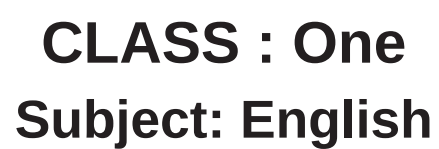


Subject: English

Next

[illegible]



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	

Grade 2														
7	12	10	15	14	5	15	8	8	7	9	11			
6	16	18	35	22	34	21	2	8	33	42	41			
31	19	32	20	17	15	11	14	10	17	19	18			
15	3	14	40	17	18	16	9	13	6	2				
8	15	17	16	39	13	29	14	30	18	16	6			
4	1	5	17	15	16	5	28	10	13	15	27			
26	37	13	14	12	7	14	16	14	15	38	12			
14	9	13	12	25	4	7	36	13	15					

MGML Teaching Learning Methodology																																						
Checklist																																						
Grade:1 (One)																																						
Theme	Credit Hours	Milestone no.	Activities	Credit Hours of Milestone	Chant	Describing the Situation	Identification of alphabet/Words	Concretizing the shapes of Alphabets	Preliminary writing	(Pairing) Remedial	Drill Practice	Command Practice	Children's Game/Language	Fill in the gaps	Matching	Bingo Game	Crossword Puzzle	Mime, Mimicry, Role Play/Action	Pairing	Odd one out(Finding and marking)	Word Puzzle	Unscrambling	Theme - wise assessment	Craft Work	Grammar	Dialogue	Spelling	Puppet Show	Reading	Writing	Phonics sounds	Listening	Speaking	Total number of cards	Soft Skills	Language Function	Learning Outcomes	
Me and My Family	14	1	Me and My Family	7	1	1	1	1	1, 2	1			1, 2		1				1,2					1										13	Critical thinking Taking care of oneself	Greetings and leave taking Introducing Talking about home and family	<u>Listening</u> 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.) <u>Speaking</u> 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 <u>Reading</u> 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 <u>Writing</u> 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	2	2	3	2				3, 4					3					2		1					1			12				
My Alphabets	60	3	My Alphabets	11	3	3	3, 4, 5, 6, 7	3	4	1	3			1	2					1, 2		1		3			1		1		1	2		21	Active listening Critical thinking Problem solving	Develop phonemic, graphophonemic awareness, learning decodable words	<u>Listening</u> 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 <u>Speaking</u> 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 <u>Reading</u> 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 <u>Writing</u> 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	8, 9, 10, 11, 12	4	5	2	4		5	2	3						3, 4	1	2		4				2	1	2	3		23				
		5	My Alphabets	12	5	5	13, 14, 15, 16, 17	5	6	3	5		6	3	4						5, 6	2	3		5				3	2	3	4		23				
		6	My Alphabets	12	6	6	18, 19, 20, 21, 22	6	7, 8	4	6		7	4	5						7	3			6					4, 5	3, 4	4		1				24
		7	My Alphabets	14	7	7	23, 24, 25, 26, 27, 28	7	9, 10, 11	5	7			8	5	6						8	4	4	1	7, 8					6, 7		5	5				

Theme	Me and My Family	My daily life	My school
Credit Hours	3	8	7
Milestone no.	8	9	10
Activities	Me and My Family	My daily life	My school
Credit Hours of Milestone	3	8	7
Clap	8	9, 10, 11	12
Pineapple		8, 9	10
Mango		29, 30, 31, 32	33
Bunch of Grapes			
Arrow			
Triangle	6		7
Pumpkin	8	9	
Papaya	1		2, 3
Banyan Tree			9
Banana	6	7, 8	9
Peas	7	8, 9	10
Leaf	1		2
Apple	1	2	
Joker	4	5	6
Train			
Onion			
Carrot		5	
Turnip		5	6
Pomegranate	2	3	4
Pencil	9	10	11
Brinjal			
Cabbage		2, 3	4
Lady's finger		2	
Puppet Board			
A Girl with a book	8, 9	10, 11, 12	13, 14, 15
Writing Pen	5	6	7, 8
Cucumber			
Headset			
Microphone			
Total number of cards	14	27	20
Soft Skills		Taking care of self Managing oneself Communication skills	Communication skills Team work Active listening
Language Function		Talking about days of the week Expressing ability and inability Telling time	Giving simple commands Asking for permission
Learning Outcomes	Listening Speaking Same as in MS 1 &2 Reading Writing	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.). 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. 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. Writing Use correct spelling of the words while writing. Use suffix -s/es to form plural nouns. Write simple phrases and sentences independently.	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.). 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. Reading Put sounds together to read words and sentences. Recognize familiar words accompanied by pictures. Perform the rhym es 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. 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).

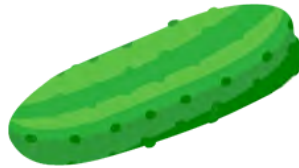
Theme	Credit Hours	Milestone no.	Activities	Credit Hours of Milestone		Chant	Describing the Situation	Identification of alphabet/Words	Concretizing the shapes of Alphabets	Preliminary writing	(Pairing) Remedial	Drill Practice	Command Practice	Children's Game/Language	Fill in the gaps	Matching	Bingo Game	Crossword Puzzle	Mime, Mimicry, Role Play/Action	Pairing	Odd one out(Finding and marking)	Word Puzzle	Unscrambling	Theme - wise assessment	Craft Work	Grammar	Dialogue	Spelling	Puppet Show	Reading	Writing	Phonics sounds	Listening	Speaking	Total number of cards	Soft Skills	Language Function	Learning Outcomes
Our environment	6	11	Our environment	6	13	11	34				10		10	10	11			3	7		9		7	5			5								22	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	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. Perform, after listening to the audio or the teacher, different kinds of tasks (drawing, matching, etc.). Speaking 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. Name objects, things (nouns), actions (verbs), etc. and describe them by using adjectives. 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. Read short, simple paragraphs. Read and do different kinds of comprehension tasks (answering verbally, matching, action, etc.) 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.
My belongings	6	12	My belongings	6	14	12	35				11	4	11, 12	11	12	3	4					8	6			1	6	3		22, 23, 24	12, 13		21	Taking care of one's belongings Communication skills Active listening Respect for diversity	Describing, asking and answering about location (in, on, under) Describing possession	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.). Speaking 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. Name objects, things (nouns), actions (verbs), etc. and describe them by using adjectives. 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.) 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.		

	Theme	
	Credit Hours	
	Milestone no.	
	Activities	
	Credit Hours of Milestone	
	Chant	Clap
	Describing the Situation	Pineapple
	Identification of alphabet/Words	Mango
	Concretizing the shapes of Alphabets	Bunch of Grapes
	Preliminary writing	Arrow
	(Pairing) Remedial	Triangle
	Drill Practice	Pumpkin
	Command Practice	Papaya
	Children's Game/Language	Banyan Tree
	Fill in the gaps	Banana
	Matching	Peas
	Bingo Game	Leaf
	Crossword Puzzle	Apple
	Mime, Mimicry, Role Play/Action	Joker
	Pairing	Train
	Odd one out(Finding and marking)	Onion
	Word Puzzle	Carrot
	Unscrambling	Turnip
	Theme - wise assessment	Pomegranate
	Craft Work	Pencil
	Grammar	Brinjal
	Dialogue	Cabbage
	Spelling	Lady's finger
	Puppet Show	Puppet Board
	Reading	A Girl with a book
	Writing	Writing Pen
	Phonics sounds	Cucumber
	Listening	Headset
	Speaking	Microphone
	Total number of cards	
	Soft Skills	
	Language Function	
	Learning Outcomes	

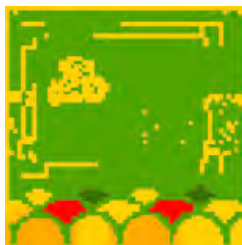
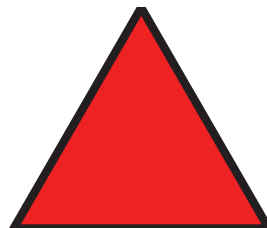
Theme	Communication Technology and Market			Fruits and Vegetables			Credit Hours of Milestone		Soft Skills		Language Function		Learning Outcomes
Credit Hours	5	14	Communication Technology and Market	5	16	14, 15	38						
Milestone no.													
Activities													

Hobbies and Interests		Theme	Credit Hours	Milestone no.	Activities	Credit Hours of Milestone		Chant	Describing the Situation	Identification of alphabet/Words	Concretizing the shapes of Alphabets	Preliminary writing	(Pairing) Remedial	Drill Practice	Command Practice	Children's Game/Language	Fill in the gaps	Matching	Bingo Game	Crossword Puzzle	Mime, Mimicry, Role Play/Action	Pairing	Odd one out(Finding and marking)	Word Puzzle	Unscrambling	Theme - wise assessment	Craft Work	Grammar	Dialogue	Spelling	Puppet Show	Reading	Writing	Phonics sounds	Listening	Speaking	Total number of cards	Soft Skills	Language Function	Learning Outcomes		
4		4	16	Hobbies and Interests	4	18	17	40					14, 15				15	17				3			11	10	14				31, 32	19, 20						15	Self esteem Communication skills Active listening Problem solving	Expressing likes and dislikes	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.). 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. 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.) 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.	
Birds and Animals		7	17	Birds and Animals	7	19	18	41, 42					8			14, 15	16	18	5	7	8,9		10	7	12	11	15	2	8	6			33, 34, 35	21, 22					26	Communication skills Respect for nature Critical thinking skills	Describing objects, pictures and animals	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.). 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. 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.) 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.
	128		Total	128	19	18	42	7	11	8	15	4	15	16	18	5	7	9	3	10	7	12	11	15	2	8	6	0	35	22	5	5	1	336								

Fully Teacher Supported Group



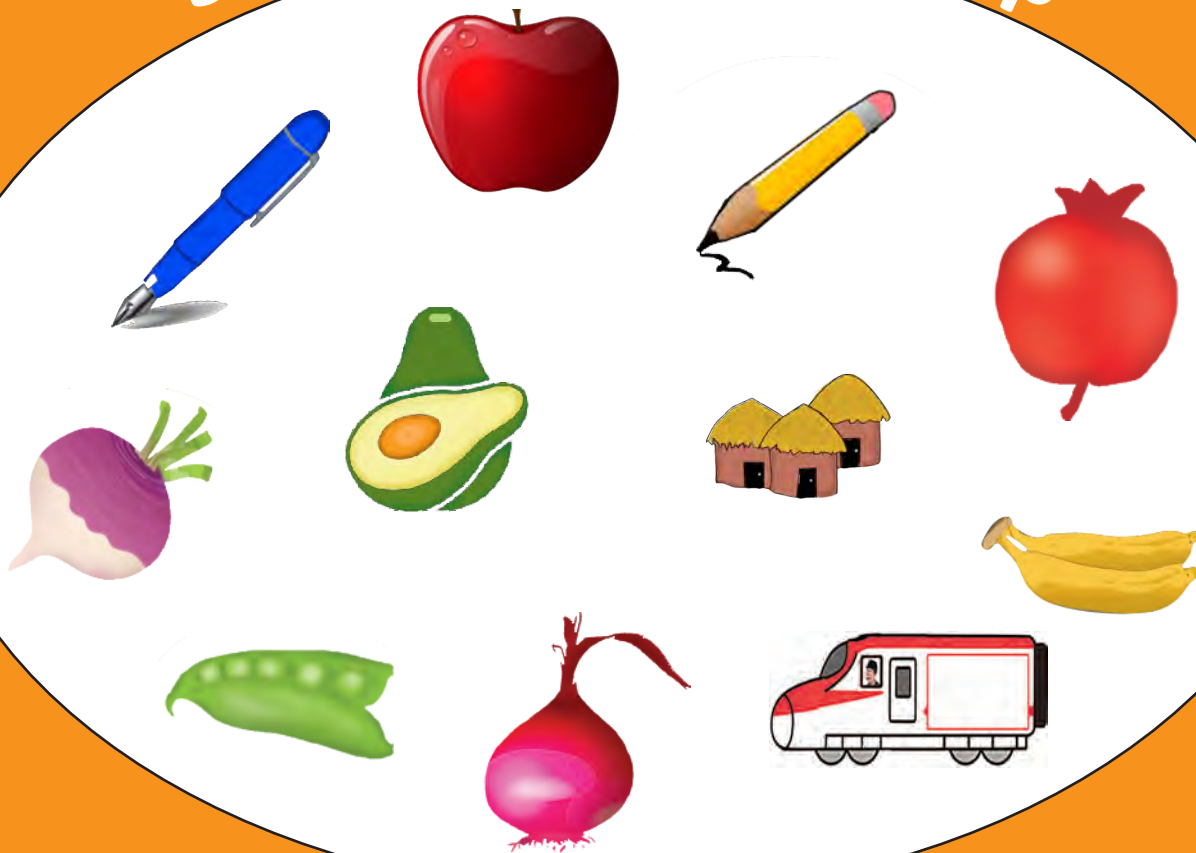
Peer Supported Group



Partially Teacher Supported Group



Self Learning Group

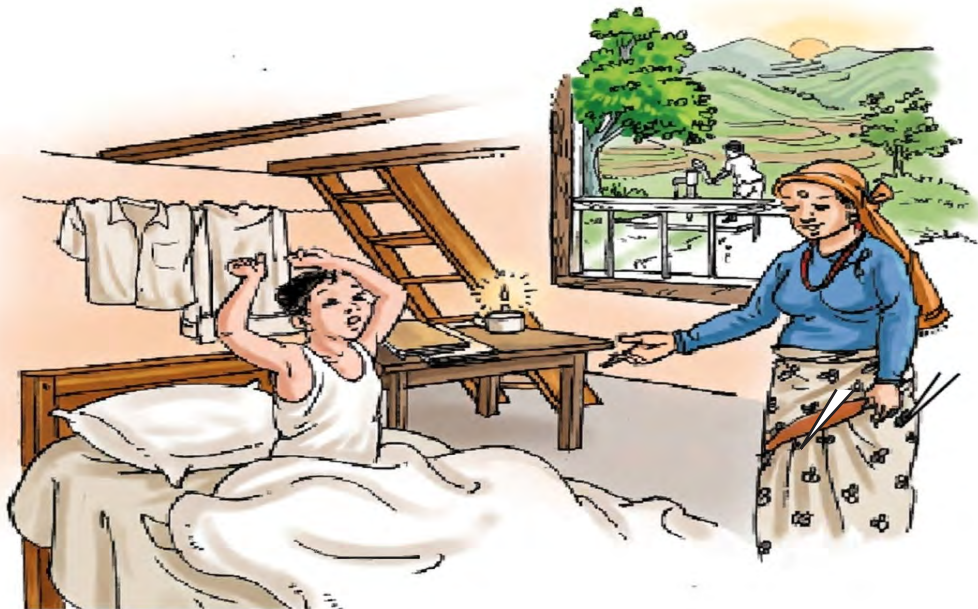




Sing with action.

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.





Look the picture and discuss.



Instructions for teacher:

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



FATHER

Instructions for teacher:

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



father



MOTHER

Instructions for teacher:

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



mother



BROTHER

Instructions for teacher:

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



brother



SISTER

Instructions for teacher:

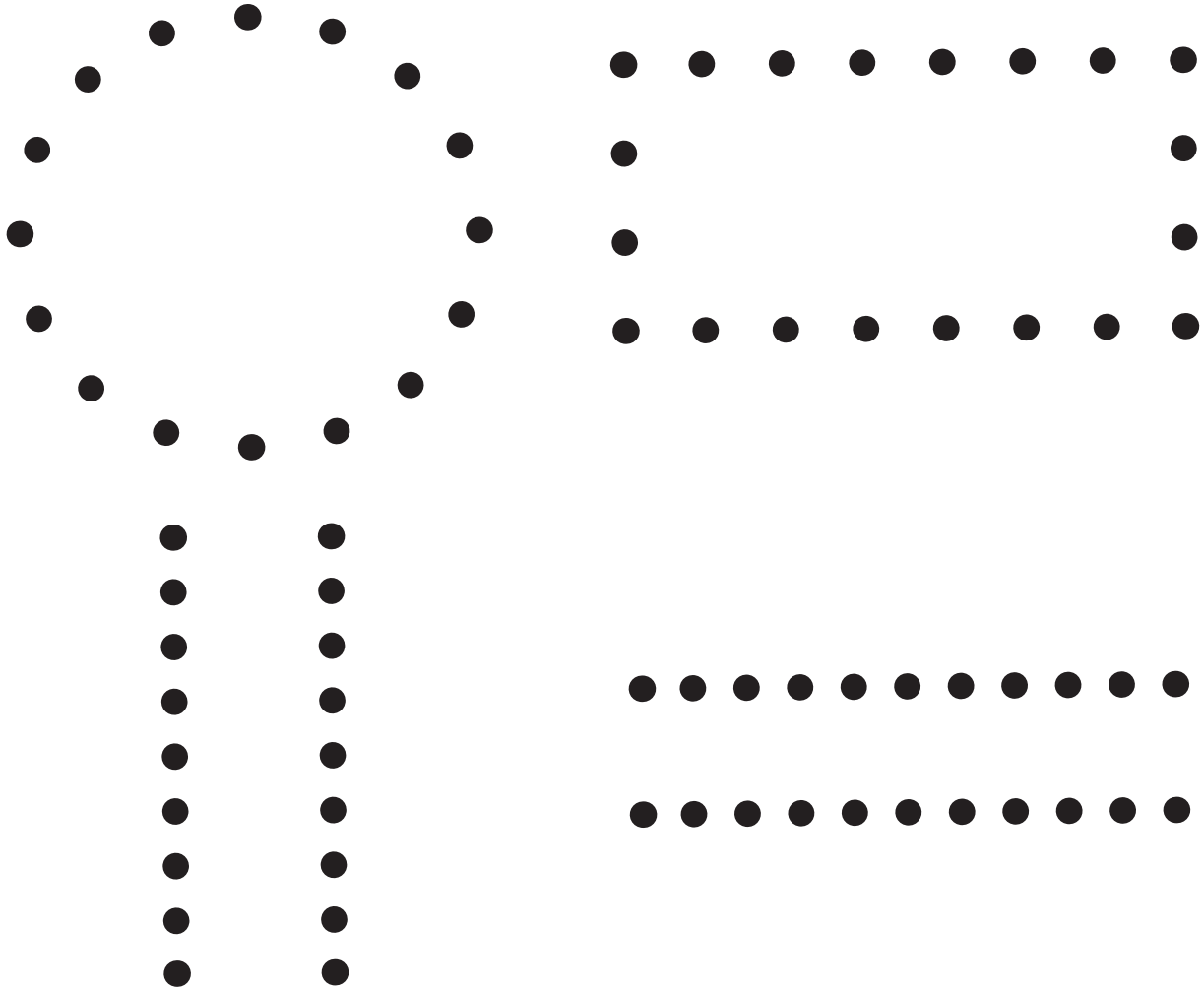
- Show the picture on this card and discuss about it.
- Pronounce the word 'sister' and ask students to follow.
- Introduce the word as 'Sight Word' only.
- Use this card for the activity of bunch of grapes, too.



sister



Join the dots and make shapes.



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.



Circle (to the same pictures in each row).

1

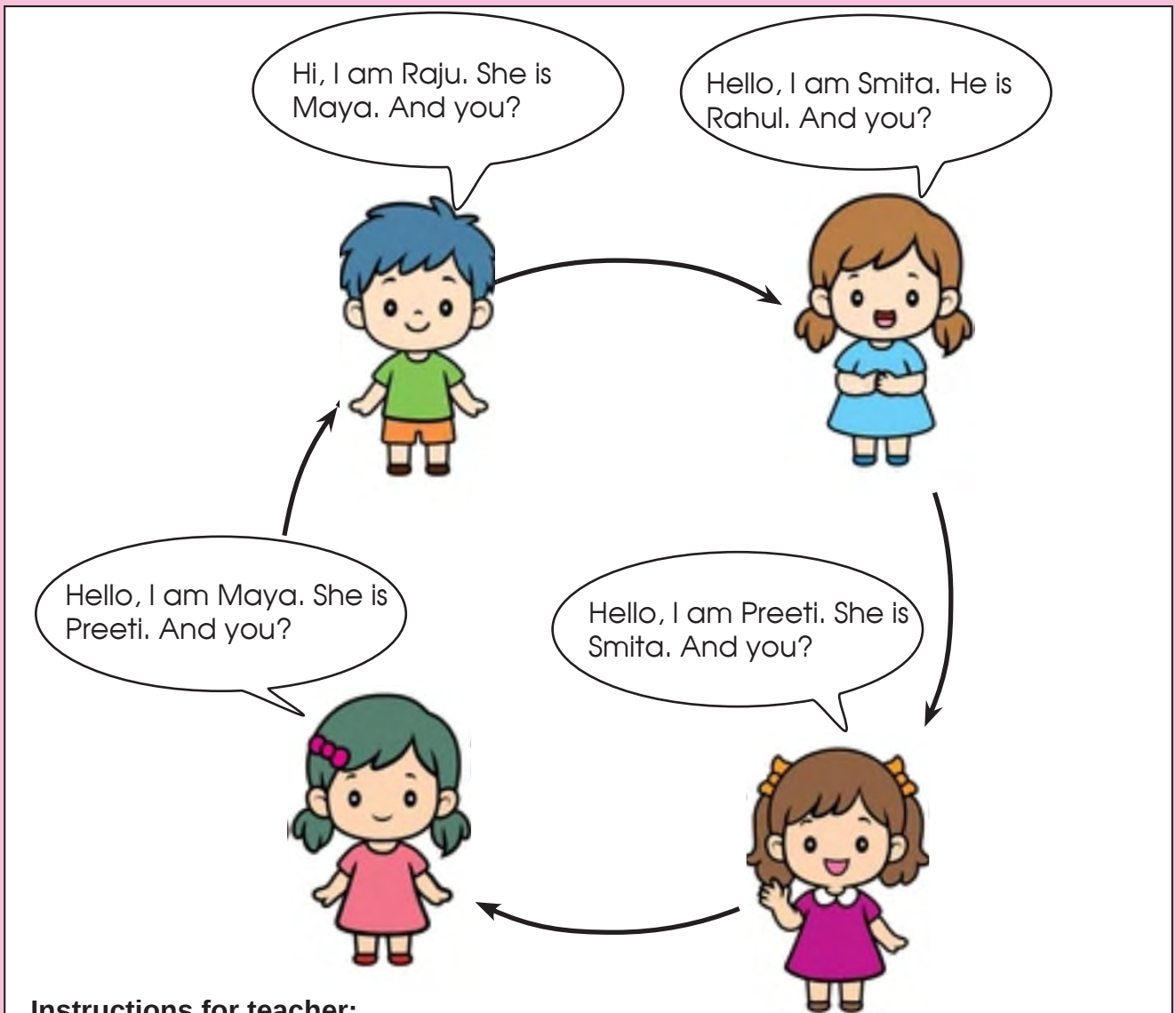


Instructions for teacher:

- Provide a copy of this page to the student.
- Ask the student to circle to the same picture in each row.
- After completion write the name of students at the bottom of the page and display the work of the student in the class.



Act out.



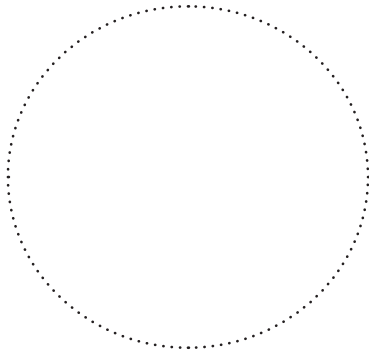
Instructions for teacher:

- Ask students to stand in circle.
- Ask a student to introduce himself/ herself first.
- Instruct to the students to practice as shown in the picture in turn.
- Ask students to repeat the introduction game several times.



Join the dots and make shapes.

1



Instructions for teacher:

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



Play the matching sound game.



Instructions for teacher:

- Invite a small group of students to sit in a circle. Provide a selection of percussion instruments.
- One student starts the game by playing an instrument.
- The instruments is then passed round the circle and each student 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.



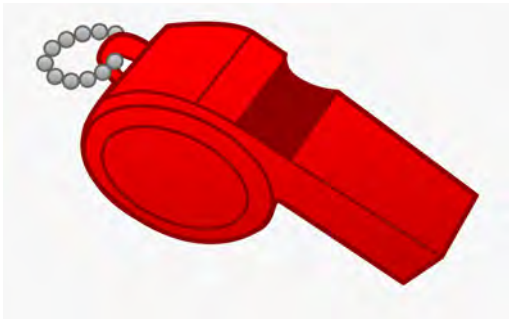
Trace the way to den.

2





Make a musical band.



Instructions for teacher:

- Hide the instruments around the setting; indoors or outdoors before the students arrive.
- Ask students 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.



Act out.



Father



Mother



Sister



Brother

Instructions for teacher:

- Ask 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.



Colour the picture.

1

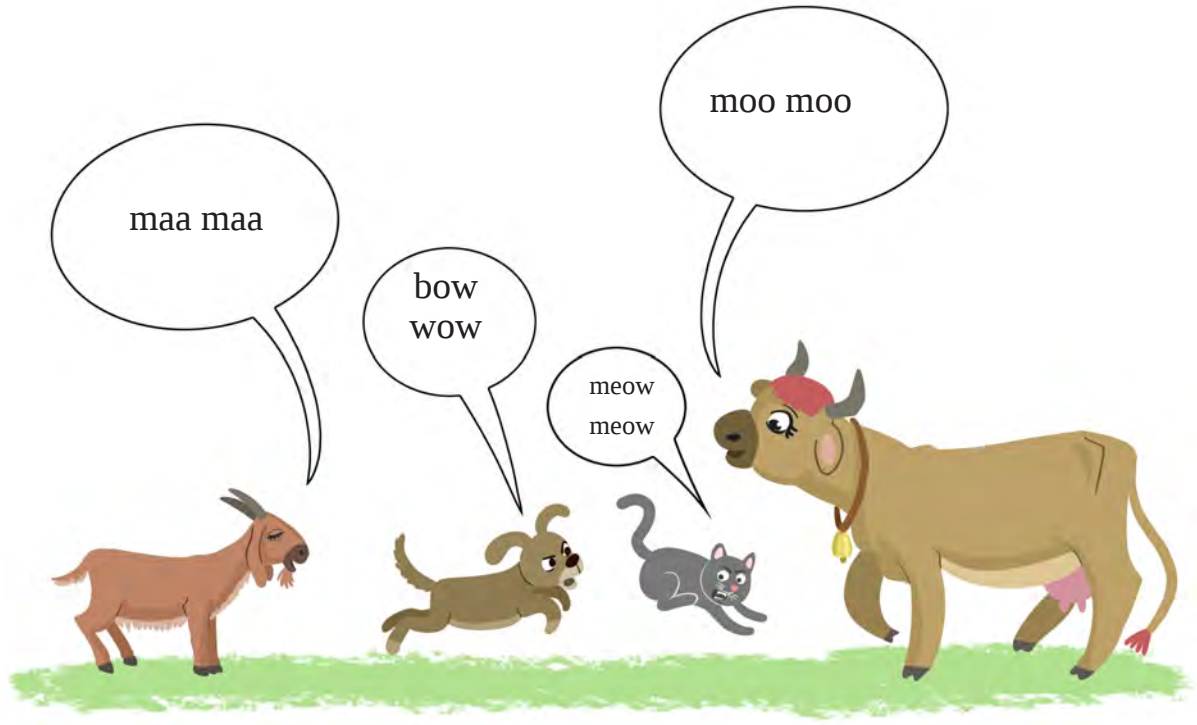


Instructions for teacher:

- Ask students to copy this picture in their exercise book.
- Ask students to colour the picture.



Say the animal sounds.



Instructions for teacher:

- Provide a variety of animal puppets or toys and a range of instruments.
- Encourage the students to produce the sounds of the animals.
- Produce the sounds of different familiar animals linking them with the animal puppets.
- Ask students also to mime the animals characters or movements.



Sing with action.

MS 2

2

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



Oh, my friends,
I can wave my hand.

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





Look the picture and discuss.



Instructions for teacher:

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



GOOD MORNING

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'good morning' and ask students to follow.
- Introduce the word as 'Sight Word' only.



good morning



GOOD AFTERNOON

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'good afternoon' and ask students to follow.
- Introduce the word as 'Sight Word' only.



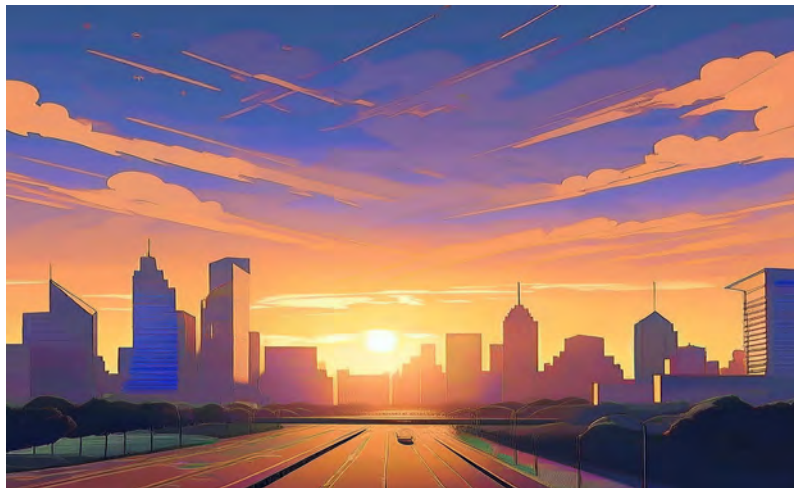
good afternoon



GOOD EVENING

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'good evening' and ask students to follow.
- Introduce the word as 'Sight Word' only.



good evening



GOOD NIGHT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'good night' and ask students to follow.
- Introduce the word as 'Sight Word' only.



good night



HI

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'hi' and ask students to follow.
- Introduce the word as 'Sight Word' only.



hi



GOOD BYE

Instructions for teacher:

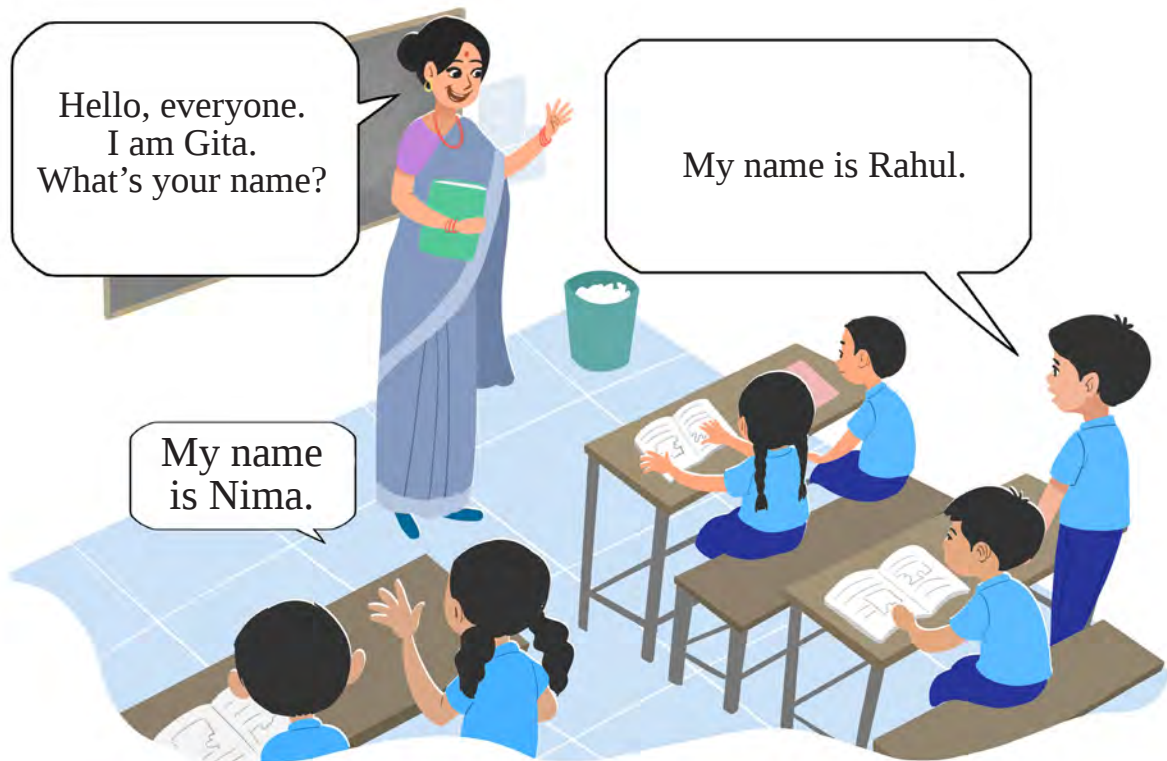
- Show the picture on this card and discuss about it.
- Pronounce the word 'good bye' and ask students to follow.
- Introduce the word as 'Sight Word' only.



 Good
bye
good bye



Practise with friends.

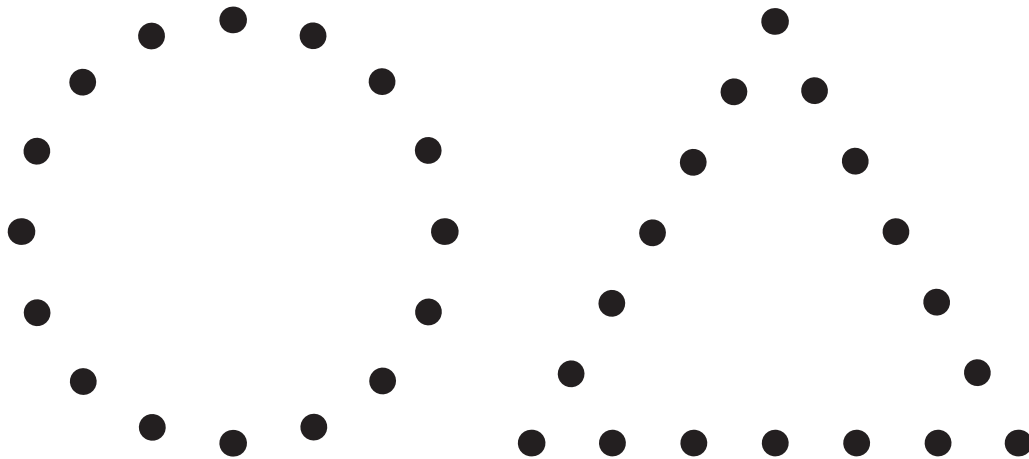
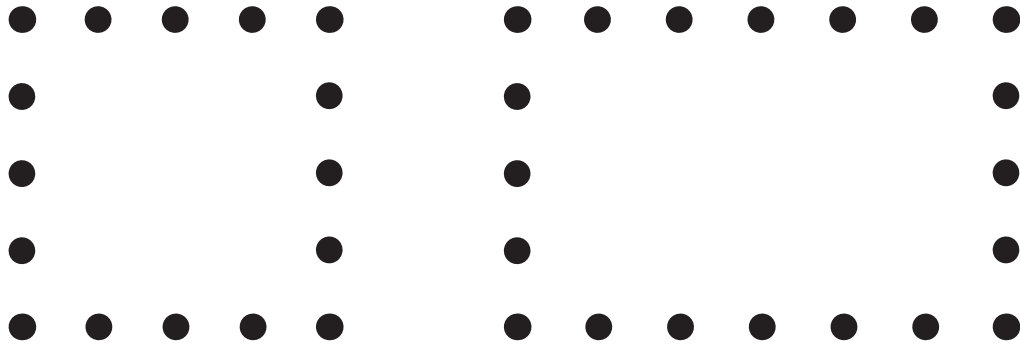


Instructions for teacher:

- 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.



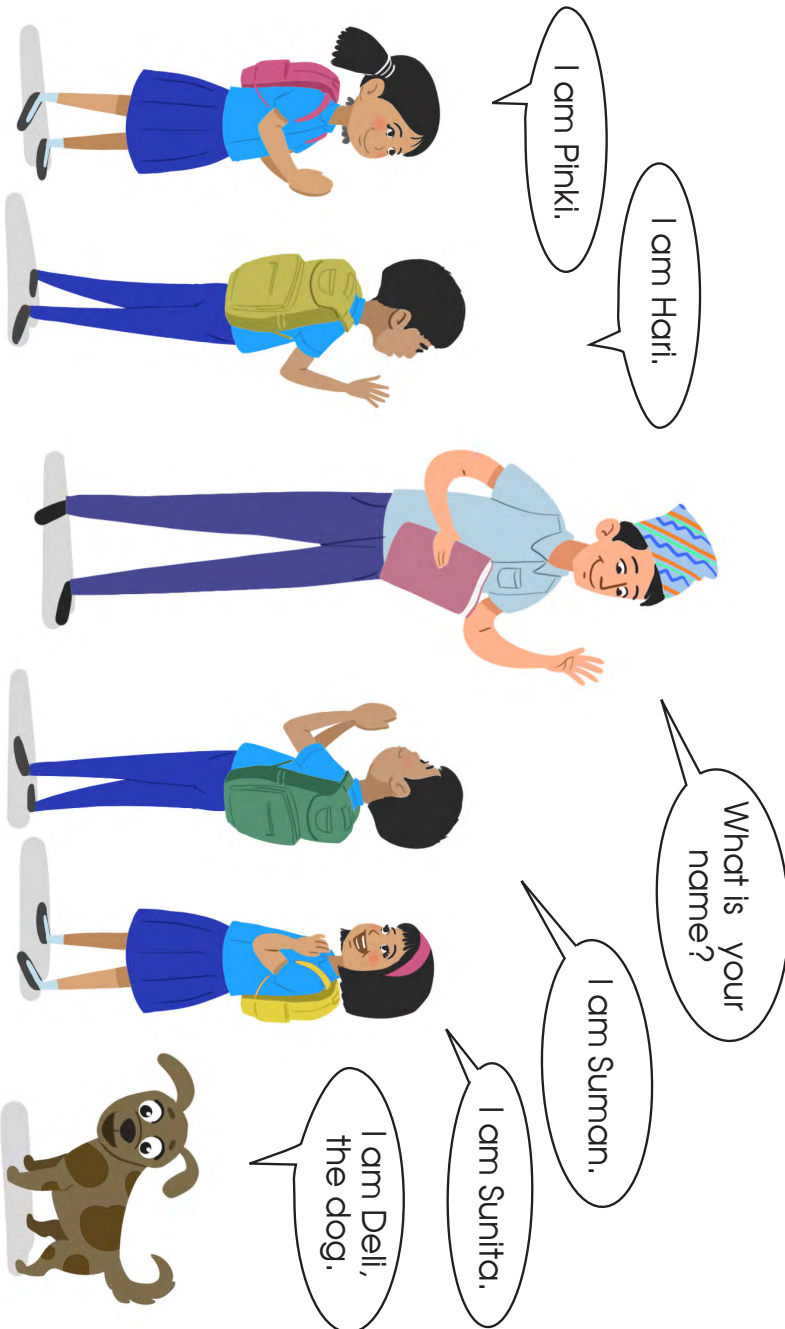
Join the dots and make shapes.



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.

Act out the dialogue.



Instruction for teacher:

- Read the sentences and ask students to follow you.



Listen and say.

MS 2

1

He is my father.

She is my mother.

He is my brother.

She is my sister.

I love them all.



father



mother



sister



brother

Instructions for teacher:

- Draw the attention of students to prepare for active listening.
- Point the each picture and pronounce the sentences.
- At last ask students to identify the relation of each picture.



Play the listening walk game.



Instructions for teacher:

- This is a 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.

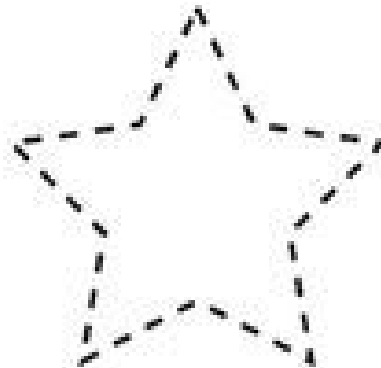
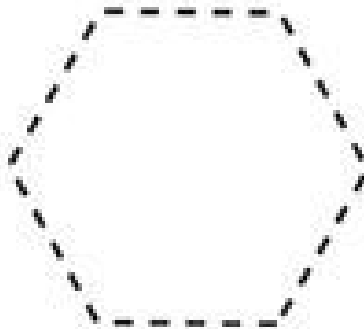
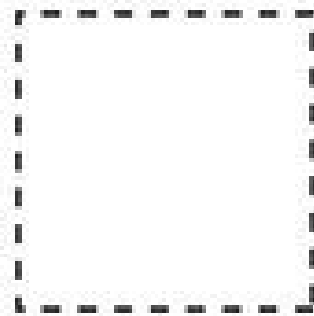
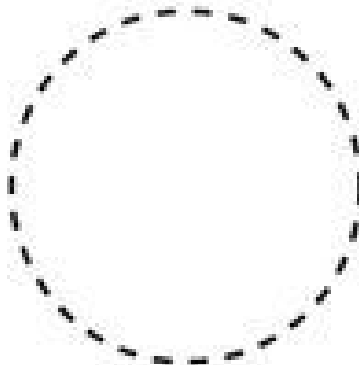
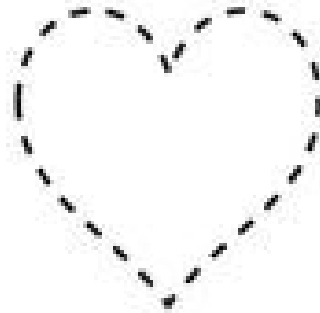
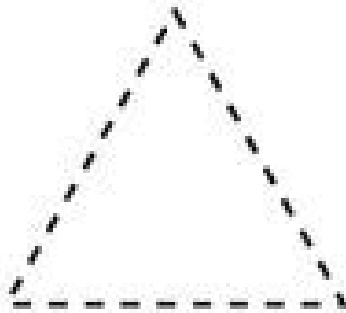
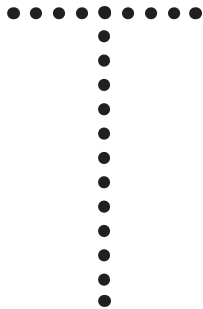


Trace the way to the mouse.





Join the dots and make shapes.

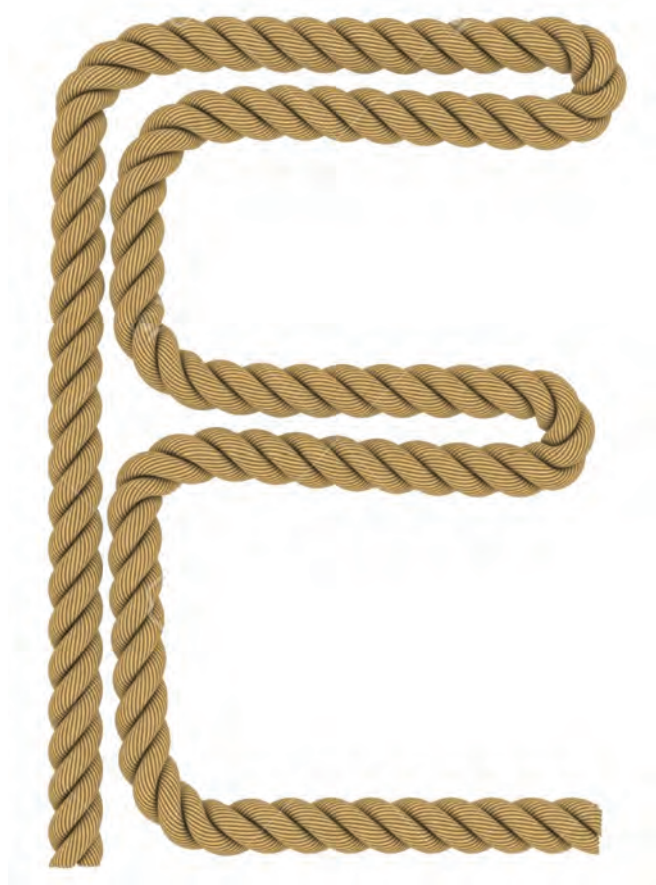


Instruction for teacher:

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



Walk on the shape.



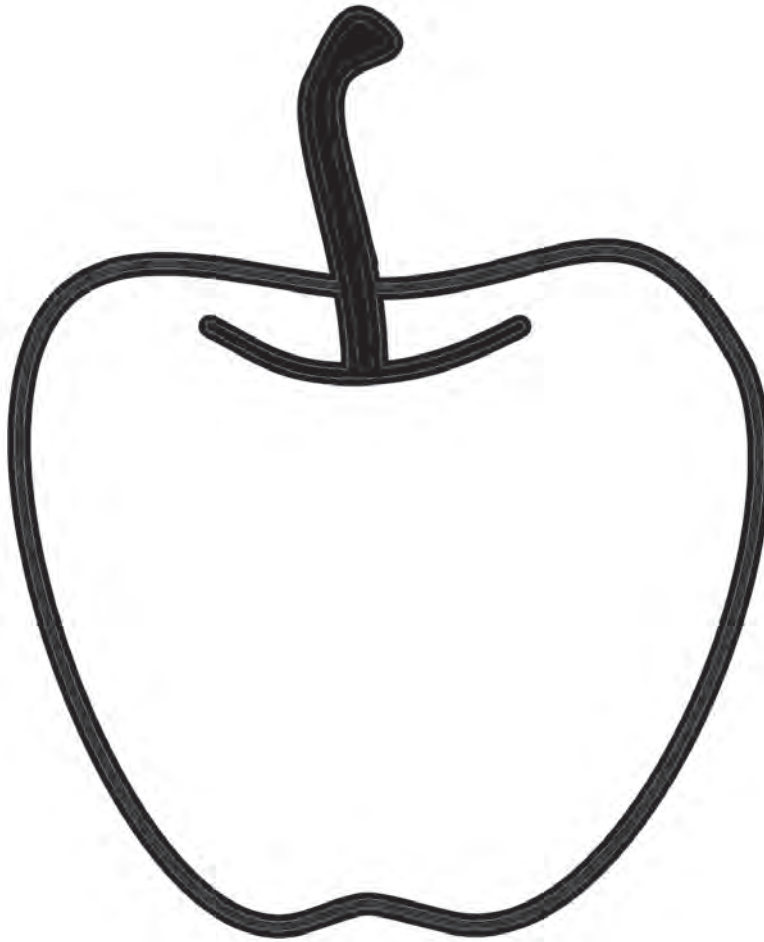
Instructions for teacher:

- 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.



Colour the picture.

2



Instructions for teacher:

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



Produce animal sounds.



Instructions for teacher:

- Ask 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 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.

MS 3

3

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

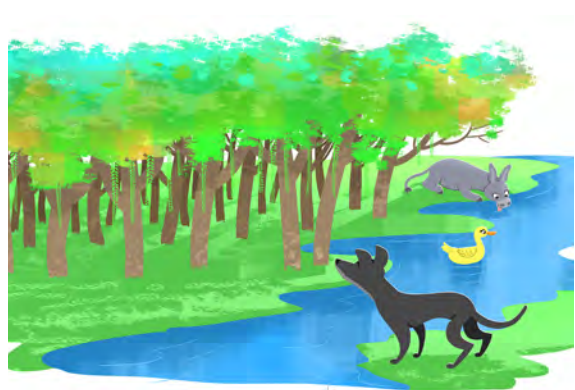
E is for egg, e-e- egg



Instructions for teacher:

- Learn how this is sung before class.
- Sing it and ask 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.



Instructions for teacher:

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



Learn phonics sounds.

MS 3

1

a /æ/(aah)

b /b/

c /k/

d /d/

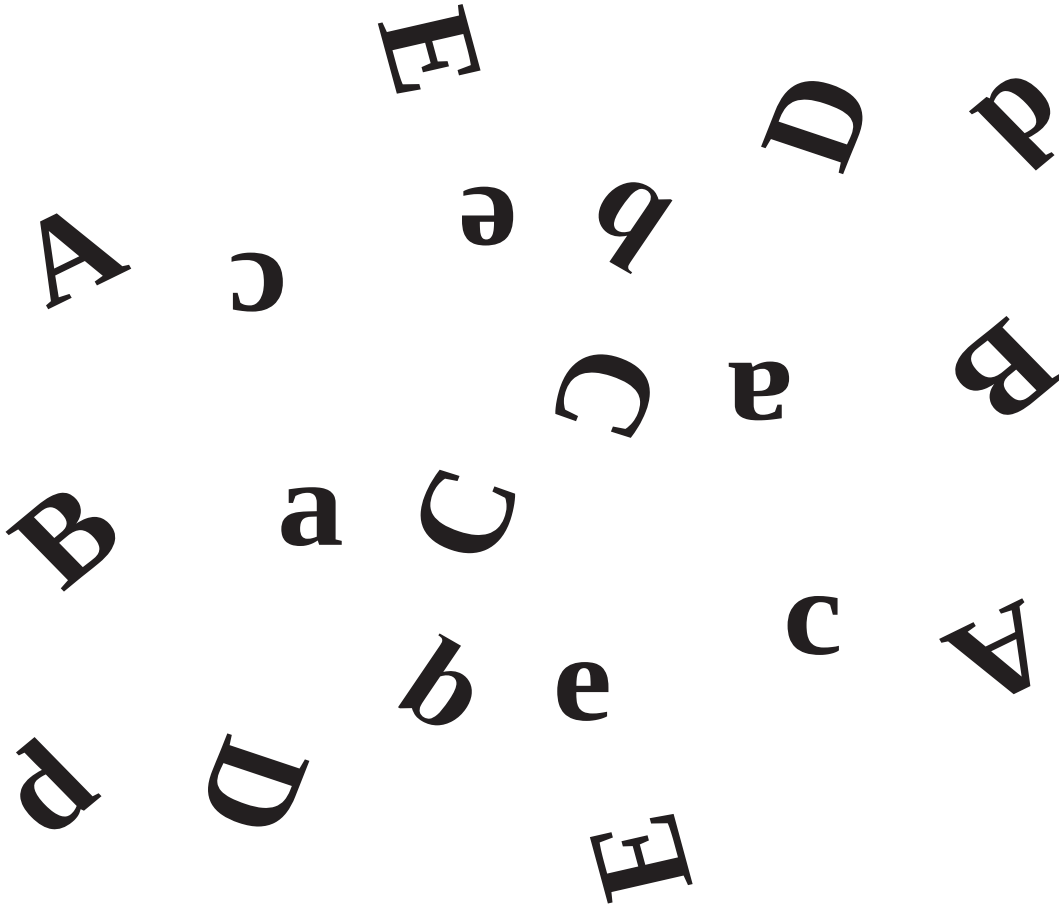
e /e/

Instructions for teacher:

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



Learn letter shapes.



Instructions for teacher:

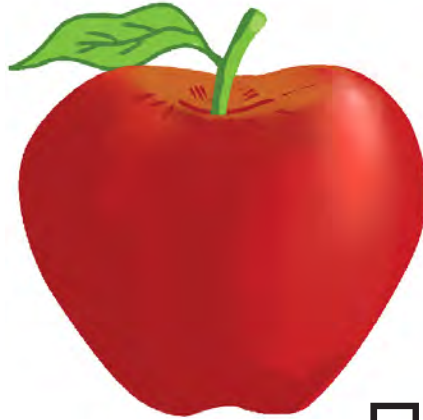
- Provide rubber letters.
- Use the mango card of alphabet a to e.
- Ask students to touch the rubber letters and feel the shapes of them.
- Ask students to close the eyes and recognize the rubber letters by touching with hands.
- Let students feel the shapes of letters by writing on the wrist, palm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



APPLE

Instructions for teacher:

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



apple



ANT

Instructions for teacher:

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



ant



AXE

Instructions for teacher:

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



axe



BAG

Instructions for teacher:

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



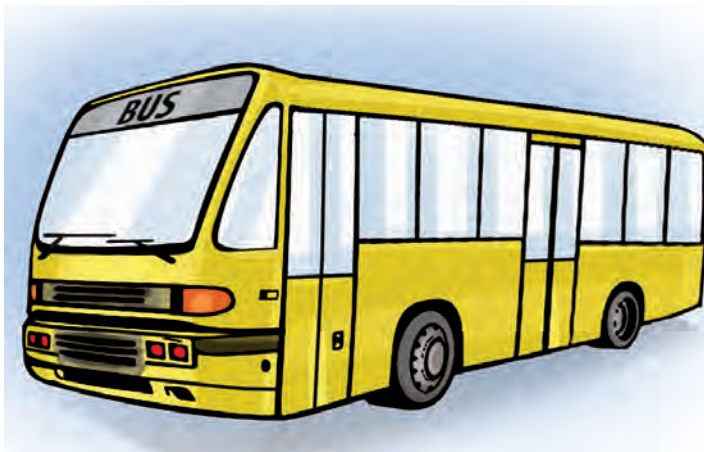
bag



BUS

Instructions for teacher:

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



bus



BALL

Instructions for teacher:

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



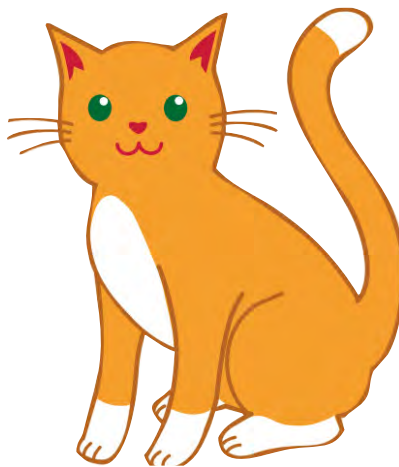
ball



CAT

Instructions for teacher:

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



cat



CUP

Instructions for teacher:

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



cup



CAP

Instructions for teacher:

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



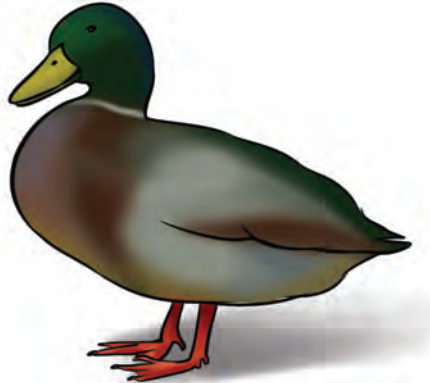
cap



DUCK

Instructions for teacher:

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



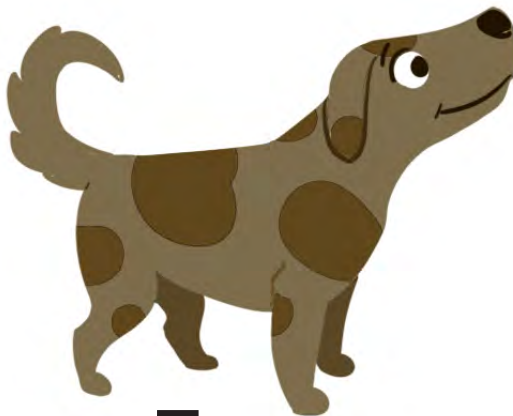
duck



DOG

Instructions for teacher:

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



dog



DOOR

Instructions for teacher:

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



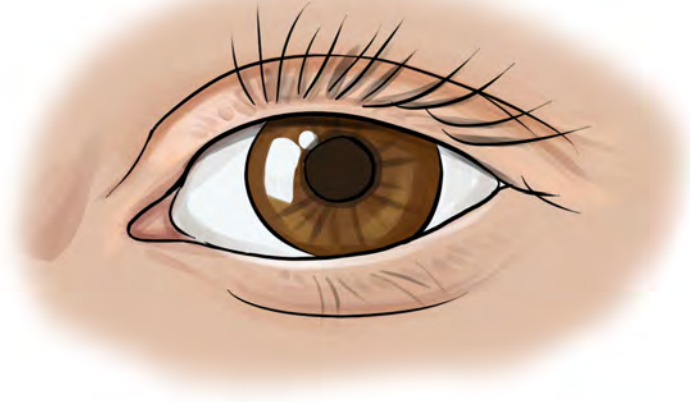
door



EYE

Instructions for teacher:

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



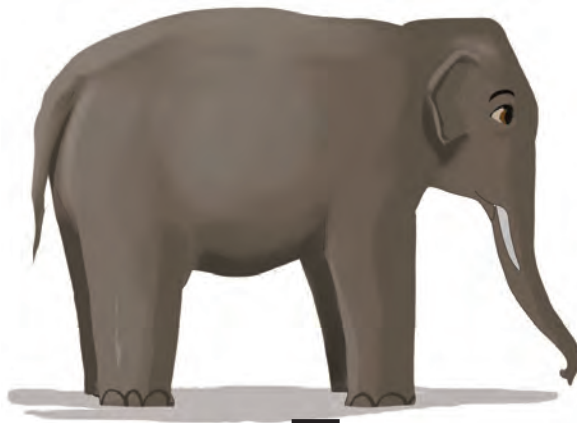
eye



ELEPHANT

Instructions for teacher:

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



elephant



EGG

Instructions for teacher:

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



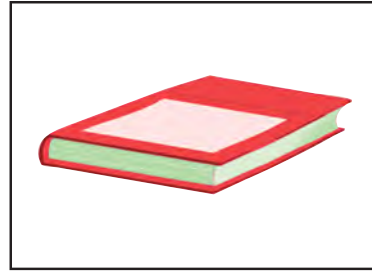
egg



Learn the words.



Ant



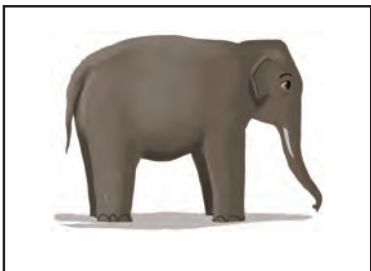
Book



Cap



Door



Elephant



Bee

Instructions for teacher:

- 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.

MS 3

4A

Handwriting practice lines for the letters Aa, Bb, and Cc. Each row shows the letter formed by joining dots, with blue arrows indicating the stroke direction. The letters are presented in four rows: Row 1 (Aa), Row 2 (Aa), Row 3 (Bb), and Row 4 (Bb). Each row contains four sets of the letter, with the first set showing the stroke direction and the subsequent three sets showing the letter formed by joining dots.

Instruction for teacher:

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

Trace



Tracing practice for uppercase and lowercase letters D, d, E, and e. The first row shows solid letters with stroke direction arrows, followed by two rows of dotted letters for tracing. The second row shows solid letters with stroke direction arrows, followed by two rows of dotted letters for tracing.

Trace the way to nest.

A word search puzzle where the letters spell out the words "begin", "after", "winter", and "egg". The letters are arranged in a grid with a path indicated by red arrows starting from an eagle and ending at a nest.

			b	e	n	m
a	g	f	a	e	r	
w	e	l	k	j	i	
t	r	e	t	o	n	
e	s	g	u			



Listen and say.

2

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****Instructions for teacher:**

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

Look and do the task.



Circle ☐ (the objects found in the picture above).



Instructions for teacher:

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

Look and do the task.



Circle ☐ (the objects found in the picture above).



Instructions for teacher:

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

Look and do the task.



Circle ☐ (the objects found in the picture above).



Instructions for teacher:

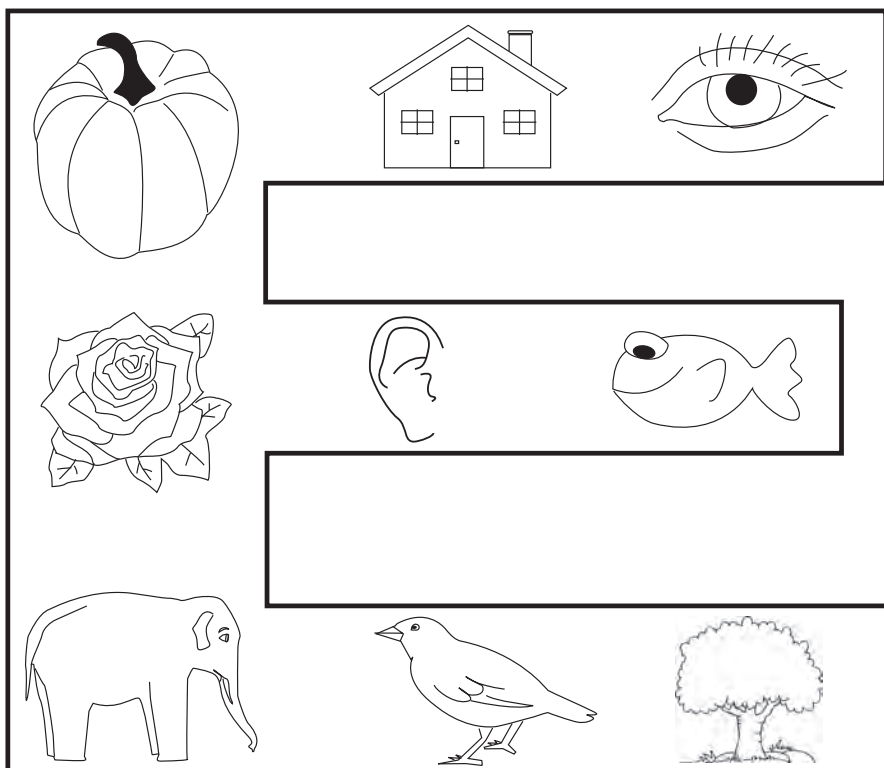
- Show the first picture and discuss about it.
- Ask students if they see the objects in the second part in the first picture.



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**).





Match the pictures to the letters.

**Aa****Bb****Cc**



Write the missing letters.



.....pple



.....all



.....at



.....og



.....gg



.....pple



.....all



.....at



.....og



.....gg

Instructions for teacher:

- Provide copy of card.
- Ask them to fill up the missing letters to make words.
- Display the work of students.



Arrange the letters and make the words.



bde

.....



ebe

.....

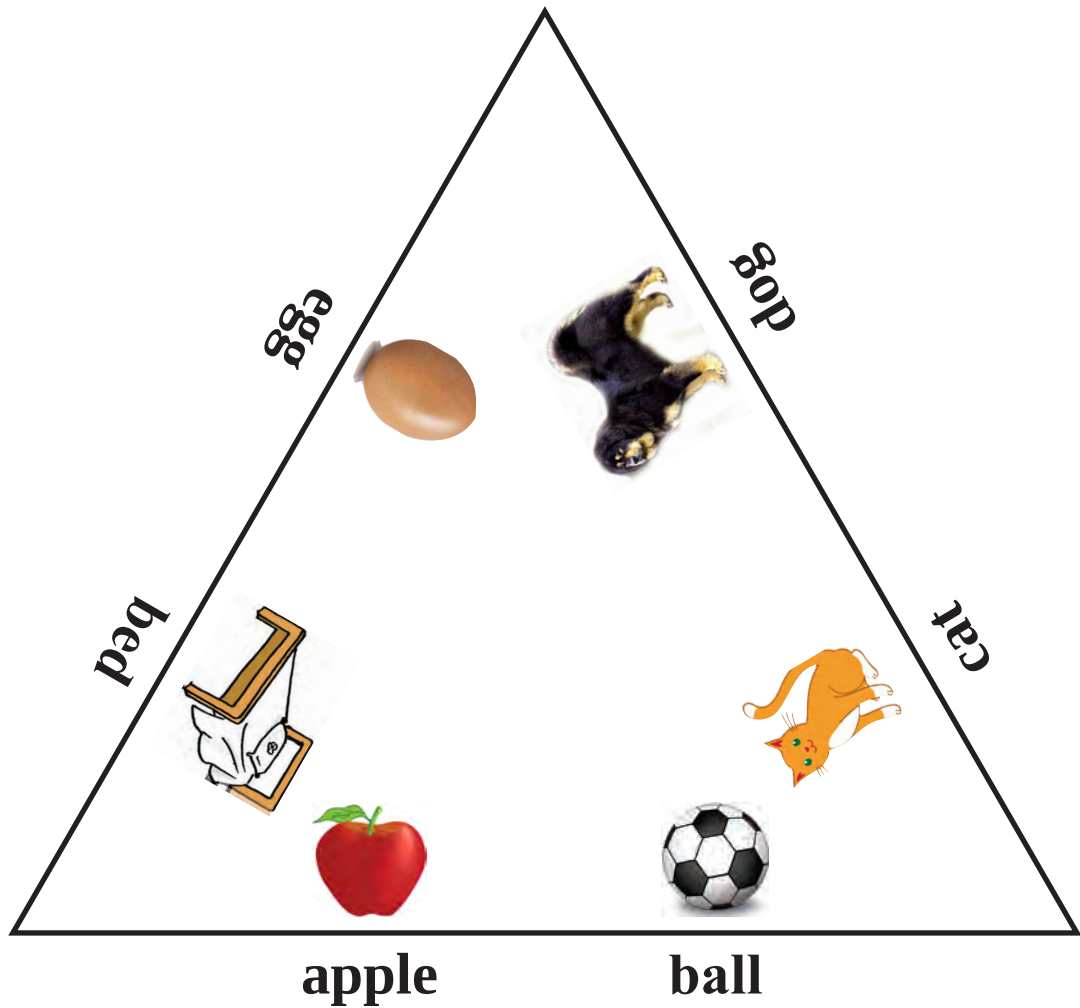


cba

.....



Put the matching word cards under the words.



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.



Read aloud.

1

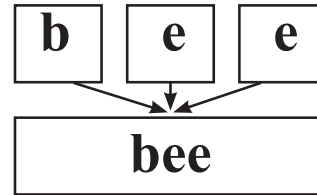
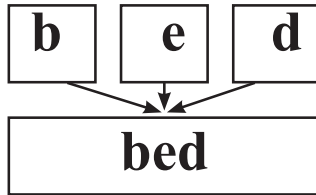
e

a

d

b

c



book

bag

cap

bee

bed

cat

ball

bread

cab

Instructions for teacher:

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

Fill the missing letters.

a__t



bal__



c__t



d__g

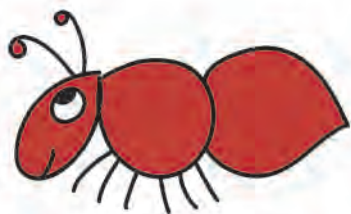


e__e

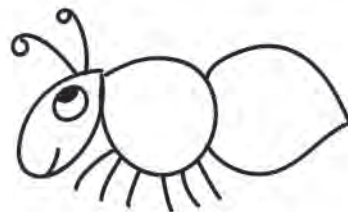
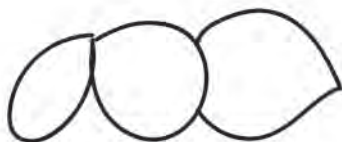




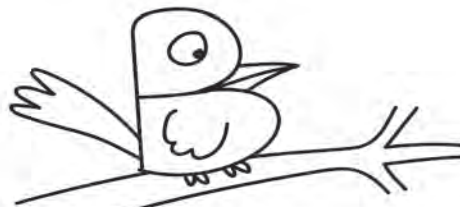
Colour the shapes.



a



B

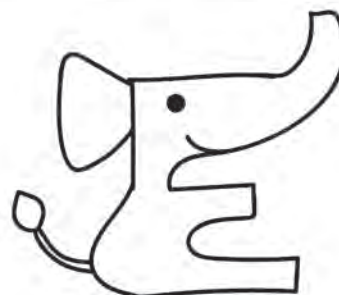
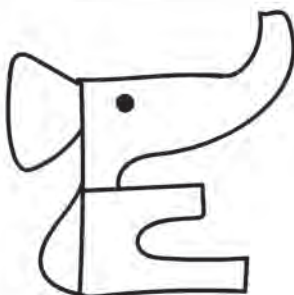
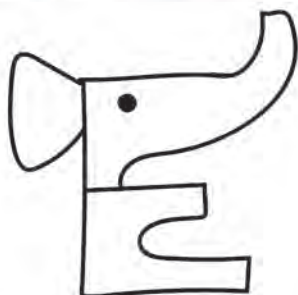
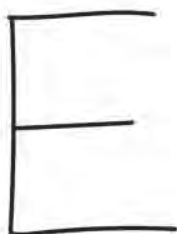
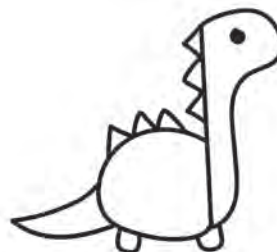
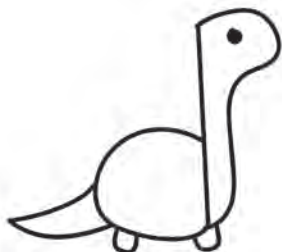


c cat





Colour the shapes.





Sing with action.

MS 4

4

F is for fan, f-f fan



G is for goat, g-g goat



H is for hen, h-h hen



I is for ink, i-i ink

J is for jug, j-j jug
J is for jug, j-j jug



Instructions for teacher:

- Learn how this is sung before class.
- Sing it and ask 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.



Instructions for teacher:

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



Learn phonics sounds.

MS 4

2

f /f/

g /g/

h /h/

i /i/

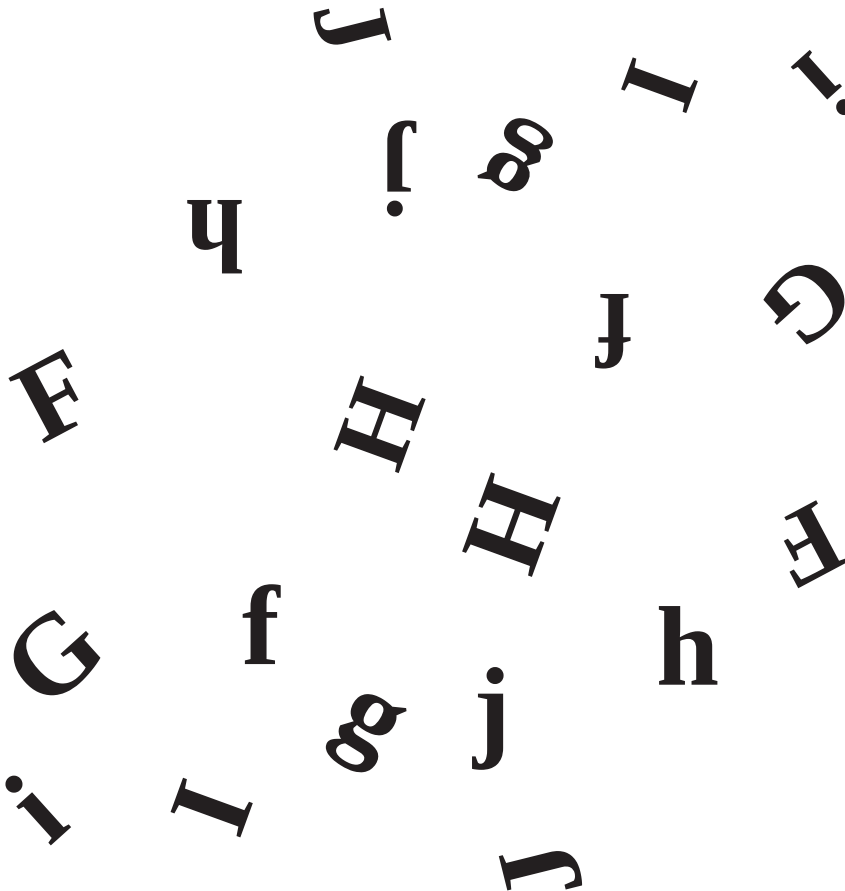
j /dz/

Instructions for teacher:

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



Learn the letter shapes.



Instructions for teacher:

- Provide rubber letters.
- Use the mango card of alphabet **f** to **j**.
- Ask students to touch the rubber letters and feel the shapes of them.
- Ask 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.



FAN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'fan' and ask students to follow.
- Focus on the initial sound /f/.
- Use this card for the activity of bunch of grapes, too.



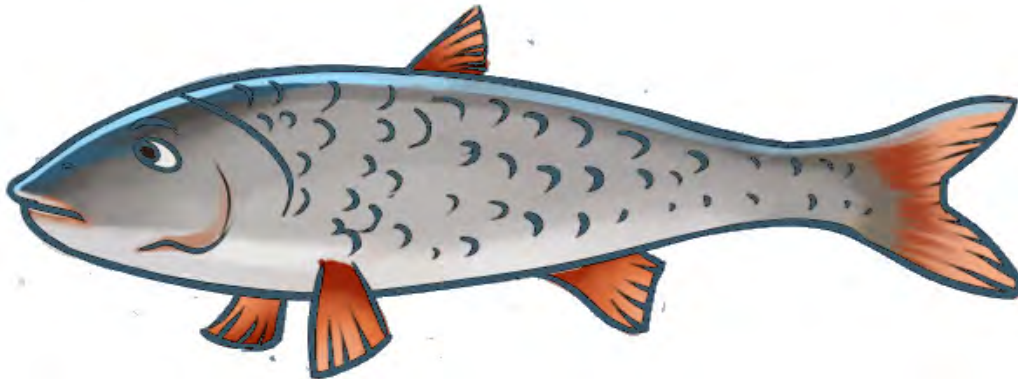
fan



FISH

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'fish' and ask students to follow.
- Focus on the initial sound /f/.
- Use this card for the activity of bunch of grapes, too.



fish



FLOWER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'flower' and ask students to follow.
- Focus on the initial sound /f/.
- Use this card for the activity of bunch of grapes, too.



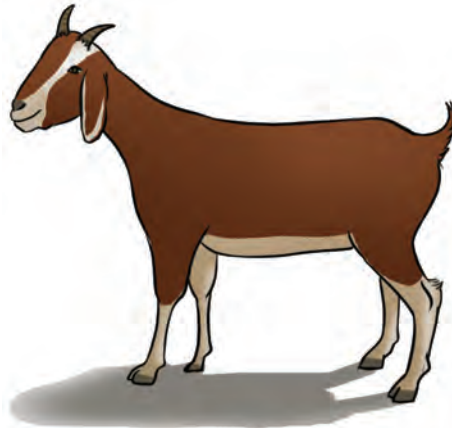
flower



GOAT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'goat' and ask students to follow.
- Focus on the initial sound /g/.
- Use this card for the activity of bunch of grapes, too.



goat



GLASS

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'glass' and ask students to follow.
- Focus on the initial sound /g/.
- Use this card for the activity of bunch of grapes, too.



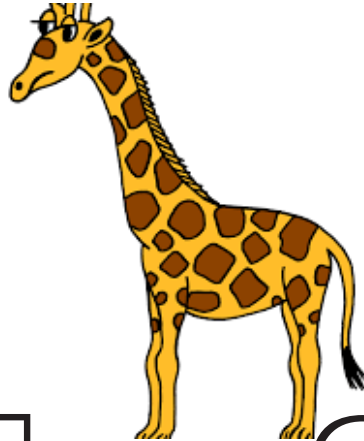
glass



GIRAFFE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'giraffe' and ask students to follow.
- Focus on the initial sound /g/.
- Use this card for the activity of bunch of grapes, too.



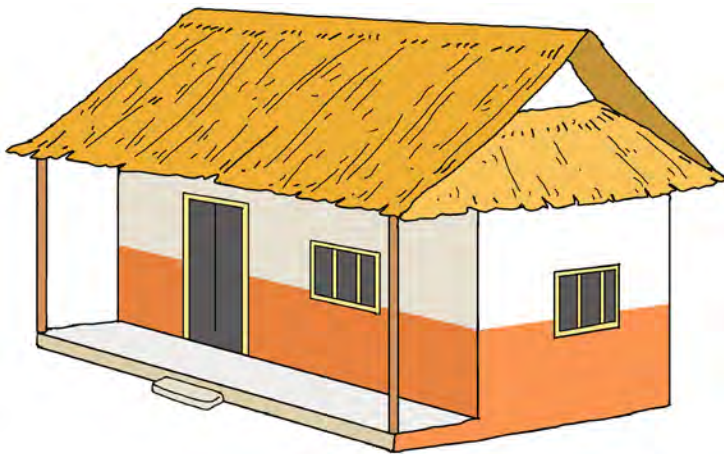
giraffe



HOUSE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'house' and ask students to follow.
- Focus on the initial sound /h/.
- Use this card for the activity of bunch of grapes, too.



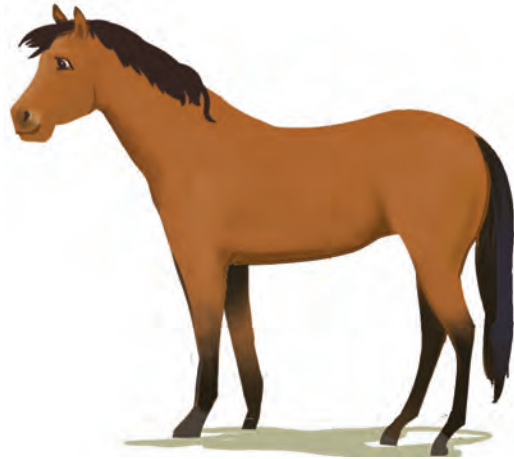
house



HORSE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'horse' and ask students to follow.
- Focus on the initial sound /h/.
- Use this card for the activity of bunch of grapes, too.



horse



HEN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'hen' and ask students to follow.
- Focus on the initial sound /h/.
- Use this card for the activity of bunch of grapes, too.



hen



INK

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'ink' and ask students to follow.
- Focus on the initial sound /i/.
- Use this card for the activity of bunch of grapes, too.



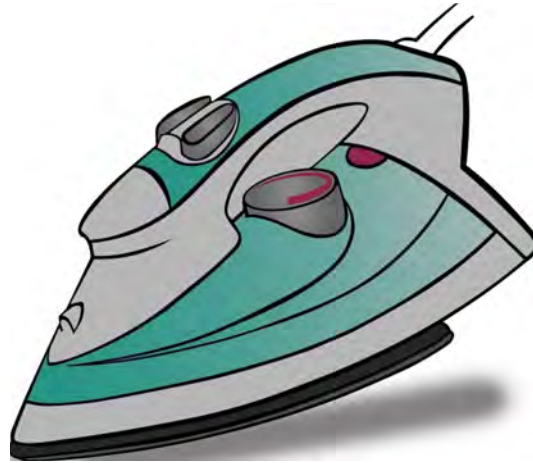
ink



IRON

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'ink' and ask students to follow.
- Focus on the initial sound /i/.
- Use this card for the activity of bunch of grapes, too.



iron



ICE-CREAM

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'ice-cream' and ask students to follow.
- Focus on the initial sound /i/.
- Use this card for the activity of bunch of grapes, too.



ice-cream



JOKER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'joker' and ask students to follow.
- Focus on the initial sound /dz/(j).
- Use this card for the activity of bunch of grapes, too.



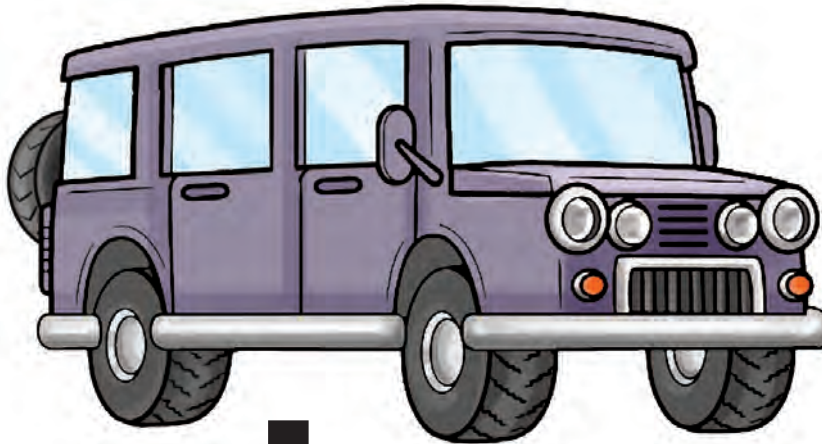
joker



JEEP

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'jeep' and ask students to follow.
- Focus on the initial sound /dz/(j).
- Use this card for the activity of bunch of grapes, too.



jeep



JUG

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'jug' and ask students to follow.
- Focus on the initial sound /dz/(j).
- Use this card for the activity of bunch of grapes, too.



jug



Learn the words.



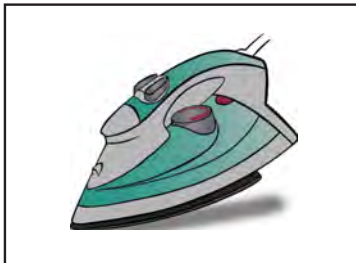
flower



glass



house



iron



joker



head

Instructions for teacher:

- 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 teacher:

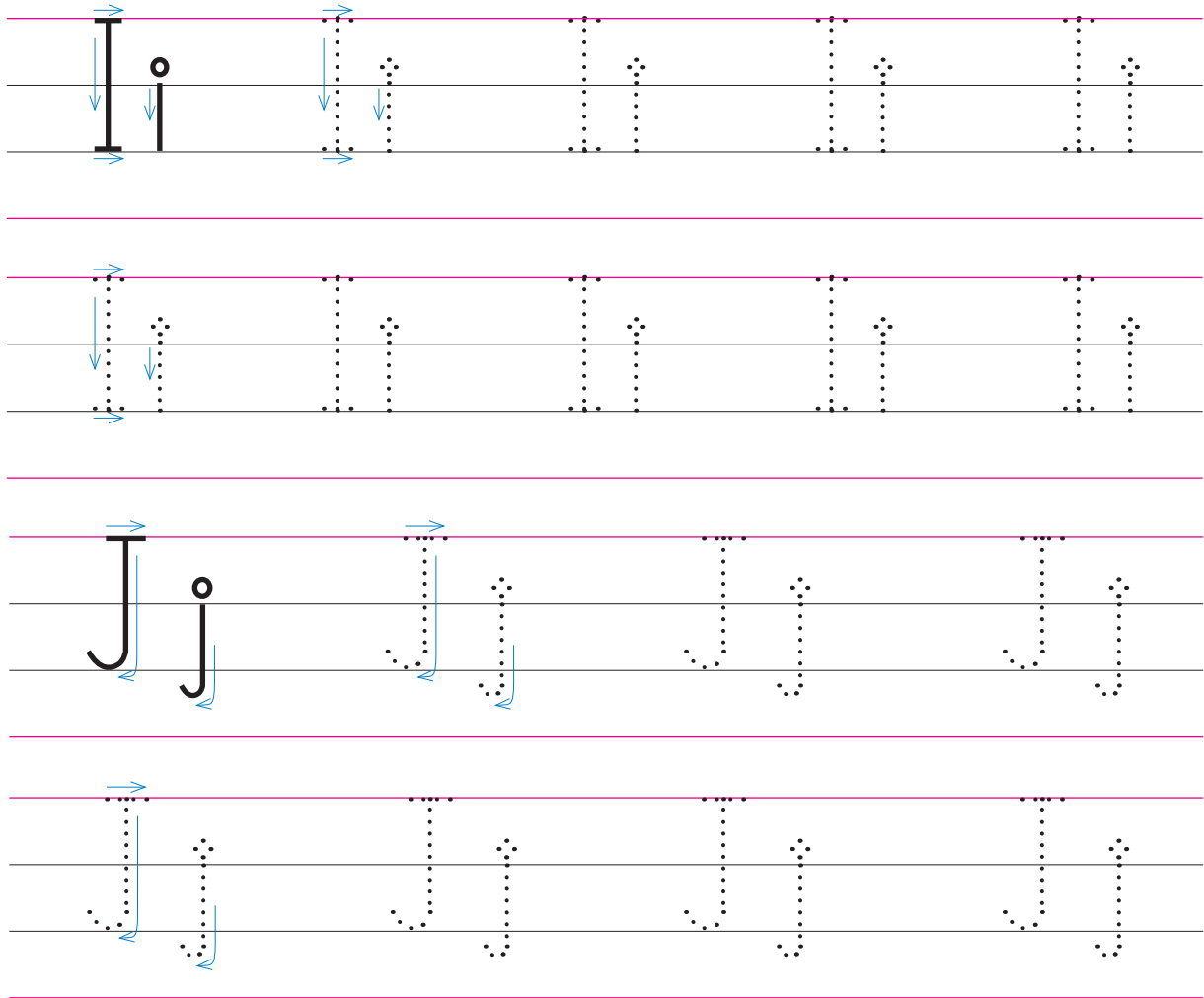
- Ask students to join the dots as shown by the arrows.



Join the dots.

MS 4

5B



Instruction for teacher:

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

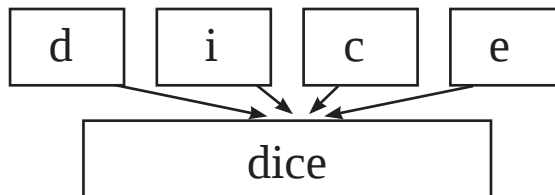
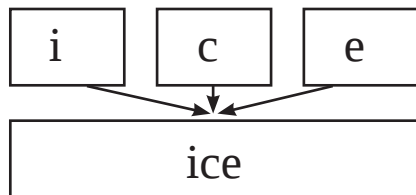
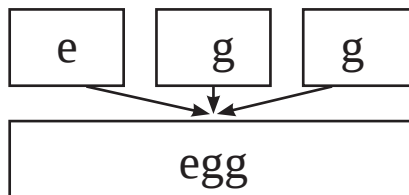
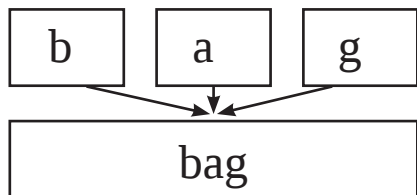
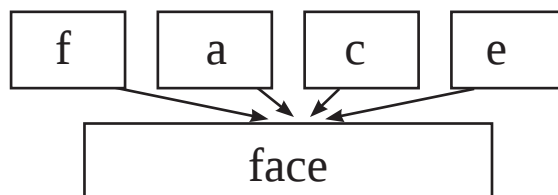
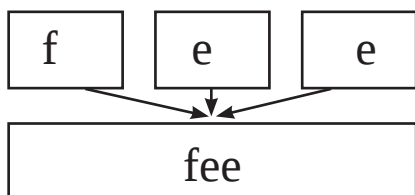


Read aloud.

MS 4

2

f d e b c
h e f g i



Instruction for teacher:

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



Listen and say.

3

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**

Instructions for teacher:

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



Write

fee

bag

head

ice

hi

high

fee

bag

head

ice

hi

high



Match the letters.

3

- | | |
|--------------------------------|--------------------------------|
| ☐ D | ☐ a |
| ☐ B | ☐ c |
| ☐ A | ☐ d |
| ☐ C | ☐ b |
| ☐ E | ☐ f |
| ☐ G | ☐ h |
| ☐ F | ☐ e |
| ☐ H | ☐ g |
-



Listen and sing.



Funny froggie, hop, hop, hop



Funny froggie, stop, stop, stop



Funny froggie, run and play



Funny froggie, don't run away!

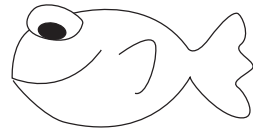
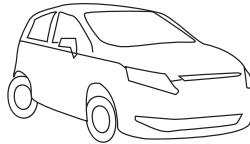
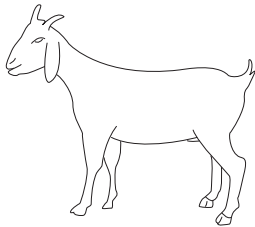
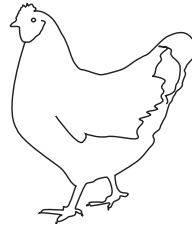
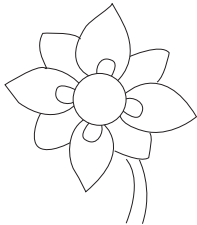
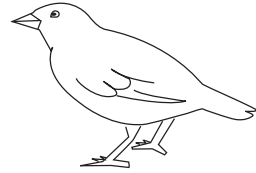
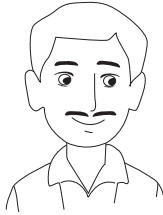


Instructions for teacher:

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



Colour (the picture that starts with f).



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


☐

☐

☐

☐

☐

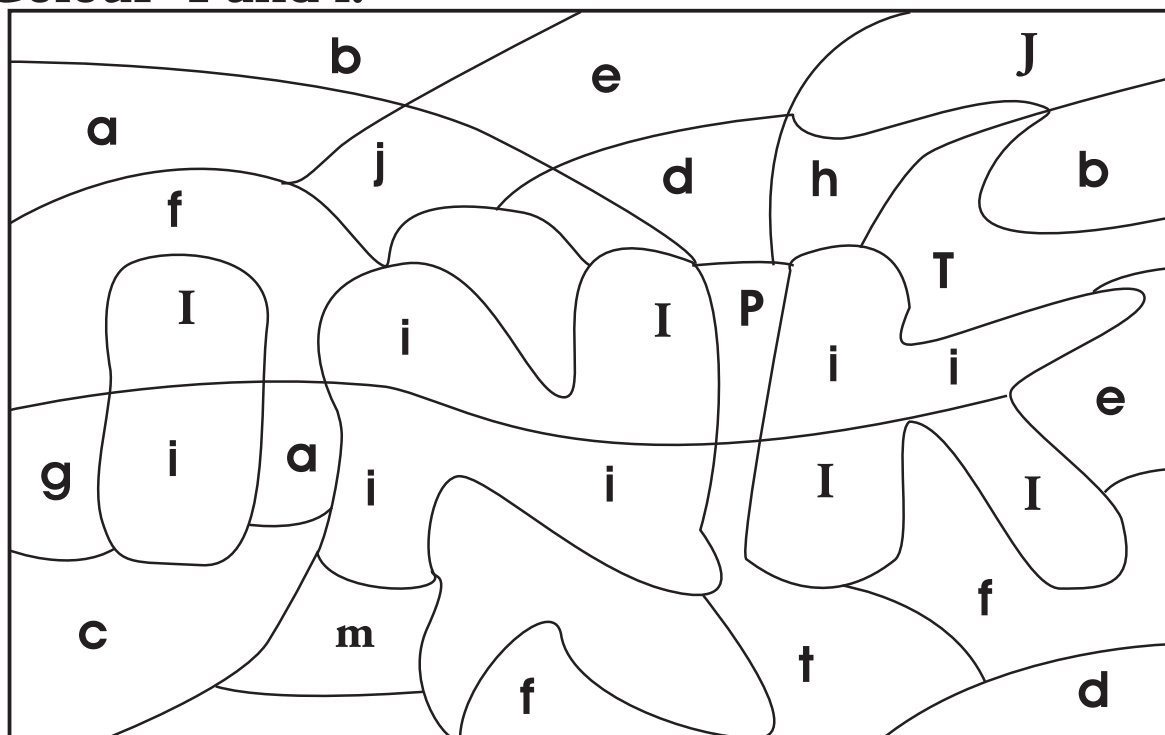
☐



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





Write the missing letters.



.....nt



.....rm



.....all



.....ag



.....at



.....ap



.....og



.....oll



.....gg



.....ye



.....an



.....ox



....lass



.....oat



.....at



.....en



.....ce



.....ron



.....ug



.....eep

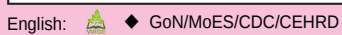


Put the matching word cards under the words.



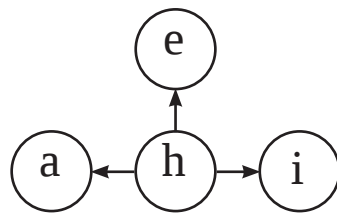
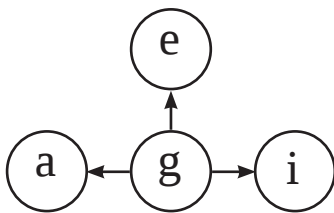
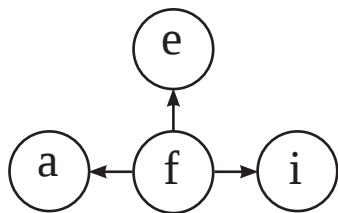
Instructions for teacher:

- 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.





Listen and say.

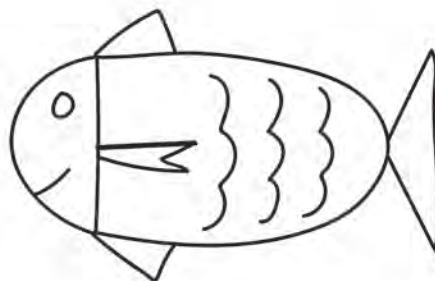
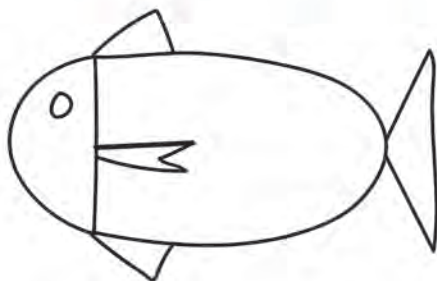
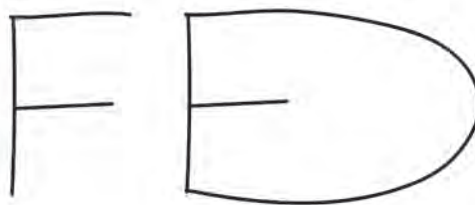
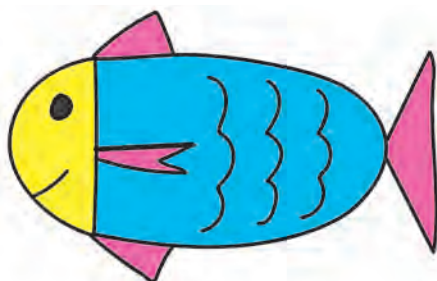


Instructions for teacher:

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

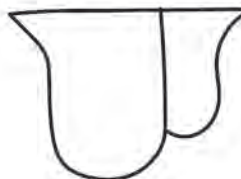
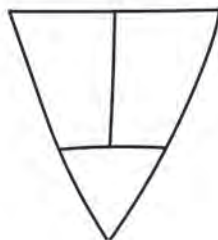
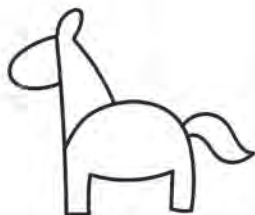
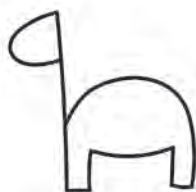


Colour the pictures.





Colour the pictures.





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



Instructions for teacher:

- Learn how this is sung before class.
- Sing it and ask 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.

MS 5

5



Instructions for teacher:

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



Learn phonics sounds.

k /k/

l /l/

m /m/

n /n/

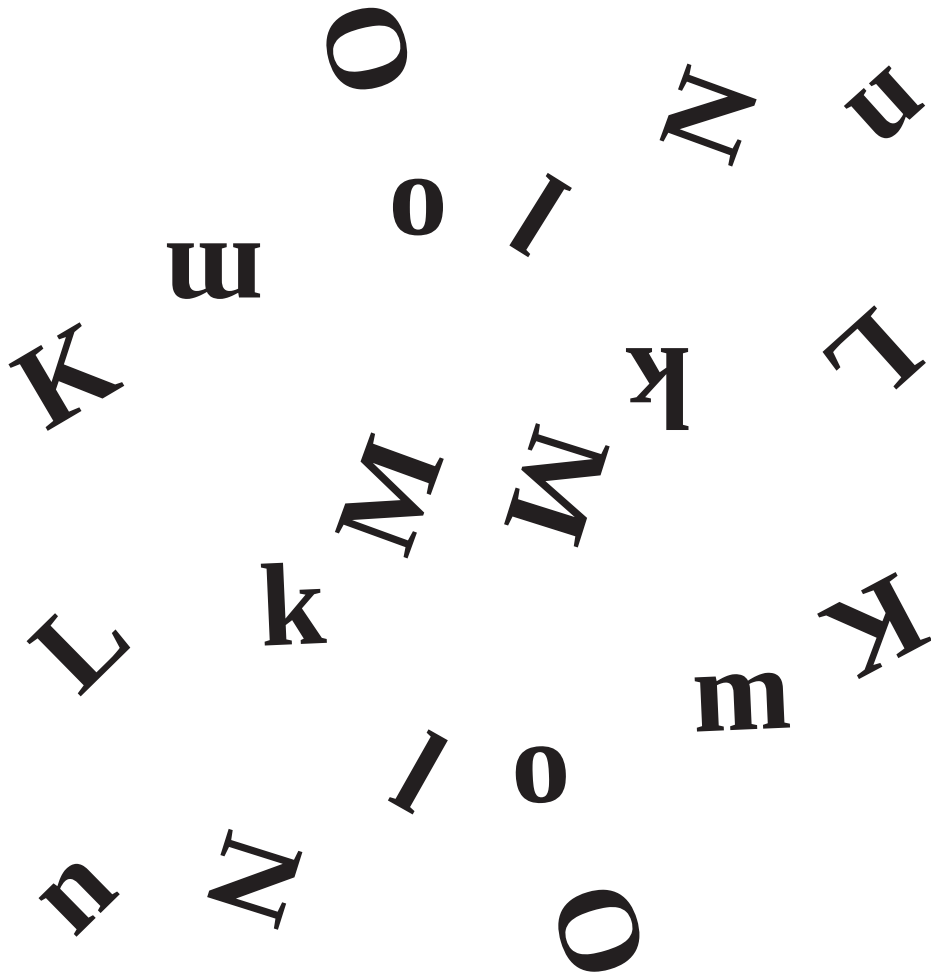
o /ɔ/ɔ:/

Instructions for teacher:

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



Learn the letter shapes.



Instructions for teacher:

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



KEY

Instructions for teacher:

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



key



KETTLE

Instructions for teacher:

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



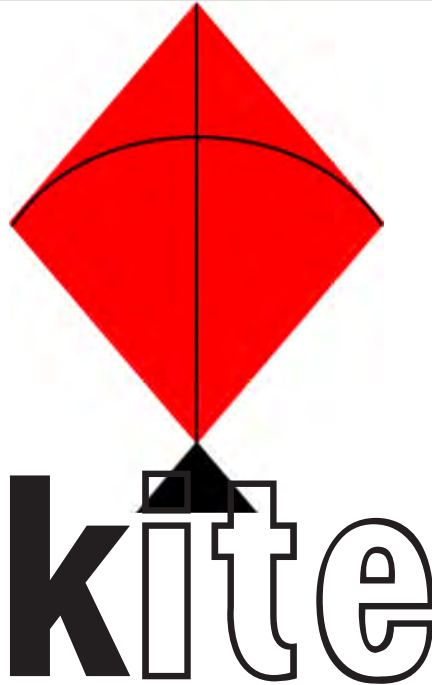
kettle



KITE

Instructions for teacher:

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





LEAF

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'leaf' and ask students to follow.
- Focus on the initial sound //l/.
- Use this card for the activity of bunch of grapes, too.



leaf



LADDER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'ladder' and ask students to follow.
- Focus on the initial sound //l/.
- Use this card for the activity of bunch of grapes, too.



ladder



LEG

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'leg' and ask students to follow.
- Focus on the initial sound //l/.
- Use this card for the activity of bunch of grapes, too.





MANGO

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'mango' and ask students to follow.
- Focus on the initial sound /m/.
- Use this card for the activity of bunch of grapes, too.



mango



MOON

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'moon' and ask students to follow.
- Focus on the initial sound /m/.
- Use this card for the activity of bunch of grapes, too.



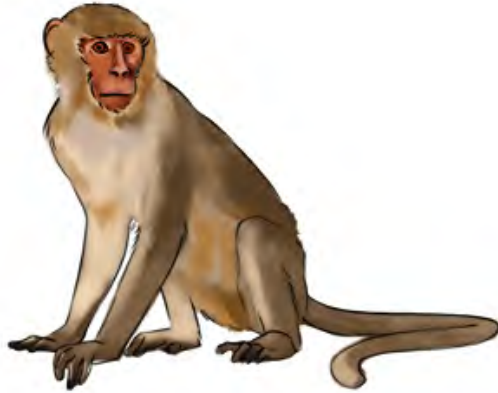
moon



MONKEY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'monkey' and ask students to follow.
- Focus on the initial sound /m/.
- Use this card for the activity of bunch of grapes, too.



monkey



NET

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'net' and ask students to follow.
- Focus on the initial sound /n/.
- Use this card for the activity of bunch of grapes, too.



net



NEST

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'nest' and ask students to follow.
- Focus on the initial sound /n/.
- Use this card for the activity of bunch of grapes, too.



nest



NOSE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'nose' and ask students to follow.
- Focus on the initial sound /n/.
- Use this card for the activity of bunch of grapes, too.



nose



ORANGE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'orange' and ask students to follow.
- Focus on the initial sound /ɔ:/.
- Use this card for the activity of bunch of grapes, too.



orange



ONION

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'onion' and ask students to follow.
- Focus on the initial sound /ɔ:/.
- Use this card for the activity of bunch of grapes, too.



onion



OX

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'ox' and ask students to follow.
- Focus on the initial sound /ɔ:/.
- Use this card for the activity of bunch of grapes, too.



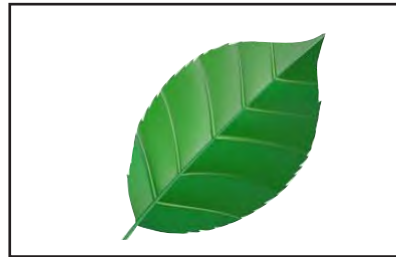
OX



Learn the words.



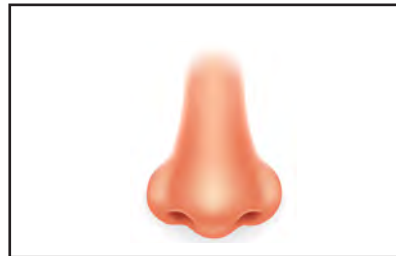
kettle



leaf



moon



nose



OX



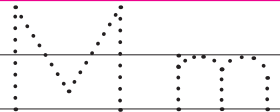
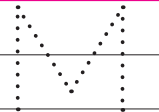
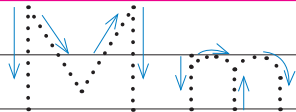
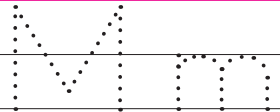
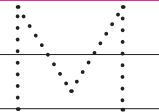
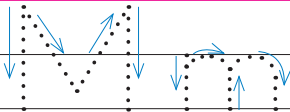
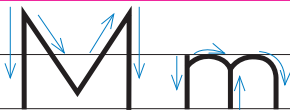
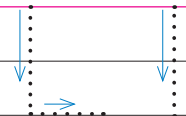
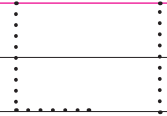
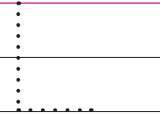
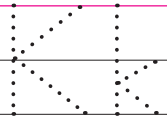
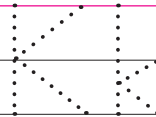
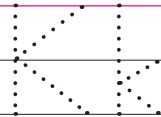
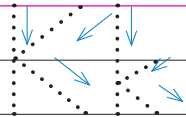
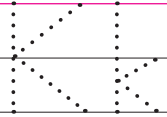
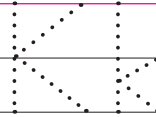
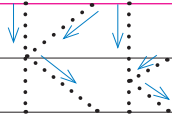
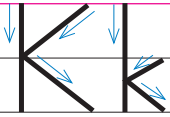
leg

Instructions for teacher:

- 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.



Join the dots.



Instruction for teacher:

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



Join the dots.

Nn

Nn

Nn

Nn

Nn

Nn

Nn

Nn

Oo

Oo

Oo

Oo

Oo

Oo

Oo

Oo

Instruction for teacher:

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

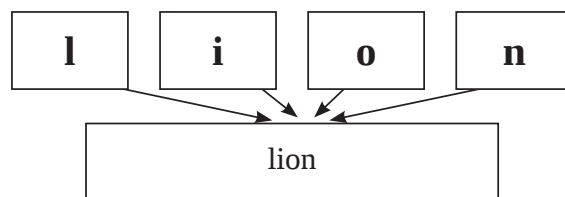
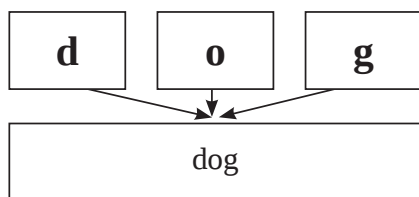


Read aloud.

MS 5

3A

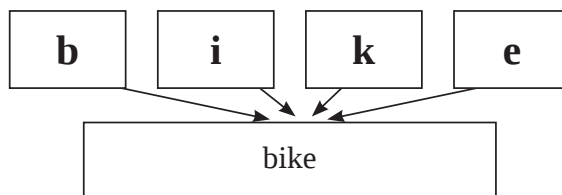
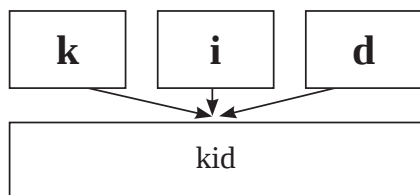
l	j	i	k	h
m	j	k	i	l
n	j	k	m	l
o	n	m	l	k



god

doll

book



chick

jackal

back

Instructions for teachers:

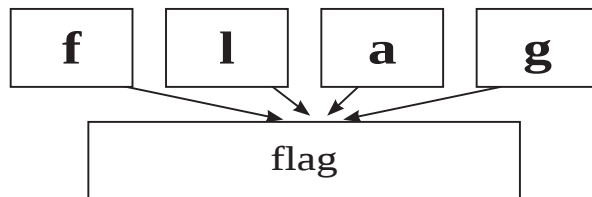
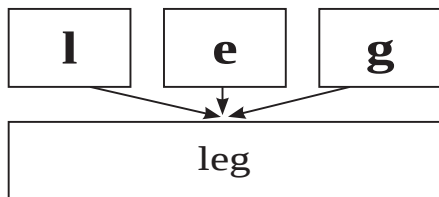
- Read the individual sounds and blend them to make the words.
- Make students to repeat after you.
- Ask them to read and provide feedback.



Read aloud.

MS 5

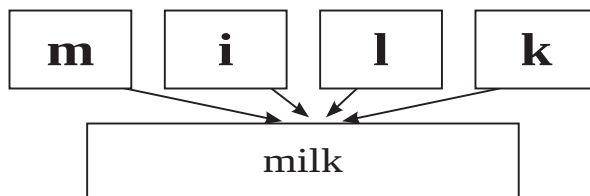
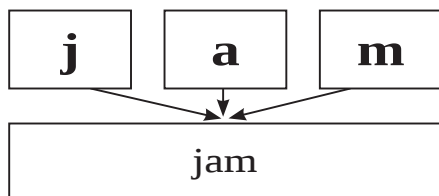
3B



ball

hill

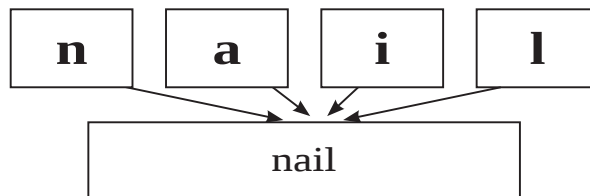
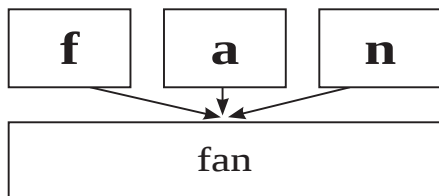
leaf



mill

me

make



man

hen

hand

Instructions for teachers:

- Read the individual sounds and blend them to make the words.
- Make the students to repeat after you.
- Ask students to read and provide feedback.

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



Listen and say.

4

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.



Write the words.

kid

leg

jam

fan

dog

book

kid

leg

jam

fan

dog

book



Match and write.

l



allball.....

j



lag

b



eg

f



am

m



an

d



en

h



og

f



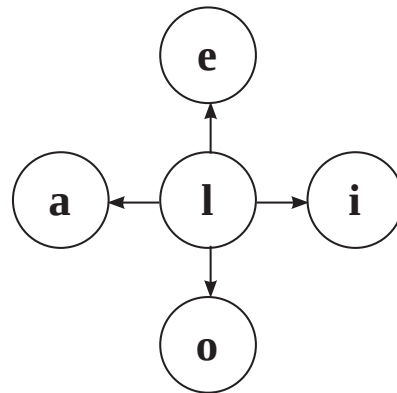
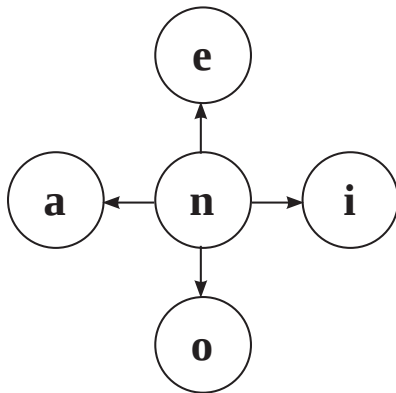
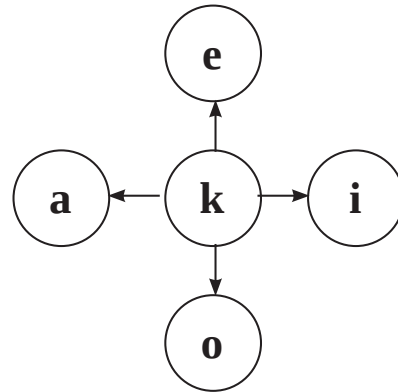
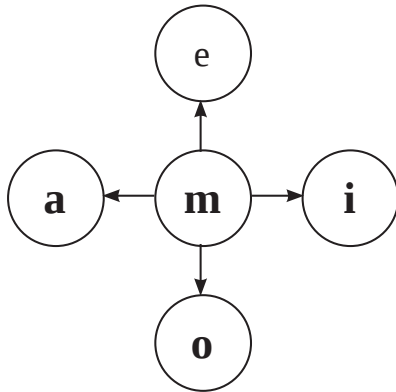
oon



Listen and say.

MS 5

3



Instructions for teachers:

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

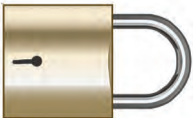


Colour.

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



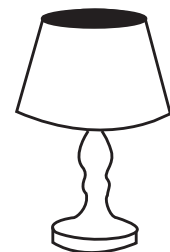
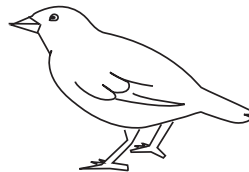
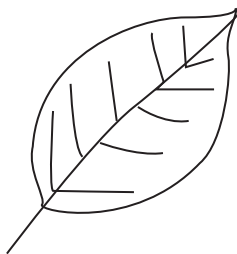
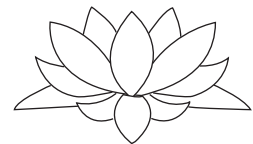
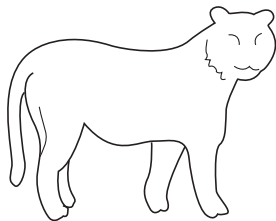
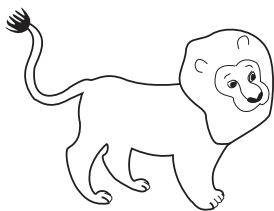


Colour.

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

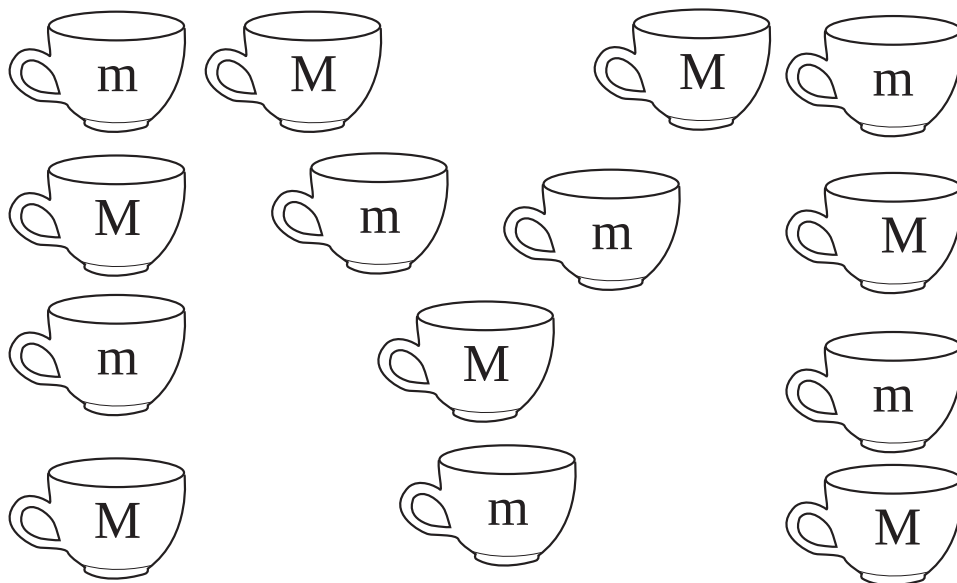
l	L	l	l	l
l	L	l	l	l
l	L	l	l	l
l	L	l	l	l
l	L	L	L	L

Colour (the pictures that begin with l).

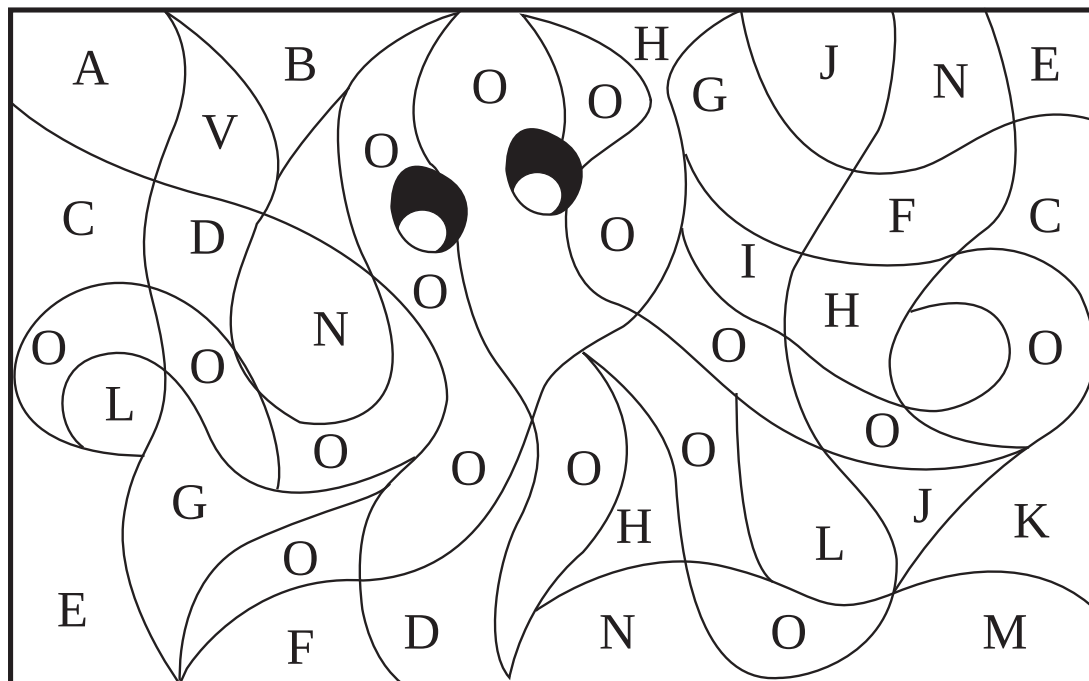




Colour (M with green and m with red).



Colour the O.





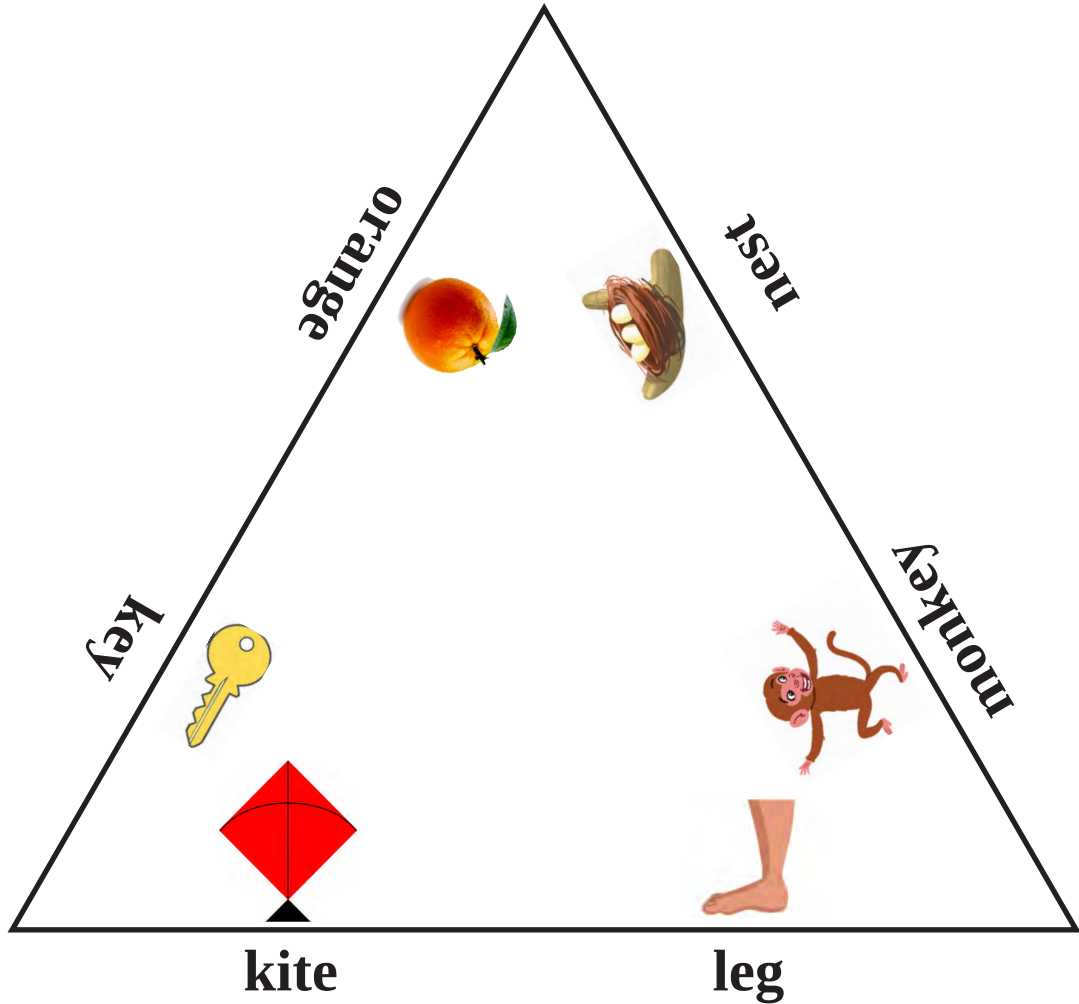
Find the words.

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





Put the matching word cards under the words.



Instructions for teacher:

Keep this card in front of the students.

Make students practise using the 10 word cards each prepared by the teacher.

Ask them to put the word cards just below the words around the triangle.

Ask them to pronounce the words while putting the cards.



Complete the following words.

allball.....



lag



eg



am



an



en



og



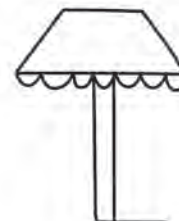
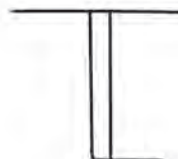
oon



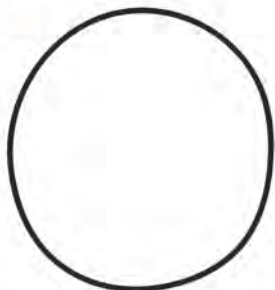
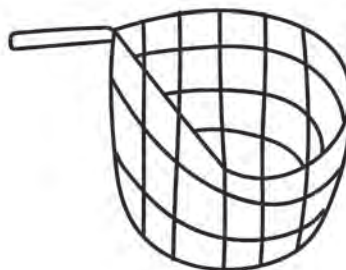
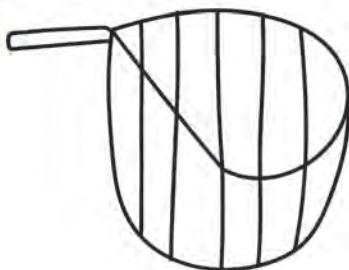
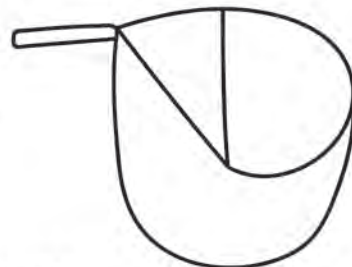
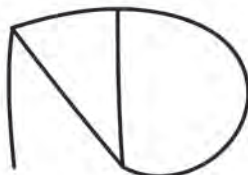
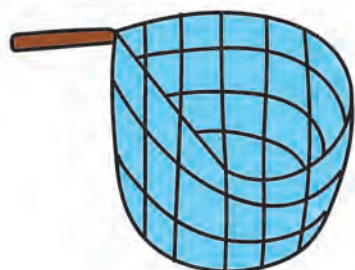
Colour.



K



Colour.





Sing with action.

MS 6

6

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



Instructions for teachers:

- Learn how this is sung before class.
- Sing it and ask 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.



Instructions for teacher:

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



Learn phonics sounds.

p /p/

q /kw/

r /r/

s /s/

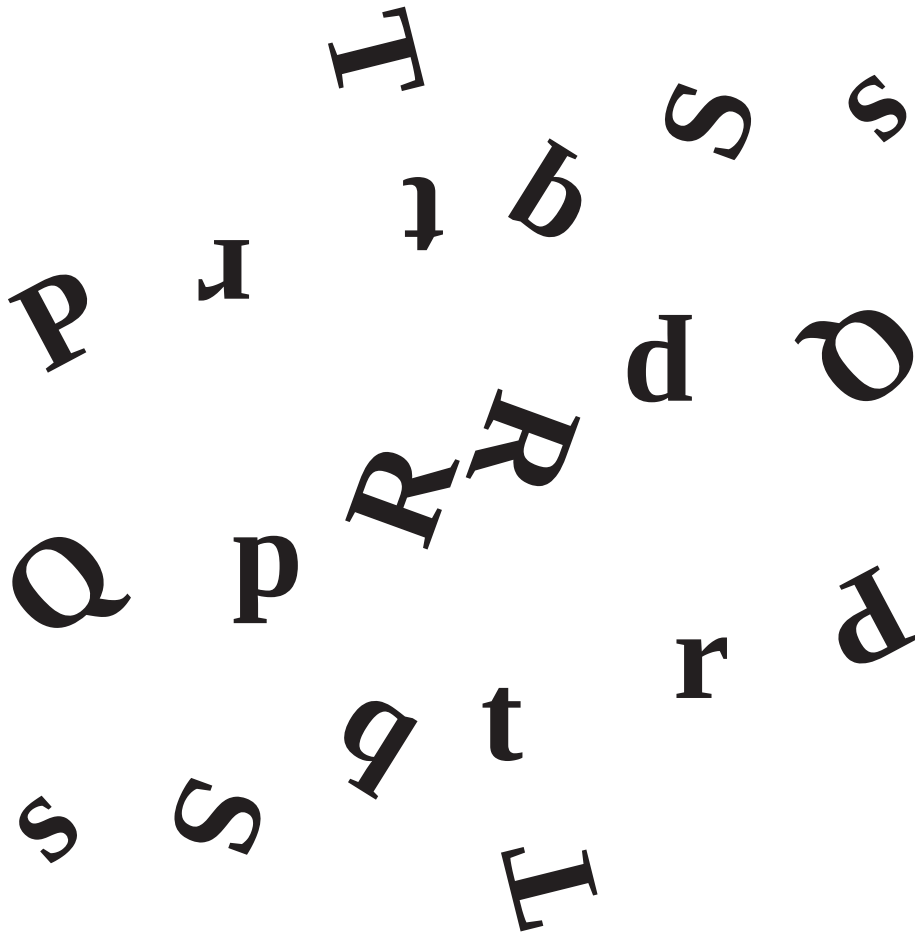
t /t/

Instructions for teacher:

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



Learn letter shapes.



Instructions for teacher:

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



PEN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'pen' and ask students to follow.
- Focus on the initial sound /p/.
- Use this card for the activity of bunch of grapes, too.



pen



POT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'pot' and ask students to follow.
- Focus on the initial sound /p/.
- Use this card for the activity of bunch of grapes, too.



pot



PARROT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'parrot' and ask students to follow.
- Focus on the initial sound /p/.
- Use this card for the activity of bunch of grapes, too.



parrot



QUESTION

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'question' and ask students to follow.
- Focus on the initial sound /kw/.
- Use this card for the activity of bunch of grapes, too.



?

question



QUILL

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'quill' and ask students to follow.
- Focus on the initial sound /kw/.
- Use this card for the activity of bunch of grapes, too.



quill



QUEEN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'queen' and ask students to follow.
- Focus on the initial sound /kw/.
- Use this card for the activity of bunch of grapes, too.



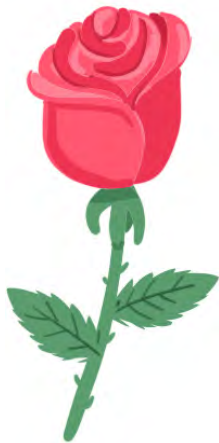
queen



ROSE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'rose' and ask students to follow.
- Focus on the initial sound /r/.
- Use this card for the activity of bunch of grapes, too.



rose



RABBIT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'rabbit' and ask students to follow.
- Focus on the initial sound /r/.
- Use this card for the activity of bunch of grapes, too.



rabbit



RAT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'rat' and ask students to follow.
- Focus on the initial sound /r/.
- Use this card for the activity of bunch of grapes, too.



rat



STAR

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'star' and ask students to follow.
- Focus on the initial sound /s/.
- Use this card for the activity of bunch of grapes, too.



star



SUN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'sun' and ask students to follow.
- Focus on the initial sound /s/.
- Use this card for the activity of bunch of grapes, too.



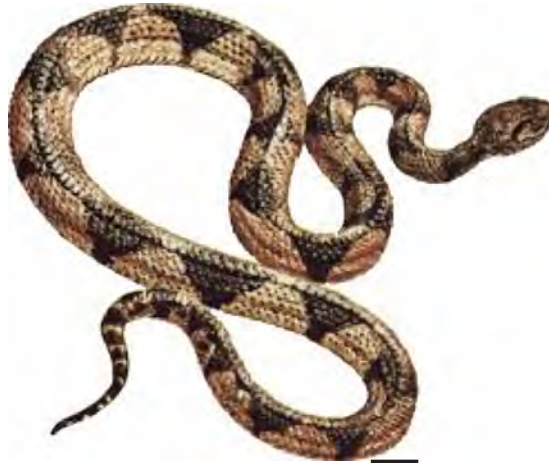
Sun



SNAKE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'snake' and ask students to follow.
- Focus on the initial sound /s/.
- Use this card for the activity of bunch of grapes, too.



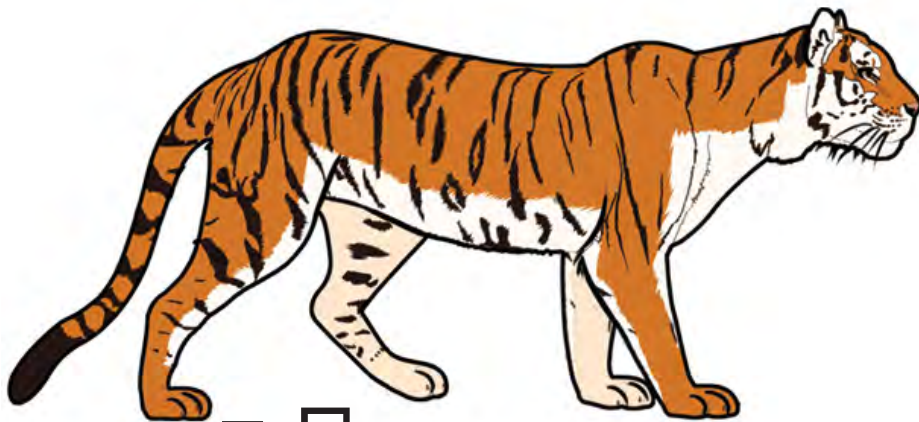
snake



TIGER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'tiger' and ask students to follow.
- Focus on the initial sound /t/.
- Use this card for the activity of bunch of grapes, too.



tiger



TAP

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'tap' and ask students to follow.
- Focus on the initial sound /t/.
- Use this card for the activity of bunch of grapes, too.



tap



TABLE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'table' and ask students to follow.
- Focus on the initial sound /t/.
- Use this card for the activity of bunch of grapes, too.



table



Join the dots.

Handwriting practice sheet for the letter 'P' and 'p'. The sheet is divided into three rows of practice lines (top, middle, bottom). Each row contains four sets of the letter 'P' and 'p' for tracing. The first set in each row shows the letter with solid lines and blue arrows indicating the stroke direction. The subsequent three sets show the letter with dotted lines for tracing. The letters are positioned on the top and middle lines of the practice lines.

Instruction for teacher:

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



Join the dots.

MS 6

7B

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

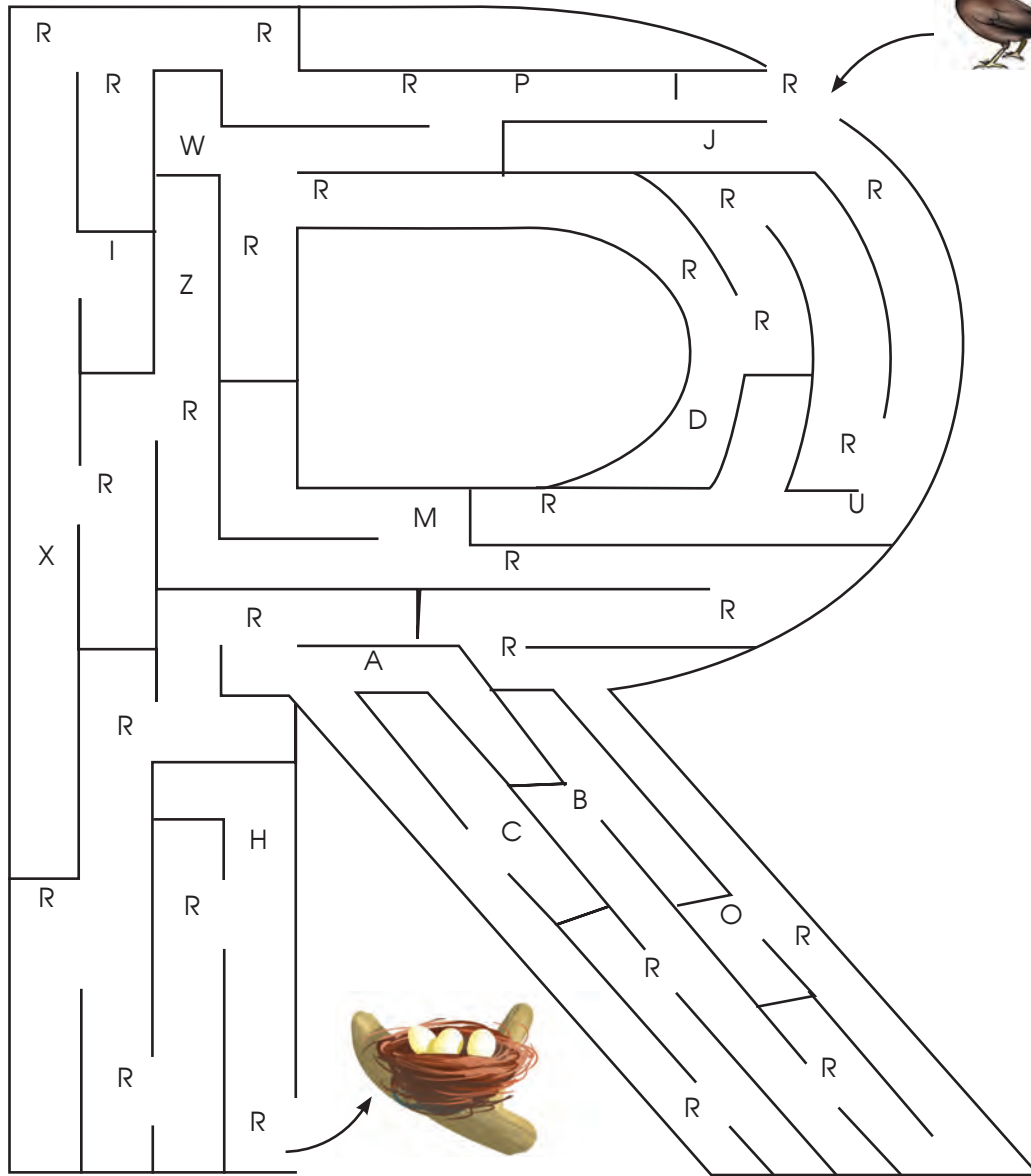
T t

Instruction for teacher:

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



Find the way.





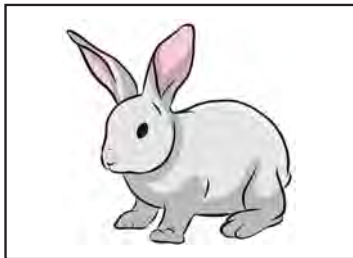
Learn the words.



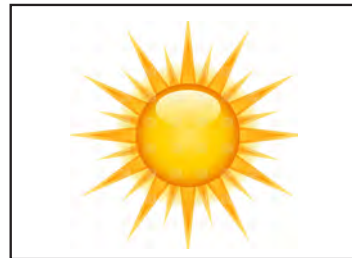
Pencil



Quill



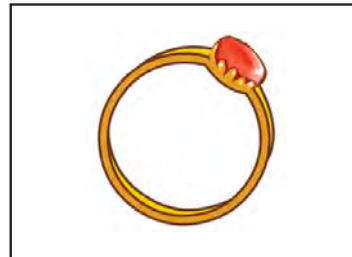
Rabbit



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.

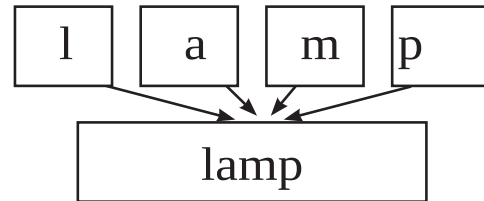
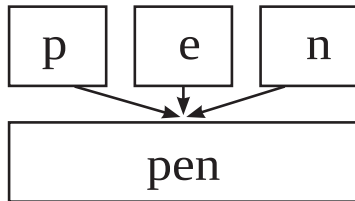
p k m o n

q o n p m

r o p n q

s q p r o

t r s q p



pencil

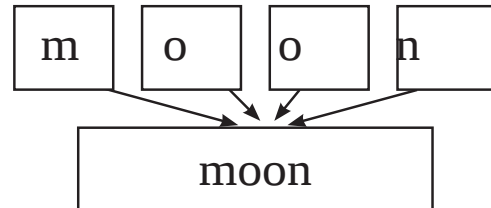
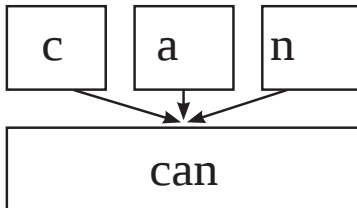
pan

cap

apple

pool

jeep



go

come

pin

map

look

help

Instruction for teacher:

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



Copy.

MS 6

3

Pp

Mm

Nn

Oo

Qq

Oo

Nn

Pp

Rr

Oo

Qq

Pp

Instruction for teachers:

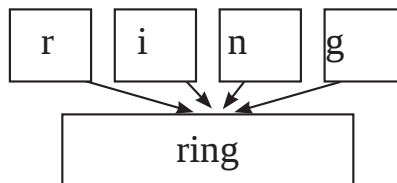
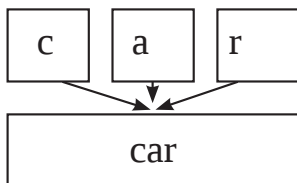
- Ask students to follow the arrows.



Read.

MS 6

5



bar

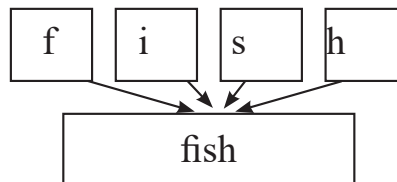
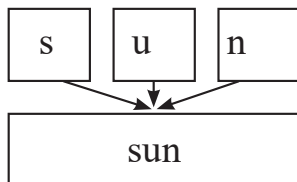
arm

room

circle

girl

rice



nose

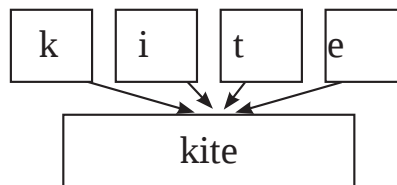
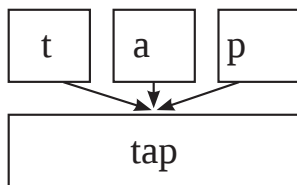
horse

class

school

son

see



bat

cat

father

mother

tiger

sit

Instruction for teacher:

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



Copy.

MS 6

4

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





Sing with action.



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

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



Instructions for teacher:

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



Match the words with pictures.

5

☐ **net**
☐ **cut**
☐ **pet**

☐ **cot**

☐ **bet**
☐ **cat**
☐ **fog**
☐ **pot**
☐ **log**

☐ **pet**

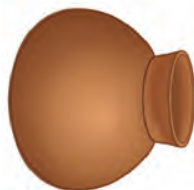
☐ **dog**
☐ **pat**
☐ **mad**
☐ **log**
☐ **man**

☐ **lap**

☐ **map**
☐ **lip**



Fill in the gaps.



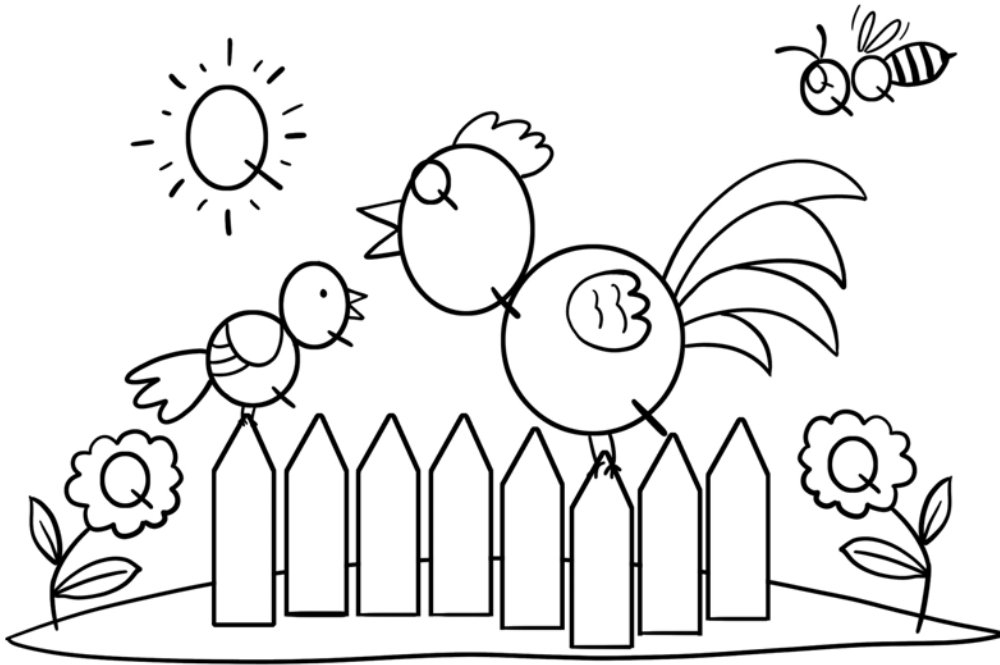
DOG	OT	AT	M.....P	AP	CAT
-----	---------	---------	---------	---------	-----



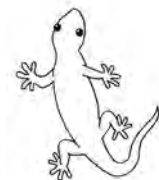
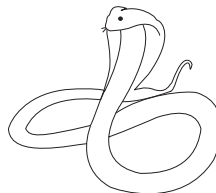
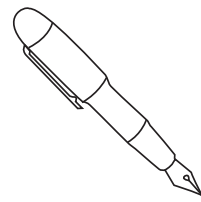
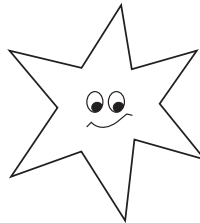
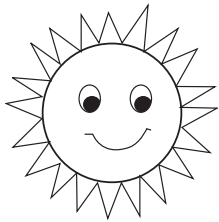


Find Q in the picture below and colour.

7



Colour (the pictures that begin with s).





Find the names of the pictures.

3

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

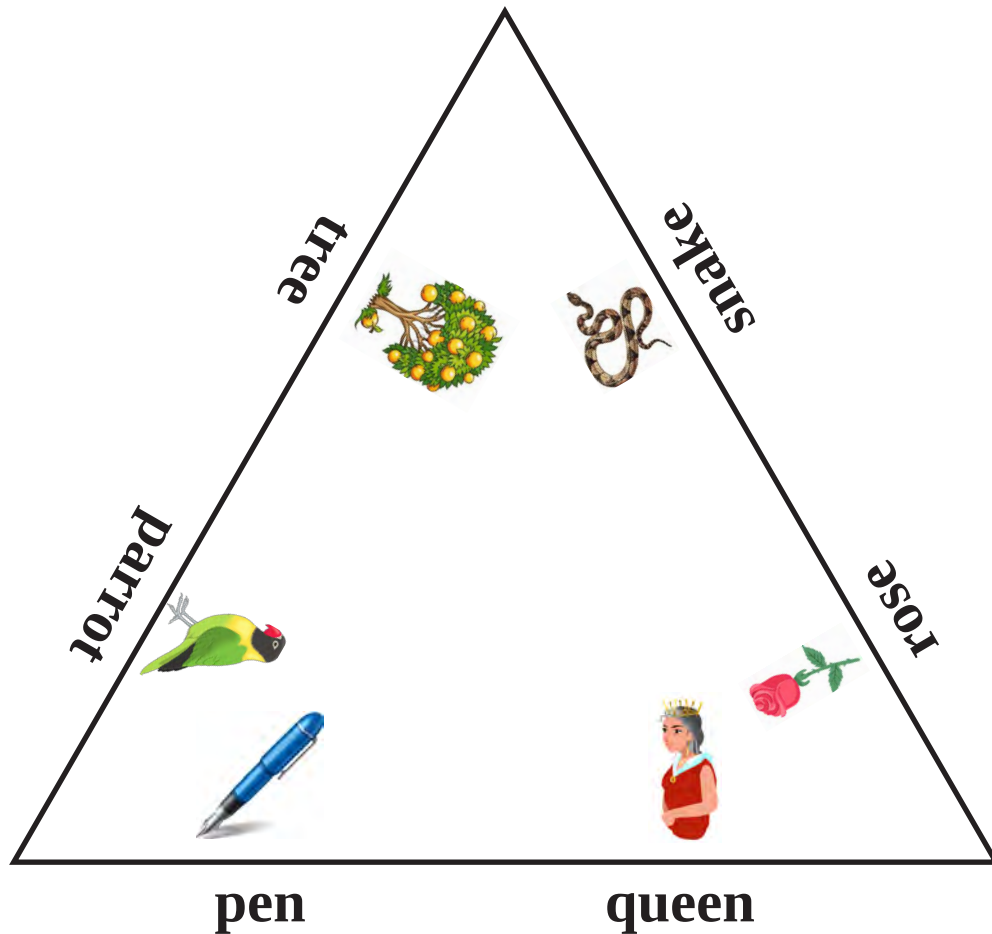


Instructions for teacher:

- Ask students to see the pictures.
- Ask them to find the name of given picture is the puzzle box.
- Ask them to circle the around the words they found.
- Check the work of students and provide feedback.



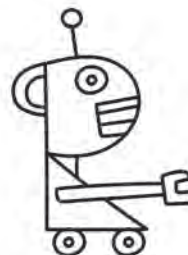
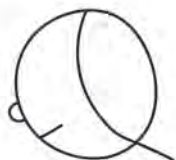
Put the matching word cards under the words.



Instructions for teachers:

- Keep this card in front of the students.
- Make 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.





Sing with action.

MS 7

7

U is for umbrella, a-a- umbrella



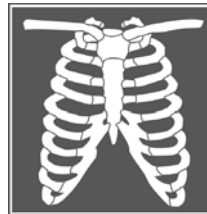
V is for van, v-v van



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.

Instructions for teacher:

- Learn how this is sung before class.
- Sing it and ask 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.

MS 7

7



Instructions for teacher:

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



Learn phonics sounds.

u /u/ **or** /ʌ/

v /v/

w /w/

x /ks/

y /j/

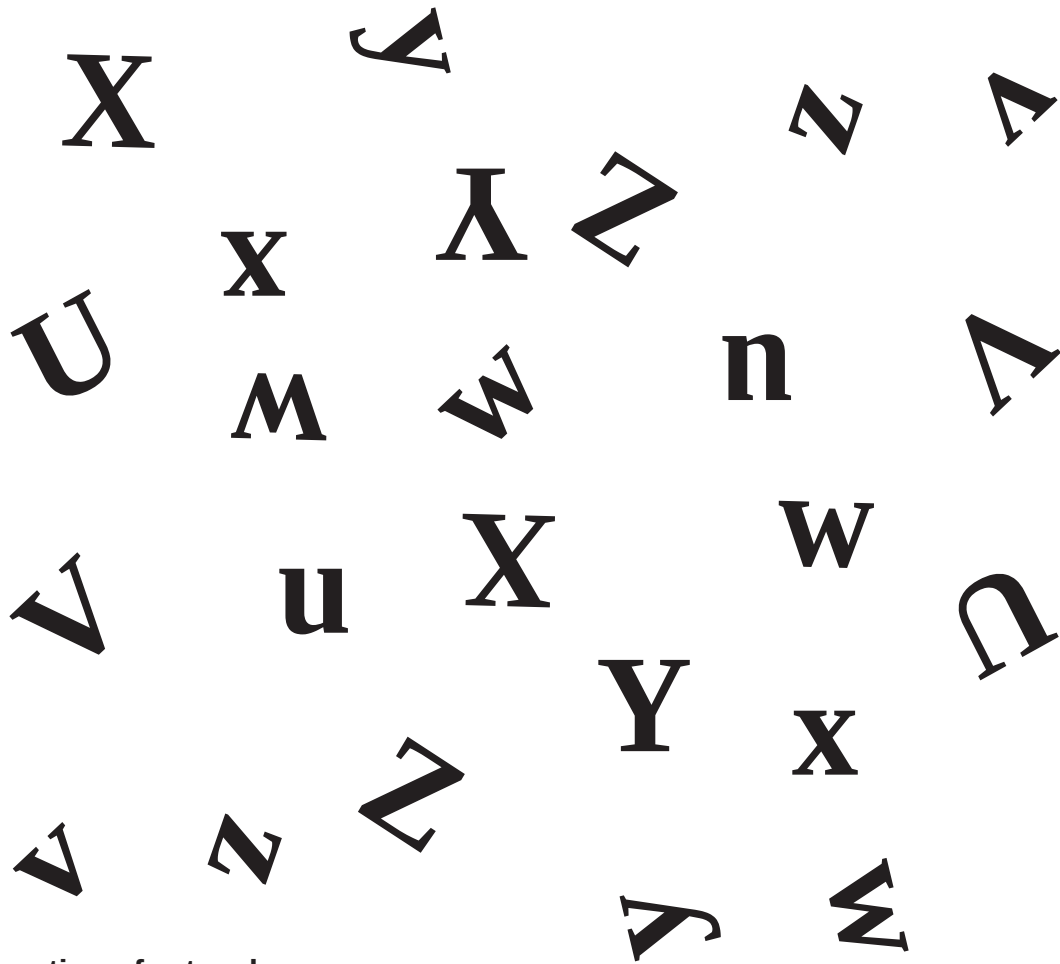
z /z/

Instructions for teacher:

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



Learn the letter shapes.



Instructions for teacher:

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



UNIFORM

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'uniform' and ask students to follow.
- Focus on the initial sound /u/ or /ʌ/.
- Use this card for the activity of bunch of grapes, too.



uniform



UNDER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'under' and ask students to follow.
- Focus on the initial sound /u/ or /ʌ/.
- Use this card for the activity of bunch of grapes, too.



under



UMBRELLA

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'umbrella' and ask students to follow.
- Focus on the initial sound /u/ or /ʌ/.
- Use this card for the activity of bunch of grapes, too.



umbrella



VEST

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'vest' and ask students to follow.
- Focus on the initial sound /v/.
- Use this card for the activity of bunch of grapes, too.



vest



VASE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'vase' and ask students to follow.
- Focus on the initial sound /v/.
- Use this card for the activity of bunch of grapes, too.



vase



VAN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'van' and ask students to follow.
- Focus on the initial sound /v/.
- Use this card for the activity of bunch of grapes, too.



van



WHEEL

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'wheel' and ask students to follow.
- Focus on the initial sound /w/.
- Use this card for the activity of bunch of grapes, too.



wheel



WATCH

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'watch' and ask students to follow.
- Focus on the initial sound /w/.
- Use this card for the activity of bunch of grapes, too.



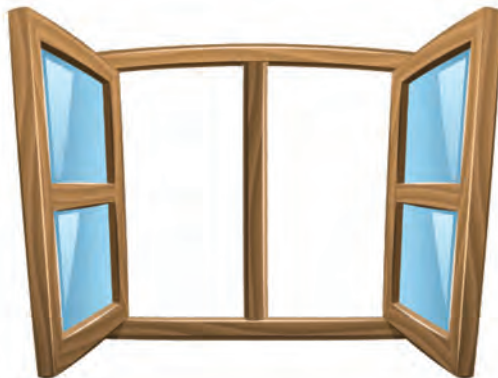
watch



WINDOW

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'window' and ask students to follow.
- Focus on the initial sound /w/.
- Use this card for the activity of bunch of grapes, too.



window



XYLOPHONE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'xylophone' and ask students to follow.
- Focus on the initial sound /ks/.
- Use this card for the activity of bunch of grapes, too.



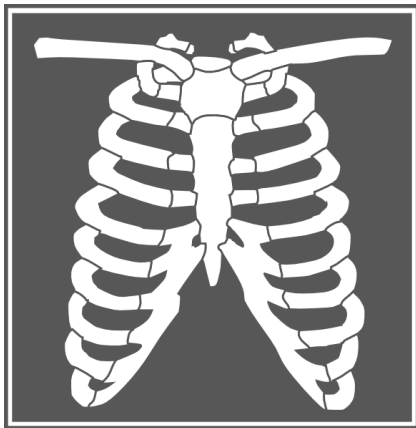
xylophone



X-RAY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'x-ray' and ask students to follow.
- Focus on the initial sound /ks/.
- Use this card for the activity of bunch of grapes, too.



X-ray



X-MAS

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'x-mas' and ask students to follow.
- Focus on the initial sound /ks/.
- Use this card for the activity of bunch of grapes, too.



X-mas



YAK

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'yak' and ask students to follow.
- Focus on the initial sound /j/.
- Use this card for the activity of bunch of grapes, too.



yak



YACHT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'yacht' and ask students to follow.
- Focus on the initial sound /j/.
- Use this card for the activity of bunch of grapes, too.



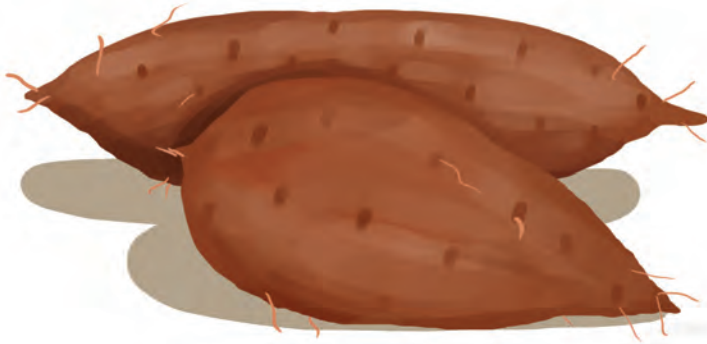
yacht



YAM

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'yam' and ask students to follow.
- Focus on the initial sound /j/.
- Use this card for the activity of bunch of grapes, too.



yam



ZEBRA

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'zebra' and ask students to follow.
- Focus on the initial sound /z/.
- Use this card for the activity of bunch of grapes, too.



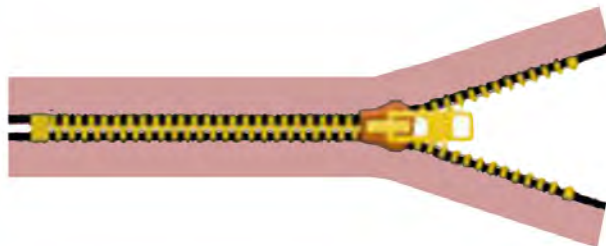
zebra



ZIP

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'zip' and ask students to follow.
- Focus on the initial sound /z/.
- Use this card for the activity of bunch of grapes, too.



zip



zoo

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'zoo' and ask students to follow.
- Focus on the initial sound /z/.
- Use this card for the activity of bunch of grapes, too.



ZOO



Join the dots.

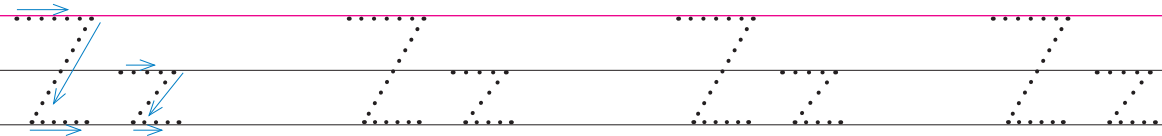
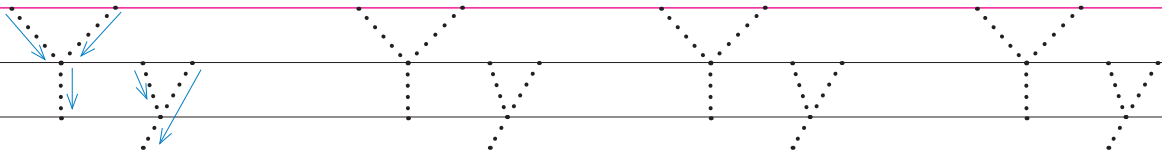
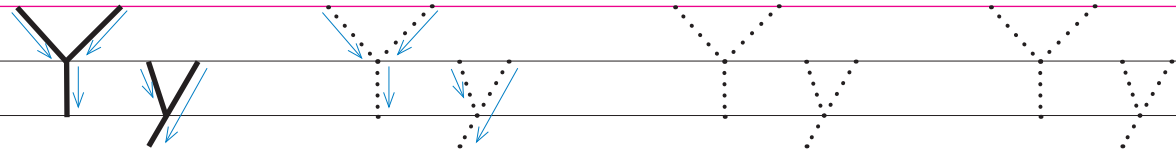
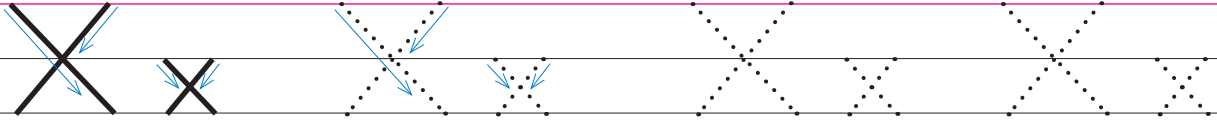
Handwriting practice sheet for the letter 'U' and 'u'. The sheet is divided into three main sections, each with two rows of practice lines (top and bottom lines, with a middle line). Each section contains four sets of letters. The first set in each section shows the letter with solid black outlines and blue arrows indicating the stroke direction. The subsequent three sets show the letter with dotted outlines for tracing. The first section is for uppercase 'U' and lowercase 'u'. The second section is for uppercase 'V' and lowercase 'v'. The third section is for uppercase 'W' and lowercase 'w'.

Instruction for teacher:

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



Join the dots.



Instruction for teacher:

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



Listen and say.

MS 7

5A



u



v



w



Instructions for teacher:

- Pronounce the names of the pictures.
- Ask students to listen and say.



Listen and say.

MS 7

5B



X



Y



Z



O





Read.

MS 7

6

s u n
sun

uncle

student

b l u e
blue

horse

mouse

put

out

v a n
van

vast

give

v a s e
vase

cave

vest

live

hive

b o y
boy

toy

yam

p l a y
play

yak

my

say

they

Instruction for teacher:

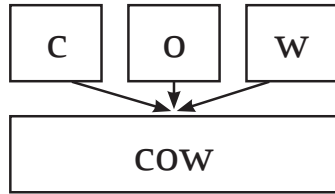
- Ask students to blend the sounds together to make/read the words.



Read.

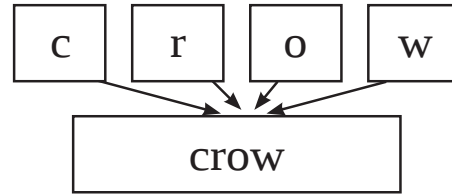
MS 7

7



water

snow

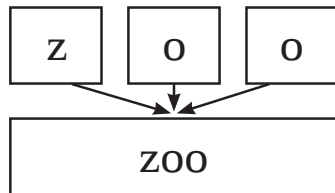


watch

swan

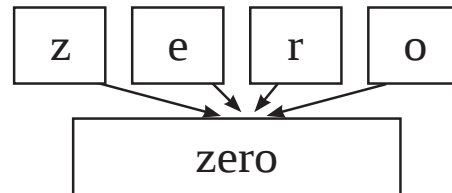
arrow

show



quiz

prize

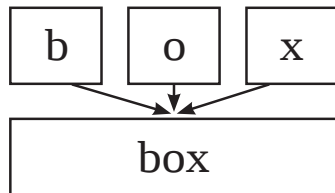


lazy

zoom

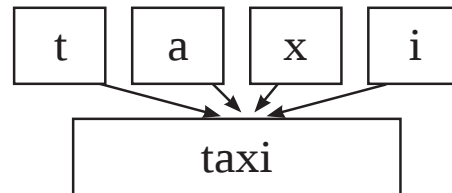
maze

size



fox

six



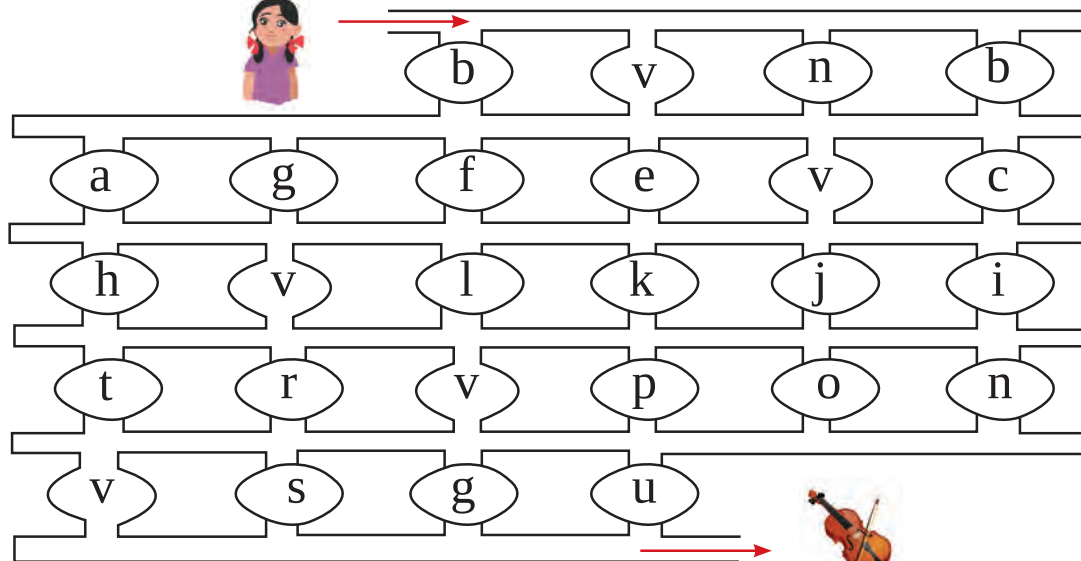
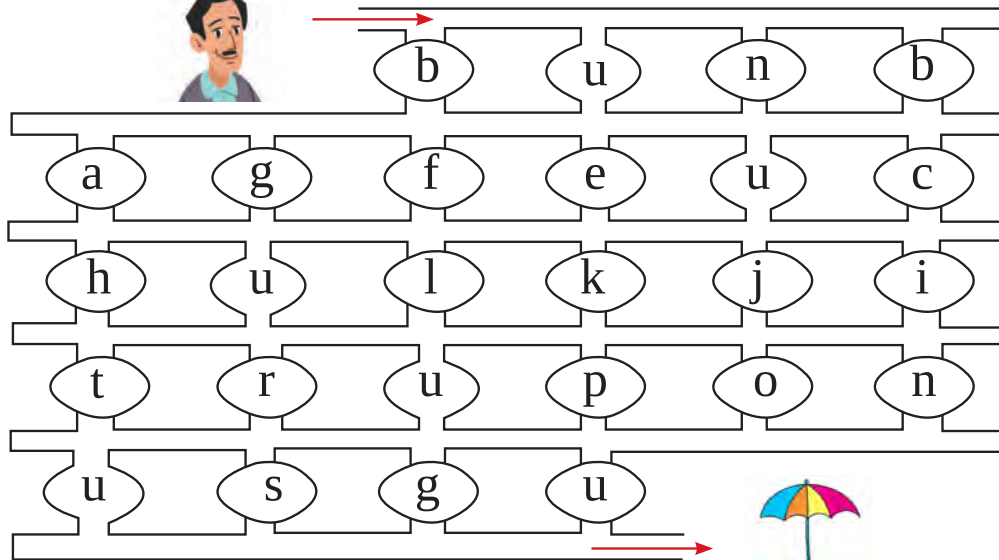
ox

mix

axe

text

Find the way.







Write the missing letters.



.....pple



.....all



.....at



.....og



.....ye



.....an



.....ate



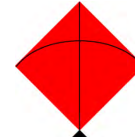
.....en



.....ron



.....oker



.....ite



.....eaf



...onkey



.....est



...range



....arrot



.....ueen



....abbit



.....nake



....able



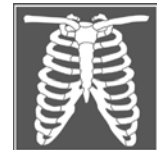
...mbrella



.....an



.....atch



.....ray



.....ak



.....ebra



Match the words to the pictures.

☒ umbrella



☐

☐ zebra



☐

☐ yak



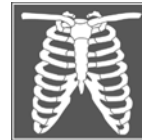
☐

☐ watch



☐

☐ van



☐

☐ fox



☐

☐ box



☐

☐ x-ray



☐



Arrange the dictionary order of alphabets.

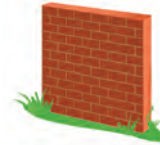
4

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

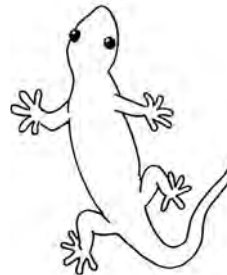
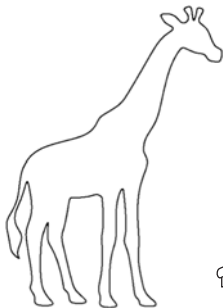
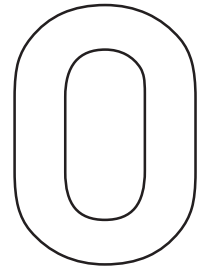
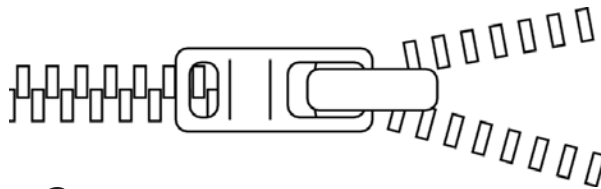
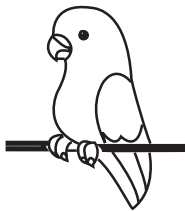
Instruction for teacher:

- Ask students to write their copy.

Circle the odd picture.



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





Circle (the correct word for pictures).



sun run pun



man van pan



cat crow cow



fox ox box



toy boy joy



lip ship zip

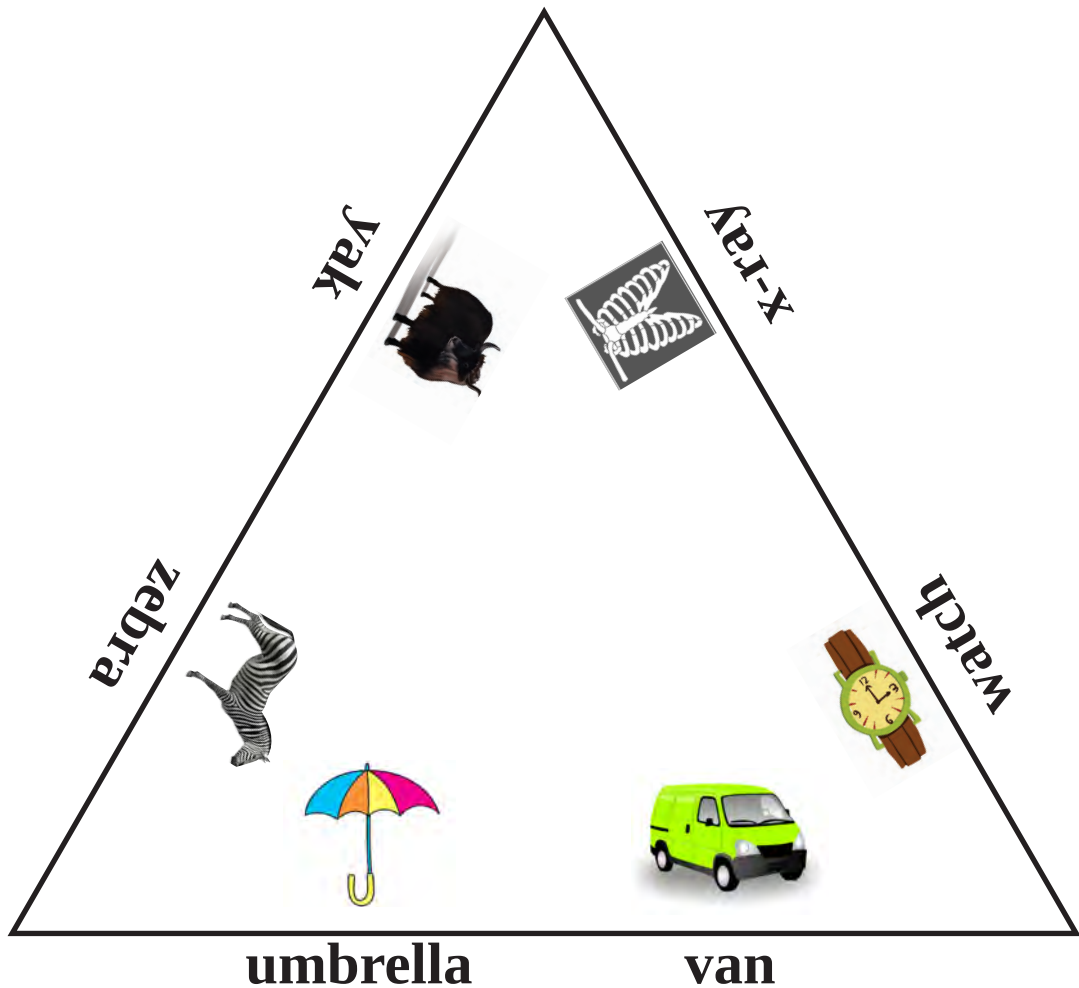
Find

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





Put the matching word cards under the words.



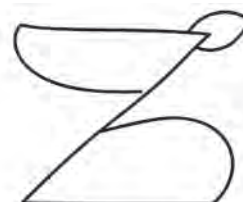
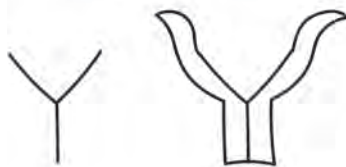
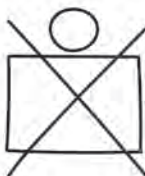
Instructions for teacher:

- Keep this card in front of the students.
- Make the students practise 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.

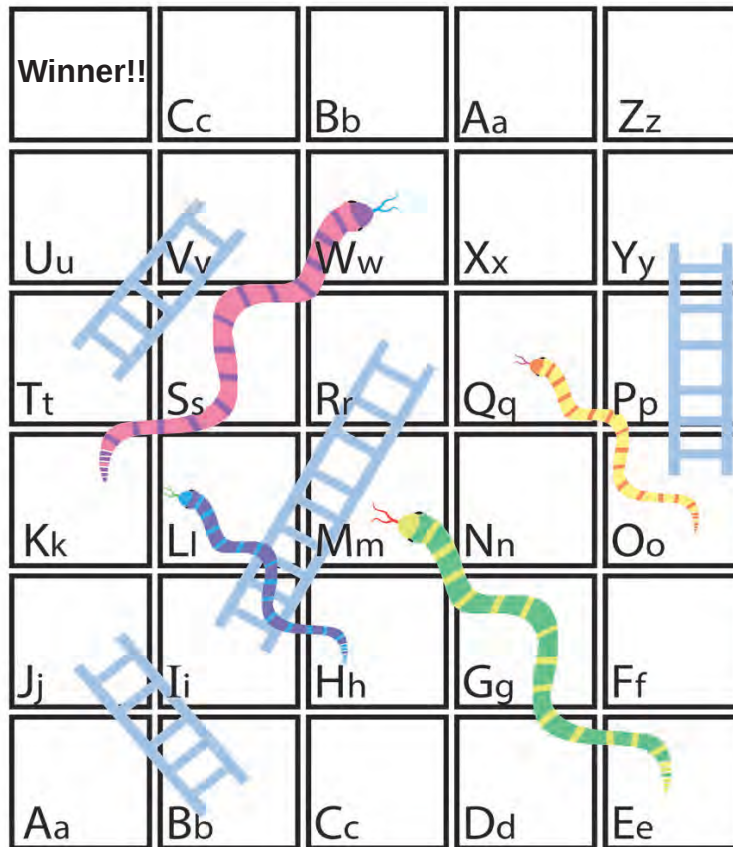


Colour.





Play the board game.



Instructions for teachers:

- Give each student (two or more) a token to play the game.
- Ask students to place their tokens on the starting square.
- Tell the students to take turns. Each student says a word that starts with the letter on the square and moves their token forward by counting the letters in the word.
- Follow the rules of the snake and ladder game:
 - If the token lands on a ladder, go up.
 - If the token lands on a snake's head, go down.
- Keep playing until one student reaches the ending square.
- The student who reaches the end first wins the game.



Master Card

MS 7

7

elephant

snake

ant

sun

ox

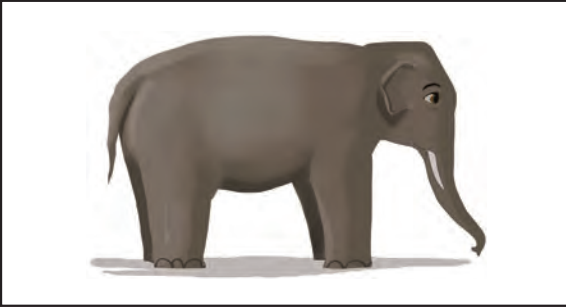
orange

star

egg

Instructions for teachers:

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

MS 7
7

English : ◆ GoN/MoES/CDC/CEHRD

E1.203.03

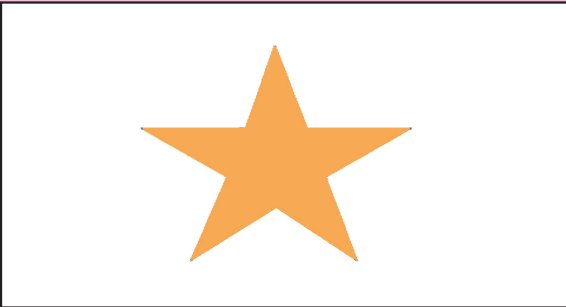
GRADE 1

MS 7
7

English : ◆ GoN/MoES/CDC/CEHRD

E1.203.03

GRADE 1

MS 7
7

English : ◆ GoN/MoES/CDC/CEHRD

E1.203.03

GRADE 1

MS 7
7

English : ◆ GoN/MoES/CDC/CEHRD

E1.203.03

GRADE 1

MS 7
7

English : ◆ GoN/MoES/CDC/CEHRD

E1.203.03

GRADE 1

MS 7
7

English : ◆ GoN/MoES/CDC/CEHRD

E1.203.03

GRADE 1



Assessment-1

MS 7

1A

Task-1

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

a. /s/

b. /b/

c. /i/

d. /l/

e. /v/

Task-2

Say A-Z

Task-3

Read the following words.

eye

kite

monkey

watch

vase

x-ray

umbrella

onion

joker

rabbit

Assessment-1

Task - 4



.....pple



.....all



.....at



.....og



.....ye



.....an



.....ate



.....en



.....ron



.....oker



.....ite



.....eaf



...onkey



.....est



...range



....arrot



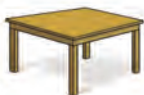
.....ueen



....abbit



.....nake



....able



...mbrella



.....an



.....atch



.....ray



.....ak



.....ebra



Sing and act.

MS 8

8

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.





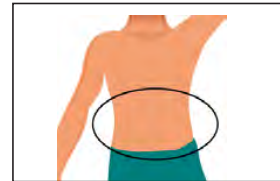
Listen, read and practice.



head



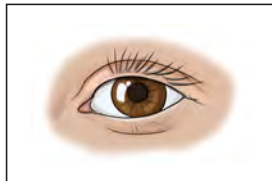
hand



stomach



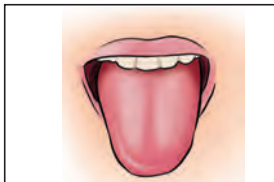
leg



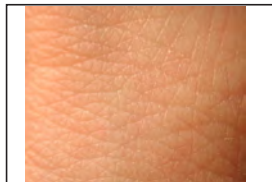
eye



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.





Read.

MS 8

8

The doll



This is my doll.

The doll has a head.

The doll has two hands.

The doll has two legs.



Act out.

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 students to act out.



Read.

MS 8

9

Tree



This is a papaya tree.

It is big.

It is green.

Look and complete the sentences.



1. There is a



2. There is a

on the tree.



3. There are

in the nest.



Read and act.

This is my head.



This is my shoulder.



This is my nose.



This is my mouth.



This is my knee.

This is my toes.



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

MS 8

1

toes

nose

hand

leg

eye

tongue



Student Card

MS 8

1

head

knees

shoulder

tongue

ears

skin



Student Card

MS 8

1

eyes

knees

toes

shoulder

stomach

hand



Student Card

MS 8

1

ears

skin

nose

hand

head

toes



Teachers Card

MS 8

1

head

hand

stomach

leg

eyes

nose

ears

skin

tongue

toes

knees

shoulders



Match the words to the body parts.

7

☐ Leg

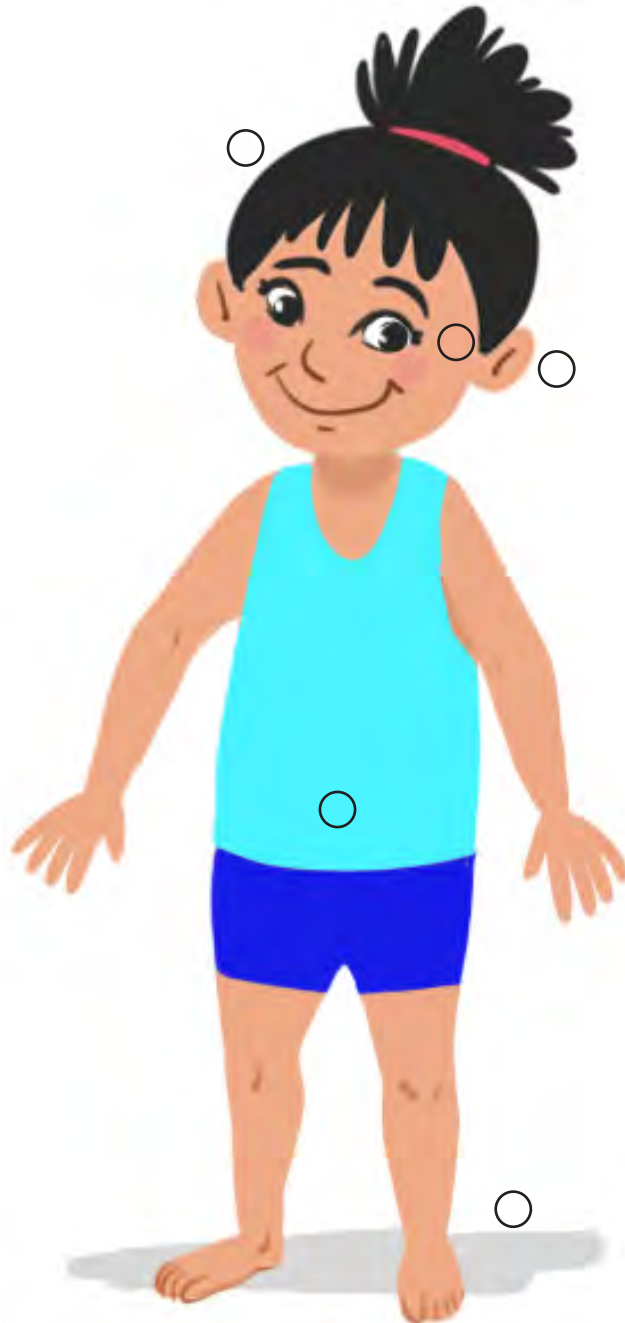
☐ Head

☐ Hand

☐ Stomach

☐ Eye

☐ Ear





Fill the blank boxes and make words.

1

	1			
	h			
2		y	3	e
	d			
		4	s	
				i

1



2



3

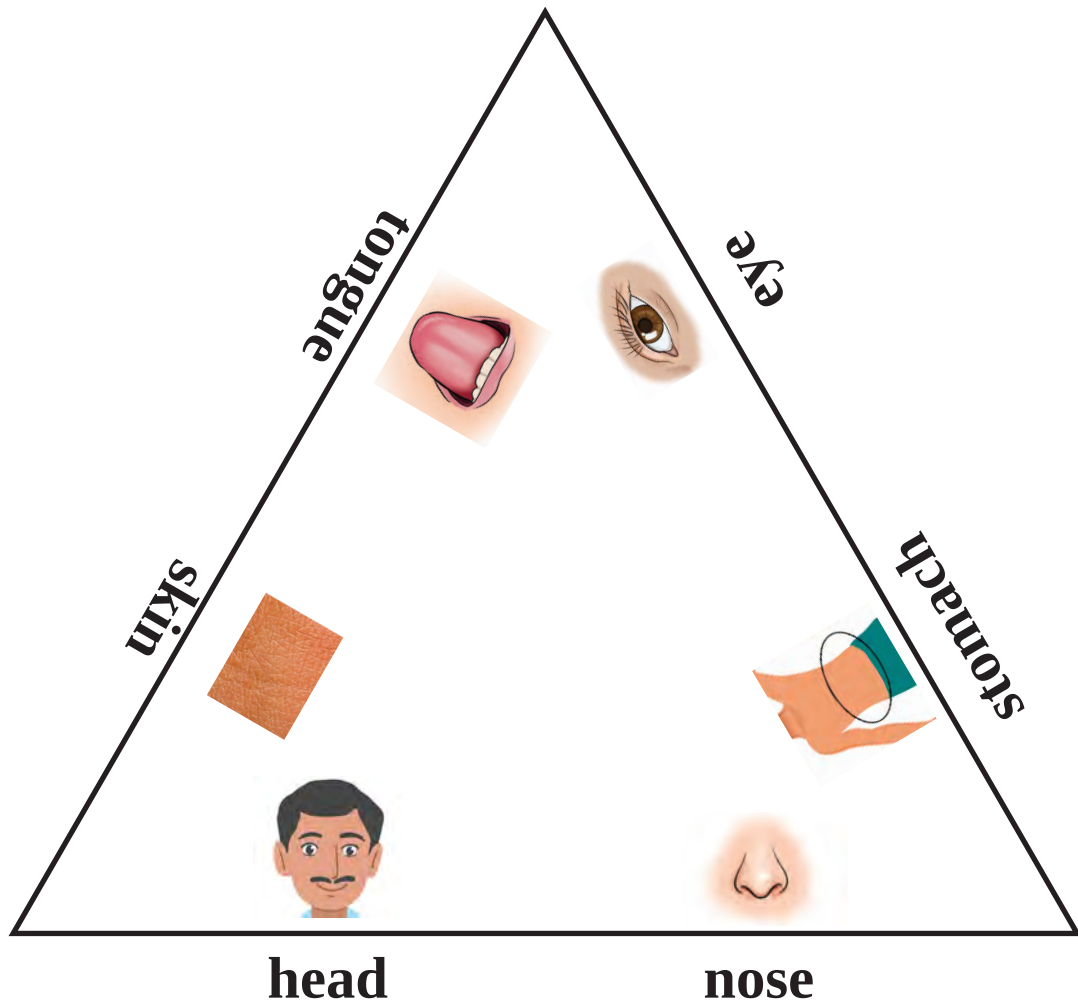


4





Put the word cards under the matching words.

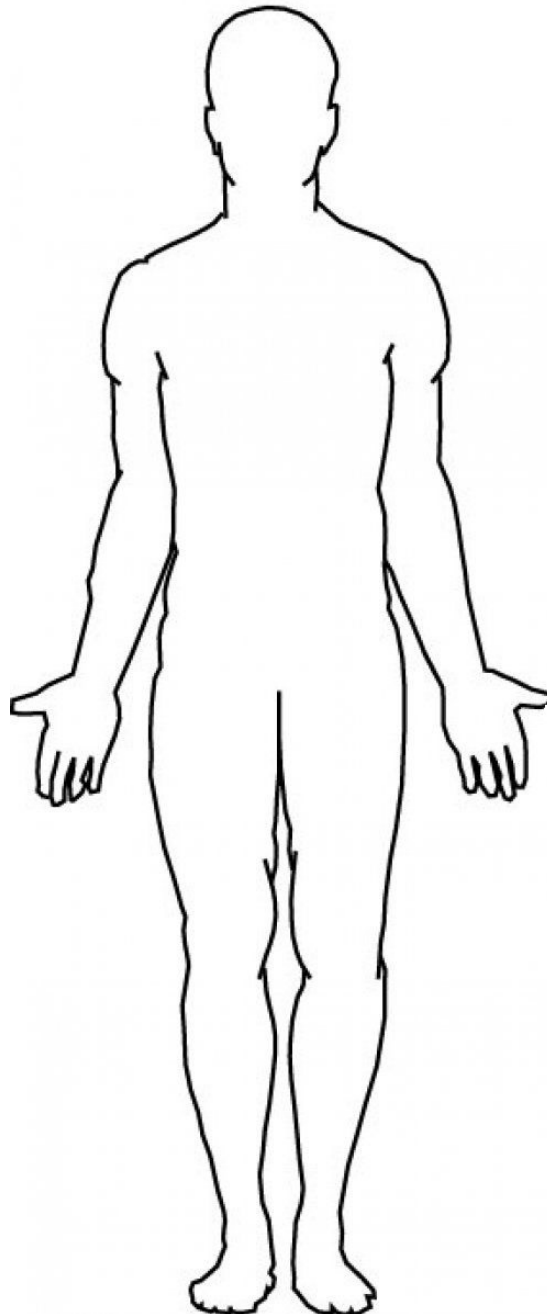


Instructions for teacher:

- 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.





Assessment-2

MS 8

2A

Task - 1

(Student Card)

grandfather	aunt
mother	son
brother	

(Teacher Card)

father	mother	brother
sister	uncle	aunt
grandfather	grandmother	son
daughter		

Instructions for teacher:

- Use teachers card and pronounce the given words.
- Provide all 4 student cards to the students.
- Ask students to point the words in the student card that you pronounced.



Assessment-2

MS 8

2B

Task - 2

Tell your friends who are there in your family.

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

Task - 3

Make a list of your family members.

1

2

3

4

5



Task - 4



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



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.





COME

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'come' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



come



GO

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'go' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



go



EAT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'eat' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



eat



CLEAN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'clean' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



clean



SEE

Instructions for teacher:

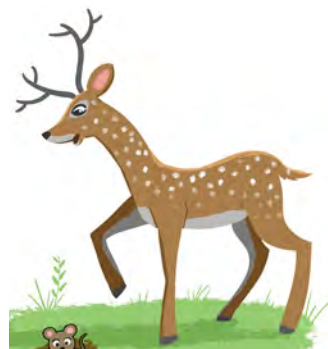
- Show the picture on this card and discuss about it.
- Pronounce the word 'see' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



see



Look the pictures and discuss about ability and inability.





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.





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.



Instructions for teacher:

- Read aloud the text for the students.
- Ask students to read.
- Support the students as per need.



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



Read and answer.

The Monkey

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





CLIMB

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'climb' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



climb



JUMP

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'jump' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



jump



FLY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'fly' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



fly



SING

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'sing' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



sing



DANCE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'dance' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



dance



READ

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'read' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



read



WRITE

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'write' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



write



DRAW

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'draw' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



draw



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
---	--	---	---





Match.

☐ happy



☐ sad



☐ angry



☐ crying





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.



Instructions for teacher:

- Recite the chant.
- Recite and ask students to follow.
- Recite together with students.
- Ask students to recite independently and provide the feedback.
- Discuss on the contents of the rhyme.



Ask students to tell the time.





Look and say.

Hand



Hands



Clock



Clocks



Tree



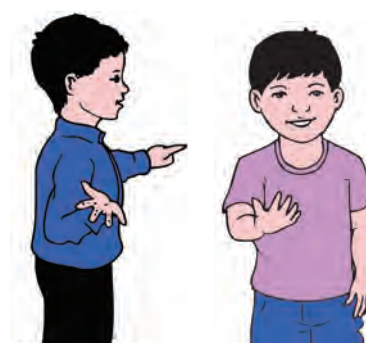
Trees



Boy



Boys





Read.

MS 9

12A

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.

MS 9

12B

One pen



Two books



Three bags



Four apples



Five balls





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.



Instructions for teacher:

- Use gaud puppets while practicing the dialogue.
- Support to the students as per need.

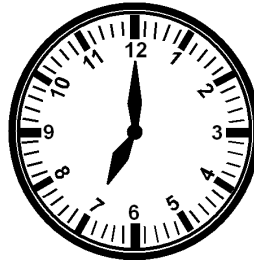


Put the words in correct order.

Example:

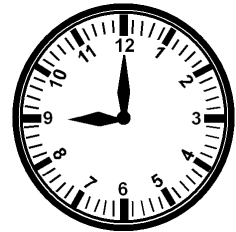
It seven o'clock is.

- It is seven o'clock.



1) o'clock nine It is.

- _____



2) is o'clock two It.

- _____



3) It one o'clock is.

- _____





Match the following.





Look at the time and draw the clocks.

10

Example: 1 o'clock.



a. Seven o'clock.

b. Eleven o'clock.



Sing and act.

**I wash my hands,
I brush my hair,
I keep my self clean everywhere.
I eat good food,
I play and rest,
Taking care of me is the best!
I smile bright and stand up tall,
I stay healthy and that's for all.**

Instructions for teacher:

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



SUNDAY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'sunday' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



MONDAY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'monday' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



TUESDAY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'tuesday' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



WEDNESDAY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'wednesday' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



THURSDAY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'thursday' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



FRIDAY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'friday' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



SATURDAY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'saturday' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.

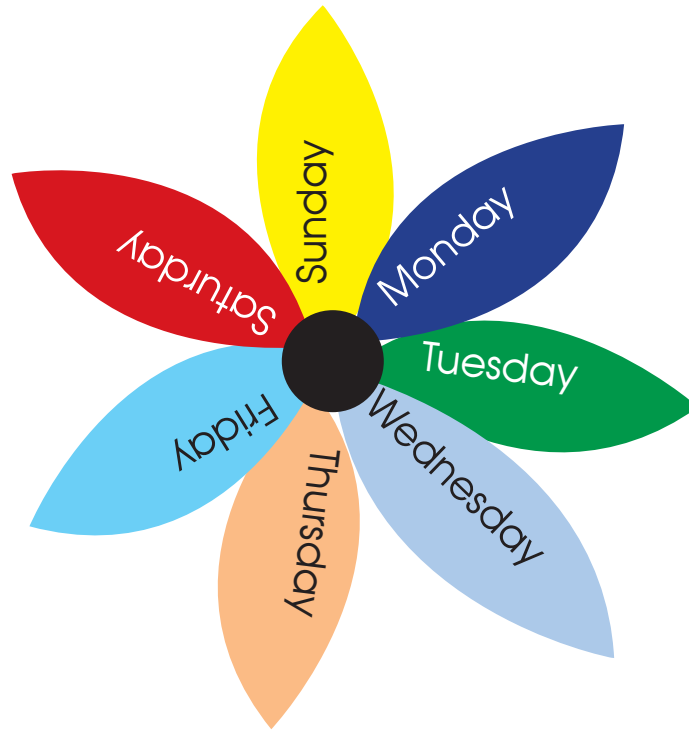


Complete the sentences.

Yesterday was _____

Today is _____

Tomorrow is _____





HAPPY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'happy' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



happy



SAD

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'sad' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



sad



ANGRY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'angry' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



angry



CRY

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'cry' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



cry



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		

Instructions for teacher:

- Photocopy the card and provide to students.
- Ask students to write the missing letters in the boxes to make the name of the days.
- Check the work of students and provide feedback.



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

Instructions for teacher:

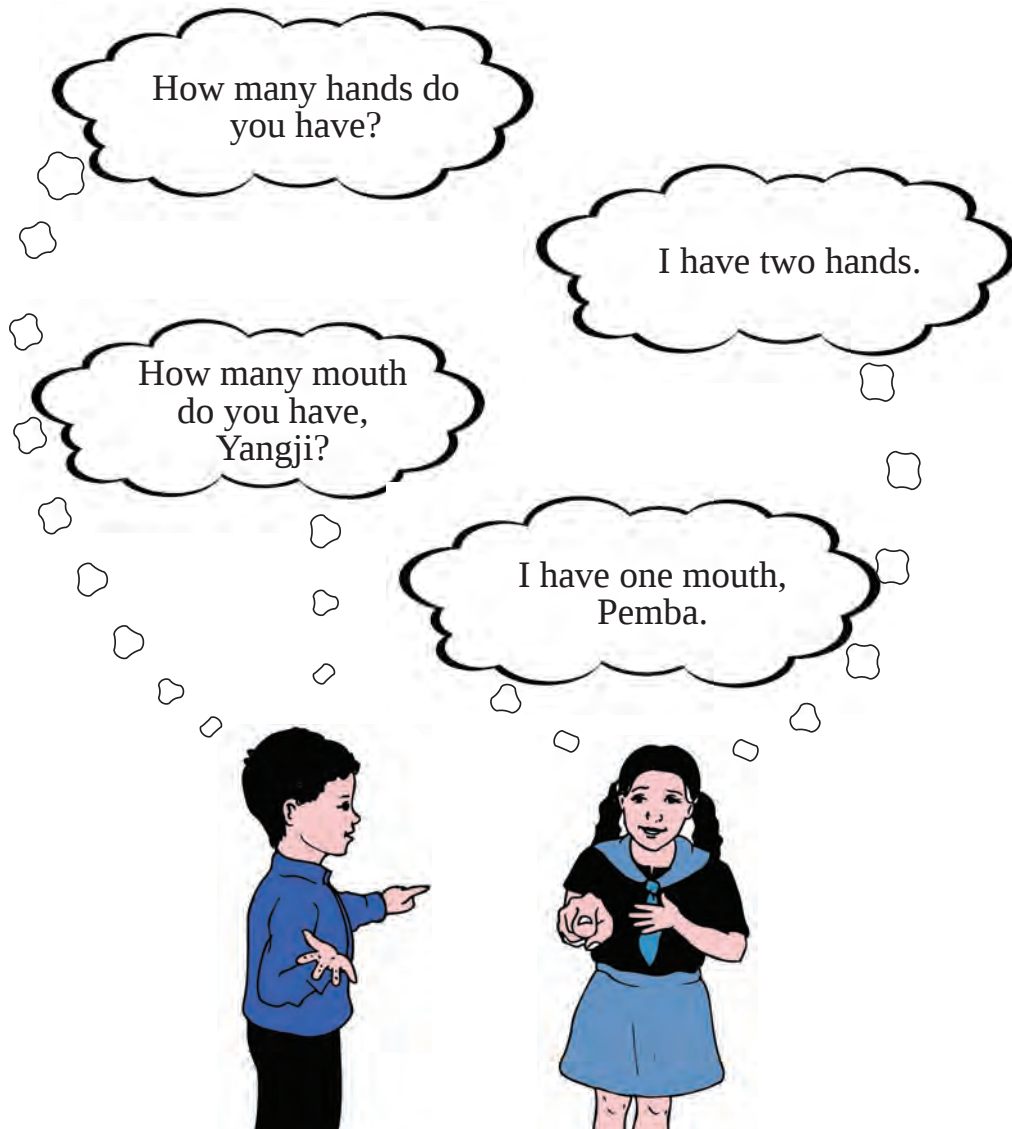
- Photocopy the card and provide to all the students.
- Ask students to find and circle the names of seven days in the card.

2

[illegible]English: ♦ GoN/MoES/CDC/CEHRD



Act out.



Instruction for teachers:

- Use gaud puppets while practicing the dialogue.
- Support to the students as per need.



Assessment-3

MS 9

3A

Task-1

Read the time given below and ask 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.

Listen to the time and point to the right clock.



Assessment-3



Task -2

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



Assessment-3

MS 9

3C

Task -3

Write down the names of seven days.

1.

2.

3.

4.

5.

6.

7.



Listen and sing.

My school is bright, my school is fun,

I learn new things for everyone.

I read and write and sing each day,

I like to dance and love to play.

My teacher helps me learn and grow,

I love my school and this I know.





Look and describe.

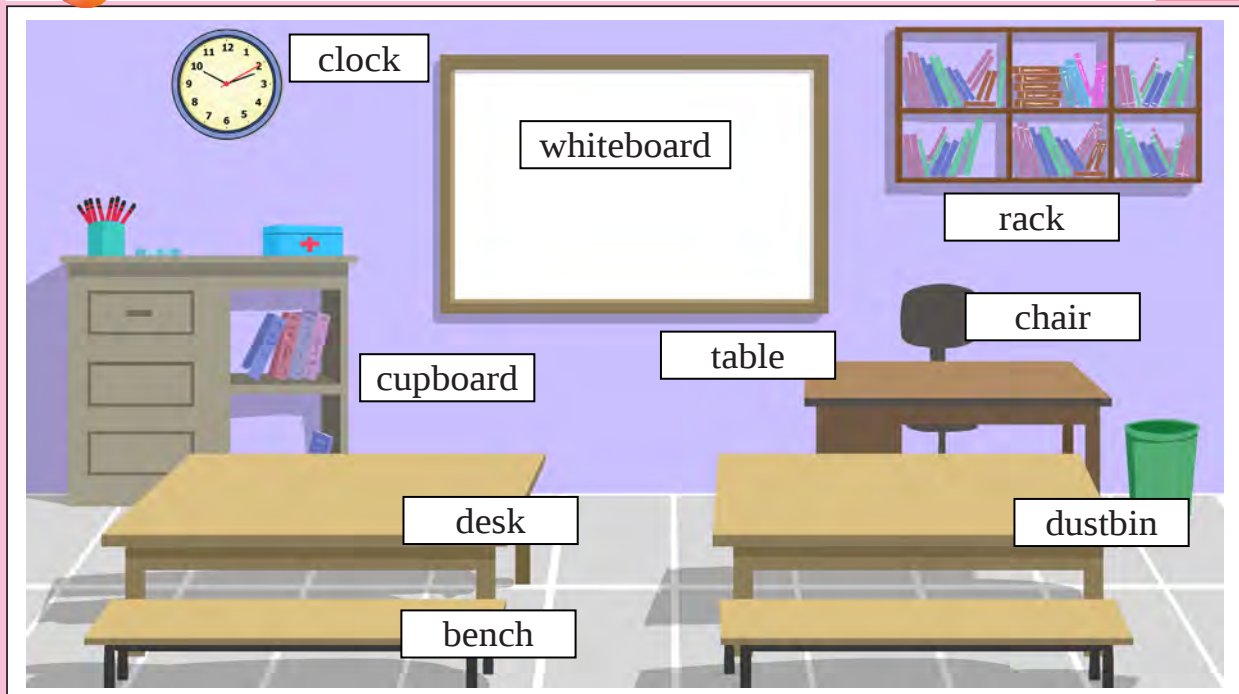


Instructions for teacher:

- Ask students to look at the picture,
- Ask them to tell the name of the things they see in the picture.



Look and read the things in the classroom.





Follow what the teacher is telling the students.

2



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.





Fill in the blanks.

9

Come

Go

Stand

See

in

there

up

out



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?

Instructions for teacher:

- Practise the dialogue with a student.
- Make a pair of students to practise.
- Observe the dialogue of the students and provide feedback. .

Read.



Hello everyone!

I am Sanu.

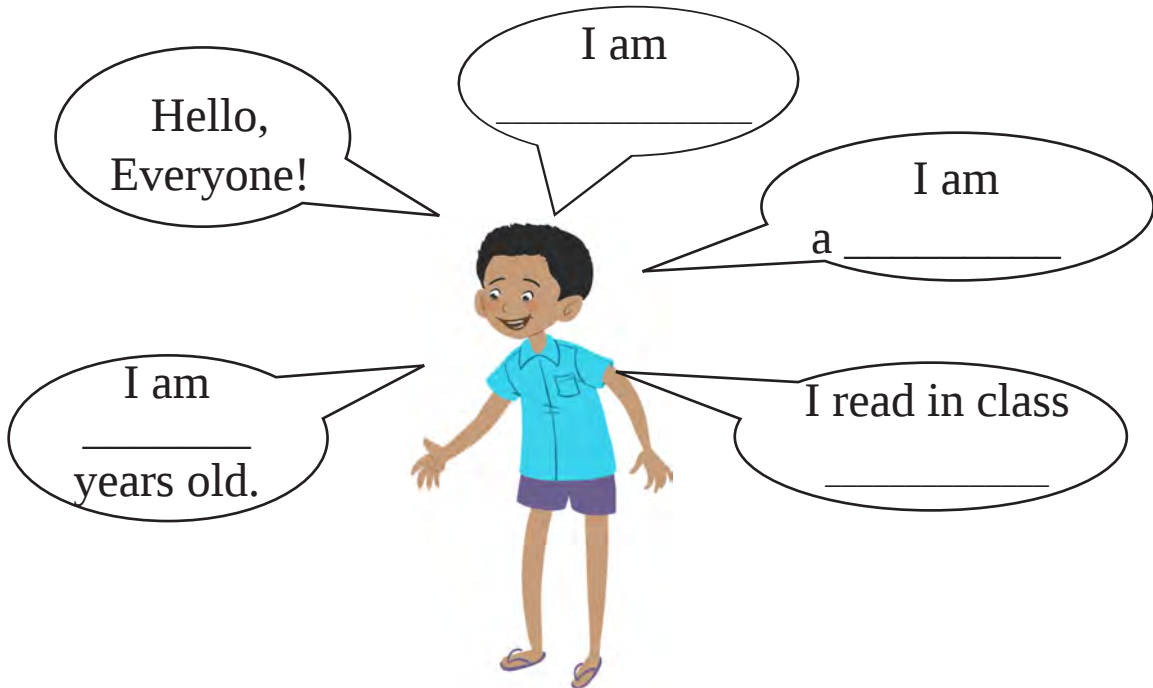
I am a girl.

I am six years old.

I read in class one.



Write about yourself.



Instructions for teacher:

- Guide the students to write about themselves in a given pattern.
- Check their write up and provide feedback.



Look and read.

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



Football	Skipping	Cricket
Volleyball	Swing	Basketball

Instructions for teacher:

- Read aloud for students.
- Ask them to read aloud.
- Guide students to make sentences using the words given in the table.
- Support them as needed.



Look at the pictures and write two sentences.

8



1. Two children are playing cricket.

2.

3.



Read and do the given tasks.

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 _____.



Which game do you like to play?

I like to play _____.

Which game does your friend like to play?

My friend likes to play _____.



Match the sentences with the pictures.

10

○ I sit on it.



○

○ I write on it.



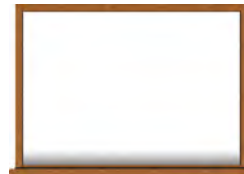
○

○ I keep my bag on it.



○

○ I keep my shoes in it.



○



Instructions for teacher:

2

- 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.
- Let both students pick up the cards turn by turn.



MS 10

2

Frock

English :

◆ GoN/MoES/CDC/CEHRD

E1.284.03

GRADE 1



MS 10

2

Socks

English :

◆ GoN/MoES/CDC/CEHRD

E1.284.03

GRADE 1



MS 10

2

Ribbon

English :

◆ GoN/MoES/CDC/CEHRD

E1.284.03

GRADE 1



MS 10

2

Jacket

English :

◆ GoN/MoES/CDC/CEHRD

E1.284.03

GRADE 1



MS 10

2

Shirt

English :

◆ GoN/MoES/CDC/CEHRD

E1.284.03

GRADE 1



MS 10

2

Sheos

English :

◆ GoN/MoES/CDC/CEHRD

E1.284.03

GRADE 1



Mirror

English : 

◆ GoN/MoES/CDC/CEHRD

E1.285.03

GRADE 1



Mat

English : 

◆ GoN/MoES/CDC/CEHRD

E1.285.03

GRADE 1



Clock

English : 

◆ GoN/MoES/CDC/CEHRD

E1.285.03

GRADE 1



Chair

English : 

◆ GoN/MoES/CDC/CEHRD

E1.285.03

GRADE 1



Television

English : 

◆ GoN/MoES/CDC/CEHRD

E1.285.03

GRADE 1



Jar

English : 

◆ GoN/MoES/CDC/CEHRD

E1.285.03

GRADE 1



Sing with action.

We are girls.

We are boys.

Sit down.

Sit down.

Don't make a noise.



Stand up, stand up.

Go to the ground.

Wave your hands.

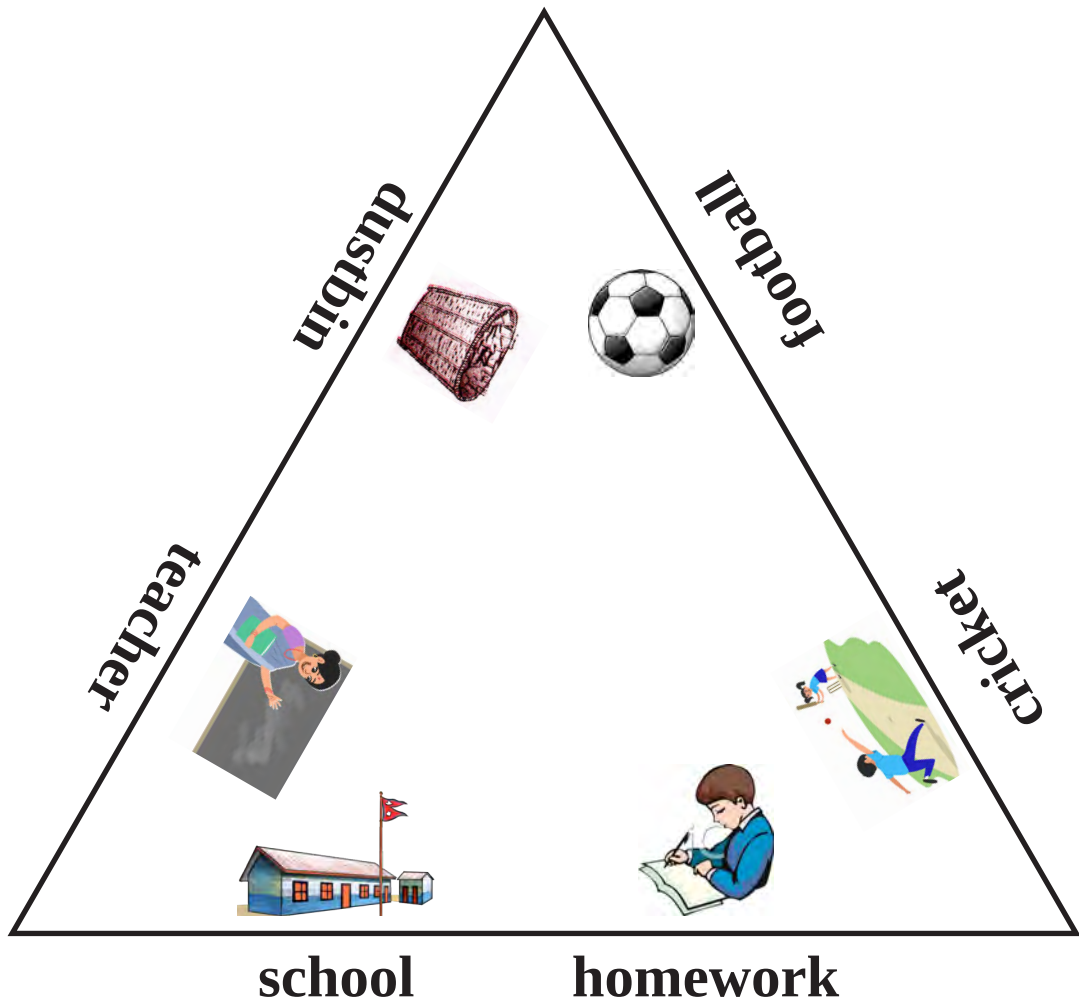
And turn around.





Put the word cards under the matching words.

7



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.



Arrange the jumble letters to make words.

6

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 ?



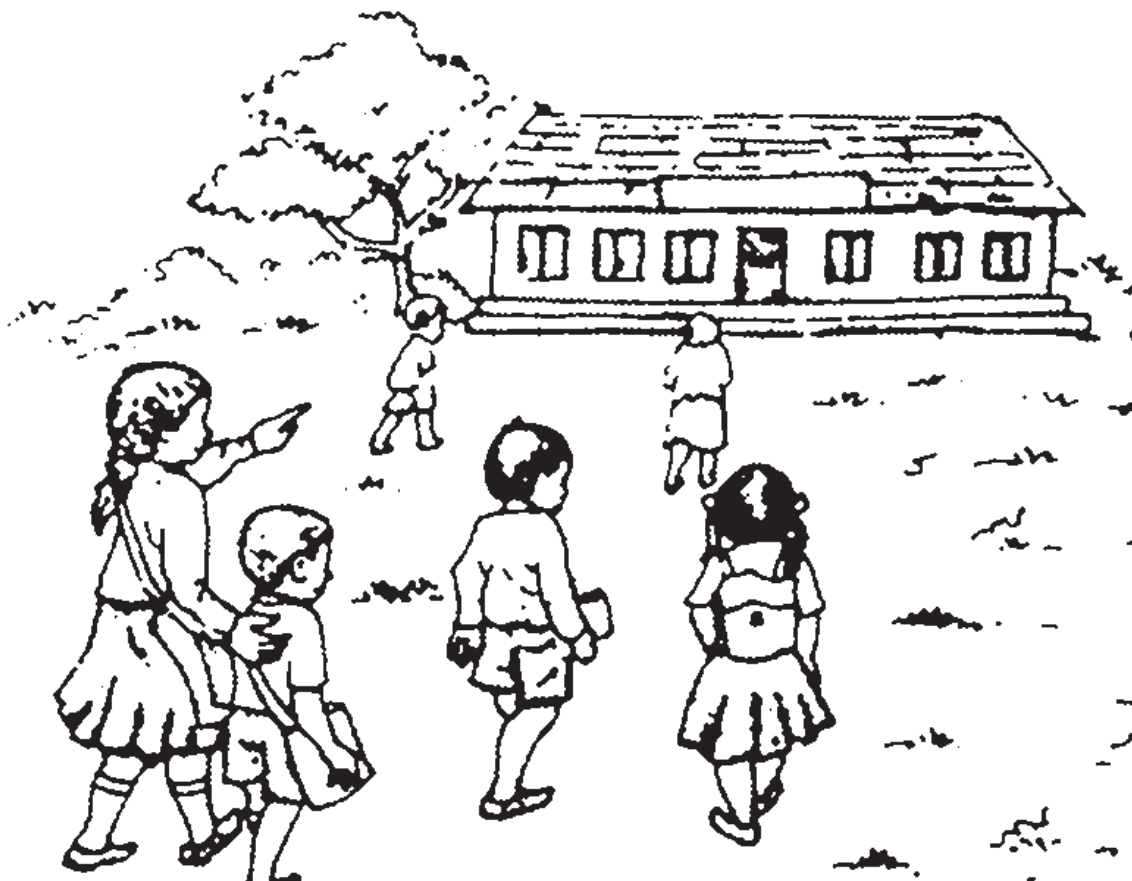
Play the game.



Instructions for teacher:

- Ask 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 ring with one finger.
- No one can hold the ring.
- Everyone should touch the ring.
- Ask someone to describe the importance of team work.

Color the picture.



Assessment-4

Task -1

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

- Stand up.
- Sit down.
- Go out.
- Close the door.
- Open your mouth.

Task -2

Tell what is happening in the picture.



Assessment-4



Task -3

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 about the picture.

1.

2.

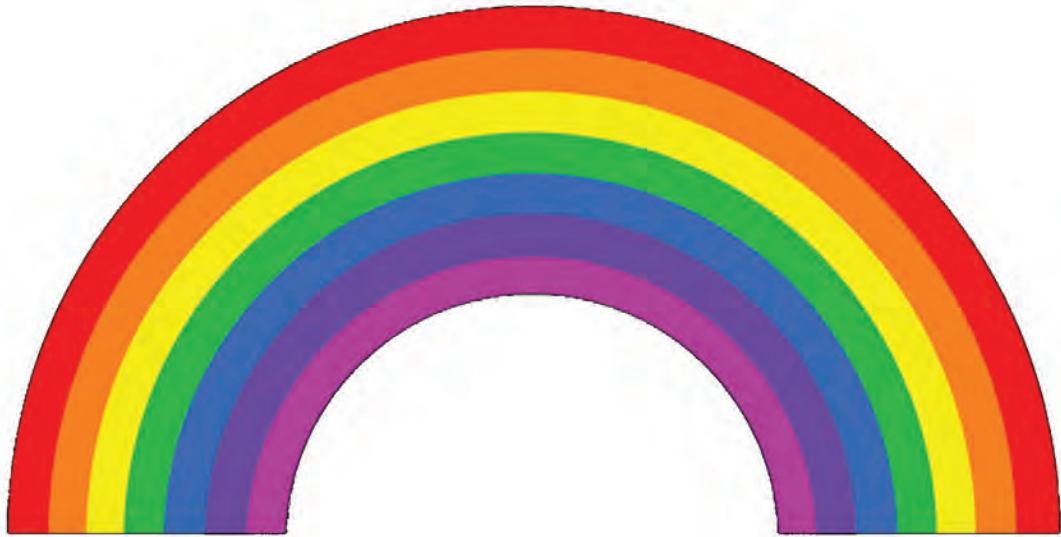
3.





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 !



Instructions for teacher:

- Recite the poem.
- Recite the poem and ask students to repeat after you.
- Recite in the group.
- Ask students to recite independently. Discuss the colours in the rainbow.



Look and discuss.

The Traffic Lights



Instructions for teacher:

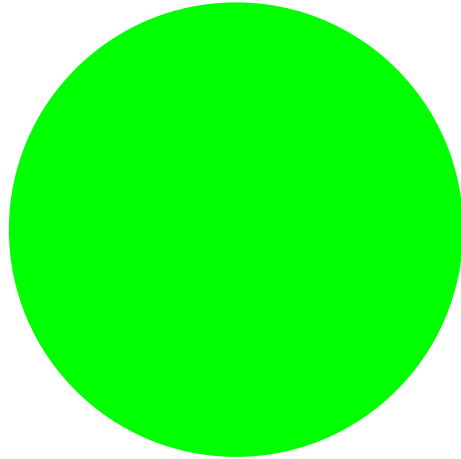
- Discuss about the traffic lights.
- Encourage students to talk about traffic lights.



GREEN

Instructions for teacher:

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



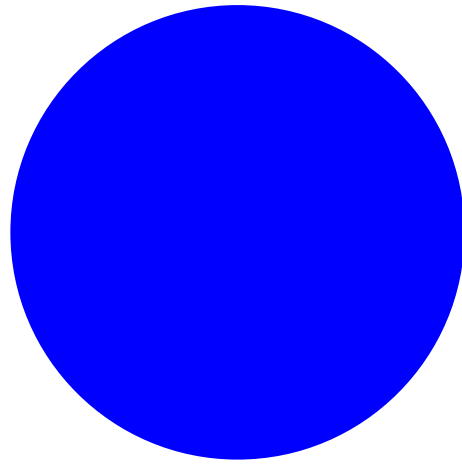
green



BLUE

Instructions for teacher:

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



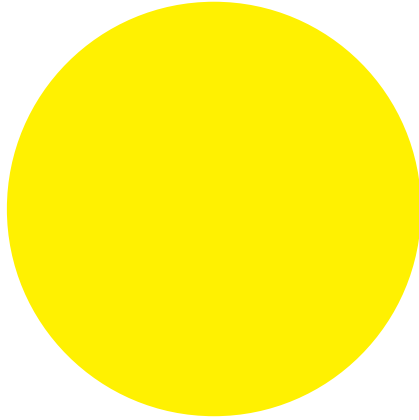
blue



YELLOW

Instructions for teacher:

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



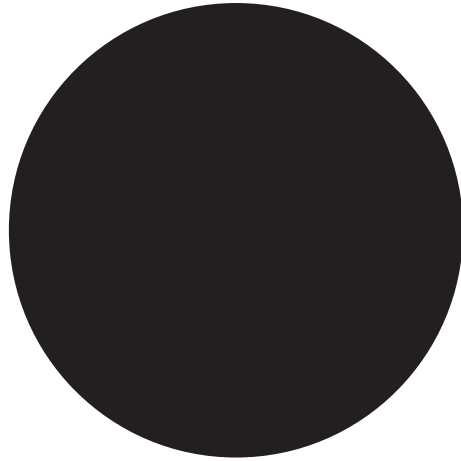
yellow



BLACK

Instructions for teacher:

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



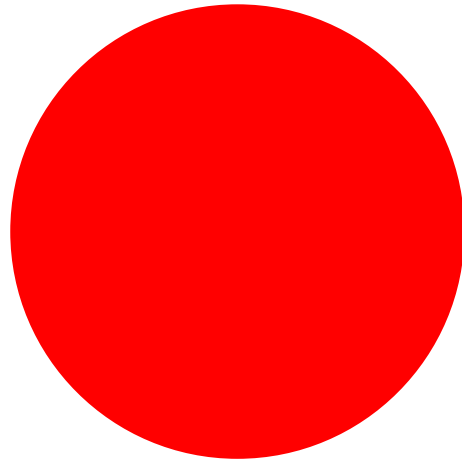
black



RED

Instructions for teacher:

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



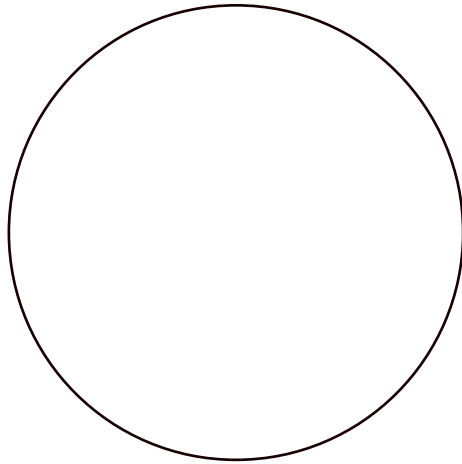
red



WHITE

Instructions for teacher:

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



white



Practise the conversation with your friend.

5

Which colour do you like?

I like _____ .

Which flower do you like?

I Like _____ .

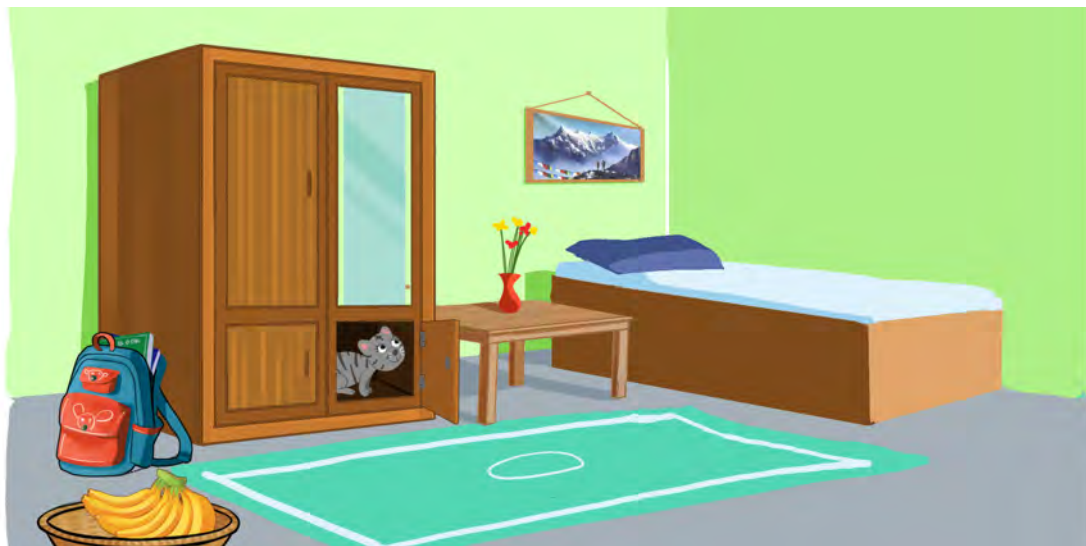
Which game do you like?

I Like _____ .





Look at the picture and read.



The book is in the bag.

The cat is in the cupboard.

The bananas are in the basket.



Where are they?

Example:

The mouse is in the circle.



The ball is



The bird is



The cow is





Look at the picture 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.

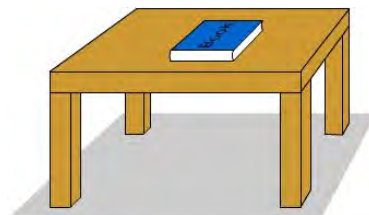


Look and write the answers.

Where is the book?

Example:

On the table



On the _____



On the _____



On the _____





Look and read with your friend.

What is this ?

This is a bag.



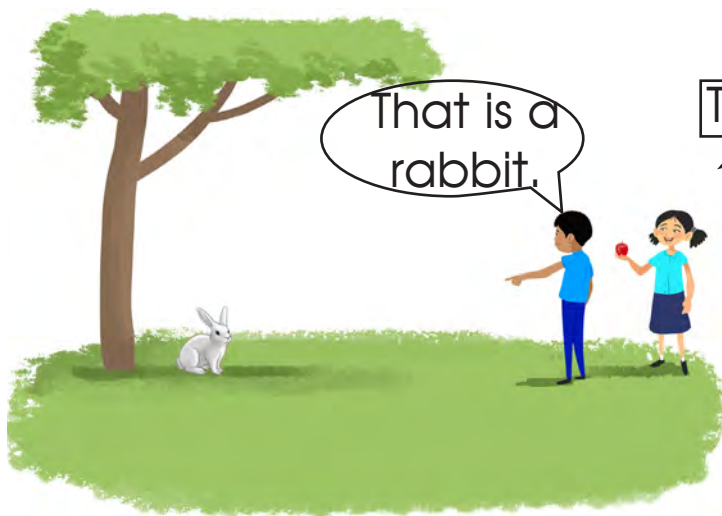
What is that ?

That is a tree.



That is a rabbit.

This is an apple.





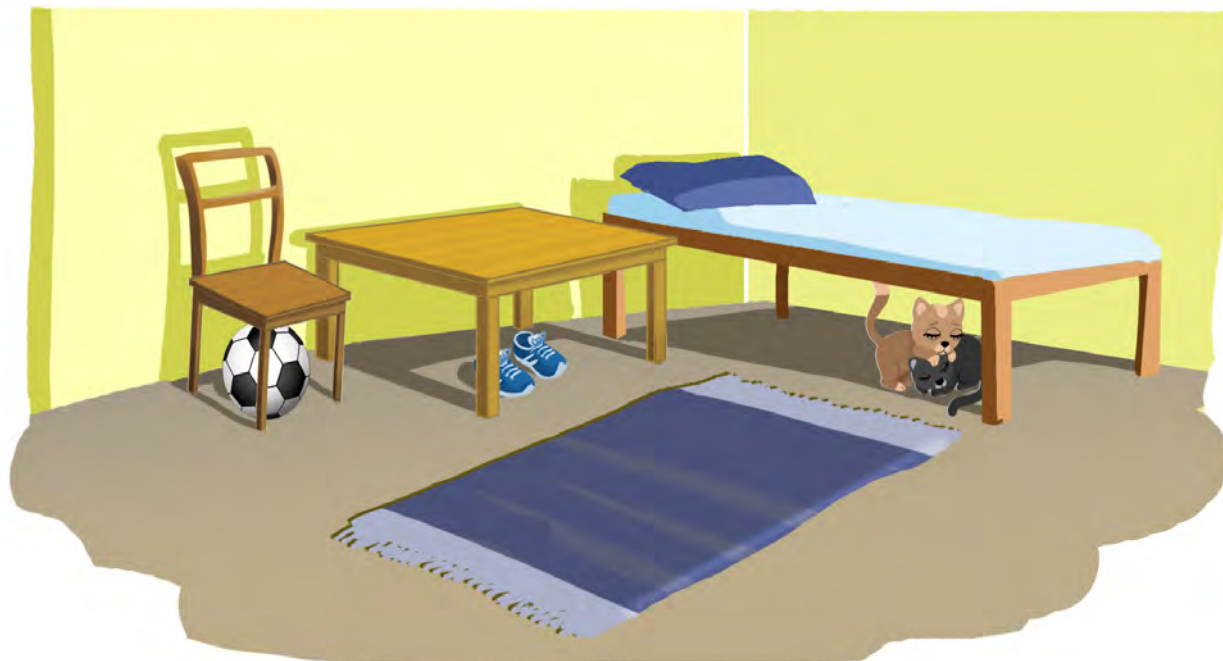
Match the objects with their colours.

11

☐Red ☐☐Orange ☐☐Green ☐☐Purple ☐☐Yellow ☐☐White ☐



Look and read.



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

Look and write the answers.

Where is the ball?

Example:

Under the umbrella



Under the _____



Under the _____



Under the _____





Read and answer.

Bunny Goes to School

This is Bunny.

He puts on blue shirt and trousers.

He puts on red tie and black shoes

He carries his school bag.

And goes to school.



1. Who is he?

He is _____

2. What does he put on?

He puts on _____

3. What does he carry?

He carries _____

4. Where does Bunny go?

Bunny goes to _____



Read and answer.

The Rose

This is a rose plant.

The rose is red.

The leaf is green.

The plant is red and green.



1. This is a _____ plant.
2. The rose is _____ in colour.
3. The leaf is _____ in colour.
4. The plant is _____ in colour.



Complete the crossword puzzle.



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



S			F	L		W		R



T		L		P





Mimicry the animal sounds.

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

Cat



Cow



Duck



Dog



Monkey



Hen



Instruction for teacher:

- Let the students perform in turn.



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



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

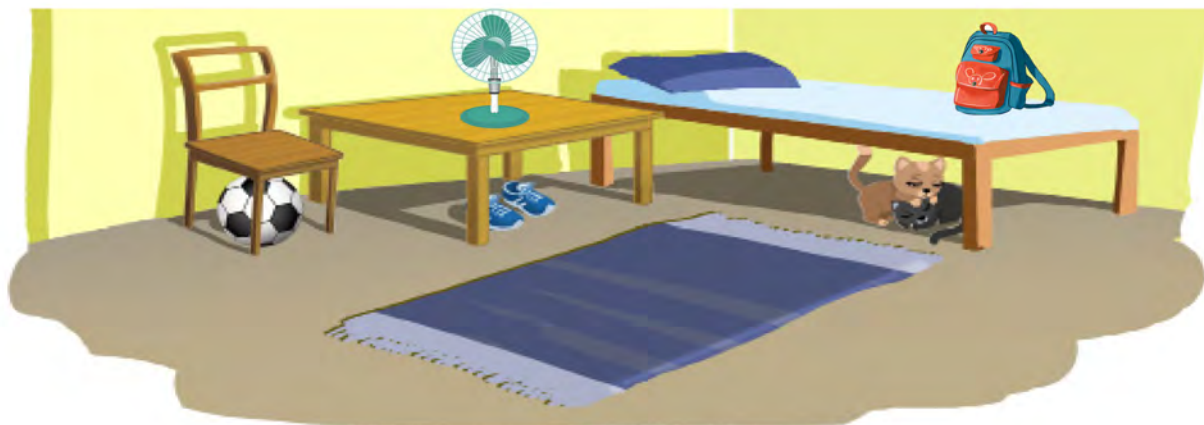
Black

[illegible][illegible]English:  ♦ GoN/MoES/CDC/CEHRD



Look at the picture and fill in the blanks.

10



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?

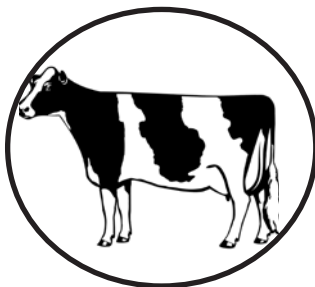
B: The dog is _____

A: Where are the shoes?

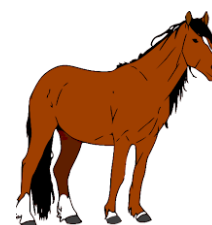
B: The shoes are _____

Circle the odd picture.

Example:



1)



2)



3)



Assessment-5

1. Listen to your teacher and tick (✓) the correct picture.



2. Say where things are.



3. Look at the above picture and write three sentences.

Assessment-5



4. Read and answer.

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.



a. Is the room big?

b. Where are the pictures?

The pictures are

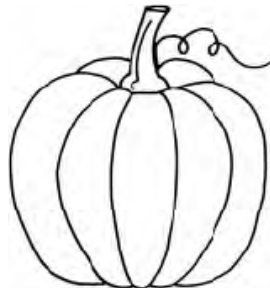
c. Where are the books?

The books are on a

d. What do I read?

I read

5. Colour the picture.





Listen and sing.



Rain, rain go away.

Come, again another day.

Little Sanu wants to play.

Rain rain go away.



Instructions for teacher:

- Recite the chant.
- Recite it again and ask the students to repeat after you.
- Recite it all together.
- Ask the students independently.



Listen and sing.

14B

Grade one, Grade one,
What do you do?
Pencils ready ding, ding, ding.
Crayons bright a rainbow pack,
We colour stories front to back
Erasers new notebook new,
Glue stick sticky- Yes, that tool
Launch box packed, bottle tight,
Ready to learn from morning till
night,
Grade one, Grade one, shout hooray!
Our school belongings lend the way



Discuss the pictures.



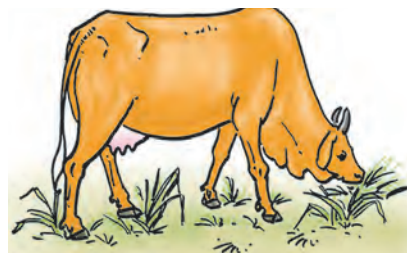
What is this?

What is this?



What is this?

What is this?





IN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'in' and ask the students to follow.
- Use this card for the activity of bunch of grapes, too.



in



UNDER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'under' and ask the students to follow.
- Use this card for the activity of bunch of grapes, too.



under



ON

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'on' and ask the students to follow.
- Use this card for the activity of bunch of grapes, too.



on



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 understand.

in



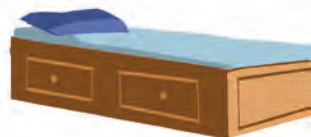
on



dog



bed



sofa



chair



table



shoes



under





Practise in pair.

6

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.



Look and write.

Look and write 5 words



1.

2.

3.

4.

5.



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



Listen and do.

4

Instructions 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.



Where is the ball?



Instructions for teacher:

- 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.
- Perform similar activities using other things.



Learn in, on and under.

1

1. Where is the ball ?

- The ball is under the umbrella.



2. Where is the lamp ?

- The lamp is _____ the table.



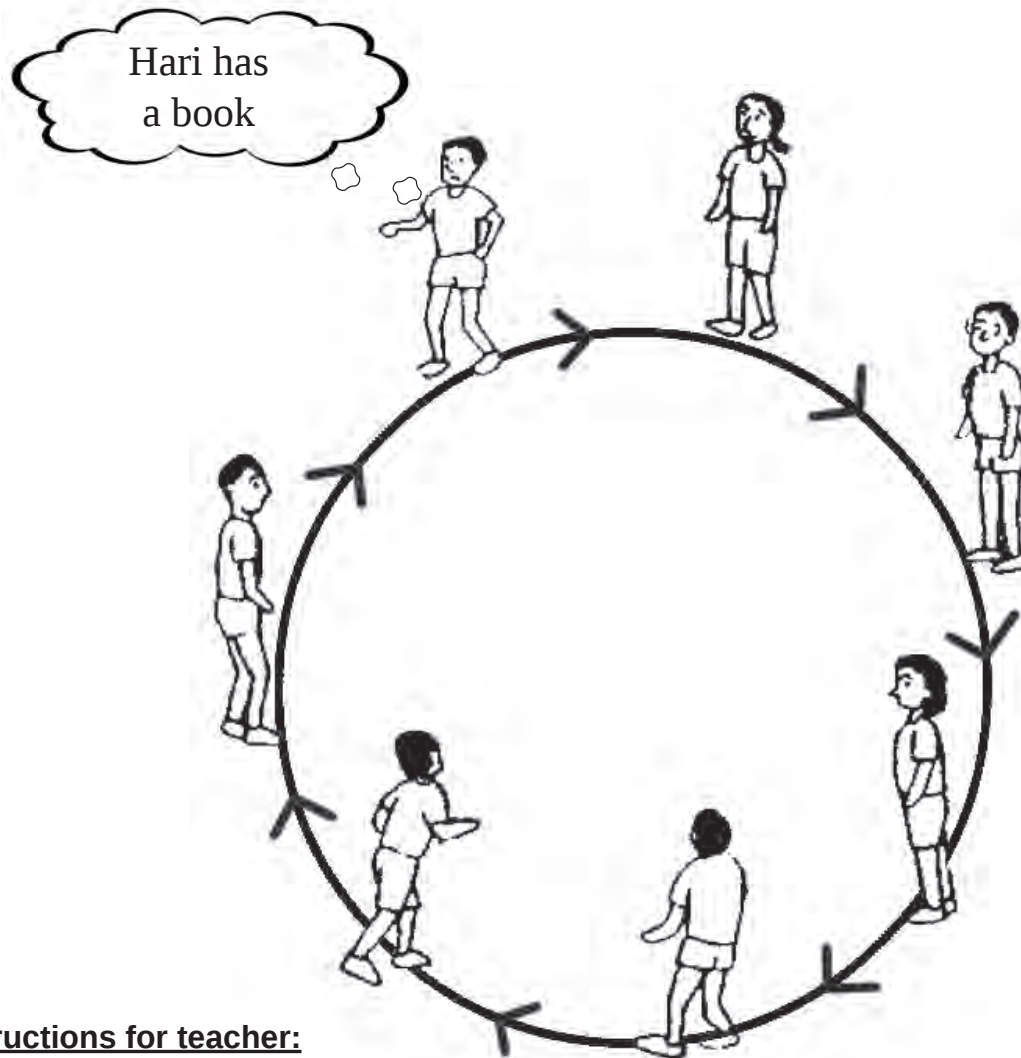
3. Where is the book ?

- The book is _____ the bag.





Play the game 'Chinese Whisper'.



Instructions for teacher:

- 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
- Discuss about the one way of communication.



Look and write.

Look and write 3 sentences.



1.

2.

3.



Teacher card

3

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



Student card

3

clock**under****wall****where****bed****rack****monkey****chair****mirror**



Student card

3

on**my****under****your****where****table****clock****bed****monkey**



Student card

3

table	my	where
your	fan	wall
on	clock	in



Student card

3

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.



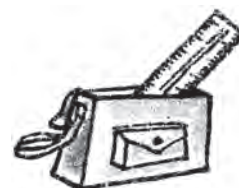
3. The cow is _____ the cowshed.



4. The book is _____ the table.

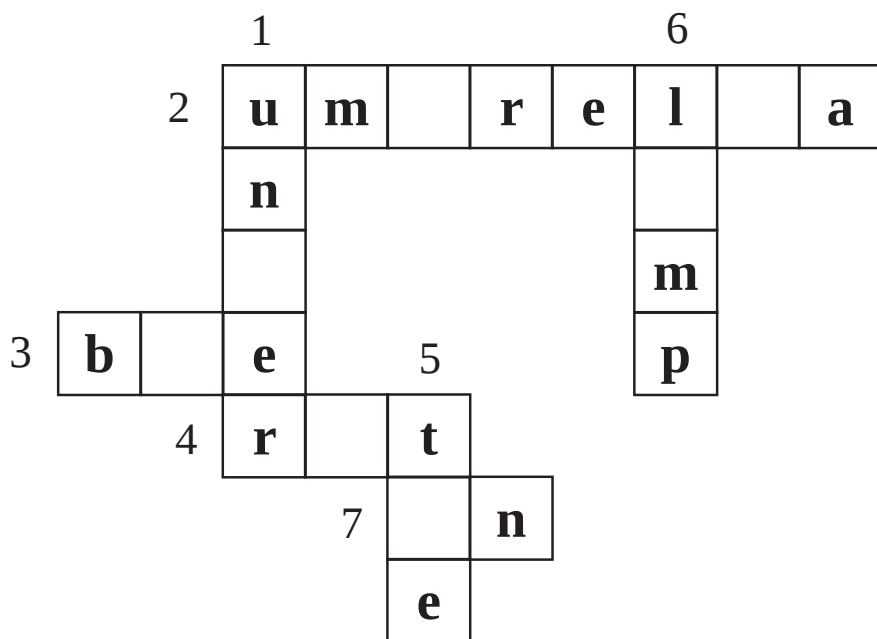


5. The ruler is _____ the bag.





Solve the crossword puzzle.





Play the guessing game.



Instructions for teacher:

- 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.'



Rearrange the letters to make words.



colck



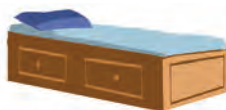
mrriorr



fna



taebl



bde



Read and answer.

Bunny Goes to School

This is Bunny.

He puts on blue shirt and trousers.

He puts on red tie and black shoe

He carries his school bag.

And goes to school.



1. Who is he?

He is _____

2. What does he put on?

He puts on _____

3. What does he carry?

He carries _____

4. Where does Bunny go?

Bunny goes to _____



Assessment- 6

6A

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 _____



Assessment- 6

6B

Task - 2

Look and write five words.



1.

2.

3.

4.

5.

Write three sentences.



Assessment- 6

6C

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



Assessment- 6

Look the picture and write three sentences.

Task - 4



Write three sentences.



Listen and sing.

Birthday

Happy Birthday to you

Happy Birthday to you

Happy Birthday to you

Dear Punam

Happy Birthday to you.



Instructions for teacher:

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



Listen and sing.

15B

**Right hand, left hand,
These are two,**

**Right hand, left hand
I touch my shoe,**

**Right hand, left hand
I touch my knee,**

**Right hand, left hand
One, Two, Three,**

**Right hand, left hand,
I touch the floor,**

**Right hand, left hand,
One, Two, Three, Four.**

-CJ. 2005



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 teacher:

- Discuss about the questions given above.



DASHAIN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'dashain' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



dashain



TIHAR

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'tihar' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



tihar



CHHATH

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'chhath' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



chhath



CHRISTMAS

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'christmas' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



christmas



EID

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'eid' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



eid



LHOSAR

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'lhosar' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



Ihosar



BIRTHDAY

Instructions for teacher:

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



birthday



Talk in pairs.

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.



Instruction for teacher:

- Make similar other oral conversations for more practise.



Read the spelling.

Cake

Candle

Cup

Gifts

Balloon

Friends

Green

Ring

Cold



Read and answer.

Where Do They Go?

Hindus go to temple.
 Christians go to church.
 Buddhists go to monastery.
 Muslims go to mosque.
 They love one another.
 They live together.



1. Hindus go to

2. Christians go to

3. Buddhists go to

4. Muslims go



Fill in the blanks.

12

1. Hindus go to

2. Christians go to

3. Buddhists go to

4. Muslims go to

mosque

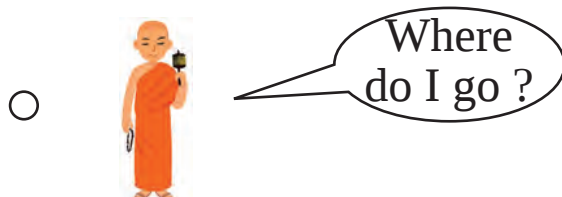
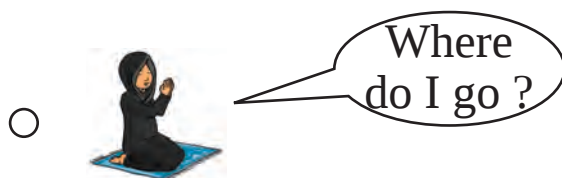
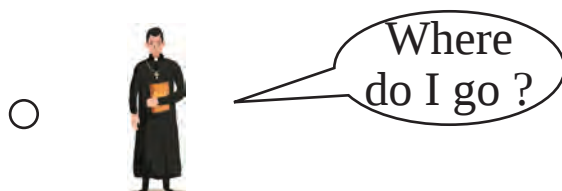
monastery

church

temple



Match the following.





Make words.



geern

clod

rnig

Write sentences.

1. green :

2. cold :

3. ring :



Match the following.

○ **Birthday**



○

○ **Dashain**



○

○ **Tihar**



○

○ **Chhath**



○

○ **Christmas**



○

○ **Eid**



○

○ **Lhosar**



○



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



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



Play the game.



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.



Write.

14

My name is _____. I am _____ years old.

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

Colour.



Birthday Celebration



Assessment-7

7A

Read aloud for your teacher.

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



Assessment-7

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.



Assessment-7

7C

Read and fill in the blanks.

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



Recite the chant.

**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.**



Look and discuss.



Instructions for teacher:

- Ask the students to look the picture.
- Ask them to describe what is happening in the picture.



Look and discuss.



Instruction for teacher:

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



PORTER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'porter' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



porter



FARMER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'farmer' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



farmer



DOCTOR

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'doctor' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



doctor



TEACHER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'teacher' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



teacher



DRIVER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'driver' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



driver



Read and discuss.



I'm a doctor



I'm a teacher



I'm a driver



I'm a farmer



Read and answer.

At the party

Sunita has a party.
 She calls her friends.
 She asks them to come to the party.
 Dipu eats rice and curry.
 Mina drinks juice.
 Padam eats an egg.
 Sunita drinks milk.
 I like all of them.



1. What does Dipu eat?

2. Who drinks water?

3. What does Padam eat?

4. Who likes all of them?

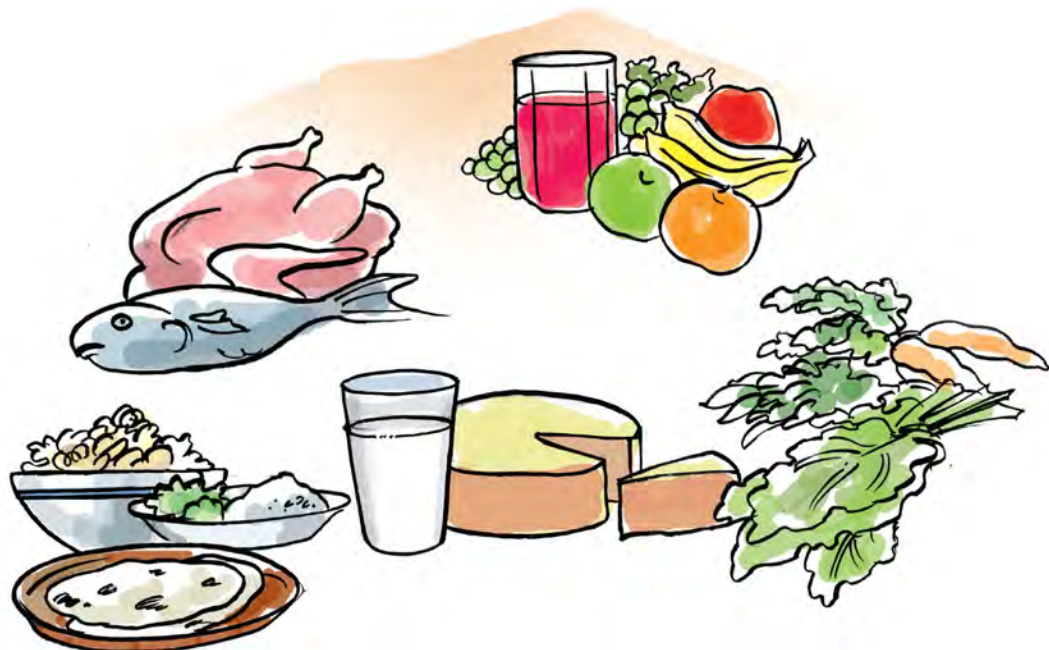
Instructions for teacher:

- Read the text.
- Read and ask students to repeat after you.
- Ask the students to read and support as per need.



Write three sentences about your favourite food.

15



1.

2.

3.



Fill in the gaps.

Pemba is a



Laxmi is a



Salma is a



Lakhan is a



teacher

farmer

driver

doctor



Look and read.



Rice



Curry



Milk



Water



Egg



Meat

Look and write.

gge

wetar

mtea

crruy

rcie

mlik



Read aloud and write the answers.

The Bicycle

My papa has a bicycle.

The bicycle is red.

The bicycle has two wheels.

The bicycle can go fast.

My father goes to the market.

He buys things in the market.



1. Who has a bicycle?

2. What colour is the bicycle?

2. What colour is the bicycle?

4. Can a bicycle go fast?

Instructions for teacher:

- Read the text.
- Read and ask students to repeat after you.
- Ask the students to read and support as per need.



Write the name of the vehicles.













Write three sentences about the picture.

16



1.

2.

3.



Match .

15

☐ **Bus**


☐

☐ **Van**


☐

☐ **Car**


☐

☐ **Aeroplane**


☐

☐ **Bicycle**


☐

☐ **Tempo**


☐



Write the answer.

17

What is your name ?

Who are there in your family ?

What does your father do ?

What does your mother do ?



Solve the crossword puzzle.

1



2



3

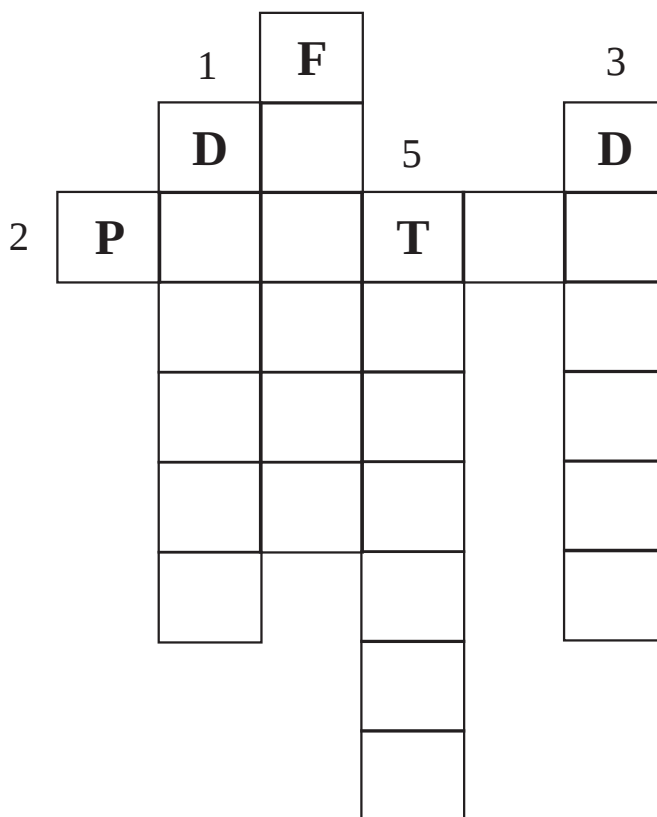


4

4



5



Instructions for teacher:

- Ask the students to see the pictures.
- Ask them to complete the puzzle box waiting profession of the action pictures.
- Check the work of students and provide feed back



MS 14

1

English :  ♦ GoN/MoES/CDC/CEHRD E1.406.03 GRADE 1

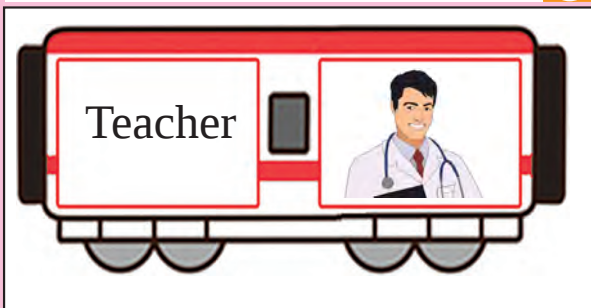
MS 14

1

English :  ♦ GoN/MoES/CDC/CEHRD E1.406.03 GRADE 1

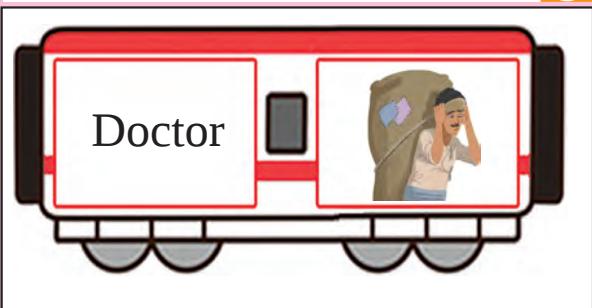
MS 14

1

English :  ♦ GoN/MoES/CDC/CEHRD E1.406.03 GRADE 1

MS 14

1

English :  ♦ GoN/MoES/CDC/CEHRD E1.406.03 GRADE 1

MS 14

1

English :  ♦ GoN/MoES/CDC/CEHRD E1.406.03 GRADE 1

MS 14

1

English :  ♦ GoN/MoES/CDC/CEHRD E1.406.03 GRADE 1



Memory game.

4

Instructions for teacher:

- 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 does not match ask to put down in the same position as before.
- Please let both students pick up the cards turn by turn.



Rice

English :



◆ GoN/MoES/CDC/CEHRD

E1.408.03

GRADE 1

MS 14

4



Curry

English :



◆ GoN/MoES/CDC/CEHRD

E1.408.03

GRADE 1

MS 14

4



Milk

English :



◆ GoN/MoES/CDC/CEHRD

E1.408.03

GRADE 1

MS 14

4



Water

English :



◆ GoN/MoES/CDC/CEHRD

E1.408.03

GRADE 1

MS 14

4



Egg

English :



◆ GoN/MoES/CDC/CEHRD

E1.408.03

GRADE 1

MS 14

4



Meat

English :



◆ GoN/MoES/CDC/CEHRD

E1.408.03

GRADE 1

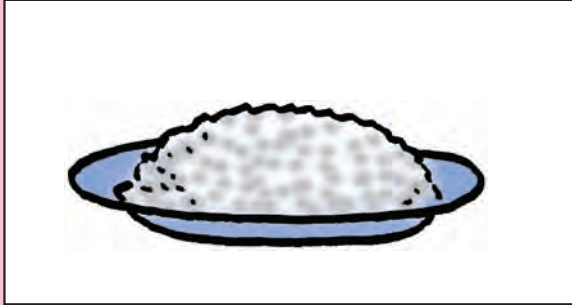
MS 14

4



MS 14

4

English :  ◆ GoN/MoES/CDC/CEHRD

E1.409.03 GRADE 1



MS 14

4

English :  ◆ GoN/MoES/CDC/CEHRD

E1.409.03 GRADE 1



MS 14

4

English :  ◆ GoN/MoES/CDC/CEHRD

E1.409.03 GRADE 1



MS 14

4

English :  ◆ GoN/MoES/CDC/CEHRD

E1.409.03 GRADE 1



MS 14

4

English :  ◆ GoN/MoES/CDC/CEHRD

E1.409.03 GRADE 1



MS 14

4

English :  ◆ GoN/MoES/CDC/CEHRD

E1.409.03 GRADE 1



Assessment- 8

8A

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

Assessment- 8

Task-2

Solve the crossword puzzle.

1



2



3

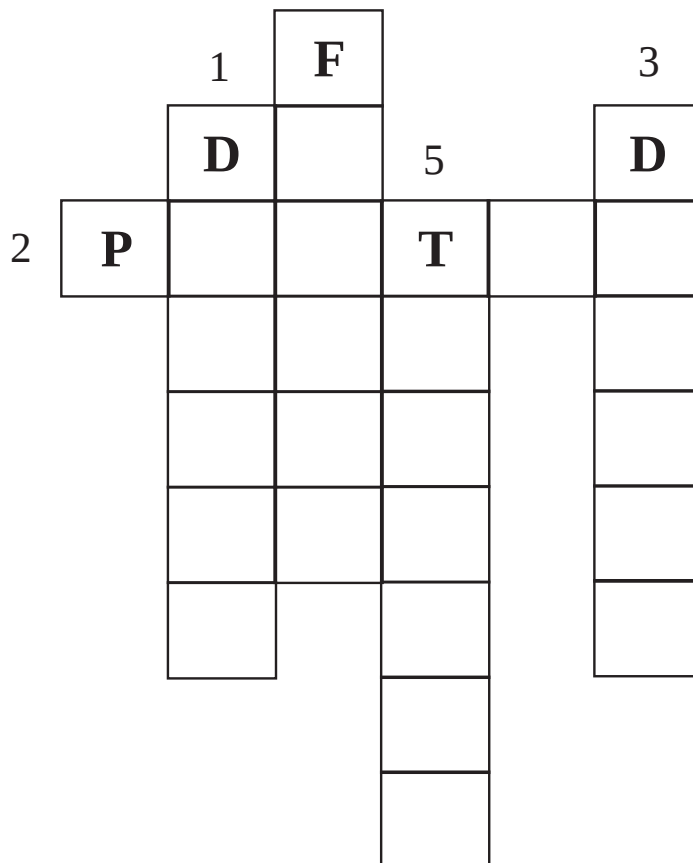


4

4



5



Assessment- 8

Task-3

Match

Bus



Van



Car



Aeroplane



Bicycle



Tempo



Write three sentences about the picture.





Listen and sing.

MS 15

17A

Mango, apple, banana

Litchi, plum, papaya

Lemon, pear, orange

These are fruits, my friends.



Instructions for teacher:

- Recite the chant.
- Recite it again and ask students to repeat after you.
- Recite it all together.
- Ask the students to read independently.



Listen and sing.

MS 15

17B

Bean, radish, tomato

Cauli, cabbage, potato

Carrot, turnip, peas

They are all vegetables



Instructions for teacher:

- Recite the chant.
- Recite it again and ask students to repeat after you.
- Recite it all together.
- Ask the students to read independently.



Look at the picture and discuss.

Discuss about the fruits in the picture.



Instructions for teacher:

- Discuss about the fruits.
- Encourage the students to talk about Fruits.



GRAPES

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'grapes' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



grapes



PAPAYA

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'papaya' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



papaya



CUCUMBER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'cucumber' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



cucumber



CAULIFLOWER

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'cauliflower' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



cauliflower



BANANA

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'banana' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



banana



COCONUT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'coconut' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



coconut



PUMPKIN

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'pumpkin' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



pumpkin



TOMATO

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'tomato' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



tomato



POTATO

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'potato' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



potato

Read.

This is an apple.



These are apples.



This is a mango.



These are mangoes.



This is a papaya.



These are papayas.





Read.

The apple tree.

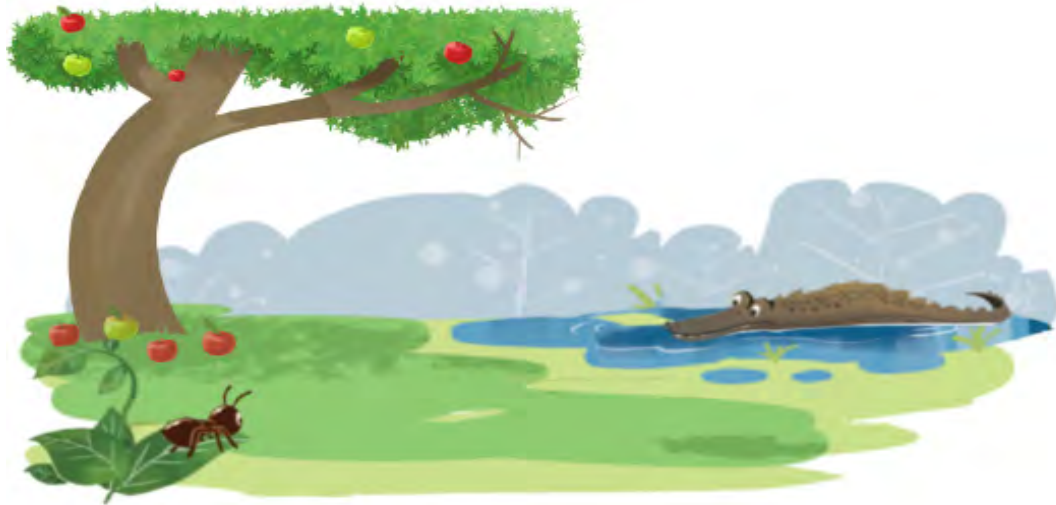
This is an apple tree.

The tree is tall.

The tree has five apples.

The apples are green and red.

I like apples.



Instructions for teachers:

- Read the individual sounds and blend them to make the words.
- Make the students to repeat after you.
- Ask the students to read and provide feedback.



Fill in the blanks.

14

a. This is an _____ tree.

b. The tree is _____

c. The tree has _____ apples.

d. The apples are _____ and red.

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



Read.

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.





Conduct the dictation.

Mango	Pumpkin	Apple
Potato	Tomato	Tree
Papaya	Banana	Cauliflower



Match.

☐ **Banana**



☐

☐ **Pumpkin**



☐

☐ **Papaya**



☐

☐ **Onion**



☐

☐ **Potato**



☐

☐ **Orange**



☐

☐ **Coconut**



☐

☐ **Tomato**



☐

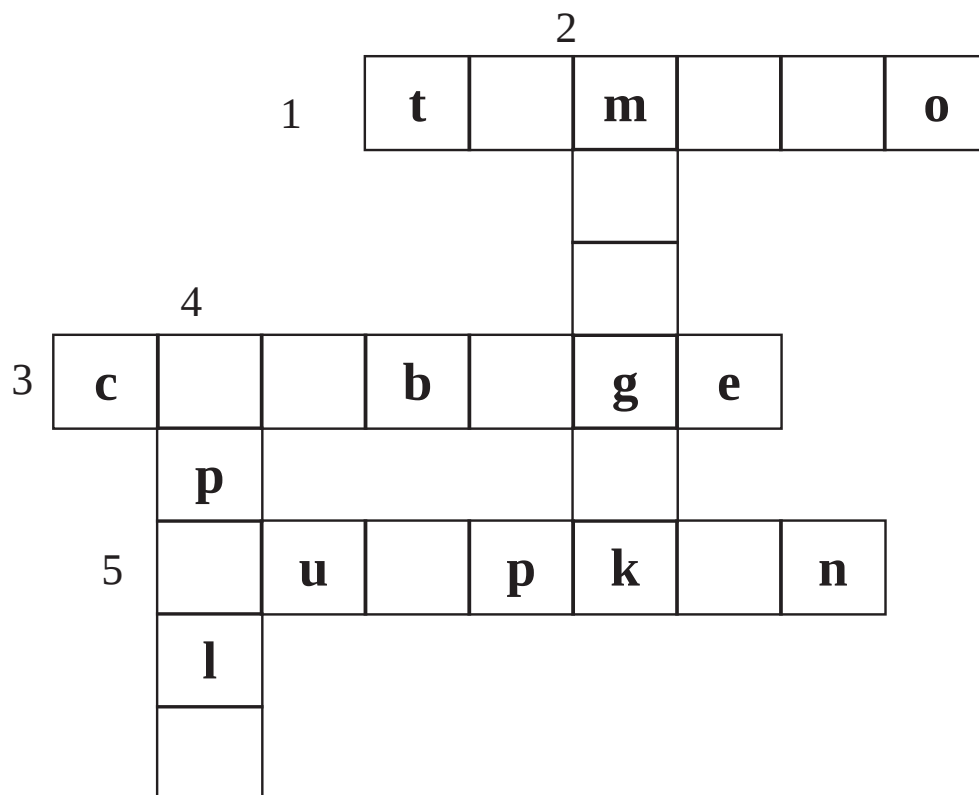
☐ **Lady Finger**



☐



Make the words.



1



2



3



4



5





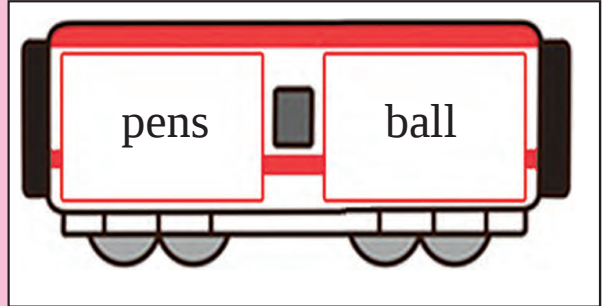
MS 15

2

English :  ♦ GoN/MoES/CDC/CEHRD E1.429.03 GRADE 1

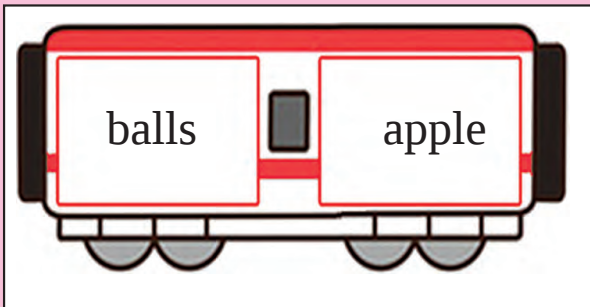
MS 15

2

English :  ♦ GoN/MoES/CDC/CEHRD E1.429.03 GRADE 1

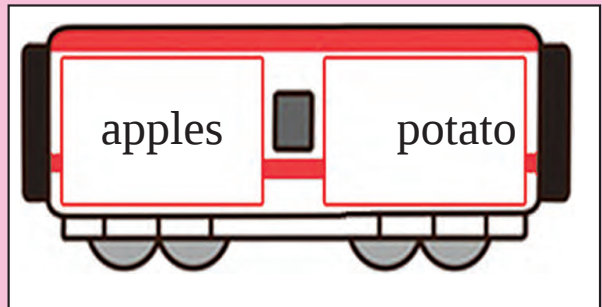
MS 15

2

English :  ♦ GoN/MoES/CDC/CEHRD E1.429.03 GRADE 1

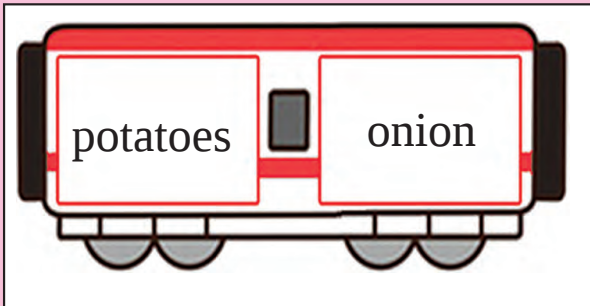
MS 15

2

English :  ♦ GoN/MoES/CDC/CEHRD E1.429.03 GRADE 1

MS 15

2

English :  ♦ GoN/MoES/CDC/CEHRD E1.429.03 GRADE 1

MS 15

2

English :  ♦ GoN/MoES/CDC/CEHRD E1.429.03 GRADE 1



Find out plural words.

6

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

Instructions for teacher:

- Ask the students to find out the plural form of the given words in the puzzle box.
- The words may be situated in across, down, up, backward or diagonal forms.
- Ask them to circle around the words they found.
- Check the work of students and provide feedback.



Colour.

13





Assessment-9

Task - 1

Look and write 'a/an'.

_____ potato

_____ onion

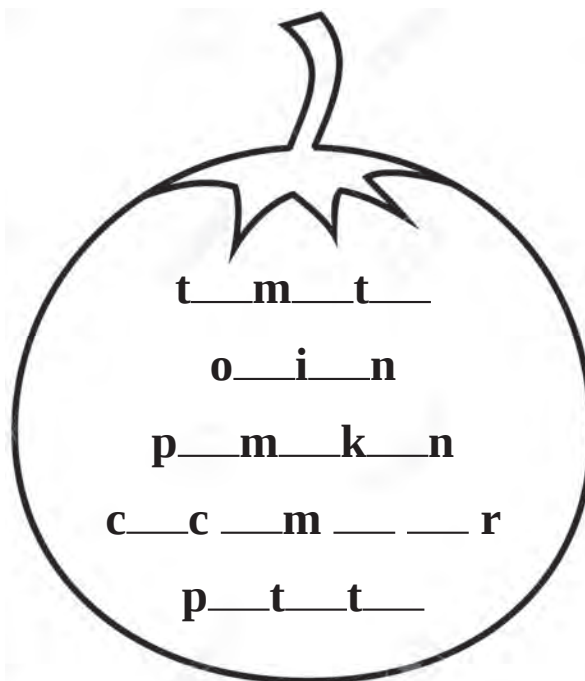
_____ apple

_____ cucumber

_____ orange

_____ pumpkin

Fill in the blanks and color the picture.





Assessment-9

9B

Task - 2

Listen 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.

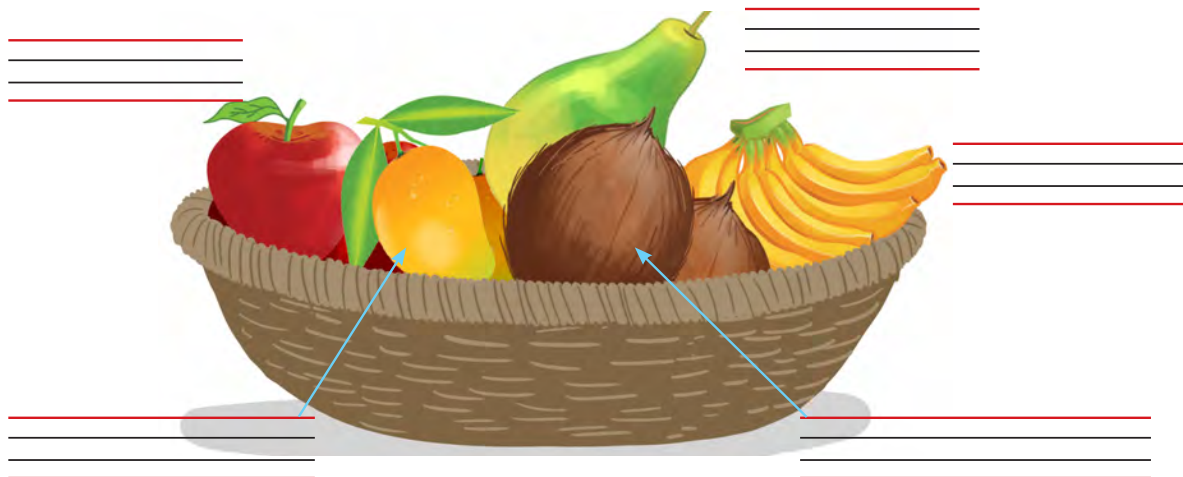


1. What is it
2. What shape is it?
3. What colour is it?
4. Is it a vegetable or a fruit?

Assessment-9

Task - 3

Write the names of fruits.



Look at the picture and write three sentences.



1.

2.

3.



Recite the chant.

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.

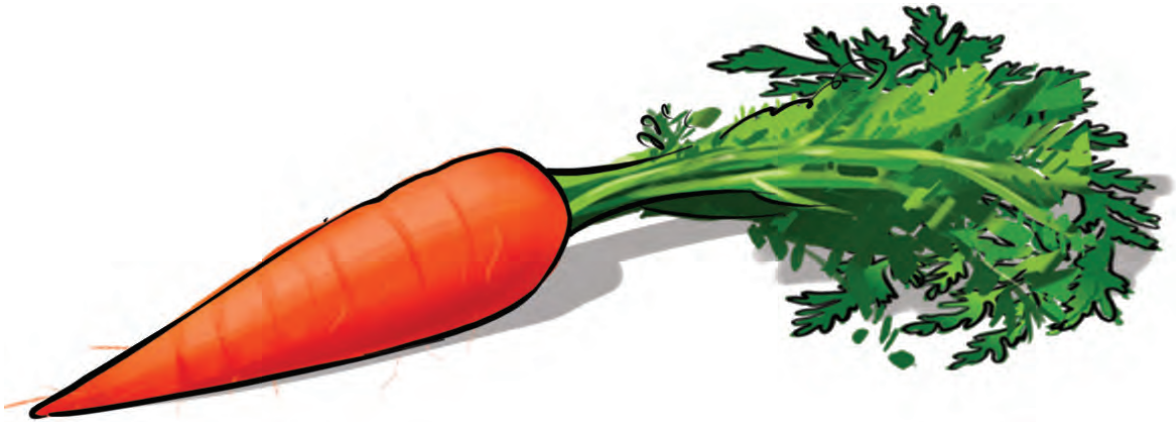




CARROT

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'carrot' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



carrot



SWIM

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'swim' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



swim



GRASS

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'grass' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



grass



SLEEP

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'sleep' and ask students to follow.
- Use this card for the activity of bunch of grapes, too.



sleep



Read.



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.



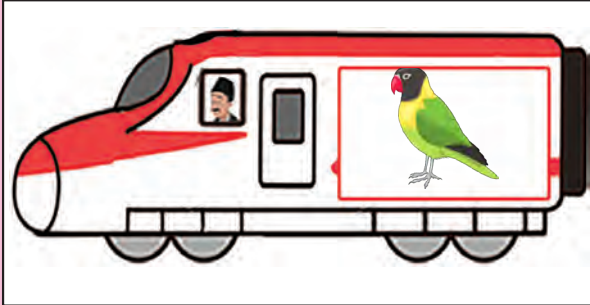
Instruction for the teachers:

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



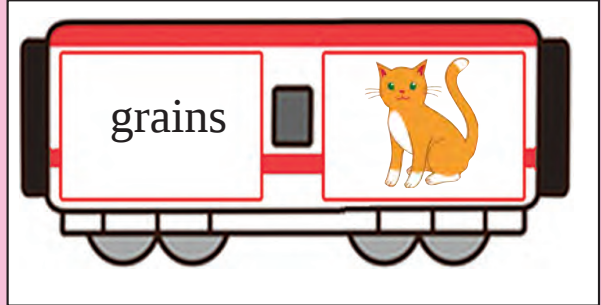
MS 16

3

English :  ♦ GoN/MoES/CDC/CEHRD E1.440.03 GRADE 1

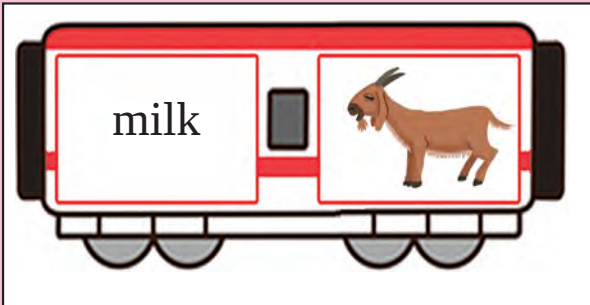
MS 16

3

English :  ♦ GoN/MoES/CDC/CEHRD E1.440.03 GRADE 1

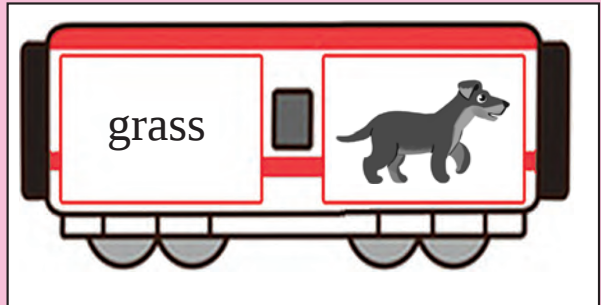
MS 16

3

English :  ♦ GoN/MoES/CDC/CEHRD E1.440.03 GRADE 1

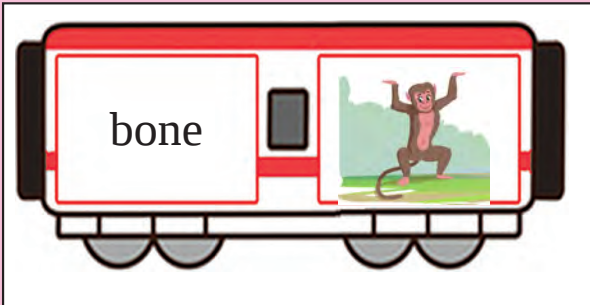
MS 16

3

English :  ♦ GoN/MoES/CDC/CEHRD E1.440.03 GRADE 1

MS 16

3

English :  ♦ GoN/MoES/CDC/CEHRD E1.440.03 GRADE 1

MS 16

3

English :  ♦ GoN/MoES/CDC/CEHRD E1.440.03 GRADE 1



Read like and don't like.



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.



Instructions for teacher:

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



Read and answer.

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?



Make words and write three sentences.



siwm

pciture

darw

1. picture :

2. draw :

3. swim :



Read and answer.

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

I like to

[illegible]

I don't like to

[illegible]



Match .

○



I like meat ○

○



I like corns ○

○



I like milk ○

○



I like grass ○

○



I like fruits ○



Fill in the gaps and complete the sentences.

15

Three sets of horizontal lines for writing, each consisting of a top red line, a middle black line, and a bottom red line.



dance

play

jump



Rearrange the letters and make words.

11

Make words:

bnoe



pnait



dncae



jmup



payl





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

14



Assessment-10

Task - 1

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

I like to

don't like to



Task - 2

Complete the sentences.

I like to

I like to

I like to

I like to

dance

read

play

draw

jump



Assessment-10

Make Words.

siwm

pciture

darw

Write three sentences.

1. picture :

2. draw :

3. swim :

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?



Listen and sing.

19

I found a cow !
How?

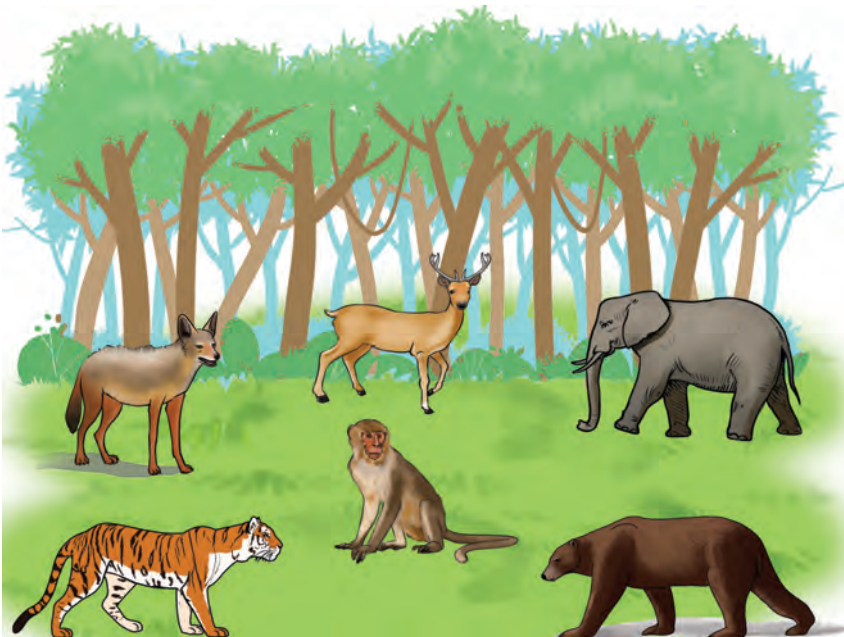
I found a cow !
How?

I found a bear !
Where?

I found a bear !
Where?

I found a hen !
When?

I found a hen !
When?





Look at the picture and discuss.

Discuss about them in complete sentences.



a cock



a duck



a parrot



a pigeon

a crow



a dove

a sparrow



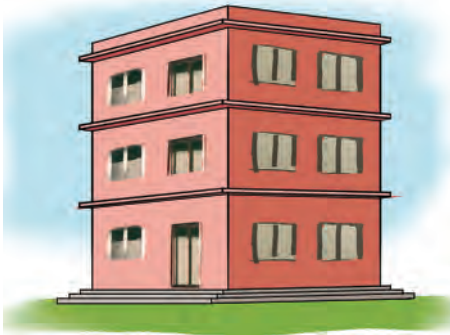
a peacock



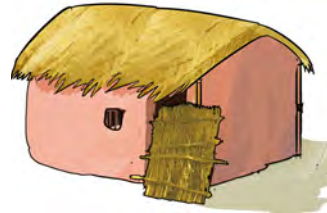
Read the words.

MS 17

41A



big



small



tall



short



fat



thin



Read the words.

MS 17

41B



a cock



a parrot



a sparrow



a peacock



a dove



a pigeon



Read the words.



a rabbit



a bear



a mouse



a deer



a buffalo



a sheep



Read and write answers.

33

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?



Talk with a friend.

8



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.

Instructions for teacher:

- Play the role of 'A' and ask students to play the role of 'B'.
- Practice the conversation as given in the text.
- Make a pair of two students and ask them to converse.
- Check the work of students and provide feedback.



Where is the rabbit?



_____ the table



_____ the table



_____ the tree



_____ the mat



_____ the hole



_____ the burrow

Write.

Look and write three sentences and three words.



1.

2.

3.





Read and write answers.

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?

Write.

Look and write three words about the picture.



1.

2.

3.

Write three sentences using these words.

1. book :

2. tree :

3. hen :



Read and write answers.

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?



Where is the girl?

Who comes to the girl?

What does the rabbit ask for?

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



Match.

○



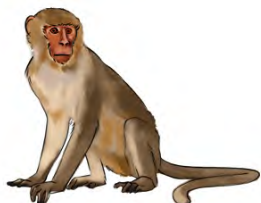
a monkey ○

○



a fox ○

○



a cow ○

○



a bear ○

○



a sheep ○



Match.

○



a pigeon ○

○



a peacock ○

○



a sparrow ○

○



a cock ○

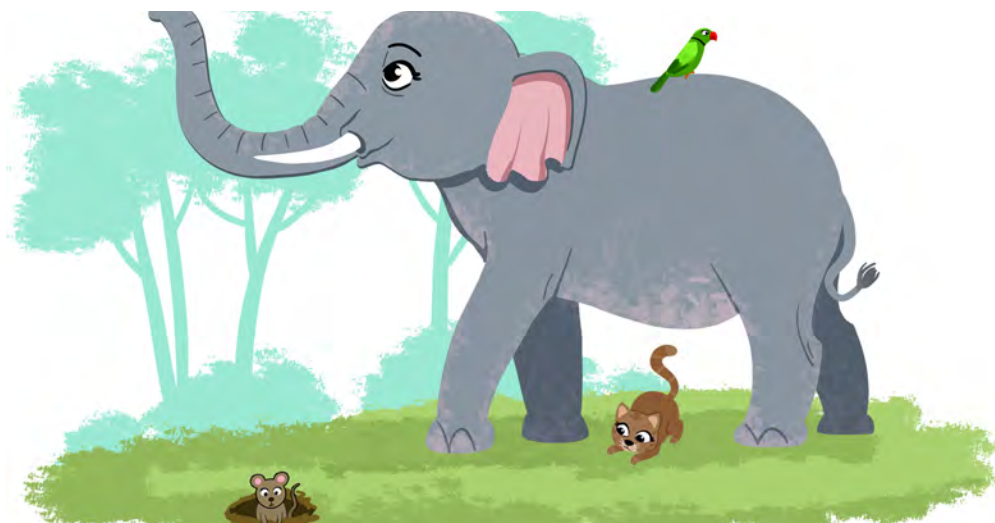
○



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 complete the words.



b _ g



s _ _ l



b _ g



s _ _ l



t _ l



s _ _ t



t _ l



s _ _ t



f _ t



t _ _ n



f _ t

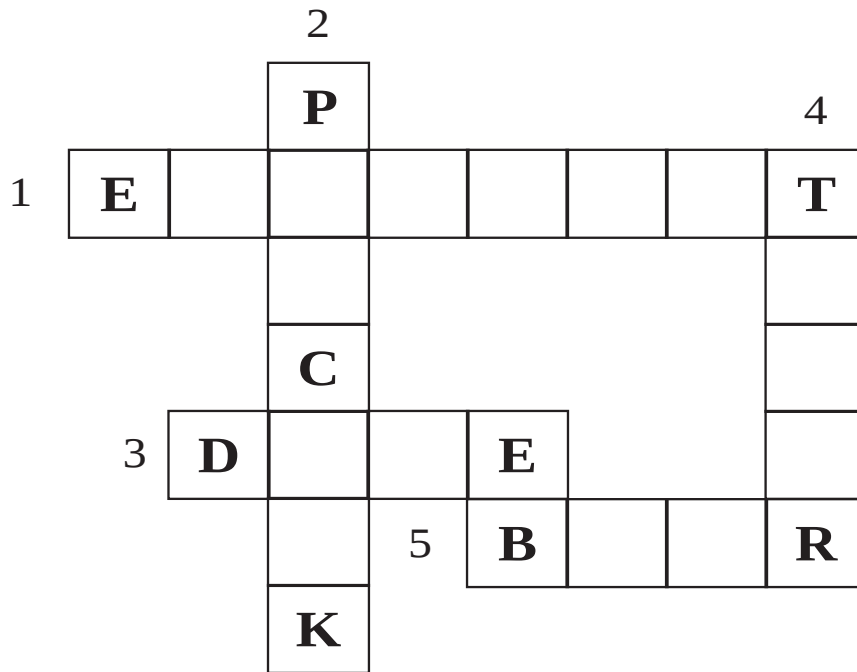


t _ _ n



Complete the names of the pictures.

7



1



2



3



4



5





Rearrange the letters and make the words.

Make words.

ccok



dcuk



poarrt



corw



saporrw



tegir



menkoy



eelaphnt



bffluao



speeh





Find the familiar words.

10



Instructions for teacher:

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



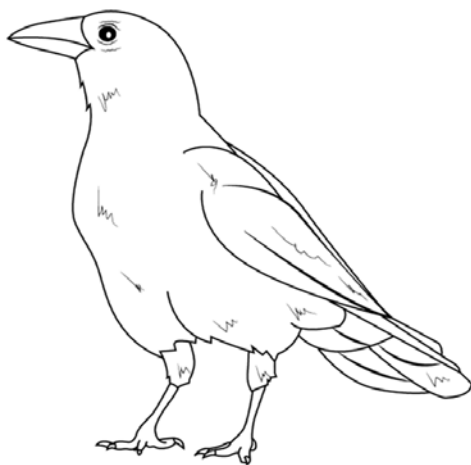
Colour and write their names.



p



s



c



d



Play the game “Running to the board”.



Instructions for teacher:

- 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 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.



Teacher Card

5

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



Student Card

5

deer**peacock****monkey****buffalo****vulture****goat****pigeon****sheep****dove**



Student Card

5

tiger	duck	swan
buffalo	vulture	goat
pigeon	sheep	dove



Student Card

5

tiger	duck	swan
deer	peacock	monkey
pigeon	sheep	dove



Student Card

5

tiger	duck	swan
deer	peacock	monkey
buffalo	vulture	goat



Play the “Guessing Game”.



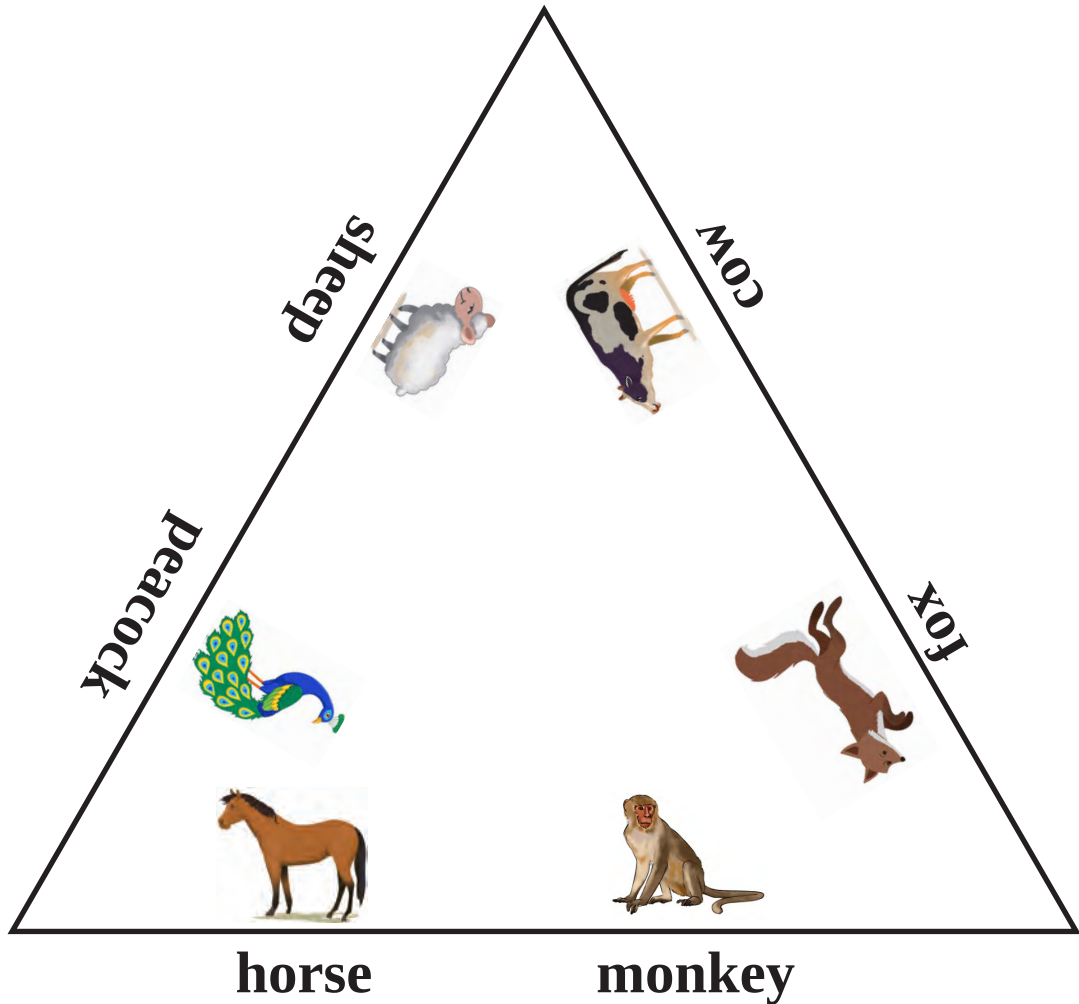
Instructions for teacher:

- 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."



Put the word cards under the same words.

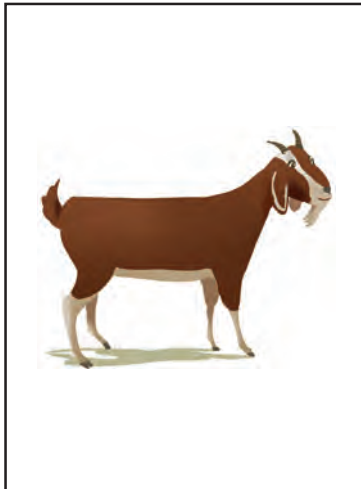
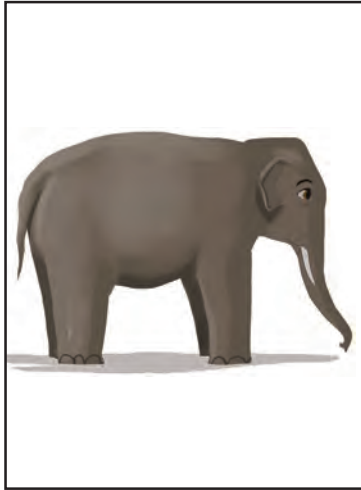
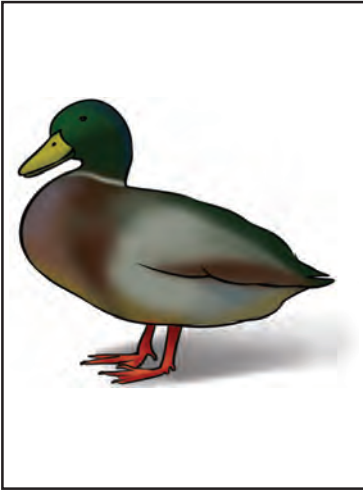
8



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.

Master Card



Instructions for teacher:

- 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.



Find the names of the animals and write.

7

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	













Act out.

9

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.

Instructions for teacher:

- 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.



Assessment-11

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

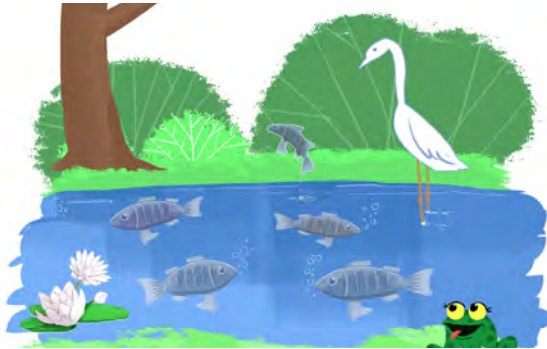
b. cow

c. goat

d. dog

e. cat

Look and write.



1.

2.

3.

Assessment-11

Task - 2



p



s



c



d



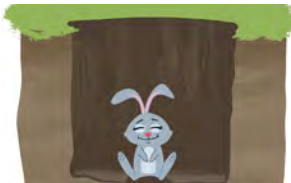
_____ the table



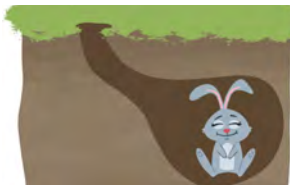
_____ the table



_____ the tree



_____ the hole



_____ the burrow



_____ the mat

Assessment-11

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?