of course!”

Just then, a cow pushes the goat, “Moo-oove over, can I join in too?” They all play for a while. Then, Rashmi says, “Bye-bye friends, I will come again tomorrow.”





New words

behind	push	open	close
--------	------	------	-------

Instructions for Teacher : Read the words aloud and ask if children know their meaning or how they call it in their language. Tell the meaning of the given words in Hindi. Discuss the concept of open and close.



Let us talk

1. Who opened the door for Rashmi ?
2. Who all were behind the door?
3. What did they say to Rashmi ?
4. How did the story end?

What if

Rashmi met: a lion / an elephant / a rat / a bear

Instructions for Teacher : Encourage children to talk about this, in their home languages or Hindi. Repeat what they say in English.

Match the word with its picture -

cow



owl



snake



goat





 Let us do it

Write the correct sequence (1, 2, 3, 4, 5)

Goat wants to play with her. : _____

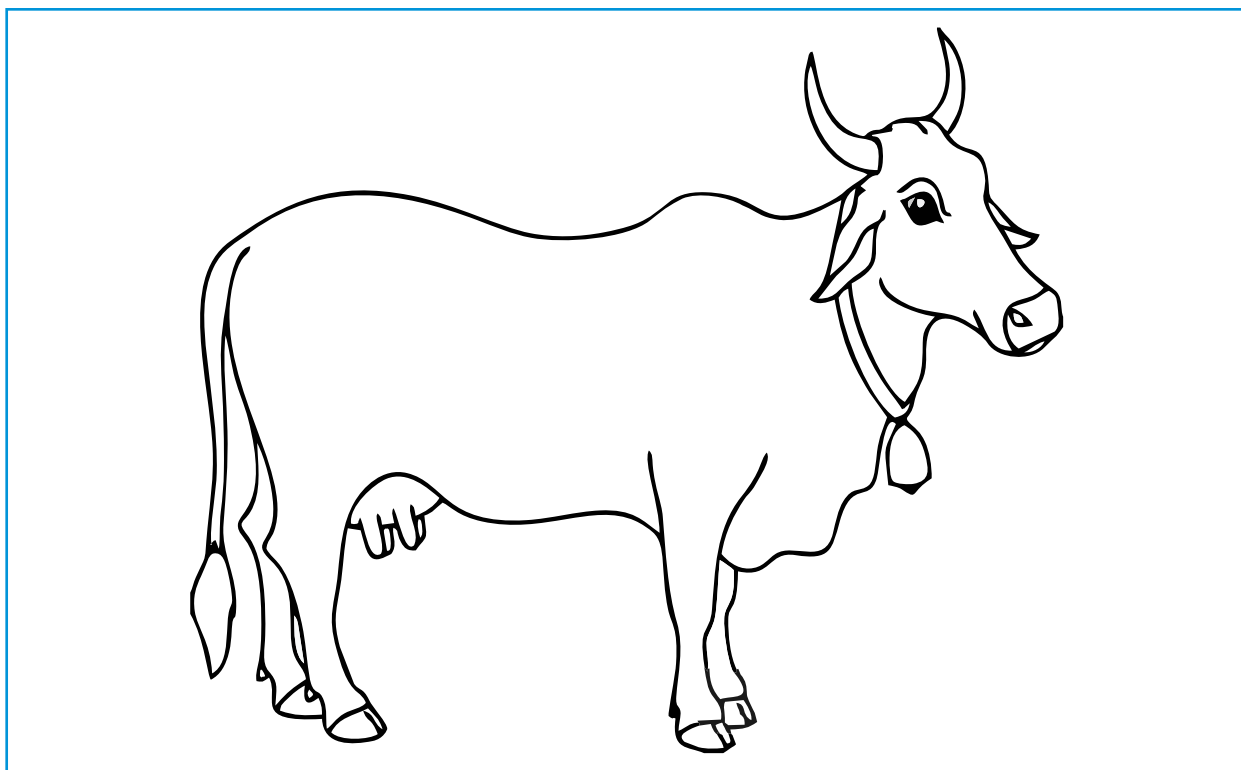
Rashmi pushes the door. : 1

Owl calls out "Whoo-oo are you?": _____

Cow wants to join in : _____

Snake talks to her. : _____

 Fill colours





 Let us do it

Rashmi's party

One day, Rashmi invites her animal friends to her house. She makes a list of guests. Complete the list.

1. Green bird _____
2. Black bird _____
3. Jumping animal _____
4. Dancing bird _____
5. My favourite animal _____
6. My friend's favourite animal _____

The goat, horse, ant, cow, parrot and monkey agree to come. She is making a list of things they eat and drink.

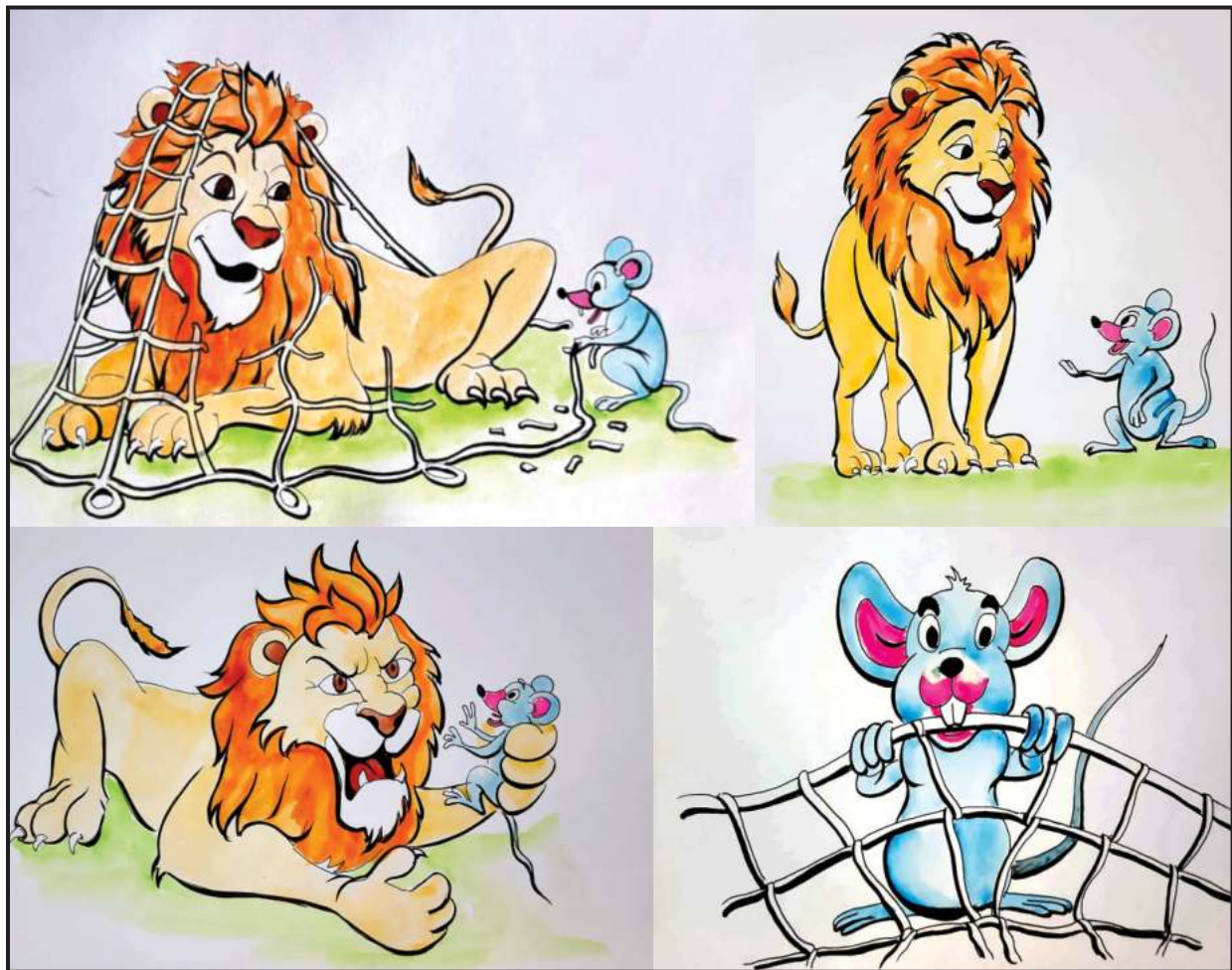
Complete this list –

1. Leaves
2. _____
3. _____
4. _____





Look at the pictures. Tell the story in your own words.



 Let us do it

Speak and move like animals in the story.

Instructions for Teacher : Encourage children to talk about this, in their home language. Repeat what they say in English.



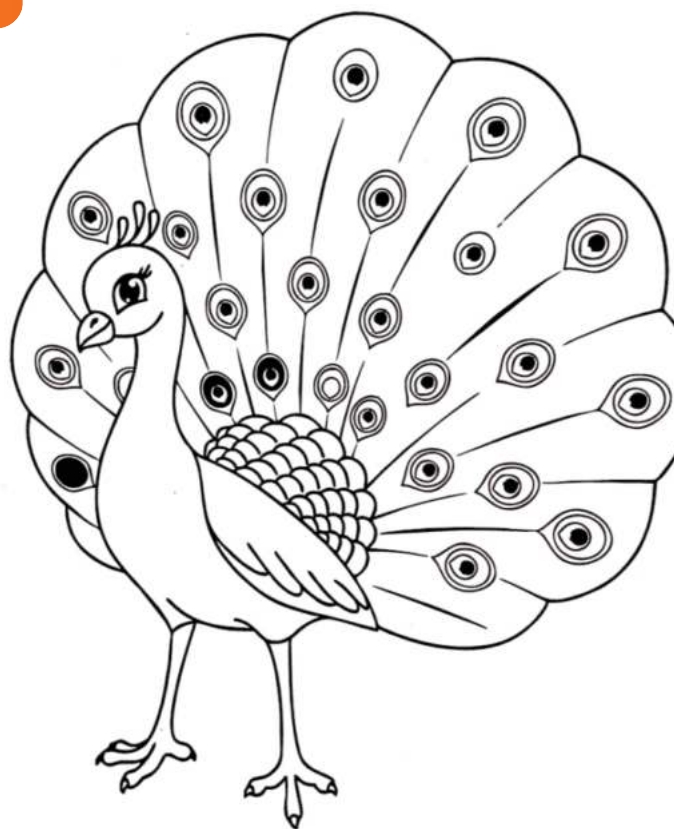


Let us draw

Draw a bird that you like -



Fill colours





 Let us write

Write Aa to Zz

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





Let Us Revise-III



1. Complete the animal names using the correct letters- c, s, d, a, g

___ at

___og

___oat

___nt

___ow

___heep

___nake

___amel

2. Who is doing what ?

Fill in the blanks - He, She



He is reading.



_____ is dancing.



_____ is running.



_____ is singing.



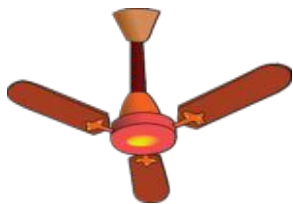
_____ is eating.





3. Look at the pictures.

Circle (○) the objects used in Winter -



fan

sweater



jacket

cooler



gloves

woolen cap



4. Fill in the blanks with the correct words -

pencil, bag, book, ruler



This is a _____.



This is a _____.



This is a _____.



This is a _____.





Sight Words

Lesson 3

the	and	a
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Instructions for Teacher : Write the sight words on a chart paper and stick it on a wall where everyone can see. Point on one sight word at a time and read it. The children repeat the word after you. Do this each day for 3-4 days. Use variations - one day ask children to find 'a' 'and' and 'the' in the story. Next day, read the story and ask children to clap on 'a' and tap on 'the'.

Lesson 4

it	is	in
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Instructions for Teacher : Write the sight words on a chart paper and stick it on a wall where everyone can see. Point on one sight word at a time and read it. The children repeat the word after you. Do this each day for 3-4 days. Use variations - one day ask children to find 'it' 'is' and 'in' in the story. Next day, read the story and ask children to clap on 'it', tap on 'is' and stamp on 'in'.

Lesson 5

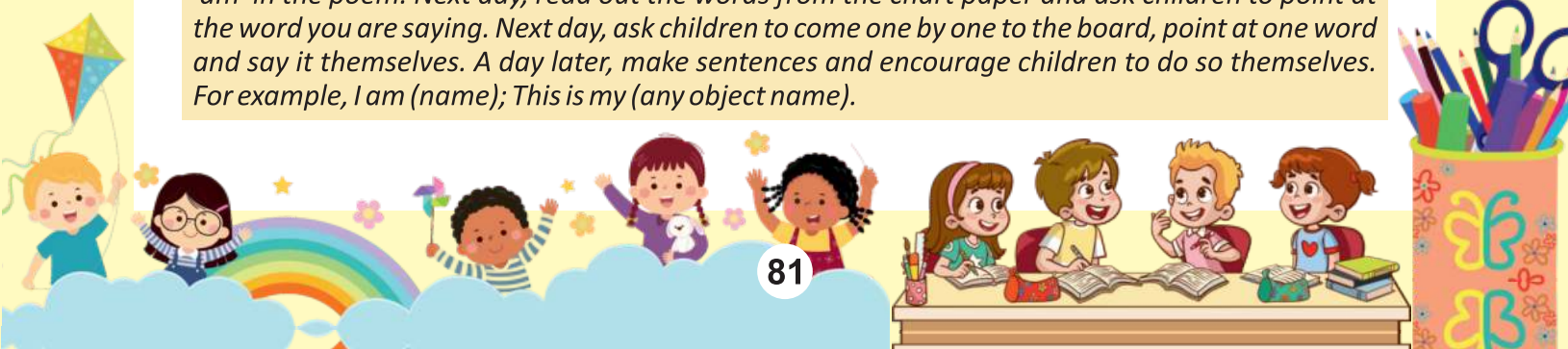
He	She	This	That
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Instructions for Teacher : Write the sight words on a chart paper and stick it on a wall where everyone can see. Point on one sight word at a time and read it. The children repeat the word after you. Do this each day for 3-4 days. Use variations - one day ask children to find 'he' 'she' 'this' and 'that' in the story. Next day, read the story and ask children to clap on 'he' and snap on 'she'. Do the same with 'this' and 'that' the next day.

Lesson 6

I	Me	My	Am
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Instructions for Teacher : Write the sight words on a chart paper and stick it on a wall where everyone can see. Point on one sight word at a time and read it. The children repeat the word after you. Do this each day for 3-4 days. Use variations – one day ask children to find 'I' 'me' 'my' and 'am' in the poem. Next day, read out the words from the chart paper and ask children to point at the word you are saying. Next day, ask children to come one by one to the board, point at one word and say it themselves. A day later, make sentences and encourage children to do so themselves. For example, I am (name); This is my (any object name).





Lesson 7

So	You	they	of
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Instructions for Teacher : Write the sight words on a chart paper and stick it on a wall where everyone can see. Point on one sight word at a time and read it. The children repeat the word after you. Do this each day for 3-4 days. Use variations – one day ask children to find 'so' 'you' and 'they' in the story. Next day, read out the words from the chart paper and ask children to point at the word you are saying. Next day, ask children to come one by one to the board, point at one word and say it themselves. A day later, make sentences and encourage children to do so themselves. For example, you are smart, you are big, they are smart, they are big, and so on.

Lesson 8

to	on	My	Am
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Instructions for Teacher : Write the sight words on a chart paper and stick it on a wall where everyone can see. Point on one sight word at a time and read it. The children repeat the word after you. Do this each day for 3-4 days. Use variations – one day ask children to find 'to' and 'on' in the poem. Next day, read out the words from the chart paper and ask children to point at the word you are saying. Next day, ask children to come one by one to the board, point at one word and say it themselves.

Lesson 9

with	let
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Instructions for Teacher : Write the sight words on a chart paper and stick it on a wall where everyone can see. Point on one sight word at a time and read it. The children repeat the word after you. Do this each day for 3-4 days. Use variations – one day ask children to find 'with' and 'let' in the story. Next day, read out the words from the chart paper and ask children to point at the word you are saying. Next day, ask children to come one by one to the board, point at one word and say it themselves.

Lesson 10

who	where
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Instructions for Teacher : Write the sight words on a chart paper and stick it on a wall where everyone can see. Point on one sight word at a time and read it. The children repeat the word after you. Do this each day for 3-4 days. Use variations – one day ask children to find 'who' and 'where' in the story. Next day, read out the words from the chart paper and ask children to point at the word you are saying. Next day, make some who and where questions and get the children to practice doing it themselves.