

BEGINNERS' ENGLISH-I

FREE
TEXTBOOK

A TEXTBOOK FOR CLASS-I



Q8T7Z7

Department of School Education
Government of Assam



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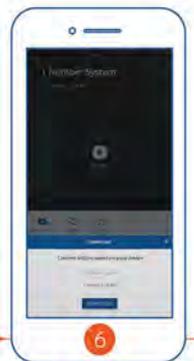
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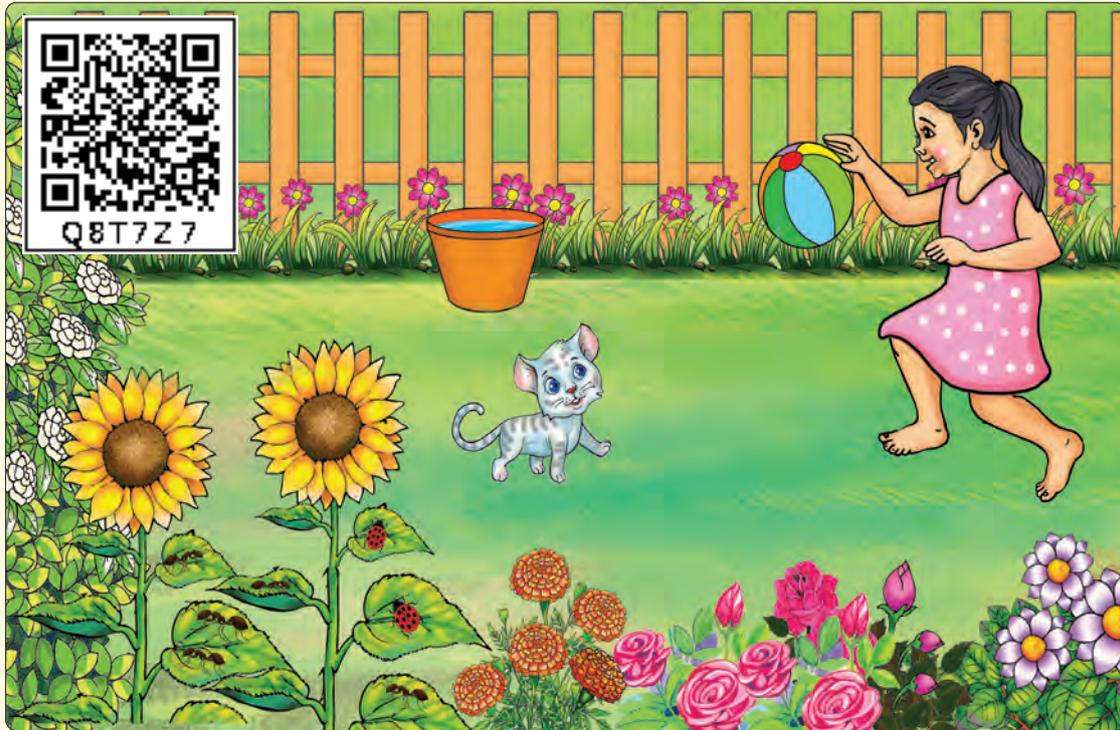


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BEGINNERS' ENGLISH-I



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State Council of Educational Research and Training
Assam, Guwahati-781019

Name :.....

Class:.....**Section:**.....**Roll No**

School.....**Session:**.....

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Dr. Ranoj Pegu, MBBS.
Minister, Assam



Education, Welfare of Plain
Tribe & Backward classes



MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Assam State School Education Board (ASSEB). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam

PREFACE

The Government of Assam has entrusted SCERT, Assam, with the responsibility of preparing a new series of English textbooks for the academic year 2024-25. This initiative, aimed at elementary education in Assam, aligns with the guidelines of NEP 2020 and NCF 2022. The English textbooks for Classes I and II are titled Beginners' English-I (For Class I) and Beginners' English-II (For Class II). The textbooks this year, therefore, mark a significant redesign, introducing topics and themes aligned with the National Educational Policy 2020 focusing on the holistic development of children in their early years. Special attention has been given to Phonological awareness and activities that need to be practised for early reading and for building the foundations of literacy and numeracy.

The book incorporates value education, sports, and art, all integrated and ensuring an engaging and comprehensive learning experience. These elements are designed for active engagement of children in the learning process, fostering age-appropriate mental growth and development. Illustrations, both realistic and cartoon elements have been included to make learning enjoyable for children. The textbook is also designed to be teacher friendly. "A Note to the Teacher," considering the multilingual classroom environment, provides guidance for developing custom activities based on the provided models.

Additionally, QR Codes (Quick Response Codes) are available in the textbooks for additional resources, benefiting both teachers and students.

SCERT extends sincere thanks to all educational officers, resource persons, subject matter experts, reviewers, layout artists, illustrators, and staff who have contributed to the preparation of this textbook. We also convey our gratitude to Samagra Shiksha, Assam for their financial support in this process.

We invite students, parents, teachers, educational stakeholders, and members of the public to share their suggestions with this Directorate. Your input is valuable for enhancing our textbook and addressing any unintentional mistakes. Your feedback is crucial in our continuous effort to improve educational resources.



(Dr. Nirada Devi)
Director, SCERT, Assam

A Note to the Teacher

We look forward to embarking on this enriching educational journey of introducing a set of English as L2 textbooks together, enhancing our students' linguistic, cognitive, emotional, and social growth. Our focus is on a communication-centric approach to language learning, emphasizing both oral and written English skills suitable for young learners. This initiative seeks to foster comprehensive language development, integrating English learning with creative and interactive methods that resonate with children's experiences and developmental stages.

In alignment with the National Education Policy (NEP) 2020, the significance of language in fostering national progress and shaping a just society is emphasized. This corresponds with the philosophy set forth in the National Curriculum Framework for Foundational Stage 2022, especially regarding Language Education and Literacy at the Foundational Stage. Research indicates that children grasp concepts more effectively in their home language. Consequently, the primary language of instruction should ideally be the child's home language, mother tongue, or a language they are familiar with. In this context, English is approached as a second language (L2). The objective is to cultivate robust oral language capabilities in children, encompassing a rich vocabulary and effective oral expression, by the end of the Foundational Stage. Simultaneously, the introduction of written language is carefully paced, ensuring a smooth and logical progression for the learner. While developing the textbook, the curricular goals, competencies and learning outcomes mentioned in the NCF-FS, 2022 for Language 2 were taken into consideration.

The textbook's content, derived from children's experiences, caters to their developmental stages, offering abundant opportunities for language immersion, creative expression, and interactive learning through listening to the target language, storytelling, art, music, and play. Themes include personal and societal awareness, toys, games, health, hygiene, environmental consciousness, travel, cultural appreciation, and societal values. Additionally, care has been taken to integrate values into the Learning Outcomes which have guided the development of the lessons.

Learners are systematically introduced to the alphabet, progressing from drawing and labelling to constructing simple words, phrases, and sentences. The book is replete with picture-stories and vivid, meaningful illustrations

that enhance comprehension and stimulate critical thinking. Language learning is presented as an integrative process involving thinking, listening, observing, speaking, reading, imagining, and writing, facilitated through various interactive sections. Instructions are both teacher and learner friendly. Instructions like 'Let's sing', 'Let's say', 'Let's read', 'Let's draw', and 'Let's write' etc. prompt early graders to express themselves and help them to articulate thoughts and preferences. Respect is shown to what a child enjoys and the activities are such that caregivers and parents or guardians are able to understand children's likes and dislikes.

The curriculum goals, as outlined in the NCF-FS, are meticulously incorporated. For example, CG 9.1 focuses on appreciating simple songs, rhymes, and poems, while CG 9.2 and 9.7 emphasize vocabulary development and effective day-to-day communication. Exercises are included to foster meaningful conversation, an essential skill in L2 acquisition. Other highlights include storytelling, phonological awareness exercises, and activities that encourage playfulness with words. This expedites the process of learning to read, and children start taking interest in decoding for meaning. Enhancement of reading skills help children to read more and more, explore the reading corner and digital resources with teacher and parent guidance. Discussing favourite cartoons can help children connect emotionally with their teachers and peers. Sharing what they love creates a bonding experience and helps them feel understood and valued.

The approach of Beyond the textbook is to be implemented so that children's learning extends to their environment. Children start interactions with peers and family, engage in hands-on activities, and get media exposure, and cultural experiences. Educators and parents are encouraged to recognize and integrate these diverse learning experiences with the textbook content, thereby enriching the educational journey and aligning it with the stage-specific competencies and curriculum goals. Furthermore, it's suggested that educators complement textbooks with materials that match the learning environment and students' thinking abilities. Teachers should use digital tools and online materials like apps, websites, and courses. These can improve or replace regular textbooks, making learning more interesting for students. This way helps students meet their learning targets and develop skills effectively. So, to help kids grow in language, thinking, emotions, and social skills, a complete approach is needed to build a great school environment.



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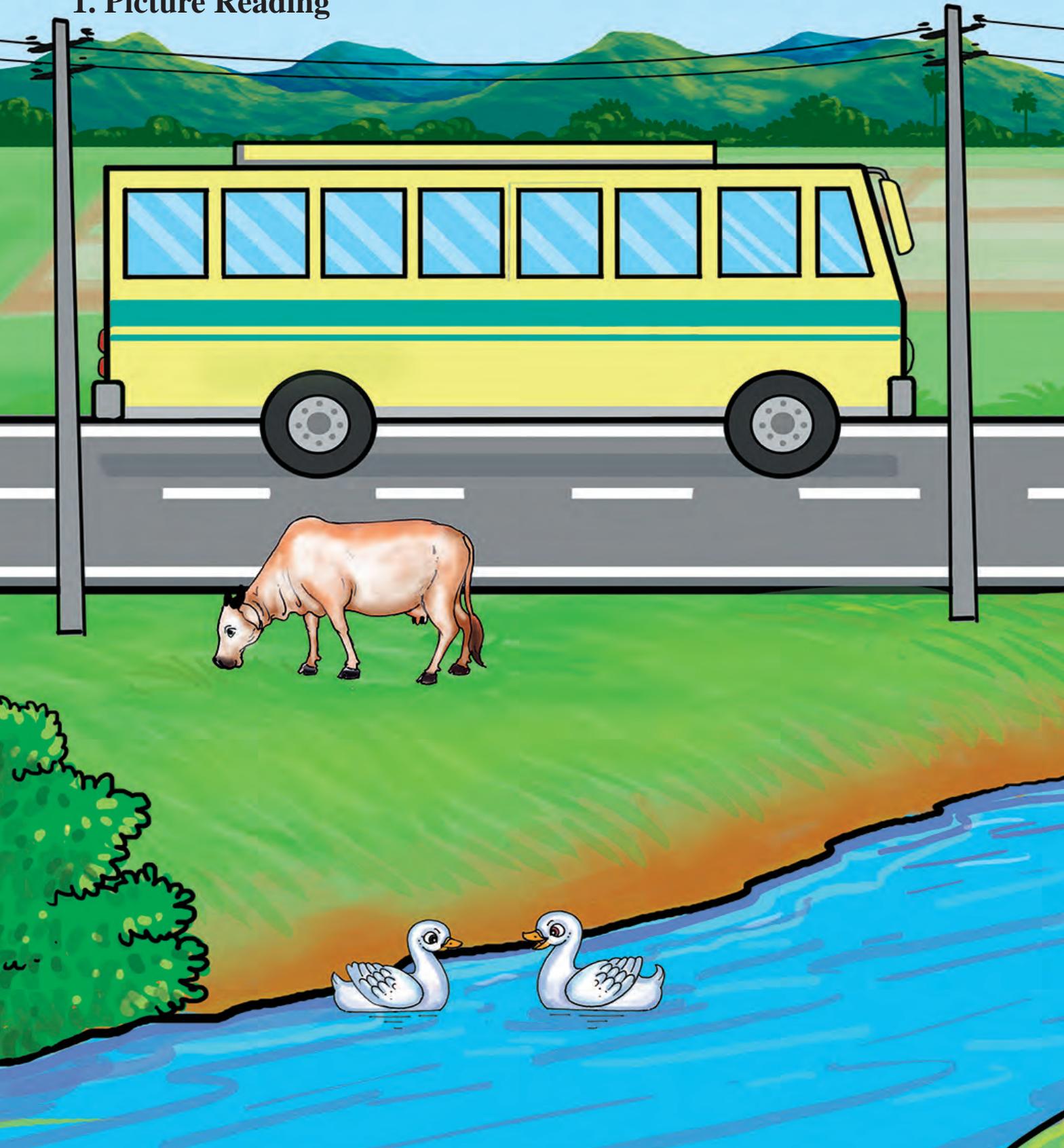
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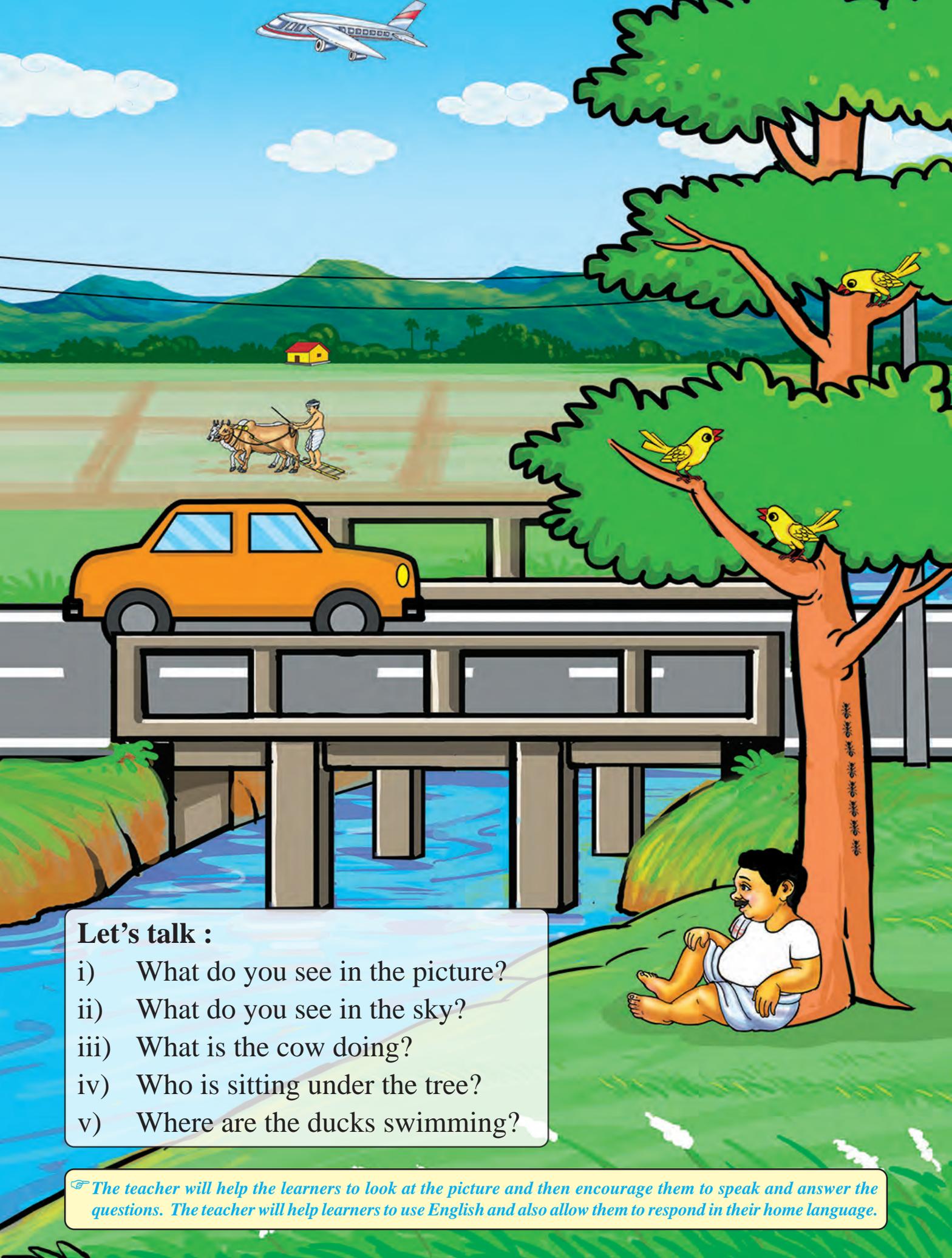
Lesson 1

Our beautiful world



1. Picture Reading





Let's talk :

- i) What do you see in the picture?
- ii) What do you see in the sky?
- iii) What is the cow doing?
- iv) Who is sitting under the tree?
- v) Where are the ducks swimming?

The teacher will help the learners to look at the picture and then encourage them to speak and answer the questions. The teacher will help learners to use English and also allow them to respond in their home language.

2. Let's recite :

Rain on the green grass

Rain on the green grass

Rain on the tree,

Rain on the rooftop

But not upon me.



Things we use when it rains :

3. Let's talk :

Work in pairs and say :

- What do you do on a rainy day?
- What do you enjoy playing in the rain?
- What do you use when it rains?



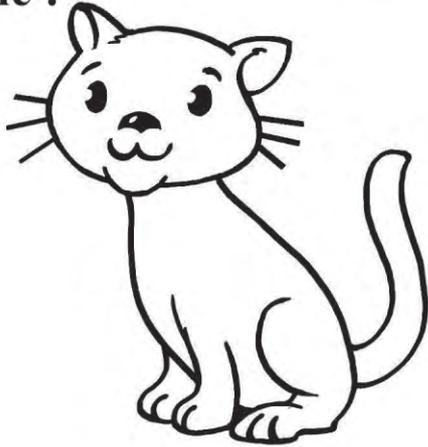
4. Listen and say :

green
The grass is green.

blue
The sky is blue.

The teacher will say the words 'green' and 'blue' loudly and allow the learners to listen and say the words after her.

5. Colour the animal and say its name :

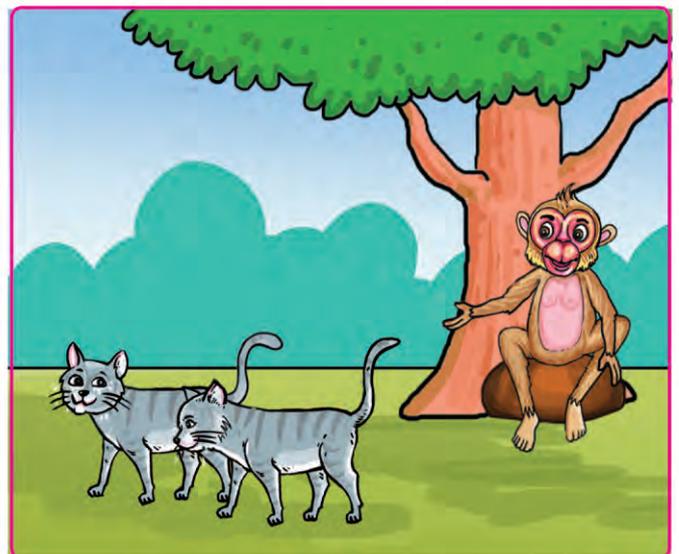
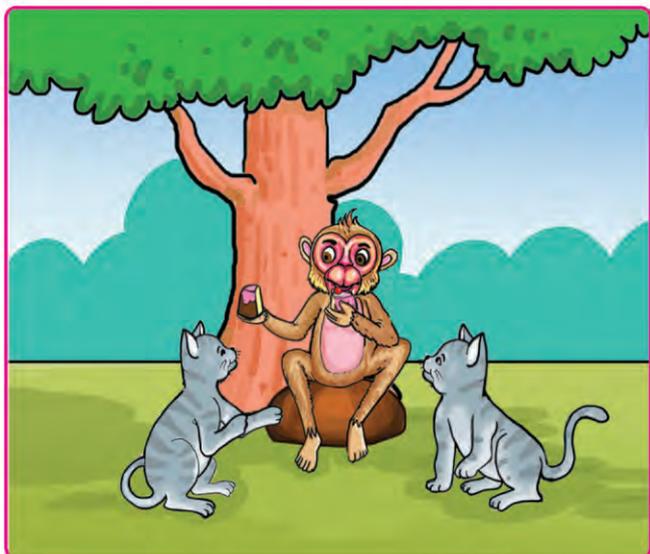
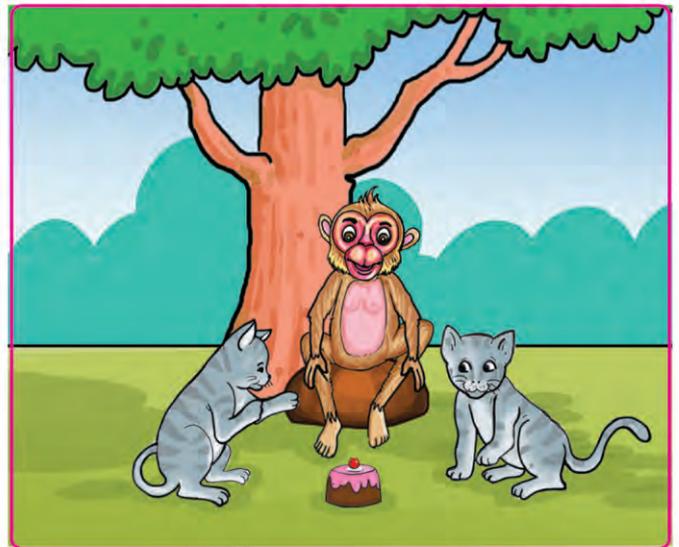


6. Colour the shapes :



7. Picture story

Look at the pictures and say what the monkey and the two cats are doing:



8. a. Let's listen to a story :

Monkey and the two cats



Bunu and Runu were two cats. One day they found a piece of cake. They tore it into two pieces, but one piece was bigger than the other. So they went to Golu, the monkey for help. He was sitting on the branch of a tree. Golu said, “Don’t worry, I’ll make both the pieces equal.” Golu took a bite from the bigger piece, but this made the other piece bigger. Golu went on eating to make both the pieces equal. He finished eating the whole cake. Bunu and Runu soon realized that they should have shared the cake among themselves and not ask for Golu's help.

b. Listen and answer :

- i) Who were Bunu and Runu?
- ii) Who found a piece of cake?
- iii) Who was Golu?
- iv) Who ate the piece of cake?
- v) Who do you like – Golu, Bunu or Runu ?
- vi) Why did Golu eat up the cake ?

c. Now, say 'Yes' or 'No' :

- i) There were two cats in the story.
- ii) The monkey divided the cake into three pieces.
- iii) The two cats and the monkey were playing together.
- iv) The two cats could not eat the piece of cake.
- v) The monkey ate the whole piece of cake.

9. Let's learn some new words :



a tree

a branch

a cake

a monkey

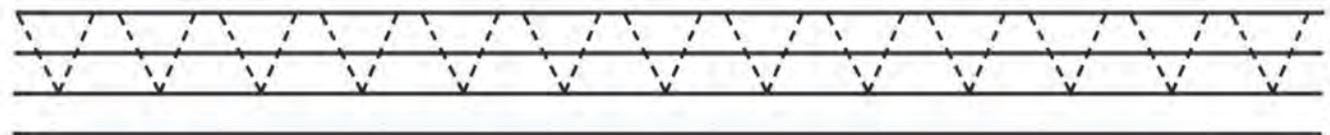
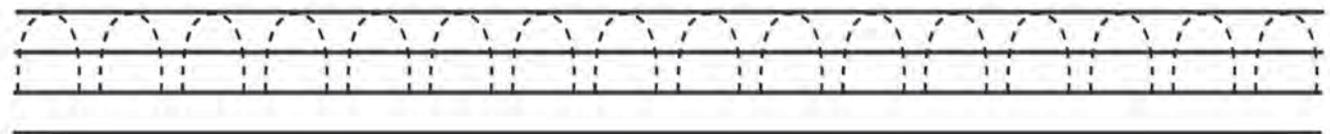
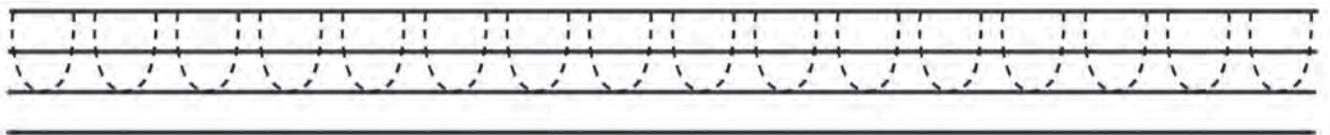
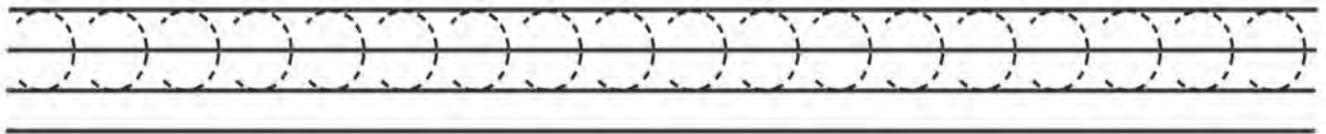
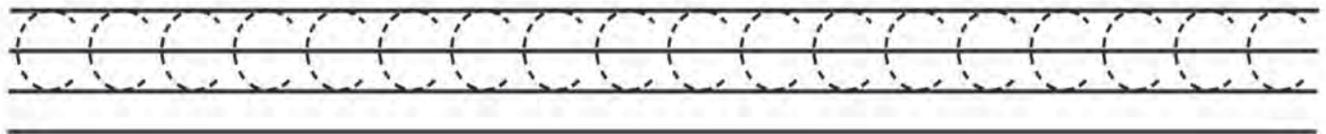
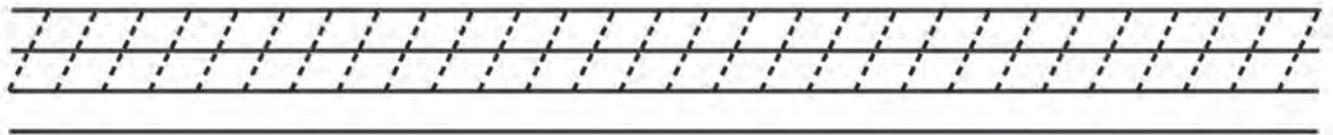
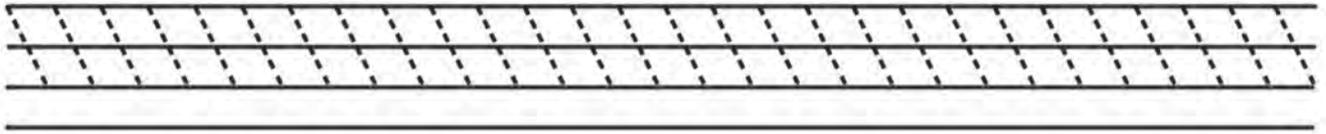
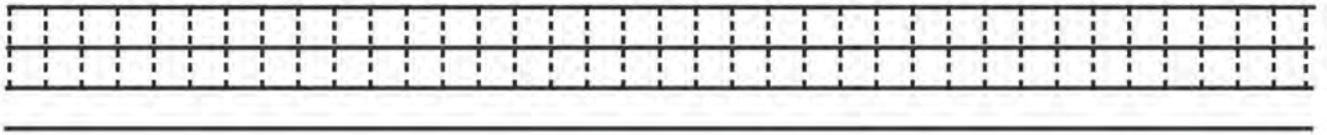
a cat



The teacher will encourage children to narrate the story in the picture. Children may be allowed to use their home language.



10. Trace and draw :



The teacher will help the learners practise drawing lines, straight, curves etc.

11. Let's listen to a story :

Rima and her pet

Rima is a kind girl. She has a cat named Molly. Her brother, Ron, has a pet dog. Ron has a set of blue bat and ball too. One day, Rima and Molly go out to play in the garden. They see beautiful flowers in the garden. "I see red roses and a dahlia", says



Rima. Molly touches the orange marigolds with love. She walks near the yellow sunflowers. Molly then runs to a box lying near the fence. "Are you looking for an egg there, Molly? Come here. I see an ant on a green leaf," says Rima. "There are many black ants on the bigger leaves too. The ants are sleeping," Rima tells Molly. Molly jumps up to see but falls into a tub of water. Molly cries, "Meow, meow!" Jimmy, the pet dog comes running. Rima helps Molly out of the tub. Both of them are happy now. They start playing again.

12. Let's say these rhyming words :

cake make

pet set

day play

bat cat

she he

Bunu Runu



The teacher will encourage the learners to create more rhyming words. The words need not always be meaningful.

13. Let's recite :

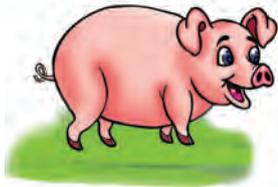
Bow-wow, says the dog



Bow-wow, says the dog,



Meow-meow, says the cat,



Oink-oink, goes the pig,



And squeak, goes the rat.



Chirp-chirp, says the sparrow,



Caw-caw, says the crow,



Quack-quack, says the duck,



And what cuckoos say, you know!

14. Let's say the rhyming words :

dog

hog

fog

cat

rat

bat

crow

know

sparrow

cow

wow

how

say

hay

may

The teacher will engage the learners in games with sounds. The learners will close their eyes and listen to the sounds around them. They will then say what they hear.

15 . Let's recite or sing our ABCs :

ABCD,

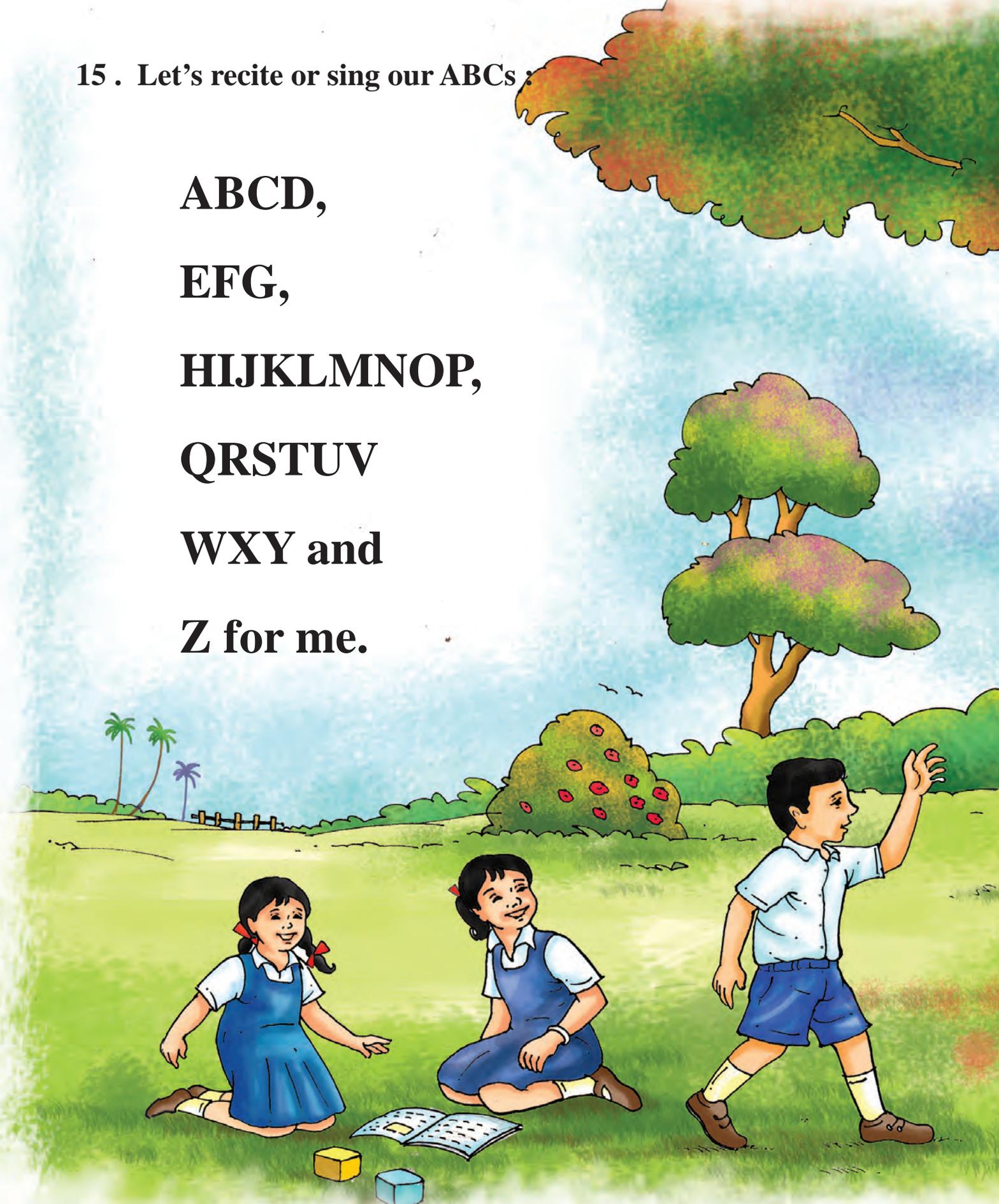
EFG,

HIJKLMN OP,

QRSTU V

WXY and

Z for me.



The teacher will sing the rhyme and then help the learners sing it, first in chorus, and then individually. The teacher can use props and also point to the letters in an alphabet chart while singing.

16. Let's be familiar with letters, words and sentences :

c e g h
o v w r
j m t s

These are letters.

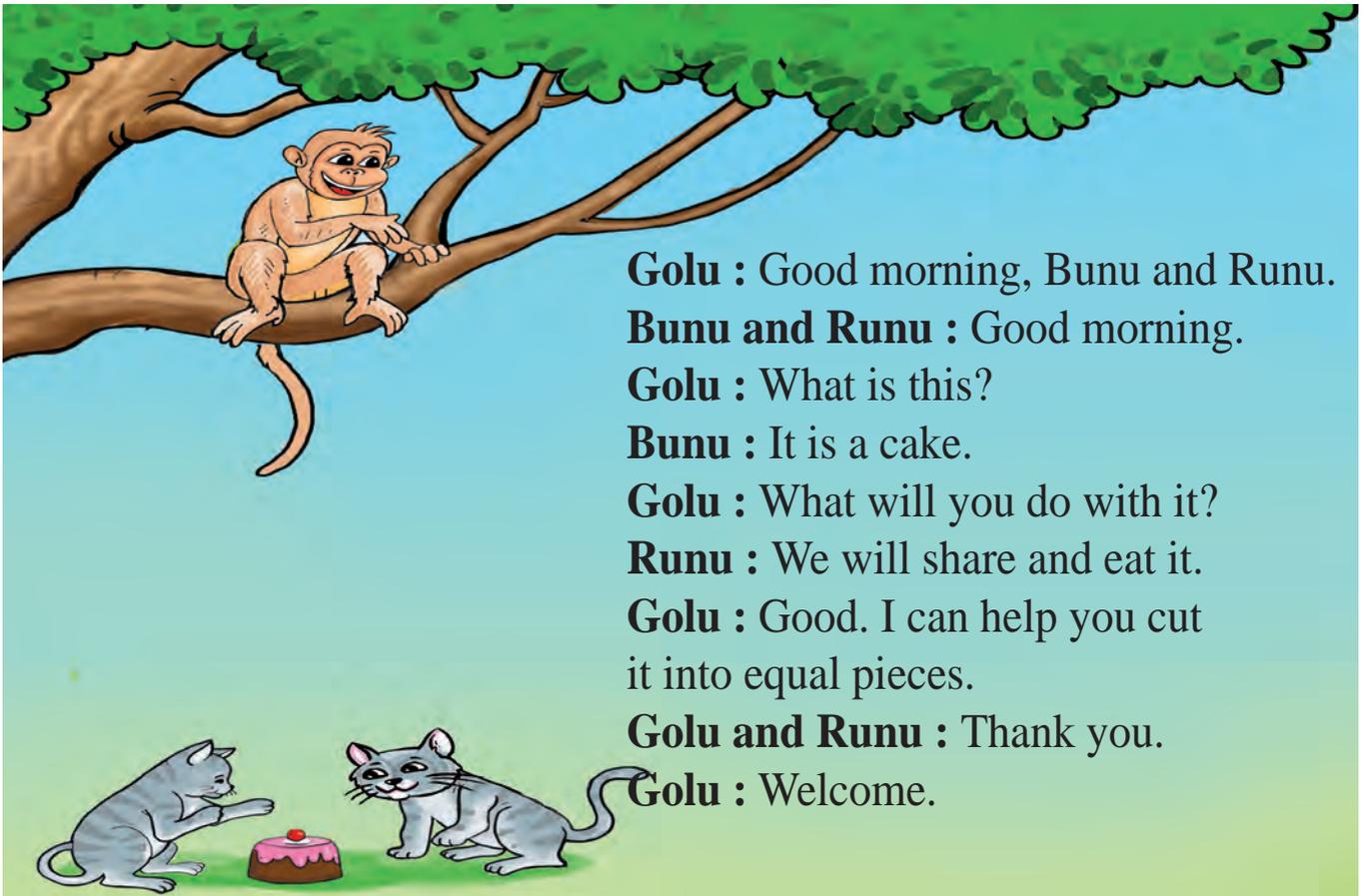
cat man
owl van

These are words.

The man has a cat.

This is a sentence.

17. Let's play roles :



Golu : Good morning, Bunu and Runu.

Bunu and Runu : Good morning.

Golu : What is this?

Bunu : It is a cake.

Golu : What will you do with it?

Runu : We will share and eat it.

Golu : Good. I can help you cut it into equal pieces.

Golu and Runu : Thank you.

Golu : Welcome.

18 Let's learn letter names and their sounds :

A



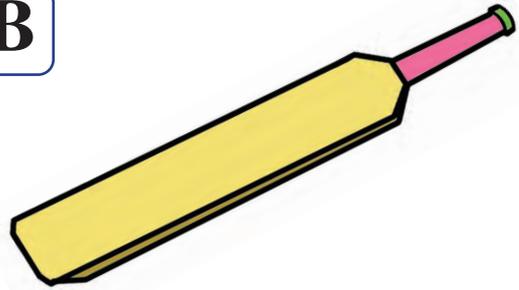
a

Ant

a

Ant has 'A'.

B



Bat

b

Bat has 'B'.

C



Cat

c

Cat has 'C'.

D

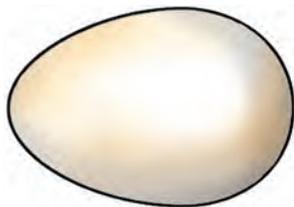


Dog

d

Dog has 'D'.

E

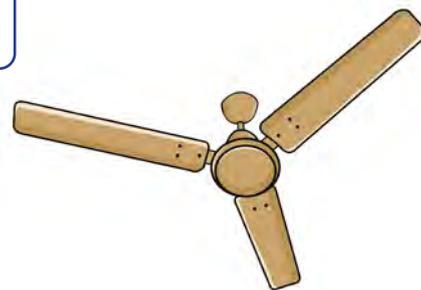


Egg

e

Egg has 'E'.

F



Fan

f

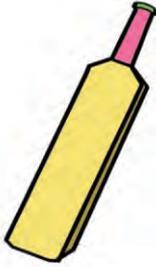
Fan has 'F'.

19. a. Circle the picture the name of which begins with the letter given in the circle :

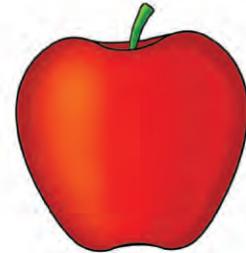
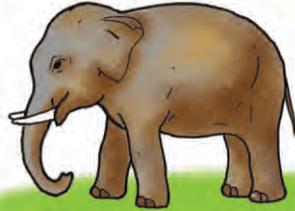
A



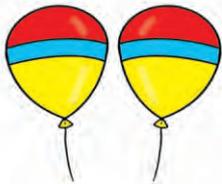
B



C



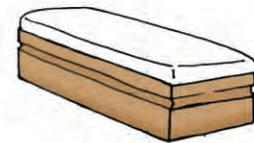
b. Look at the pictures and say their names. Now put a tick (✓) on the letter which gives the beginning sound of the names. One is done for you.



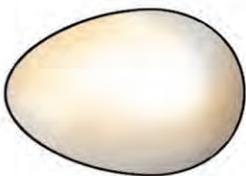
D A B ✓



A C E



D A C



E A B



B D C



A C B

20. Listen to this story of Annie the ant:

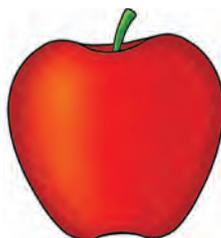


Annie the ant loved to eat apples. She and her friend, a black cat, go on a hunt for apples. Annie has a map in her hand. As they walk to a garden, Annie sees apples. "Look at that!" says Annie to the cat. "Yum! Not bad. A sweet snack to start!" says Annie. Annie and the cat are glad.

21. Look at the pictures and say the names.



an ant



an apple



a cat

22. Listen and repeat these words. Pay attention to the sound made by the letter 'a' in these words. What sound do you hear in the words that contain the letter 'a'?

as

at

and

ant

an

apples

black

cat

has

map

hand

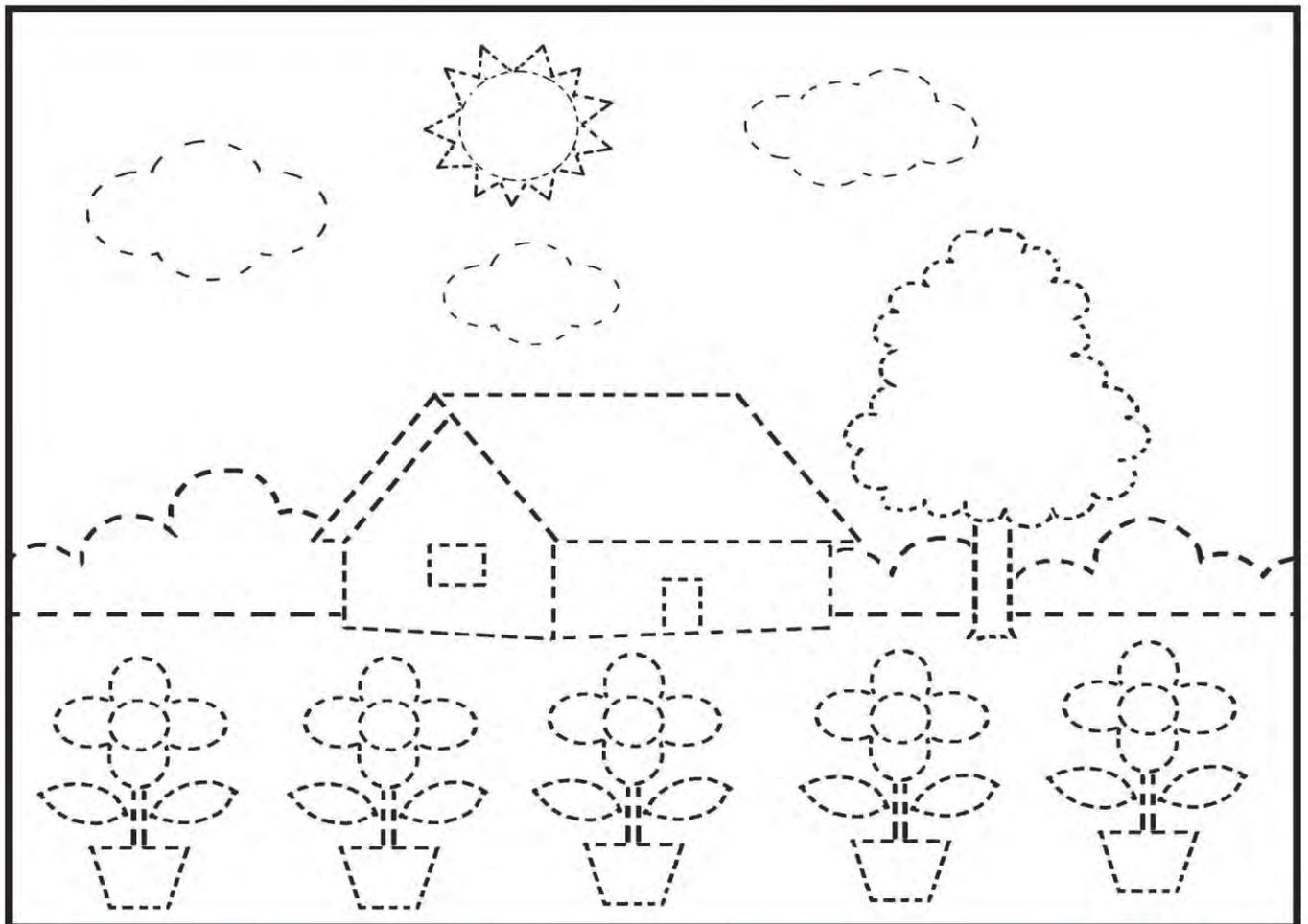
that

bad

snack

glad

23. Join the dots and complete the picture :



The teacher will focus on the sounds of 'a' and expose children to such more words and practice.

24. Trace and write :

A B C D E F

A A

A A A A A A A A

B B

B B B B B B B B

C C

C C C C C C C C

D D

D D D D D D D D

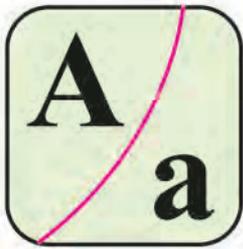
E E

E E E E E E E E

F F

F F F F F F F F

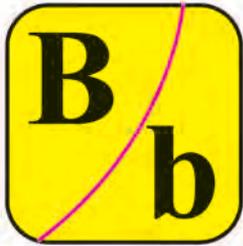
25. You have letters ABCDEF in six rows. Listen to the words in each row for recognising the beginning sounds.



ant

axe

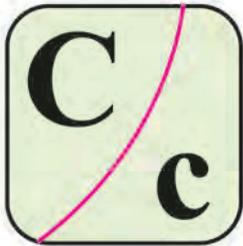
apple



bat

bag

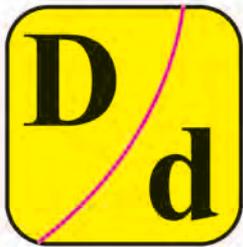
bird



cat

cup

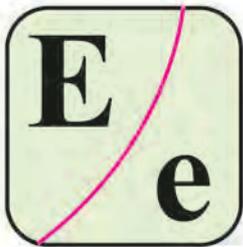
calendar



dog

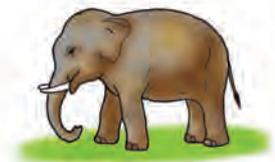
doll

dish



egg

elephant

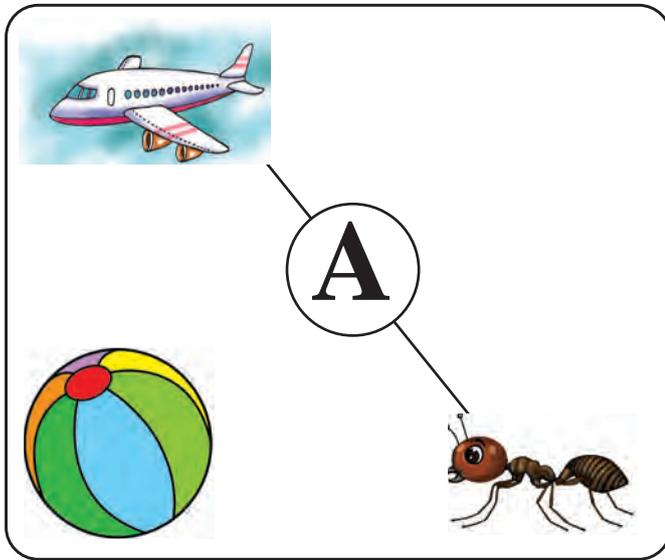


fan

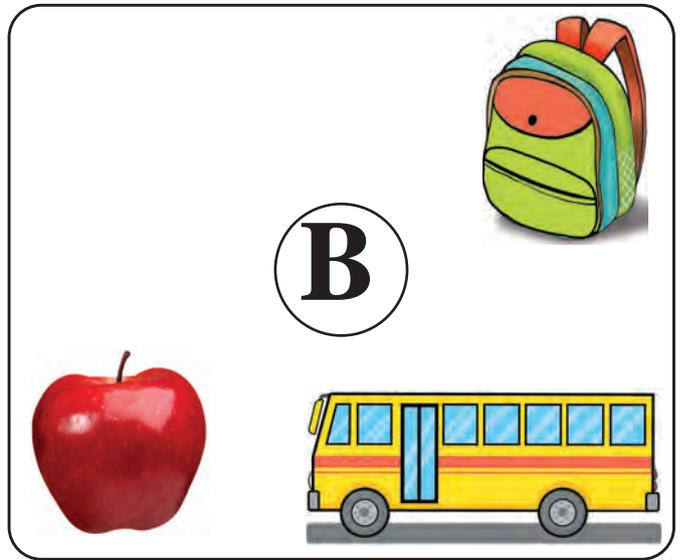
frog



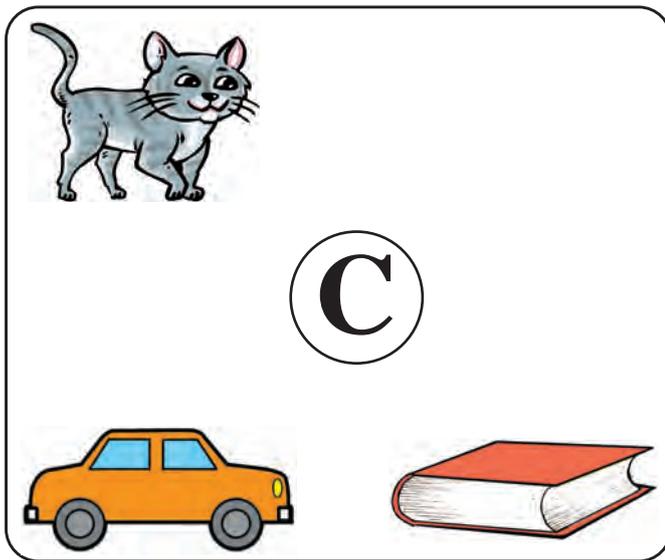
26. Say the names of the pictures in each box. Draw lines to match the picture with the letter that gives the beginning sound of the names. One is done for you :



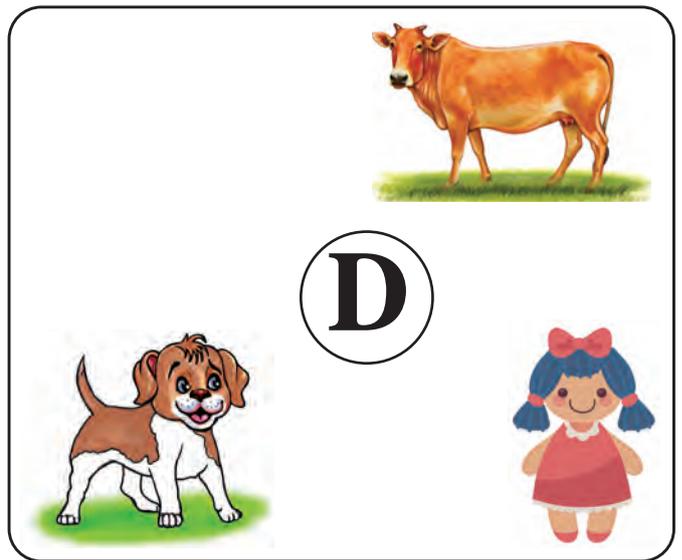
A



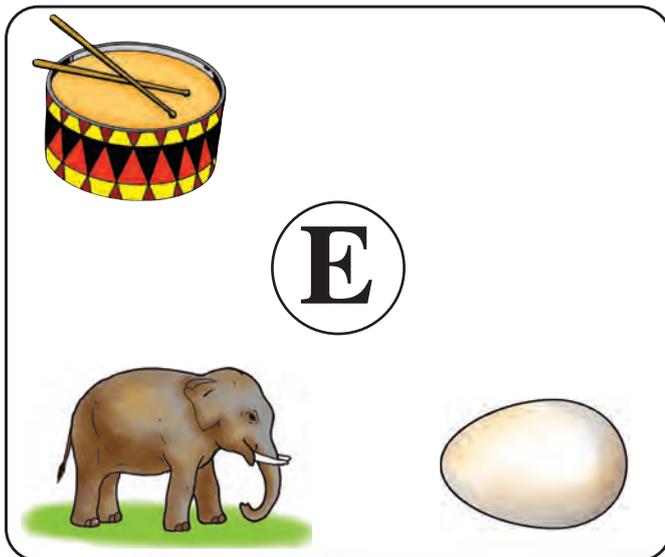
B



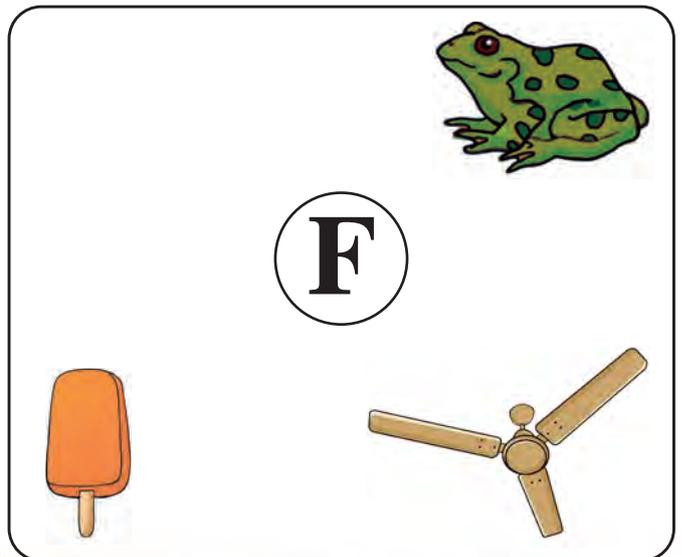
C



D



E



F

27. Match the words in column A with the pictures in column B :

A

Ant

Ball

Cow

Doll

Egg

Fan

B



A note to the teacher

Lesson 1: Our beautiful world

Theme: The world around us

Lesson 1 is designed to prepare students for diverse listening experiences in the lessons across the book. The teacher should therefore encourage the children to actively engage with these listening tasks, promoting their participation and response. This approach smoothens the transition from their home language to English. The teachers should:

Picture Reading

- Create a comfortable environment for student interaction. Facilitate group discussions about the pictures.
- Encourage associations with real-life situations.

Rhymes

- Introduce rhymes with actions and rhythm.
- Discuss daily activities and encourage related conversations.

Picture Story

- Narrate “Monkey and the two cats” with children sitting in a semi-circle.
- Allow use of home language for storytelling.
- Focus on identifying animals and objects in the story.

Storytelling

- Emphasize listening comprehension through stories like “Monkey and the two cats” and “Rima and her pet.” Use gestures and dramatic expression.
- Encourage story retelling and answering comprehension questions.

Role Play

- Teach polite expressions through Activity 17 (e.g., Good Morning, Thank You, Welcome) in role-playing scenarios.
- Facilitate role-playing with characters like Golu, Bunu, and Runu.

Phonological Awareness

- Introduce children to animal sounds and rhyming words, starting their journey in sound awareness. (Activity 13)
- Focus on developing sound awareness through rhyming words. (Activity 12 & 14)
- Teach recognition of the English alphabet (A-Z) and their sounds. Help children identify the starting letters and sounds of various words (e.g., ant, tree, cake, monkey, cat), leading to recognition of the entire English alphabet gradually.
- Emphasize the initial letter and its sound. During listening and repeating exercises, write words on the blackboard. Example: Teach that 'branch' starts with 'b' and its sound. (Activity 9, 12, & 13)
- Teach children about letters, words, and forming sentences. Activity 16
- Highlight the sounds of beginning letters in words.
- Help children to pay attention to the sound made by the letter A/a in different words. They will be asked to say the sound they hear in the words that contain the letter A/ a. (Activity 22)

Writing

- Introduce basic writing skills through colouring, joining dots, and practising lines and curves through Activities 10, 23, and 24.
- Teach proper strokes for writing the letters of the English alphabet.

Lesson 2



1. Picture Reading

My family





Let's talk :

- i) How many members are there in the family?
- ii) Who is watching television?
- iii) What is the grandmother doing?
- iv) Who is riding a bicycle?

 The teacher will ask the children to name the things seen in the picture. Children may be encouraged to use their home language.

2. Let's listen :

Arun goes to Hiya's house to meet her family.



Hiya : Hello Arun!

Arun : Hello Hiya! How are you?

Hiya : I'm fine Arun. Come, meet my family.

This is my father.

This is my mother.

This is my grandfather.

This is my grandmother.

This is my pet Mimi, the cat.

Arun : It's a pleasure to meet all of you.

Now let's talk about your family :

- I am -
- My father's name is -
- My mother's name is -
- My sister's /brother's name is -
- I have a little pet. We call him/her -



I love my family.

The teacher will help learners to begin the sentences.

3. Let's read:

A family picnic

We went for a picnic. Uncle Paban and Aunt Heena went too. We got our food. We had bread, jam, jelly, juice, and guavas in a green bag. We played fun games. We played hide and seek, and sang songs. We had our lunch there. Our pet Tim was very happy to sit in a big ring. Tim got an ink stain on his fur while playing there. We quickly helped him clean it. We came back home in Uncle Paban's jeep. It was a fun day for everyone.

4. Let's learn to clap in rhythm :

Hiya claps two times for her name. Hi-ya (1, 2)

Uncle Paban claps two times for his name. Pa-ban (1, 2)

Mimi claps two times for her name. Mi-mi (1, 2)

Jehirul claps three times for his name. Je-hi-rul (1, 2, 3)

Malabika claps four times for her name. Ma-la-bi-ka (1, 2, 3, 4)



**Now, clap to your name. How many times did you clap for your name?
Try to clap for different things you see around you.**

5. Write the missing letter and complete the following words. You can use a letter more than once :

A

B

D

F

____at

____ag

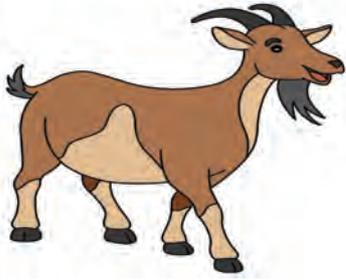
____nt

____an

____og

6. Let's learn letter names and their sounds :

G



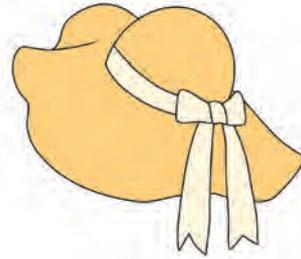
Goat

g

g

Goat has 'G'.

H



Hat

h

Hat has 'H'.

I

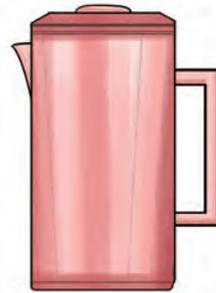


Ink

i

Ink has 'I'.

J

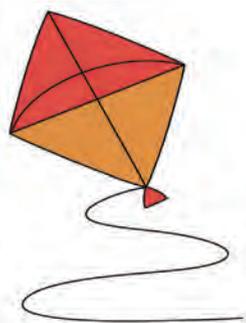


Jug

j

Jug has 'J'.

K



Kite

k

Kite has 'K'.

L



Log

l

Log has 'L'.

7. Let's recite :

The kitten and the mitten

A little kitten
Lost his mitten
Where could it be?



The little kitten
Left the mitten
Under the Lychee tree.



A baby lion

A baby lion
Tries to peek,
Behind a leaf
Plays hide and seek.



8. Let's say these rhyming words :

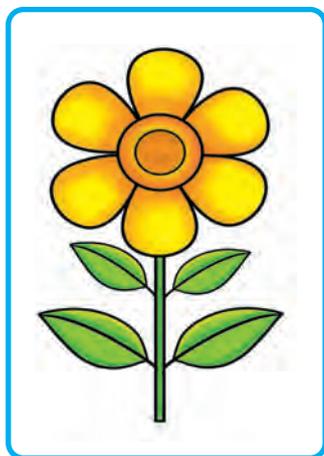
kitten

mitten

peek

seek

9. Let's identify the pictures and say their names. Say some more words with the same beginning sound of each picture name :



a flower



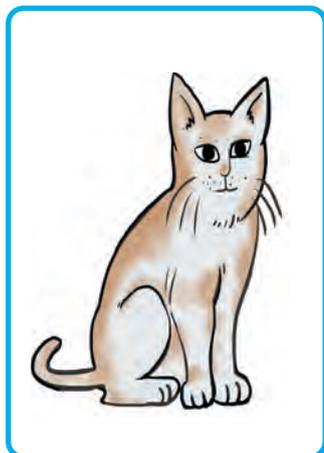
an airplane



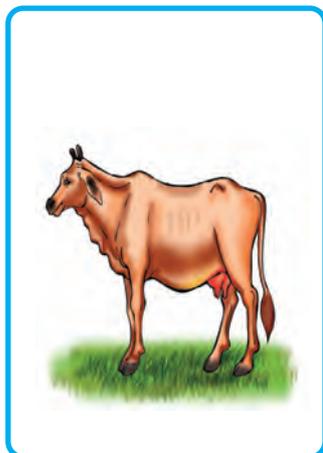
a lion



a girl



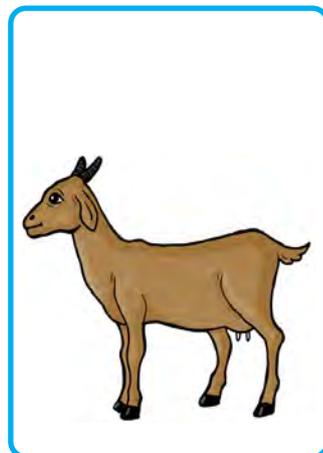
a cat



a cow



a fish



a goat



a fan



a gate



a guitar



a frock

10. Trace and write :

G H I J K L

G G

G G G G G G G G

H H

H H H H H H H H

I I

I I I I I I I I

J J

J J J J J J J J

K K

K K K K K K K K

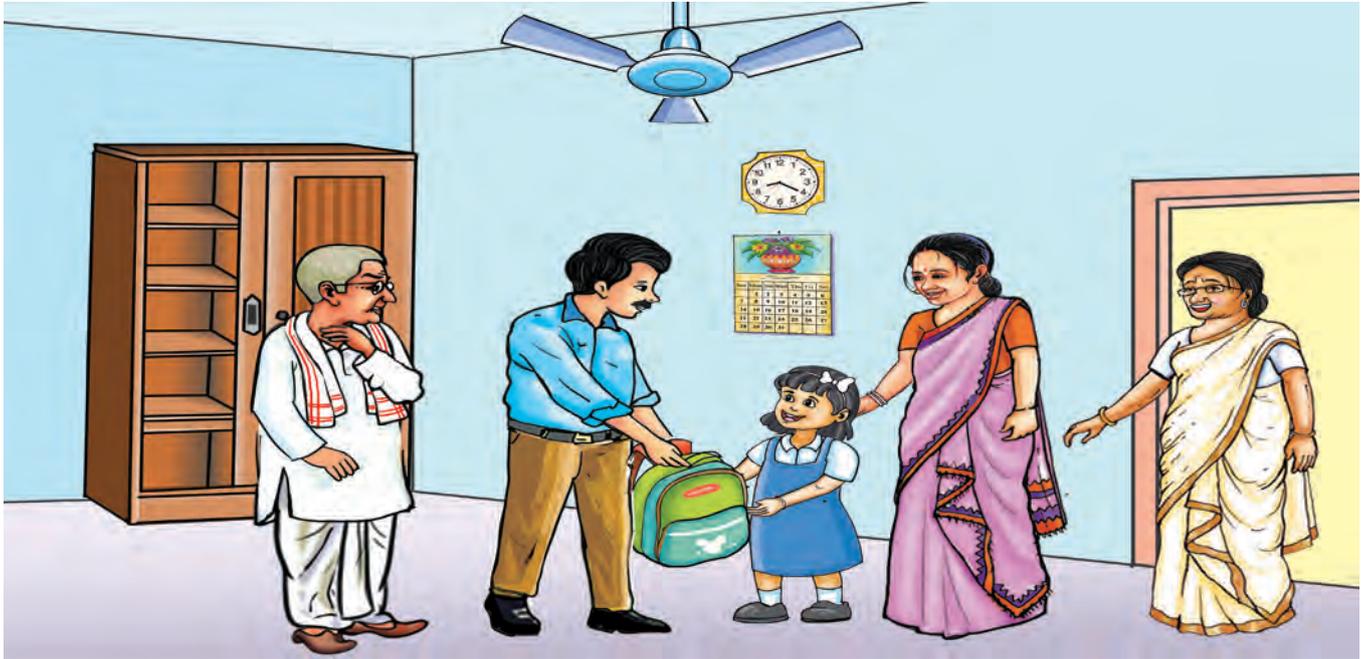
L L

L L L L L L L L

11. (a) Let's listen to a story:

Ely goes to school

Ely is very happy. Today is her first day at school. Ely's father has bought a new school bag for her. Her mother has bought her a school uniform.



Ely wakes up early. She brushes her teeth; and has her bath. She gets dressed and eats her breakfast. She is ready for school.

She says goodbye to her mother and grandparents. Every one blesses her. Ely goes to school with her father happily.



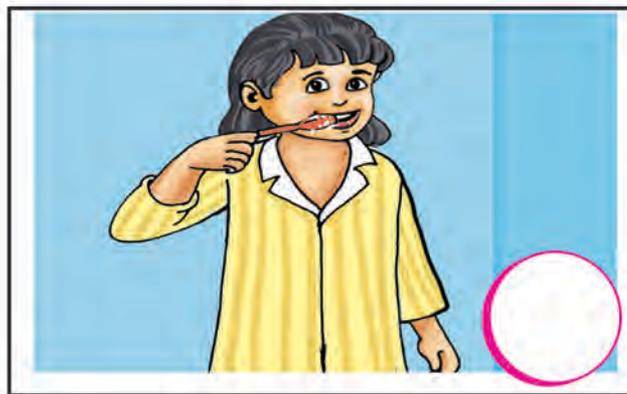
(b) Let's talk about the story:

- i. Who is getting ready for school?
- ii. Why does Ely wake up early?
- iii. Why does Ely's mother buy her a school bag?
- iv. Who blesses Ely on the first day of her school?
- v.. Who takes Ely to school?

(c) Talk with your friend:

- i. Do you like coming to school?
- ii. With whom do you come to school?
- iii. What do you bring in your school bag?

(d) Look at the pictures and arrange them in sequence. Write 1, 2, 3, 4 in the given circles:



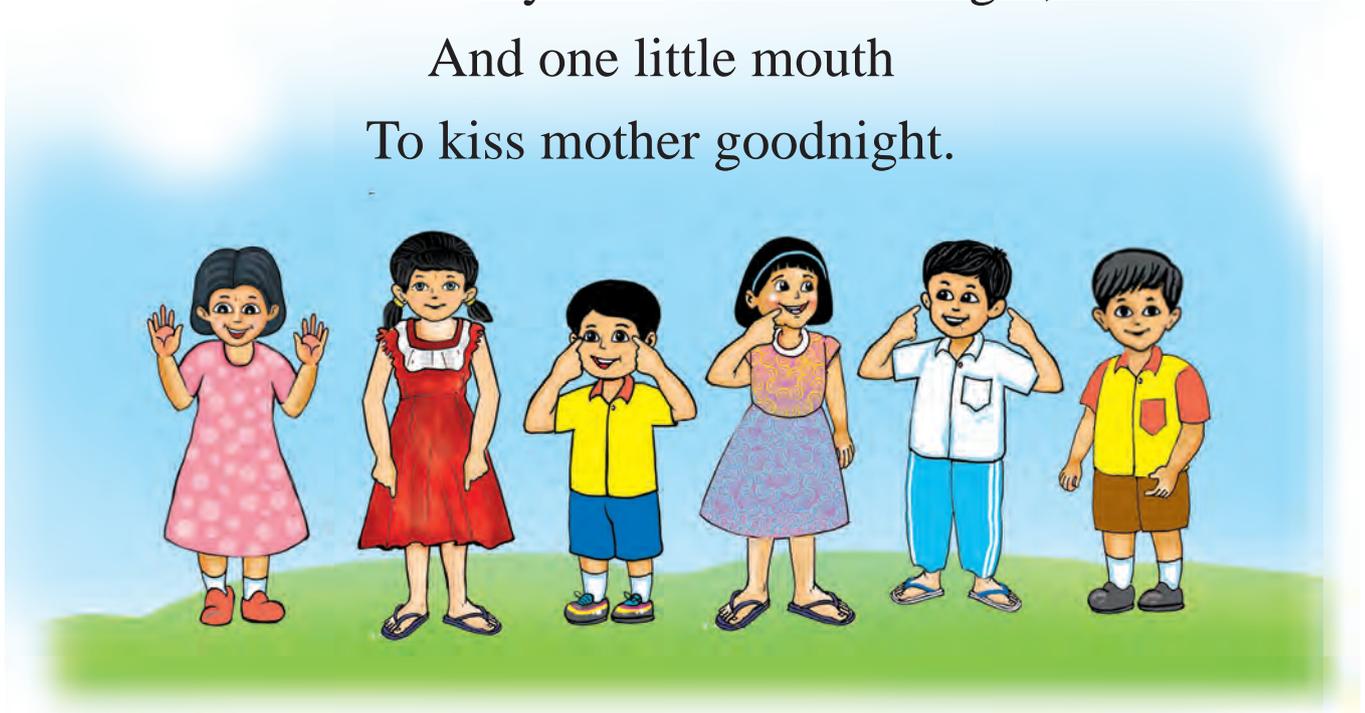
12. Let's listen and repeat :

uniform	brush	school
bag	father	mother
grandfather	grandmother	

The teacher may also encourage the children to answer the questions in their home language.

13. Let's recite with actions :

Ten little fingers, ten little toes,
Two little ears and one little nose.
Two little eyes that shine so bright,
And one little mouth
To kiss mother goodnight.



14. Close your eyes and listen to the sounds around you. Say what you hear.

15. Let's recite or sing with actions :

Hands on my side,
What have I here?
This is my Head thinker,
Mother my dear!
Head thinker, head thinker,
Nicky nicky noo....
That's what I learnt in my school.

Hands on my side,
What have I here?
This is my Eye blinker
Mother my dear!
Head thinker, Eye blinker
Nicky, nicky, noo....
That's what I learnt in my school.

.....

The teacher will help the learners sing the song by repeating the lines by replacing Head thinker with Eye blinker, Nose blower, Loud speaker, Bread basket, etc. in the third line and adding this new term in the fifth line as the song goes on.

16. Let's talk:

- i. How many ears do you have?
- ii. How many eyes do you have?
- iii. What do you do with your mouth?
- iv. What do you do with your nose?

17. Look at the picture. Point out your body parts. Let's say their names :



18. Let's play a game. Listen and do :

Touch your nose.



Touch your ears.



Clap your hands.



Shake your head.



Close your eyes.



Show your teeth.



 The teacher will say the sentences and help children follow the instruction.

19. Let's learn some action words :

brush

walk

drink

comb

wash



20. Listen and clap when you hear the sounds of 'H' :

ant

hat

cat

hen

car

jeep

dog

hut

fox

horse

apple

home

hand

house

helmet

ear

harmonium

jacket

jug

hill

21. Bring your favourite toy to class. Tell a short story about it to your friends in class. Do not forget to tell them how your toy works or what is special about your toy:



The teacher will provide the opportunity to the learners to create a short story about their favourite toy. The teacher will arrange a "Show and Tell" time for learners to show their toys and tell the story in class.

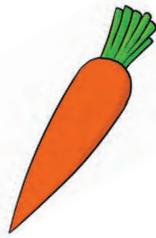
22. Say the names of the pictures in each box. Draw lines to match the picture with the letter that gives the beginning sound of the names :



G



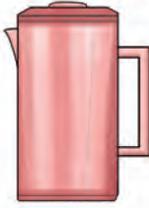
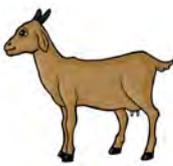
H



I



J



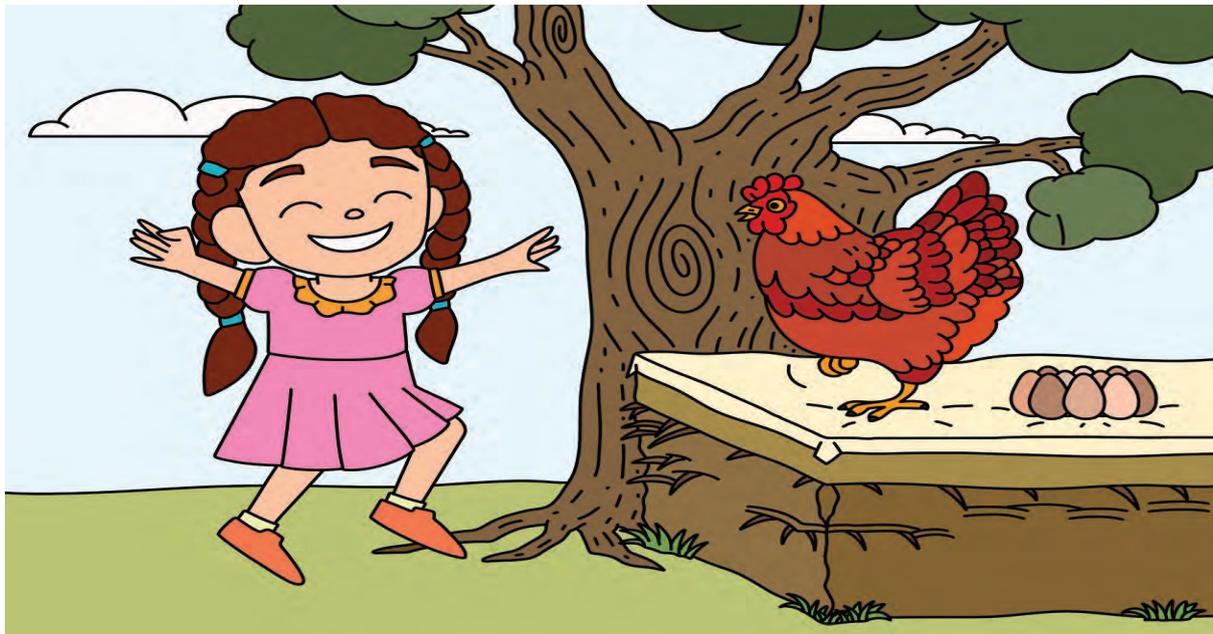
K



L



23. Listen to this story of Emma and her red hen :



Emma had a red hen. She fed her in her green garden. The hen pecked seeds under the big tree. Emma's hen laid cute eggs. Emma loved her hen a lot. She liked to dress her in pink. Emma made a small bed for her hen. Emma kept ten eggs in her basket. Emma met her hen at an Indian market. The hen was in a basket. Emma's mom let her bring the hen home. Emma and her hen liked to hop and play. They were happy friends.

24. Look at the pictures and say the names.



hen



eggs



dress



bed

10

ten

25. Listen and repeat these words. Pay attention to the sound made by the letter 'e' in these words. What sound do you hear in the words that contain the letter 'e'?

red

hen

eggs

dress

bed

ten

fed

kept

met

pecked

basket

market

26. Match the words with the pictures :

GIRL

HAND

INK

JUG

KITE

LAMP



A note to the teacher

Lesson 2: My family

Theme: Family and relationships

Lesson 2 focuses on family and relationships, including knowing about oneself and introducing others. The teacher should motivate children to engage in listening exercises, role-playing, and discussions about themselves and others. These activities aim to build self-confidence and spark an interest in learning English.

Picture Reading

- Create a comfortable environment for students to interact, share knowledge and find out what they already know.
- Facilitate small group discussions, relating pictures to real-life family contexts.
- Prompt discussions with questions like "What can you see in the picture?"
- Guide children in sequencing pictures and discussing topics like cleanliness and helping others. (Activity 11d)

Rhymes

- Engage children with rhymes through singing and actions. (Activity 7, 13)
- Teach word breaking through clapping to improve word pronunciation. Teach them to do syllable clapping. (Activity 4 Let's learn to clap in rhythm). Help children to practice saying words by breaking words into syllables.

Storytelling

- Focus on listening comprehension with stories like "Ely goes to school" and "A family picnic." (Activity 11a, b, c)
- Use gestures, dramatization, and varied voice tones.
- Encourage story recall, retelling, and comprehension discussions. The children should be taught to practise telling the story in proper sequence and also help them to respond to comprehension questions in home/school language.

Phonological Awareness

- Introduce alphabet sounds. During listening and repeating exercises, emphasize the sounds of starting letters. (Activity 6, 22)
- Write and highlight words on the blackboard to aid recognition. Help them understand Short 'e' sound. (Activity 23-25)
- Introduce vowel sounds from short to long and other sounds in different positions in words gradually. The long vowel sounds may be dealt in detail later in higher classes. The children will be exposed to fun activities related to different sounds that the vowels make in different words and learn these spontaneously without much effort.

Writing

- Teach writing letters through dot joining exercises. (Activity 10)
- Focus on the proper formation of capital letters in the English alphabet.

Lesson 3



Let's go to the market

1. Picture Reading

Look at the picture. Name the fruits and vegetables that you see in the picture.





Let's talk :

- i) Have you ever visited a market?
- ii) Do you know where we get these fruits and vegetables from?
- iii) Where does the farmer sell these vegetables and fruits?

market

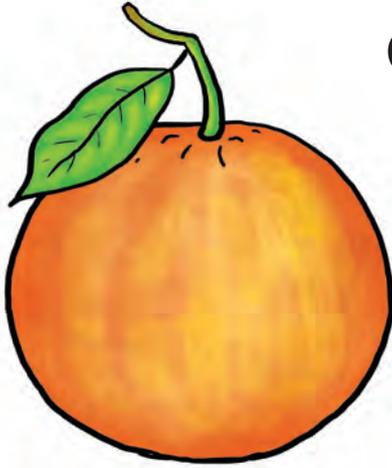
farmer

fruit

vegetable

The teacher may talk more about the picture. The teacher may relate it with the real life experiences of the children. The teacher will encourage children to speak in sentences using 'I can see....'

2. Let's recite :

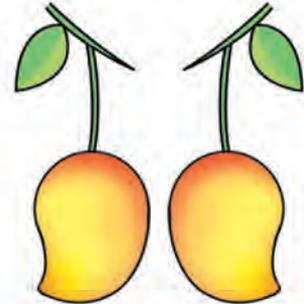
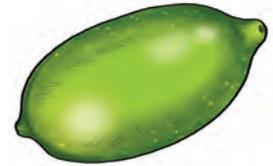
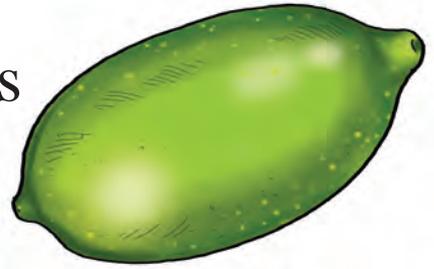


Oranges and lemons

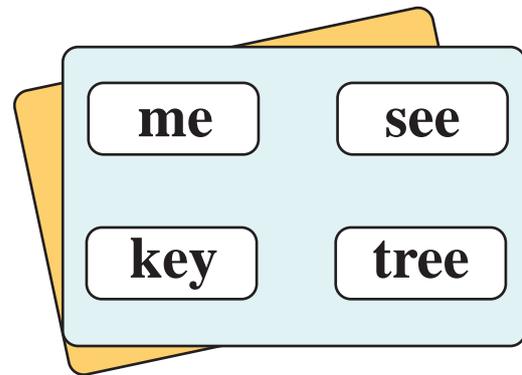
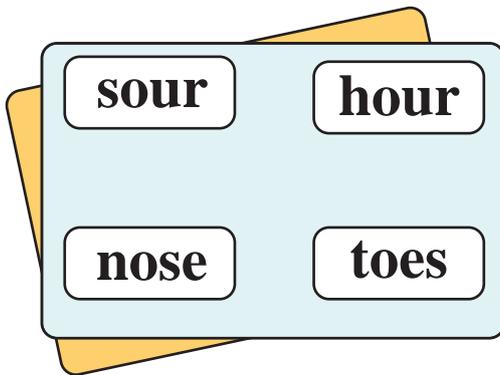
Sweet and sour,

Mangoes and nuts

Sold every hour.



3. Listen and repeat :



4. How many?

One

Orange

Lemon

Mango

Many

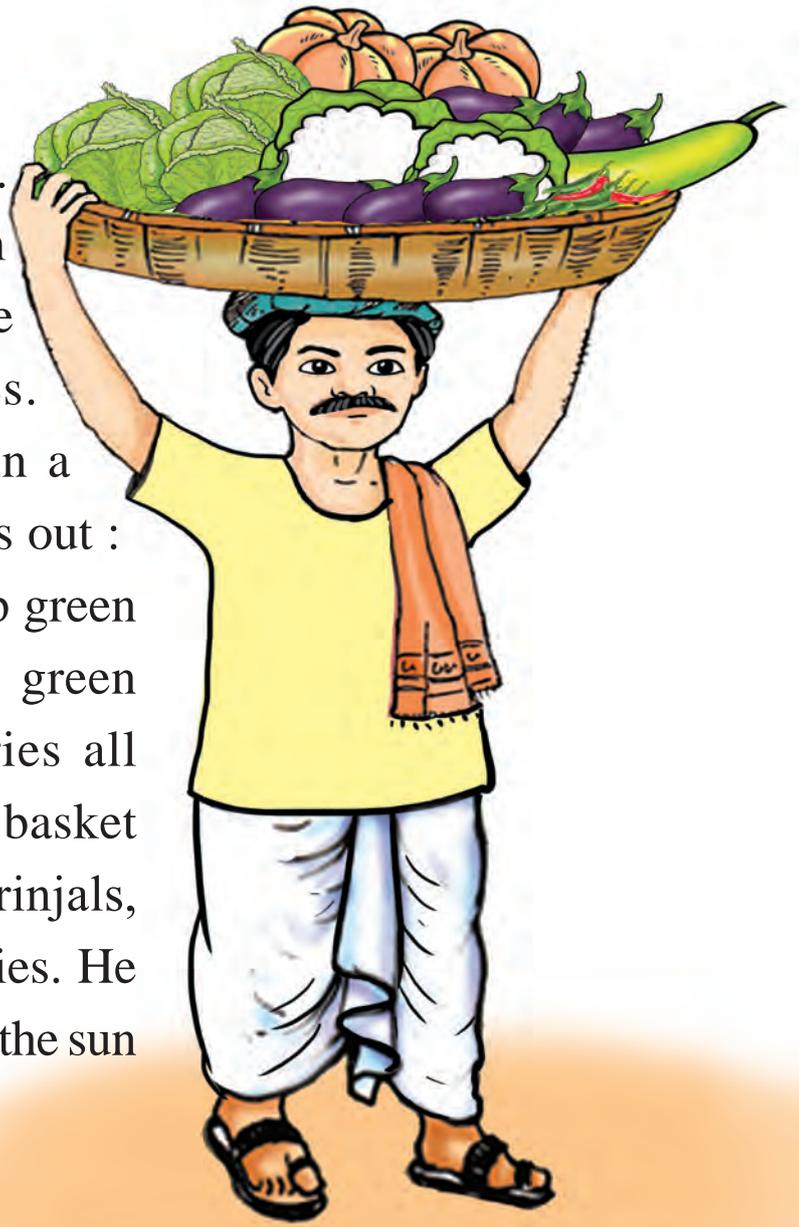
Oranges

Lemons

Mangoes

5. Let's listen:

Ramesh is a vegetable seller. He buys vegetables from farmers. He walks from place to place to sell vegetables. He carries the vegetables in a basket. As he walks, he calls out : 'Vegetables, fresh and cheap green vegetables! Come and buy green fresh vegetables'. He carries all kinds of vegetables in his basket : cabbages, cauliflowers, brinjals, pumpkins, lemons and chillies. He sells all his vegetables before the sun sets. He returns home with an empty basket but with a pocket full of money.

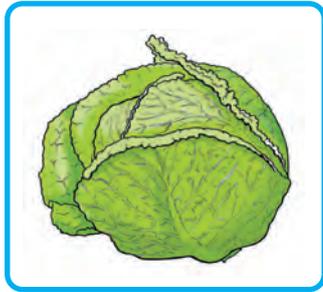


Answer the following questions orally :

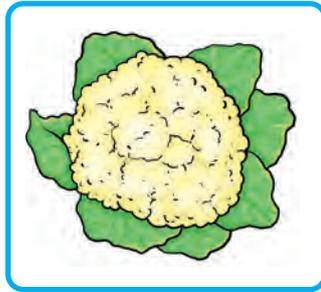
- i) Who is Ramesh?
- ii) What does he sell?
- iii) What does he carry the vegetables in?
- iv) Name the vegetables that Ramesh sells?
- v) When does he return home?
- vi) Where else can we buy vegetables? Discuss with your friends.

The teacher will read the passage slowly and encourage children to say the names of the vegetables. Children may be allowed to say the names of the vegetables in their mother tongue.

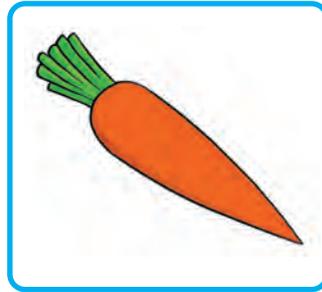
6. Let's look at the pictures and say the names :



a cabbage



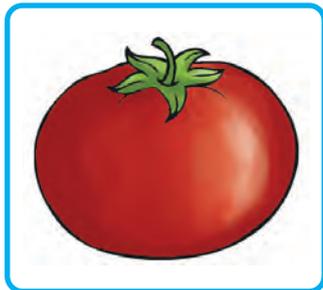
a cauliflower



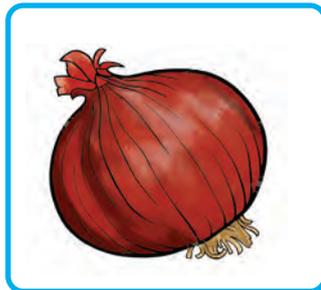
a carrot



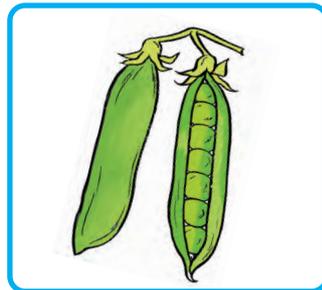
a potato



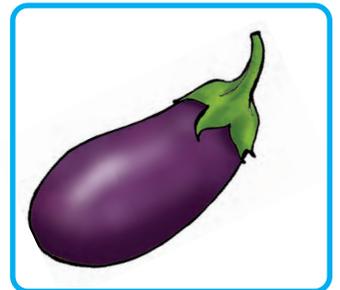
a tomato



an onion

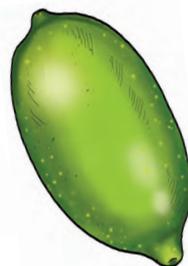
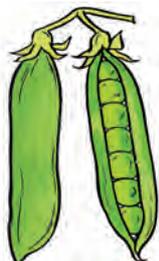


peas



a brinjal

7. Match the names of the vegetables with their pictures.
One is done for you :



8. Let's recite :

One, two, buckle my shoe



One, two

Buckle my shoe

Three, four

Shut the door

Five, six

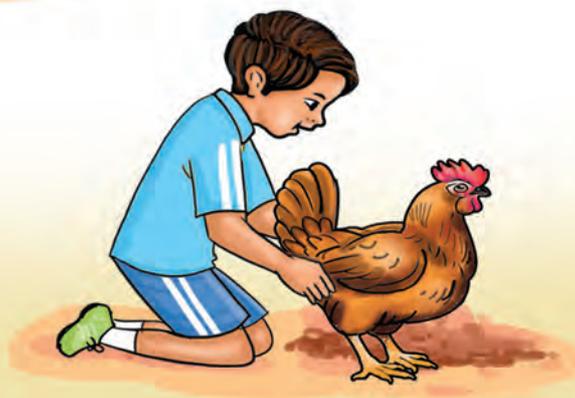
Pick up sticks

Seven, eight

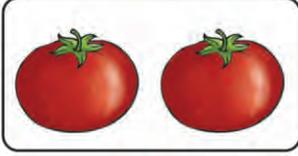
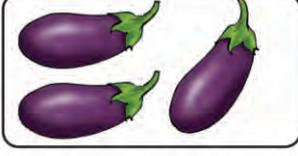
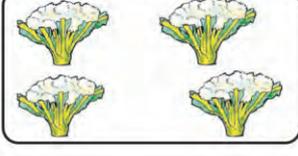
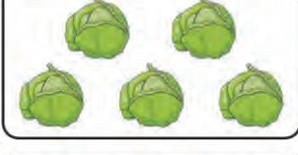
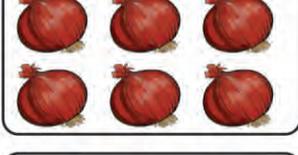
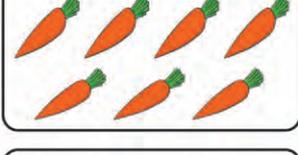
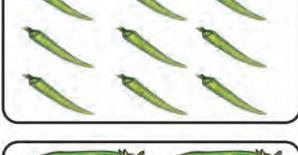
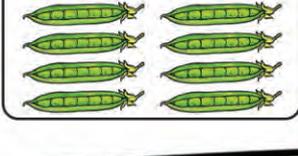
Lay them straight

Nine, ten

A big fat hen.



9. Let's learn number names. Say the numbers, then trace and write :

	Say	Trace	Write
	1	1	
	2	2	
	3	3	
	4	4	
	5	5	
	6	6	
	7	7	
	8	8	
	9	9	
	10	10	

10. Listen and repeat. Then trace and write :

11	12	13	14	15	16	17	18	19	20
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
51	52	53	54	55	56	57	58	59	60

11. Let's listen and remember :

Seven days make a week.

Four weeks make a month.

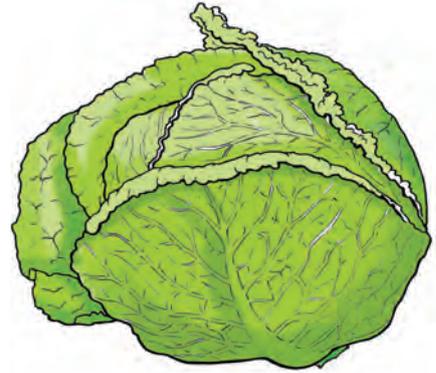
Twelve months make a year.



12. a. Let's listen :

Rohit's father bought some vegetables from the market. He asked Rohit to store the vegetables. Rohit washed the vegetables first. Then he arranged the vegetables in separate bags. He wrote numbers on each bag.

- | | | |
|-------------------|---|-------|
| 2 Cabbages | - | bag 1 |
| 2 Cauliflowers | - | bag 2 |
| 10 Ladies fingers | - | bag 3 |
| 5 Tomatoes | - | bag 4 |
| 20 Chillies | - | bag 5 |



Draw Rohit's bags with the numbers on them.

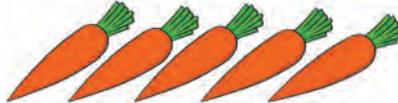
b. Look at the picture. Then listen and say :

One

More than one



carrot



carrots



book



books



apple

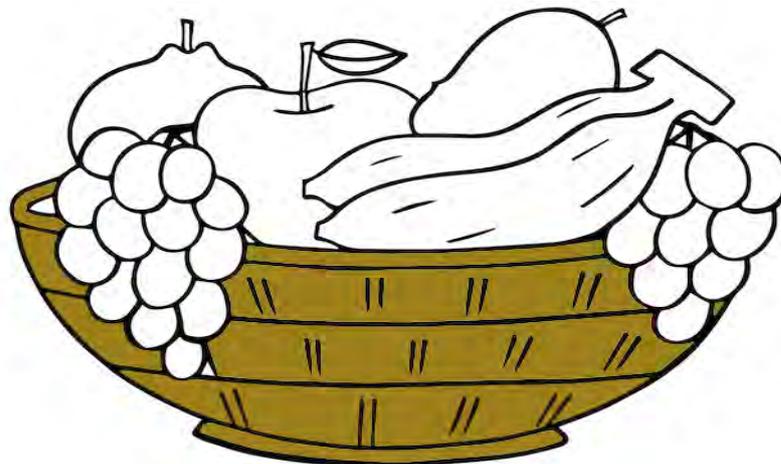


apples

13. Colour the basket of fruits :

grapes

pear



apple

mango

bananas

14. Let's learn letter names and their sounds :

M



Mug **m**

Mug has 'M'.

N



Nurse **n**

Nurse has 'N'.

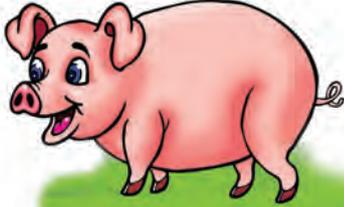
O



Ox **o**

Ox has 'O'.

P



Pig **p**

Pig has 'P'.

15. Identify the pictures and say their names. Circle the letters in the boxes that match with the beginning letter of the picture names:



K **L** **A**



L **K** **B**



K **L** **D**



L **K** **C**

16. Trace and write :

M N O P

M

M	M	M	M	M	M	M	M

N

N	N	N	N	N	N	N	N

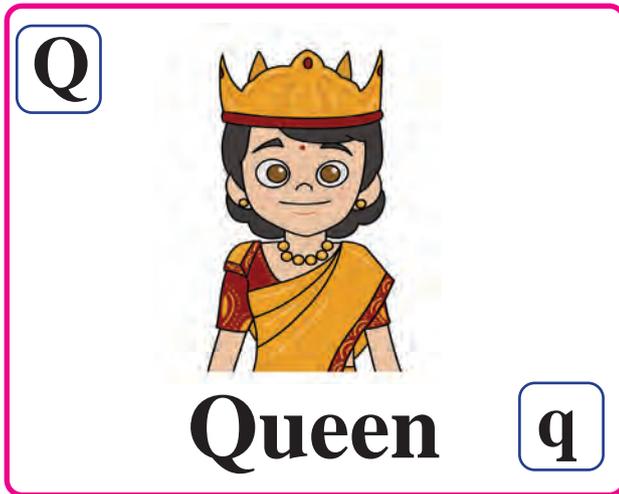
O

O	O	O	O	O	O	O	O

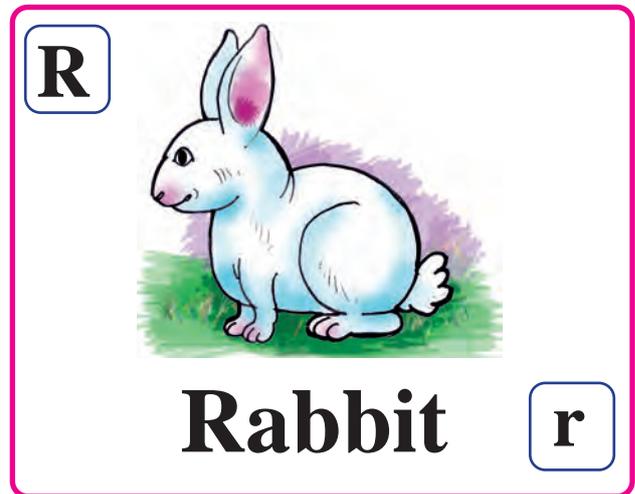
P

P	P	P	P	P	P	P	P

17. Let's learn letter names and their sounds :



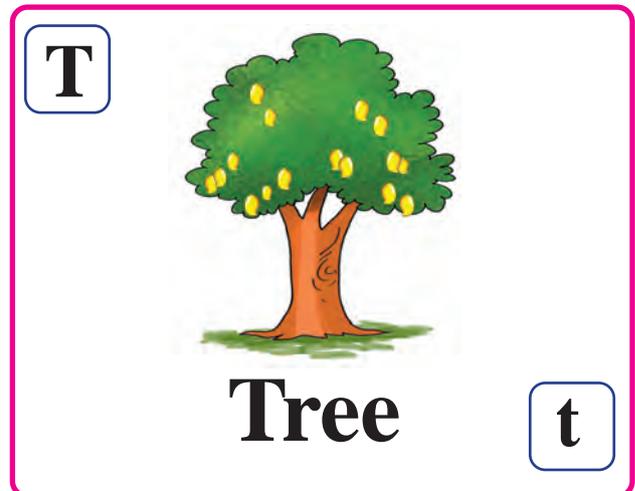
Queen has 'Q'.



Rabbit has 'R'.



Soap has 'S'.



Tree has 'T'.

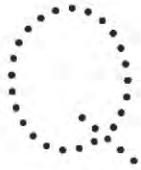
18. Let's make words from the grid :

H	P	T	S
B	E	D	M
O	N	G	U

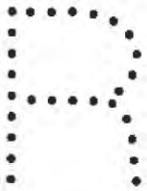


19. Trace and write :

Q R S T



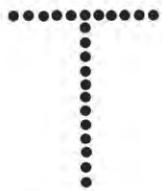
Q	Q	Q	Q	Q	Q	Q	Q



R	R	R	R	R	R	R	R



S	S	S	S	S	S	S	S

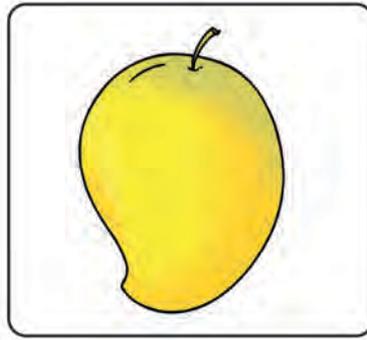


T	T	T	T	T	T	T	T

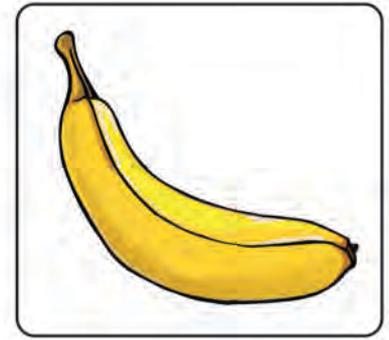
20. Let's read :



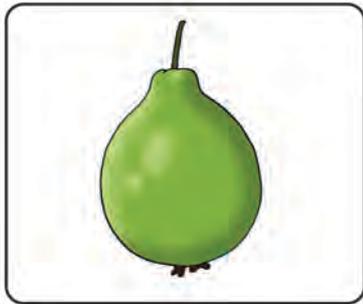
an apple
This is an apple.



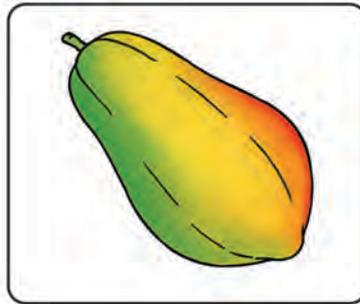
a mango
This is a mango.



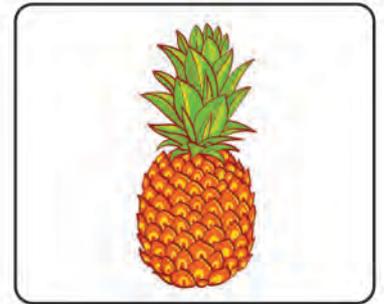
a banana
This is a banana.



a guava
This is a guava.



a papaya
This is a papaya.



a pineapple
This is a pineapple.

21. Let's match the words with the pictures :



rabbit

pencil

nest

owl

queen

22.

a) Circle the letters 'M' and 'm' :

M I N M n E M
m o n E L m n

b) Circle the letters 'N' and 'n' :

n K n N L j m
N o n E L O N

c) Circle the letters 'O' and 'o' :

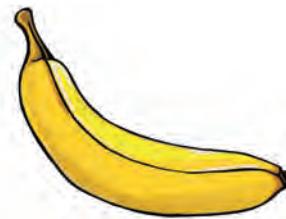
O o n N O j m
N o n o L O N

23. Let's practise these questions and answers :



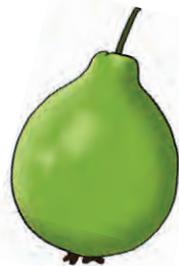
Q : Is this an apple?

Ans : Yes, this is an apple.



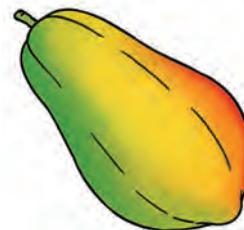
Q : Is this a banana?

Ans : Yes, this is a banana.



Q : Is this a guava?

Ans : Yes, this is a guava.

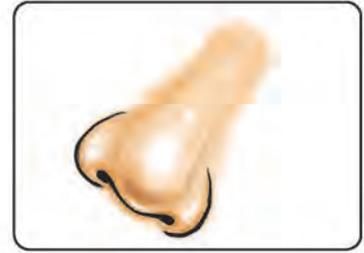
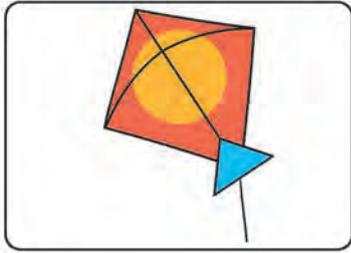


Q : Is this a papaya?

Ans : Yes, this is a papaya.

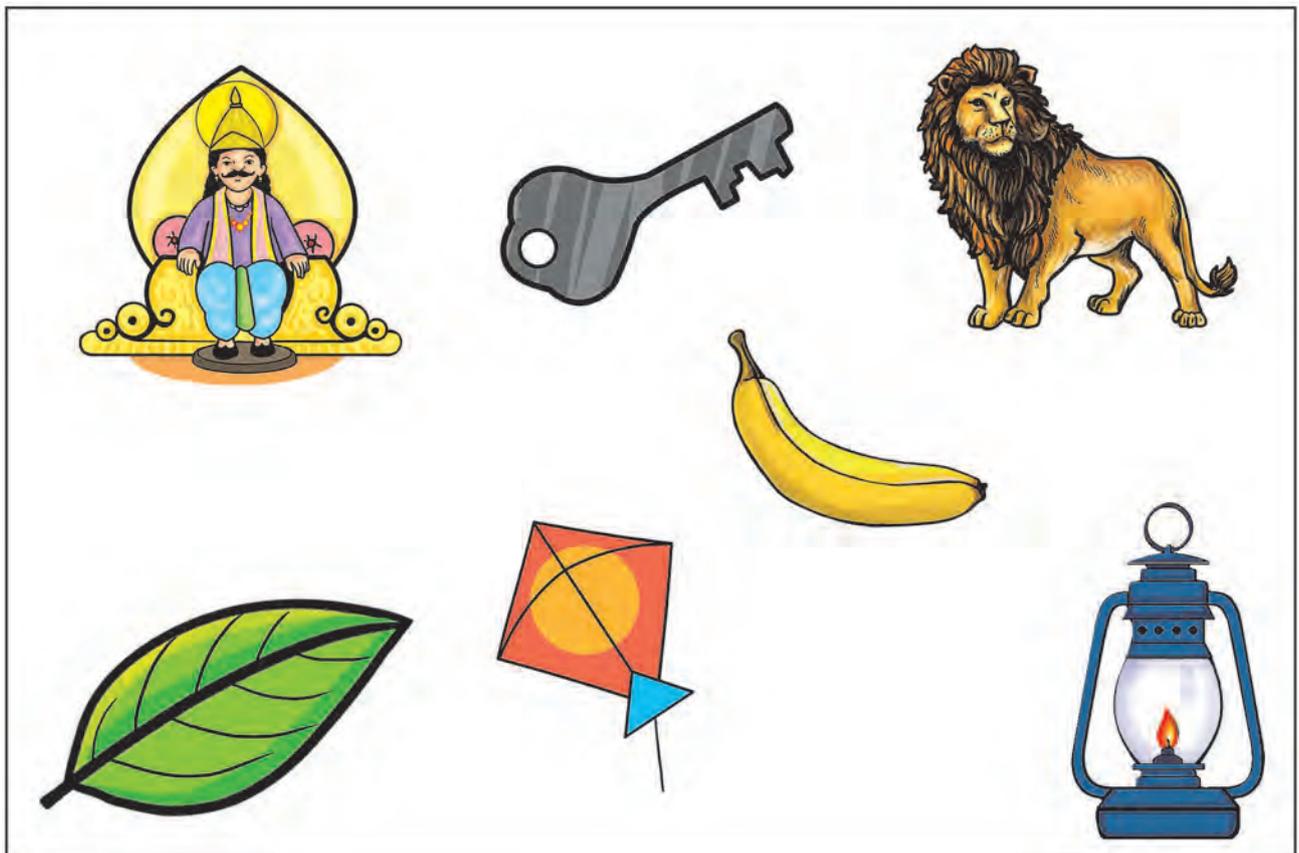
The teacher will help the children to practise these sentences in pairs.

24. Identify the picture that has the sound 'l' at the beginning of its name. Encircle the picture :

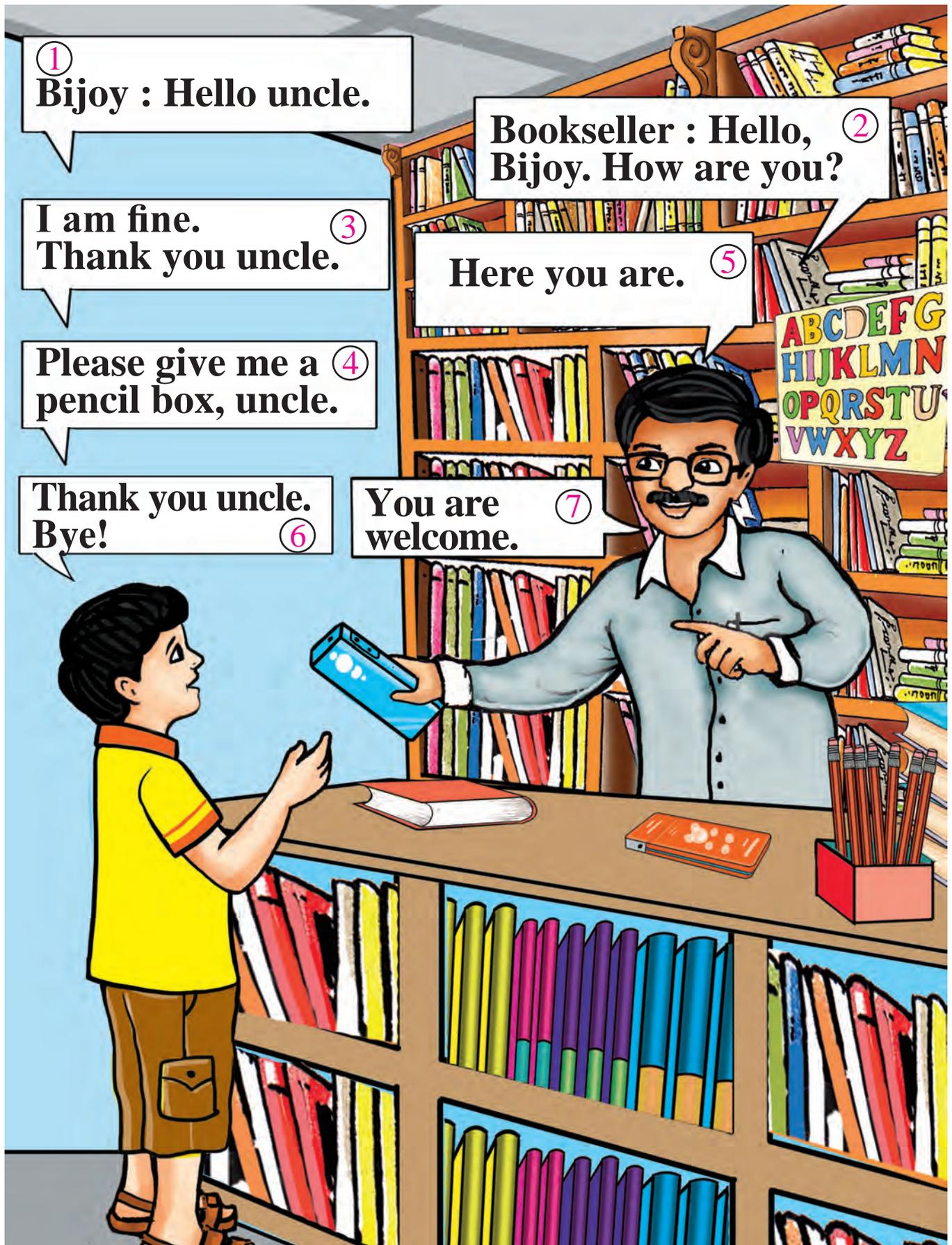


25. Listen to your teacher carefully. Clap when you hear the sound 't' at the end of the words.

26. Circle the pictures that have the sound 'k' at the beginning of their names :



27. Role play :



28. Listen and match the phrases with the pictures :

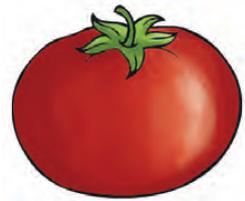
a green chilly



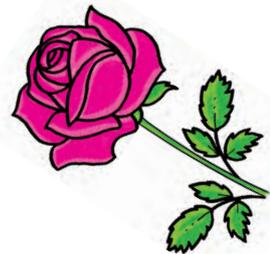
a pink rose



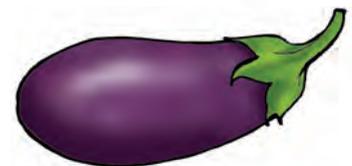
a yellow sunflower



a black ant



a red tomato



a purple brinjal



29. Let's clap while saying these words :

apple

orange

brinjal

marigold

banana

pumpkin

papaya

sunflower



30. Let's listen to this story :

Dip drinks a cup of milk



On a hot summer day, little Dip sits under a tree. He opens a tin of biscuits. The lid would not open. His mother helped him open the lid. Dip's mother said—"It is not good to eat too many biscuits at a time. You should drink some milk too." Dip nods his head. His mother brings him a cup of milk. Dip sips the milk from his cup. He asks his mother to fill up the cup with more milk. Dip's mother smiles. She says she would take Dip for a trip to the nearby hills the next day.

31. Let's look at the pictures and say the names :



hill



milk



tin



lid



sits



sips

32. Practise saying these words with the short i sound :

it is trip hill milk tin lid sits sips

33. Can you match these pictures with the words? Look for the short i sound as in 'fish' from the words given below.

doll tin top pin girl hill pet ship



34. Let's encircle the words that have the short i sound as in 'sit':

sits pet lid hen log milk mug sips
pen mat lips pea me it brings fill

35. Let's read the words next to the boxes. Look for the short i sound as in 'Dip' from the words given below. Then circle the picture.

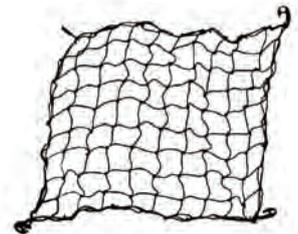
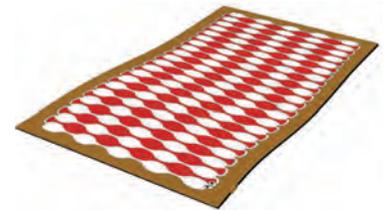
I spy  short i words:

milk hill pin sip

tin ship lips fish



36. The names of some of these pictures in Column A and B start with the same beginning sound. Match those pictures by drawing lines :



A note to the teacher

Lesson 3: Let's go to the market

Theme: Our neighbourhood

In Lesson 3, kids learn fruit and vegetable names, and about markets and shops. The first picture is important for oral activities. It helps practice many words and phrases. Teachers should focus a lot on the first picture, and they can ask the children to name things, people, and animals in the picture. This activity improves children's speaking skills.

Rhymes

- Introduce "Oranges and Lemons" and "One, two, buckle my shoe" with singing, rhythm, and actions.
- Encourage children to first sing along in chorus and then individually.
- Use "One, two, buckle my shoe" to teach English numbers and counting.

Storytelling

- Focus on listening comprehension with stories like "Ramesh, the Vegetable Seller" and "Dip drinks a cup of milk." Storytelling is for listening, not reading aloud, although motivated children may read with assistance.
- Incorporate gestures and voice changes in storytelling.
- Help children act out parts and respond to comprehension questions in their home language or English.

Phonological Awareness

- Help children recognize letter sounds by identifying starting sounds in words in Activities 14 and 17.
- Activities 24 and 26 focus on identifying beginning sounds 'l' and 'k'.

Reading

- Assist children in forming words using letter grids.
- Guide learners to read words and sentences using "This is...."(Activity 20).

Writing

- Practise writing letters and tracing numbers (Activity 19).
- Use practice sheets, slates, blackboards, and Handwriting Practice books to improve neat writing skills.

Lesson 4

ACTIVITY-1 : This is Rima's school. Let's look at the picture and say what we see in her school. You may begin your sentences with - "I can see..."



A School Garden





What can you see in the picture :

- I can see _____

Say 'YES' or 'NO' :

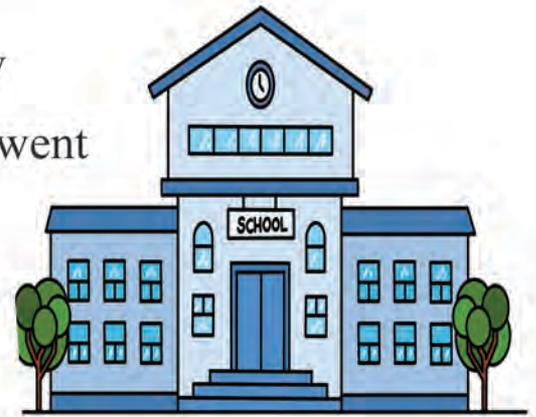
- i) Is this a picture of a school?
- ii) Are there roses in the school garden?
- iii) Is the teacher teaching in the class?

The teacher will encourage the learners to answer the questions in English or by using sign language when needed.

2. Let's recite :



Mary had a little lamb
Its fleece was white as snow
And everywhere that Mary went
The lamb was sure to go.



It followed her to school one day
Which was against the rule,
It made the children laugh and play
To see a lamb at school.

3. Think of an animal you like. Let's talk about it. You can tell us why you like it. You may use your home language in telling us about it.

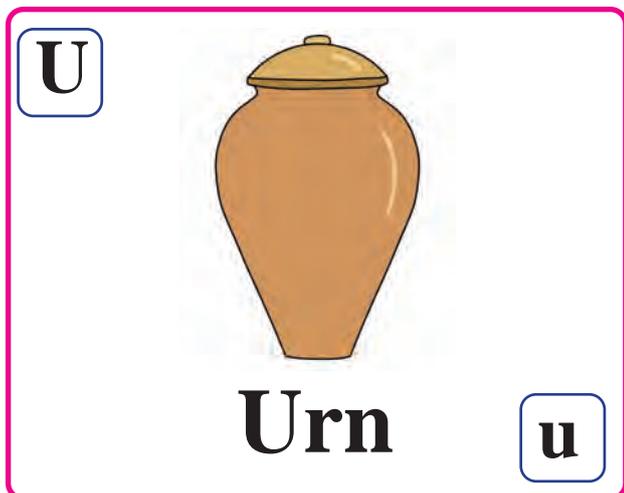
4. Listen and repeat :

had lad bad
no snow go
day may play
pool rule school



The pool near the school is cool.

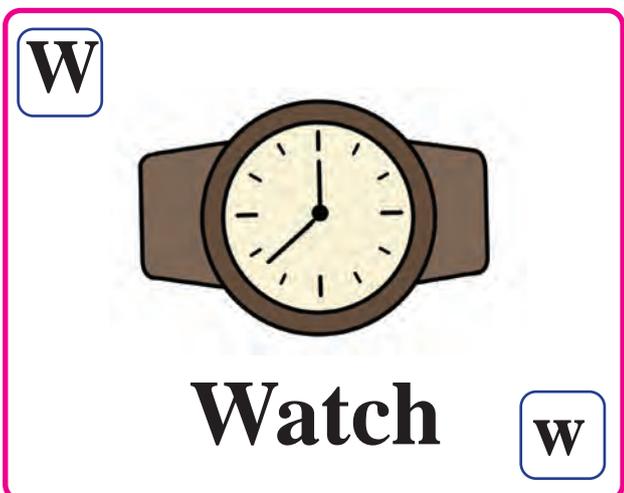
5. Let's learn letter names and their sounds :



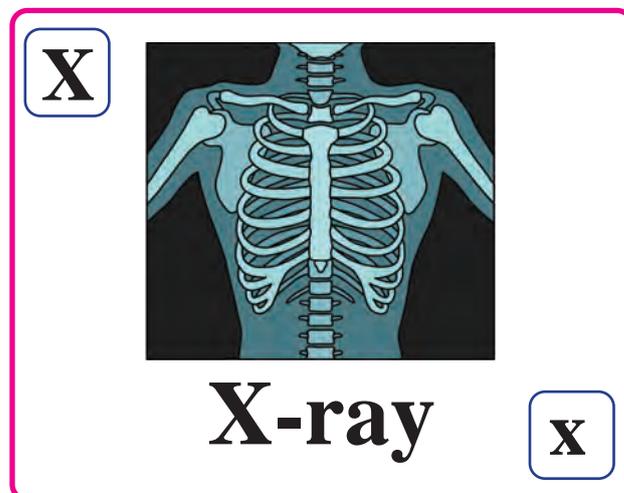
Urn has 'U'.



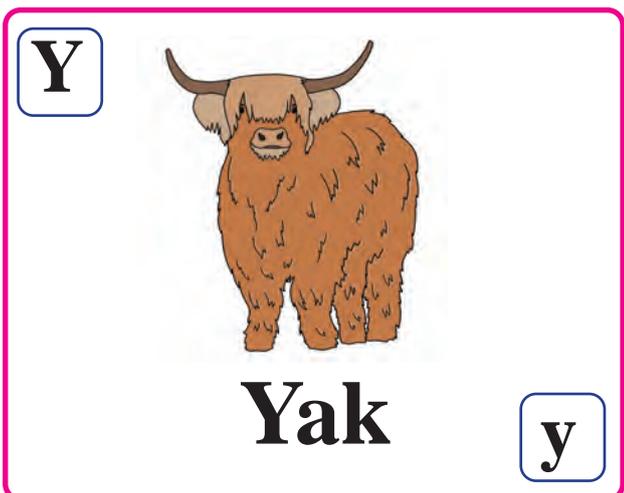
Violin has 'V'.



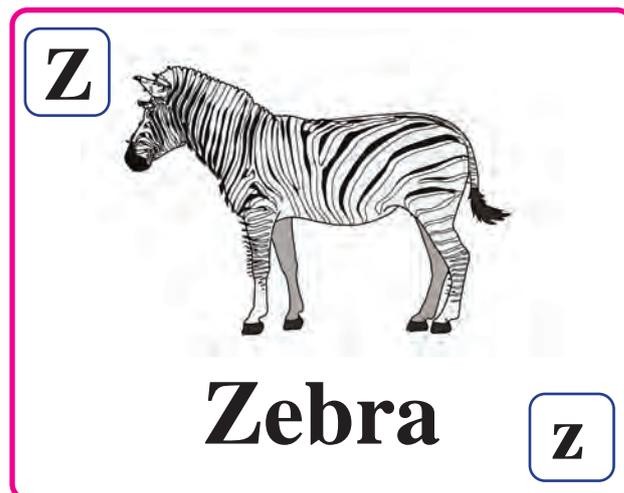
Watch has 'W'.



X-ray has 'X'.



Yak has 'Y'.

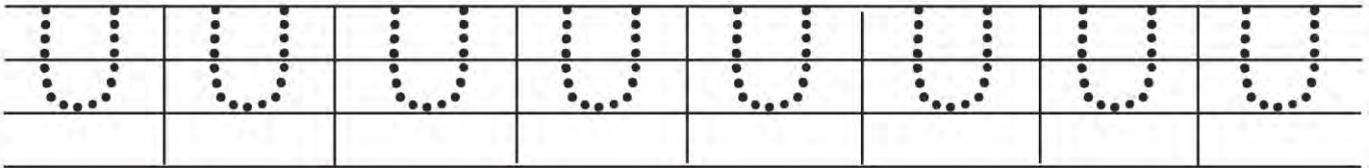


Zebra has 'Z'.

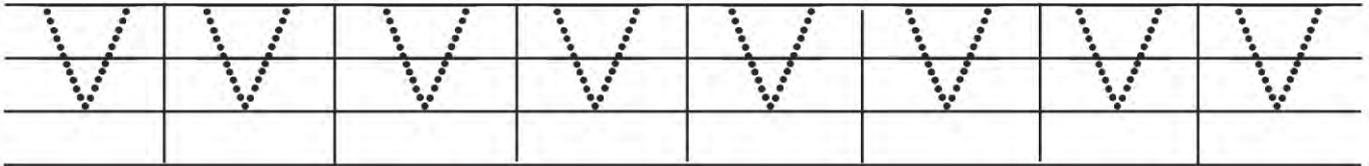
6. Trace and write :

U V W X Y Z

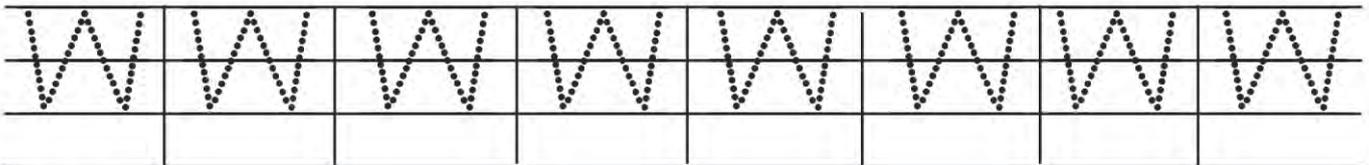
U



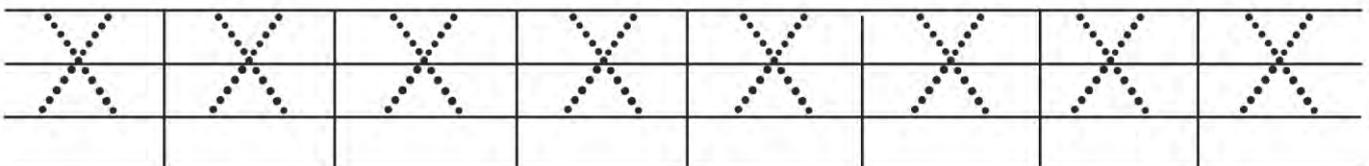
V



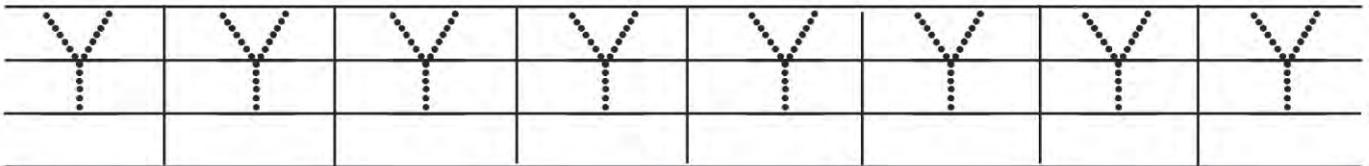
W



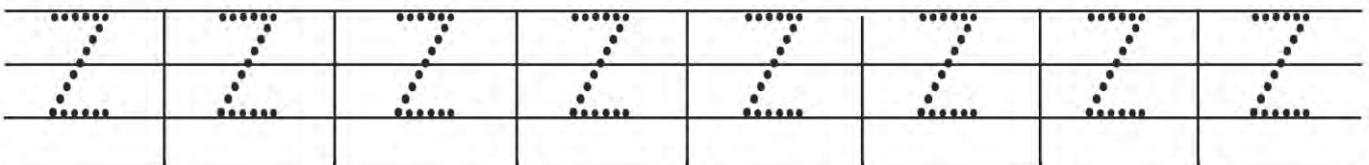
X



Y



Z



7. Let's look at the pictures and say their names :



a parrot



a peacock



a pigeon



a peahen



a pen



a pencil



a pin



a pressure cooker

8. Identify the pictures given below and say their names. Write the letter which is the final sound of each word :













9. Circle the letter 'q' in the words on the wall :

queen	bat	quilt
quiet	nest	quile
queue	king	mat

The teacher will help the learners with words like 'orange' and other words as necessary.

10. Look at the pictures and say their names :



a rat



a rose



a ring



a rabbit



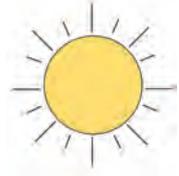
a snake



a soap



a school



the sun



a table



a tap



a teapot



a tiger

11. Look at the pictures. Match each picture with the initial letter of its name by drawing lines :



M



T



R



G

12. Say the letter and sound on the left of each row. Then circle the words which have similar sound at the beginning of their names :

p Parrot Peacock Dove Pigeon

q Kite Queen Queue Quill

r Rose Papaya Rat Rabbit

s School Spoon Sun Moon

t Table Tap Mat Top

13. Say aloud the following words. Each word has two syllables. Clap for every syllable of a word :

farmer far mer

carrot car rot

market mar ket

brinjal brin jal

mango man go

14. Listen and repeat

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

15. Listen and repeat

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90

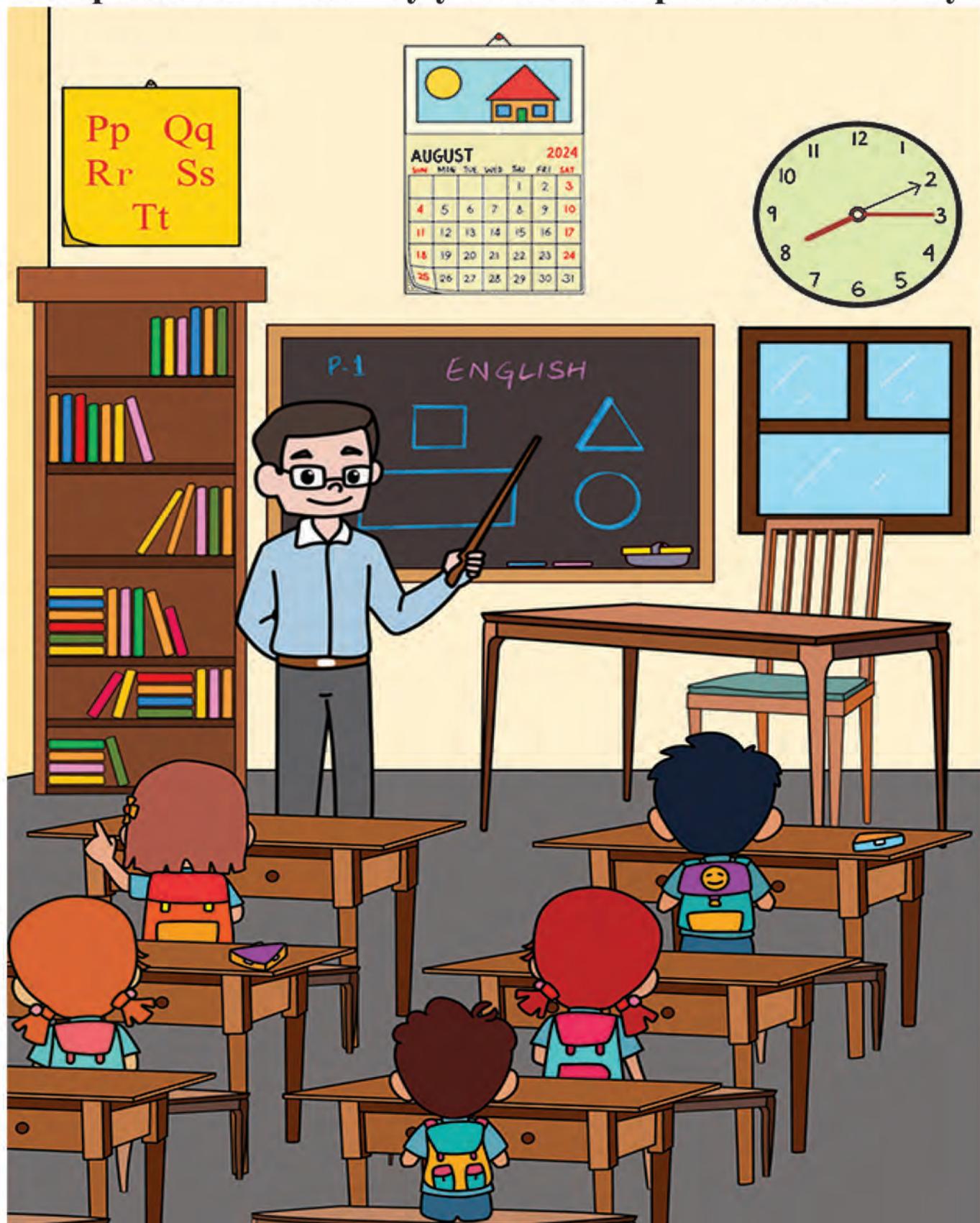
16. Write

91	92	93	94	95	96	97	98	99	100

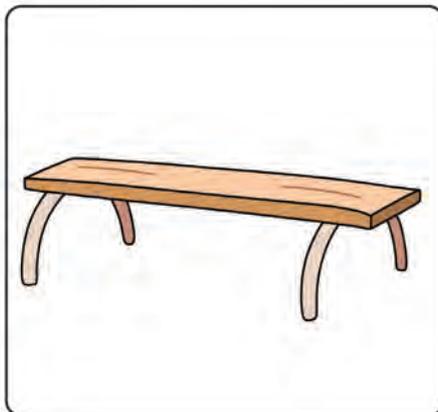
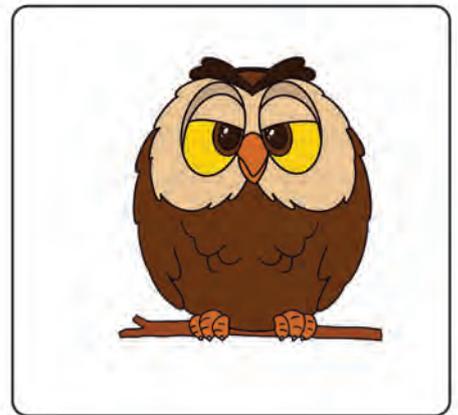
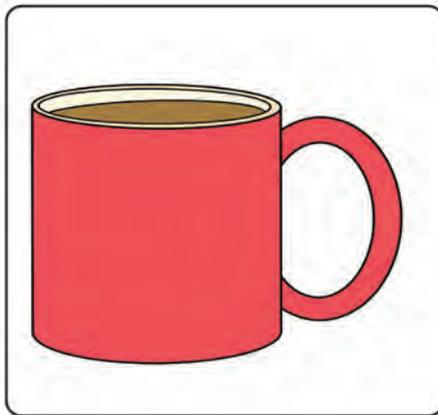
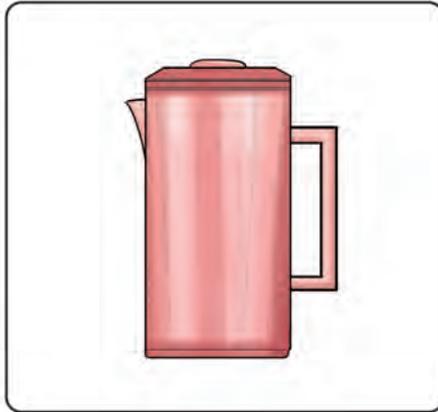
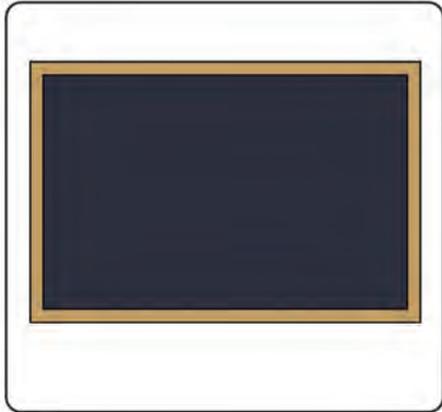
17. Write

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

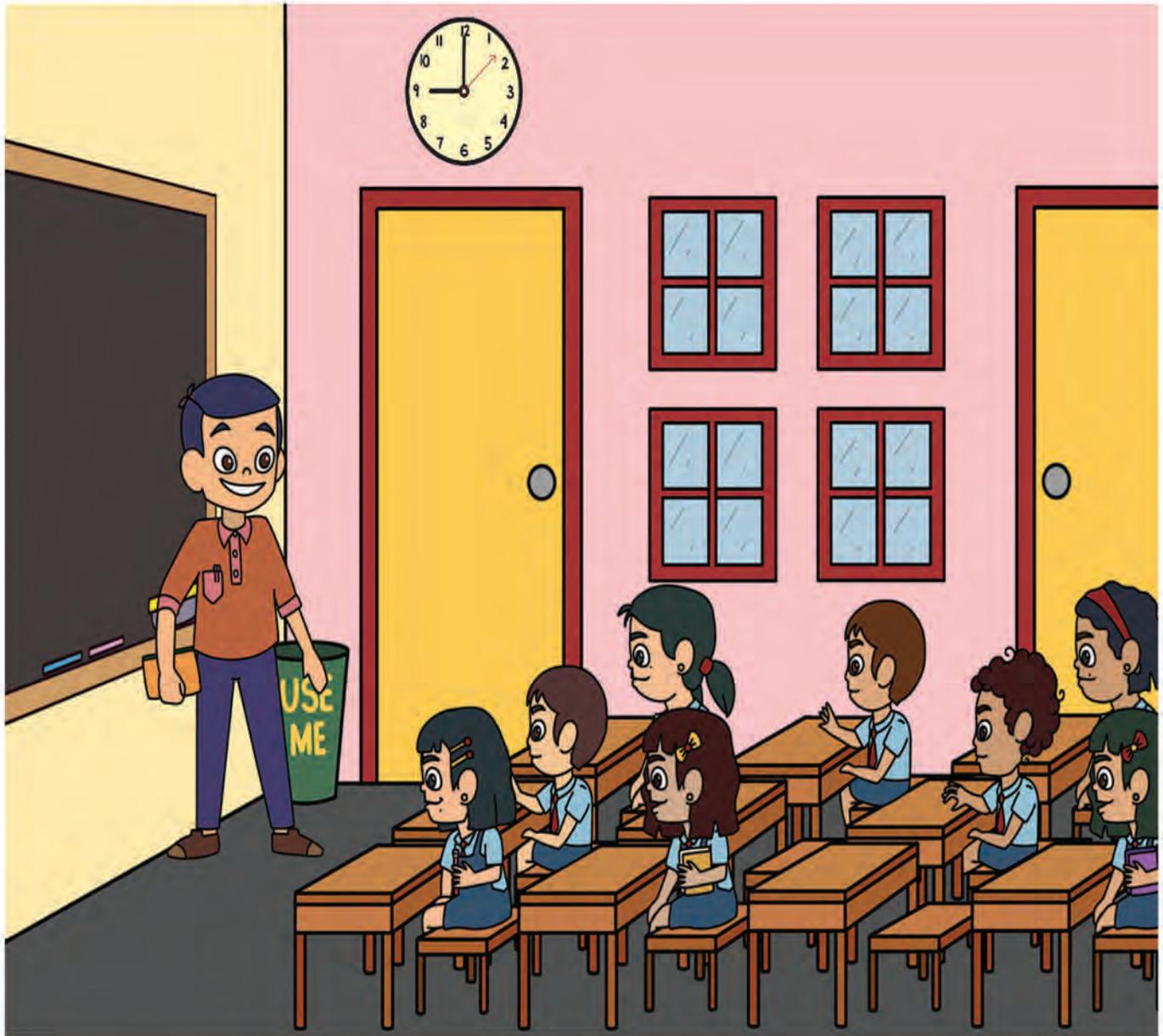
18. Look at the picture and say the names of the things in the classroom. Now, can you write the names of these things under each picture or on it? Try your best to spell them correctly!



19. Circle the things that you see in a classroom :



20. Let's listen:

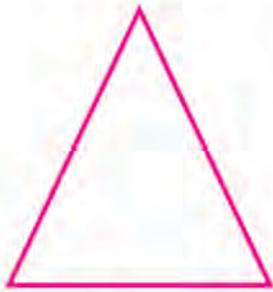


This is Rashida's classroom. It has two big doors and four windows. It has a blackboard, a duster and a box of chalk pieces. There are ten benches in her classroom. There is a dustbin in a corner of her classroom.

Answer the questions orally.

- Whose classroom is this?
- How many doors and windows are there in the classroom?
- Where is the dustbin placed?
- Why is the dustbin placed in the corner of the classroom?

21 . Let's look at the shapes and say their names :



a triangle



a square

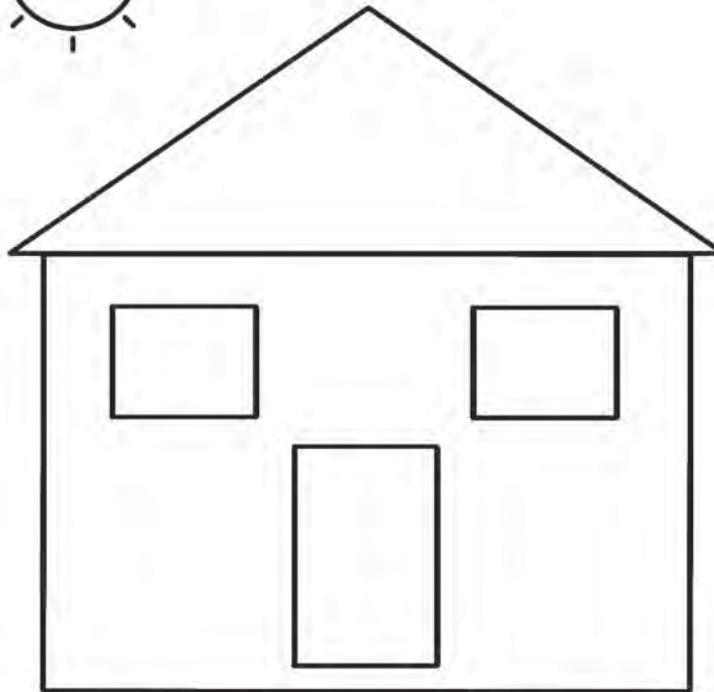
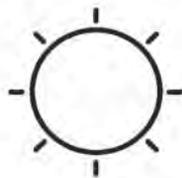


a circle

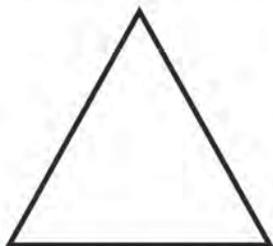


a rectangle

22. Let's colour the shapes in the house :



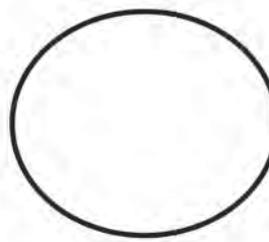
The teacher will help the learners to colour the different shapes as given below :



Triangle
Blue



Square
Red



Circle
Yellow



Rectangle
Green

23 . Listen and do the following actions :

- a. Stand up.
- b. Sit down.
- c. Open your book.
- d. Come here.
- e. Bring a piece of chalk.
- f. Go to the blackboard.
- g. Write your name on the blackboard.
- h. Take the duster.
- i. Rub the blackboard with the duster.

24. Listen to the words. Clap your hands when you hear the sound 'r' :

rat / mat	rose / close	gain / rain
right / night	hot / rot	ray / run
man / ran	run / bun	

The teacher will allow the learners to listen to the instructions and carry them out one by one.

25. Say the words :

P — pot
P — pen



Q — queen
Q — quilt



R — rose
R — rat



S — soap
S — snake

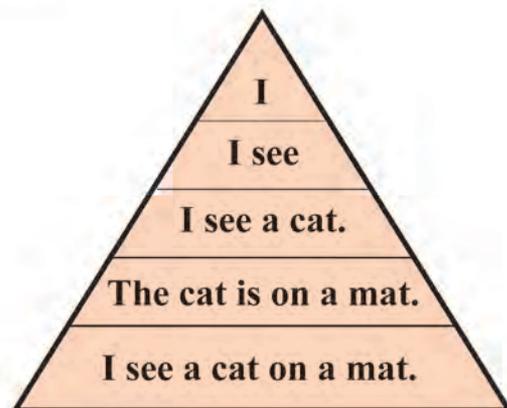
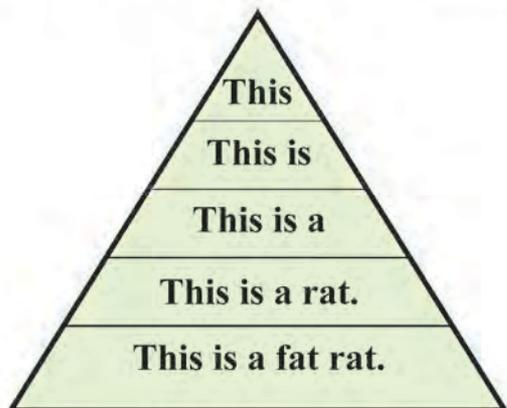


26. Read

pot — hot
cot — dot
rose — nose

bat — mat
cat — hat
fat — rat

27. Let's read what is in the pyramids:



The teacher will help learners to read words and make short sentences with guidance. The learners will then say the sentences to understand the meaning.

28. Let's listen to a story :

The greedy bear

Bobby, the bear loves eating. One day his mother said, "Bobby, you should not eat too much." But Bobby did not listen to his mother. One day he came across a garden. He was happy to see the fruits and vegetables in the garden. He saw a pumpkin and ate it quickly. He also ate a big cabbage, two cauliflowers, three jackfruits, and a pineapple. He wanted to



eat a bunch of bananas too. But he could eat only one banana. His tummy was full. He couldn't walk any more and fell asleep on the ground. He couldn't get up from the ground till midnight.

29. Write the initial letters of the things that Bobby ate?



__ackfruit



__ineapple



__auliflower



__abbage



__umpkin



__anana

30. Let's colour Bobby, the bear :



31. Let's know more about Bobby:

Bobby is a baby bear.

It is a little bear.

It's hair is brown and white.

It likes to eat honey.

It also likes fruits and vegetables.

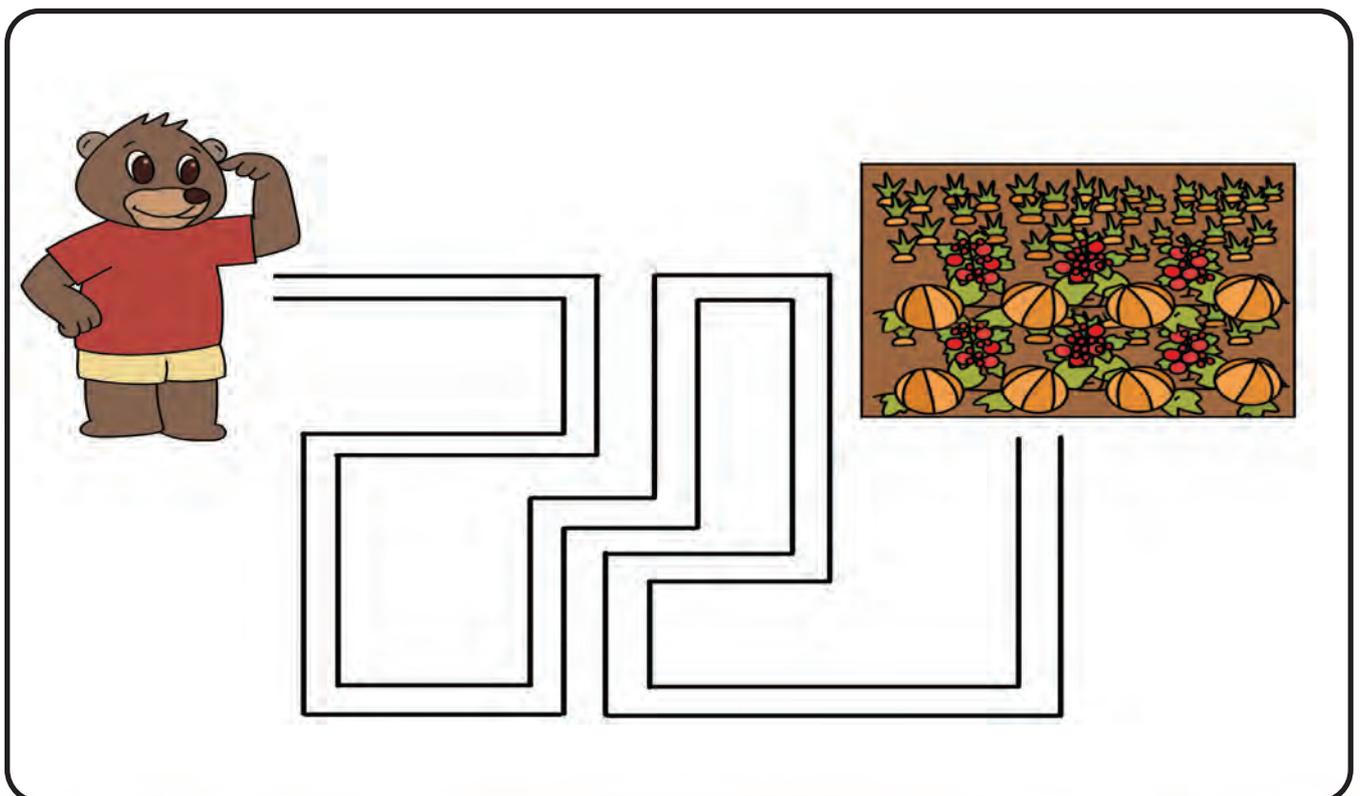
Bobby plays with balls.

32. Say as fast as you can:

She sells sea shells on the sea shore.

Bobby bought a bunch of bananas.

33. Help Bobby find his way to the garden :



34. Match the capital letters with the small letters :

P

Q

R

S

T

r

t

p

q

r

35. Let's identify the pictures. Now match the letters with the pictures :

r

q

p

s

t

o



36. Make words using letters given in the grid. Write the words :

t	m	s	e
r	o	l	h
b	n	a	p
c	u	g	m

1. _____

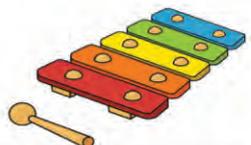
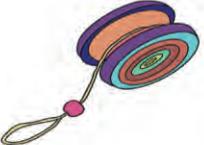
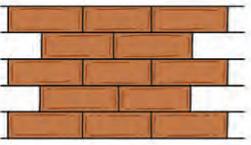
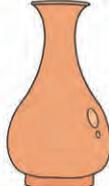
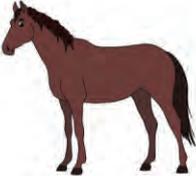
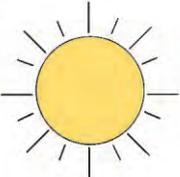
2. _____

3. _____

4. _____

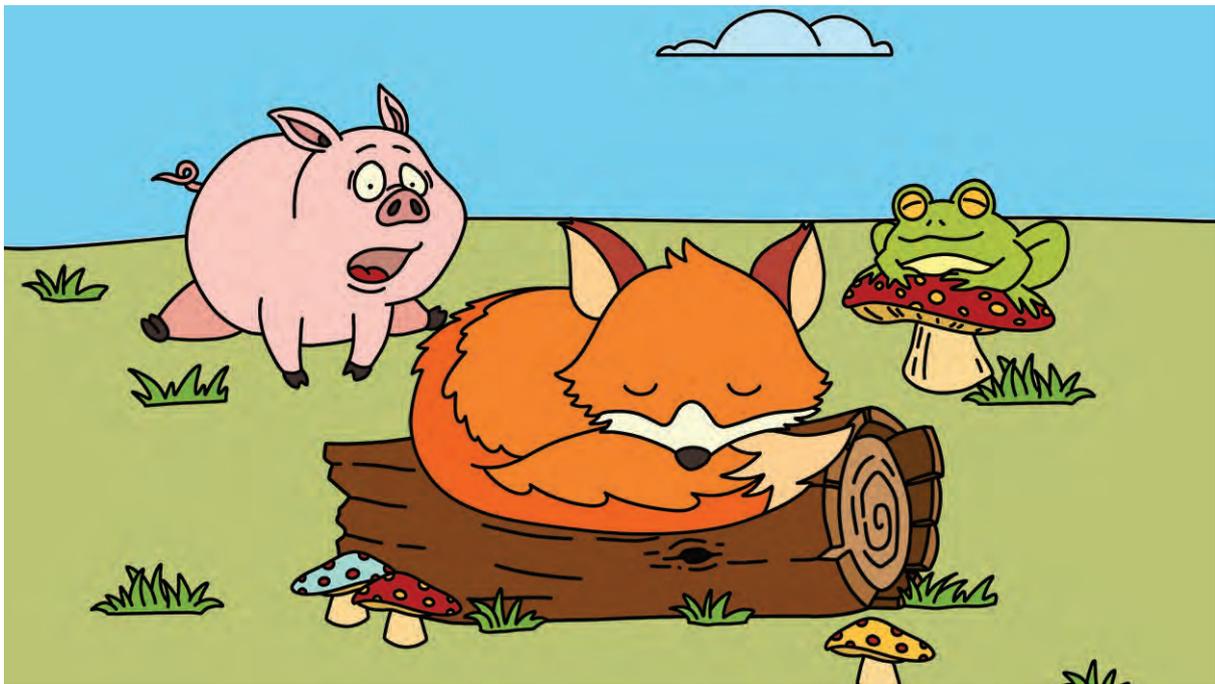
5. _____

37. Draw lines to match the pictures with the letters in the box :



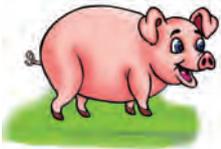
38. Listen to this story :

The frog never fought again



One day a frog was sitting on a log. A hog was passing by. He saw the frog and sought to sit on the log. But the frog would not let the hog sit on the log. Both of them fought to sit on the log. A fox saw them fighting to sit on the log. He suggested a clever idea for both to share the log. The frog and the hog never fought again.

39. Look at the pictures and say the names.



hog



frog



log



fox

40. Listen and repeat these words. What sound do you hear in the middle of the words? Some of them have the letter o in the middle of the word. On has the letter o at the beginning.

on

frog

log

fox

not

hog

41. Do you remember a few words from Emma's story? Listen and repeat these two words from the story: 'Emma', 'eggs':

What sound do you hear in these words which have the letter e at the beginning? Try to go through the lessons and hunt for a few more words with the short vowel sound 'e' with the help of your teacher.

You also learned some more words with 'e' but in different positions of the words. Some of them are here: let, pet, hen, red, bed, basket, market



42. If you want to have more fun with the sound 'e', you may read the sentences below:

She fed her in her green garden.

The hen pecked seeds under the big tree.

Now let's look at these words with 'ee'.

tree green seeds



The words have a long 'ee' sound, like we hear in 'see', don't we? 😊

43. Listen to a few words read aloud by your teacher. See if you can recognise the final sound in them. One or two might be challenging for you.

44. Read the words with the short sound 'u'. Then look at the pictures below and put a tick on the boxes below these words if you find a picture by that name:

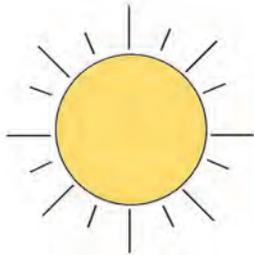
cup urn lid uniform bun web hut



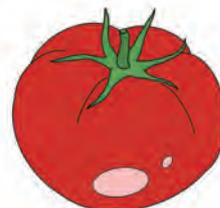
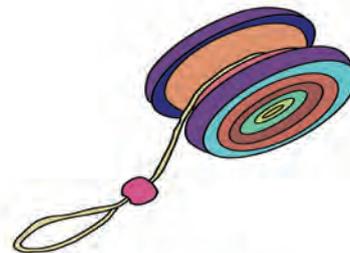
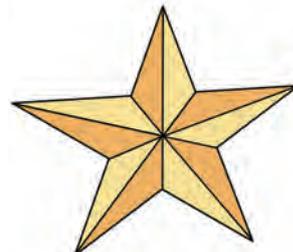
The teacher will see what sounds the learners know from their reading so far. The teacher will decide when they will talk about different sounds in words. After learning all the letters and short vowel sounds, they can practise these different sounds too.

45. Look at the pictures in Column A and Column B. Draw a line from each picture in Column A to a picture in Column B that starts with the same first letters :

A



B





46. Read :

A B C D E F G H I
a b c d e f g h i
J K L M N O P Q R
j k l m n o p q r
S T U V W X Y Z
s t u v w x y z

47. Read :

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z
a b c d e f g h i
j k l m n o p q r
s t u v w x y z

48. Let's blend:

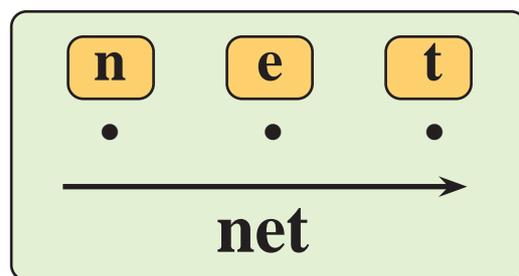
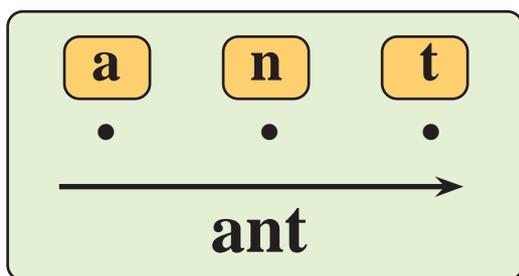
Take the letter cards you have been given by your teacher. Listen to the word your teacher says or look at the word you have to work on. Choose and place cards on the desk for each sound of the word you heard or letter you saw in the word. Now, blend the sounds to form the word or say it.

Example: Your teacher said 'sit'. You placed the cards

s **i** and **t** on the table.

Then you glided your finger across the sounds below the cards and said the word 'sit' aloud.

49. Let's look at the examples with the words 'ant' and 'net'.



Now, do this with your friend next to you with the words: 'pen', 'tin', 'cot', hut.....Listen/Look, Identify sounds, Blend and Say.

Once you are able to form words, you will be able to read beautiful stories without help. Won't that be nice?

You can also listen to the sound your friend or teacher makes. Then write letters for each sound. Next listen to the word as a whole and see if you have written the letters in the lines correctly to get the word.

The teacher can allow the learners to draw boxes and place pebbles or paper coins in the boxes for each sound they hear. Then they can listen to the word as a whole and write the letters in the lines of their exercise book or slate.

50. Let's make cards :

You wish your friends, teachers and family members every day. Now, let's write simple messages to wish them "Thank you", "Happy Birthday", "Get well soon", etc.



51. Let's draw your favourite cartoon character or any other character from films you have watched. The characters can also be from stories you are familiar with :

- i) Let's use paper, sticks, colour pencils, etc. to create characters and other things you like from the story.
- ii) Once we have the puppets, let's retell the story using what we have made.
- iii) Whose puppet do you think is the best? Why?
- iv) Who will tell us how you made your puppet?

The teacher will guide the learners to make cards using their creativity. Low-cost, no-cost stuff and craft materials like crayons, coloured paper, sticks, glotter and pens etc. will be provided or the learners asked to share such materials.

-Learners will be asked to sit in a circle so that everyone gets a turn to talk about the favourite part of the movie or a character they liked. They will be allowed to share their feelings in their home language if needed and show their emotions in drawing too.

A note to the teacher

Lesson 4: A school garden

Theme: My school garden

In Lesson 4, children are introduced to various things and objects both inside and outside the classroom. The picture page titled "A School Garden" at the beginning of the lesson can serve as a valuable resource for extensive oral activities, either individually, in pairs, or in groups. It is crucial to allocate ample time to these picture pages as they play a significant role in developing oral language skills.

Picture Reading

- Use the picture page "A School Garden" for extensive oral activities, either in pairs or groups. Focus on things and objects inside and outside the classroom. Ask a number of questions and encourage children to answer questions using "yes" or "No" first. Questions beginning "Why" and "How" are to be introduced for critical thinking accepting responses in their home language/school language/English.
- Ask children to observe the picture carefully, identify things in the classroom given in the picture and say their names (Activity 20).

Rhymes

- Teach "Mary had a little lamb" through singing and actions.
- Use the rhyme to teach rhyming words (e.g., had, lad, bad) in Activity 2.

Storytelling/Listening Texts

- Focus on listening comprehension with the story "The greedy bear."
- Use gestures, dramatization, and voice modulation. Involve children in role-playing the greedy bear and answering comprehension questions.

Phonological Awareness

- Introduce alphabet sounds (Activity 5). Help children identify initial sounds in words (Activities 12). Even though the 'u' sound in "urn" is different from the short 'u' in "cup," it provides a tangible reference point for children and can be an opportunity to explore the variety of sounds the letter 'u' can make in English.
- Teach two-syllable words and initial letter sounds. Break words into syllables to improve pronunciation. (Activity 13)

Listen and Do

- Engage children in a listening and following instructions game. (Activity 23 and Activity 24). Allow children to take turns giving instructions.

Reading

- Encourage reading two/three-letter words, building on previous lessons (Activity 26).
- Give extensive practice in reading by helping children frame phrases and daily life related simple sentences as shown in the Fluency Pyramids in Activity 27. This will build confidence in them to decode familiar, age level or decodable texts.
- Help children with identifying the beginning, middle and final sounds in Activity 43 - 44. Create interesting and engaging games to extend Activity 8.
- Teach children to blend sounds and form words as in Activity 48 and 49. Simple sentences may be encouraged according to the learning pace of the children.

Writing:

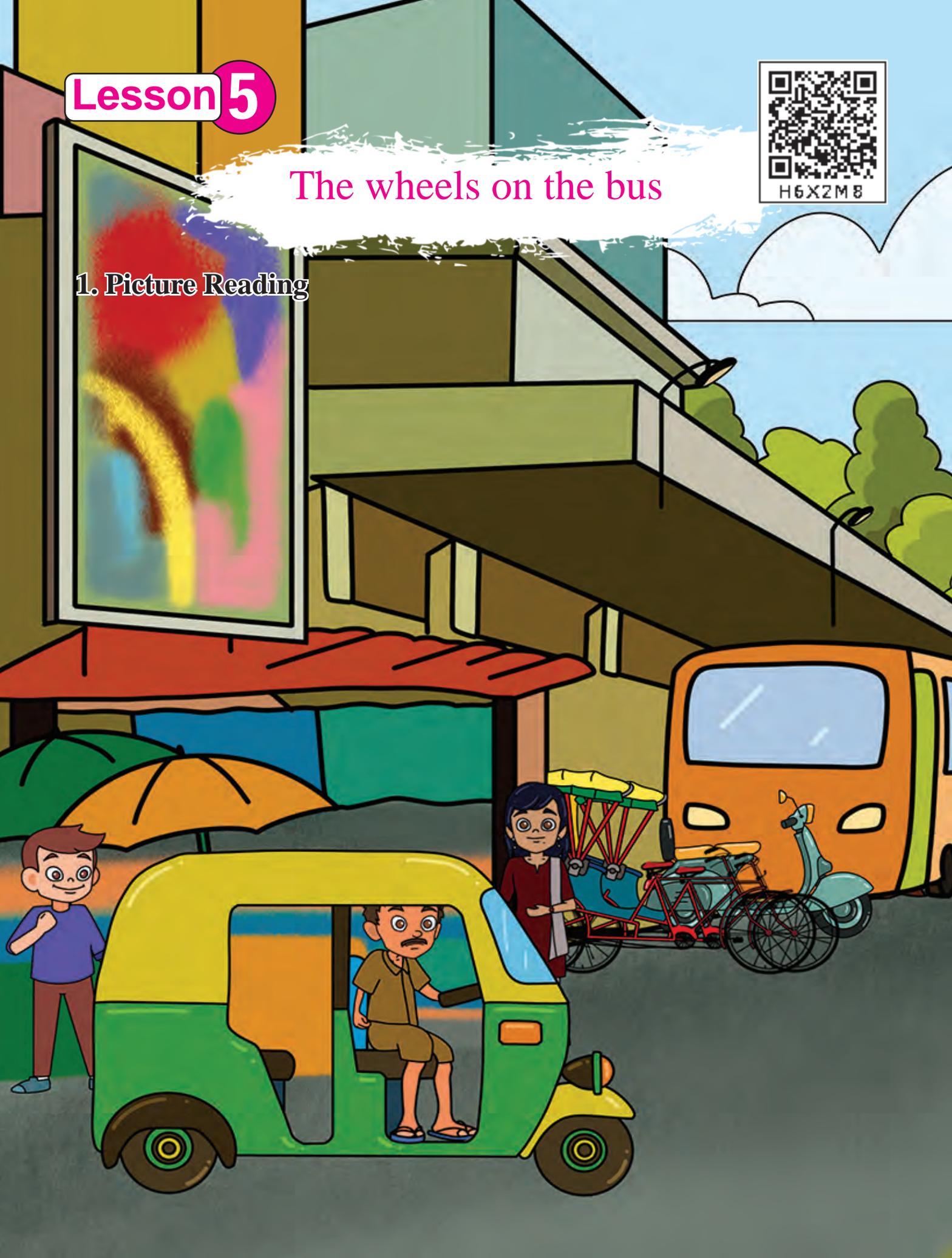
- Teach writing letters in Activity 6, writing numbers (Activity 16-17). Introduce writing three/four-letter words in "Make Words and Write" (Activity 36).

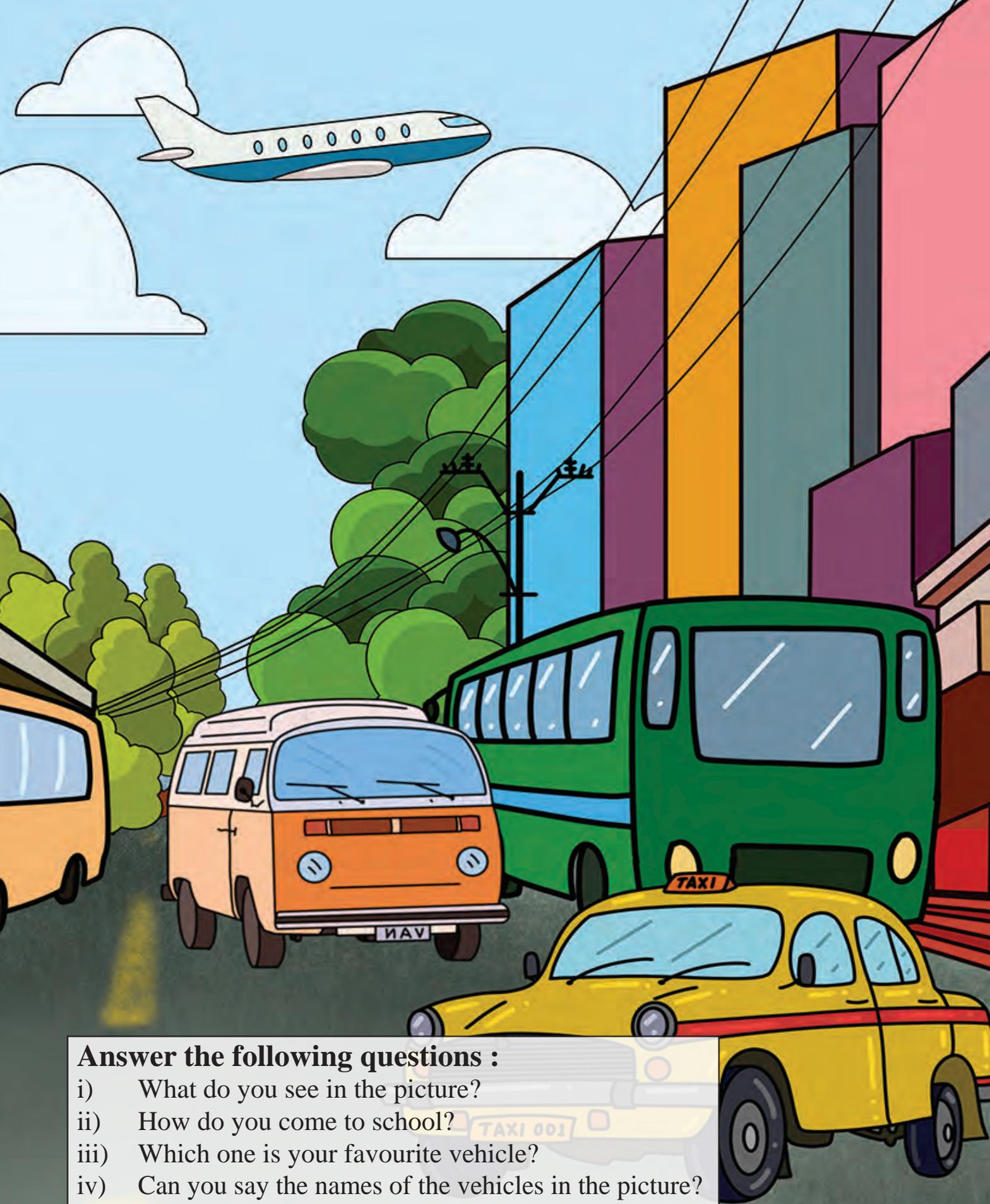
Lesson 5



The wheels on the bus

1. Picture Reading





Answer the following questions :

- i) What do you see in the picture?
- ii) How do you come to school?
- iii) Which one is your favourite vehicle?
- iv) Can you say the names of the vehicles in the picture?

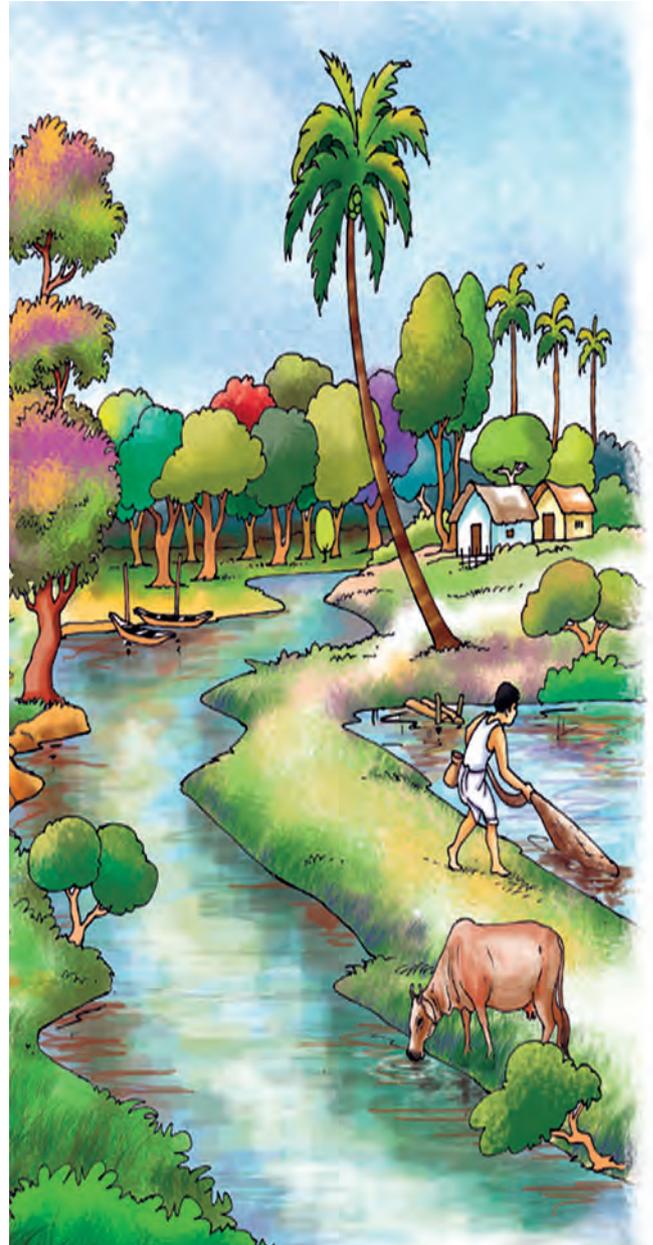
☞ The teacher will initiate the conversation on the picture. The teacher will point at each vehicle and help learners to say the names of the vehicles in the picture.

2. Picture Reading :

Picture 1



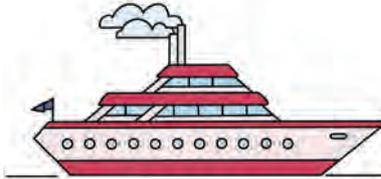
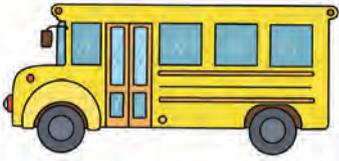
Picture 2



- i) What do you see in picture 1 and picture 2?
- ii) Can you say the names of the vehicles you have seen ?
- iii) Why do we use these vehicles?
- iv) Why is the person in picture 1 wearing a helmet?

☞ *The teacher will allow children to speak in their own language but help them say English names of the objects.*

3. a) Say the names of the vehicles :



b) Let's use the following words to fill in the blanks :

train

rickshaw

autorickshaw

van



What is this?
It's a _____.



What is this?
It's a _____.



What is this?
It's a _____.



What is this?
It's an _____.

4. a) Let's recite :

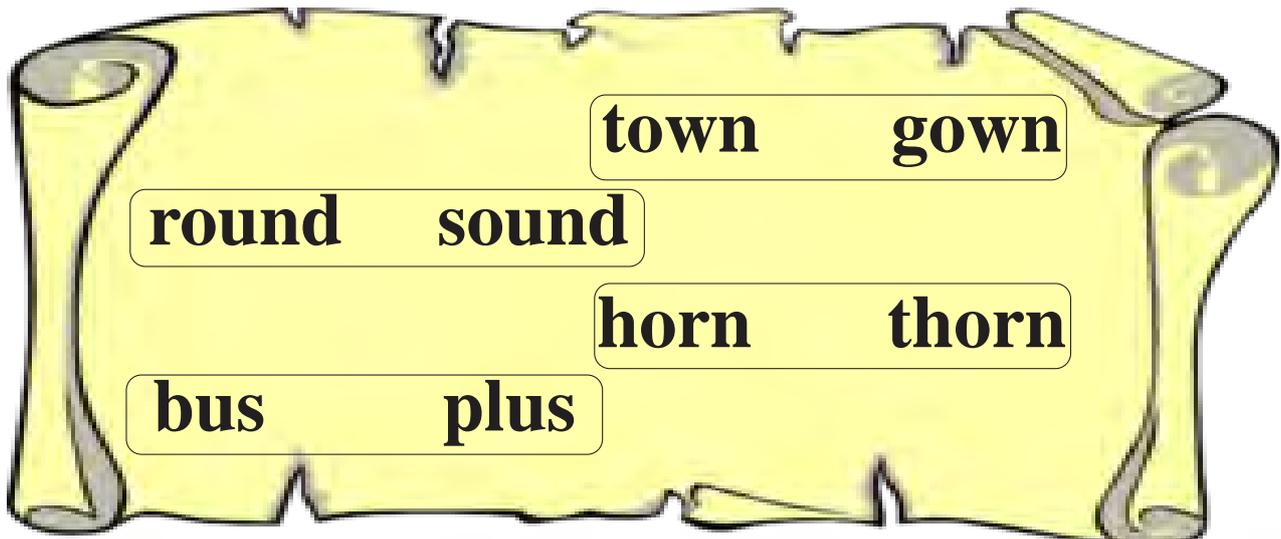
The wheels on the bus

The wheels on the bus go round and round,
Round and round,
Round and round,
The wheels on the bus go round and round,
All through the town.

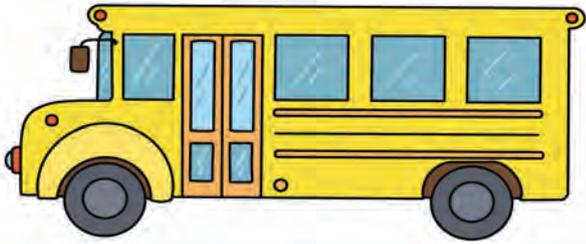


The horn on the bus goes beep beep beep,
Beep beep beep,
Beep beep beep,
The horn on the bus goes beep beep beep,
All through the town.

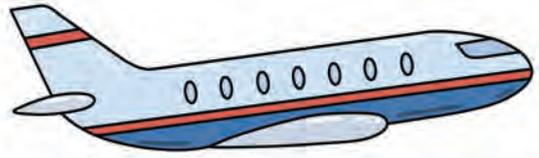
b) Let's listen and say :



5. a) Let's read :



A bus has wheels.
It runs on the road.



An airplane flies in the sky.



A boat sails in water.

b. Make a word with the letters given in each circle. Write the word and frame a sentence using the word. One is done for you:

b
u
s

bus

This is a bus.

c
a
r

b
o
a
t

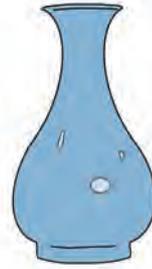
6. Let's look at the pictures and say the names :



an umbrella



a uniform



a vase



a van



a wheel



a wall

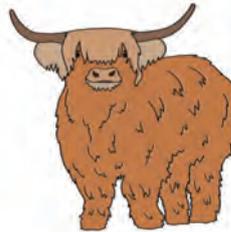
7. Look at the picture and say the names :



an x-ray



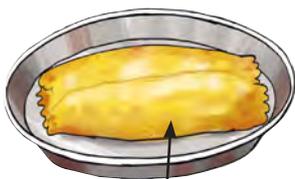
an Xmas tree



a yak



a yacht



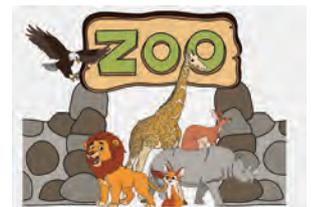
a yolk



a zebra



a zip



a zoo

8. Let's recite :

Traffic lights



Red says, 'Stop'
Green says, 'Go',
Wait and watch
Before you go.



Listen and say :

- a) Who says 'Stop'?
- b) Who says 'Go'?

9. Let's draw and colour a traffic light :



10. Listen to this story:

The fluffy pup finds a bun

A fluffy pup jumps up from a tub. He hears a very funny sound. He runs up and down. In the sunny yard, he sees a tiny hole near a hut. He sniffs and digs a muddy hole. With a wag and a huff, he runs to the hut. Inside, he finds a yummy bun and a cup of milk under the bed. He drinks the milk and nibbles the bun with joy. "Yum, I love this bun!" says the pup. Nearby, his friend, Dimpi the yellow duck, quacks. The pup's tail wiggles in joy. He zooms to his friend. Under the sun, both of them play, full of fun.



11. Look at the pictures and say the names :



pup



cup



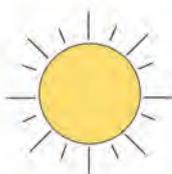
tub



bun



duck



sun



hut

12. Listen and repeat these words. Pay attention to the sound made by the letter 'u' in these words. What sound do you hear in the words that contain the letter 'u'?

jumps

fun

up

runs

pup

huff

hut

cup

tub

bun

duck

sun

mud

yum

under

fluffy

muddy

13. Let's revise and also learn some more words :


an ant

A
a


an apple


an axe


a branch

B
b


a bat


a ball


a cock

C
c

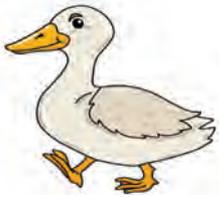

a cat


a cap


a dove

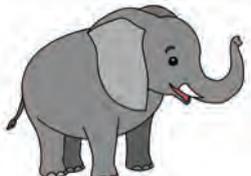
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d

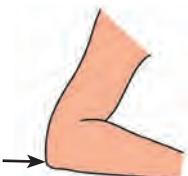

a dog


a duck


an egg

E
e


an elephant


an elbow


a fox

F
f


a fish


a fan



a grandmother

G
g



a goat

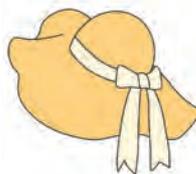


a glass



a helmet

H
h



a hat

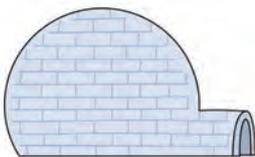


a hen



an inkpot

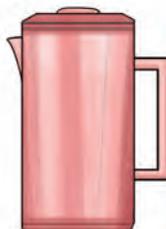
I
i



an igloo



an ice cream



a jug

J
j



a jacket

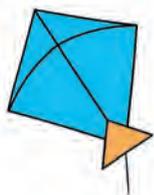


a jeep



a kettle

K
k



a kite



a key



a leaf

L
l



a lamp



legs



a milkman

M

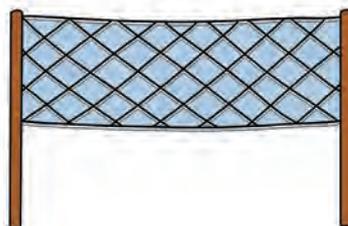
m



a mat



a mug



a net

N

n



a nail



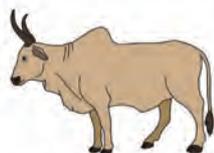
a nurse



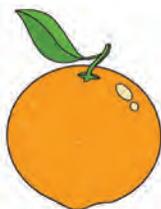
an olive

O

o



an ox



an orange



a pigeon

P

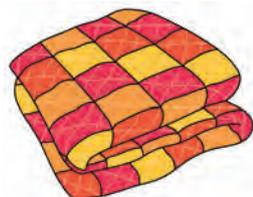
p



a pencil



a pen



a quilt

Q

q



a quill



a queue



a rhino

R

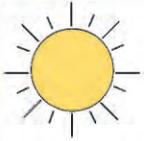
r



a radio



a river



the sun

S



a suitcase



a sweater

S



a tree

T

t



a truck



a table



an umbrella

U



an umpire

u



an urn



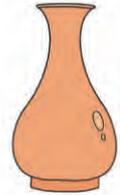
a van

V

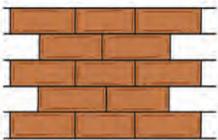


a violin

v



a vase



a wall

W



a watch

w

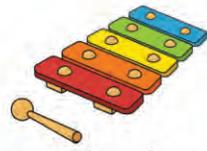


a window



an x-ray

X



a xylophone

x



a yak

Y

y



a yo-yo



a yacht



a zoo

Z

z



a zebra



a zip

A note to the teacher

Lesson 5: The wheels on the bus

Theme: Transport and communication

The lesson aims to teach children to identify vehicle names using picture pages, helping them link words with images. They'll need guidance to pronounce these familiar words in English. The teacher will ask questions about the pictures and encourage responses. In Picture Reading, children will observe, identify, and name the pictured objects and things.

Picture Reading

- Encourage children to observe pictures carefully, identify objects, and name them.

Rhymes

- Introduce the rhymes "The wheels on the bus" and "Traffic lights" through singing with rhythm and actions. Children will first follow in chorus and then individually.
- Teach rhyming words in Activity B (e.g., town-gown, horn-thorn) with the rhyme "The wheels on the bus".
- Discuss traffic lights and signals while reciting "Traffic Lights."

Storytelling/Listening Texts

- Focus on listening comprehension with the story "The fluffy puppy," using gestures and dramatization.
- Engage children in role-playing and answering comprehension questions.

Phonological Awareness

- Help children revise the sounds of the alphabet and learn a few more words. Help children listen to words, say them, and identify initial sounds.

Reading

- Encourage children to read sentences. By now, children should be able to read two/three-letter words and a few short sentences (Activity 5a).
- Teach short sound 'u' in Activity 10-12 and create fun games for them.

Writing

- Continue teaching letter writing, drawing lines to match columns, tracing, and writing.
- Introduce writing three/four-letter words and constructing sentences in Activity 6 (Make Words, Frame a Sentence, and Write the Sentence).

Lesson 6

Let's stay healthy



1. Look at the picture :





Let's talk :

- i) What do you see in the picture?
- ii) Do you brush your teeth every day?
- iii) Do you wash your hands before having your meals?
- iv) Do you have a bath every day?
- v) Do you wash your hands and feet after playing outdoors?
- vi) Do you wear clean clothes?
- vii) Do you keep a handkerchief with you?

The teacher will allow the learners to observe the picture. The learners will be encouraged to answer the questions, even if they speak in their home language. They will be helped to find English words. The teacher will help them to answer using "Yes, I do,", "No, I don't,", "I can see,". The learners will be asked more questions to make them talk.

2. Let's recite :

Early to bed

Early to rise,

Makes a man

Healthy, wealthy and wise.



3. Let's read the rhyming words :

rise / wise

bed / fed

make / cake

man / ran

4. Match the sentences with the pictures :

I wash my hands.



I eat healthy food.



I get up early.



I use a handkerchief.



5. Let's sing :

Head, shoulders, knees and toes

Knees and toes

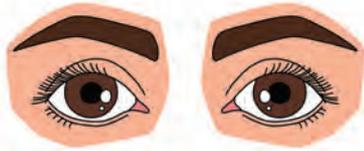
Head, shoulders, knees and toes

Knees and toes

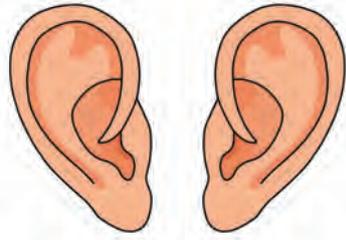
And eyes and ears and mouth and nose.

As children sing, they should touch the part of the body referred to in the song. This song may be repeated till the child learns all the parts of the body. New ways of reciting could be thought of by the teacher. The teacher will read out the sentences and help children to match the correct pictures with sentences.

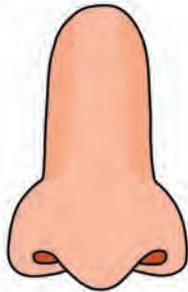
6. Let's read :



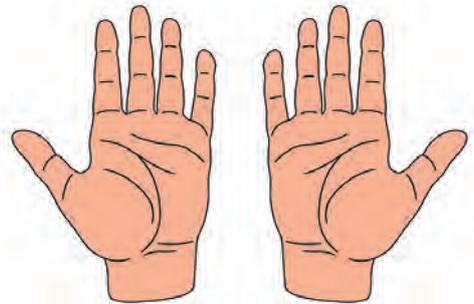
I see with my eyes.



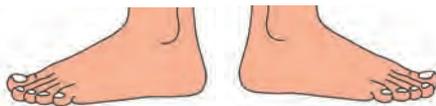
I hear with my ears.



I smell with my nose.



I work with my hands.



I walk with my feet.

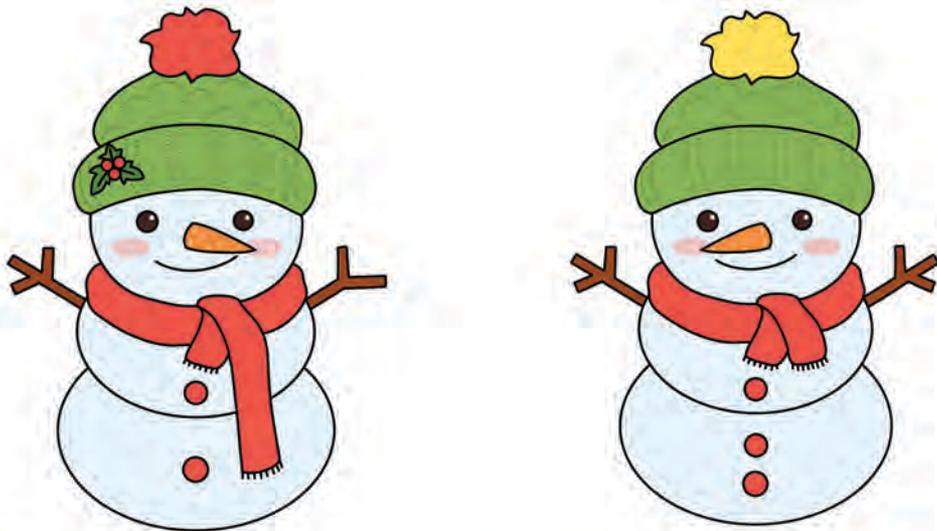
☞ The teacher will make the learners aware of the different functions our body parts do besides the ones mentioned here.

7. Talk in pairs. Tell your partner to ask questions :

Your partner will ask questions such as the ones given below:

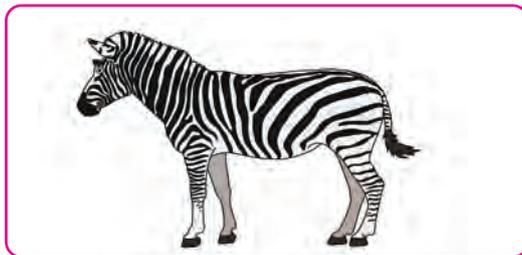
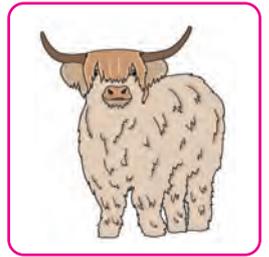
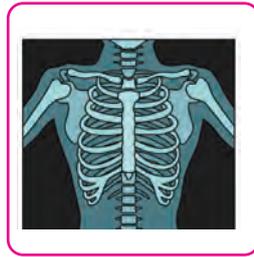
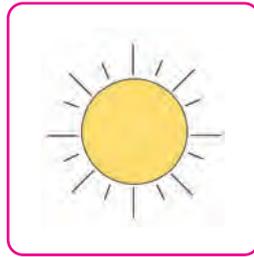
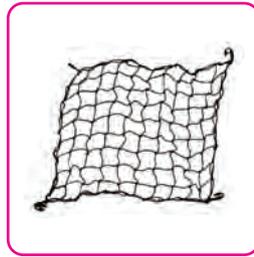
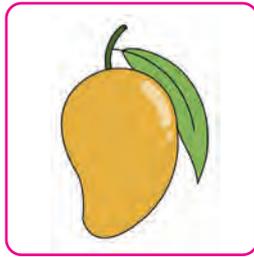
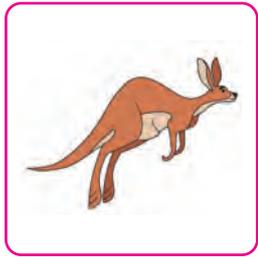
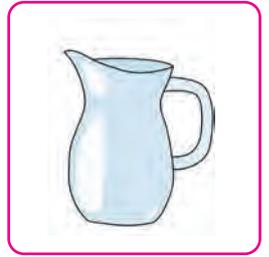
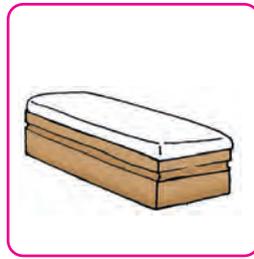
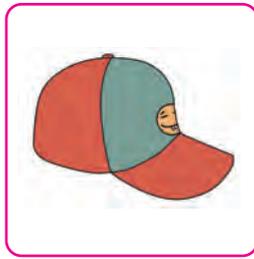
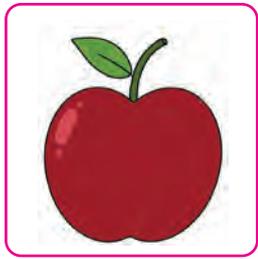
- Example :** What is this?
 : It's my nose.
 : What are these?
 : These are my shoulders.
 : What is this?
 : It's my mouth.
 : What are these?
 : These are my ears.
 : What are these?
 : These are my hands.
 : What are these?
 : These are my legs.

8. Spot the differences :



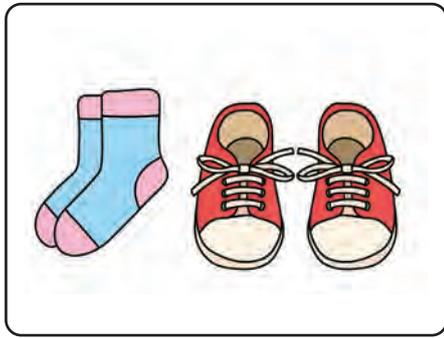
The teacher will help children to ask questions and help them to answer accordingly by using the structures "This is" and "These are" till every child in the class gets a chance to speak.

9. Look at the picture :
Say the names in the pictures :

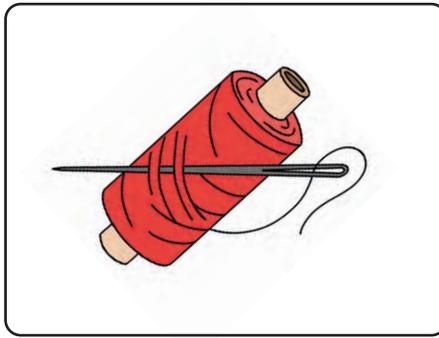


10. Pair words

Let's read :



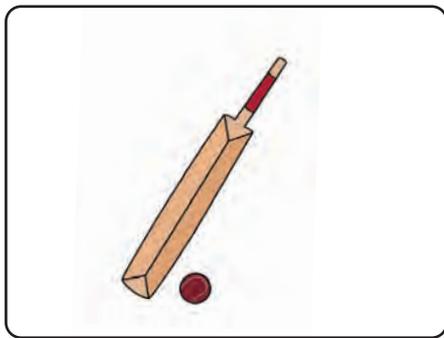
Shoes and socks



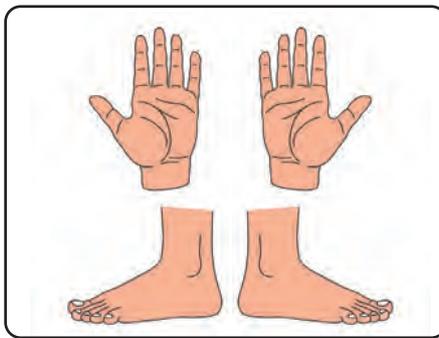
needle and thread



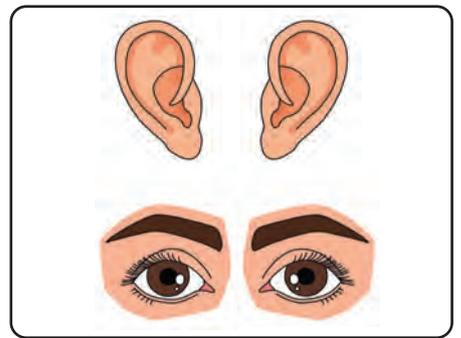
a cup and a saucer



a bat and a ball



hands and feet



ears and eyes

11. Complete the following pair words using the words given below:

butter

key

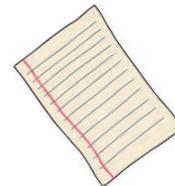
paper



Bread and _____



pen and _____



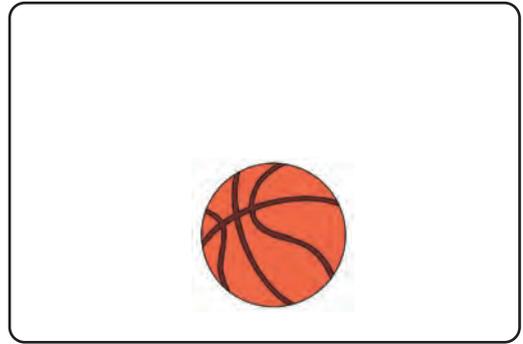
lock and _____



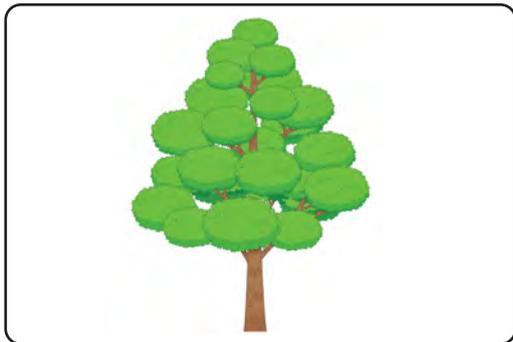
12. Let's read :



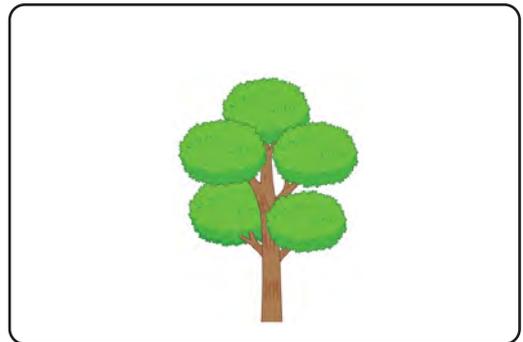
a big ball



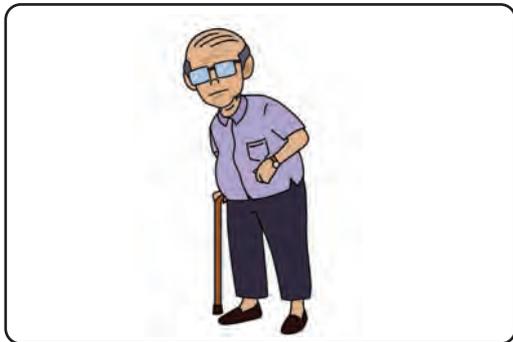
a small ball



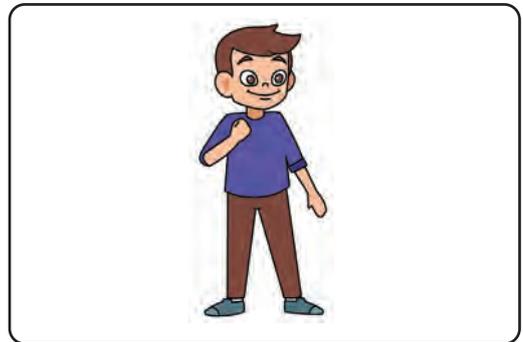
a tall tree



a short tree



an old man



a young man

13. Match the words in Column A with those in Column B to get opposite words:

A

in
big
old
hot
fat

B

thin
cold
out
small
new

14. Look at the picture and mark right (✓) or wrong (×) :

- a) The cow is walking.
- b) The grass is green in colour.
- c) There is a car near the cow.
- d) The grass is very tall.
- e) The cow is white.
- f) The cow is standing on the road.
- g) There is a bird sitting on the cow.
- h) The cow is eating grass in the field.



15. Choose words for the pictures and read aloud:

Today my



took me to the



I saw many

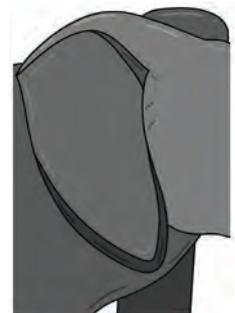


there.

I saw a big
elephant
which has
one long



He has two big

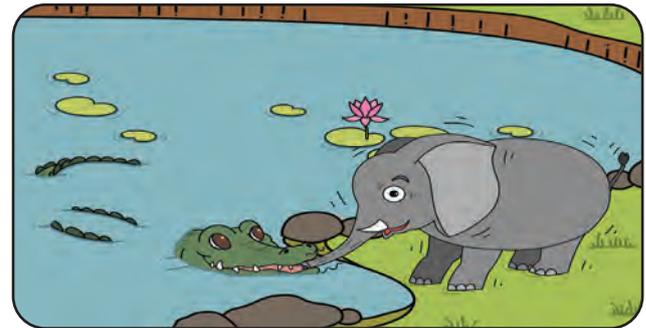
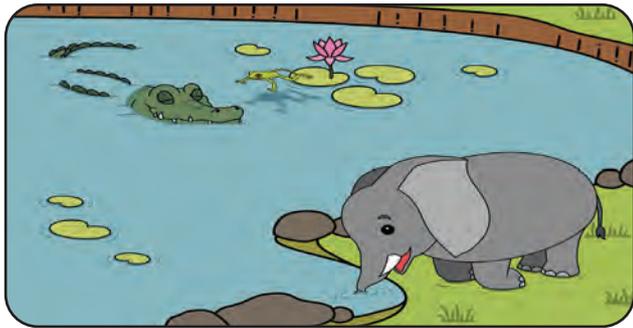
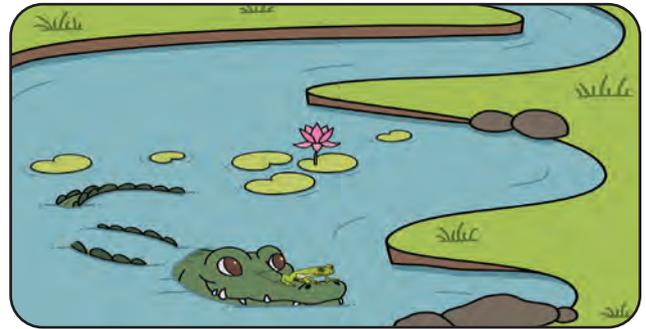
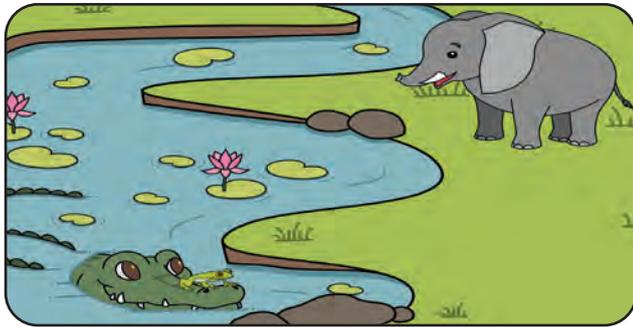


His name is Apu.

Help children to read the above sentences with the help of pictures.

16. Listen to this story :

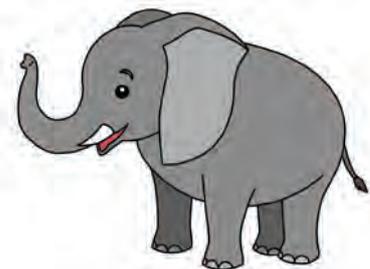
The elephant's nose



Golu was an elephant. He lived in a forest near the river Brahmaputra. One hot summer day he came to the river to drink water. There lived a big crocodile named Croco, in the river. Croco said, "This is my river. You cannot drink my water." A frog named Bheku also lived in the river. Bheku used to sit on Croco's nose and play with him. One afternoon, Croco was fast asleep on the bank of the river. Golu thought that he can drink water from the river. So he went to the river and began to drink water. The naughty frog, Bheku jumped out of the river and sat on Croco's nose. Croco woke up and saw Golu. He said, "I warned you not to drink water." He caught Golu's nose and began to pull him into the river. Golu tried to pull back. He pleaded, "Please let me go you are hurting my nose." In the tug of war between Croco and Golu, Golu-the elephant's nose became long. Thus an elephant's long nose came to be known as a trunk.

The teacher will ask the following questions and help the learners answer.

1. What is the name of the elephant?
2. Why was Bheku called the naughty frog?
3. Who sat on the crocodile's nose?
4. What is the name of the frog?
5. Why did Croco pull Golu's nose?

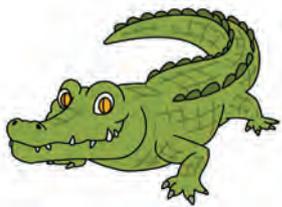


The teacher will first narrate the story and then read it out to the learners.

17. Read.

ant	→	a	n	t	→	ant
bat	→	b	a	t	→	bat
cat	→	c	a	t	→	cat
dog	→	d	o	g	→	dog
egg	→	e	g	g	→	egg
fan	→	f	a	n	→	fan
hen	→	h	e	n	→	hen

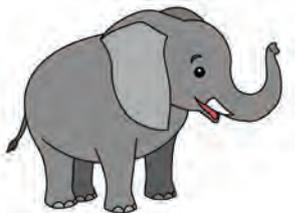
18. Read.



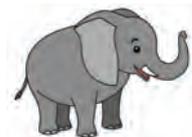
a big crocodile



a small crocodile



a big elephant



a small elephant



a big frog



a small frog

The teacher will help the learners read the words by moving their fingers across the sounds to blend.

19. Write the missing letters of the alphabet :

A a	B b	<input type="text"/>	D d	E e	<input type="text"/>
G g	H h	<input type="text"/>	J j	K k	<input type="text"/>
M m	<input type="text"/>	O o	<input type="text"/>	Q q	R r
<input type="text"/>	T t	<input type="text"/>	V v	<input type="text"/>	X x
		Y y	Z z		

20. Match the words with the pictures :

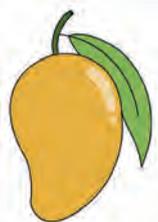
a jug

a mug

a kite



21. Look at the pictures and write the initial letters of the names :



22. Match the words with the letters given in the box. You may use a letter more than once. Write the word. One is done for you :

A E L U P M I O T Q R N S

1. LAMP

2. _____

3. _____

4. _____

5. _____

23. a) Listen and write :

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

b) Try to write a few sentences on what you have learned so far:

Example :

I know my numbers.

I can say some words that begin with the letter and sound 'b'.

.....

.....

.....

.....

.....

.....

The teacher will dictate words and learners will write. The teacher will encourage the learners to write a few sentences. The learners will be told not to worry about spelling.

24. Write letters in the boxes to make words :

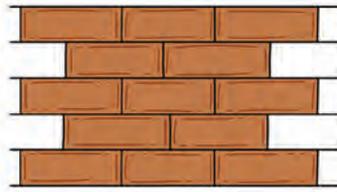


C A



O

A L L



I



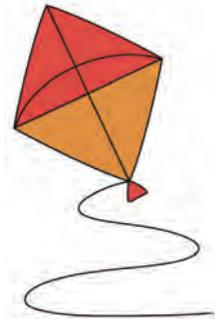
X



N R

A

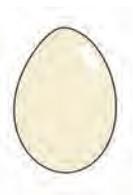
A K



I

T

G G



O



N T

T



25. Handwriting :

ant bat cup hat

A note to the teacher

Lesson 6: Let's stay healthy

Theme: Health and hygiene

Lesson 6 teaches children to identify various body parts and understand their functions. It also covers healthy habits. Using picture pages, the teacher will encourage children to observe, respond to questions with "Yes, I do" or "No, I don't," "These are...." etc., and engage in discussions.

Picture Pages

- Use picture pages for observation and discussion.
- Encourage children to answer questions using phrases like "Yes, I do" or "No, I don't."

Rhymes

- Introduce "Early to bed" and "Head, shoulders, knees, and toes" through singing with rhythm and actions.
- Focus on rhyming words (e.g., man-ran, make-cake) in Activity 3.
- Demonstrate the rhyme "Head, shoulders, knees, and toes" by pointing to corresponding body parts.

Storytelling/Listening Texts

- Concentrate on listening comprehension with stories like "The elephant's nose." (Activity 16)
- Use gestures, dramatization, and voice modulation for storytelling.
- Guide children in responding to comprehension questions in their preferred language.
- Help them ask questions as in Activity 7.

Phonological Awareness

- Teach alphabet sounds and help children identify initial, final and middle sounds in words with focus on short vowel sounds first.

Reading

- Help children read words. (Activity 17)
- Focus on reading short phrases and sentences. (Activity 12)
- Assist children in reading sentences and matching them with pictures in Activity 14.

Writing

- Practise writing three/four-letter words, sentences, and other exercises like matching and filling in the blanks.
- Introduce dictation, where children write words as dictated by the teacher. (Activity 23a.)
- Help children practise writing cursive letters for words and sentences. (Activity 25)



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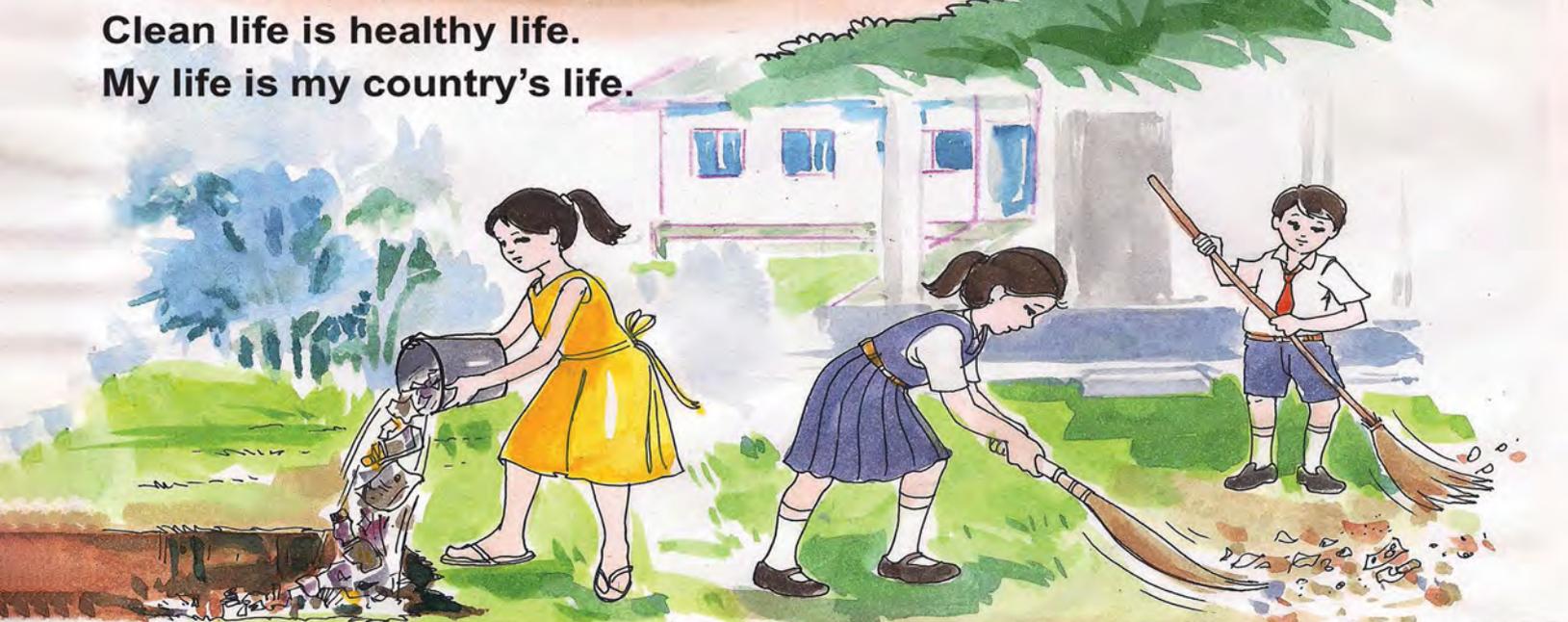
DTP

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2. Sangita Ranghang
3. Ambika Dutta
4. Seema Nandi

Let's make a clean Assam
One step towards cleanliness



Clean life is healthy life.
My life is my country's life.



One must throw the waste materials into the dustbin or the pit.
It is necessary to clean our neighbourhood and surroundings
along with our home and school.

Department of School Education,
Government of Assam