

1. Let's recite :

ABC

Tumble down D

The Cat's in the cupboard

And can't see me.



Draw a cat and colour :



2. Let's close our eyes and listen. Talk to your friend and say what you hear :

☞ The teacher will help learners to say what they have heard.

3. Let's play :

☞ The teacher will distribute many picture cards with names that begin with the letters (or initial sound) 'b', 'd', 'f', 'm', 'p', 's', 't', etc. (The teacher can decide the number of letters for the game.)

*– Draw seven big circles on the ground and write :
'b', 'd', 'f', 'm', 'p', 's', 't' in each circle.*

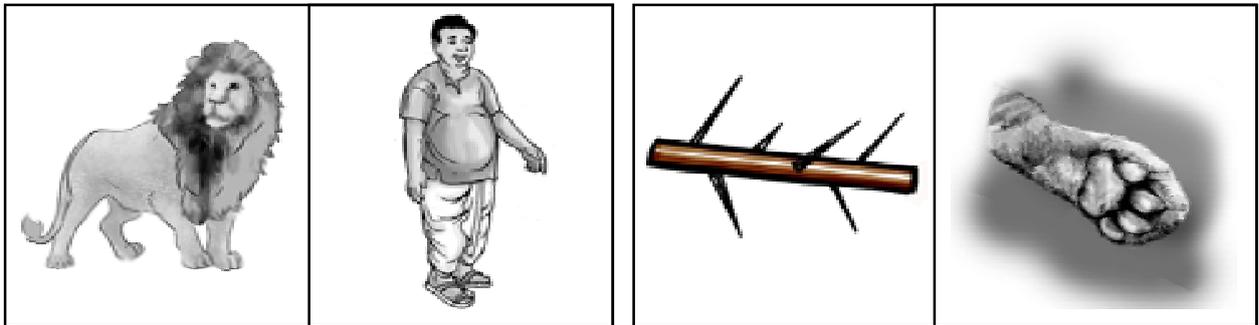
– Say the names of the object one at a time and ask the participants to go to the respective circles according to the words they hear.

– Select the picture card and say the name of the object (e.g., ball) distinctly at a time and ask the learners to go to the circle where you wrote 'b'.

– Continue the game with the rest of the letters and see whether the participants can recognise the names of the words with their beginning sounds or letters.

1. Let's listen :

One day a man went to a forest. He saw a lion there. It was crying in pain. He went near the lion and saw a thorn in its paw. Without wasting any time, the man pulled out the thorn. The lion was happy and said, 'Thank you dear friend'. From that day the lion and the man became friends forever.

2. Let's say the names of the objects in the picture :

☞ The teacher will help the learners to say the names.

3. Draw what you have understood from the story :**4. Let's read and repeat :**

thorn	this
thin	these
think	those
thanks	that

☞ The teacher will read the words and help learners to repeat after him/her.

1. Let's recite :

The Toy Man

Toys! Toys! Toys!
 Who'll buy my toys?
 Some for boys
 Some for girls
 Toys! Toys! Toys!



The teacher will recite the rhyme and help the learners recite it in chorus, and then individually.

2. Let's match the names of the objects with the initial letters :

- | | | | |
|---|-------|---|-------|
| a | clock | h | lion |
| b | egg | i | jug |
| c | girls | j | kite |
| d | boys | k | ink |
| e | drum | l | mouse |
| f | ant | m | house |
| g | fan | | |

The teacher will help learners to match the initial letters with the names of the objects.

3. Write the missing letters. One is done for you :

- | | | | | | |
|------------|-----|-----|-----|-----|-----|
| A <u>a</u> | 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 _ | | | | |

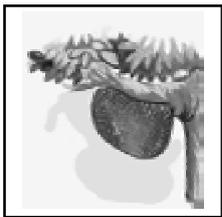
The teacher can adopt this activity for both capital and small cursive letters.

1. Let's sing with action :

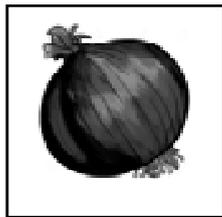
One, two, three, four, five,
 Once I caught a fish alive.
 Six, seven, eight, nine, ten,
 Then I let it go again.
 Why did you let it go?
 'Cause it bit my finger so.
 Which finger did it bite?
 This little finger on the right.

☞ The teacher may take help from YouTube for the tune of the rhyme.

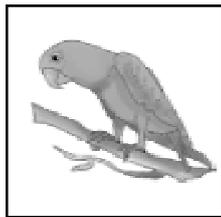
2. Let's read :



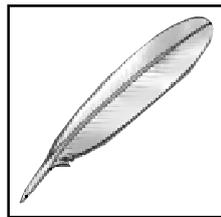
a nest



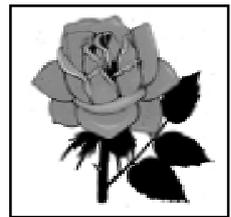
an onion



a parrot



a quill



a rose

☞ The teacher will prepare flash cards and write the capital and small letters together with a picture in each card for the remaining letters.

3. Match the capital letters with the small letters from the grid and write :

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

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____
- (vi) _____
- (vii) _____
- (viii) _____

4. Write the first eight letters of the alphabet in capital and small print. (You can take help from the grid.)

WEEK 1

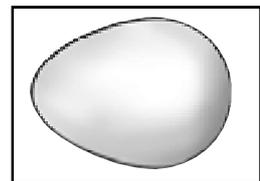
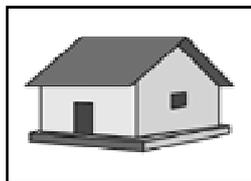
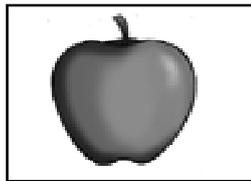
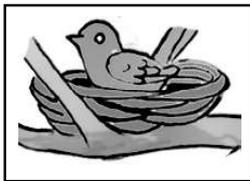
Let's find out what we have learnt.

1. Listen and respond :

- (a) Which letter comes after the letter C?
- (b) Which letter comes before the letter P?
- (c) Which letter comes between the letter F and H?

☞ The teacher may continue this activity.

2. Let's look at the picture and say the names :



☞ The teacher will prepare some picture cards and ask the learners to name them and say the initial sounds of the beginning letters.

3. Choose a letter from the box :

a e i o u

p—n

c—p

m—t

n—t

p—t

1. Let's sing and enjoy this rhyme, 'Work while you work' :

Work while you work,
Play while you play.
This is the way
To be happy each day.

All that you do,
Do with your might,
Things done by halves,
Are never done right.

2. Let's circle the rhyming words in the poem :

3. Let's read aloud the following words that rhyme :

might	play
right	day
bright	bay
night	gay

4. Let's choose the rhyming words from the box and write :

cot	cat	fun	star	sun	rat
_____	_____	_____	_____	car	hot

5. Draw the sun you see in the morning and colour it :

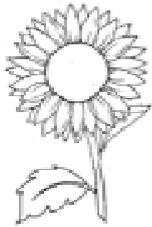


1. Let's sing with action :

Two little hands go
Clap clap clap
Two little legs go
Tap tap tap
Two little eyes
Are open wide
One little head goes
Side to side.



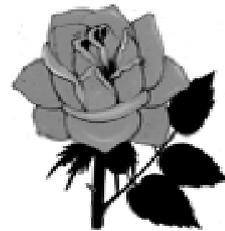
2. Let's look at the pictures and say :



a sunflower



a marigold



a rose



a butterfly



a tree

3. Let's write the missing letters to complete the words that you have come across in the poem :

h__nd

c__ap

ey__s

si__e

h__ad



1. Let's recite with action :

Cobbler, cobbler, mend my shoe,
Get it done by half past two;
Stitch it up and stitch it down,
Then I'll give you half-a-crown.



2. Draw and colour a pair of shoes :



3. Let's find the rhyming words from the poem and write :

shoe _____

down _____

4. Let's read aloud :

shoe

shop

ship

shape

stitch

sting

stick

step



a pair of shoes



a bundle of sticks

5. Let's read :

Ajit is sleeping. Reema is talking loudly near him. Mother says,
"Shhh..."

1. Let's listen to the story :

One evening, Nasiruddin Mullah was sleeping. His wife was in the kitchen. Suddenly his wife heard a big sound. "What's that?", she said. "It's my shirt", Mullah said. "Can the shirt make such a big sound?", the wife asked. "Oh! I was inside it", Mullah replied.



2. Let's try to make the sounds when :

- (a) a spoon falls on the table
- (b) rain falls on the roof top
- (c) a book falls on the floor

The teacher may extend the activity by asking the learners to give situations like these.

3. Let's work in pairs :



- (a) Can you sing a song?
- (b) Can you recite a poem?
- (c) Can you fly in the sky?

WEEK 2

Let's find out what we have learnt.

1. Match the rhyming words from column A with column B :

Column A

might

day

hot

crown

shoe

Column B

pot

two

down

gay

bright

2. Read aloud :

shop

ship

step

sting

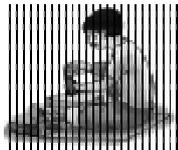
shape

stitch

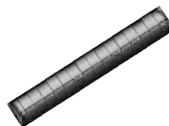
3. Look at the letters in jumbled order. Arrange them in proper order to match the pictures.



sohes _____



bocbler _____



sitck _____



srhit _____

1. Let's listen :

Once there was a crow. He always wanted to be colourful and beautiful. So, one day he went to the parrot and said. "Parrot, would you please give me your colour, you are so beautiful." The parrot said to him, "You are also beautiful, but peacock is more beautiful than you and me. you can go to the peacock." Then the crow went to the peacock and said, "caw, caw, you are so beautiful ! Look at me. I am so dull and ugly." The peacock shook its head and said, "I am beautiful, but not so lucky as you are. People never caged you, but we are often caged for our beauty. You are a free bird." The crow realized, and flew away happily.

2. Let's talk :

Who went to the parrot ?

..... went to the parrot.

Who flew away happily.

..... flew away happily.

☞ The teacher will help learners to answer the questions and retell the story in their home language.

3. Let's read :

This is a green parrot.

That is a black crow.



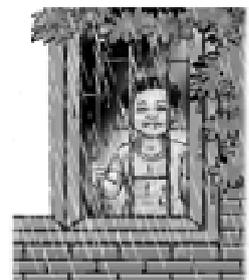
☞ The teacher will help learners to read the sentences.

4. Let's read the story and circle the words that begin with 'p'. Work with your partner and try to say more words that begin with 'p':

☞ The teacher will help learners to read the story and find out the words.

5. Let's say as fast as we can :

peter pater peter pater down the window pane



1. Let's clap when we hear words with the sound 't' :

The teacher will say words like tomato, potato, train, traffic, tiger, frog, bright, table, chair, tree, toy, etc. for children to recognize the letters with their corresponding sound.

2. Let's match the words that begin with the same sound:

no	hear
ate	tale
here	knew
blue	blew
their	four
new	eight
tail	there
for	know



3. Let's read :



Raju is **feeding** his dog.



He is **cleaning** the kennel.



He is **taking** his dog for a walk.



He is **bathing** his dog.

Let's complete the following sentences.

Raju is _____ his _____

He is _____ the _____

He is _____ his _____

He is _____ his _____

1. Let's sing :

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.



☞ The teacher may take help from YouTube for the tune of the rhyme.

2. Let's complete the sentences :

The wheels on the bus go

The horn on the bus goes

3. Let's make the sound of a train and an aeroplane :

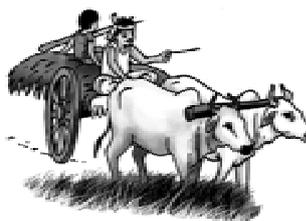
4. Let's look at the pictures and read :



a bicycle



a helicopter



a cart



a rickshaw

1. Let's sing :

Wash, wash, wash your face
Wash it every day,
Father, Mother, Brother, Sister
Wash it every day.

(i) Do you wash your face every day?
Yes, I wash my

(ii) Do you brush your teeth every day?

.....

The teacher will ask simple questions to the learners and help them to respond.

2. Let's match the sentences with the correct pictures :



Minu is clipping her nails.



Bimal is washing his hands.



Rina is brushing her teeth.



Mina is combing her hair.

3. Let's read about Maria's morning routine :

Maria gets up at 6 a.m. every day. She brushes her teeth. She washes her hands and face. She eats two biscuits. Maria drinks a glass of milk. She studies for an hour. She goes to school at 8 a.m.

WEEK 3

Let's find what we have learnt.

1. Complete the following sentences with the help of the pictures and read them :

This is a  . The bird is in a cage  .

The  is small. The  is not happy.

A  saw it. She opened the door of the  .

The  flew away and sat on a  . Now it is happy.

2. Tick (✓) the words that begin with 'p' :

			
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Say the rhyming words and write :

fog	sit
pen	mug
man	toy

1. Let's listen to what Rina tells about her village :

I'm Rina. I'm in class II. The name of my school is Rongpur L. P. School. I go to school with my mother. She takes me to school on a bicycle. I live at Rongpur. It is a small village. It is 5 km from Bornagar. Bornagar is a big town. My cousin lives there. His name is Bijoy. He is in class III.

2. Let's play roles :

Rina : Hello Bijoy, how are you?

Bijoy : Hello, Rina! I'm fine, thank you.

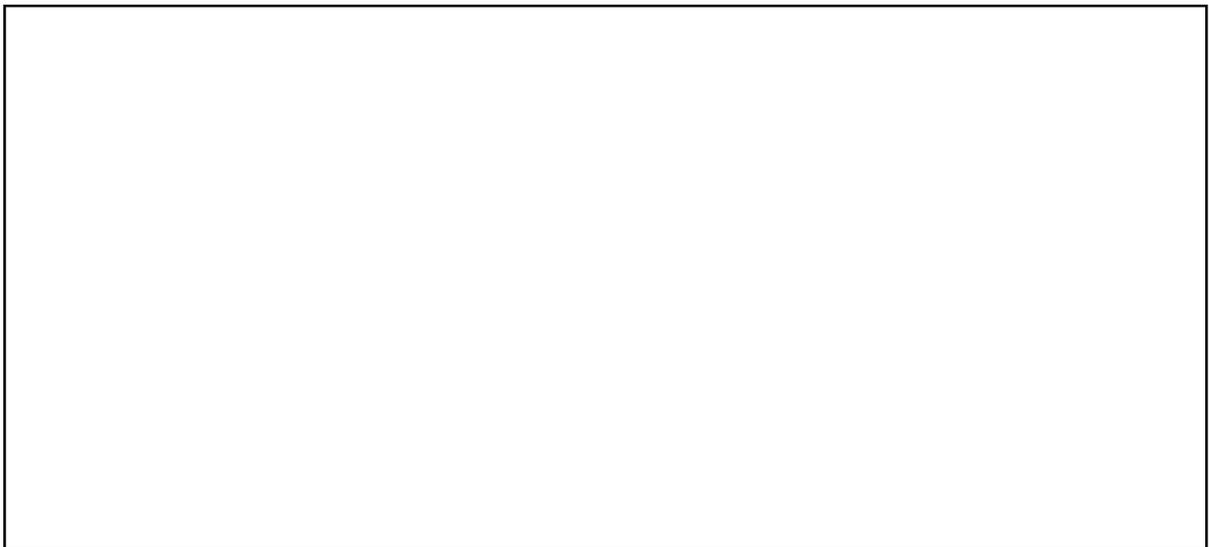
Rina : When did you come from Guwahati?

Bijoy : I came yesterday.

Rina : Nice. We can play badminton again.

☞ The teacher will help the learners to play roles.

3. Let's draw our village/town :



Let's write what is there in the picture :

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

☞ The teacher will help the learners to begin the sentence as 'There is a

1. Let's read :



A monkey is sitting on a mango tree.
It is eating a banana.
Monkeys live in the jungle.
They like to jump from tree to tree.

☞ The teacher will help the learners to read :

2. Let's write :

(a) Where is the monkey sitting?

The monkey _____

(b) What is the monkey eating?

The monkey is eating _____

(c) Who like to jump from tree to tree?

_____ like to jump from _____

(d) Who live in the jungle?

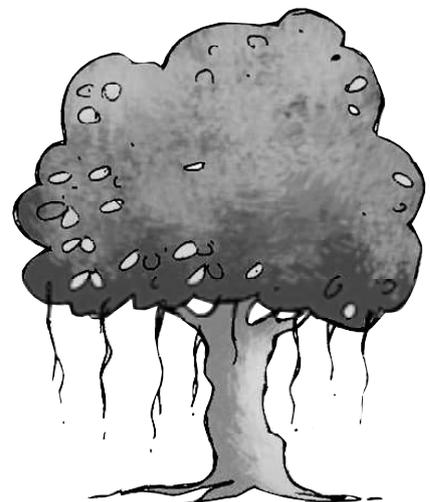
_____ live _____

☞ The teacher will help the learners to write the answers.

3. Let's say as fast as we can :

(a) four fried fishes in a frying pan

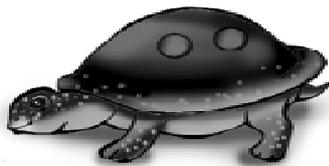
(b) blue bird sitting in a big banyan tree



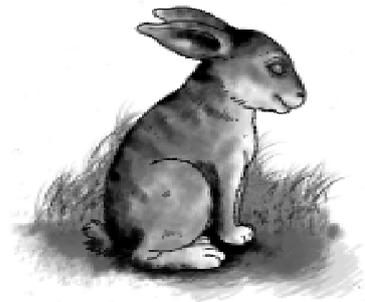
1. Let's listen to this story :

Once upon a time there was a hare and a tortoise. They were good friends. They always played together. One day the hare said to his friend, "Let's run a race." The tortoise agreed. The hare was sure that he will win the race. They choose a starting point and a finishing point. They started to run. The hare ran faster than the tortoise. The tortoise was left far behind. The hare thought the tortoise to be too slow. So, he decided to have a nap. Soon he fell asleep. The tortoise continued to move slowly and reached the finishing point. The tortoise won the race.

2. Let's answer the questions orally :



- (i) Who were friends?
- (ii) Who won the race?
- (iii) Who lost the race?



The teacher may help the learners to act out the story.

3. Let's find the names of at least six animals in the grid and write:

o	d	e	e	r	t	m	b
t	o	r	t	o	i	s	e
c	g	o	a	t	g	u	a
o	l	i	o	n	e	s	r
w	o	x	h	a	r	e	p

.....

The teacher will help learners to find the rest of the animals. There are eight names of animals in the grid.

1. Let's recite :

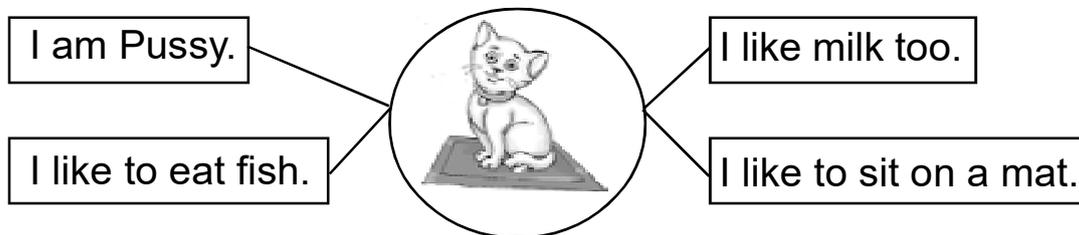
I Love Little Pussy

I love little pussy, her coat is so warm,
And if don't hurt her, she'll do me no harm,
I won't pull her tail, nor drive her away,
But pussy and I, together will play.



The teacher will help the learners to add to more sentences about pussy.

2. Let's read what pussy says :



3. Write about your pet :

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

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

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

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

The teacher will help the learners to write.

4. Let's listen and respond :

There is a park beside the school. Children play there. Teachers take them to the park. Children love going to the park and play in the open air. There are many tall trees near the park.

The teacher will read the paragraph and ask questions.

- (a) What is there beside the school?
- (b) Who takes the children to the park?

WEEK 4

Let's find out what we have learnt.

1. Find the odd one out and write :

potato, tomato, guava, cabbage, onion, carrot

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

2. Arrange the words and make a meaningful sentence (Begin the sentence with a capital letter and put a full stop at the end.) :

(i) like drink I to milk

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

(ii) wear I clean clothes

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

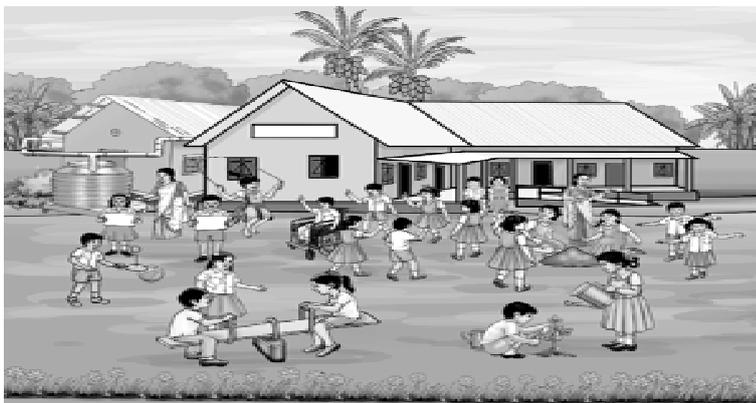
(iii) every day I to go school

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

(iv) friends are Raju, Rahul and

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

3. Write two sentences about the picture given below :



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

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

1. Let's listen :

One day a crow found a piece of meat. She took the piece of meat and flew away to the nearby tree. A hungry fox was sitting under the tree. It saw the piece of meat on the beak of the crow. The fox wanted to have the piece of meat. But the crow was out of its reach. The fox thought of a plan and said to the crow, "Crow, how beautiful you are. You must have a sweet voice too. Please sing a song for me." The crow became very happy to hear that. So, she opened her mouth to sing. As soon as she opened her mouth, the piece of meat fell down. The fox took the piece of meat and ran away.

2. Let's answer :

- (i) Who found a piece of meat?
- (ii) Where was the fox sitting?
- (iii) Who was hungry?
- (iv) Tell the story in your own words.

☞ The teacher will help learners to tell the story.

3. Now let's arrange the sentences and read :

- The fox said to the crow, "How beautiful you are! You must have a sweet voice too."
- The crow found a piece of meat.
- A hungry fox saw the crow with the piece of meat.
- The crow wanted to eat the piece of meat.
- "Please sing a song for me."

4. Let's listen and do :

☞ The teacher will provide learners some picture cards with the initial or final consonant sound missing (e.g., mat / cat, ___ap / ma___, ___en / te___). The learners will say the initial or final consonant sounds and write the letters in the blanks to make words.

**1. Let's listen about Junuka's family :
Junuka's Family**

There are five people in Junuka's family. She has a brother and a sister. Her brother is seven years old and her sister is two years old. They visit their grandparents during the holidays. Junuka loves her family a lot.

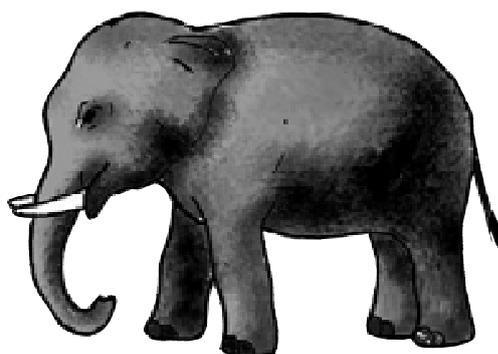
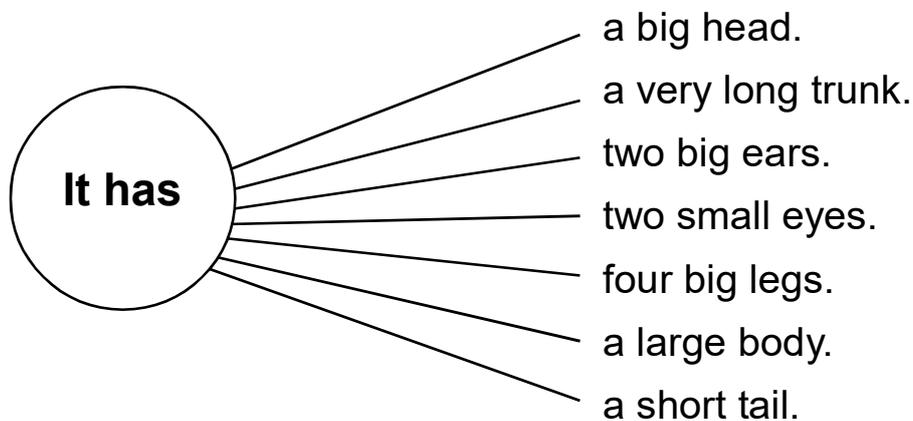
Let's write :

- (a) How many members are there in Junuka's family?
- (b) How old is her brother?
- (c) How old is her sister?
- (d) Whom did they visit during their holidays?

2. Let's talk :

☞ The teacher may engage the students to say a few lines about their family.

3. Let's read the sentences :

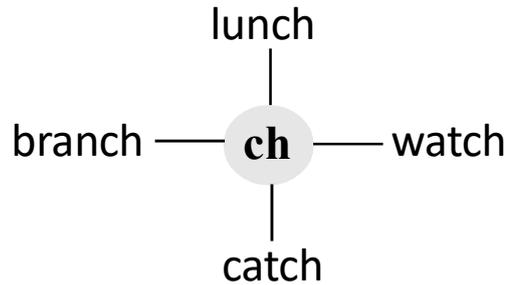
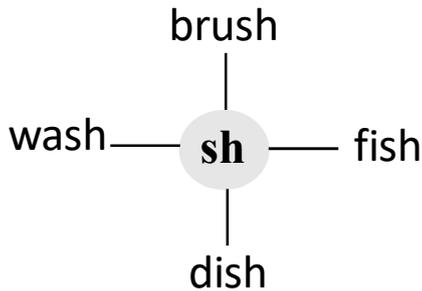


Let's write who it is. It is an

1. Let's recite :

Chubby cheeks, dimple chin,
Rosy lips, teeth within,
Curly hair, very fair,
Eyes are blue, lovely too,
Teacher's pet, is that you?

2. Let's read :



Now, find out words that end in -th:

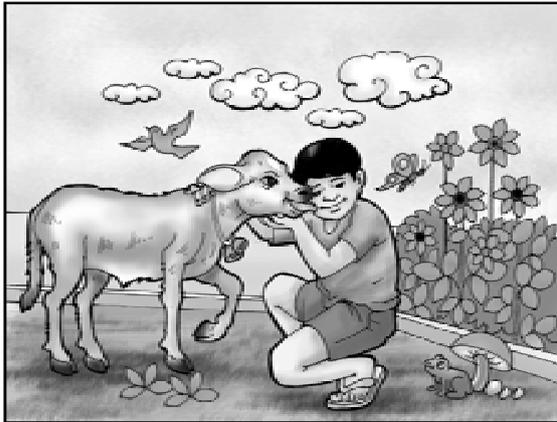


3. Let's listen :

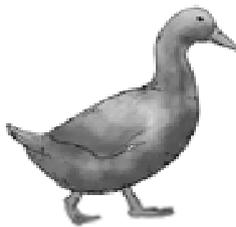
Raju always goes to school with his father on a bicycle. One day, they went to town in a bus. The bus stopped at the railway gate. Raju saw a train passing by. He also saw many buses, cars, rickshaws and autorickshaws there. He asked his father when the bus would move. His father said it would move when the green light would be on. He also said that people on foot should cross the road at a zebra crossing. Raju was happy to learn this.

Now, let's recall and write the names of the vehicles from the passage that you listened to :

1. Let's spot the differences and say :



2. Let's recite :



Bow-wow, says the dog;
 Mew-mew, says the cat,
 Grunt, grunt, goes the hog,
 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.



The teacher will ask the learners the sound of cuckoo.

3. Let's write the sounds of animals :

- (a) A dog says _____.
- (b) A cat says _____.
- (c) A sparrow says _____.
- (d) A crow says _____.
- (e) A duck says _____.
- (f) A hog says _____.

3. Let's find out the names of birds and animals hidden in the grid:

L	D	A	T	I	G	E	R
C	U	C	K	O	O	C	H
A	C	R	A	T	A	R	I
T	K	H	O	G	T	O	N
S	P	A	R	R	O	W	O

WEEK 5

Let's find out what we have learnt.

1. Find words from the grid and write :

q	u	a	c	k
m	b	m	a	d
e	b	o	w	c
w	x	o	a	b

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

2. Clap when you hear the sound 'p' :

The teacher will say some words with initial, middle and end 'm' sound along with words with different sounds e.g. map, gate, mat, mug, duck, damp, drum, name, team, orange etc.

3. Rearrange and write the sentences in correct order :

(Begin the sentence with a capital letter and put a full stop at the end of each sentence.)

(i) was there a fox forest in the

(ii) a saw fox the meat of piece

4. In the story, 'The Crow and the Fox', why did the Crow lose the piece of meat?

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5. Look at the picture and say what you have seen :



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1. Let's write the names of flowers in column 'A' and names of fruits in column 'B' from the box :

Column A	Column B
.....
.....
.....

- | |
|----------|
| banana |
| marigold |
| coconut |
| rose |
| guava |
| dahlia |

This is a school. There is a playground in front of the school. In the middle of the school, there is a flower garden. Children play in the playground during break time. Flowers like rose, hibiscus, marigold, etc. bloom in the garden. Fruit trees like coconut, banana, guava, etc. are there beside the school.

2. Let's arrange the words to get the names of fruits and vegetables :

amnog

optoat

niono

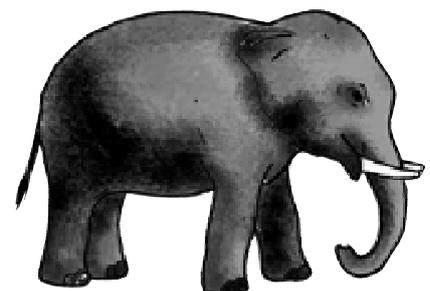
abnaan

octcoun

rocart

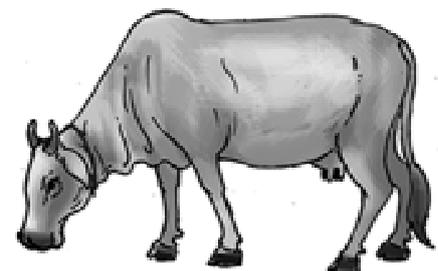
3. Let's say and write :

I am a big animal.
 I have a long nose.
 I have two long teeth and two small eyes.
 My name starts with 'e'.
 Who am I?



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

I am a domestic animal. I like to eat grass and give milk. Who am I?



--	--	--

1. Let's read :

neat	neatly	happy	happily
slow	slowly	quick	quickly
sweet	sweetly	bright	brightly
proper	properly	beautiful	beautifully

2. Let's listen :

Tina is a beautiful girl. She dances beautifully. Her brother is Anuj. His handwriting is neat. He writes neatly. Tina's friend Jina has a sweet voice. She sings sweetly.

3. Now write the words that end with - ly :

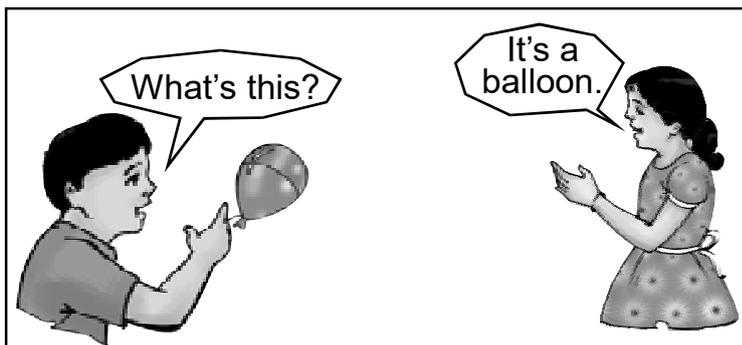
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The teacher will help to write the words with - 'ly'.

4. Let's read and play roles :



1. Let's listen to the story :

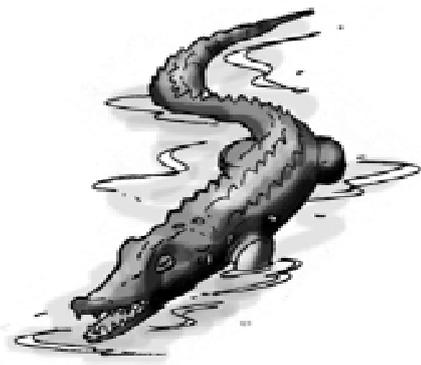
Long long ago, there lived a monkey on a mango tree in a forest. It was on a bank of a river. In the river, there lived a crocodile with his wife. One day, the crocodile came to the bank of the river and took a rest under the tree. The monkey saw him and offered some fruits. The crocodile was very happy. He came next day and asked for more fruits. The monkey gave him more fruits. As days passed by, the crocodile and the monkey became friends.

☞ The teacher will ask the learners if the story is familiar to them. If they don't know, the teacher will tell the remaining part of the story.

2. Now, let's answer the questions :

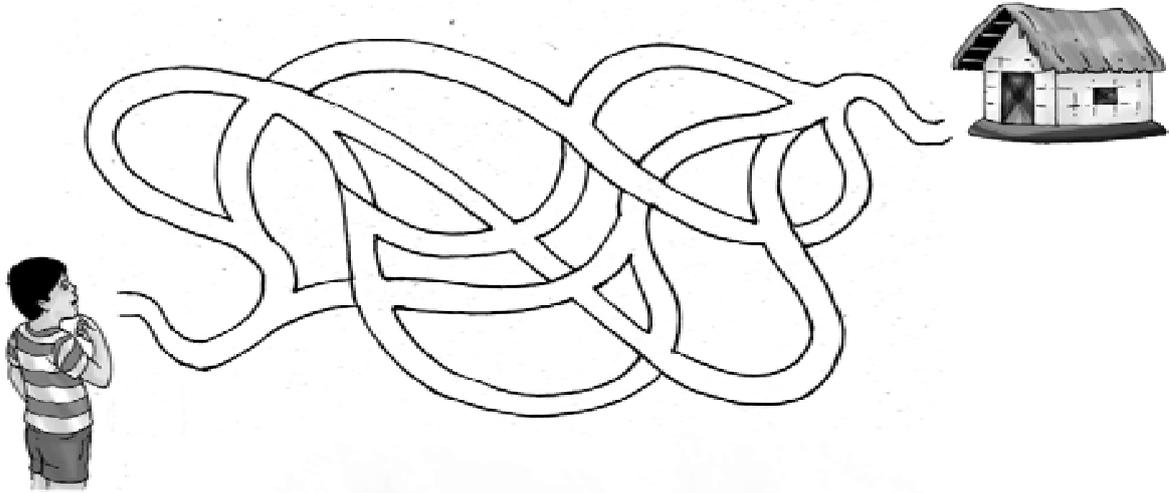
- (i) Where did the monkey live?
.....
.....
- (ii) Who lived with his wife?
.....
.....
- (iii) Who offered fruits to the crocodile?
.....
.....

3. Let's say :



Crazy crocodile went to the market.
Crazy crocodile bought some crayons.
Crazy crocodile bought a crown.

4. Draw a crocodile and colour it :

1. Let's find the way :**2. Let's play roles :**

Nilam : Hello, Nilim. How are you?

Nilim : Hi Nilam, I'm fine. Thank you.

Nilam : How do you come to school?

Nilim : I come to school by bus every day. How do you come to school, Nilam?

Nilam : I come to school by rickshaw. Sometimes I come to school by car with my father.

Nilim : Nilam, have you ever traveled in a train?

Nilam : No, I haven't. But I want to travel by train some day.

Nilim : I also want to travel by train.

☞ The teacher will help the learners in playing the roles.

3. Let's talk :

Have you traveled in a taxi, a train, a bus or an aeroplane? Tell your friend something about it.

WEEK 6

Let's find out what we have learnt.

1. Find out the words from the grid and write :



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



.....

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2. Add -ly to the underlined words and complete the sentences :

Your dress is nice. You dress _____.

Your answer is correct. You have answered _____.

You have a sweet voice. You sing _____.

The sun is bright. The sun shines _____.

3. Read :

This is a car.

The car is red.

The car runs on petrol.

Papu's father drives the car.



4. Say :

The teacher will show some picture cards of animals and birds to the learners and ask them to say their names one at a time. Next he/she will ask the learners to make the sound of the animals and the birds.