

MGML Teaching Learning Methodology

Checklist

Grade:1 (One)

Theme	Credit Hours	Milestone no.	Activities	Credit Hours of Milestone	Clap	Pineapple	Mango	Bunch of Grapes	Arrow	Triangle	Pumpkin	Papaya	Banyan Tree	Banana	Peas	Leaf	Apple	Joker	Train	Onion	Carrot	Turnip	Pomegranate	Pencil	Brinjal	Cabbage	Lady's finger	Puppet Board	A Girl with a book	Writing Pen	Cucumber	Soft Skills	Language Function	Learning Outcomes
Me and My Family	14	1	Me and My Family	7	1	1	1, 2	1	1, 2		1		1, 2					1					1, 2				1				14	Critical thinking Taking care of oneself	Greetings and leave taking Introducing home and family	Listening Respond to the audio or teacher non-verbally by action and later verbally Reform after listening to the audio or the teacher, different kinds of tasks (drawing, matching, etc.) Speaking Imitate and produce sounds and words Pronounce the grade appropriate words correctly Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases Ask short, simple questions and answer them Sing or recite a song/chant by listening to the teacher or an audio Reading Put sounds together to read words and sentences Recognize familiar words accompanied by pictures Perform the rhymes and chants with appropriate rhyme and rhythm Demonstrate an understanding of the meaning of grade appropriate words Use visuals on the page to help understand a word or phrase Read words and simple sentences correctly and efficiently Writing Hold a pencil correctly and gain control to draw lines, curves, circles, etc. Trace the lines and shapes
	2	Me and My Family	7	2	2	3, 4	2	3, 4					3, 4					2					3, 4		1					14				
My Alphabets	60	3	My Alphabets	11	3	3	5, 6, 7, 8, 9	3	5, 6	1	3		1	1						1-4	1		5, 6			1	2	1	1	25	Active listening Critical thinking Problem solving	Develop phonemic, grapho-phonemic awareness, learning decodable words	Listening Imitate, identify and discriminate sounds Identify words that have the same initial, medial or final sound Blend individual sounds in simple one syllable words e.g. /s/i/t/=sit Recognize, identify and produce rhyming words e.g. cat=bat, sat Link and initial sound to a picture of an object that begins with that sound (e.g. Show a picture of a book and identify the initial sound/b) Name a printed letter that matches a sound(e.g. the teacher says /t/ and the student points to the letter 't') Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards) Recognize and comprehend words Respond to the audio or the teacher non-verbally by action and laterverbally Speaking Imitate and produce sounds and words Blend the initial sounds with other sounds, i.e. onset with rhyme, e.g. (c+at) Pronounce the grade appropriate words correctly Sing or recite a song/chant by listening to the teacher or an audio Reading Identify correctly the small and capital letters, and ssay them aloud Recognize and sound out with support beginning, medial and final sounds in a word Put sounds together to read words Recognize familiar words accompanied by picture Perform the rhymes and chants with appropriate rhyme and rhythm Demonstrate an understanding of the meaning of grade appropriate words Use visuals on the page to help understand a word or phrase Read words and simple sentences correctly and efficiently Alphabets a-z Writing Trace the letters and write them letter Form lower and upper case letters of regular size and shape Alphabets A-Z	
	4	My Alphabets	11	4	4	10-14	4	7, 8	2	4		5	2	2						5, 6, 7	1	2		7, 8			3	2	1	2	26			
	5	My Alphabets	12	5	5	15-19	5	9, 10	3	5		6	3	3						8, 9, 10	2	3		9, 10			4	3, 4	2	3	27			
	6	My Alphabets	12	6	6	20-24	6	11, 12, 13	4	6		7	4	4						11	3			11, 12			5	5, 6	3, 4	4	26			
	7	My Alphabets	14	7	7	25-30	7	14, 15, 16, 17	5	7				5						12	4	4	1, 2, 3, 4	13, 14			6, 7	7, 8	5	5	31			
Me and My Family	3	8	Me and My Family	3	8					6	8	1		5	6	1	1						5, 6, 7, 8	15		2		9, 10	6	17			Listening Speaking Same as in MS 1 & 2 Reading Writing	

My daily life	8	9	My daily life	8	9, 10	8	31-34			9		6, 7	7, 8	2	3			5	5	9, 10, 11, 12	16		3	2	8	11, 12, 13	7		28	Taking care of self Managing oneself Communication skills	Talking about days of the week Expressing ability and inability Telling time	<p>Listening Recognize, identify and produce rhyming words. e.g. cat →bat, sat. Match spoken words to printed words Recognize and comprehend words and simple expressions. Respond to the audio or the teacher non-verbally by action and later verbally. Perform, after listening to the audio or the teacher, different kinds of tasks (drawing, matching, etc.).</p> <p>Speaking Imitate and produce words. Pronounce the grade appropriate words correctly. Ask short, simple questions and answer them. Sing or recite a song/chant by listening to the teacher or an audio.</p> <p>Reading Put sounds together to read words and sentences. Recognize familiar words accompanied by pictures. Perform the rhymes and chants with appropriate rhyme and rhythm. Demonstrate an understanding of meaning of grade appropriate words. Use visuals on the page to help understand a word or phrase. Read words and simple sentences correctly and efficiently.</p> <p>Writing Use correct spelling of the words while writing. Use suffix -s/es to form plural nouns. Write simple phrases and sentences independently.</p>
	My school	7	10	My school	7	9	35			7	2, 3	8	8	9	2	4			6, 7	13, 14, 15, 16	17		4			14, 15, 16	8, 9, 10		24	Communication skills Team work Active listening	Giving simple commands Asking for permission	<p>Listening Recognize and comprehend words and simple expressions. Respond to the audio or the teacher non-verbally by action and later verbally. Respond to simple commands and questions. Perform, after listening to the audio or the teacher, different kinds of tasks (drawing, matching, etc.).</p> <p>Speaking Imitate and produce sounds and words. Pronounce the grade appropriate words correctly. Ask short, simple questions and answer them. Sing or recite a song/chant by listening to the teacher or an audio.</p> <p>Reading Put sounds together to read words and sentences. Recognize familiar words accompanied by pictures. Perform the rhymes and chants with appropriate rhyme and rhythm. Demonstrate an understanding of meaning of grade appropriate words. Use visuals on the page to help understand a word or phrase. Read words and simple sentences correctly and efficiently. Retrieve specific information of very simple phrases and sentences.</p> <p>Writing Write letters and words in a straight line from left to right with regular spaces between words. Copy letters and familiar high frequency words and phrases correctly and later reproduce them. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences. Use correct spelling of the words while writing. Use suffix -s/es to form plural nouns. Write simple phrases and sentences independently. Give basic personal information in writing (e.g. name, address, age, nationality).</p>
		Our environment	6	11	Our environment	6	11	10	36			10	9	9	10	3	5			13	8				5		17, 18, 19, 20	11, 12, 13		19	Communication skills Information management skills Respect for environment Active listening	Identifying Describing, asking and answering about location (in, on, under) Asking and answering 'Wh-' questions

Fruits and Vegetables	4	15	Fruits and Vegetables	4	15	14	41			14			13	16		6		2		6		27, 28, 29	19					26, 27	20		16	Creative thinking Problem solving Information management	Giving information with plurals	<p>Listening Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards). Recognize and comprehend words and simple expressions. Respond to the audio or the teacher non-verbally by action and later verbally. Respond to simple commands and questions. Perform, after listening to the audio or the teacher, different kinds of tasks (drawing, matching, etc.).</p> <p>Speaking Pronounce the grade appropriate words correctly. Short words and phrases. Ask short, simple questions and answer them. Sing or recite a song/chant by listening to the teacher or an audio.</p> <p>Reading Recognize familiar words accompanied by pictures. Perform the rhymes and chants with appropriate rhyme and rhythm. Demonstrate an understanding of meaning of grade appropriate words. Use visuals on the page to help understand a word or phrase. Read words and simple sentences correctly and efficiently. Retrieve specific information of very simple phrases and sentences. Read short, simple paragraphs. Read and do different kinds of comprehension tasks (answering verbally, matching, action, etc.)</p> <p>Writing Write letters and words in a straight line from left to right with regular spaces between words. Copy letters and familiar high frequency words and phrases correctly and later reproduce them. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences. Use correct spelling of the words while writing. Use suffix -s/es to form plural nouns. Write simple phrases and sentences independently.</p>		
	Hobbies and Interests	4	16	Hobbies and Interests	4	16	15	42			15, 16			14	17				3			11	30, 31, 32	20					28, 29	21, 22		17	Self esteem Communication skills Active listening Problem solving	Expressing likes and dislikes	<p>Listening Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards). Recognize and comprehend words and simple expressions. Respond to the audio or the teacher non-verbally by action and later verbally. Respond to simple commands and questions. Perform, after listening to the audio or the teacher, different kinds of tasks (drawing, matching, etc.).</p> <p>Speaking Pronounce the grade appropriate words correctly. Short words and phrases. Ask short, simple questions and answer them. Sing or recite a song/chant by listening to the teacher or an audio.</p> <p>Reading Recognize familiar words accompanied by pictures. Perform the rhymes and chants with appropriate rhyme and rhythm. Demonstrate an understanding of meaning of grade appropriate words. Use visuals on the page to help understand a word or phrase. Read words and simple sentences correctly and efficiently. Retrieve specific information of very simple phrases and sentences. Read short, simple paragraphs. Read and do different kinds of comprehension tasks (answering verbally, matching, action, etc.)</p> <p>Writing Write letters and words in a straight line from left to right with regular spaces between words. Copy letters and familiar high frequency words and phrases correctly and later reproduce them. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences. Use correct spelling of the words while writing. Use suffix -s/es to form plural nouns. Write simple phrases and sentences independently.</p>	
		Birds and Animals	7	17	Birds and Animals	7	17	16	43, 44, 45			8			12, 13	15	18, 19	5	7	6		14	7	12	33, 34, 35	21	2	8	6	9	30, 31, 32	23, 24		30	Communication skills Respect for nature Critical thinking skills	Describing objects, pictures and animals
128					128	17	16	45	7	17	8	16	4	13	15	19	5	7	6	3	14	7	12	35	21	2	8	6	9	32	24	5	373			

Word list

aeroplane	box	comb	duck	ghee	homework	live	ostrich	quiz	shut	temple	water
alphabet	boy	come	dustbin	gift	horse	look	owl	rabbit	sing	tempo	watermelon
angry	bread	corn	eagle	giraffe	house	lotus	ox	rack	sir	that	way
animal	brother	cow	ear	girl	ice-cream	love	paint	radio	sister	there	web
ant	brush	cricket	eat	give	ink	madam	pan	radish	sit	thin	Wednesday
apple	bucket	crow	eel	glasses	iron	make	papaya	rainbow	size	this	welcome
arm	buffalo	cry	egg	go	jackal	man	parrot	rat	skin	Thursday	well
arrow	bus	cucumber	elephant	goat	jacket	mango	peach	read	skipping	tick	whale
aunt	bye	cup	eraser	god	jam	map	peacock	red	sky	tie	wheel
axe	cab	cupboard	eye	good afternoon	jeep	marigold	pear	rhino	slide	tiger	wheelchair
bag	cabbage	curry	face	good bye	join	mat	pen	ribbon	small	toe	white
ball	cage	cut	family	good evening	joker	meat	picture	rice	snake	tomato	wind
balloon	cake	dance	fan	good morning	jug	meow	pig	ring	snow	tongue	window
banana	candle	dear	farmer	good night	jump	milk	pigeon	robot	socks	toy	wine
basketball	cap	deer	fat	grapes	jungle	mill	pin	roof	sparrow	trace	wolf
bat	car	desk	father	grass	kangaroo	monastery	pineapple	room	stamp	tractor	wood
beak	carrot	dice	fee	green	kettle	Monday	play	rose	stand	train	write
bear	cat	die	feet	ground	key	monkey	playground	round	star	tree	Xerox
bed	cauliflower	dig	film	hands	kid	moon	please	row	stomach	Tuesday	x-ray
bee	cave	discuss	fish	happy	king	mosque	point	ruler	student	umbrella	xylophone
bench	child	dislike	flag	hat	kite	mother	pool	sad	sugar	uncle	yak
bicycle	church	doctor	fly	head	knee	mouse	porter	same	sun	unicorn	yam
big	circle	dog	football	hello	knife	movie	pot	Saturday	Sunday	uniform	yacht
bin	clap	doll	fox	hen	lamp	nail	potato	say	sunflower	van	year
bird	class	donkey	Friday	here	lazy	name	practise	school	swan	vase	yellow
birthday	clean	door	friend	hide	leaf	neck	prize	see	swim	vegetable	yesterday
black	climb	dove	frock	high	leave	nest	pumpkin	sharpener	table	vest	zebra
blue	clock	draw	frog	hill	leg	net	puppy	sheep	tall	violin	zero
board	cock	drink	fruit	hive	lie	nose	queen	shirt	tap	volleyball	zipper
bone	coconut	driver	garden	holiday	like	nurse	question	shoes	taxi	vulture	zoo
book	colour	drum	gate	home	lion	onion	queue	short	teacher	wall	

2 Class

Congratulation on Completion of your Learning Ladder.

The learning ladder consists of 12 levels, each with a set of numbers and icons. The levels are:

- Level 2:** 35, 34, 33, 9, 6, 8, 13, 12
- Level 3:** 23, 24, 18, 19, 15, 6, 7, 5, 12, 14, 21, 7
- Level 4:** 32, 31, 30, 2, 8, 45, 44, 43, 16, 17, 17, 32
- Level 5:** 3, 16, 28, 21, 29, 22, 17, 14, 11, 20, 30, 31
- Level 6:** 15, 42, 15, 16, 16, 29, 28, 27, 19, 6, 2, 6
- Level 7:** 25, 26, 15, 14, 41, 14, 26, 13, 27, 20, 16
- Level 8:** 24, 1, 5, 10, 4, 12, 15, 19, 18, 17, 25, 24
- Level 9:** 11, 11, 18, 21, 22, 23, 14, 13, 40, 5, 13
- Level 10:** 14, 13, 16, 7, 4, 23, 39, 38, 12, 13, 20
- Level 11:** 14, 15, 3, 11, 12, 10, 10, 4, 9, 17, 18, 19
- Level 12:** 22, 21, 4, 12, 11, 1, 3, 6, 37, 11, 12, 12

Thematic labels for the levels:

- Level 16:** Hobbies and Interests
- Level 15:** Fruits and Vegetables
- Level 14:** Communication Technology and Market
- Level 17:** Birds and Animals
- Level 13:** Our Culture
- Level 12:** My Belongings

Fully Teacher Supported Group



Peer Supported Group



Partially Teacher Supported Group



Self Learning Group



Sing with action

Good morning, good morning,
Good morning, father.
Good morning, good morning,
Good morning, mother.

Good morning, good morning,
Good morning, brother.
Good morning, good morning,
Good morning, sister.

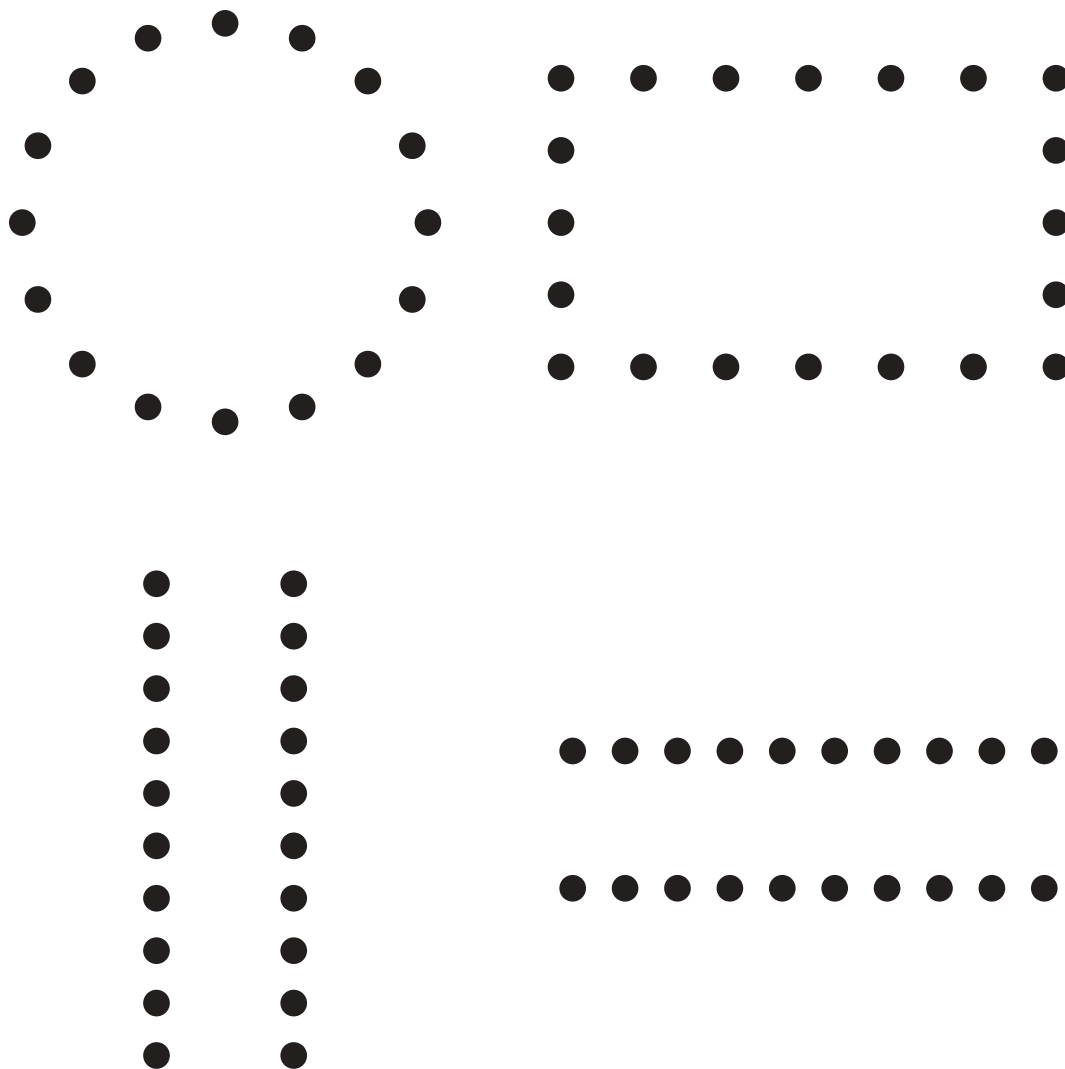




Good morning,
father.
Good morning,
mother.
Good morning
puppy.

Instruction for teachers:

- Show the picture in this card and discuss about the picture.
- Pronounce the word "Father" and ask the students to follow.
- Introduce the word as 'Sight Word' Only.



Instructions for teacher:

- Make the students different objects/things using beans or grains in the classroom.
- Discuss about those objects.
- Use of mother tongue is acceptable for this activity.



Father



Mother



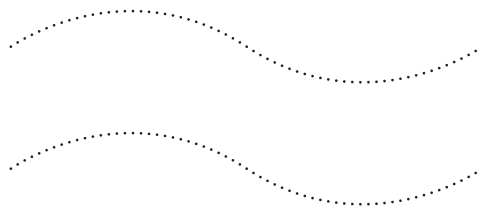
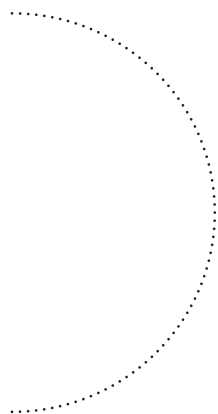
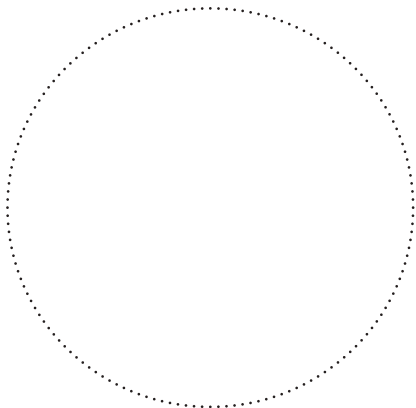
Sister



Brother

Instruction for teachers:

- Make the students practice these words as sight words only.



Instruction for teachers:

- Make the students practice different shapes on soil, air and body of their friends.
- Respect cultural value while writing on friend's body.



Trace the way to den.



Matching Sound



Instruction for teachers:

- Invite a small group of children to sit in a circle. Provide a selection of percussion instruments.
- One child starts the game by playing an instrument.
- The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as made by the leader.
- Start with a single sound to pass round the circle and then gradually increase the difficulty by having a more complex sequence of sounds or different rhythms.



Instruction for teachers:

- Hide the instruments around the setting; indoors or outdoors before the children arrive.
- Ask the children to look for the instruments.
- As an instrument is discovered, the finder plays it and the rest of the group run to join the finder.
- Continue until all the instruments are found to make an orchestra.



Instructions for teacher:

- Please ask the student to copy this picture in their exercise book.
- Ask the student to colour the picture.



Instruction for teachers:

- Please ask the student to copy this picture in their exercise book.
- Ask the student to colour the picture.

Animal Sounds



Instruction for teachers:

- Provide a variety of animal puppets or toys and a range of instruments.
- Encourage the children to play with the instruments and the animals.
- Produce the sounds of different familiar animals linking them with the animal puppets.



Father



Mother



Sister



Brother

Instruction for teachers:

- Ask the students to act out the roles of different people in the family (eg. the occupation of a father, mother, brother, sister). The children act out what a particular person in their family do. For Example:

Father	: Teacher	: act out teaching
Mother	: nurse	: act out taking care of the sick people
Brother	: shopkeeper	: act out selling goods
- Help the students as required, while acting.
- Use photocopy paper and cut down photos and provide the roles to the students according to the pictures.

Leave taking



**Bye bye, good bye,
Bye bye, good bye !**

**Oh, my friends,
I can wave my hand.**

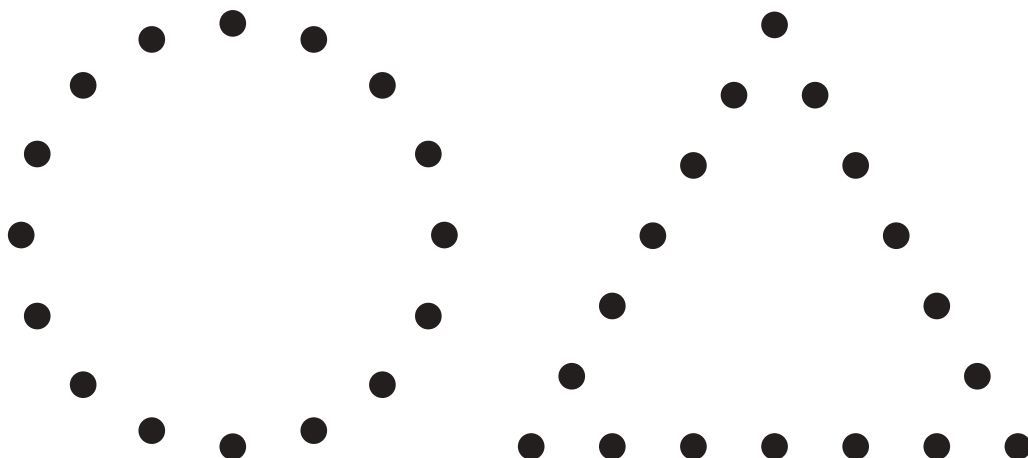
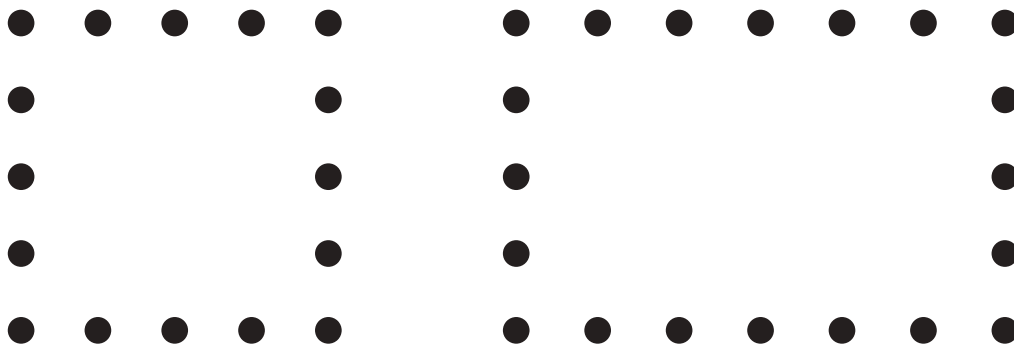
**Bye bye, good bye,
Bye bye, good bye !**





Instruction for Teachers:

- Show the picture in this card and discuss about the picture.
- Pronounce the word related to greetings and ask the students to follow.
- Introduce the word as 'Sight Word' Only.



Instructions for teacher:

- Provide some solid shapes (e.g. triangle, circle, square, rectangle) and make students play with those shapes.
- Use of mother tongue is acceptable for this activity.

Listening Walks



Instruction for teachers:

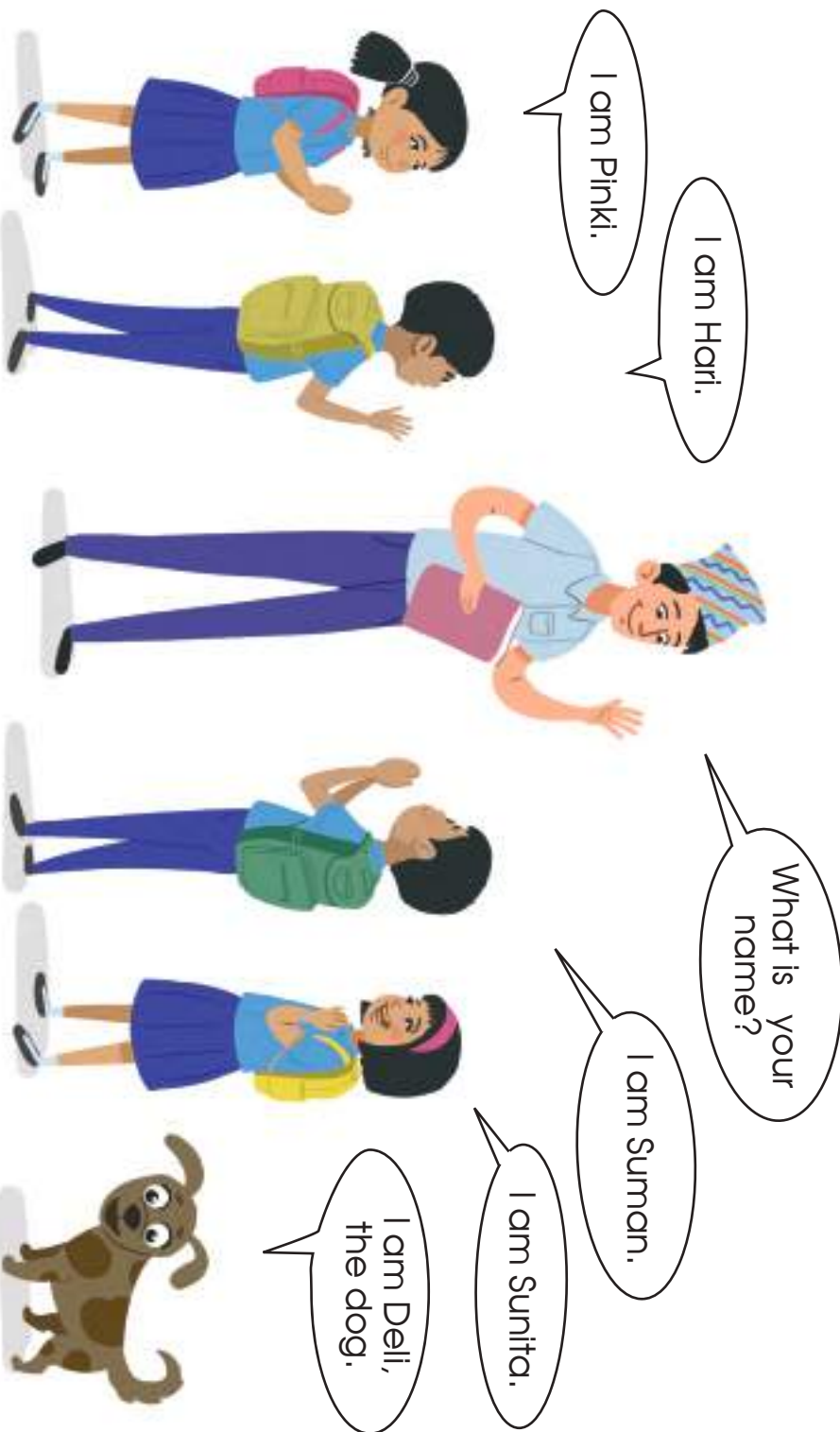
- This is a pre-listening activity that can take place indoors or outdoors.
- Remind the children about the things that good listeners do (e.g. keep quiet, have ears and eyes ready).
- Invite the children to show you how good they are at listening; and talk about why careful listening is important.
- Encourage the children to listen attentively to the sounds around them.
- Talk about the different sounds they can hear.
- After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember.
- The list can be in words or pictures and prompted by replaying sounds recorded on the walk.



Instructions for teacher:

- Divide the students in 3 or 4 groups.
- Participate yourself in a group for example.
- Look at a student and introduce yourself by spelling your name. And ask the students to tell his/her name.
- Repeat the same action to another student and ask him/her to ask the name of next student.
- Ask all students of the groups to introduce in the same way.

Act out the dialouge



Instructions for teacher:

- Read the sentences and ask the students to follow you.



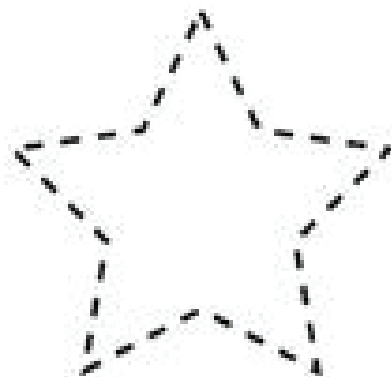
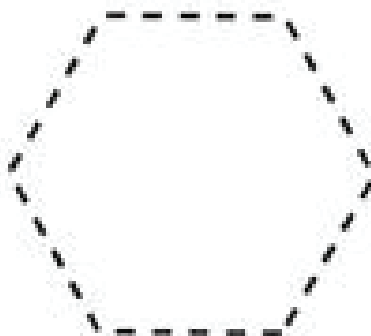
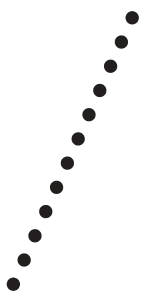
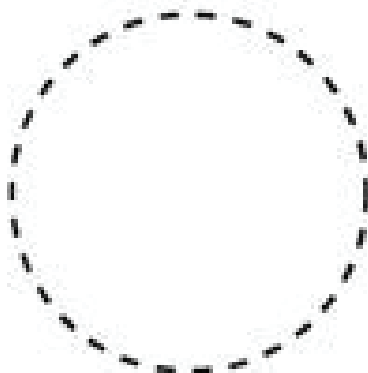
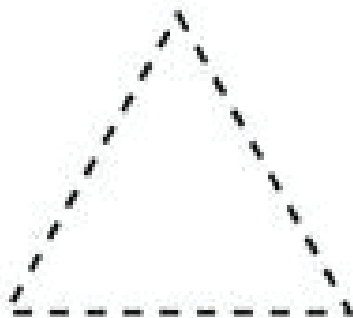
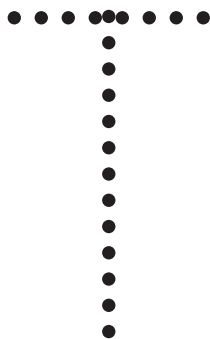
Trace the way to the mouse.





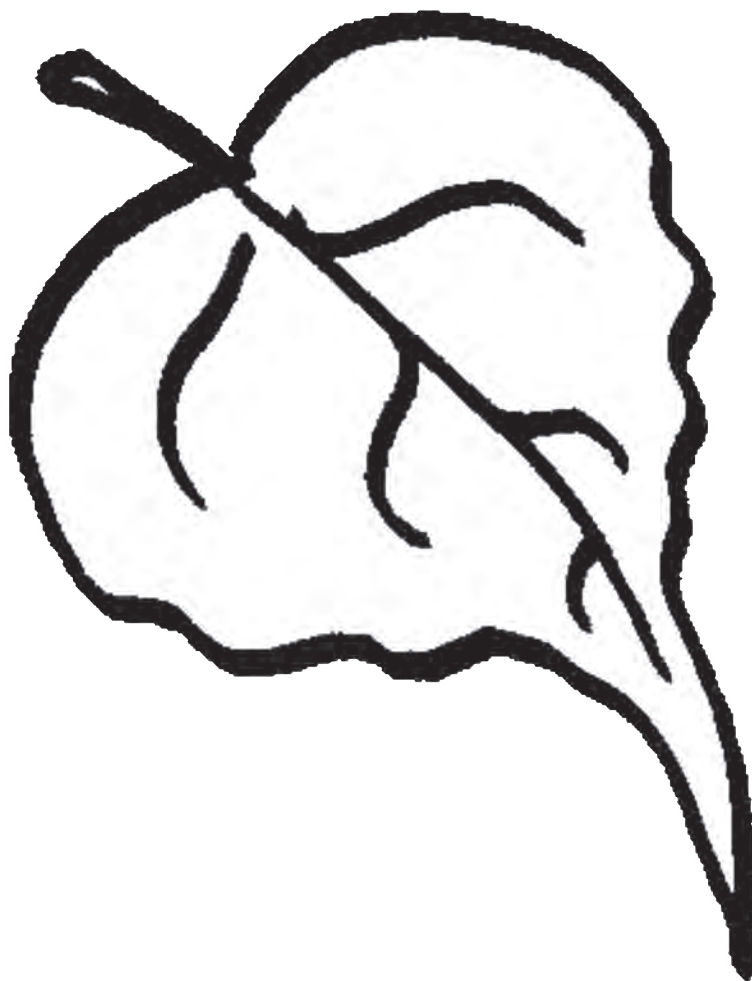
Instruction for teachers:

- Take the children to the ground.
- Make different shapes such as circle, triangle, shape of eight, shape of letter C, E, etc. using a thin rope.
- Divide the class into different groups and ask each group to walk on the rope.
- Ask the children to make different shapes using the rope and walk on it.



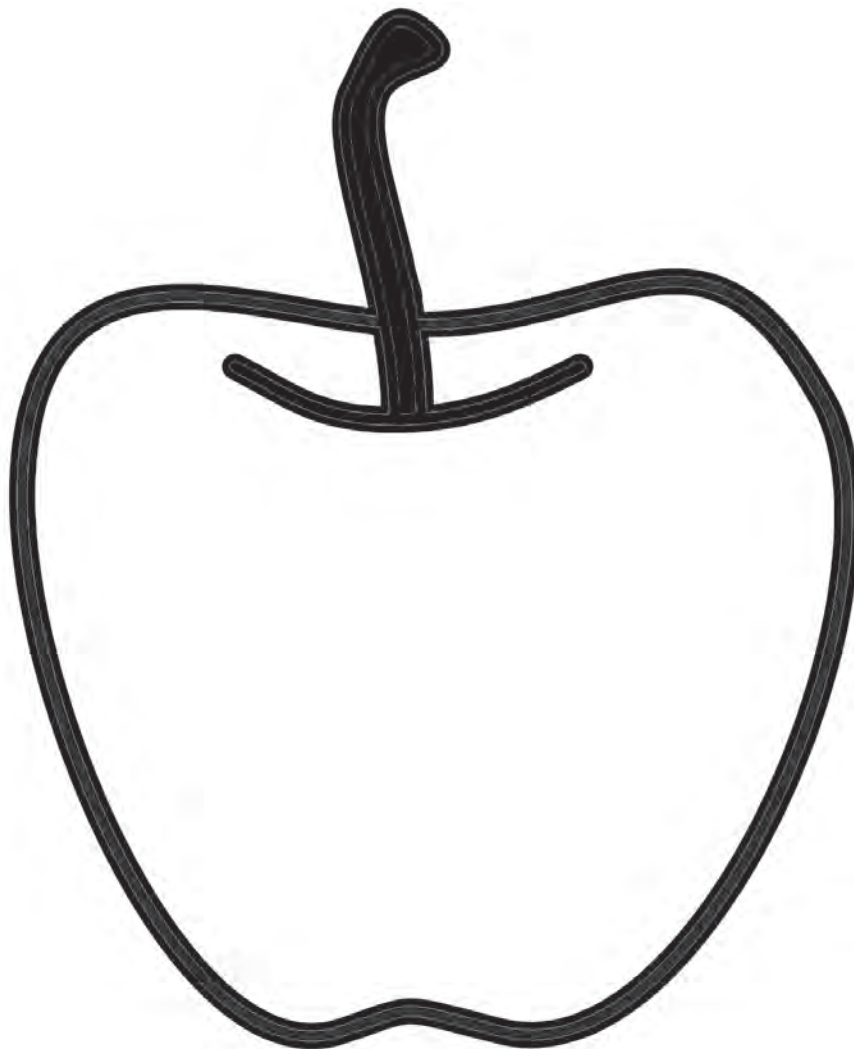
Instruction for teachers:

- Provide different dotted curve, circle, straight, t-shape and slant lines and ask the students to join the dots.



Instruction for teachers:

- Ask the students to copy down the picture.
- Ask the students to colour the picture.



Instruction for teachers:

- Ask the students to copy down the picture.
- Ask the students to colour the picture.



Act out animal sounds



Instruction for teachers:

- Ask the students to look at the picture and identify animals on it such as cow, dog, cock, cat, goat, pig, etc.
- Produce the sounds of animals using picture flash cards, eg:
 - Cow : moo
 - Dog : Bow-bow
 - Goat : maa maa
 - Pig : oink oink
 - Duck : quack quack
- Ask the students to repeat the sounds of animals after you.
- Ask them to produce animal sounds as the teacher shows the picture clue.
- Get the card photocopied and cut out the pictures for this activity.



Sing with action

A is for apple, aah-aah apple



B is for ball, b-b ball



C is for cat, k-k cat



D is for dog, d-d dog



E is for egg, e-e- egg
E is for egg, e-e- egg



Instruction of Teachers:

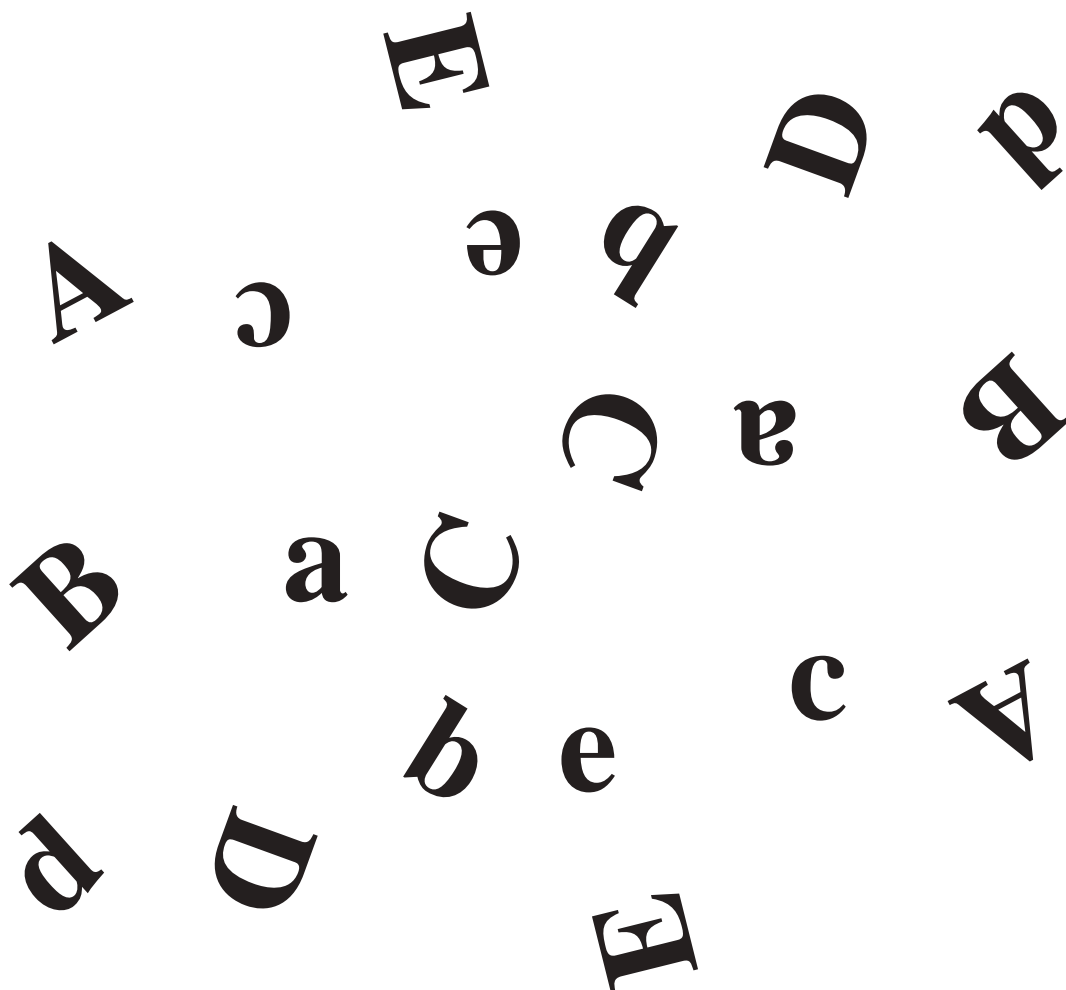
- Learn how this is sung before class.
- Sing it and ask the students to listen to you.
- After singing a couple of times, ask them to repeat after you.
- Do it several times with actions.

Look and discuss



Instruction for teachers:

- Show the pictures and discuss on the situation of pictures.
- While discussing pronounce the words starting from a to e, as many as possible.



Instruction for teachers:

- Provide rubber letters.
- Use the mango card of alphabet a to e.
- Ask the students to touch the rubber letters and feel the shapes of them.
- Ask the students to close the eyes and recognize the rubber letters by touching with hands.
- Let the students feel the shapes of letters by writing on the wrist, palm and back.

Practise



Ant



Book



Cap



Door



Elephant



Bee

Instruction for teachers:

- Show the cards to the students and make them practice as shown below:
Teacher: What is this?
Student: 'Ant'
- Conduct group practice first then pair practice and finally conduct individual practice.



Join the dots.

A a

A a

A a

A a

A a

A a

A a

A a

B b

B b

B b

B b

B b

B b

B b

B b

C c

C c

C c

C c

C c

C c

C c

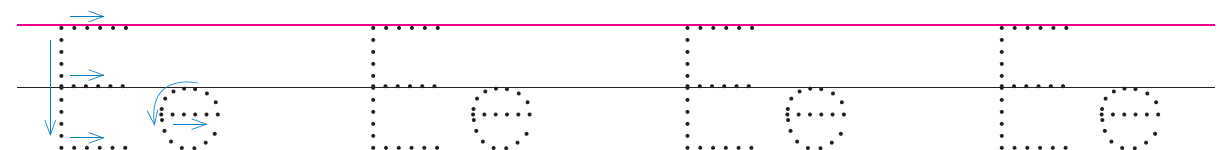
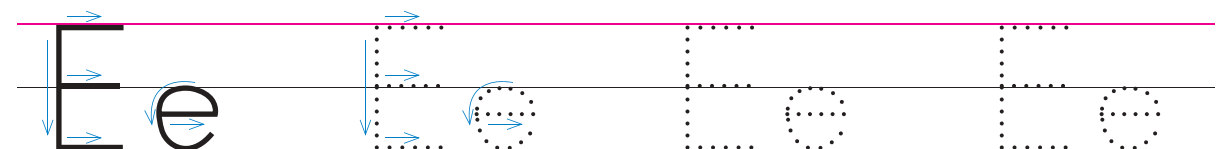
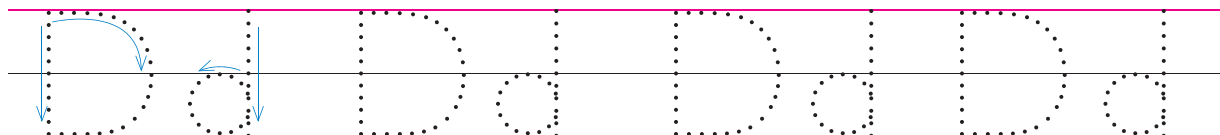
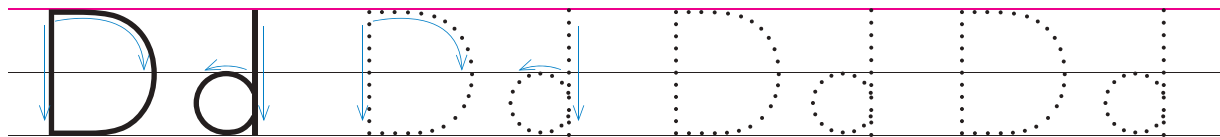
C c

Instruction for teachers:

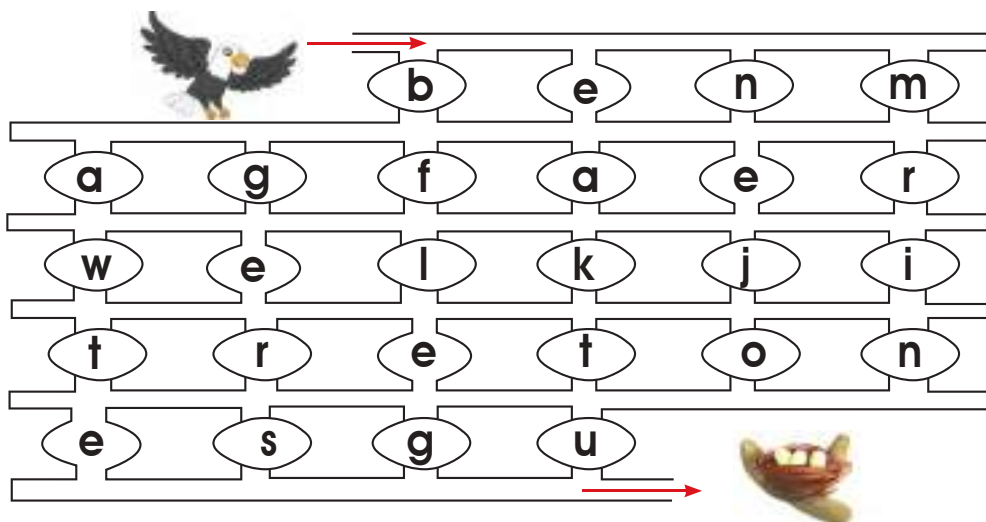
- Ask the students to join the dots as shown by the arrows.



Trace



Find and trace the way to nest.





Listen and say

father

mother

sister

apple

ant

aeroplane

book

bag

ball

banana

cat

car

cap

coin

cup

duck

dog

donkey

deer

doll

door

elephant

eagle

egg

eye

ear

Instruction for teachers:

- First read the words for the students.
- Make students repeat after you.

Read aloud



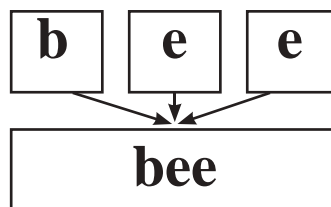
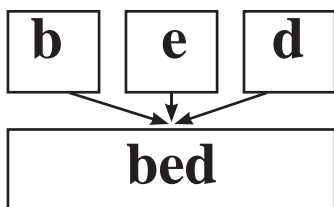
e

a

d

b

c



book

bag

cap

bee

bed

cat

ball

bread

cab

Instruction for teachers:

- Ask the students to blend the sounds together to make/read the words.

a /æ/(aah)

b /b/

c /k/

d /d/

e /e/

Instruction for teachers:

- Pronounce the phonics sounds of given alphabets.
- Ask the students to repeat after you.



Fill the missing letters.

a__t



bal__



c__t



d__g



e__e



Match



Aa



Bb



Cc



Arrange the letters and make the words.



bde

.....



ebe

.....



cba

.....



Write the missing letter.



.....pple



.....all



.....at



.....og



.....gg



.....pple



.....all



.....at



.....og



.....gg

Look and Discuss



Circle (the objects found in the picture above).



Instruction for teachers:

- Show the first picture and discuss about it.
- Ask the students if they see the objects in the second part in the first picture.

Look and Discuss



Circle (the objects found in the picture above).



Instruction for teachers:

- Show the first picture and discuss about it.
- Ask the students if they see the objects in the second part in the first picture.

Look and Discuss



Circle (the objects found in the picture above).



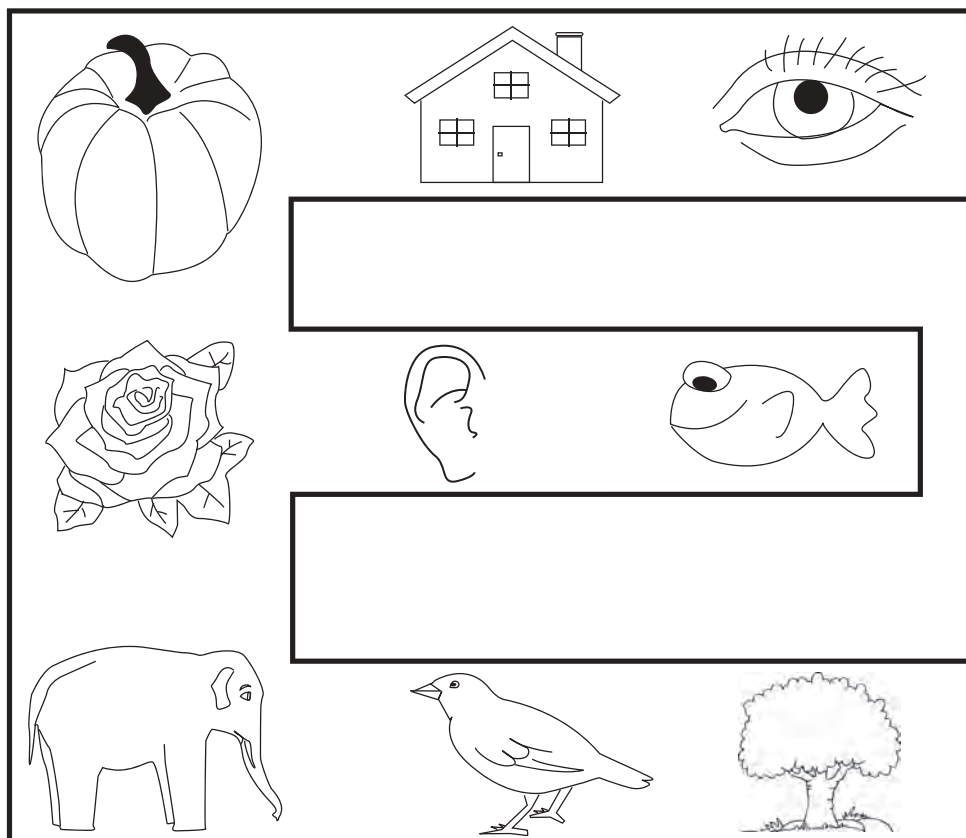
Instruction for teachers:

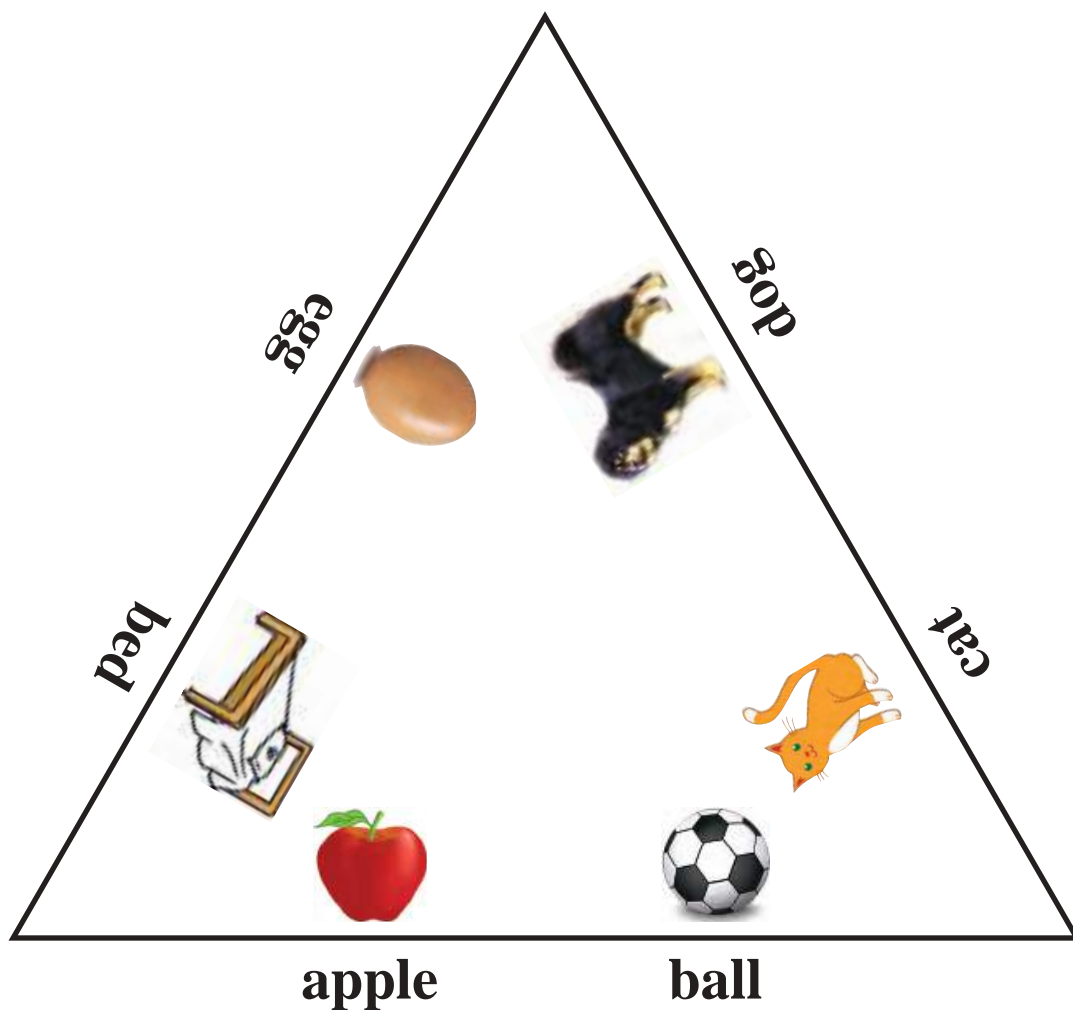
- Show the first picture and discuss about it.
- Ask the students if they see the objects in the second part in the first picture.

Colour the boxes having 'd' or 'D'.

a	B	C	d	e
e	D	B	c	a
d	C	E	c	b
c	A	D	b	c

Colour (the picture that starts with e).

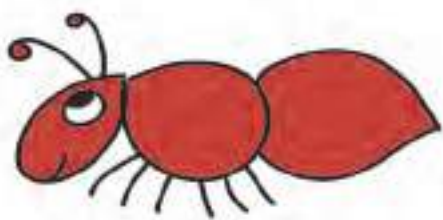




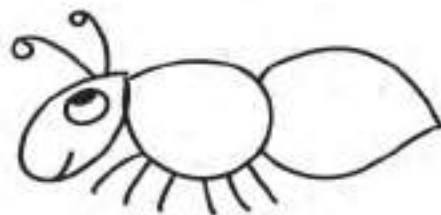
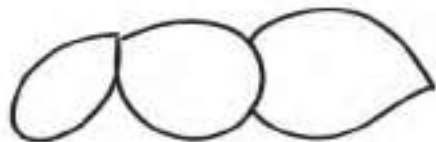
Instructions for teacher:

- Keep this card in front of the students.
- Make the students practice using the 10 word cards each prepared by the teacher.
- Ask them to put the word cards just below the words around the triangle.

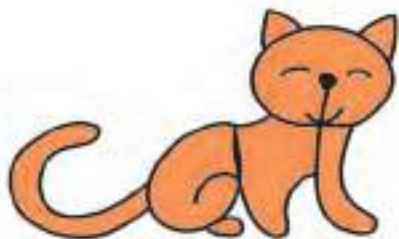
Colour



a



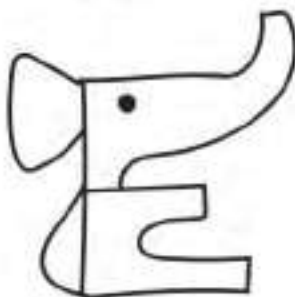
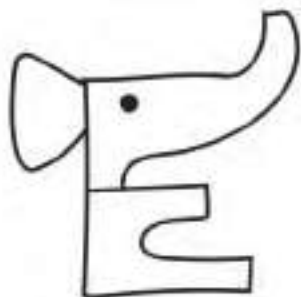
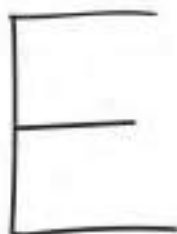
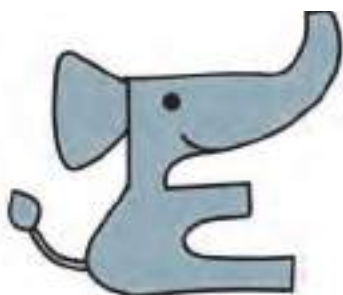
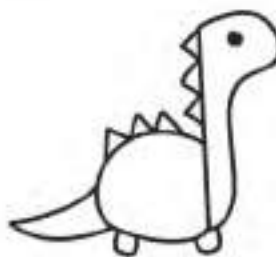
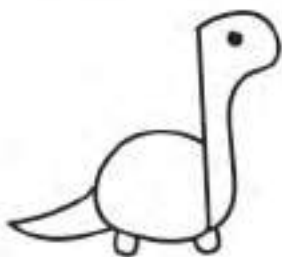
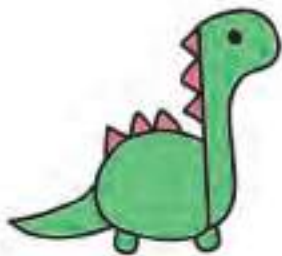
B



c cat



Colour

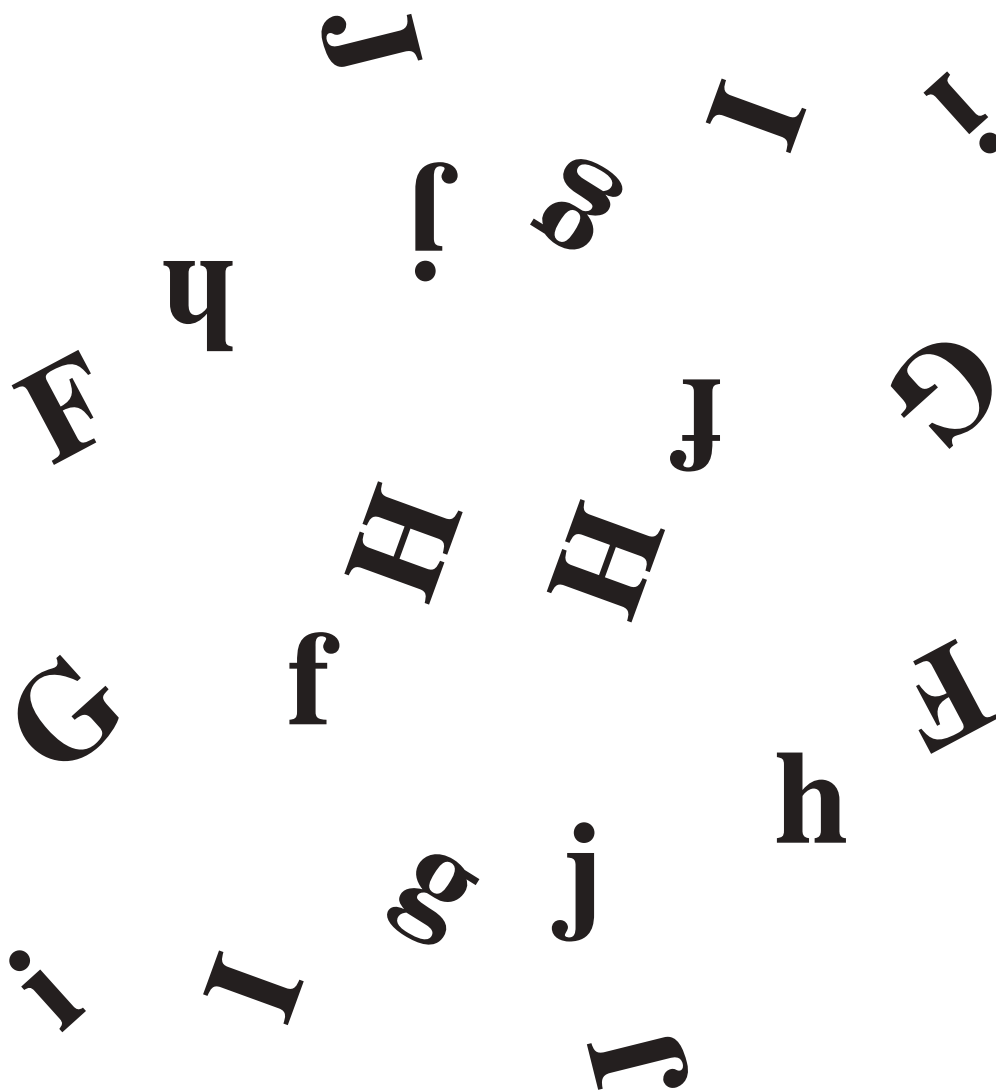


Look and discuss



Instruction for teachers:

- Show the pictures and discuss on the situation of pictures.
- While discussing pronounce the words starting from f to j, as many as possible.



Instruction for teachers:

- Provide rubber letters.
- Use the mango card of alphabet f to j.
- Ask the students to touch the rubber letters and feel the shapes of them.
- Ask the students to close the eyes and recognize the rubber letters by touching with hands.
- Let the students feel the shapes of letters by writing on the wrist, palm and back.



f /f/

g /g/

h /h/

i /i/

j /dz/

Instructions for teacher:

- Pronounce the phonics sounds of given alphabets.
- Ask the students to repeat after you.



Practise



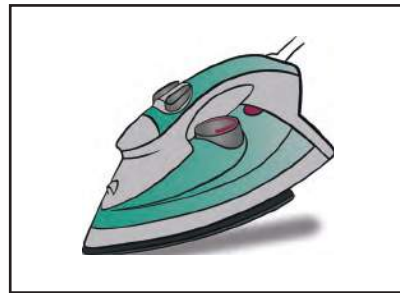
flower



glass



house



iron



joker



head

Instruction for teachers:

- Show the cards to the students and make them practise as shown below:
Teacher: What is this?
Student: 'Flower'
- Conduct group practice first then pair practice and finally conduct individual practice.



Join the dots.

Ff

Ff

Ff

Ff

Ff

Ff

Ff

Ff

Gg

Gg

Gg

Gg

Gg

Gg

Gg

Gg

Hh

Hh

Hh

Hh

Hh

Hh

Hh

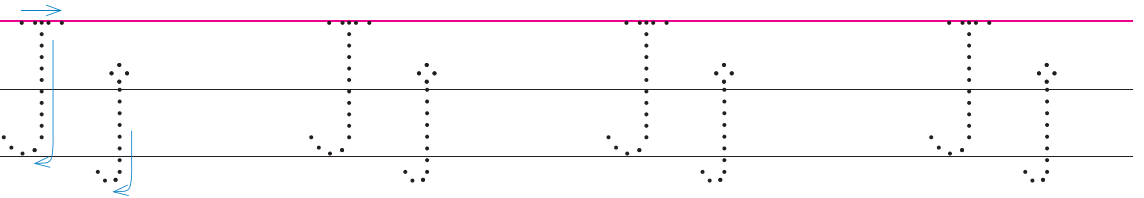
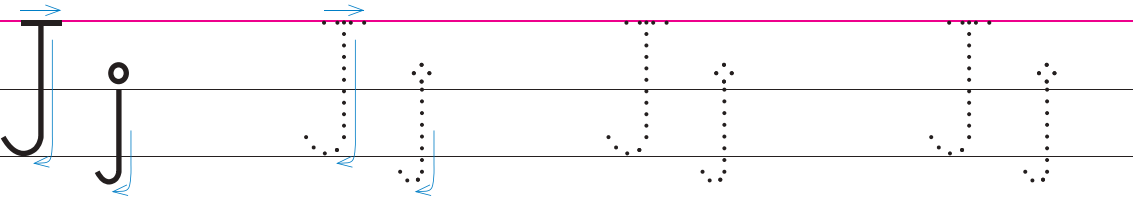
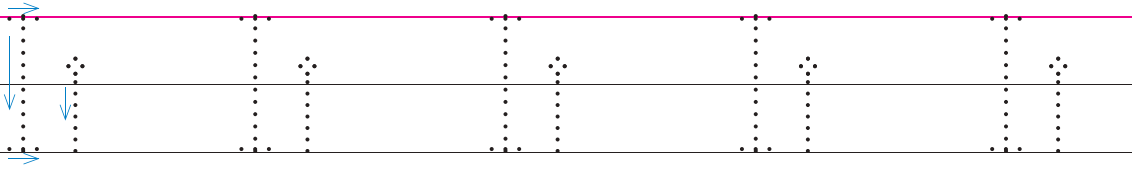
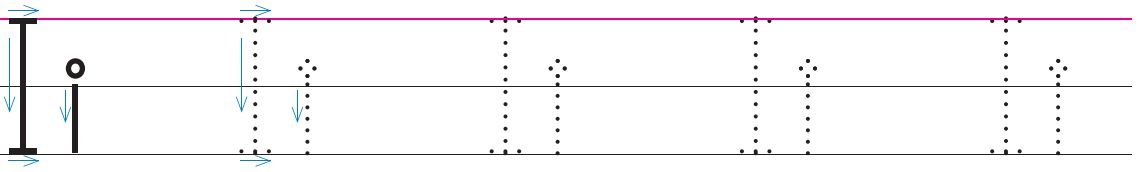
Hh

Instruction for teachers:

- Ask the students to join the dots as shown by the arrows.



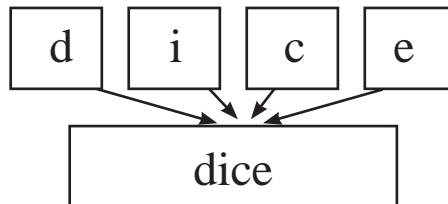
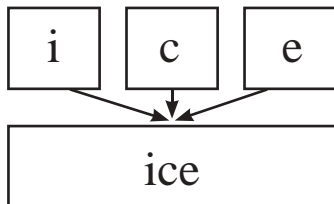
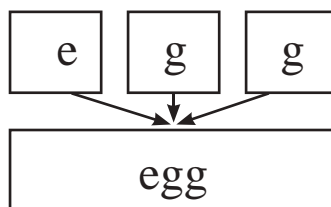
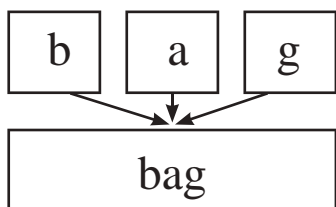
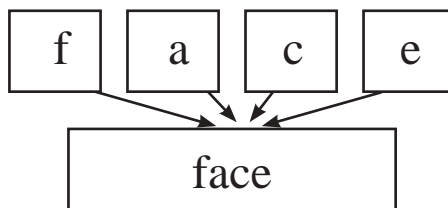
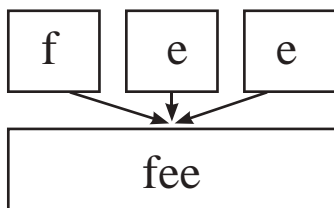
Join the dots.



Instruction for teachers:

- Ask the students to join the dots as shown by the arrows.

f d e b c
h e f g i



Instruction for teachers:

- Ask the students to blend the sounds together to read the words.

Write

1

fee

bag

head

ice

hi

high

fee

bag

head

ice

hi

high



Listen and Say

Bed	Bee	Cab	Dad
Fish	Fury	Flag	Fire
Flower	Girl	Goal	Glass
Grapes	Horse	Hen	House
Hand	Head	He	Ghee
Ice cream	Ice cube	Iron	Ink
Big	Dig	Ice	Dice
Jug	Jar	Joker	Jungle
Jam			

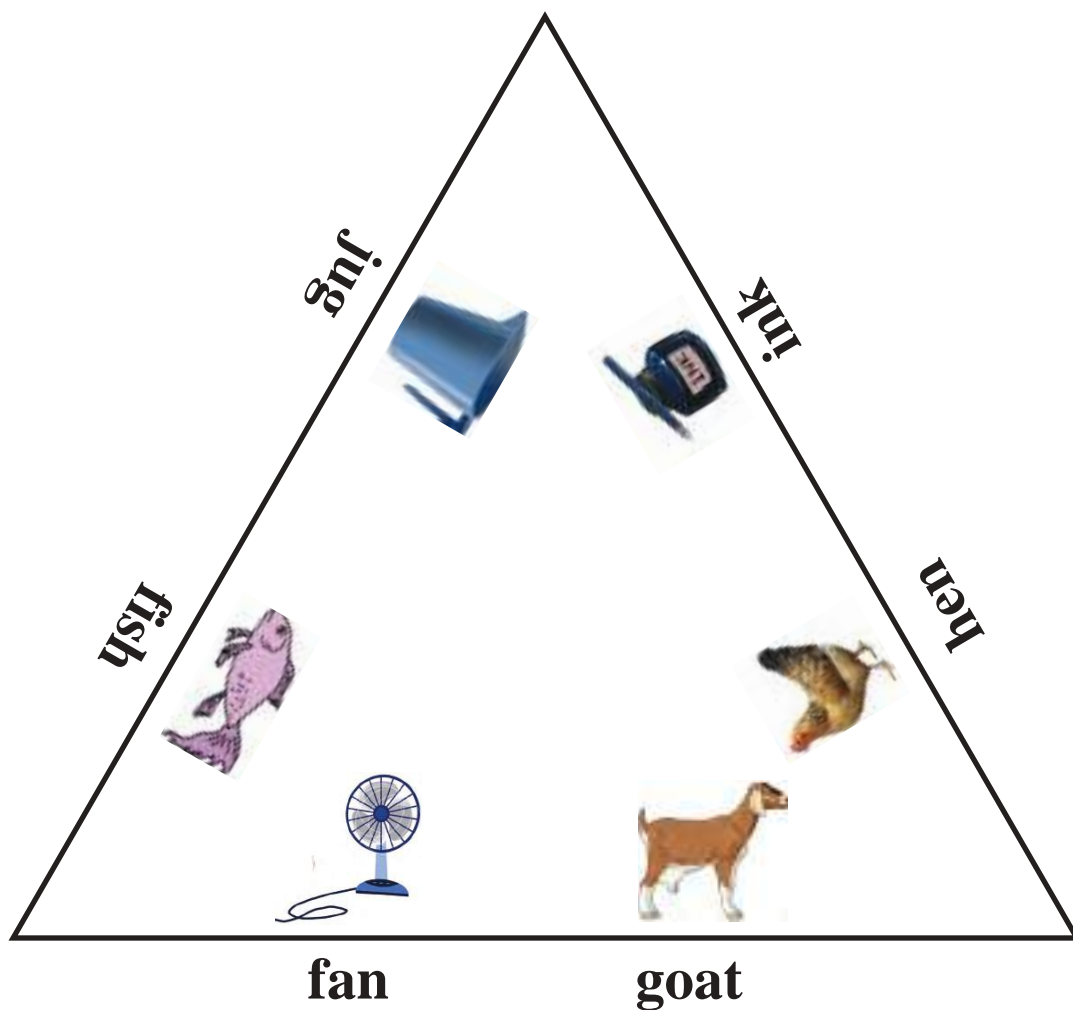
Instruction for teachers:

- First read the words for the students.
- Make students repeat after you.



Match the letters.

- | | |
|--------------------------------|--------------------------------|
| <input type="radio"/> D | <input type="radio"/> a |
| <input type="radio"/> B | <input type="radio"/> c |
| <input type="radio"/> A | <input type="radio"/> d |
| <input type="radio"/> C | <input type="radio"/> b |
| <input type="radio"/> E | <input type="radio"/> f |
| <input type="radio"/> G | <input type="radio"/> h |
| <input type="radio"/> F | <input type="radio"/> e |
| <input type="radio"/> H | <input type="radio"/> g |
- A line connects the letter **D** to the letter **d**.



Instruction for teachers:

- Keep this card in front of the students.
- Make the students practice using the 10 word cards each prepared by the teacher.
- Ask them to put the word cards just below the words around the triangle.



Listen and Sing



Funny froggie, hop, hop, hop



Funny froggie, stop, stop, stop



Funny froggie, run and play



Funny froggie, don't run away!



Instruction of Teachers:

- Learn how this is sung before class.
- Sing it and ask the students to listen to you.
- After singing a couple of times, ask them to repeat after you.
- Do it several times with actions.



Write the missing letter.



.....nt



.....rm



.....all



.....ag



.....at



.....ap



.....og



.....oll



.....gg



.....ye



.....an



.....ox



.....lass



.....oat



.....at



.....en



.....ce



.....ron

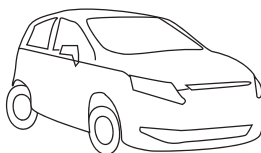
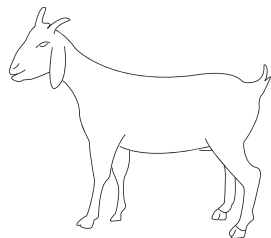
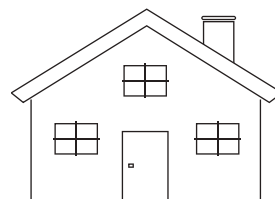
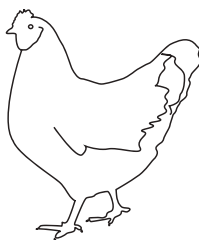
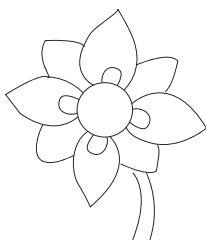
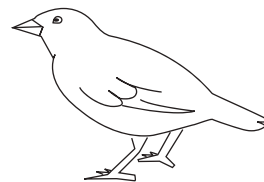
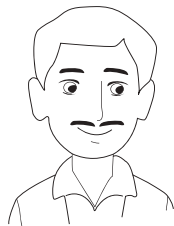


.....ug



.....eep

Colour (the picture that starts with f).



Tick (the pictures that begin with the letter g).









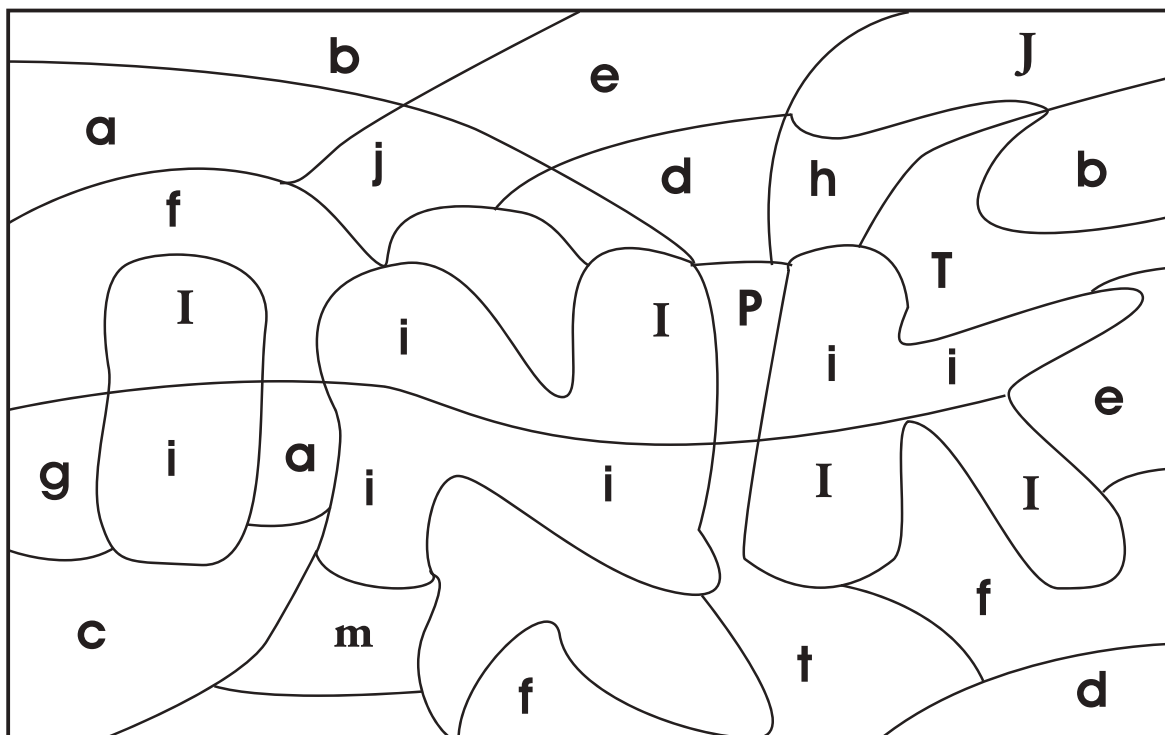




Colour (the box where there is letter H and h).

B	h	c	d	H	A
a	H	e	F	h	B
G	H	h	h	H	C
B	h	g	B	h	E
c	H	D	b	H	F

Colour I and i.



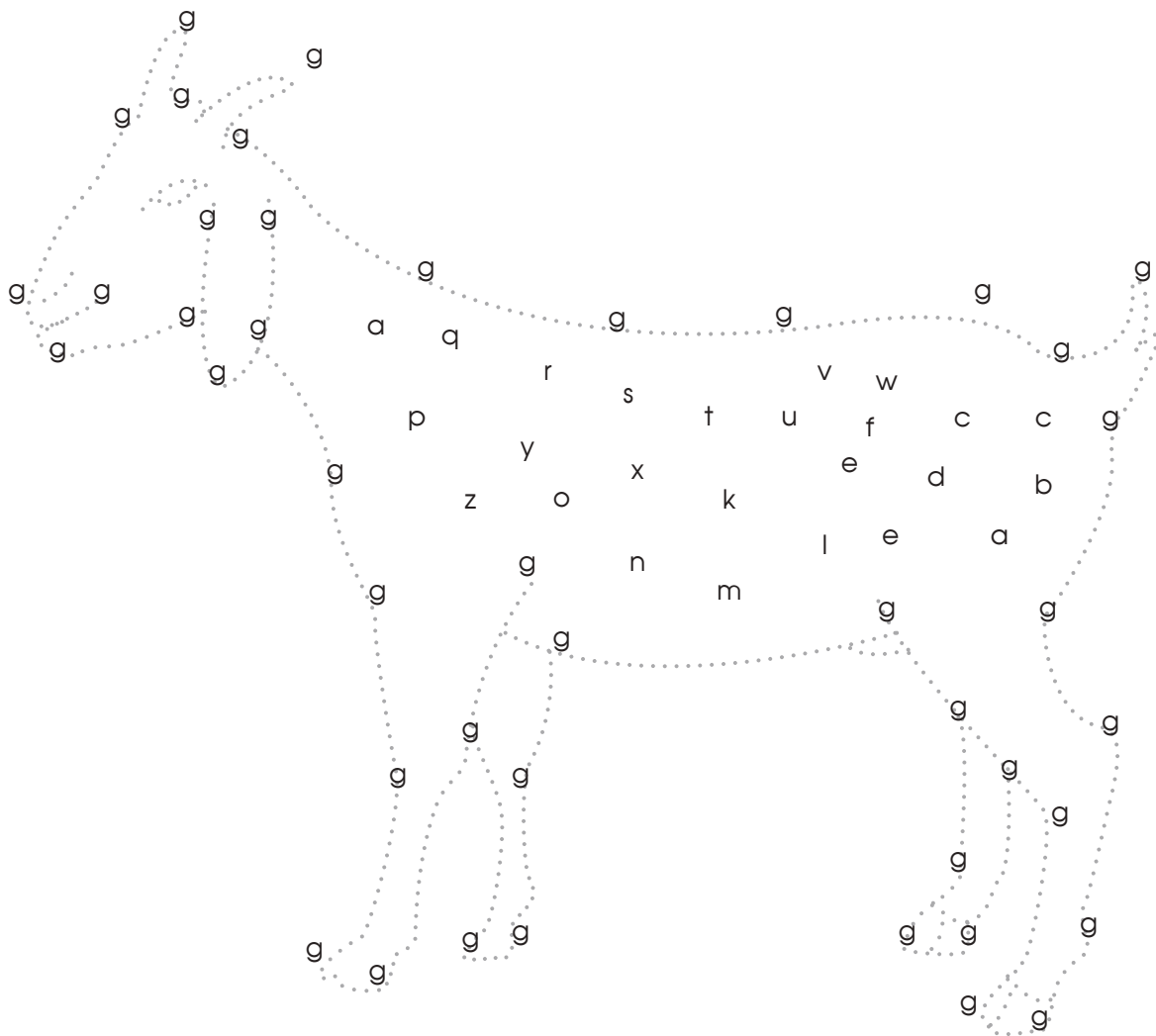
Find and colour the boxes having F, G, H, I and J.



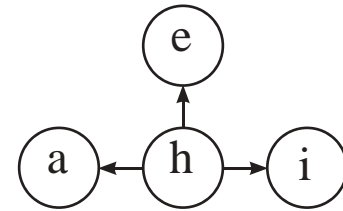
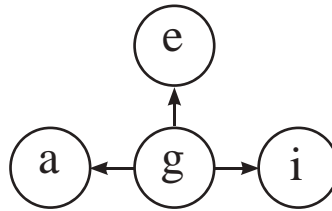
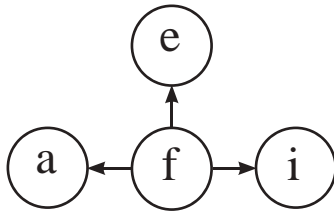
C	P	J	H	C
B	A	G	E	A
I	L	B	A	H
A	C	M	D	Z
V	B	E	F	G



Join letter gs and colour the picture



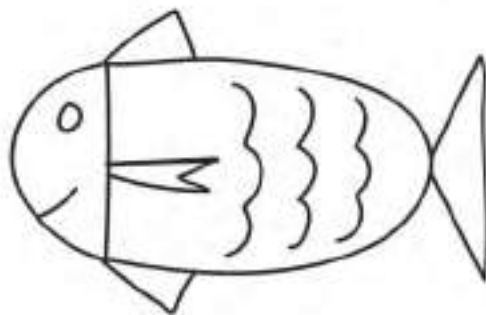
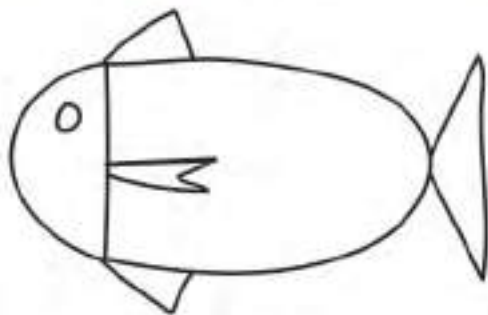
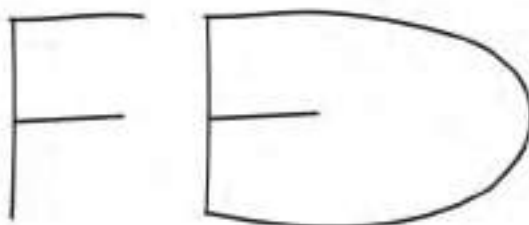
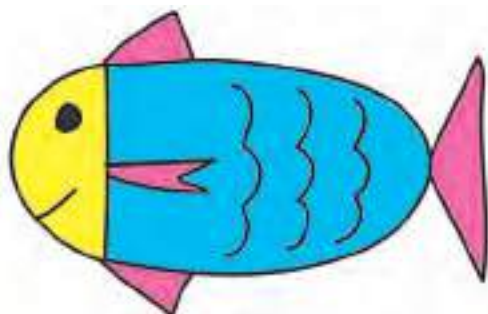
Listen and Say



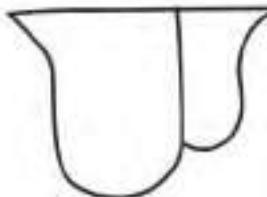
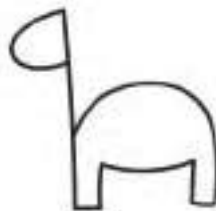
Instruction of Teachers:

- Combine consonant with vowels and read it. (eg. fa, fe, fi, etc)
- Ask the students to repeat after you.

Colour



Colour





Sing with action

K is for kite, k-k kite



L is for lion, l-l lion



M is for monkey, m-m monkey



N is for nose, n-n nose



O is for orange, o-o orange
O is for orange, o-o orange



Instruction of Teachers:

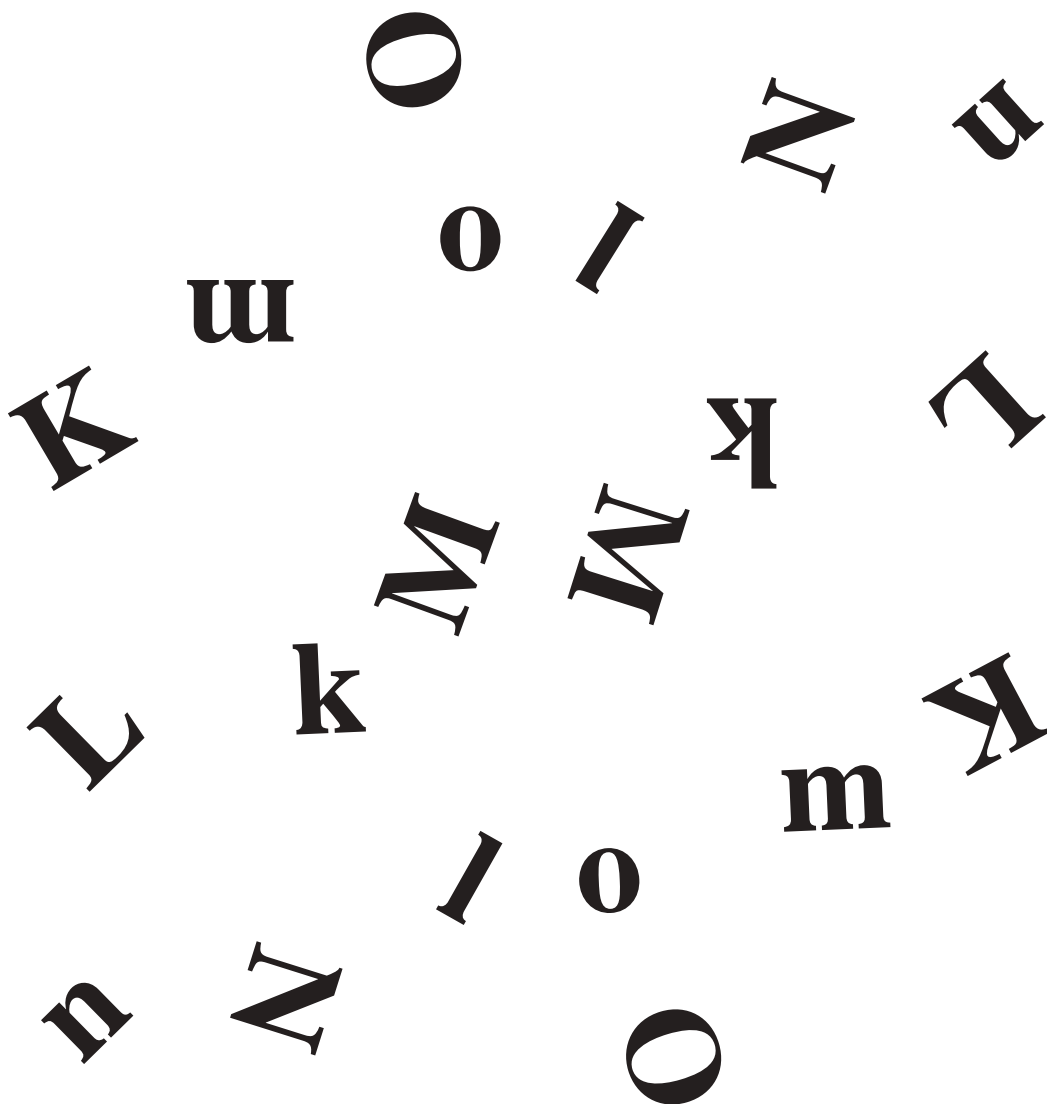
- Learn how this is sung before class.
- Sing it and ask the students to listen to you.
- After singing a couple of times, ask them to repeat after you.
- Do it several times with actions.

Look and discuss



Instruction for teachers:

- Show the pictures and discuss on the situation of pictures.
- While discussing pronounce the words starting from k to o, as many as possible.



Instruction for teachers:

- Provide rubber letters.
- Use the mango card of alphabet k to o.
- Ask the students to touch the rubber letters and feel the shapes of them.
- Ask the students to close the eyes and recognize the rubber letters by touching with hands.
- Let the students to feel the shapes of letters by writing in the wrist, palm and back.



Practise



kettle



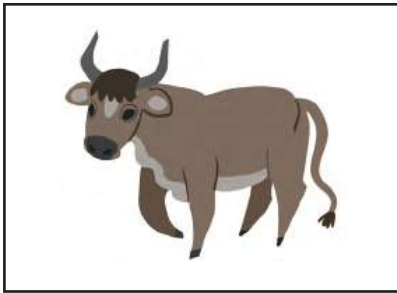
leaf



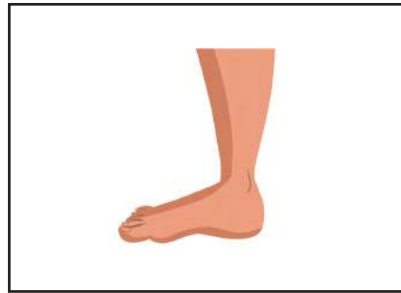
moon



nose



OX



leg

Instruction for teachers:

- Show the cards to the students and make them practise as shown below:
Teacher: What is this?
Student: 'Nose'
- Conduct group practice first then pair practise and finally conduct individual practice.



Listen and say

hi	high	ice	ghee
key	kite	king	kettle
leg	lion	life	lamp
flag	man	moon	monkey
mango	milk	mill	make
jam	nose	net	nest
nine	nurse	fan	hard
orange	owl	onion	strich

Instructions for teachers:

- First read the words for the students.
- Make students repeat after you.



Listen and sing

Five little monkeys jumping on the bed,
One fell down and bumped his head,
Mama called the doctor and the doctor said,
No more monkeys jumping on the bed!



Four little monkeys jumping on the bed,
One fell down and bumped his head,
Mama called the doctor and the doctor said,
No more monkeys jumping on the bed!

Three little monkeys jumping on the bed,
One fell down and bumped her head,
Mama called the doctor and the doctor said,
No more monkeys jumping on the bed!



Two little monkeys jumping on the bed,
One fell down and bumped his head,
Mama called the doctor and the doctor said,
No more monkeys jumping on the bed!

One little monkey jumping on the bed,
She fell down and bumped her head,
Mama called the doctor and the doctor said,
Put those monkeys right to bed!



Source: KidmunicationFun



Complete the following words.

allball.....



lag



eg



am



an



en



og



oon



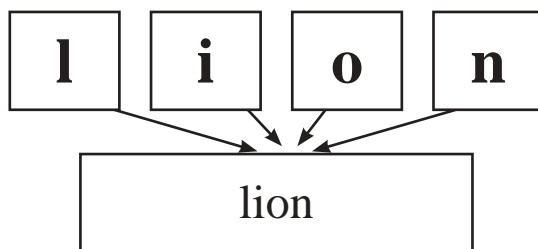
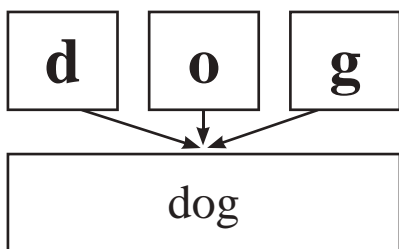
Read

l j i k h

m j k i l

n j k m l

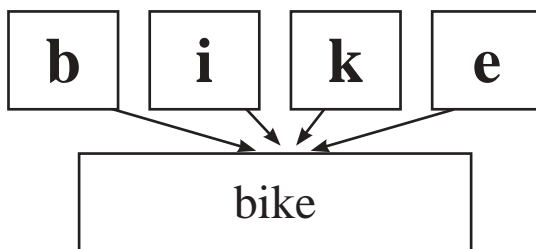
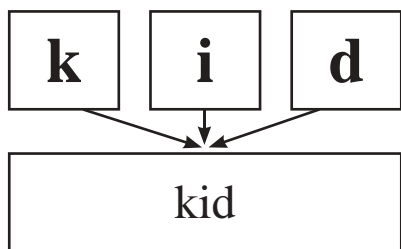
o n m l k



god

doll

book

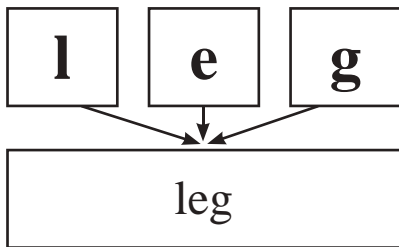


chick

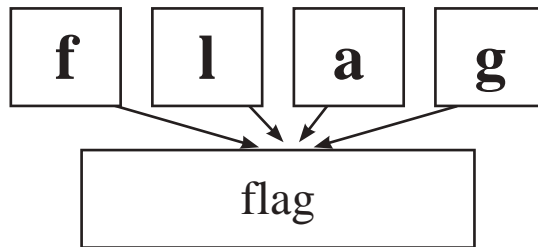
jackal

back

Read

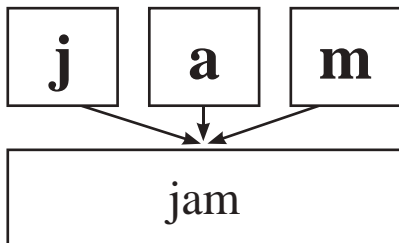


ball

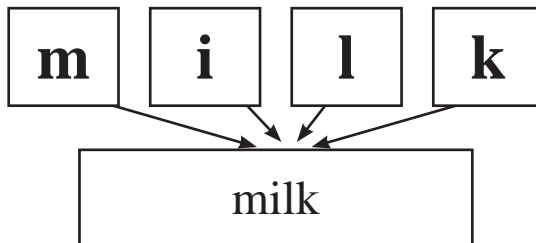


hill

leaf

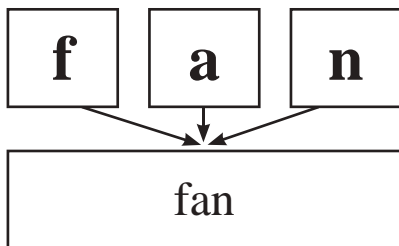


mill

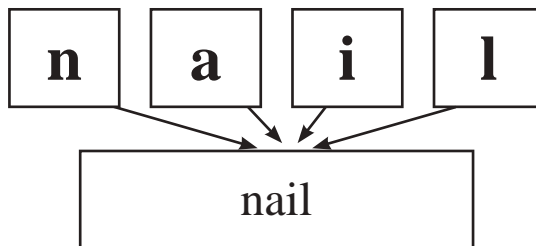


me

make



man



hen

hand



Write

kid

leg

jam

fan

dog

book

kid

leg

jam

fan

dog

book





k /k/

l /l/

m /m/

n /n/

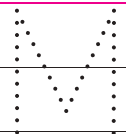
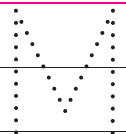
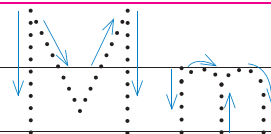
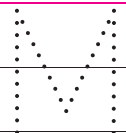
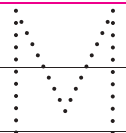
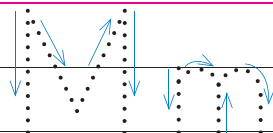
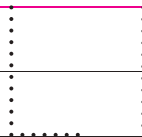
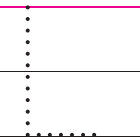
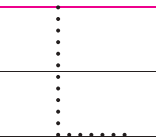
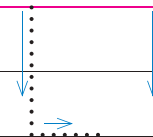
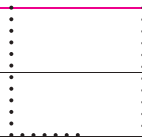
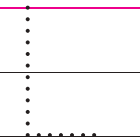
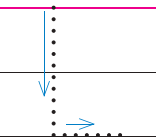
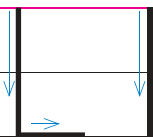
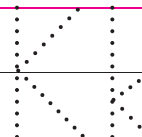
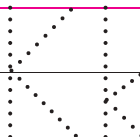
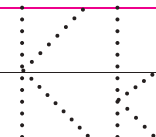
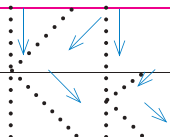
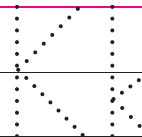
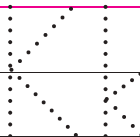
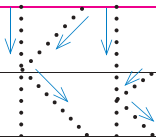
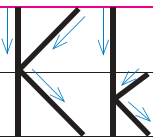
o /o/

Instructions for teacher:

- Pronounce the phonics sounds of given alphabets.
- Ask the students to repeat after you.



Join the dots.

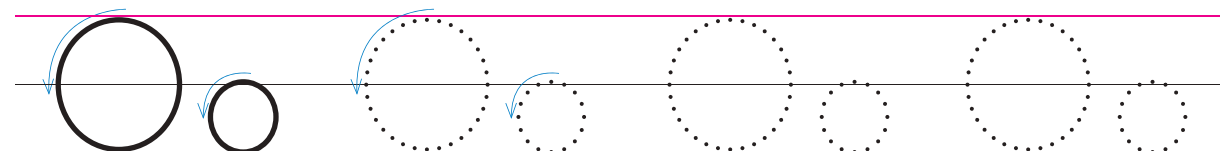
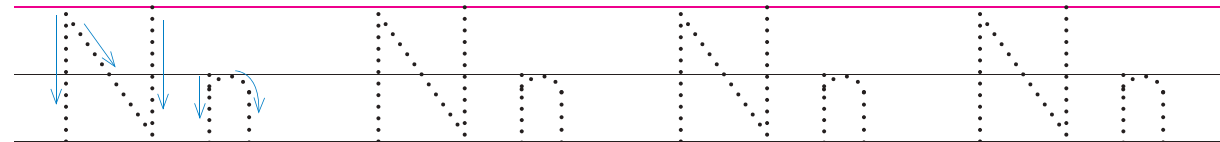
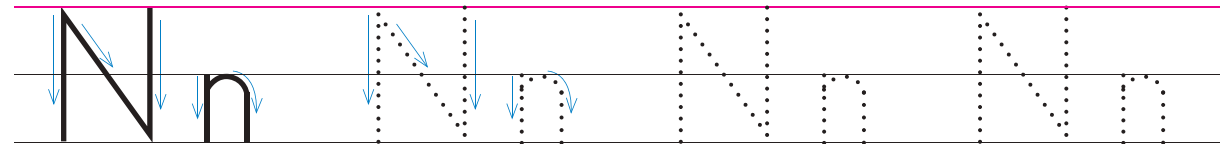


Instruction for teachers:

- Ask the students to join the dots as shown by the arrows.



Join the dots.



Instruction for teachers:

- Ask the students to join the dots as shown by the arrows.

Match and Write



l



allball.....

j



lag

b



eg

f



am

m



an

d



en

h



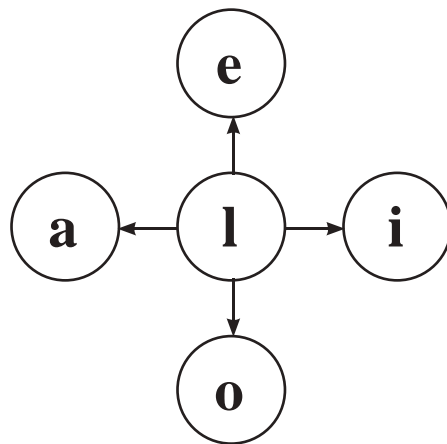
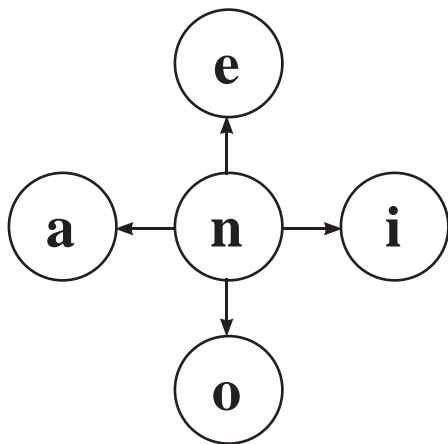
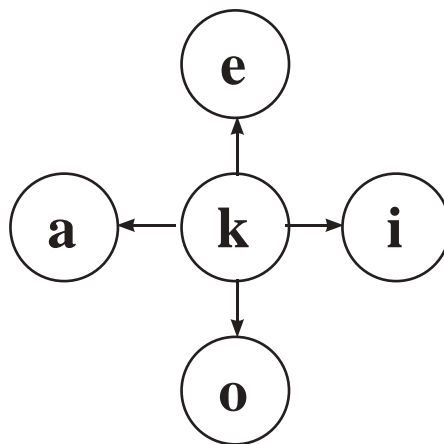
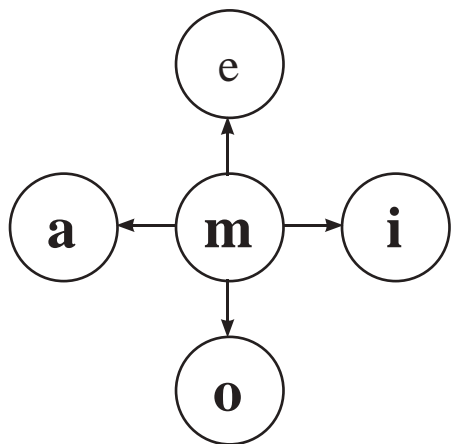
og

f



oon

Listen and say

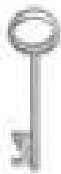


Instruction of Teachers:

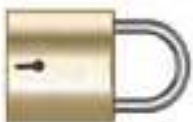
- Combine consonant with vowels and read it.
- Ask the students to repeat after you.

Colour

Find (K and k) and colour the boxes



a	k	k	k	K	k	k	K	A	C
b	d	L	o	p	r	s	K	F	G
c	d	D	q	a	k	k	K	e	f
e	j	m	s	t	k	i	h	g	u
g	a	b	d	c	k	j	x	w	v
k	k	k	k	k	k	a	b	y	r
k	r	s	m	n	z	x	w	v	m
k	w	v	u	t	y	a	b	t	u
k	k	k	k	k	k	k	k	k	k
c	d	e	o	n	m	y	x	w	z

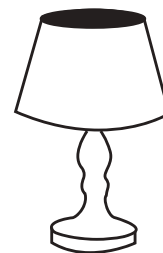
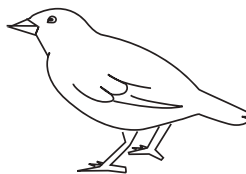
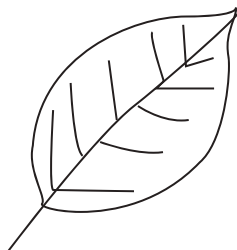
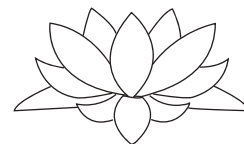
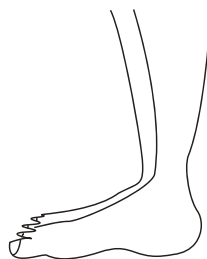
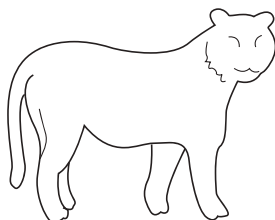
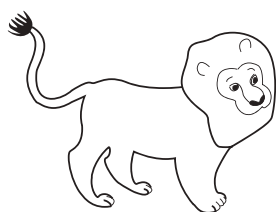


Colour

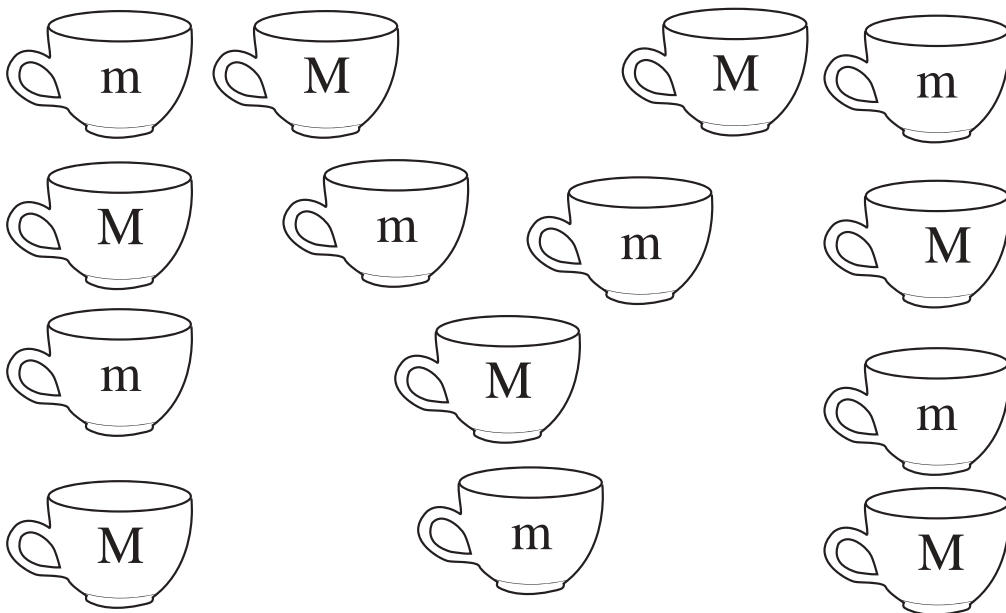
Colour the boxes: **L** red and **l** blue.

l	L	l	l	l
l	L	l	l	l
l	L	l	l	l
l	L	l	l	l
l	L	L	L	L

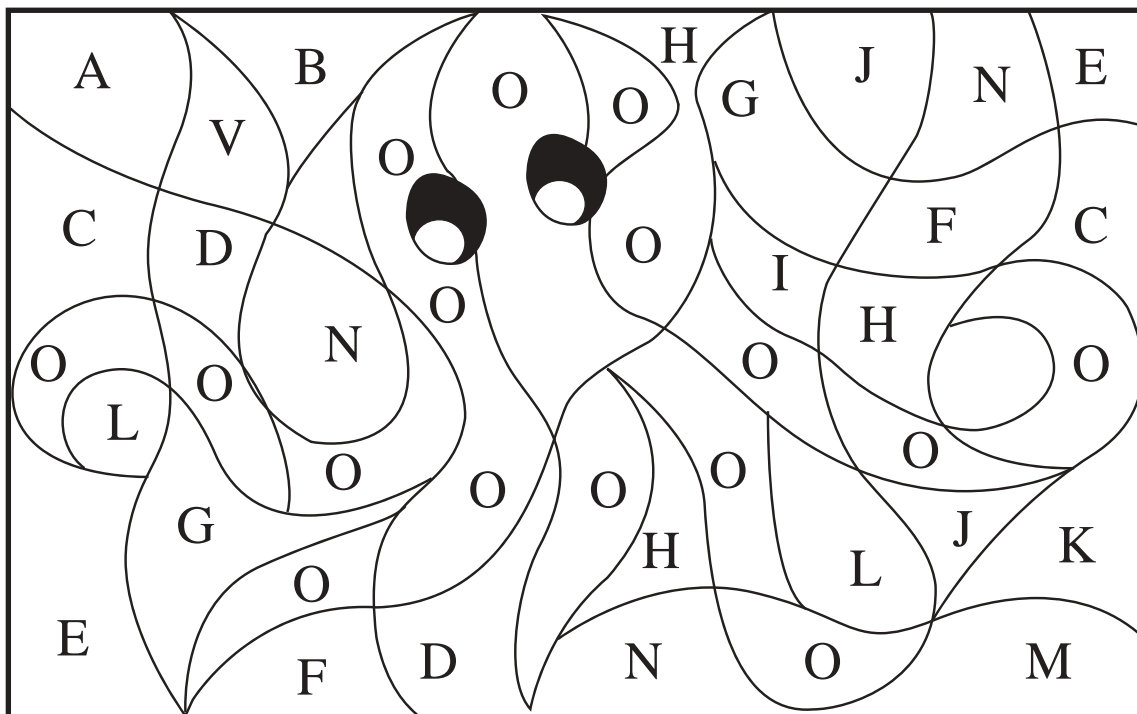
Colour (the pictures that begin with l).



Colour (M with green and m with red).



Colour the O.

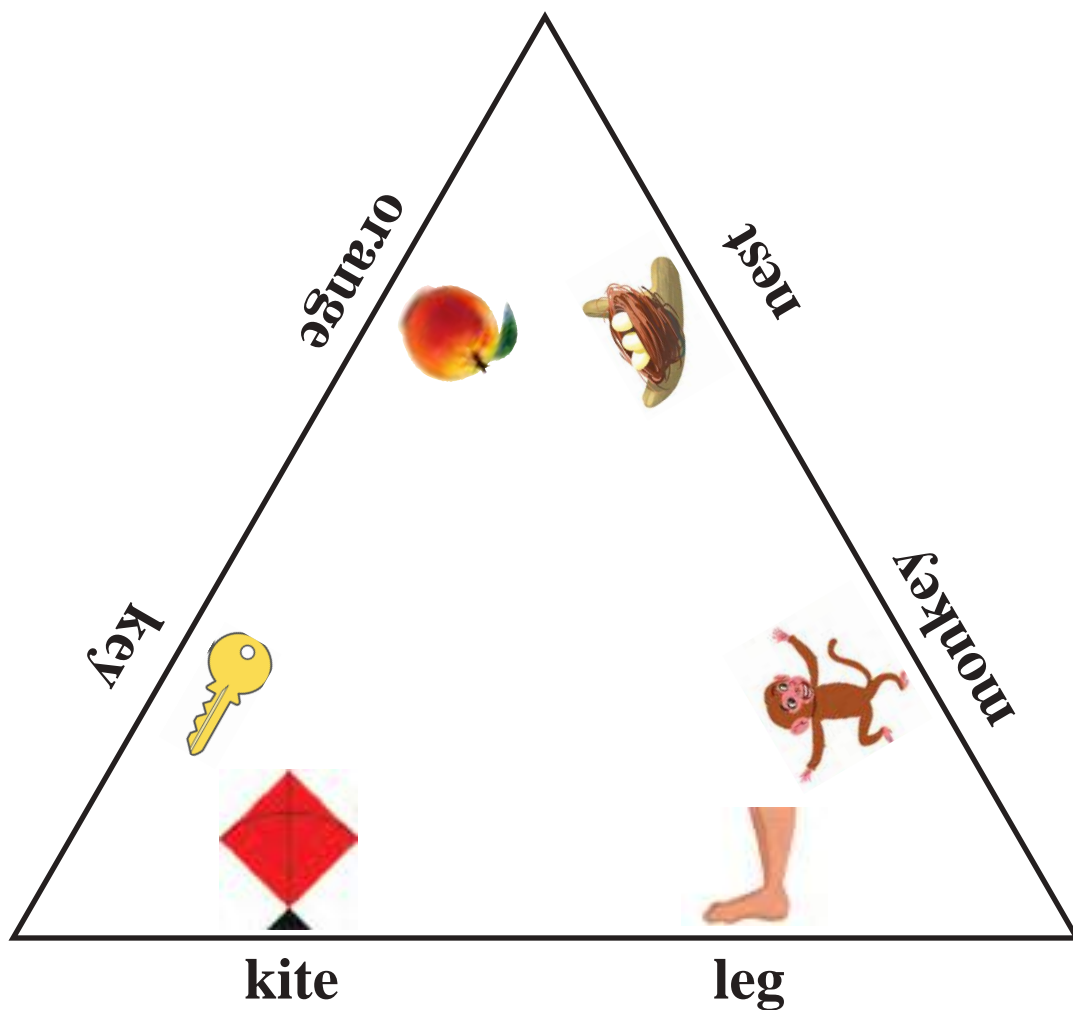


Find the words



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





Instructions for teacher:

- Keep this card in front of the students.
- Make the students practice using the 10 word cards each prepared by the teacher.
- Ask them to put the word cards just below the words around the triangle.

Colour

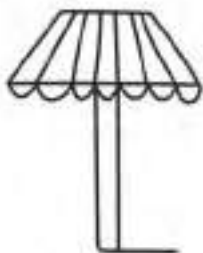
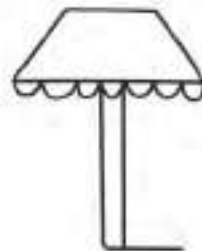


K



L

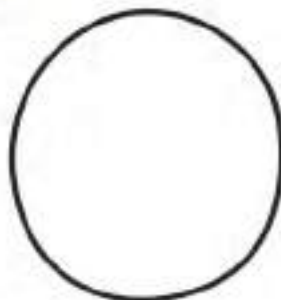
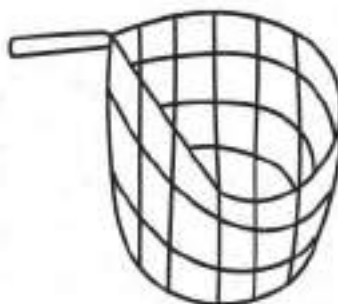
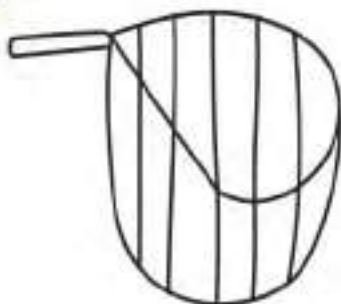
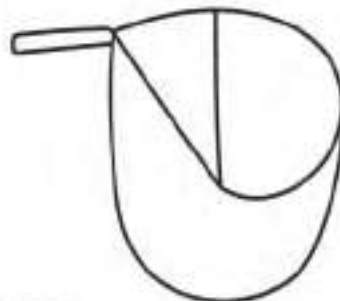
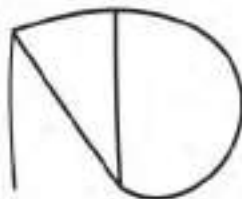
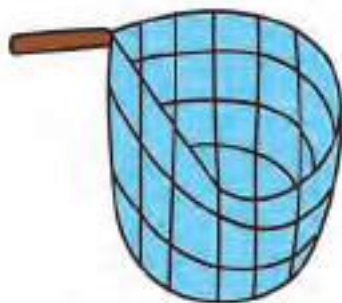
T



M



Colour





Sing with action

P is for pen, p-p pen



Q is for queen, kw-kw queen



R is for rat, r-r rat



S is for sun, s-s sun



T is for tiger, t-t tiger
T is for tiger, t-t tiger



Instruction of Teachers:

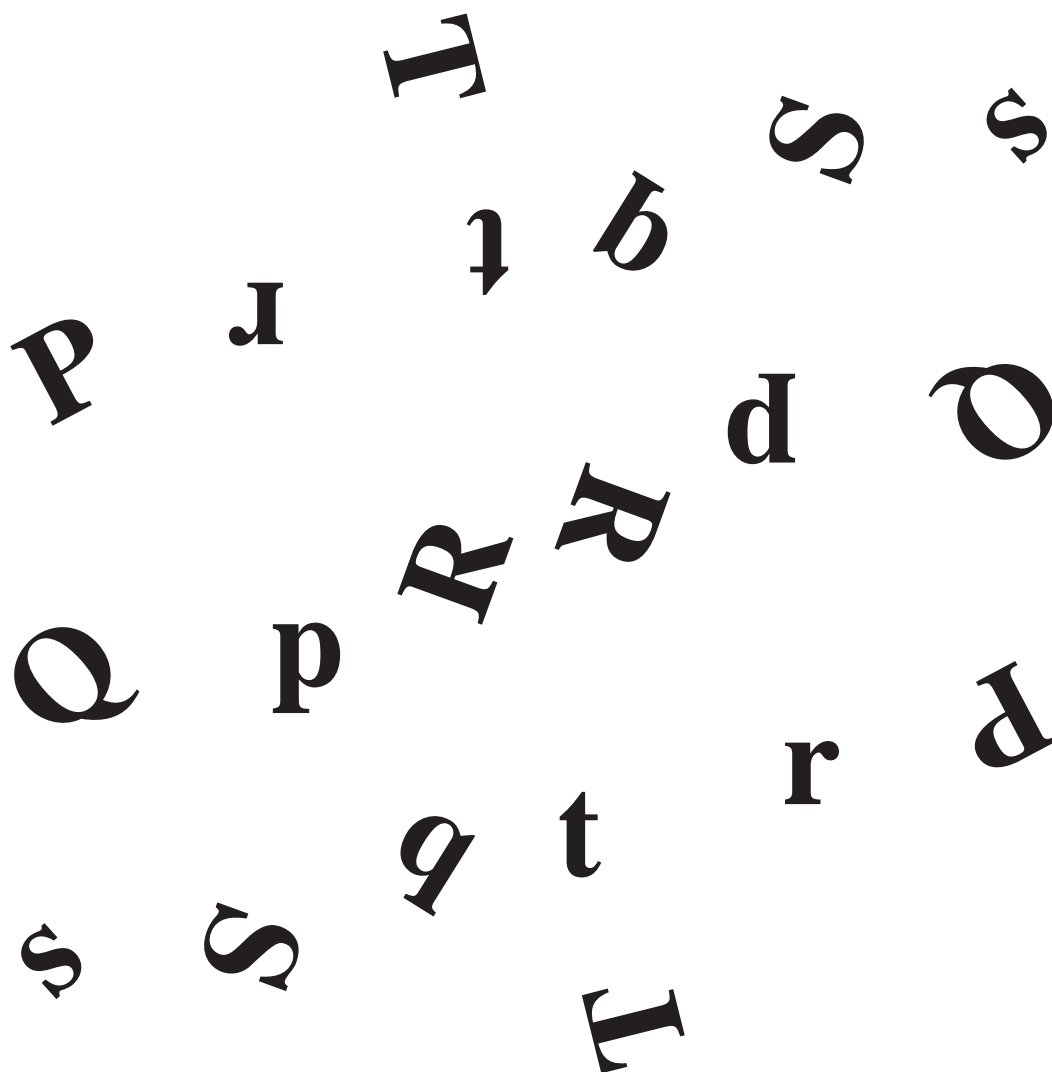
- Learn how this is sung before class.
- Sing it and ask the students to listen to you.
- After singing a couple of times, ask them to repeat after you.
- Do it several times with actions.

Look and discuss



Instruction for teachers:

- Show the pictures and discuss on the situation of pictures.
- While discussing pronounce the words starting from p to t, as many as possible.



Instruction for teachers:

- Provide rubber letters.
- Use the mango card of alphabet p to t.
- Ask the students to touch the rubber letters and feel the shapes of them.
- Ask the students to close the eyes and recognize the rubber letters by touching with hands.
- Let the students to feel the shapes of letters by writing on the wrist, palm and back.



p /p/

q /kw/

r /r/

s /s/

t /t/

Instructions for teacher:

- Pronounce the phonics sounds of given alphabets.
- Ask the students to repeat after you.



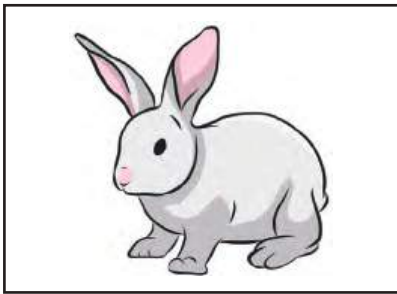
Practice



Pencil



Quill



Rabbit



Sun



Tiger



Ring

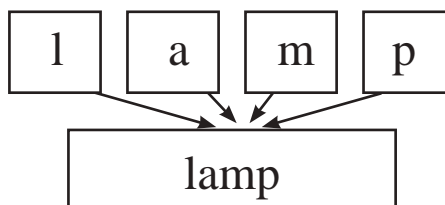
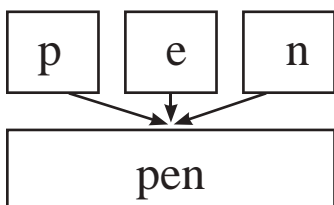
Instructions for teachers:

- Show the cards to the students and make them practice as shown below:
Teacher: What is this?
Student: 'Ring'
- Conduct group practice first then pair practice and finally conduct individual practice.

Read



p	k	m	o	n
q	o	n	p	m
r	o	p	n	q
s	q	p	r	o
t	r	s	q	p



pencil

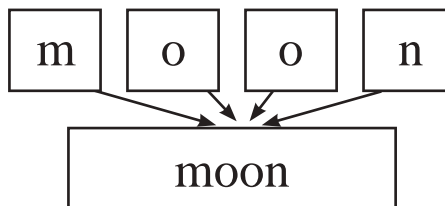
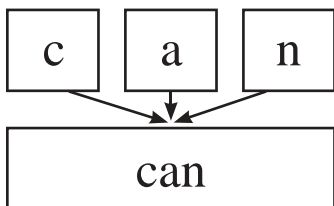
pan

cap

apple

pool

jeep



go

come

pin

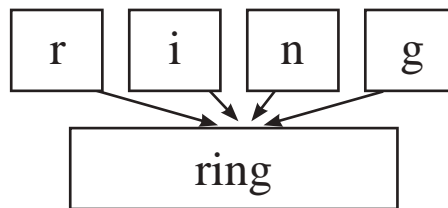
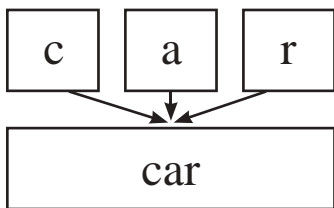
map

look

help



Read



bar

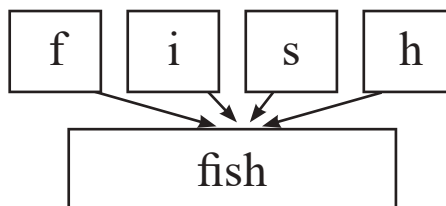
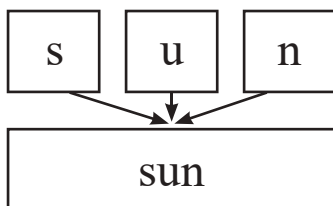
arm

room

circle

girl

rice



nose

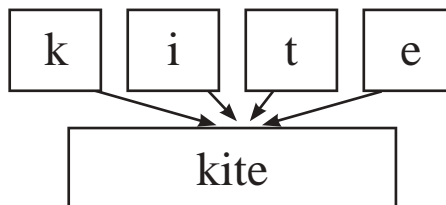
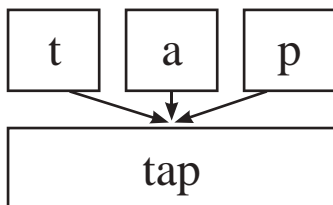
horse

class

school

son

see



bat

cat

father

mother

tiger

sit



Copy



Pp

Mm

Nn

Oo

Qq

Oo

Nn

Pp

Rr

Oo

Qq

Pp

Instructions for teachers:

- Ask the students to follow the arrows.

Copy

S s

R r

Q q

P p

T t

R r

Q q

S s

pen

moon

ring

fish

kite

tap

Look and say

pencil



quill



pan



quilt



rose



star



rabbit



swan



table

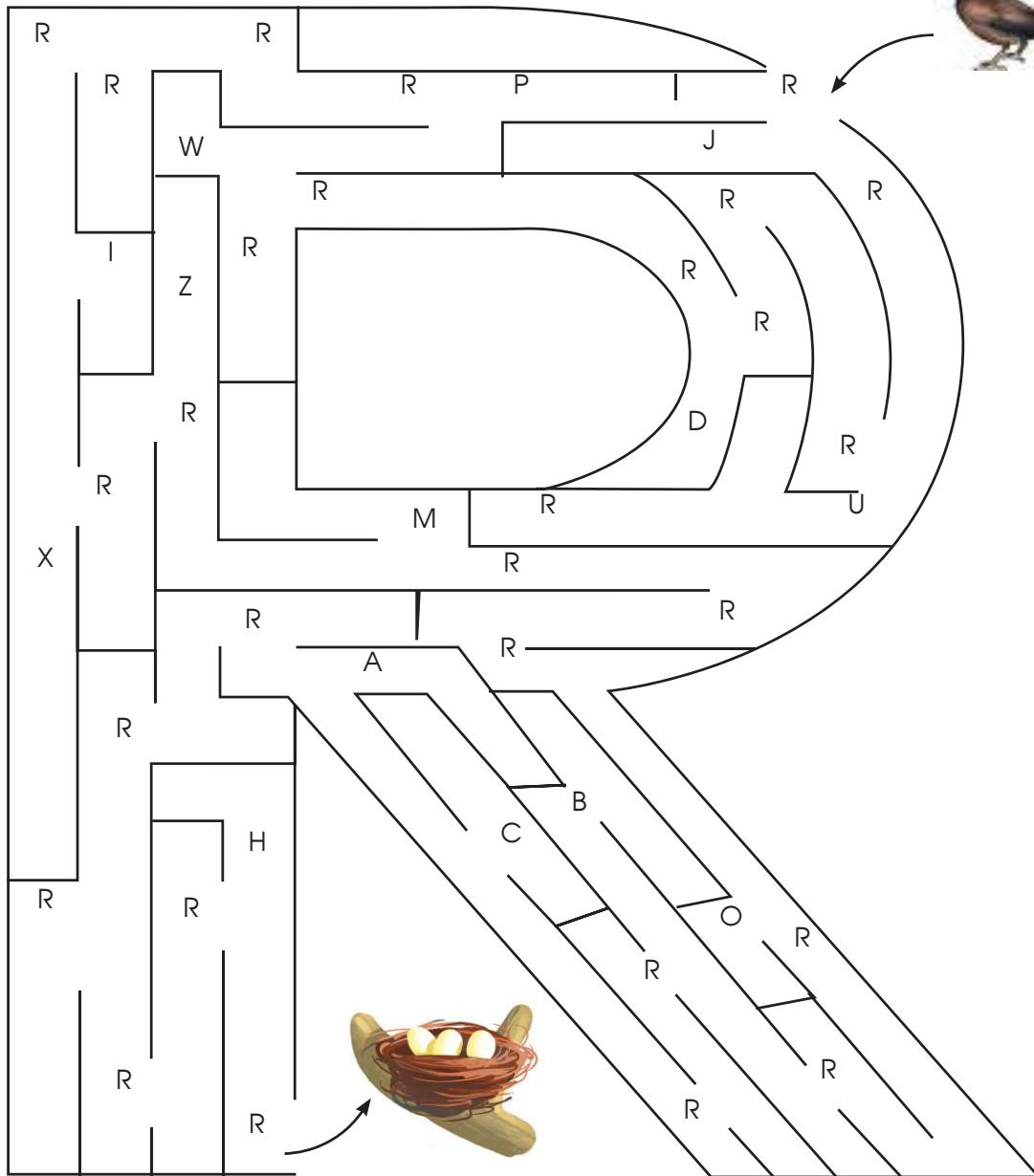


tree





Find the way





Join the dots.

Pp

Pp

Pp

Pp

Pp

Pp

Pp

Pp

Qq

Qq

Qq

Qq

Qq

Qq

Qq

Qq

Rr

Rr

Rr

Rr

Rr

Rr

Rr

Rr

Instruction for teachers:

- Ask the students to join the dots as shown by the arrows.





Join the dots.

S s

S s

S s

S s

S s

S s

S s

S s

T t

T t

T t

T t

T t

T t

T t

T t

Instruction for teachers:

- Ask the students to join the dots as shown by the arrows.





Sing with action



**Teddy bear, teddy bear,
turn around.**

**Teddy bear, teddy bear,
touch the ground.**



Instruction of Teachers:

- Learn how this is sung before class.
- Sing it and ask the students to listen to you.
- After singing a couple of times, ask them to repeat after you.
- Do it several times with actions.



net

pet

bet

fog

log

dog

mad

man

map



cut

cot

cat

pot

pet

pat

log

lap

lip

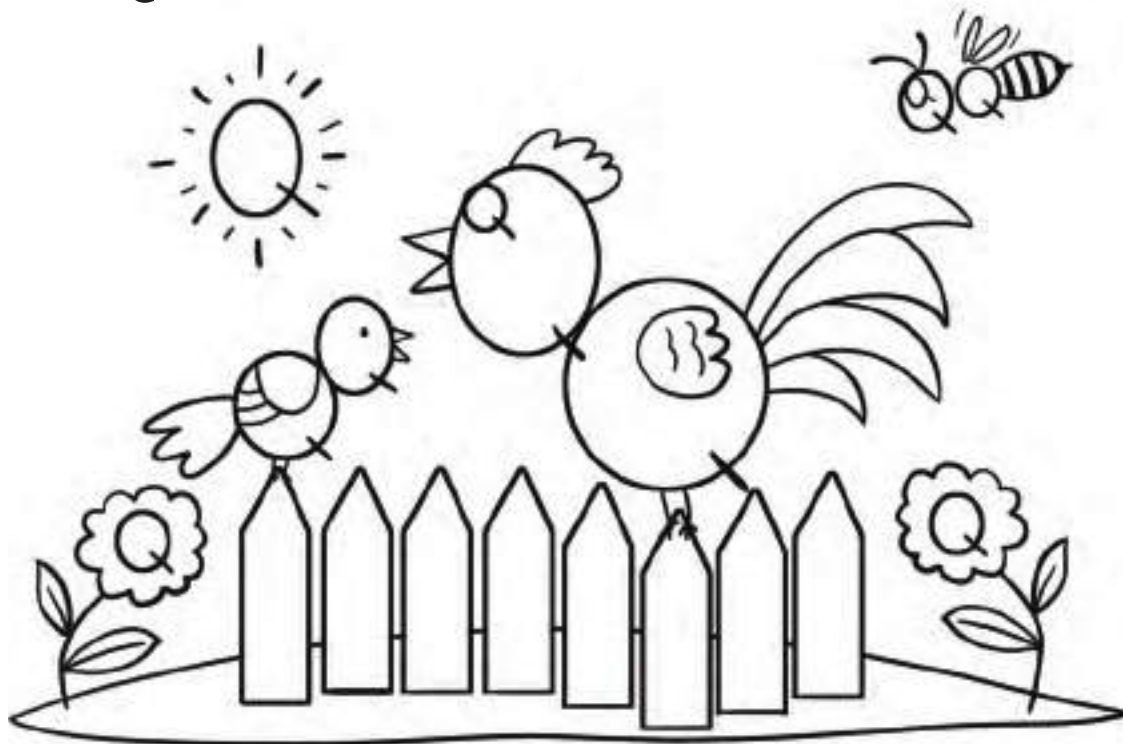




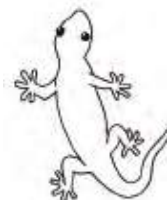
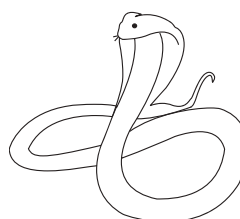
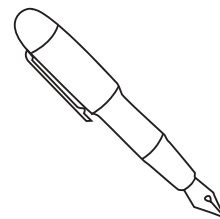
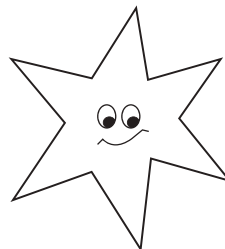
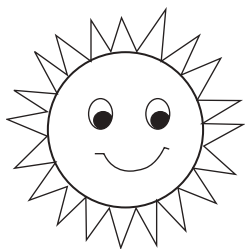
DOGOTAT	M.....PAP	CAT
-----	---------	---------	---------	---------	-----



Find 'Q' and colour



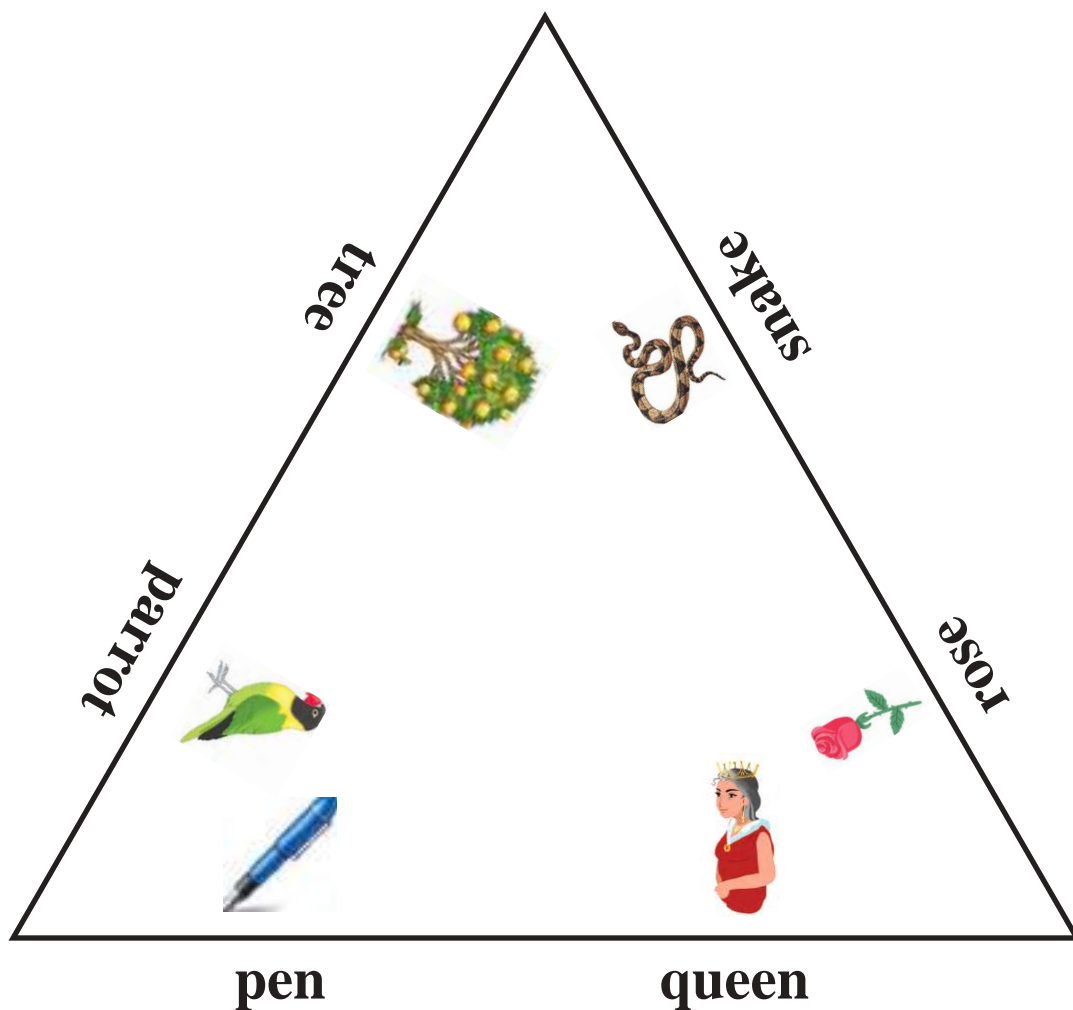
Colour (the pictures that begin with s).



Find the words

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

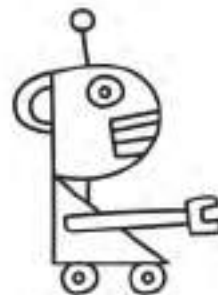


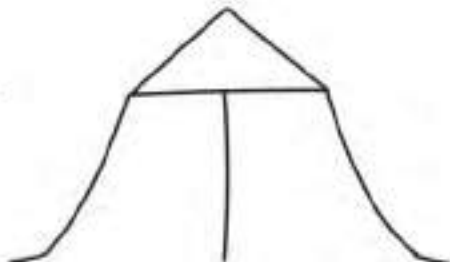


Instructions for teacher:

- Keep this card in front of the students.
- Make the students practice using the 10 word cards each prepared by the teacher.
- Ask them to put the word cards just below the words around the triangle.

Colour







Sing with action.

U is for umbrella, a-a- umbrella



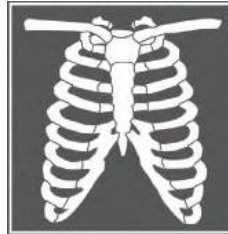
V is for van, v-v van



W is for watch, w-w watch



X is for x-ray, x-x x-ray



Y is for yak, y-y yak



Z is for zebra, z-z zebra

**So many things, for you
to learn about.**

So many ways, to sing a song.



Instruction of Teachers:

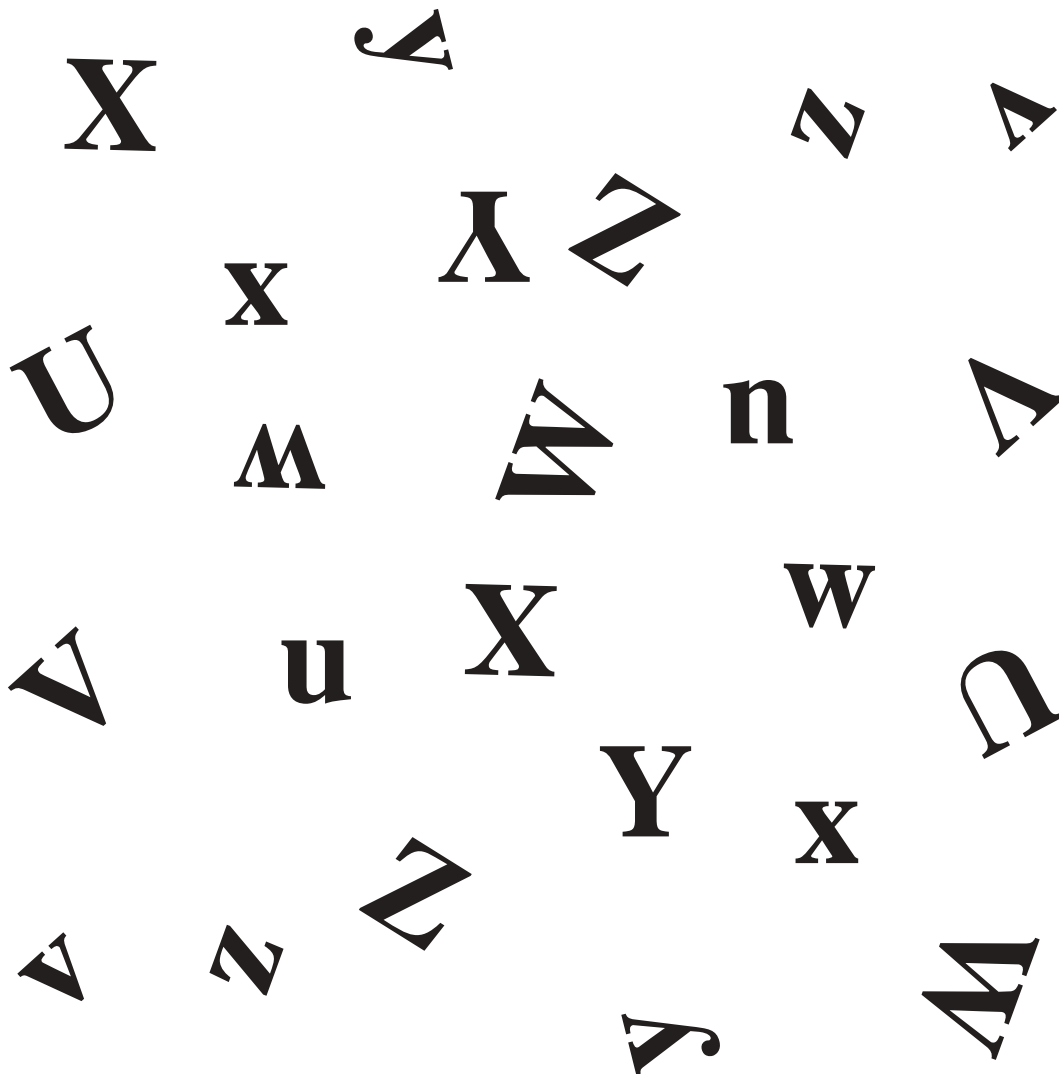
- Learn how this is sung before class.
- Sing it and ask the students to listen to you.
- After singing a couple of times, ask them to repeat after you.
- Do it several times with actions.

Look and Discuss



Instruction for teachers:

- Look and discuss on the situation of pictures.
- While discussing pronounce the words starting from u to z as many as possible.



Instruction for teachers:

- Provide rubber letters.
- Use the mango card of alphabet u to z.
- Ask the students to touch the rubber letters and feel the shapes of them.
- Ask the students to close the eyes and recognize the rubber letters by touching with hands.
- Let the students to feel the shapes of letters by writing on the wrist, palm and back.



Master Card

elephant

snake

ant

sun

ox

orange

star

egg

Instructions for teachers:



- Cut the individual pictures.
- Put the picture cards facing down on the floor.
- Ask the students to pick a random card.
- Ask the students to identify the picture and pronounce the name of the picture.
- Ask the students to show the name of the picture in the master card.


MS 7
7



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.195.02 GRADE 1

MS 7
7



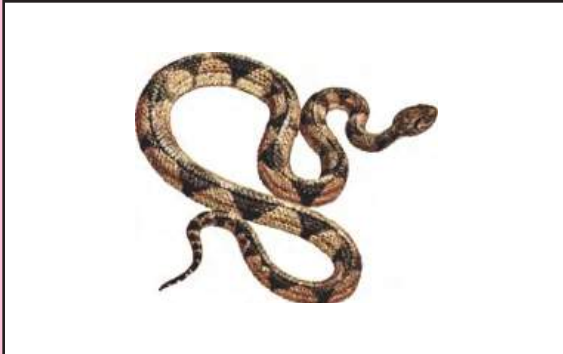

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.195.02 GRADE 1


MS 7
7



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.195.02 GRADE 1

MS 7
7



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.195.02 GRADE 1

MS 7
7



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.195.02 GRADE 1

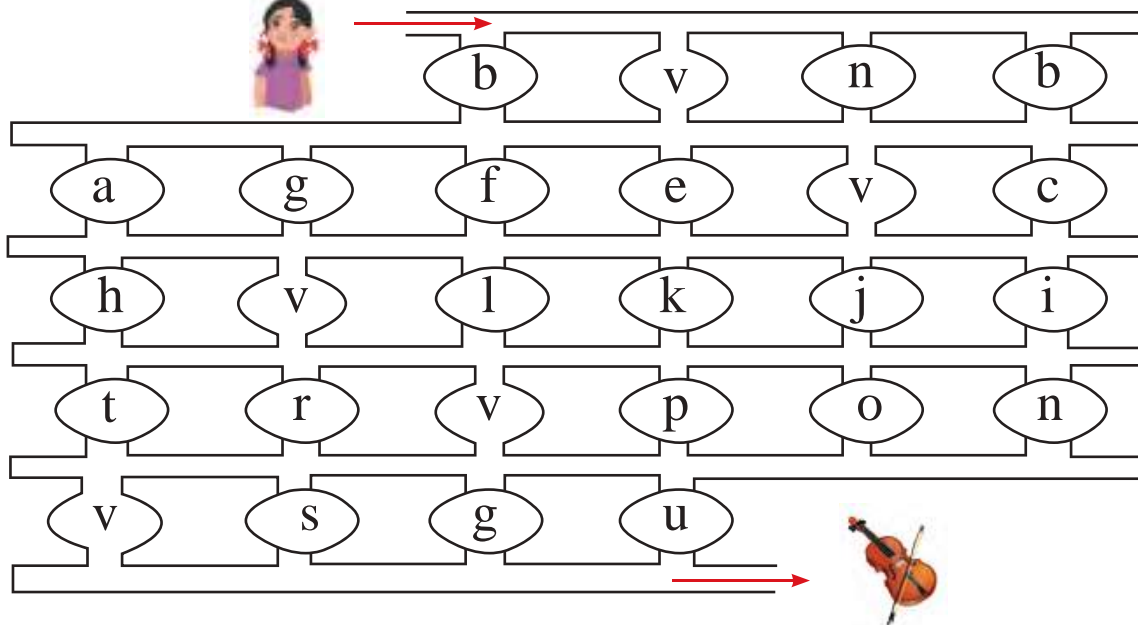
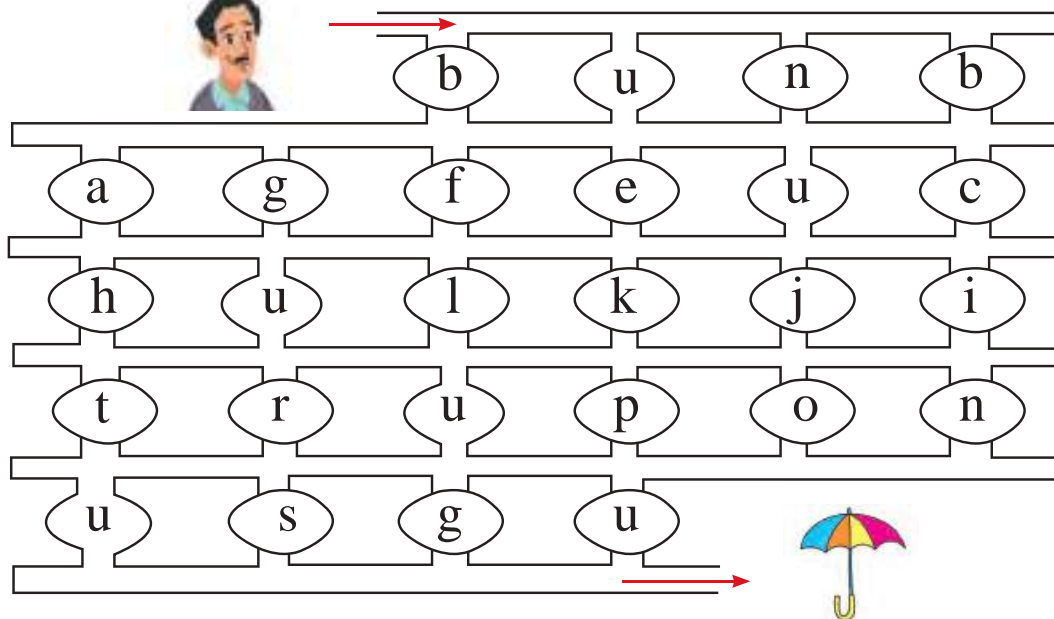
MS 7
7



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.195.02 GRADE 1

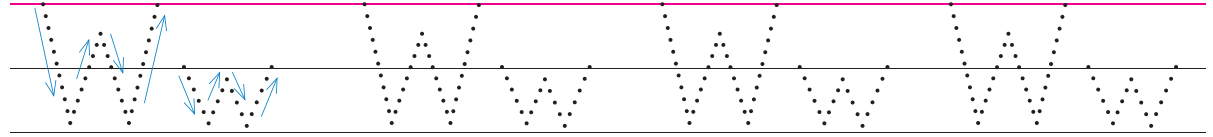
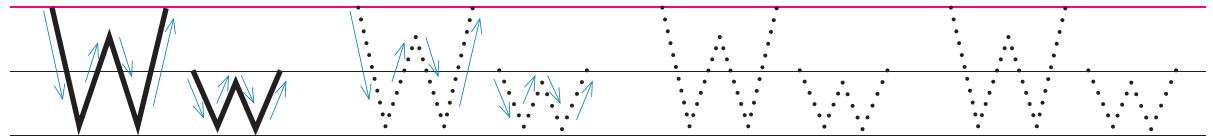
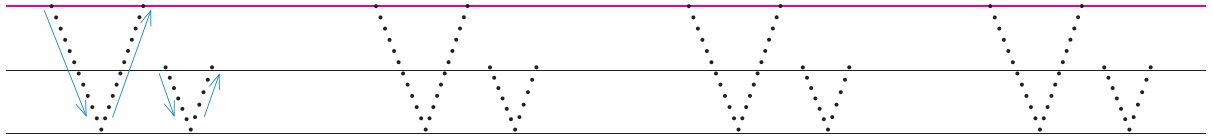
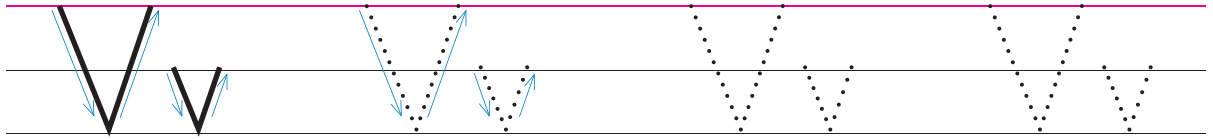
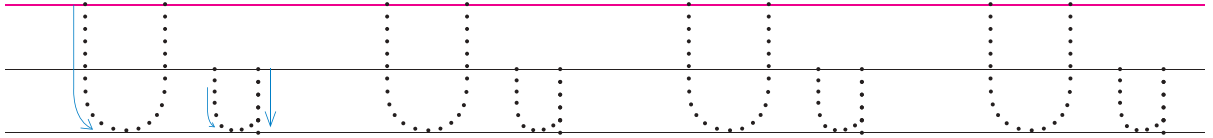
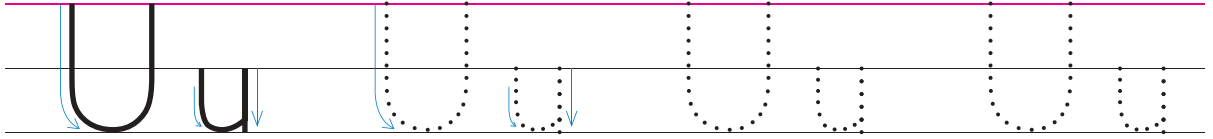


Find the way





Join the dots.

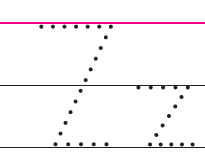
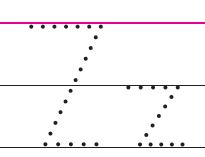
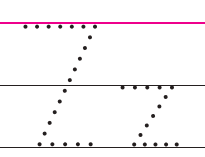
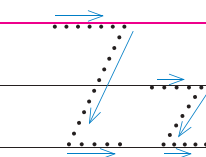
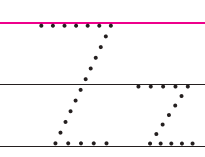
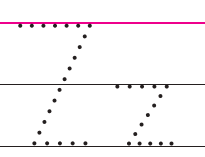
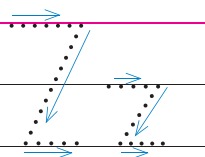
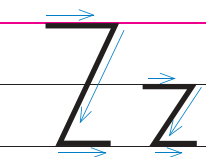
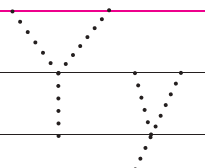
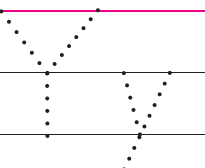
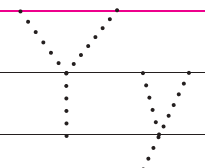
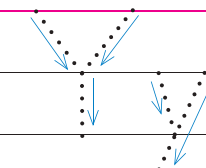
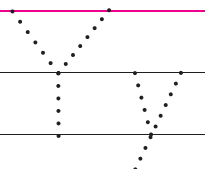
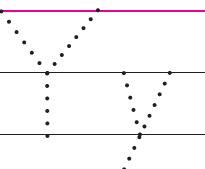
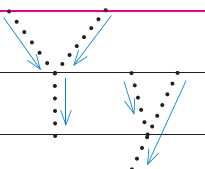
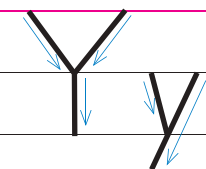
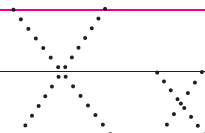
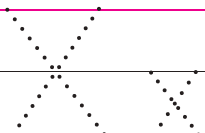
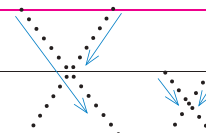
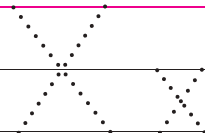
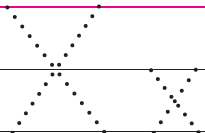
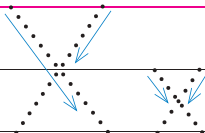
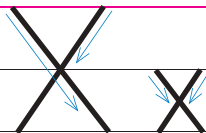


Instruction for teachers:

- Ask the students to join the dots as shown by the arrows.



Join the dots.



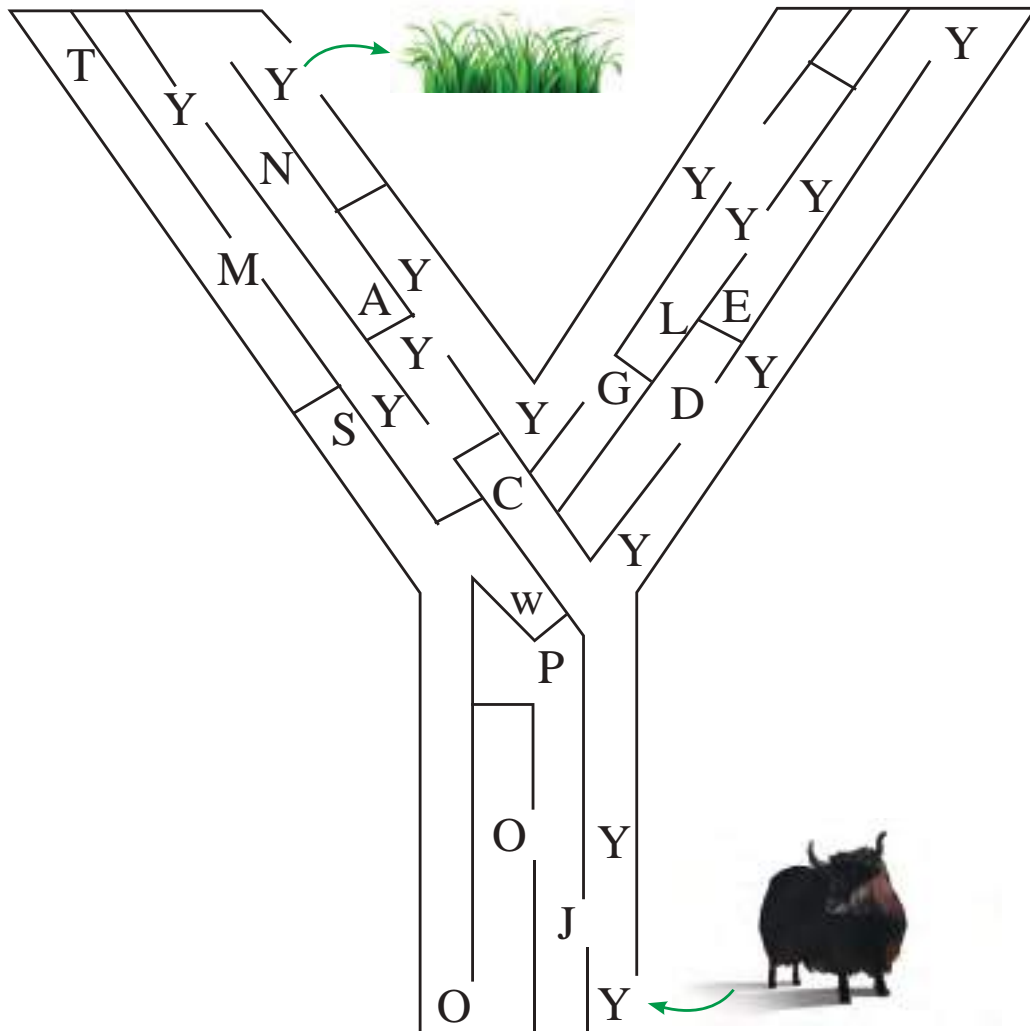
Instruction for teachers:

- Ask the students to join the dots as shown by the arrows.

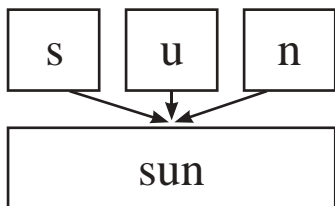




Find the way.

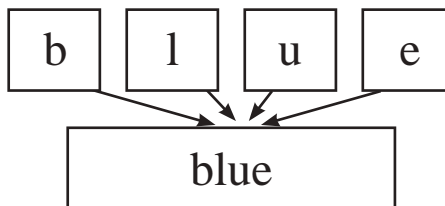


Read



uncle

student

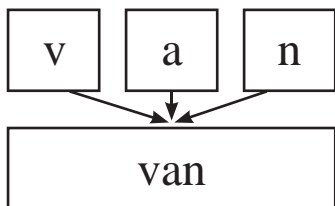


horse

mouse

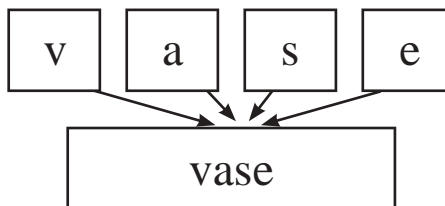
put

out



vast

give

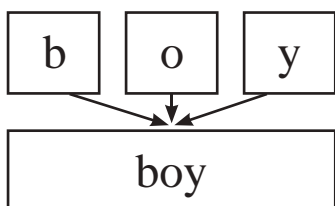


cave

vest

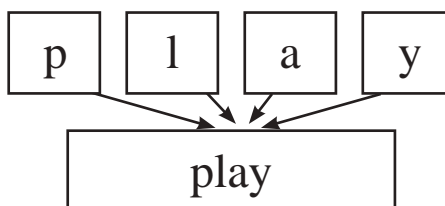
live

hive



toy

yam



yak

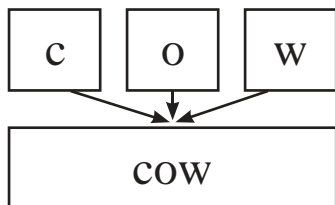
my

say

they

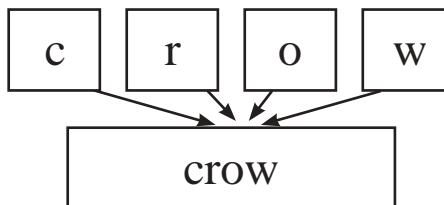


Read



water

snow

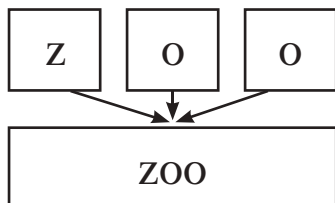


watch

swan

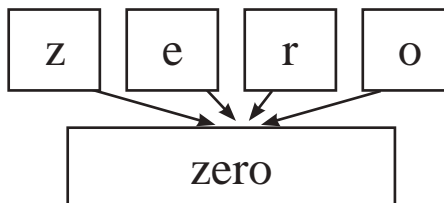
arrow

show



quiz

prize

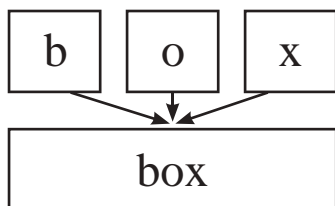


lazy

zoom

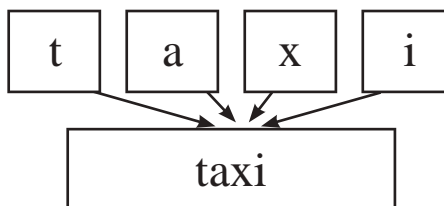
maze

size



fox

six



ox

mix

axe

text





u

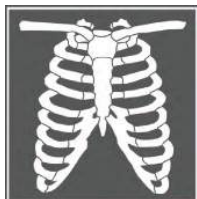


v



w





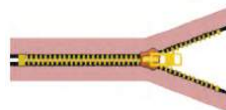
X



Y



Z



O



Write a-z



.....pple



.....all



.....at



.....og



.....ye



.....an



.....ate



.....en



.....ron



.....oker



.....ite



.....eaf



...onkey



.....est



...range



....arrot



.....ueen



...abbit



.....nake



...able



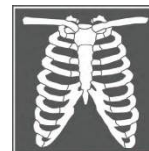
...mbrella



.....an



.....atch



.....ray



.....ak



.....ebra



u /u/ or /ʌ/

v /v/

w /w/

x /ks/

y /y/

z /z/

Instructions for teacher:

- Pronounce the phonics sounds of given alphabets.
- Ask the students to repeat after you.

Match



umbrella



zebra



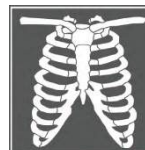
yak



watch



van



fox



box



x-ray



Arrange the dictionary order of alphabets.

d f i g p s t k y u l c
 j z v w e x n a h b r o
 m q

Circle (the correct word for pictures).



sun run pun



man van pan



cat crow cow



fox ox box



toy boy joy



lip ship zip

Find

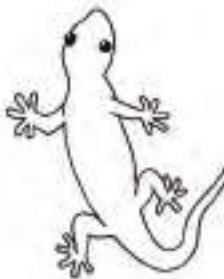
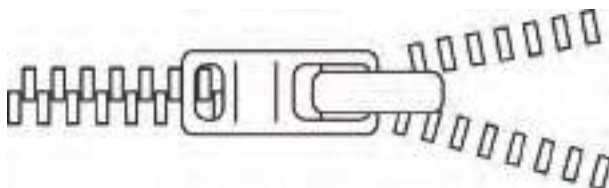
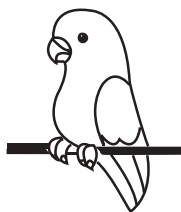
E	D	L	Z	A	U	B	B
L	C	E	J	D	D	O	O
P	R	B	I	U	H	X	Y
Z	O	M	S	C	A	V	E
Z	W	A	I	K	L	M	H
Q	B	R	A	S	Z	O	O

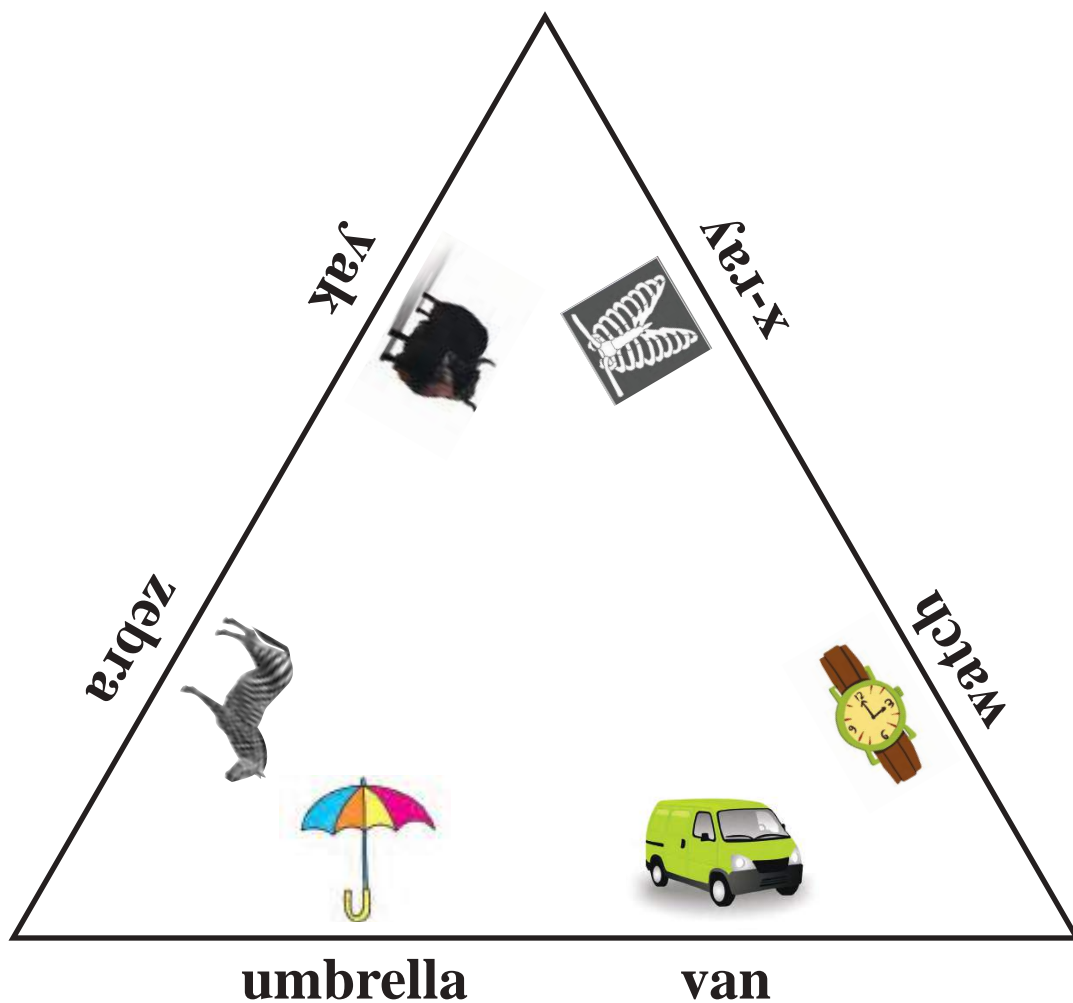


Circle the odd picture



Find (and colour the picture that starts with z).





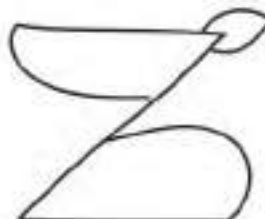
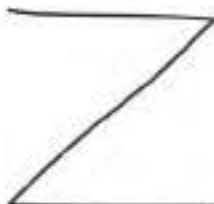
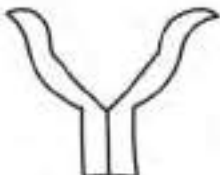
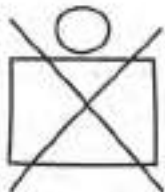
Instructions for teacher:

- Keep this card in front of the students.
- Make the students practice using the 10 word cards each prepared by the teacher.
- Ask them to put the word cards just below the words around the triangle.

Colour



Colour



Task-1

Pronounce the following sounds. Ask the students to pick up the letter cards/rubber letters that matches with sound.

a. /s/

b. /b/

c. /i/

d. /l/

e. /v/



My alphabet

Task-2

Say A-Z



My alphabet

Task-3

Read the following words.

eye

kite

monkey

watch

vase

x-ray

umbrella

onion

joker

rabbit

My alphabet

Task - 4



.....pple



.....all



.....at



.....og



.....ye



.....an



.....ate



.....en



.....ron



.....oker



.....ite



.....eaf



...onkey



.....est



...range



...arrot



.....ueen



...abbit



.....nake



....able



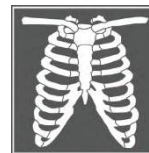
...mbrella



.....an



.....atch



.....ray



.....ak



.....ebra



Sing and Act

Head and shoulder,

Knees and toes,

Knees and toes.



Head and shoulder,

Knees and toes.



And eyes and ears

and mouth and nose.



Head and shoulder,

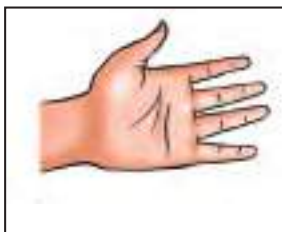
Knees and toes,

Knees and toes.

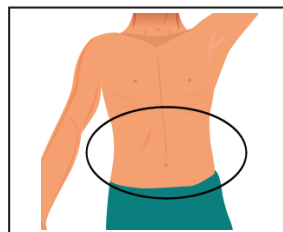




head



hand



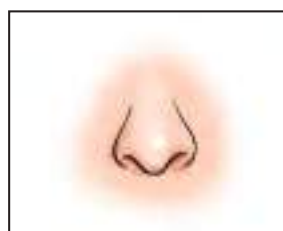
stomach



leg



eye



nose



tongue



skin



ear

I see with my eyes.

I smell with my nose.

I listen with my ears.

I taste with my tongue.

I feel with my skin.



Touch your head.



Touch your eyes.



Touch your nose.



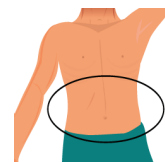
Touch your ears.



Touch your skin.



Touch your stomach.



Touch your leg.



Touch your hand.



Instructions for teacher:

- Read the sentence and act yourself first.
- Ask the students to act out.

The Doll



This is my doll.

The doll has a head.

The doll has two hands.

The doll has two legs.

Tree



This is a papaya tree.

It is big.

It is green.



This is my head.



This is my shoulder.



This is my knee.



This is my toes.



Look and complete the sentences



1. There is a _____



2. There is a _____

on the tree.



3. There are _____

in the nest.





Fill in the gaps

1. I see with my



2. I smell with my



3. I listen with my



4. I taste with my



5. I feel with my



Student Card

toes	nose
hand	leg
eye	tongue





Student Card

head	knees
shoulder	tongue
ears	skin



Student Card

eyes	knees
toes	shoulder
stomach	hand

Student Card

ears	skin
nose	hand
head	toes

Teachers Card

head	hand	stomach	leg
eyes	nose	ears	skin
tongue	toes	knees	shoulders





Leg

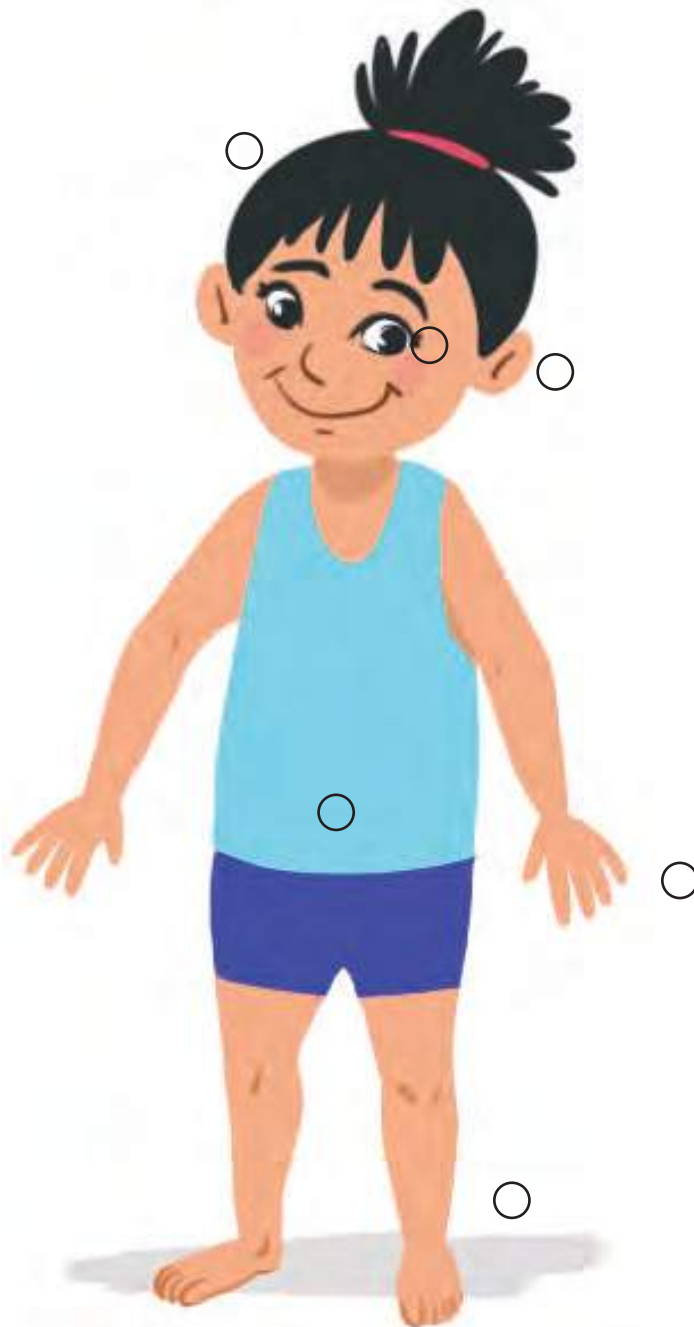
Head

Hand

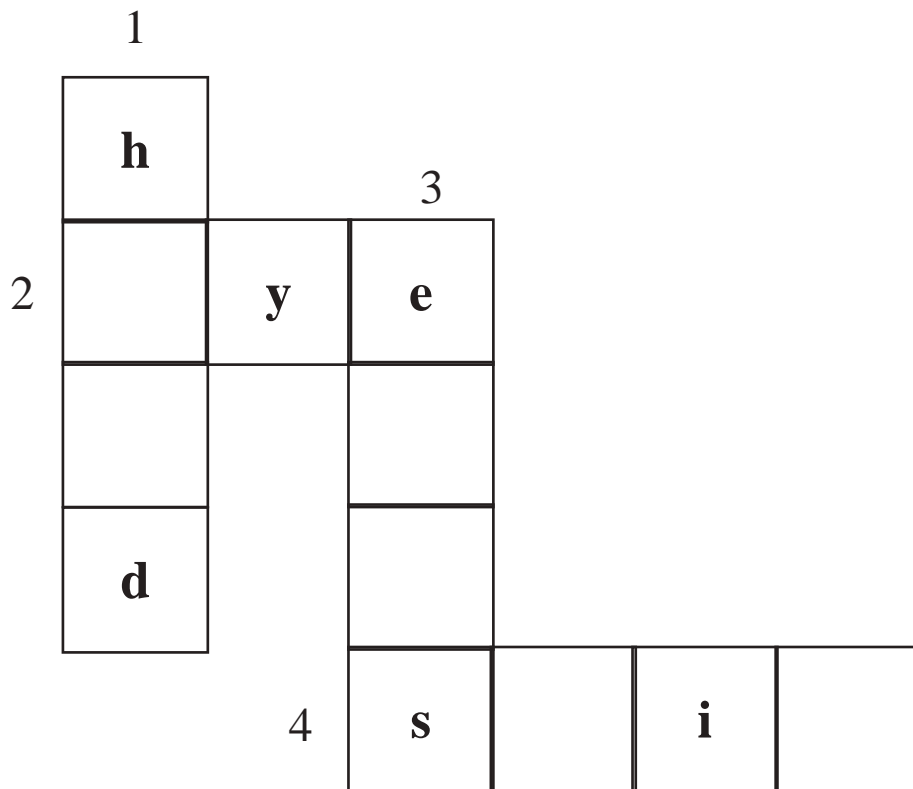
Stomach

Eye

Ear



Crossword Puzzle



1



2

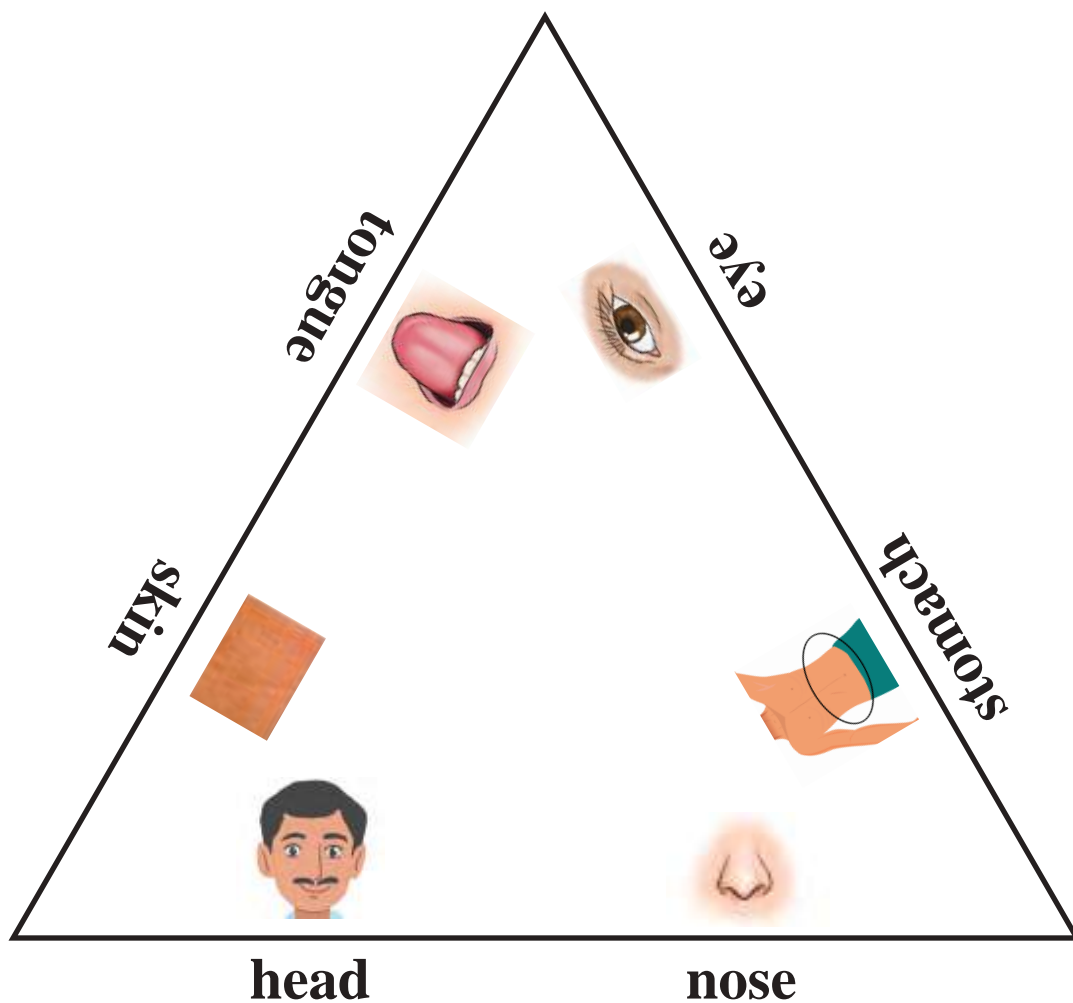


3



4

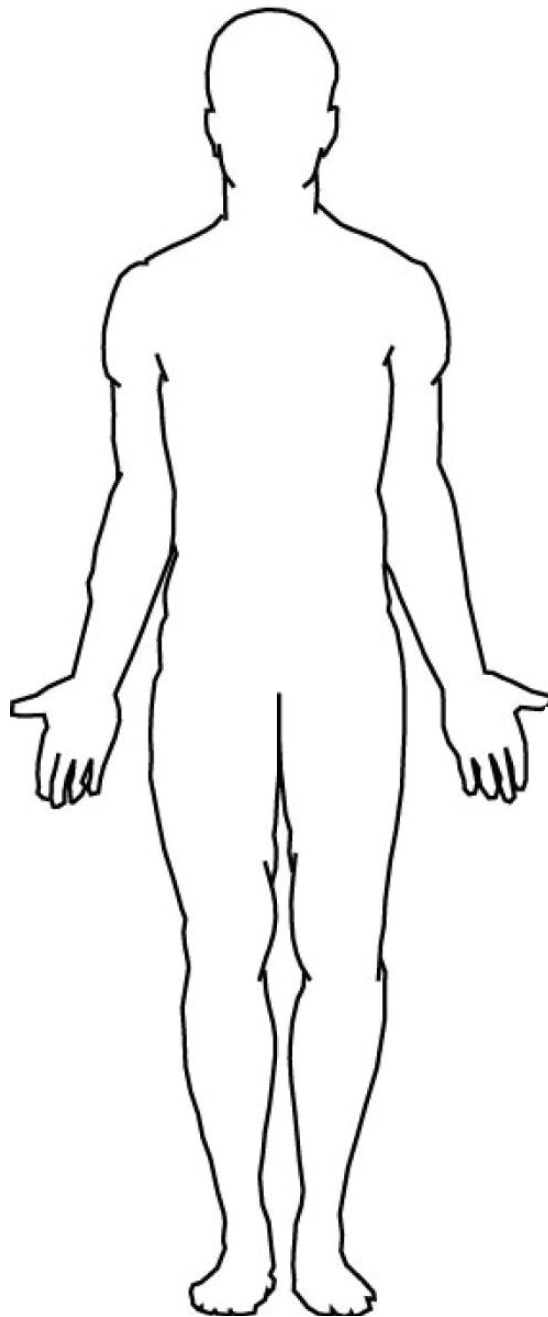




Instructions for teacher:

- Keep this card in front of the students.
- Make the students practice using the 10 word cards each prepared by the teacher.
- Ask them to put the word cards just below the words around the triangle.

Colour the human body.





Me and My Family

Task - 1

(Student Card)

grandfather	aunt
mother	son
brother	



Me and My Family

Task - 1

(Teacher Card)

father	mother	brother
sister	uncle	aunt
grandfather	grandmother	son
daughter		



Me and My Family

Task - 2

Tell your friends who are there in your family.

Before you begin, you should greet your friends. And then introduce yourself.

Read and Write



Task - 3



My Dog

This is my dog.

The dog has a head.

The dog has four legs.

Complete the sentences below:

1. This is my _____

2. The dog has a _____

3. The dog has four _____



Me and My Family

Task - 4

Make a list of your family members.

1

2

3

4

5



Sing with action.

Sunday, Monday, Tuesday
Wednesday, Thursday, Friday
Saturday is holiday
These are seven days.
These are seven days.
We always remember
There are seven days.



Sunday, Monday, Tuesday
Wednesday, Thursday, Friday
Saturday is holiday
These are seven days.
These are seven days.
We always remember
There are seven days.





Sing with action.

**Wake up, wake up
family.**

It is six already.



**Dress up, dress up
get ready.**

It is nine already.



**Line up, line up
get ready.**

It is ten already.



Ability and inability.



Ask the students to tell the time.





Look and say.

Hand



Hands



Clock



Clocks



Tree



Trees



Boy



Boys





Read and practice.

Hello, Abhi.



Hello, Stuti.



Yes, I have.



Do you have a watch?



It is eight o'clock.



Can you tell what time is it?



You're Welcome



Thank you.



Look and read.



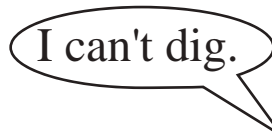
I can jump.



I can't fly.



I can climb.



I can't dig.

Hari can sing.
He can't dance.



Sunita can read.
She can't draw.



Read

It is seven o'clock.
Bina gets up.



It is eight o'clock.
Bina eats her meal.



It is nine o'clock.
Bina goes to school.



It is ten o'clock.
Bina is in the classroom.



It is one o'clock.
Bina eats her snacks.



It is four o'clock.
Bina comes home.



Look and read

One pen



Two books



Three bags



Four apples



Five balls



Write what you can and can't do.

Can _____

I can't _____

Can _____

I can't _____

Can _____

I can't _____

Can _____

I can't _____

see

sing

fly

smile

brush

jump

cry

drink

Look at the time and draw the clocks.

Example: 1 o'clock.



a. Seven o'clock.

b. Eleven o'clock.



I'm Happy.

happy



sad



angry



crying



Match the following.





Look and write.

J	U		P
---	---	--	---



C		I		B
---	--	---	--	---



F		Y
---	--	---



S		N	G
---	--	---	---



D	A		C	
---	---	--	---	--



R		A	D
---	--	---	---



W		I		E
---	--	---	--	---



D		A	W
---	--	---	---



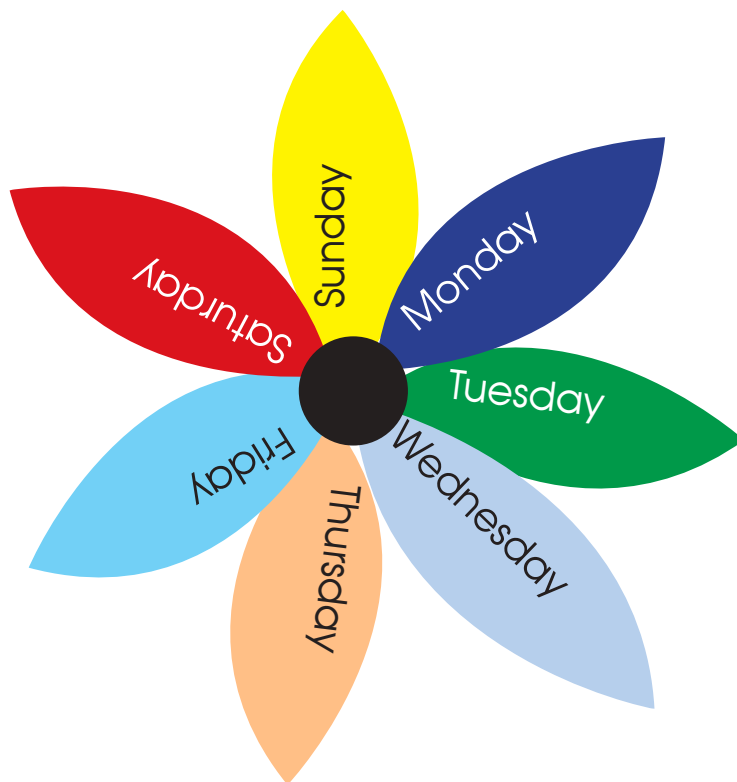


Complete the sentences.

Yesterday was _____

Today is _____

Tomorrow is _____



Find the days in the box



U	R	S	T	A	T	T	F	D
T	S	S	A	F	H	U	R	A
O	T	U	M	I	U	E	I	R
M	A	N	O	T	R	S	D	U
W	E	D	N	E	S	D	A	Y
D	Y	A	D	T	D	A	Y	I
A	D	Y	A	S	A	Y	T	U
O	N	S	Y	A	Y	R	U	T
T	S	A	T	U	R	D	A	Y

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

Instruction for teachers:

- Photocopy the card and provide to all the students.
- Ask the students to find and circle the names of seven days in the card.





Write a letter in each blank box to make a word.

			3																	
			F						4											
			R						T											
									H											
			D						U											
1	S	A	T	U						D	A	Y								
			Y						S											
									A											
2	M	O	N	D	A															



Read and act as shown in the picture.

1. Wash your hands.



2. Brush your teeth.



3. Comb your hair.



4. Wash your face.



5. Trim your nails.



Complete the boxes.

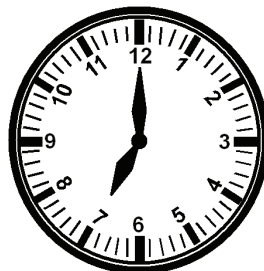
S	U	N	D	A	Y			
M		N			Y			
T		E		D		Y		
W		D			S			Y
T		U	R	S			Y	
F			D		Y			
S			U	R		A		

Put the words in correct order.

Example:

It seven o'clock is.

- It is seven o'clock.



1) o'clock nine It is.

- _____



2) is o'clock two It.

- _____

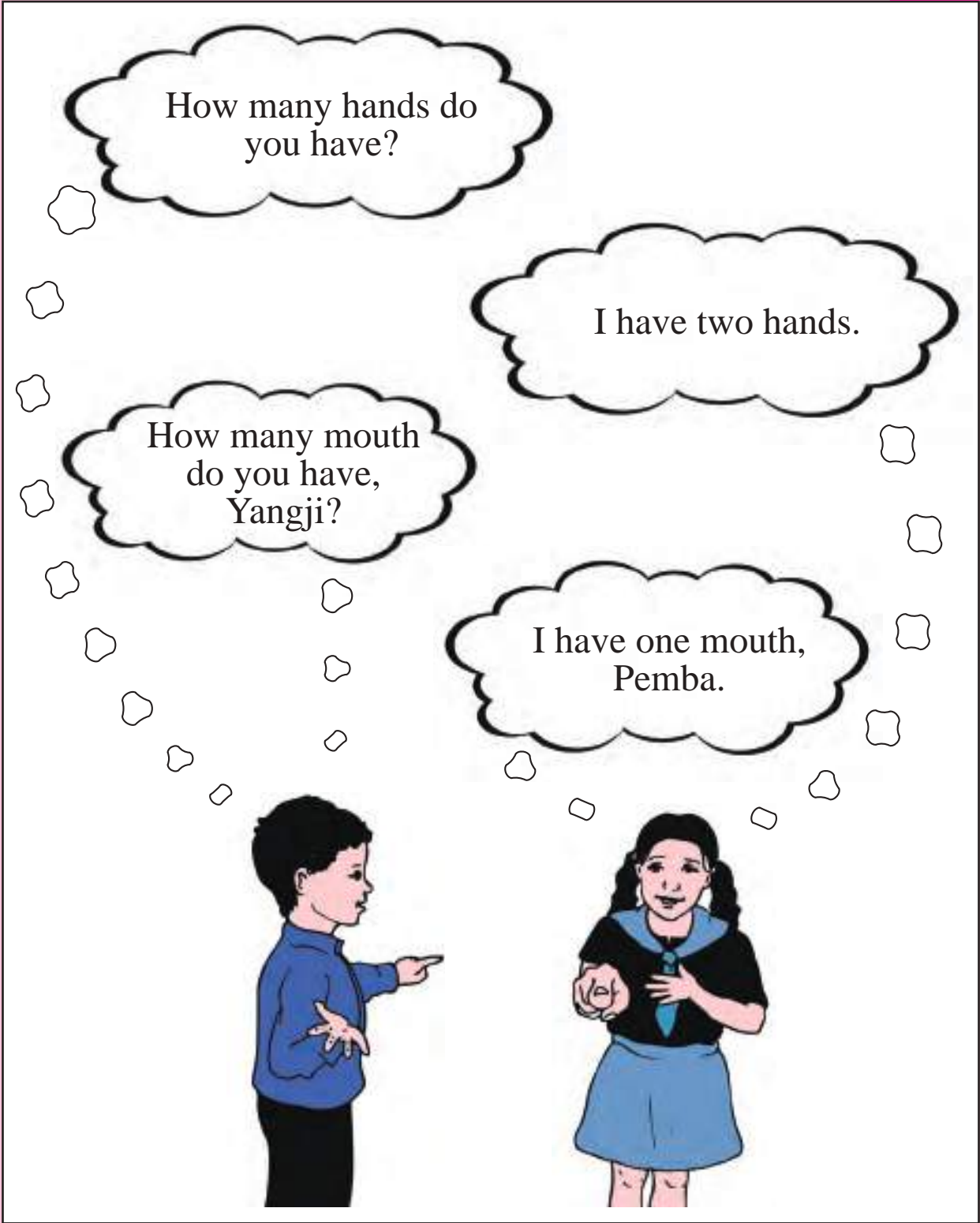


3) It one o'clock is.

- _____



Act out.



How many hands do
you have?

I have two hands.

How many mouth
do you have,
Yangji?

I have one mouth,
Pemba.





My Daily Life

Task-1

Teacher's sheet

Read the time given below and ask the students to point to the right clock.

- a. It's four o'clock.
- b. It's seven o'clock.
- c. It's one o'clock.
- d. It's nine o'clock.

My Daily Life



Task 1

Student sheet

Listen to the time and point to the right clock.





My Daily Life

Task-2

A. Tell any five things that you can do.

1.

2.

3.

4.

5.

B. Tell any three things you can't do.

1.

2.

3.



My Daily Life



Task -3

This is a monkey.

It has a long tail.

It can jump.

It can't swim.



1. This is a _____

a. cat

b. bird

c. monkey

2. It has a long _____

a. tail

b. ear

c. nose

3. It can _____

a. sleep

b. jump

c. walk



My daily life

Task -4

Write down the names of seven days.

1.

2.

3.

4.

5.

6.

7.

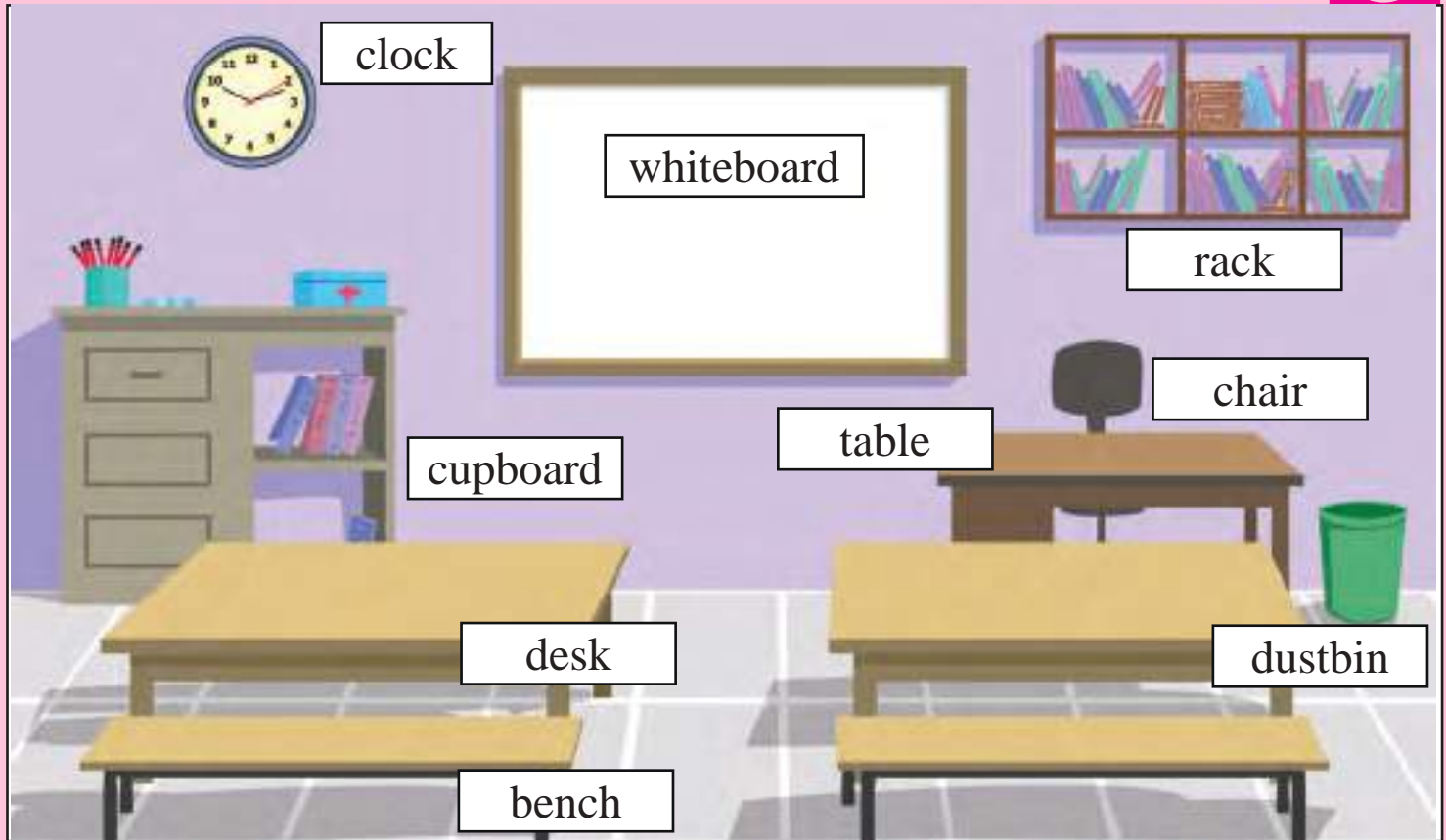


Look at the picture. Tell the name of the things you see in the picture.





Look and read the things in the classroom.



Practice in pair



Yes, you can.



Can I come in?



Yes, you can.



Can I open the window?



No, you can't.



May I go out and play?



Look at the picture. Read what the teacher is telling the students.



Open your book, everyone.

Sit down, Ravi.

Seema, be quiet.

Switch on the light, Aman.

Lakpa, Stand up.

Come in, Pawan.

Go out, saru.

Show me the homework, Renu.

Listen and act.

Stand up.



Sit down.



Show me your pencil.



Raise your hand.



Open your book at page 5.



Come in front of the class.



Turn left.



Read about Sanu.

Hello everyone!

I am Sanu.

I am a girl.

I am six years old.

I read in class one.



Write about yourself.

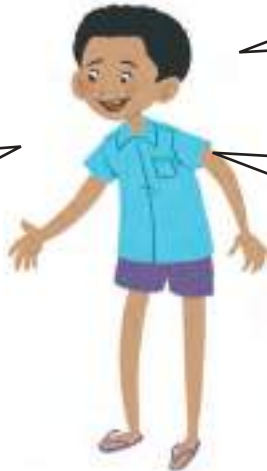
Hello,
Everyone!

I am

I am
a _____

I am

years old.



I read in class

Look and read

This is a jungle. There are many animals. They are playing games.



Football	Skipping	Cricket
Volleyball	Swing	Basketball



Complete the sentences.

Which game do you like to play?

I like to play _____.

Which game does your friend like to play?

My friend likes to play _____.

The Play Ground

Juma has two friends.

Their names are Lakpa and Sonu.

They like to play swing.

Juma has _____ friends.

Their names are _____ and _____ .

They like to play _____ .



Look at the pictures and write two sentences.



1. Two children are playing cricket.

2.

3.



I sit on it.



I write on it.



I keep my bag on it.



I keep my shoes in it.





Fill in the blanks.

Come

Go

Stand

See

in

there

up

out



MS 10

2

Frock

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.301.02 

MS 10

2


Socks

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.301.02 

MS 10

2

Ribbon

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.301.02 

MS 10

2



Jacket

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.301.02 

MS 10

2

Shirt

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.301.02 

MS 10

2

Shoes

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.301.02 

MS 10

2

Mirror

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.302.02 

MS 10

2

Mat

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.302.02 

MS 10

2



Clock

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.302.02 

MS 10

2

Chair

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.302.02 

MS 10

2

Television

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.302.02 

MS 10

2

Jar

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.302.02 



Instruction for Teachers

- Prepare 7 word cards of wears and 7 word cards of things in the sizes of playing cards.
- Put all the cards facing down on the table.
- Let two students play.
- Ask one of the students to pick up two cards and see what words are in the cards.
- If both cards are from the same group, then that student keeps the both cards and repeats again to other cards, if it doesnot match, then ask to put the cards down in the same position as before.
- Please let both students pick up the cards turn by turn.

Arrange the jumble letters to make words.

workhome

h	o	m	e	w	o	r	k
---	---	---	---	---	---	---	---



techaer

--	--	--	--	--	--	--	--



stdenut

--	--	--	--	--	--	--	--



crkitec

--	--	--	--	--	--	--	--



dtusinb

--	--	--	--	--	--	--	--



Arrange the jumbled words to ask for permission.

Example: in come I can

Can I come in?

1) I go out may ?

2) I book your may borrow ?

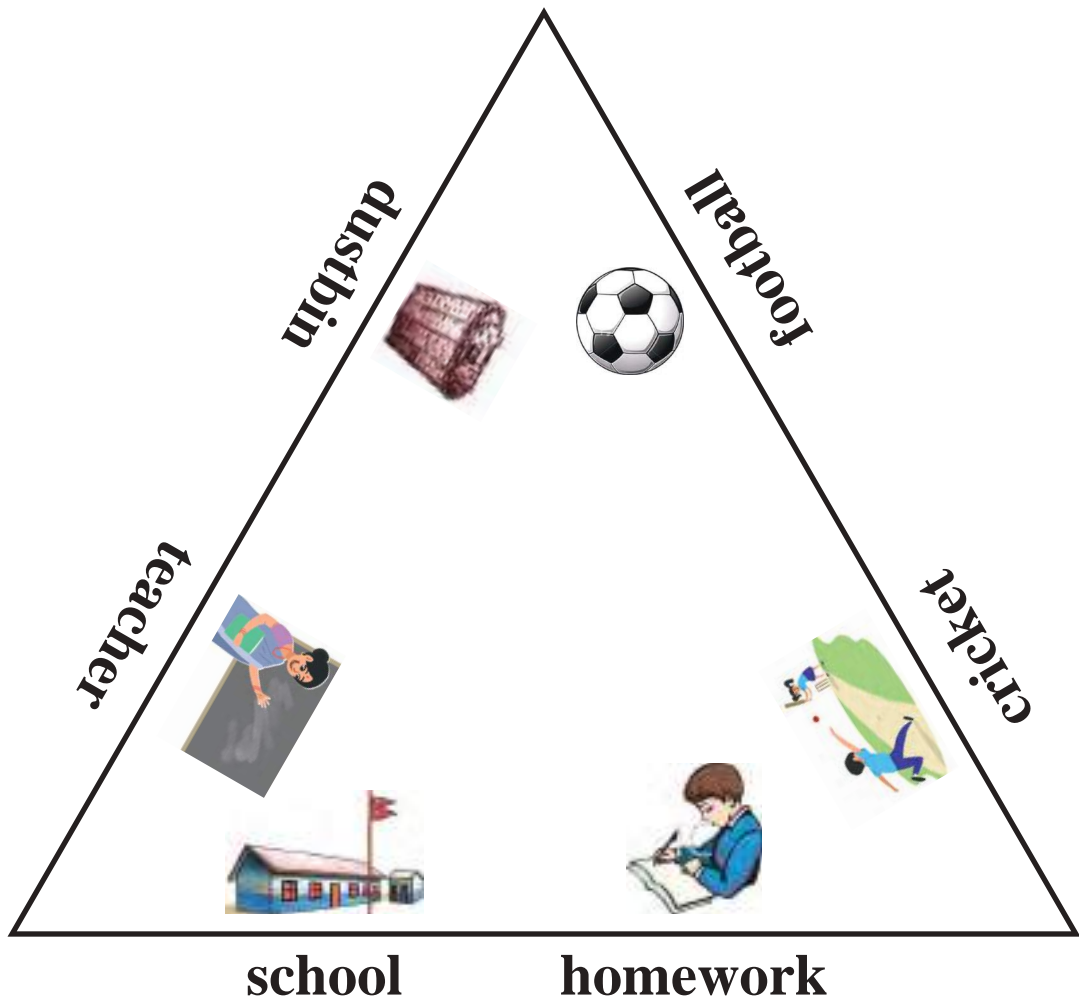
3) I draw can a picture ?

Team work game



Instruction for teachers:

- Ask the students to stand in a circle.
- Put a hula hoop at the center floor of the students.
- Ask all students to lift the hula hoop with one finger.
- No one can hold the ring.
- Everyone should touch the ring.
- Describe the importance of team work.



Instruction for teachers:

- Keep this card in front of the students.
- Make the students practice using the 10 word cards each prepared by the teacher.
- Ask them to put the word cards just below the words around the triangle.



We are girls

We are boys

Sit down

Sit down

Don't make a noise.



Stand up, stand up

Go to the ground

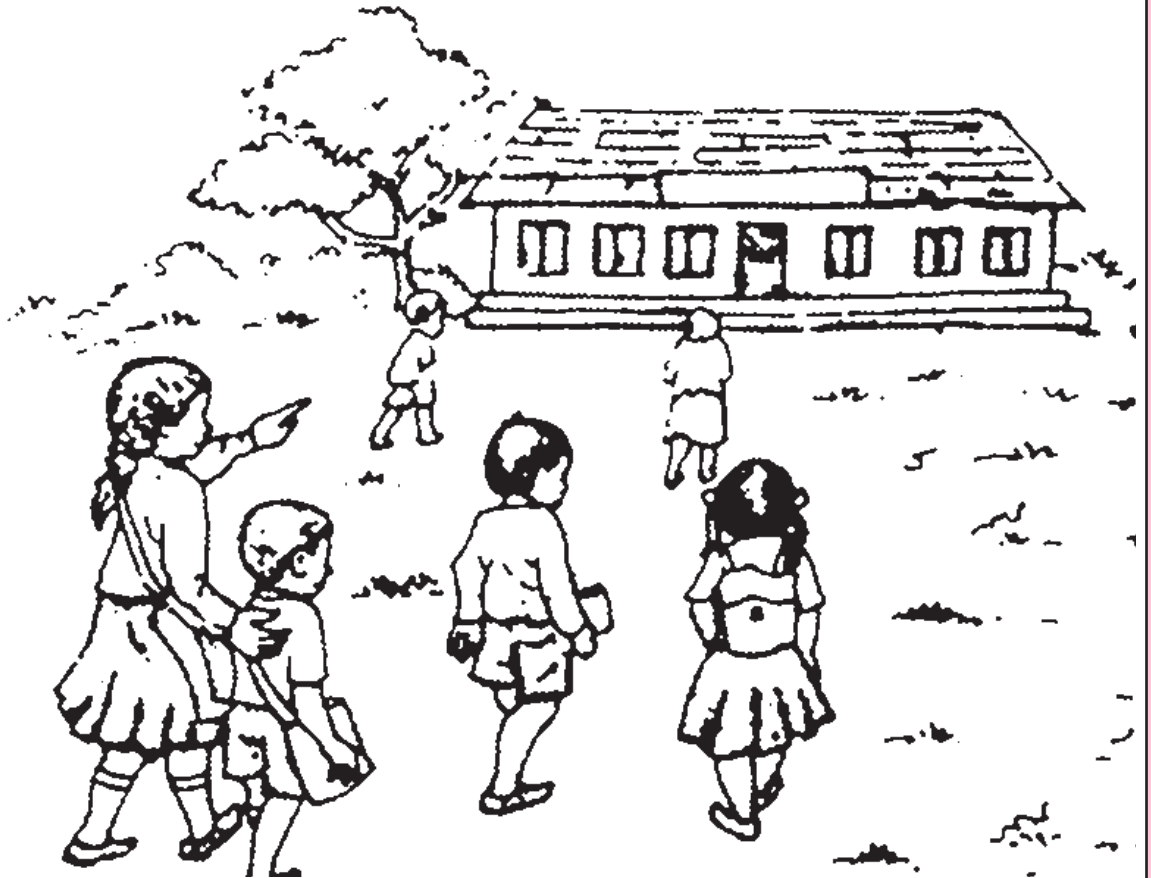
And turn around

Wave your hands

And turn around.



Color the picture.





Task -1

Give the following commands to the students. Ask them to follow them.

- a. Stand up.
- b. Sit down.
- c. Go out.
- d. Close the door.
- e. Open your mouth.

Task -2

Tell what is happening in the picture.





Task -3

My classroom

This is my classroom.
There are many things here.
There is a table.
There are chairs.



1. Is this a classroom?

2. Is there a table?

3. Are there chairs?

Task -4

Look at the picture and write three sentences.



1.

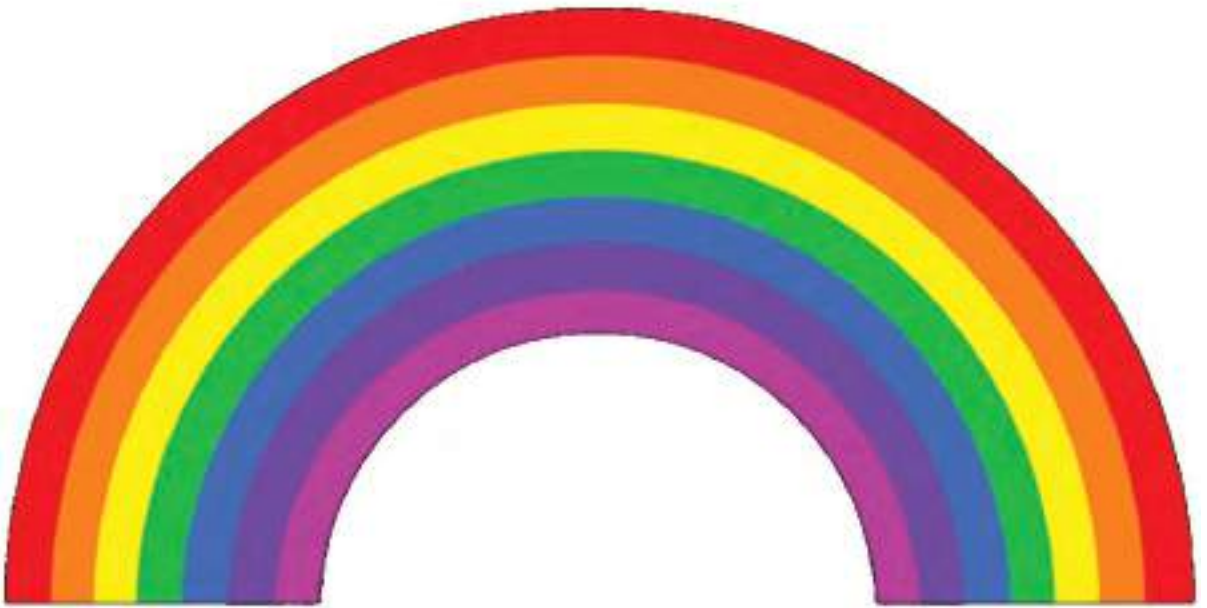
2.

3.

The Rainbow



**Oh, rainbow, oh rainbow,
How lovely are you !
Purple, red and orange too,
Yellow, green and blue so true.
Oh, rainbow, oh, rainbow,
How lovely are you !**



Look and discuss.

The Traffic Lights



Instruction for teachers:

- Discuss about the traffic lights.
- Encourage the students to talk about traffic lights.



Practice the conversation with your friend.

Which colour do you like?

I like _____ .

Which flower do you like?

I Like _____ .

Which game do you like?

I Like _____ .



Look and read.

This is Sagun's room. There are many things in her room.



The book is in the bag.

The cat is in the cupboard.

The bananas are in the basket.

Look and read.

The sheep is white



The mango is yellow.



The apple is red.



The tree is green.



The dog is brown.



The rose is pink.



The shirt is blue.



The crow is black.

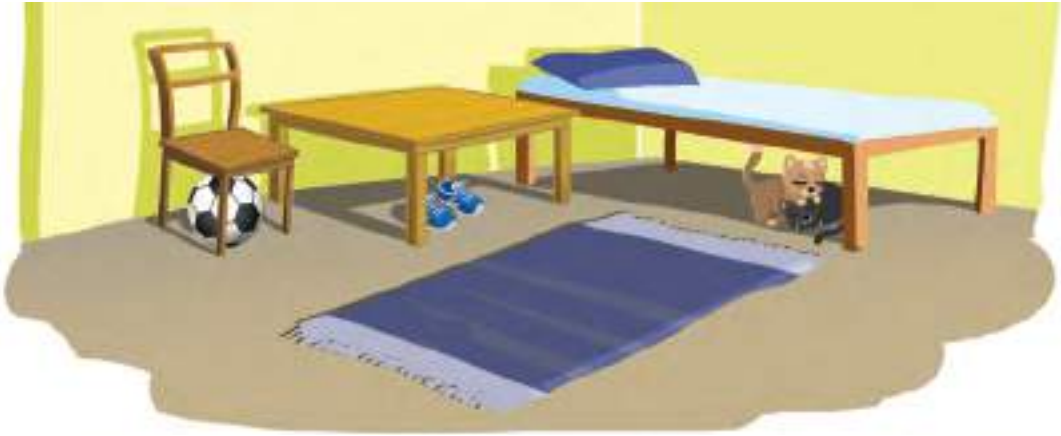


Look and Read



- 1. A book is on the table.**
- 2. A bag is on the desk.**
- 3. A clock is on the wall.**

Look and read.



1. The shoes are under the table.
2. The cat is under the bed.
3. The ball is under the chair.

Where are they?

Example:

The mouse is in the circle.



The ball is



The bird is



The cow is



Where is the book?

Example:

On the table



On the _____



On the _____



On the _____



Where is the ball?

Example:

Under the umbrella



Under the _____



Under the _____



Under the _____



Look and read with your friend.

What is this ?

This is a bag.



What is that ?

That is a tree.



That is a rabbit.

This is an apple.





Let's play a game.

**Look at the things in your classroom.
Write the name of the objects and their colours.**

	<u>Object</u>	<u>Colour</u>
Example:	Bag	Black
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

The student who list more number of objects with their colours is the winner.

Match the objects with their colours.



Red



Orange



Green



Purple



Yellow



White



Look at the picture and fill in the blanks.



Example:

A: Where is the fan?

B: The fan is on the table.

A: Where is the bag?

B: The bag is _____

A: Where is the dog?

B: The dog is _____

A: Where are the shoes?

B: The shoes are _____

Complete the crossword puzzle.



M		R		G			D
---	--	---	--	---	--	--	---



S			F	L		W		R



		T		L		P



Look and make words

Example:

I	L	A	M	N	A
A	N	I	M	A	L



L	E	F	R	W	O



G	E	A	M	S

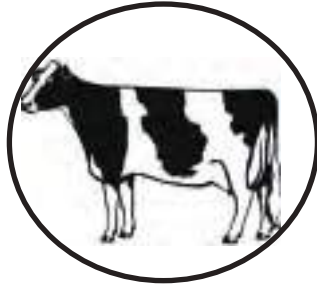


I	R	B	D



Circle the odd picture.

Example:



1)



2)



3)





Try to produce the sound of the following birds and animals.

Cat



Cow



Duck



Dog



Monkey



Hen



Instruction for teachers:

- Let the students perform in turn.



**Rain, rain go away.
Come, again another day.
Little Sanu wants to play.
Rain rain go away.**



Discussion on the pictures



What is this?

What is this?



What is this?

What is this?





Practise in pair

Motu : Is it on the table?

Patlu : Yes, it is.

Umesh : Is it your bag?

Rita : No, it is not.

Sanu : Is it under the table?

Sani : No, it is not.



Do more practice using the things available in your classroom.

Read

in



on



dog



bed



sofa



chair



table



shoes



under





in, on, under

1. Where is the ball ?

- The ball is under the umbrella.



2. Where is the lamp ?

- The lamp is on the table.



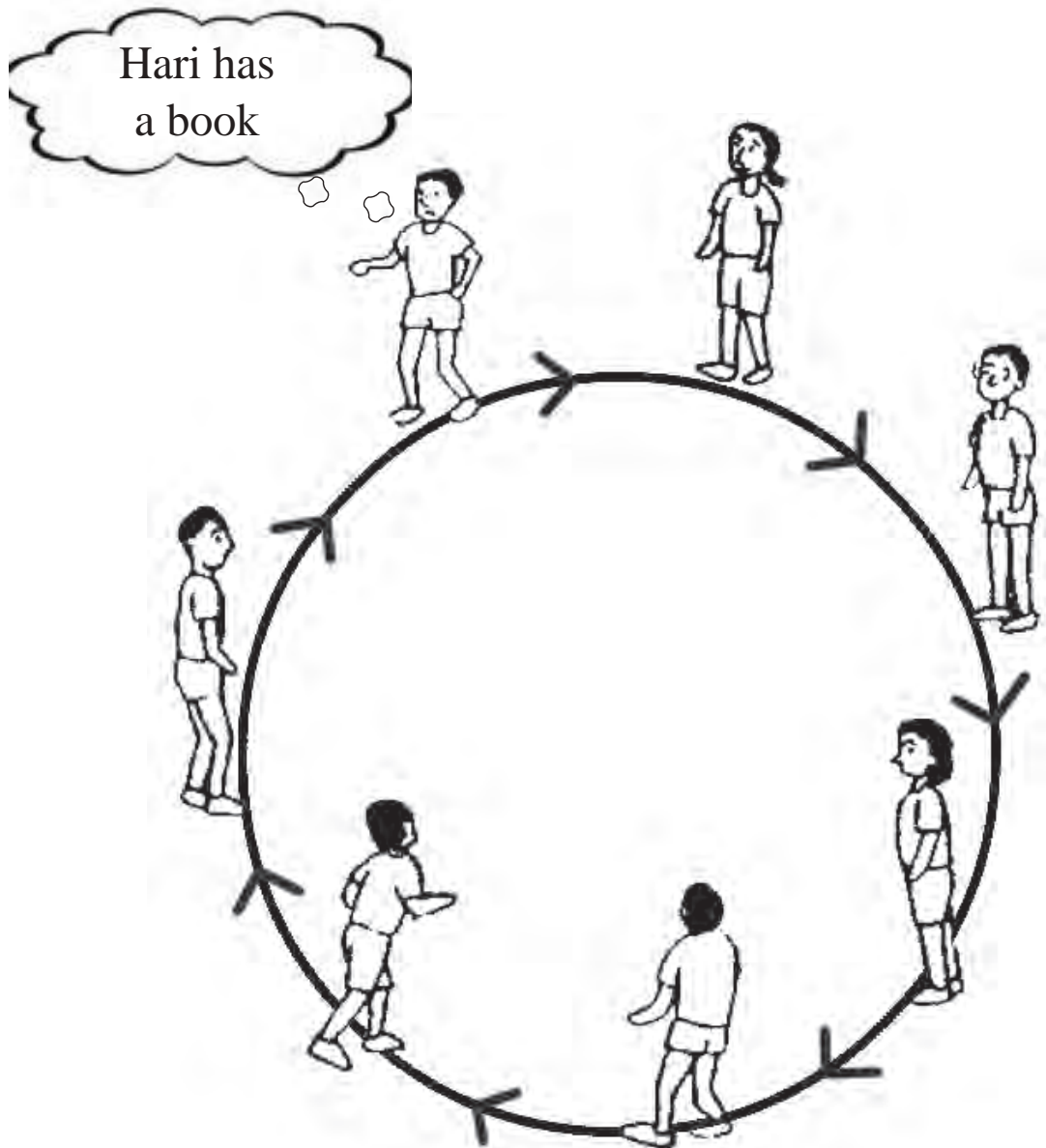
3. Where is the book ?

- The book is in the bag.





Chinese Whisper



Instruction for teachers:

- Whisper the given sentence into the ear of one of the students.
- Ask him/her to whisper the same sentence to another student.
- Repeat the same action until the last student.
- Ask the last student to say aloud the sentence what he/her has heard.



Where is the ball?



Instruction for teachers:

- Create the situation of in, on and under using the things available in the classroom.
- For example:

Put a ball on the table and ask the students:

Teacher : Is the ball under the table?

Student : No, it is not.

Teacher : Is the ball in the table?

Student : No, it is not.

Teacher : Is the ball on the table?

Student : Yes, it is.

- Please perform similar activities using other things.



Instruction for teachers :

- Read the sentences below and ask the students to act accordingly.
 - Put your books in the bag.
 - Put the pen on the table.
 - Put your pencil in the pocket.
 - Put your bag under the table.
 - Put the stone on the book.
 - Put the pen under the bag.

Read and write.



The Monkey

This is a monkey.

The monkey has a long tail.

The monkey is eating a banana.

The monkey is under the tree.

1. Is this a monkey?

2. Where is the monkey?

The monkey is

3. What is the monkey eating?

The monkey is eating



Read and write.



My Reading Room

This is my reading room.

The room is big. It is very colourful.

There are pictures on the wall.

There are books in the rack.

I read story books.

1. Is the room big?

2. Where are the pictures?

The pictures are

3. Where are the books?

The books are on a

4. What do I read?

I read



Look and write.

Look and write 5 words



1.

2.

3.

4.

5.



Look and write.

Look and write 3 sentences.



1.

2.

3.



Teacher card

clock	mirror	fan	table
on	bed	my	under
your	where	rack	wall
table	chair	in	monkey



Student card

clock	under	wall
where	bed	rack
monkey	chair	mirror



Student card

on	my	under
your	where	table
clock	bed	monkey



Student card

mirror	my	your
bed	table	chair
in	where	wall



Match.

I wash my hands.



This is my bag.



This is my cat.



This is my comb.



This is my brush.



Match.



That is your ball.



That is your pencil.



That is your bottle.



That is your house.



That is your umbrella.





Fill in the gaps.

1. The cat is _____ the table.



2. The rabbit is _____ the table.



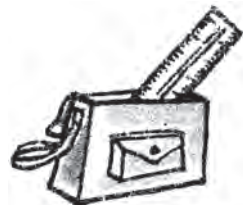
3. The cow is _____ the cowshed.



4. The book is _____ the table.



5. The ruler is _____ the bag.



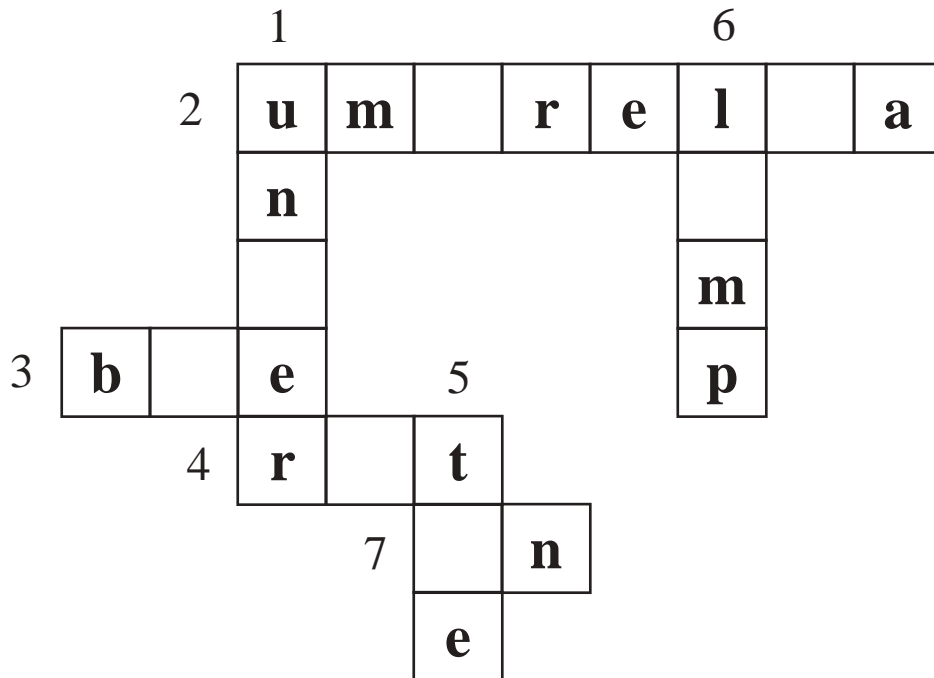
Guessing Game



Instruction for teachers:

- Blindfold a student.
- Hide something somewhere so that the blindfolded student cannot see, like: duster, pencil, copy etc.
- Now, remove the blindfold and ask him/her "where is the?"
- The student answers "It is"
- The others say "No, it is not there."
- Repeat the same question until he/she gives the correct answer.
- Once the students has the correct guess, others should say "Yes, It is there."

Crossword Puzzle



1



2



3



4



5



6



7



Look and write.



colck



mriorr



fna



taebl



bde



Task - 1

Read and write.

Rita has a ball.

The ball has two colours.

The ball is in the box.

The box is in the cupboard.

The cupboard is in the room.

Complete the sentences.

- 1) Rita has a _____
2. The ball has _____ colours.
- 3) The ball is _____ the box.
- 4) The box is _____ the cupboard.

Look and make words.

foor

brhsu

plya



Task - 2

Look and write five words.



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Write three sentences.



Task - 3

Listen to the teacher and answer the following questions:

This is my reading room.
The room is big. It is very colourful.
There are pictures on the wall.
There are books in the rack.
I read story books.

1. Is the room big?

2. Where are the pictures?

The pictures are

3. Where are the books?

The books are on a

4. What do I read?

I read



Task - 4



Write three sentences.

Chant

Birthday

Happy Birthday to you

Happy Birthday to you

Happy Birthday to you

Dear Punam

Happy Birthday to you.



Instruction for teachers:

- Recite the chant with action and ask the students to follow.
- Perform this activity on the birthday of each student.

Read and discuss

Punam's Birthday

It is Punam's birthday.

She gets many gifts.

Now, she is six years old.

It is a special day for her.

We all wish her a happy birthday.



- 1) Whose birthday is it?
- 2) How old is Punam now?
- 3) What does she get on her birthday?
- 4) What do we wish her on her birthday?

Instruction for teachers :

- Discuss about the questions given above.



Read

1 - One	2 - Two
3 - Three	4 - Four
5 - Five	6 - Six
7 - Seven	8 - Eight
9 - Nine	10 - Ten
11 - Eleven	12 - Twelve
13 - Thirteen	14 - Fourteen
15 - Fifteen	16 - Sixteen
17 - Seventeen	18 - Eighteen
19 - Nineteen	20 - Twenty



Read the spelling

Cake	Candle	Cup
Gifts	Balloon	Friends
Green	Ring	Cold

Conversation



How old are you?



I am six years old.



How old is he?



He is five years old.



How old is she?



She is six years old.



Instructions for teachers:

- Make similar other oral conversations for more practise.



Write

My name is _____. I am _____ years old.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top red, middle black, bottom red) for writing.

Match the following.



○



Where
do I go ?

○



○



Where
do I go ?

○



○



Where
do I go ?

○



○



Where
do I go ?

○



Match the following



Birthday



Dashain



Tihar



Chhath



Christmas



Eid



Lhosar





Fill in the blanks.

1. Hindus go to _____

2. Christians go to _____

3. Buddhists go to _____

4. Muslims go to _____

mosque

monastery

church

temple



Instruction for teachers

- Put the tables in the four corners of the classroom.
- Put the pictures of temple, church, mosque and monastery in four different tables.
- Ask the children to stand in the center of the classroom.
- Ask the students to run towards the table when the teacher say these words. i.e. when the teacher word 'temple' the students run to the table where the words temple is put.



Colour



Birthday Celebration



Read aloud for your teacher.

21

1 - One	2 - Two
3 - Three	4 - Four
5 - Five	6 - Six
7 - Seven	8 - Eight
9 - Nine	10 - Ten
11 - Eleven	12 - Twelve
13 - Thirteen	14 - Fourteen
15 - Fifteen	16 - Sixteen
17 - Seventeen	18 - Eighteen
19 - Nineteen	20 - Twenty

Look and make words

geern _____

clod _____

rngi _____

Write sentences:

1. Green _____

2. Cold _____

3. Ring _____

Answer the following question in three sentences.

What do you do on your birthday ?

1. _____

2. _____

3. _____

Read and write

Hindus go to temple.

Christians go to church.

Buddhists go to monastery.

Muslims go to mosque.

They love one another.

They live together.

Fill in the blanks.

1. Hindus go to _____

2. Christians go to _____

3. Buddhists go to _____

4. Muslims go to _____



**Ramu is a farmer.
He grows crops.**



**Sunita is a teacher.
She teaches in school.**



**Dai is a porter.
He carries goods.**



**Prema is a doctor
She works in hospital.**



**Binod is a driver.
He drives a bus.**





Instruction for teachers:

- Show the pictures to the students and ask them to find out the jobs shown.

Look and discuss.



Write the name of the vehicles.













Read and discuss



I'm a doctor



I'm a teacher



I'm a driver



I'm a farmer

At the party

Dipu eats rice and curry.

Mina drinks juice.

Padam eats an egg.

Sunita drinks milk.

I like all of them.





The Bicycle

My papa has a bicycle.

The bicycle is red.

The bicycle has two wheels.

The bicycle can go fast.





What is your name ?

Who are there in your family ?

What does your father do ?

What does your mother do ?

Write three sentences about your favourite food.



1.

2.

3.

Write three sentences about the picture.



1.

2.

3.



Bus



Van



Car



Aeroplane



Bicycle



Tempo





Pemba is a



Laxmi is a



Salma is a



Lakhan is a



teacher

farmer

driver

doctor



Instruction for the teachers:

- Prepare 6 word cards and 6 picture cards cutting from the leaf 4 cards.
- Put all the cards facing down on the table in two rows.
- Let two students play.
- Ask one of the students to pick up two cards each from the pictures and words row.
- If the picked up cards are same from the picture and word, ask him/her to repeat again to other cards, if it doesnot match ask to put down in the same position as before.
- Please let both students pick up the cards turn by turn.


MS 14
4




Rice

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.425.02 **GRADE 1**

MS 14
4



Curry

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.425.02 **GRADE 1**


MS 14
4




Milk

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.425.02 **GRADE 1**

MS 14
4



Water

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.425.02 **GRADE 1**

MS 14
4



Egg

English :  ◆ GOVN/MOEST/CDC/CEHRD E1.425.02 **GRADE 1**

MS 14
4



Meat


English :  ◆ GOVN/MOEST/CDC/CEHRD E1.425.02 **GRADE 1**


MS 14
4




English :  ◆ GOVN/MOEST/CDC/CEHRD E1.426.02 GRADE 1


MS 14
4



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.426.02 GRADE 1

MS 14
4



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.426.02 GRADE 1

MS 14
4



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.426.02 GRADE 1


MS 14
4



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.426.02 GRADE 1

MS 14
4



English :  ◆ GOVN/MOEST/CDC/CEHRD E1.426.02 GRADE 1

Look and read.



Rice



Curry



Milk



Water



Egg



Meat

Look and write.

gge

wetar

mtea

crruy

rcie

mlik



1



2



3



4



5



4

		1	F		3
		D		5	D
2	P			T	



MS 14

1



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.429.02 GRADE 1



MS 14

1

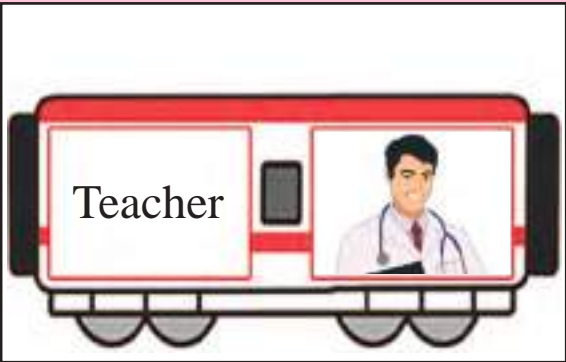


SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.429.02 GRADE 1



MS 14

1

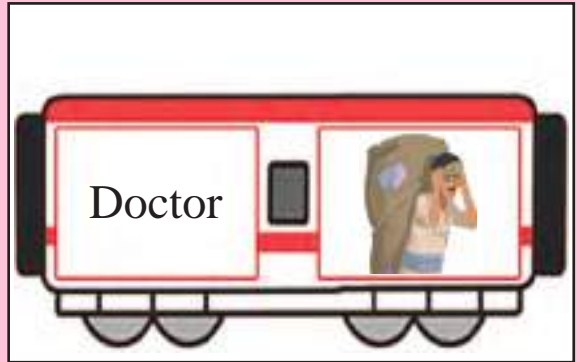


SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.429.02 GRADE 1



MS 14

1



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.429.02 GRADE 1



MS 14

1

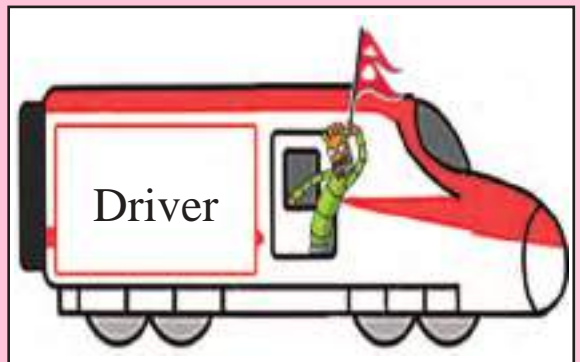


SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.429.02 GRADE 1



MS 14

1



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.429.02 GRADE 1

Task-1

Answer the following questions.

1. What is your name?

2. Who are there in your family?

3. What does your father do?

4. What does your mother do?

Make the words.

gge

wetar

mtea

crruy

rcie

mlik



Task-2

Solve the crossword puzzle.

1



2



3

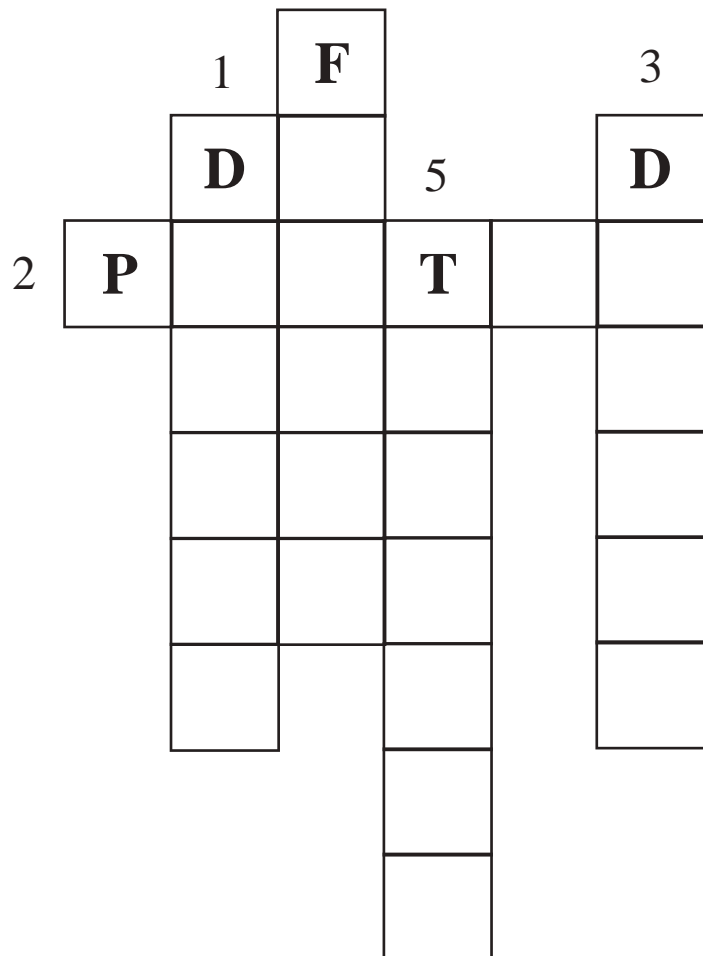


4

4



5





Task-3

Match

Bus



Van



Car



Aeroplane



Bicycle



Tempo



Write three sentences about the picture.



Chant

Mango, apple, banana

Litchi, plum, papaya

Lemon, pear, orange

These are fruits, my friends.



Chant

Bean, radish, tomato

Cauli, cabbage, potato

Carrot, turnip, peas

They are all vegetables





Look at the picture.

Discuss about the fruits in the picture.





This is an apple



These are apples



This is a mango



These are mangoes



This is a papaya



These are papayas





The apple tree.

This is an apple tree.

The tree is tall.

The tree has five apples.

The apples are green and red.

I like apples.





Hi everyone!

Hi everyone!

I am a pumpkin.

I am round in shape.

I am green and yellow in colour.

I am a vegetable.

People like me a lot.





Dictation

Mango	Pumpkin	Apple
Potato	Tomato	Tree
Papaya	Banana	Cauliflower

Match



Banana



Pumpkin



Papaya



Onion



Potato



Orange



Coconut



Tomato



Lady Finger





Fill in the blanks.

a. This is an _____ tree.

b. The tree is _____

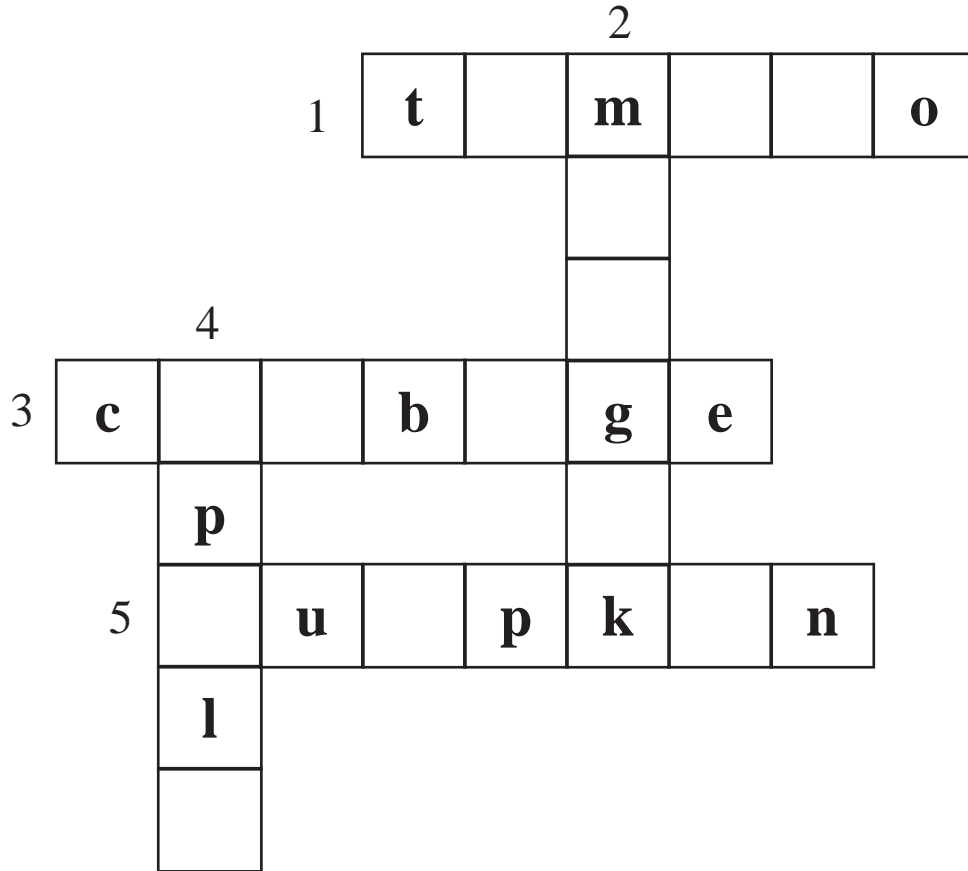
c. The tree has _____ apples.

d. The apples are _____ and red.

tall	apple	green	five
------	-------	-------	------



Crossword Puzzle



1



2



3



4



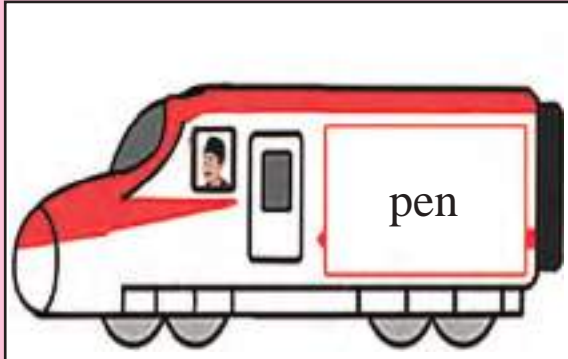
5





MS 15

2

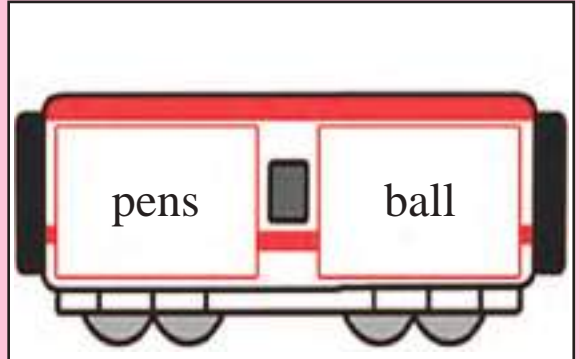


SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.451.02 GRADE 1



MS 15

2

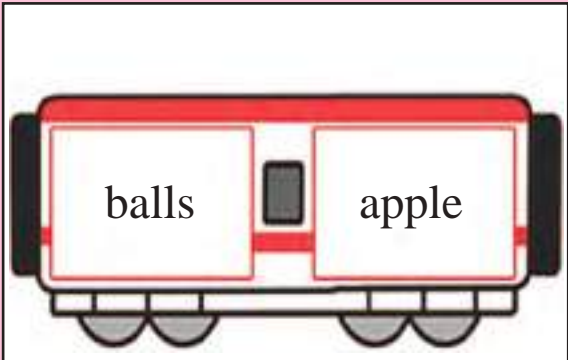


SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.451.02 GRADE 1



MS 15

2

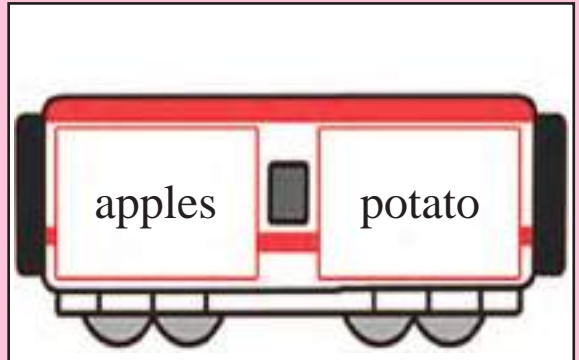


SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.451.02 GRADE 1



MS 15

2

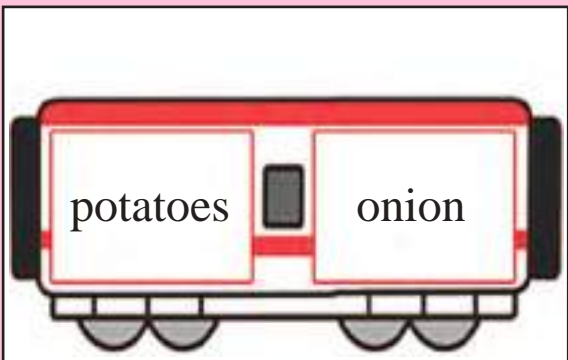


SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.451.02 GRADE 1



MS 15

2

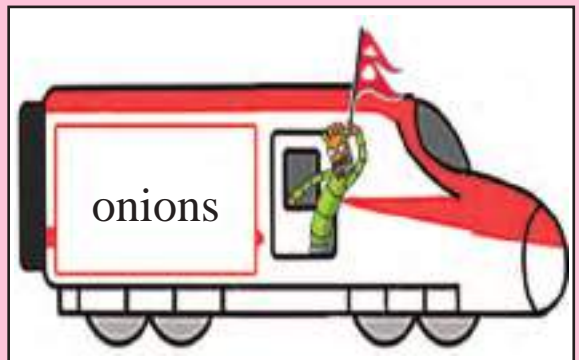


SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.451.02 GRADE 1



MS 15

2



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.451.02 GRADE 1

Find out plural words.



apple

ball

potato

cat

fan

goat

tree

mango

bus

a	b	a	l	l	s	g	s	t	f
c	p	u	v	w	g	o	a	t	s
t	x	p	o	t	a	t	o	e	s
r	s	t	l	v	m	p	f	t	b
e	b	u	s	e	s	g	a	r	u
e	k	c	a	t	s	r	n	o	a
s	m	a	n	g	o	e	s	e	d

Colour





Fruits and Vegetables.

Task - 1

Look and write 'a/an'.

_____ potato

_____ onion

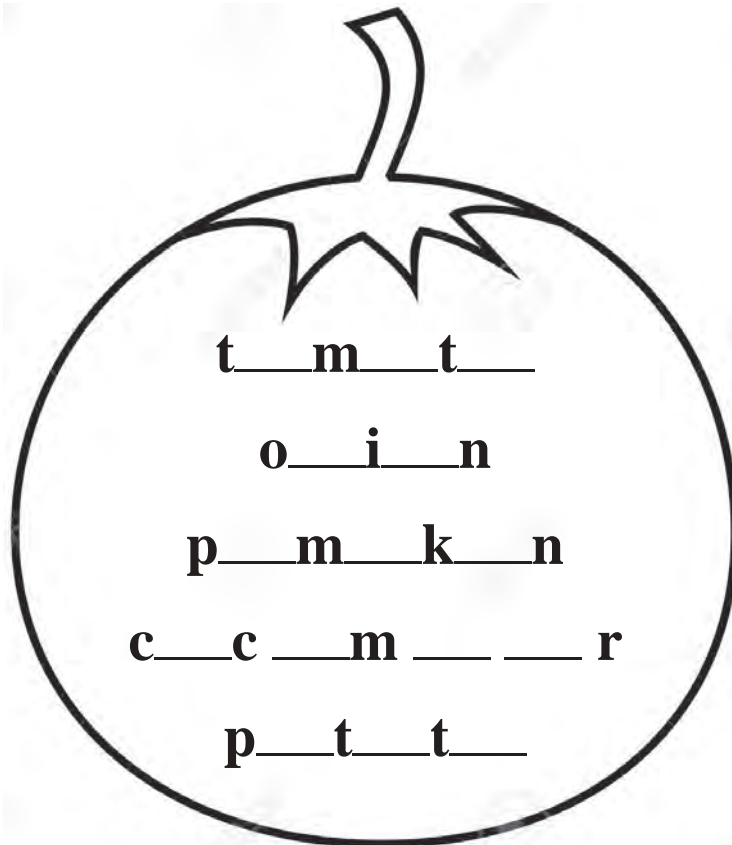
_____ apple

_____ cucumber

_____ orange

_____ pumpkin

Fill in the blanks and color the picture.





Fruits and Vegetables.

Task - 2

Lisen to the teacher and answer the given questions.

Hi everyone!

I am a pumpkin.

I am round in shape.

I am green and yellow in colour.

I am a vegetable.

People like me a lot.



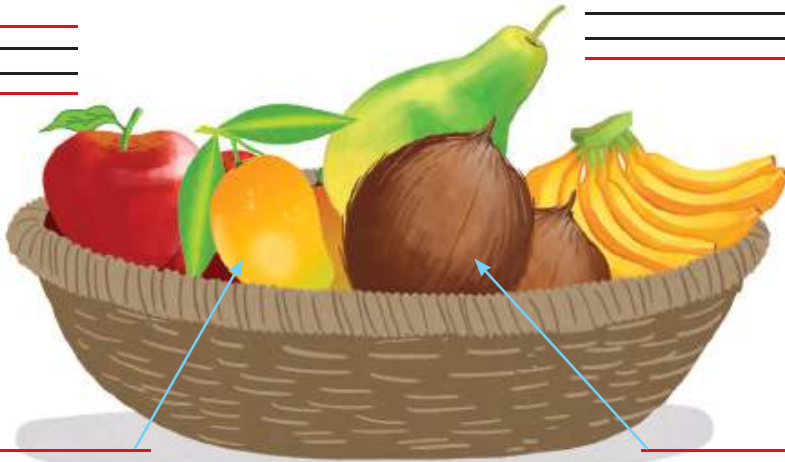
1. What is it
2. What shape is it?
3. What colour is it?
4. Is it a vegetable or a fruit?



Fruits and Vegetables.

Task - 3

Write the names of fruits.



Look at the picture and write three sentences.



1.

2.

3.



**I like to sing a song
Let's sing, let's sing,
Let's sing it.**

**She loves to dance,
She loves to dance,
She loves to dance in party.**

**What do you like?
What do you like?
What do you like to do?**



Look at the picture and discuss.





I like fruits.
What do
you like?

I like grass.
What do
you like?



I like corn.
What do
you like?

I like milk.
What do
you like?



I like bones.



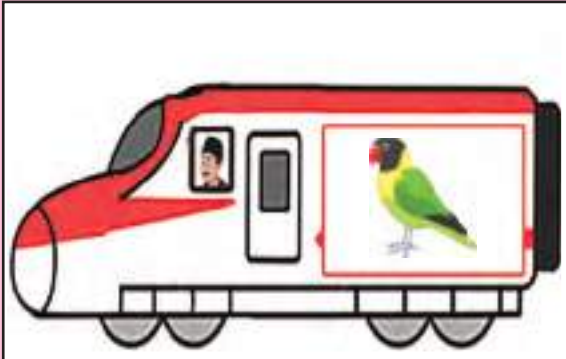
Instruction for the teachers:

- Keep the students in a circle and ask them to act.
- Then ask each of the students what they like.



MS 16

3



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.464.02

GRADE 1



MS 16

3



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.464.02

GRADE 1



MS 16

3



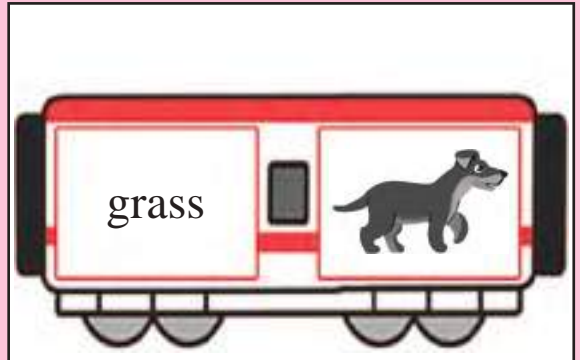
SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.464.02

GRADE 1



MS 16

3



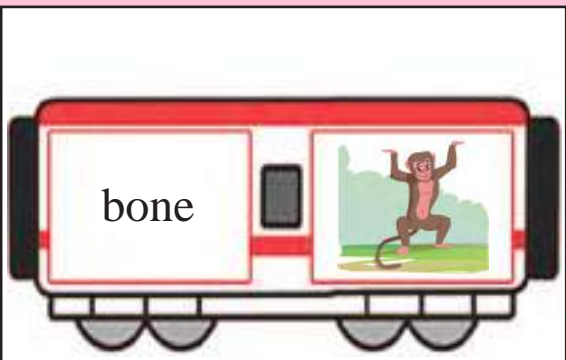
SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.464.02

GRADE 1



MS 16

3



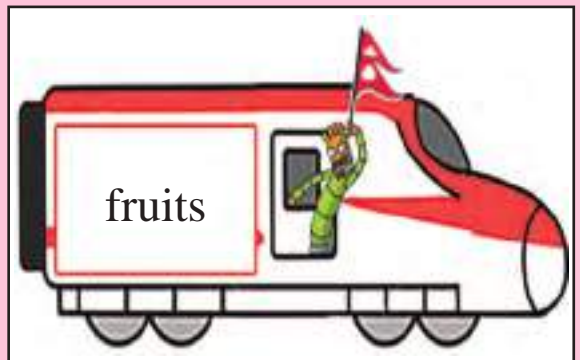
SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.464.02

GRADE 1



MS 16

3



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.464.02

GRADE 1



I like fruits.
I don't like
leaves.

I like corn.
I don't like
fruits.



I like bones.
I don't like
milk.



I like milk.
I don't like
bones.



Instruction for teachers:

- Keep the students in a circle and ask them to act.
- Then ask each of the students what they dislike.

Painting

Saru Likes to paint.

She paints a house.

Sagar likes to paint too.

He paints a tree.

They both like painting.



1. What does Saru like?
2. What does Saru paint?
3. What does Sagar paint?
4. What do they both like?

Rabbits

We are rabbits.

We are friends.

We live in holes.

We like to eat carrots.

We don't like leaves.



1. Who are they?
2. Where do they live?
3. What do they like to eat?
4. What don't they like?

Write three sentences and make words.



siwm

pciture

darw

1. picture :

2. draw :

3. swim :

Write what you like to do and don't like to do.

I like to

Handwriting practice lines for the 'I like to' section. Each line set consists of a red top line, a black middle line, and a red bottom line. There are five such sets of lines.



I don't like to

Handwriting practice lines for the 'I don't like to' section. Each line set consists of a red top line, a black middle line, and a red bottom line. There are five such sets of lines.



I like meat



I like corns



I like milk



I like grass



I like fruits



I like to

I like to

I like to



dance

read

draw

play

jump

Make words:

bnoe



pnait



dncae



jmup



payl





Draw a picture of a fruit that you like. Then colour it.

Birds and Animals



Task - 1

Write what you like to do and don't like to do.

I like to

Handwriting practice lines for the 'I like to' section. Each set consists of a red top line, a black middle line, and a red bottom line. There are five such sets of lines.



I don't like to

Handwriting practice lines for the 'I don't like to' section. Each set consists of a red top line, a black middle line, and a red bottom line. There are five such sets of lines.

Birds and Animals

Task - 2

Complete the sentences.

I like to _____

I like to _____

I like to _____

I like to _____

dance

read

play

draw

jump

Make Words.

siwm _____

pciture _____

darw _____

Write three sentences.

1. picture : _____

2. draw : _____

3. swim : _____



Birds and Animals

Task - 3

Listen to the teacher and answer the following questions.

Saru Likes to paint.

She paints a house.

Sagar likes to paint too.

He paints a tree.

They both like painting.

1. What does Saru like?
2. What does Saru paint?
3. What does Sagar paint?
4. What do they both like?



I found a cow !

How?

I found a cow !

How?

I found a bear !

Where?

I found a bear !

Where?

I found a hen !

When?

I found a hen !

When?



a cock



a duck



a parrot



a pigeon

a crow

a dove

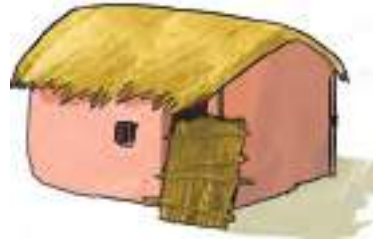
a sparrow



a peacock



big



small



tall



short



fat



thin



a cock



a parrot



a sparrow



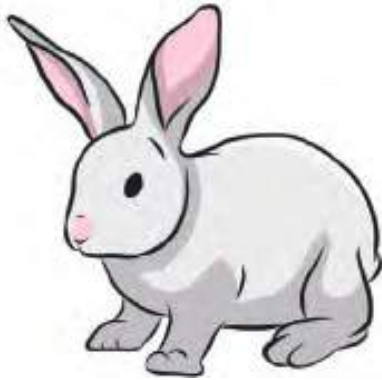
a peacock



a dove



a pigeon



a rabbit



a bear



a mouse



a deer



a buffalo



a sheep



A: Where's the ball?

B: It's under the table.

A: Where's the cat?

B: It's on the table.

A: Where's the mouse?

B: It's in the box.



Where is the rabbit



_____ the table



_____ the table



_____ the tree



_____ the mat



_____ the hole



_____ the burrow

The Tiger Again

This tiger eats meat.

The tiger has a strong body.

The tiger lives in the jungle.

The tiger is a wild animal.



What is this?

Where does the tiger live?

What does the tiger eat?

Is the tiger wild animal?



The sparrow

Sparrow is a small bird.
It has a short tail.
It is brown in colour.
It eats seeds and fruits.
It chirps and dances.
It makes a nest in our house.



What is a sparrow?
What does the sparrow eat?
What does the sparrow do?
Where does the sparrow make its nest?

A Vegetable Garden

The girl is in the garden. It is a vegetable garden. A rabbit comes to her. He asks for a carrot.

Where is the girl?

Who comes to the girl?

What does the rabbit ask for?

The rabbit says, "Thanks". What does the girl say?



Look and write three sentences and three words.



1.

2.

3.



Look and write three words about the picture.



1.

2.

3.

Write three sentences using these words.

1. book :

2. tree :

3. hen :



a monkey



a fox



a cow



a bear



a sheep





a pigeon



a peacock



a sparrow



a cock



a parrot



Fill in the blanks



The bird is _____ the elephant.

The rat is _____ the hole.

The cat is _____ the elephant.



a _____ house



a _____ house



a _____ tree



a _____ plant



a _____ boy



a _____ girl

Look and read.



b _ g



s _ _ _ l



b _ g



s _ _ _ l



t _ _ l



s _ _ _ t



t _ _ l



s _ _ _ t



f _ t



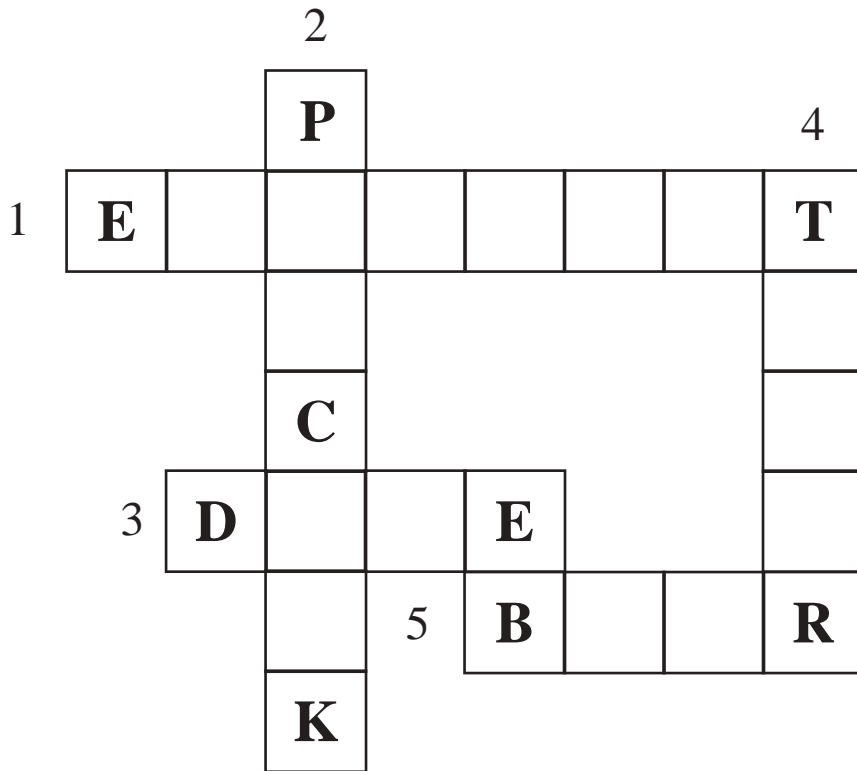
t _ _ n



f _ t



t _ _ n



1



2



3



4



5





Teacher Card

tiger	duck	swan
deer	peacock	monkey
buffalo	vulture	goat
pigeon	sheep	dove



Student Card

deer	peacock	monkey
buffalo	vulture	goat
pigeon	sheep	dove



Student Card

tiger	duck	swan
buffalo	vulture	goat
pigeon	sheep	dove



Student Card

tiger	duck	swan
deer	peacock	monkey
pigeon	sheep	dove



Student Card

tiger	duck	swan
deer	peacock	monkey
buffalo	vulture	goat

Make words.

ccok



dcuk



poarrt



corw



saporrw



tegir



menkoy



eelaphnt



bffluao



speeh





Instruction for teachers:

- Provide a piece of an English newspaper/Magazine/ Text to the student.
- Ask him/her to mark the word s/he is familiar with.

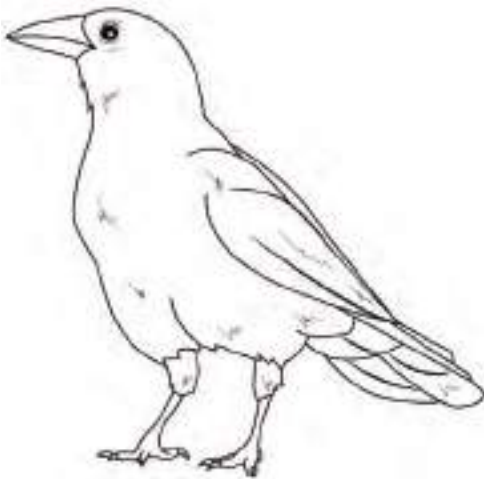
Colour and write their names.



p



s



c



d

Look and write.

b		t	r	c
u	z	d		a
f	g	o	a	t
f	s	g		o
a	u	p	i	l
l	c	o	w	s
o	a		m	













Running to the board



Instruction for teachers:

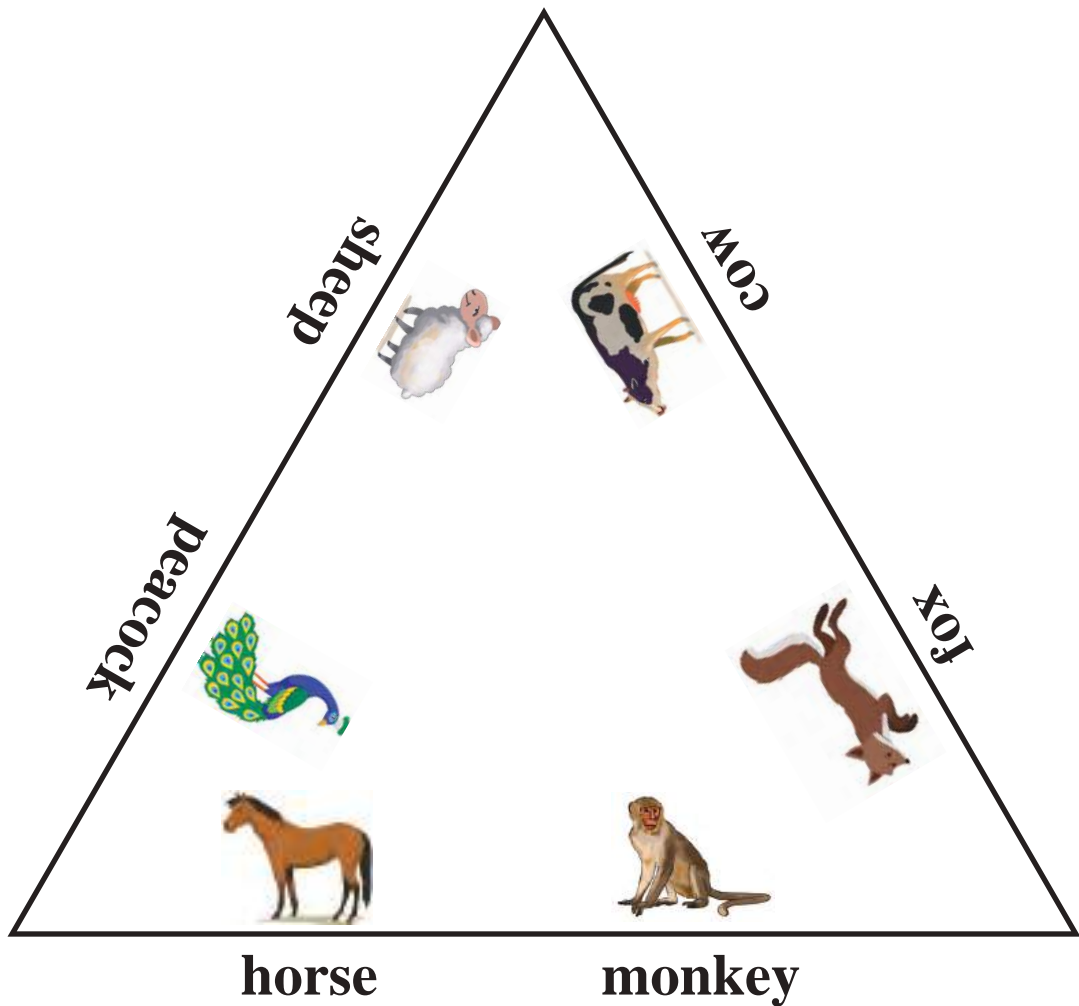
- Make the word cards containing the names of birds and animals. Keep these cards in a basket in front of the class.
- Divide the class into groups of four or five.
- Pronounce the word and ask the students to pick up the words.
- The group which picks up the right word will get the points.
- The group which scores the highest will be the winner.

Guessing Game



Instruction for teachers:

- Ask the students to go out of the class.
- Hide an object in the class.
- Ask the students to get in.
- Tell them to find out the object asking questions like, "Is it on the table?".
- If it is right, say "Yes, it is." and if it is not, say "No, it is not."

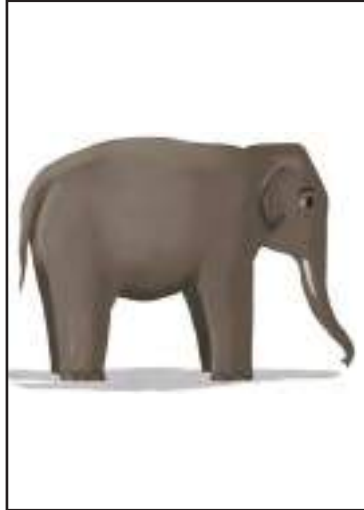
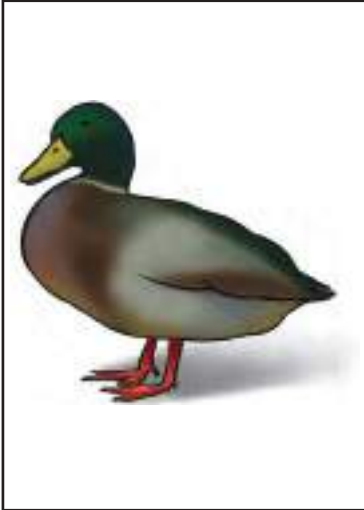


Instruction for teachers:

- Keep this card in front of the students.
- Make the students practice using the 10 word cards each prepared by the teacher.
- Ask them to put the word cards just below the words around the triangle.



Master Card



Instruction for teachers:

- Keep the pictures facing down the floor opposite to the students.
- Ask one of the students to come front and pick a card up and see it secretly.
- Ask the students produce the sound of animal or bird on the card.
- Ask the other students to guess the name of that animal or bird.



MS 17

6



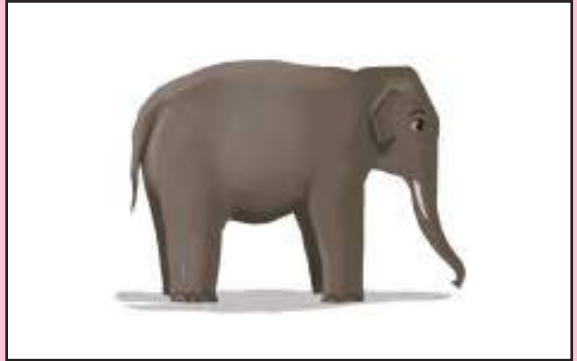
SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.507.02

GRADE 1



MS 17

6



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.507.02

GRADE 1



MS 17

6



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.507.02

GRADE 1



MS 17

6



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.507.02

GRADE 1



MS 17

6



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.507.02

GRADE 1



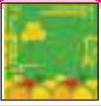
MS 17

6



SCHOOL IN A BOX ♦ GoV/N, MoEST, CEHRD/CDC E1.507.02

GRADE 1



Once a lion lived in the jungle. He killed an animal in a day. One day, it was rabbit's day for lion's food. Clever rabbit went late. The lion was angry.

The rabbit said "Sorry! Boss, I met another Lion. He stopped me. So, I am late".

The lion roared "Where is he? Show me.

The rabbit said "Please follow me. I will show you."

The lion followed the rabbit. Rabbit took the lion to a deep well. Rabbit said, "The lion is in the well". The lion saw his own image in the well .

The lion was angry, roared and jumped in the well, He died.

Then all the animals lived happily.

Instruction for teachers:

- Prepare a puppet board.
- Prepare the hand puppet of actors.
- Ask students to act the rabbit and lion.
- Provide the dialouge to the actors.
- Select students to narrate the senario.
- Show the puppet drama in front of other students.

Task - 1

b		t	r	c
u	z	d		a
f	g	o	a	t
f	s	g		o
a	u	p	i	l
l	c	o	w	s
o	a		m	

a buffalo

a cow

a goat

a dog

a cat

Look and write.



1.

2.

3.

Task - 2



p



s



c



d



the table



the table



the tree



the hole



the burrow



the mat

Task - 3

Write the names of animals you see in the picture.











Read and answer.

I have a pet dog.

His name is Kale.

Kale is black in colour.

It has long hair on its body.

He guards our house. He runs very fast.

He loves to play with me. I love him a lot.

1. Who is Kale?
2. What has Kale got on its body?
3. What does Kale do?
4. What does Kale love to do?



FATHER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “father” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



FATHER



MOTHER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “mother” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



MOTHER



BROTHER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “brother” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



BROTHER



SISTER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “sister” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



SISTER



APPLE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "apple" and ask the students to follow.
- Focus on the initial sound /æ/ (aah).
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



apple



ANT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “ant” and ask the students to follow.
- Focus on the initial sound /æ/ (aah).
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



ant



AXE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "axe" and ask the students to follow.
- Focus on the initial sound /æ/ (aah).
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



axe



BAG

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "bag" and ask the students to follow.
- Focus on the initial sound /b/.
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



bag



BUS

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "bus" and ask the students to follow.
- Focus on the initial sound /b/.
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



bus



BALL

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "ball" and ask the students to follow.
- Focus on the initial sound /b/.
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



ball



CAT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "cat" and ask the students to follow.
- Focus on the initial sound /k/ .
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



cat



CUP

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "cup" and ask the students to follow.
- Focus on the initial sound /k/ .
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



cup



CAP

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "cap" and ask the students to follow.
- Focus on the initial sound /k/ .
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



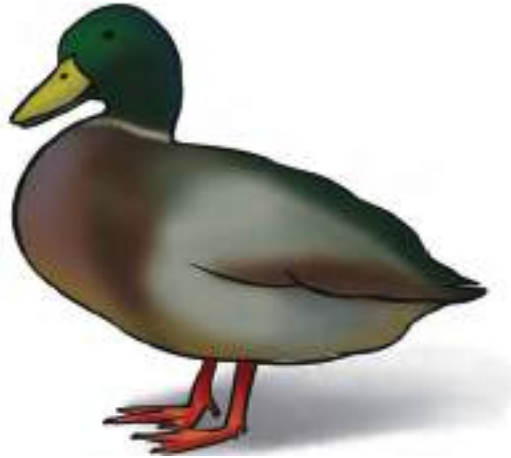
cap



DUCK

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "duck" and ask the students to follow.
- Focus on the initial sound /d/.
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



duck



DOG

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “dog” and ask the students to follow.
- Focus on the initial sound /d/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



dog



DOOR

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “door” and ask the students to follow.
- Focus on the initial sound /d/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



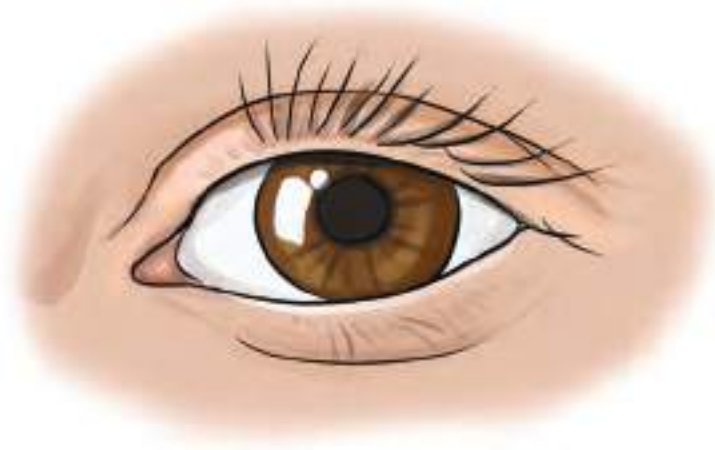
door



EYE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word "eye" and ask the students to follow.
- Focus on the initial sound /e/.
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



eye



ELEPHANT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “elephant” and ask the students to follow.
- Focus on the initial sound /e/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



elephant



EGG

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “egg” and ask the students to follow.
- Focus on the initial sound /e/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



egg



FAN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “fan” and ask the students to follow.
- Focus on the initial sound /f/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



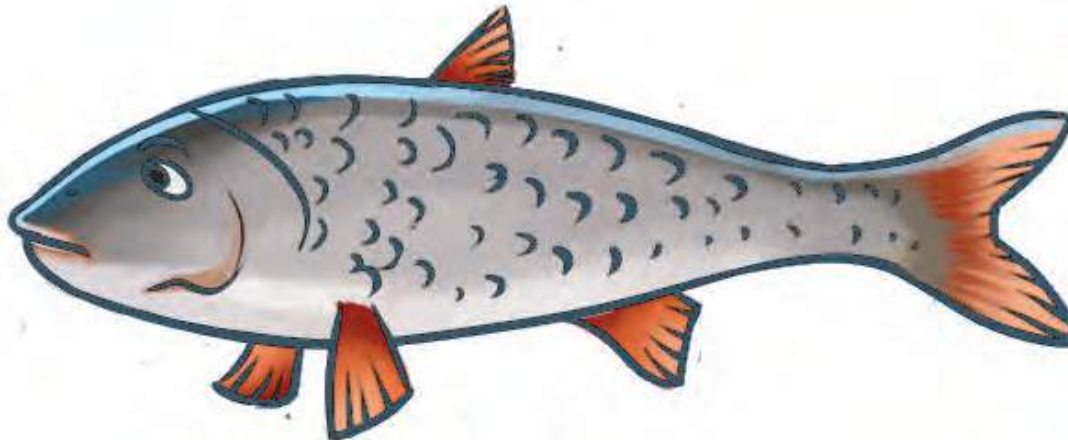
fan



FISH

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “fish” and ask the students to follow.
- Focus on the initial sound /f/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



fish

FLOWER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “flower” and ask the students to follow.
- Focus on the initial sound /f/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.

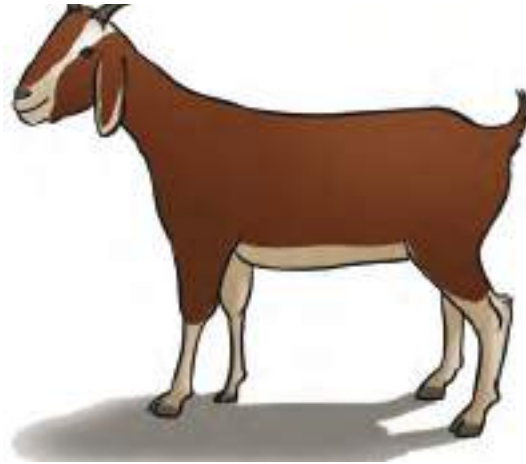
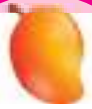


flower

GOAT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “goat” and ask the students to follow.
- Focus on the initial sound /g/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



goat

GLASS

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “glass” and ask the students to follow.
- Focus on the initial sound /g/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.

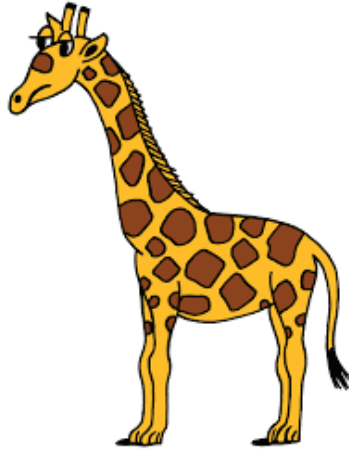
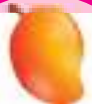


glass

GIRAFFE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “giraffe” and ask the students to follow.
- Focus on the initial sound /g/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



giraffe

HOUSE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “house” and ask the students to follow.
- Focus on the initial sound /h/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



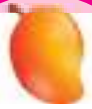
house



HORSE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “horse” and ask the students to follow.
- Focus on the initial sound /h/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



horse



HEN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “hen” and ask the students to follow.
- Focus on the initial sound /h/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



hen



INK

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “ink” and ask the students to follow.
- Focus on the initial sound /aɪ/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.

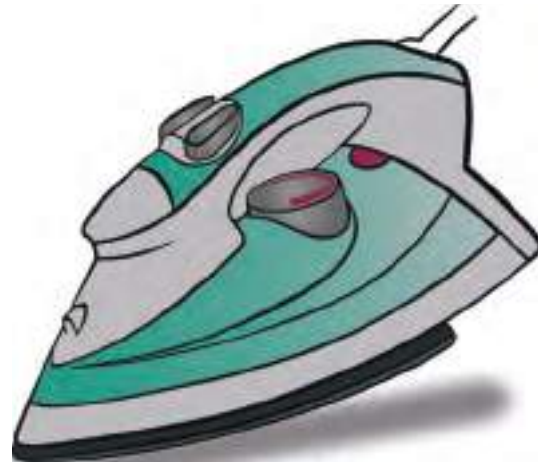


ink

IRON

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “ink” and ask the students to follow.
- Focus on the initial sound /aɪ/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



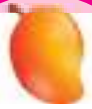
iron



ICE-CREAM

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “ice-cream” and ask the students to follow.
- Focus on the initial sound /aɪ/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



ice-cream

JOKER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “joker” and ask the students to follow.
- Focus on the initial sound /dz/(j).
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



joker



JEEP

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “jeep” and ask the students to follow.
- Focus on the initial sound /dz/(j).
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



jeep



JUG

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “jug” and ask the students to follow.
- Focus on the initial sound /dz/(j).
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



jug



KEY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “key” and ask the students to follow.
- Focus on the initial sound /k/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



key



KETTLE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “kettle” and ask the students to follow.
- Focus on the initial sound /k/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



kettle



KITE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “kite” and ask the students to follow.
- Focus on the initial sound /k/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



kite



LEAF

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “leaf” and ask the students to follow.
- Focus on the initial sound /l/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



leaf



LADDER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “leaf” and ask the students to follow.
- Focus on the initial sound /l/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



ladder



LEG

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “leg” and ask the students to follow.
- Focus on the initial sound /l/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



leg



MANGO

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “mango” and ask the students to follow.
- Focus on the initial sound /m/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



mango



MOON

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “moon” and ask the students to follow.
- Focus on the initial sound /m/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



moon



MONKEY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “monkey” and ask the students to follow.
- Focus on the initial sound /m/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



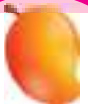
monkey



NET

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “net” and ask the students to follow.
- Focus on the initial sound /n/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



net



NEST

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “nest” and ask the students to follow.
- Focus on the initial sound /n/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.




nest



NOSE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “nose” and ask the students to follow.
- Focus on the initial sound /n/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



nose



ORANGE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “orange” and ask the students to follow.
- Focus on the initial sound /o/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



orange



ONION

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “onion” and ask the students to follow.
- Focus on the initial sound /o/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



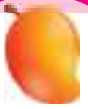
onion



OX

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “ox” and ask the students to follow.
- Focus on the initial sound /o/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



OX



PEN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “pen” and ask the students to follow.
- Focus on the initial sound /p/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



pen



POT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “pot” and ask the students to follow.
- Focus on the initial sound /p/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



pot



PARROT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “parrot” and ask the students to follow.
- Focus on the initial sound /p/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



parrot



QUESTION

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “question” and ask the students to follow.
- Focus on the initial sound /qw/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



?

question



QUILL

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “quill” and ask the students to follow.
- Focus on the initial sound /qw/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



quill



QUEEN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “queen” and ask the students to follow.
- Focus on the initial sound /qw/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



queen



ROSE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “rose” and ask the students to follow.
- Focus on the initial sound /r/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



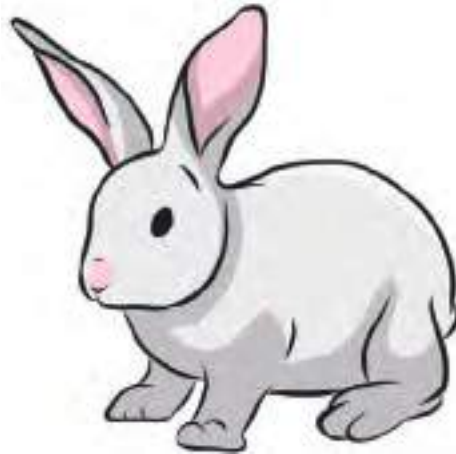
rose



RABBIT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “rabbit” and ask the students to follow.
- Focus on the initial sound /r/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



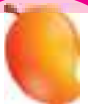
rabbit



RAT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “rat” and ask the students to follow.
- Focus on the initial sound /r/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



rat



STAR

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “star” and ask the students to follow.
- Focus on the initial sound /s/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.





SUN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “sun” and ask the students to follow.
- Focus on the initial sound /s/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



Sun



SNAKE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “snake” and ask the students to follow.
- Focus on the initial sound /s/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



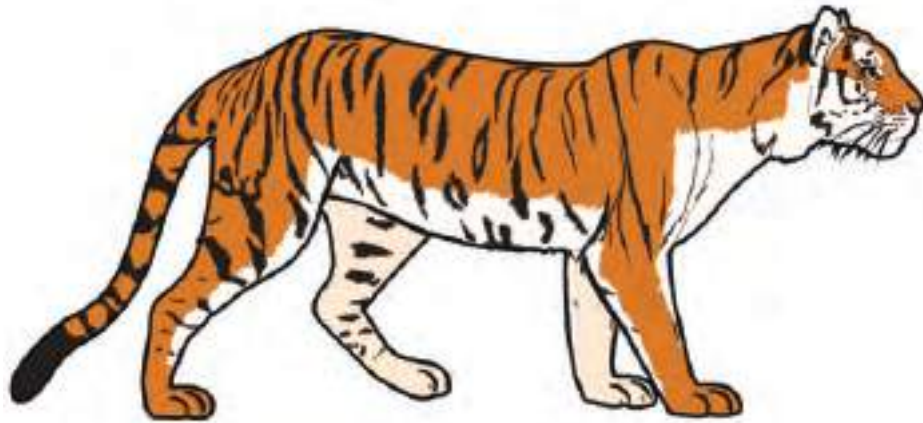
snake



TIGER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “tiger” and ask the students to follow.
- Focus on the initial sound /t/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



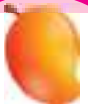
tiger



TAP

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “tap” and ask the students to follow.
- Focus on the initial sound /t/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



tap



TABLE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “table” and ask the students to follow.
- Focus on the initial sound /t/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



table



UNIFORM

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “uniform” and ask the students to follow.
- Focus on the initial sound /yu/(u).
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



uniform



UNDER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “under” and ask the students to follow.
- Focus on the initial sound /yu/(u).
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



under



UMBRELLA

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “umbrella” and ask the students to follow.
- Focus on the initial sound /yu/(u).
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



umbrella



VEST

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “vest” and ask the students to follow.
- Focus on the initial sound /v/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



vest



VASE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “vase” and ask the students to follow.
- Focus on the initial sound /v/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



vase



VAN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “van” and ask the students to follow.
- Focus on the initial sound /v/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



van



WHEEL

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “wheel” and ask the students to follow.
- Focus on the initial sound /w/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



wheel



WATCH

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “watch” and ask the students to follow.
- Focus on the initial sound /w/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



watch



WINDOW

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “window” and ask the students to follow.
- Focus on the initial sound /w/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



window



XYLOPHONE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “xylophone” and ask the students to follow.
- Focus on the initial sound /eks/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



xylophone



X-RAY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “x-ray” and ask the students to follow.
- Focus on the initial sound /eks/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



X-ray



X-MAS

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “x-mas” and ask the students to follow.
- Focus on the initial sound /eks/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



X-mas



YAK

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “yak” and ask the students to follow.
- Focus on the initial sound /y/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



yak



YACHT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “yacht” and ask the students to follow.
- Focus on the initial sound /y/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



yacht



YAM

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “yam” and ask the students to follow.
- Focus on the initial sound /y/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.

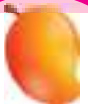


yam

ZEBRA

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “zebra” and ask the students to follow.
- Focus on the initial sound /z/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



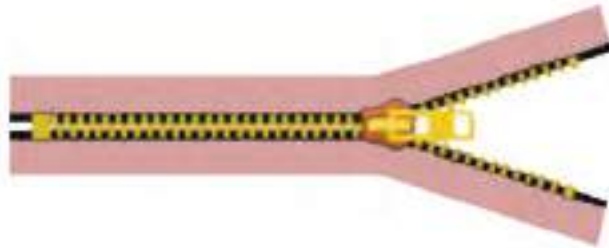
zebra



ZIP

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “zip” and ask the students to follow.
- Focus on the initial sound /z/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



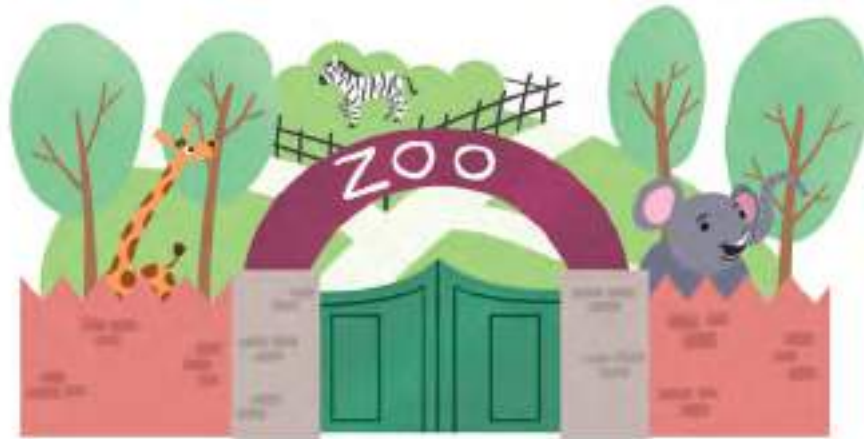
zip



ZOO

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “zoo” and ask the students to follow.
- Focus on the initial sound /z/.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



ZOO



SUNDAY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “sunday” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



MONDAY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “monday” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



TUESDAY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “tuesday” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



WEDNESDAY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “wednesday” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



THURSDAY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “thursday” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



FRIDAY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “friday” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



SATURDAY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “saturday” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



COME

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “come” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



come



GO

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “go” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



go



EAT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “go” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



eat



CLEAN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “clean” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



clean



SEE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “see” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



see



CLIMB

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “climb” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



climb



JUMP

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “jump” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



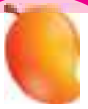
jump



FLY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “fly” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



fly



SING

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “sing” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



sing



DANCE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “dance” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



dance



READ

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “read” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



read



WRITE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “write” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



write



DRAW

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “draw” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



draw



HAPPY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “draw” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



happy



SAD

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “sad” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



sad



ANGRY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “angry” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



angry



CRY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “cry” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



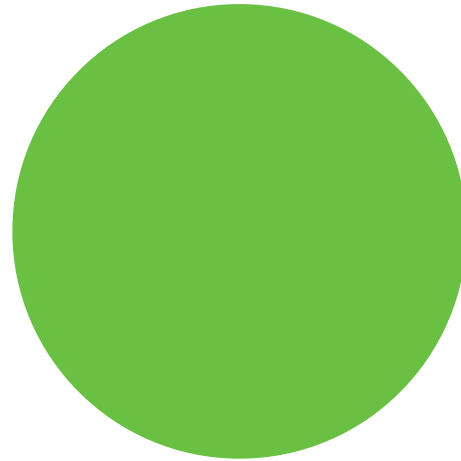
cry



GREEN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “green” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



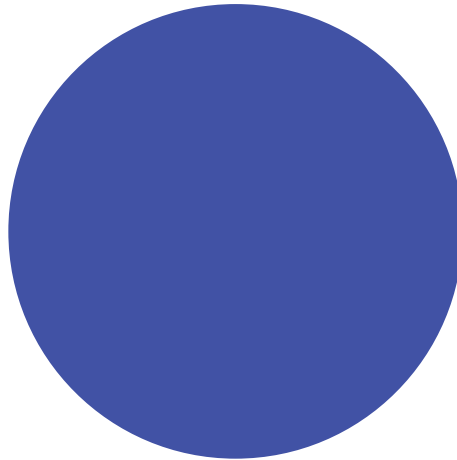
green



BLUE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “blue” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



Instruction for teachers:

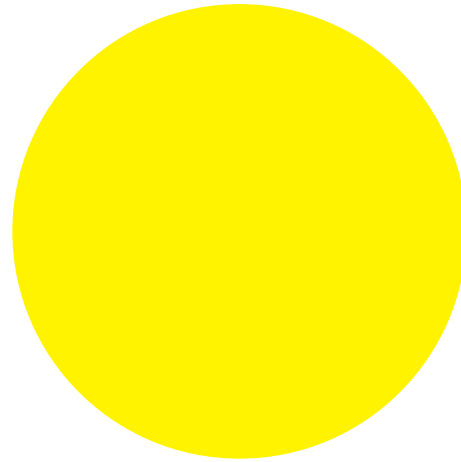
- Show the picture on this card and discuss about it.
- Pronounce the word “blue” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



YELLOW

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “yellow” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.

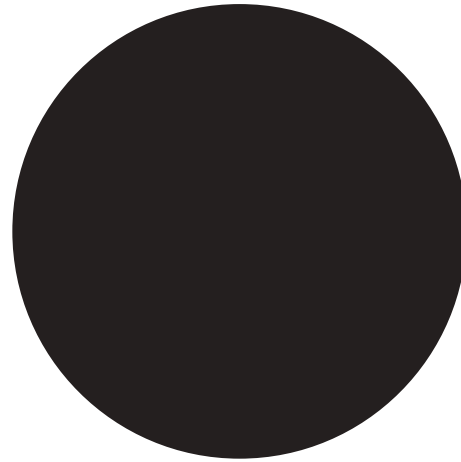


yellow

BLACK

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “black” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



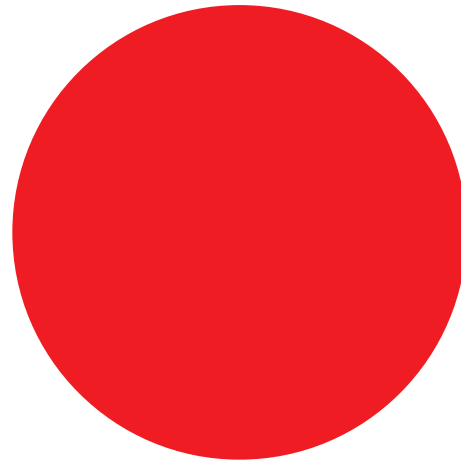
black



RED

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “red” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



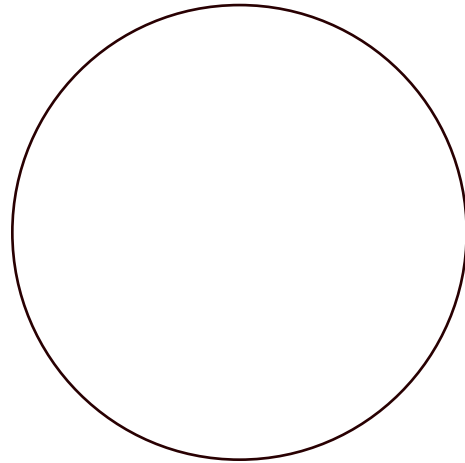
red



WHITE

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “white” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



white



IN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “in” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



in



UNDER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “under” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



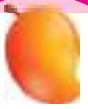
under



ON

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “on” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



on



DASHAIN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “dashain” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



dashain



TIHAR

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “tihar” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



tihar



CHHATH

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “chhath” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



chhath



CHRISTMAS

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “christmas” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



christmas



EID

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “eid” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



EID



LHOSAR

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “lhosar” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



Ihosar



BIRTHDAY

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “birthday” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



birthday



1

one



2

two



3

three



4

four



5

five



6

six



7

seven



8

eight



9

nine



10

ten



11

eleven



12

twelve



13

thirteen



14

fourteen



15

fifteen



16

sixteen



17

seventeen



18

eighteen



19

nineteen



20

twenty



PORTER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “porter” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



porter



FARMER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “farmer” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



farmer



DOCTOR

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “doctor” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



doctor



TEACHER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “teacher” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



teacher



DRIVER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “driver” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



driver



GRAPES

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “grapes” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



grapes



PAPAYA

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “papaya” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



papaya



CUCUMBER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “cucumber” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



cucumber



CAULIFLOWER

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “cauliflower” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



cauliflower



BANANA

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “banana” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



banana



COCONUT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “coconut” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



coconut



PUMPKIN

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “pumpkin” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



pumpkin



TOMATO

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “tomato” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



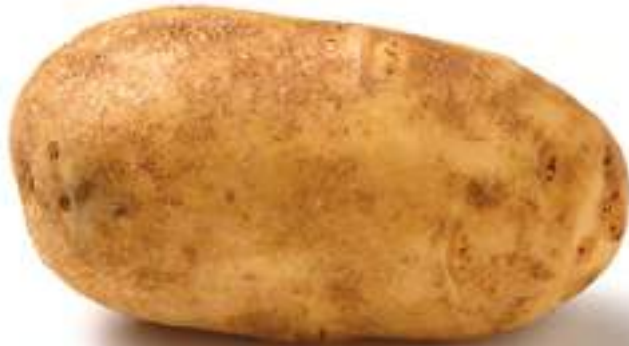
tomato



POTATO

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “potato” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



potato



CARROT

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “carrot” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



carrot



SWIM

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “swim” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



swim



GRASS

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “grass” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



grass



SLEEP

Instruction for teachers:

- Show the picture on this card and discuss about it.
- Pronounce the word “sleep” and ask the students to follow.
- Introduce the word as ‘Sight Word’ only.
- Use this card for the activity of bunch of grapes, too.



sleep