

Warm-up Time



Circle Time



Sharing Time / Rhyme Time



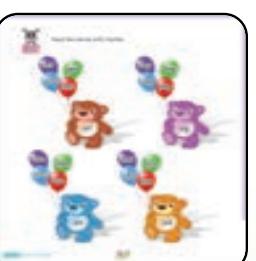
Fun Time



Action Time



Practice Time



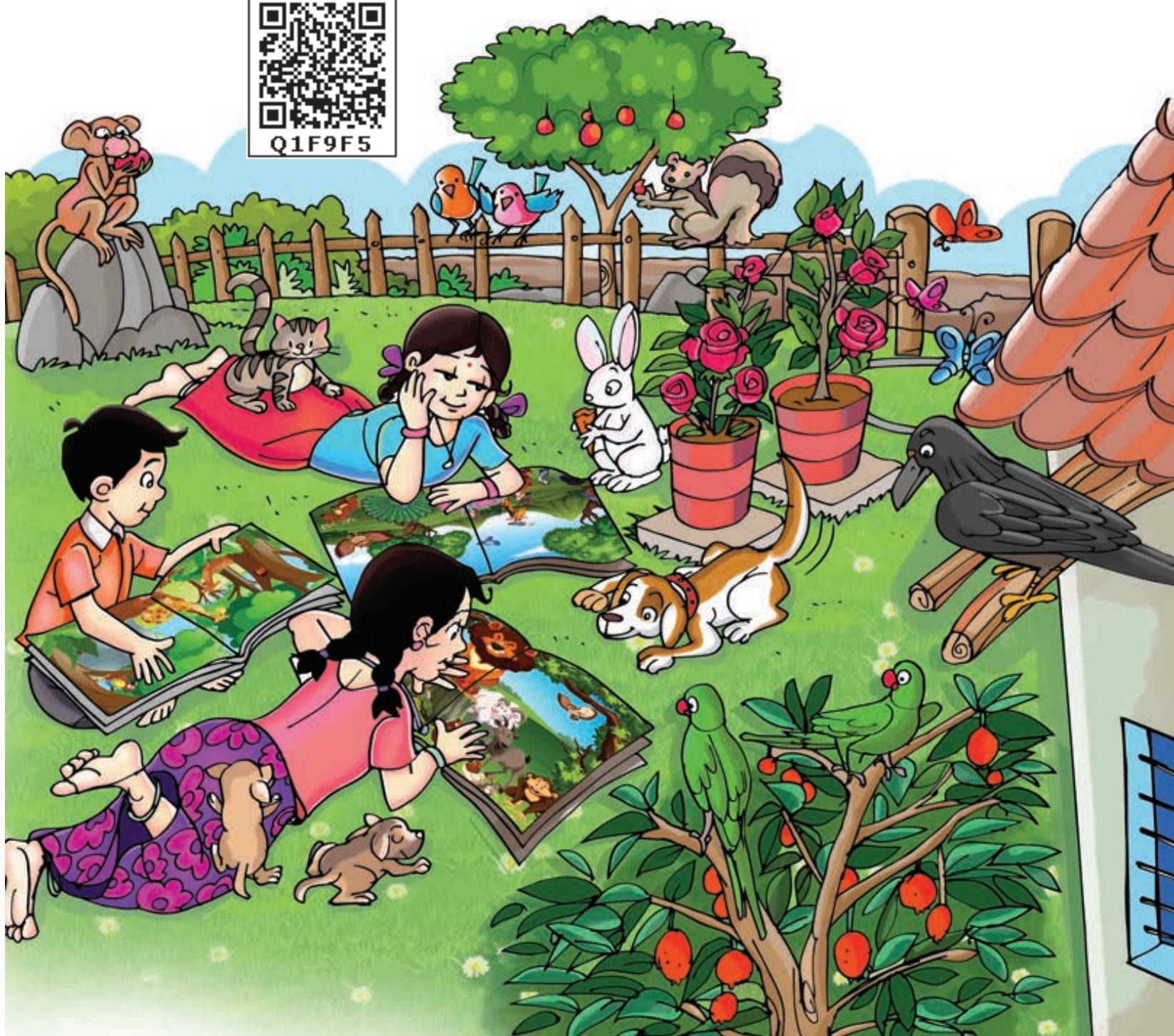
**State Council of Educational Research and Training  
Andhra Pradesh**



# BLOSSOMS 1

## ENGLISH READER

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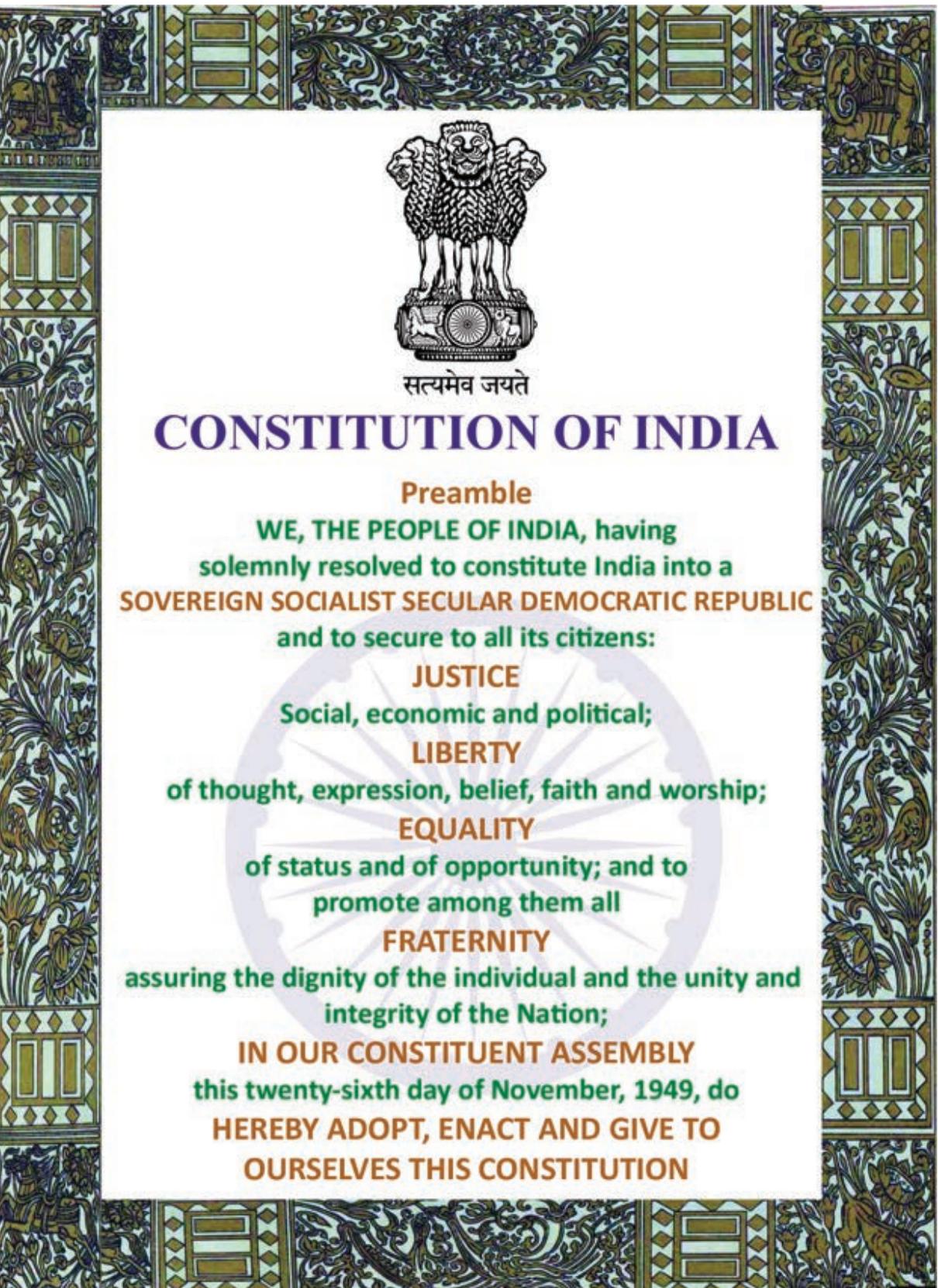


## FUNDAMENTAL DUTIES

**Fundamental duties: It shall be the duty of every citizen of India-**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence.
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years;

- Constitution of India,  
Part IV A (Article 51 A)



## Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1<sup>st</sup> April 2010 in Andhra Pradesh.

### Important provisions of RTE Act

- Ensure availability of schools within the reach of the children.
- Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expel from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time.
- Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.

# BLOSSOMS - 1

## English Reader

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## Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to support the designing of textbooks, with better pedagogical strategies, handbooks are given to teachers with elaborate lesson plans. For the practice of the students, workbooks are given which will reinforce the learning in the classroom. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. The textbooks are also designed in such a way that the initial two months will focus on the school readiness of the children in order to create a learning environment in the school at the start of the Academic Year.

In this textbook, the lessons begin with a warm-up time to keep the children active and lively, followed by rhyme time, sharing time and practice time. The listening, speaking, reading and writing are evenly focussed along with the language game for joyful learning and reinforcement. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

We are grateful to Honourable Chief Minister Sri. Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Sri Botcha Satyanarayana, Honourable Minister of Education , Govt. of Andhra Pradesh for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Special Chief Secretary, School Education, Sri. S. Suresh Kumar, IAS, Commissioner of School Education & State Project Director, SS, Smt. Vetriselvi.K, IAS, Special Officer, English Medium Project for their constant motivation and guidance.

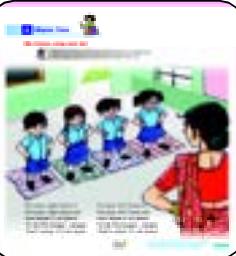
We convey our thanks to the textbook writers who studied curriculum from Chicago to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to Dr. Maya Gunawardena, Assistant Professor of Teacher Education, University of Canberra for her valuable inputs and guidance in preparing the textbooks. Our sincere thanks to SCERT of Kerala, Tamilnadu, Karnataka, Maharashtra, Rajasthan and Haryana in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in the further refinement of the textbook.

**Dr. B. Pratap Reddy**  
*Director*  
*SCERT – Andhra Pradesh*

# In this book

## Warm-up Time

- Pre-reading activity with picture to lead learners into the lesson.
- Motivates learners and encourages interactive learning.
- Creates a learner friendly environment.



## Sharing Time / Rhyme Time

- Includes rhymes/stories/reading texts.
- Rhymes to enliven rhythm.
- Stories to develop listening.
- Reading texts to promote reading habit.



## Action Time

- Highlights activities, contextualizing the themes, encouraging learner's conceptual thinking.



## Circle Time

- Enable learners to read and enjoy.
- Develops and hones the aural-oral skills in young learners.
- Guided practice of activities in groups/whole class.



## Fun Time

- Introduction of alphabet through pre-writing strokes.
- Introduces young learners to alphabet.
- Enable learners to write and colour.
- Provides practice through fun generating exercises.



## Practice Time

- Introduces appropriate sounds of English.
- Stimulates proper pronunciation through drills.

## Our National Anthem

- Rabindranath Tagore

*Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata  
Panjaba-Sindhu-Gujarata-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
uchchala-jaladhi-taranga  
Tava Subha name jage, tave subha asisa mage,  
gahe tava jaya-gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, Jaya he, Jaya he,  
jaya jaya jaya jaya he.*

## Pledge

- Pydimarri Venkata Subba Rao

India is my country. All Indians are my brothers and sisters.  
I love my country and I am proud of its rich and varied heritage.  
I shall always strive to be worthy of it.  
I shall give my parents, teachers and all elders respect,  
and treat everyone with courtesy. I shall be kind to animals.  
To my country and my people, I pledge my devotion.  
In their well-being and prosperity alone lies my happiness.

# Contents

<b>Unit</b>	<b>Lesson</b>	<b>Month</b>	<b>Page No.</b>
School Readiness		June - July	
1. Me & Myself	1.1. I Am Special	August	1-9
	1.2. My Body Parts	August	10-19
2. My Family	My Family	August	20-30
3. Actions & Fun	3.1. My Fun	September	31-38
	3.2. My Actions	September	39-45
4. Numbers & Colours	4.1. Numbers	September	46-53
	4.2. Colours	October	54-61
5. Healthy Eating	5.1. Fruits	November	62-69
	5.2. Vegetables	November	70-76
6. My Surroundings	6.1. Birds	November	77-85
	6.2. Animals Around Us	December	86-92
7. Play & Dance	7.1. Play Time	December	93-99
	7.2. Dancing Time	January	100-106
8. Calendar	8.1. Days of the Week	January	107-112
	8.2. Months of the Year	February	113-120
Revision		March	
Revision		April	



Teacher Corner



Student Corner

# The Alphabet

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww

Xx Yy Zz

# UNIT

## Me and Myself

# 1.1 I Am Special



## 1. Warm-up Time



Ask the children to sit in a circle. Pass a ball to one of them. The child who gets the ball tells his/her name and says, 'I am... (Child's name)'. Ensure that every child gets a chance to play the game, tell his/her name and passes the ball to the next child.

## 2. Sharing Time



Ask the children to observe the picture. Read the phrases aloud. Let them repeat.



Hello, I am Raju.  
I am five years old.  
I live in Guntur.  
I love toys.



Hello, I am Jaya.  
I am six years old.  
I live in Kodur.  
I love ice-cream.



Point to the pictures and ask the children to answer the following questions.

1. What is the name of the girl?
2. What is there in her hand?
3. What is the name of the boy?
4. What is there in his hand?

### 3. Action Time



Let the children look at the pictures given below. Ask them to say and tick ( ✓ ) what they are.



Tick ( ✓ ) and say what you are.

Activity  
1



I am a .....



### 4. Circle Time



Ask the children to play the role of Raju and Jaya. Encourage them to introduce themselves.



Activity  
1



I am \_\_\_\_\_.  
I live in \_\_\_\_\_.  
I like \_\_\_\_\_.



I am \_\_\_\_\_.  
I live in \_\_\_\_\_.  
I like \_\_\_\_\_.

**I**

## 5. Fun Time

**i**

Read the words aloud.

**L**

Activity 1



ice



igloo

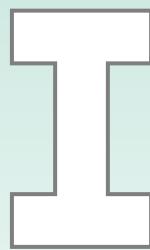


ice cream

**T**

Activity 2

Look at the picture and the letters. Colour them.

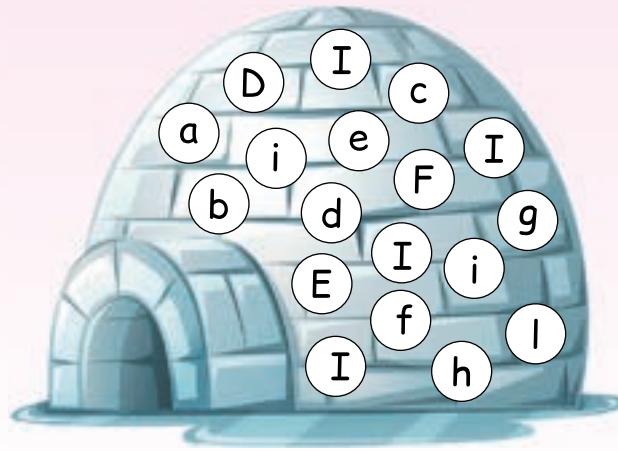
**H****h****F****f****E**

Activity 3

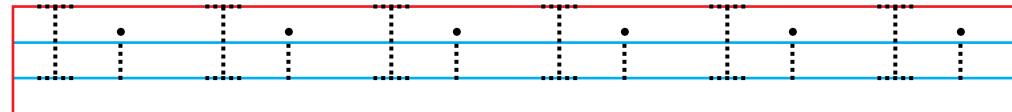
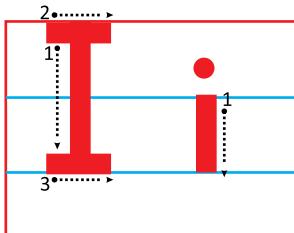
Find 'I' and 'i' in the picture. Colour them.



Activity 3

**e****H****h**

Trace and copy the following letters.





**Activity  
5**

Read the words aloud.



leaf



lamp



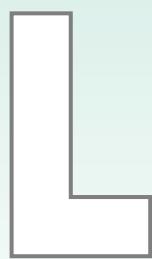
lock

I  
i  
L  
l



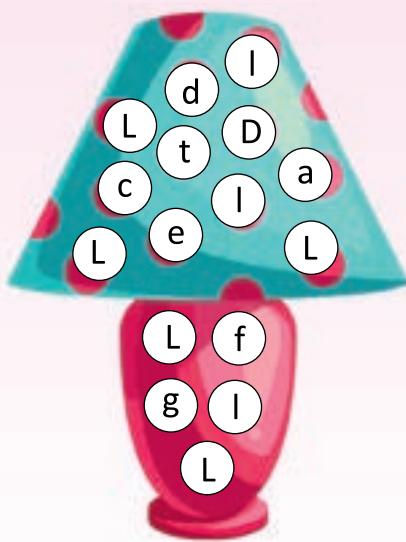
**Activity  
6**

Look at the picture and the letters. Colour them.



**Activity  
7**

Find 'L' and 'I' in the picture. Colour them.

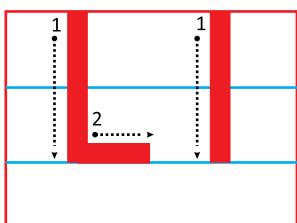


T  
t  
H  
h  
F  
f  
E



**Activity  
8**

Trace and copy the following letters.



e

H

h

**I****Activity  
9**

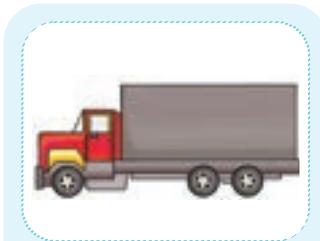
Read the words aloud.



tree



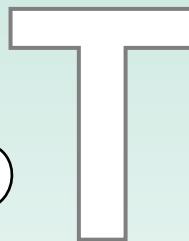
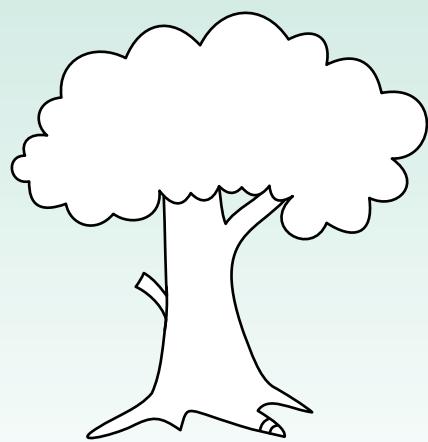
tent



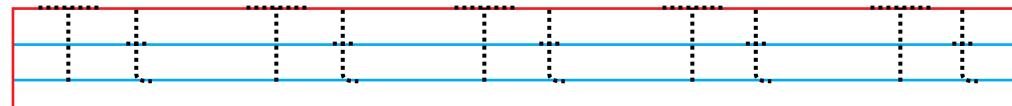
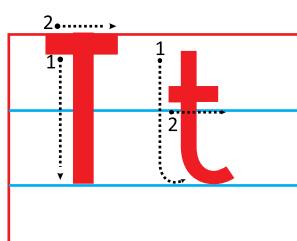
truck

**T****Activity  
10**

Look at the picture and the letters. Colour them.

**H****h****F****f****E****Activity  
11**

Trace and copy the following letters.



## 6. Practice Time



### We listen, sing and do!



Recite the rhyme with appropriate actions and gestures.

Encourage children to repeat the rhyme after you.

Come on, everyone !  
Let's give the vowel  
family a big hand !



I am 'a', I am 'a', I can say a... a... a...

I am 'a', I am 'a', I am in cat, mat, hat.

I am 'e', I am 'e', I can say e... e... e...

I am 'e', I am 'e', I am in met, vet, pet.

I am 'i', I am 'i', I can say i... i... i...

I am 'i', I am 'i', I am in pig, big, wig.

I am 'o', I am 'o', I can say o... o... o...

I am 'o', I am 'o', I am in pop, hop, top.

I am 'u', I am 'u', I can say u... u... u...

I am 'u', I am 'u', I am in bun, sun, fun.



Ask the students to name the pictures given. Write the words on the board and read aloud. Ask the children to find the odd one out in each row in terms of the vowel sound.

**Activity  
1**



fan



man



lid



can



van



hen



dog



pen



10



den



book



bun



sun



fun



run

# The Big Hearted Crow



Show the following pictures and encourage the students to frame the story.

1



2



3



4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to the picture given.
- ❖ Talks about self in English using the structure, “I am...”. Responds orally to the questions related to the text, “I am special” and identifies the characters.
- ❖ Introduces oneself “I am...,” “I live in...”, scribbles tick mark to the appropriate picture.
- ❖ Listens to the instructions and colours the picture that starts with the letters I, L, and T.
- ❖ Recognises letters and their sounds of Ii, Ll, Tt and writes these letters.
- ❖ Practises the sounds of short vowels with the help of a vowel song.

## 1.2

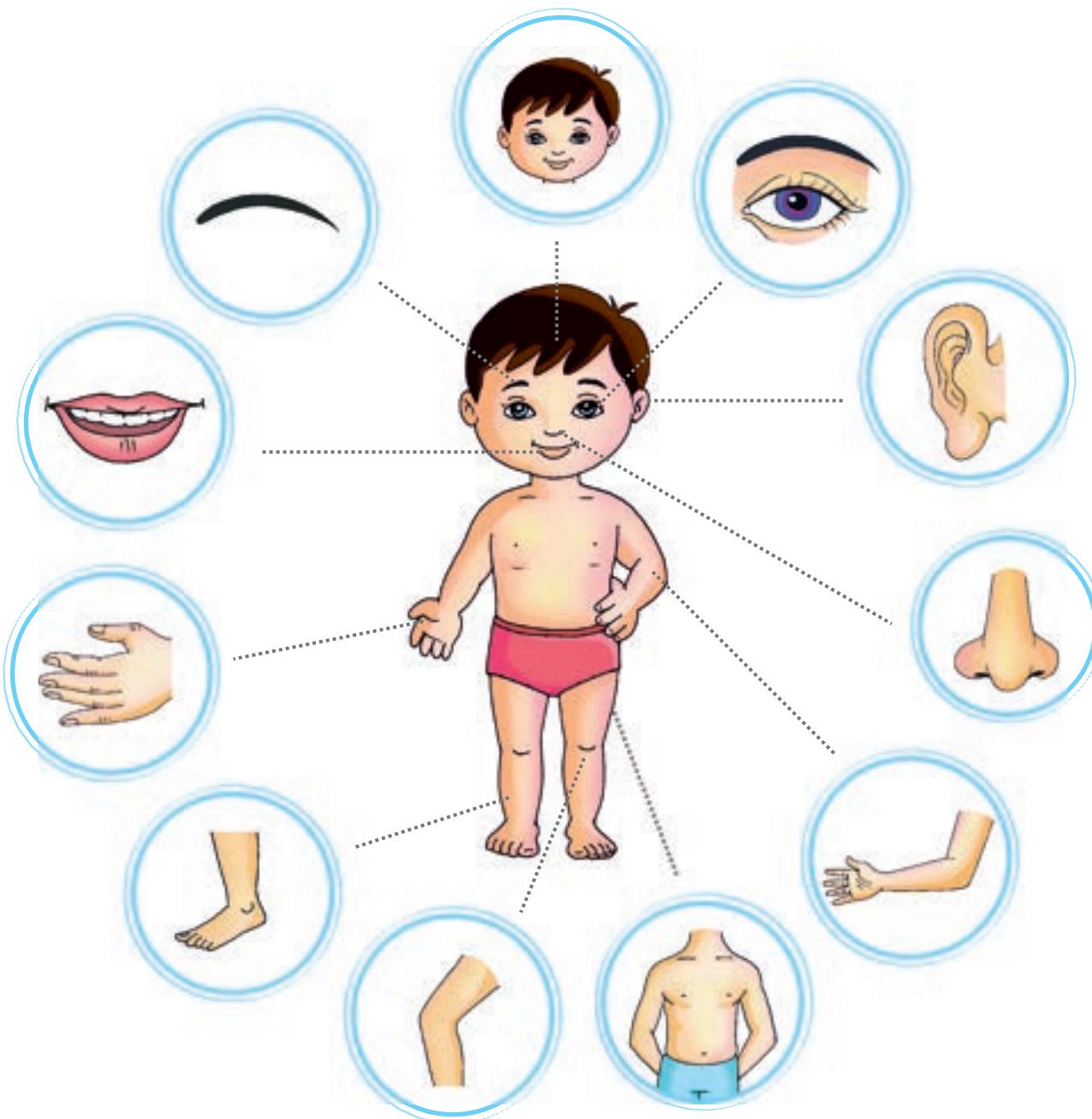
## My Body Parts



## 1. Warm-up Time



Ask the children to observe the picture. Name the body parts illustrated in the picture.



## 2. Rhyme Time

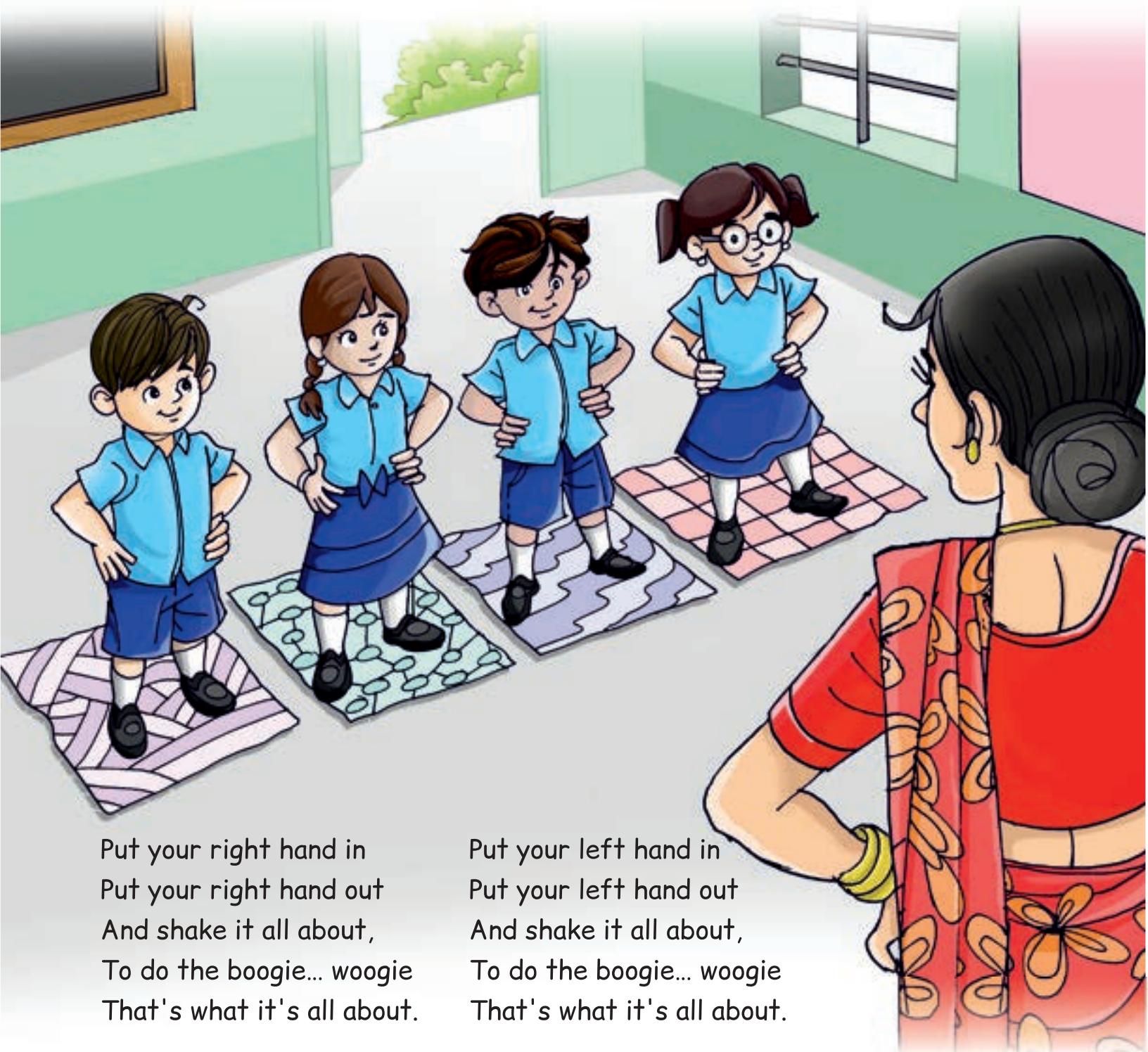


### We listen, sing and do!



Recite the rhyme with appropriate actions and gestures.

Encourage children to repeat the rhyme after you.



Put your right hand in  
Put your right hand out  
And shake it all about,  
To do the boogie... woogie  
That's what it's all about.

Put your left hand in  
Put your left hand out  
And shake it all about,  
To do the boogie... woogie  
That's what it's all about.

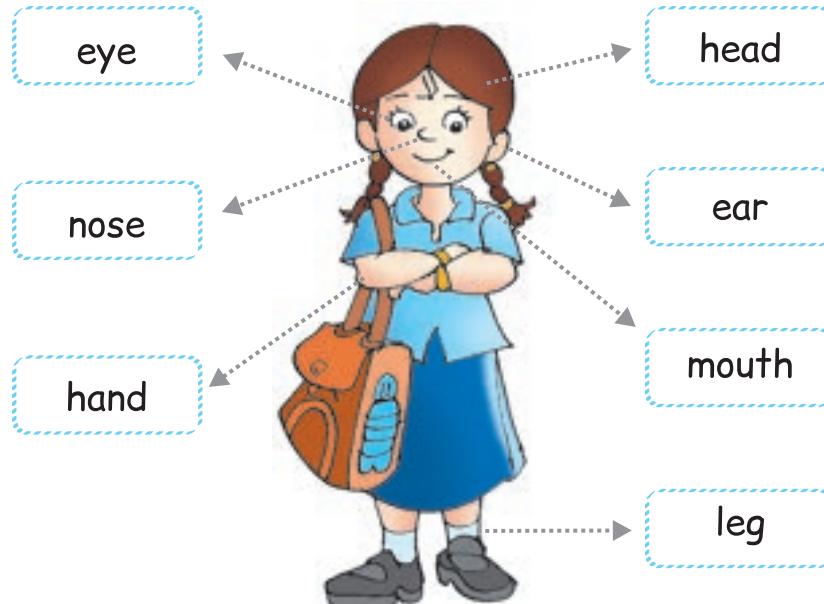
### 3. Action Time



Ask the children to look at the picture. Point to the different parts of their body and ask them to identify the body parts.

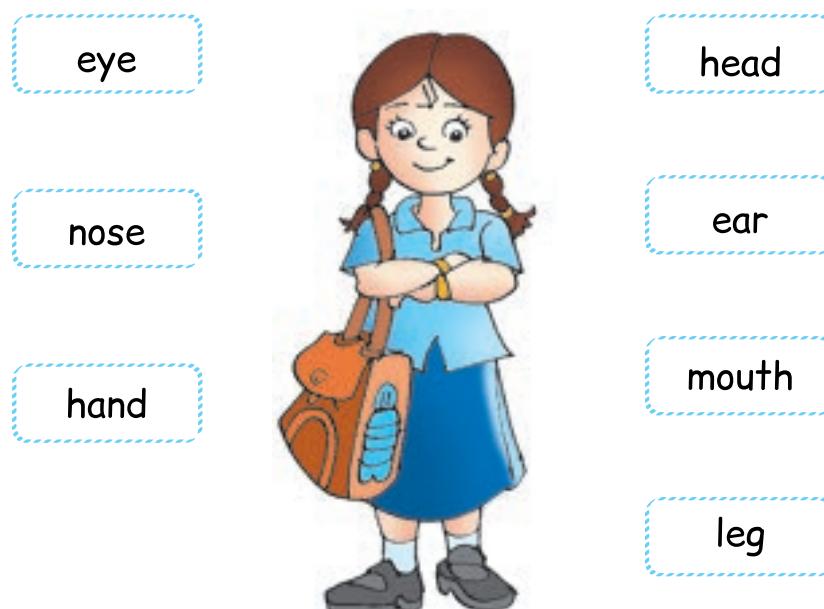


Activity 1



Join the parts of the body in the picture given below.

Activity 2



#### 4. Circle Time

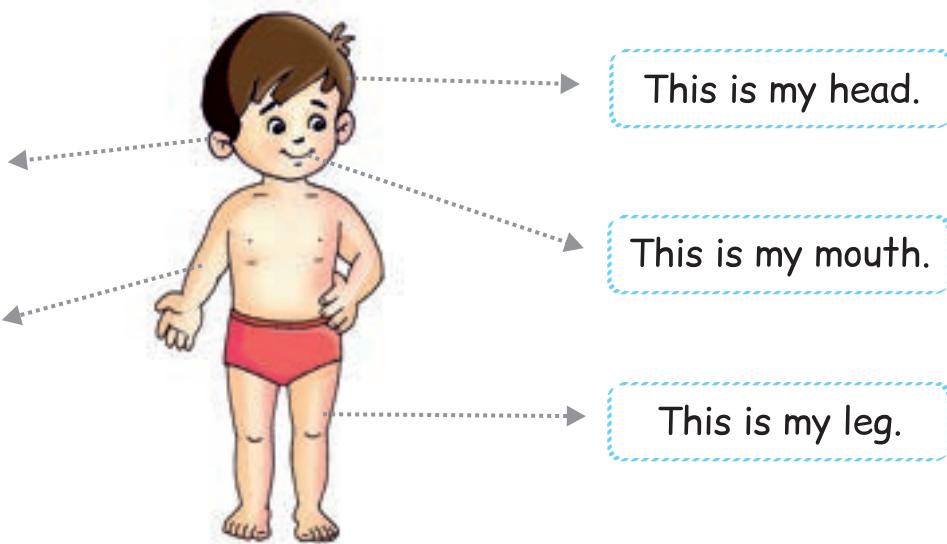


Encourage the children to touch their body parts and repeat the sentences. Give more practice on the structure. 'This is...'



Activity  
1

Read the following sentences aloud as you touch different body parts.



Speak and demonstrate the following actions and ask children to follow the teacher.



Activity  
2

1. Close your eyes.
2. Open your mouth.
3. Touch your nose.
4. Stretch your hands.
5. Stretch your legs.
6. Fold your hands.



## 5. Fun Time



Read the words aloud.



Activity 1



hat



hen

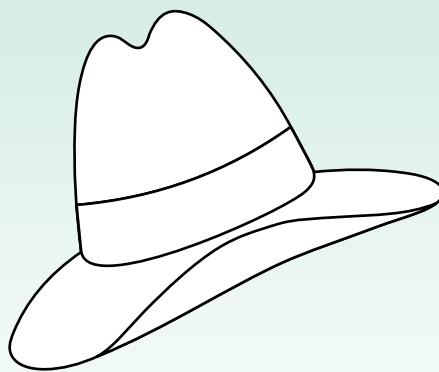


house



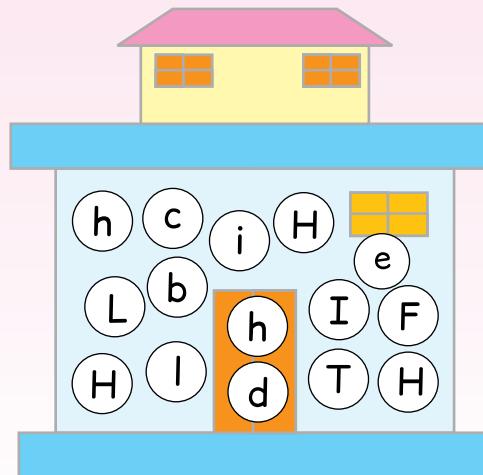
Activity 2

Look at the picture and the letters. Colour them.



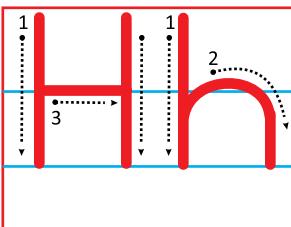
Activity 3

Find 'H' and 'h' in the picture. Colour them.



Activity 4

Trace and copy the following letters.



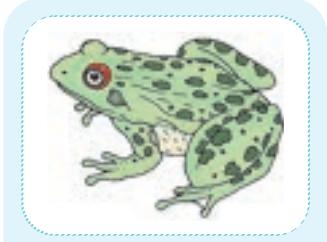


Activity  
5

Read the words aloud.



fan



frog



fish

H

h

F

f

E

e

A

a

Z

z

X

x

Y

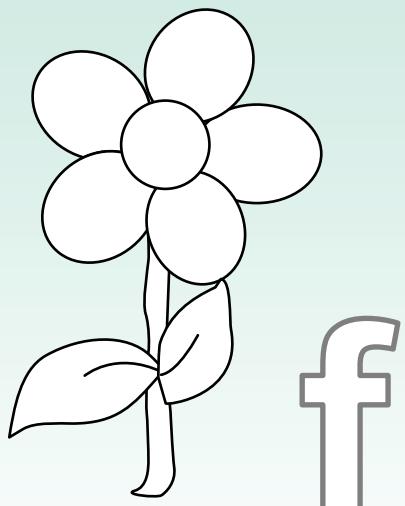
y



Activity  
6

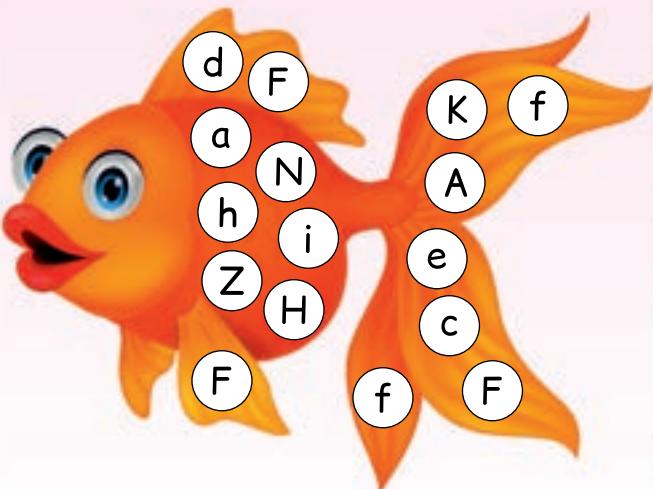
Look at the picture and the letters. Colour them.

F



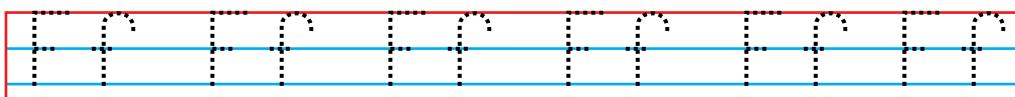
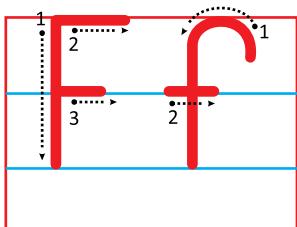
Activity  
7

Find 'F' and 'f' in the picture. Colour them.



Activity  
8

Trace and copy the following letters.



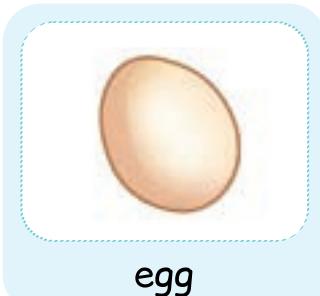
H



Activity  
9

Read the words aloud.

h



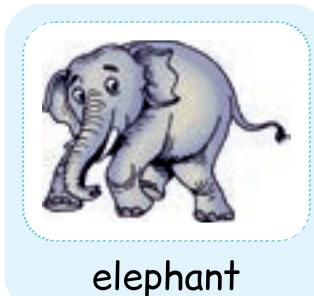
egg

F



eraser

f



elephant

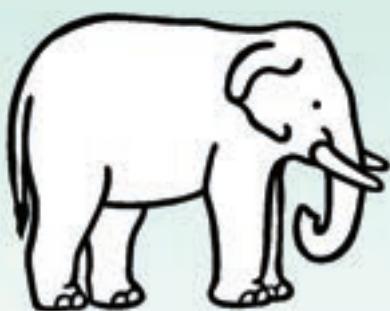
E



Activity  
10

Look at the picture and the letters. Colour them.

e



E

e

A

a

Z

z

X

X

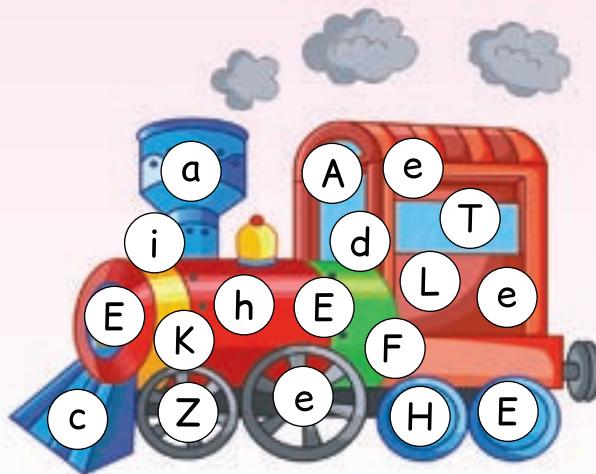
y

y



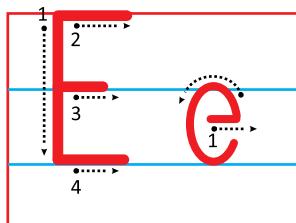
Activity  
11

Find 'E' and 'e' in the picture. Colour them.



Activity  
12

Trace and copy the following letters.

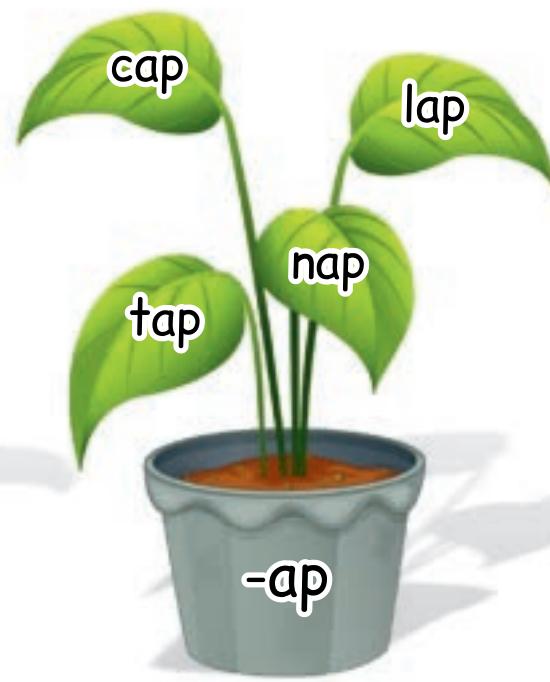
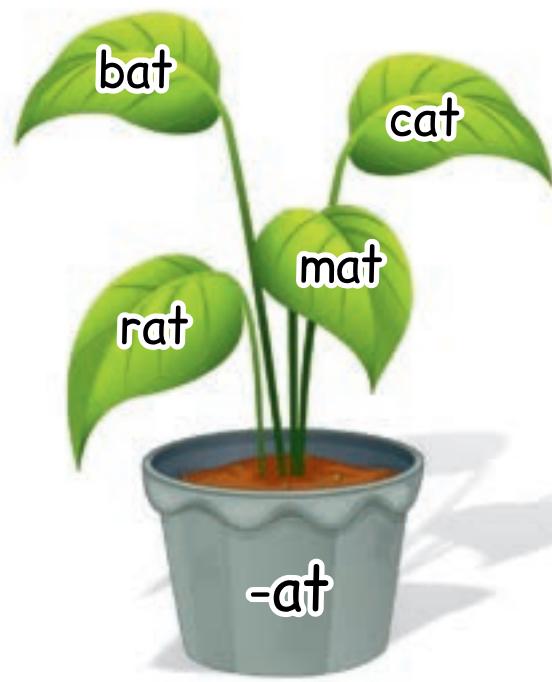


E e E e E e E e E e

## 6. Practice Time



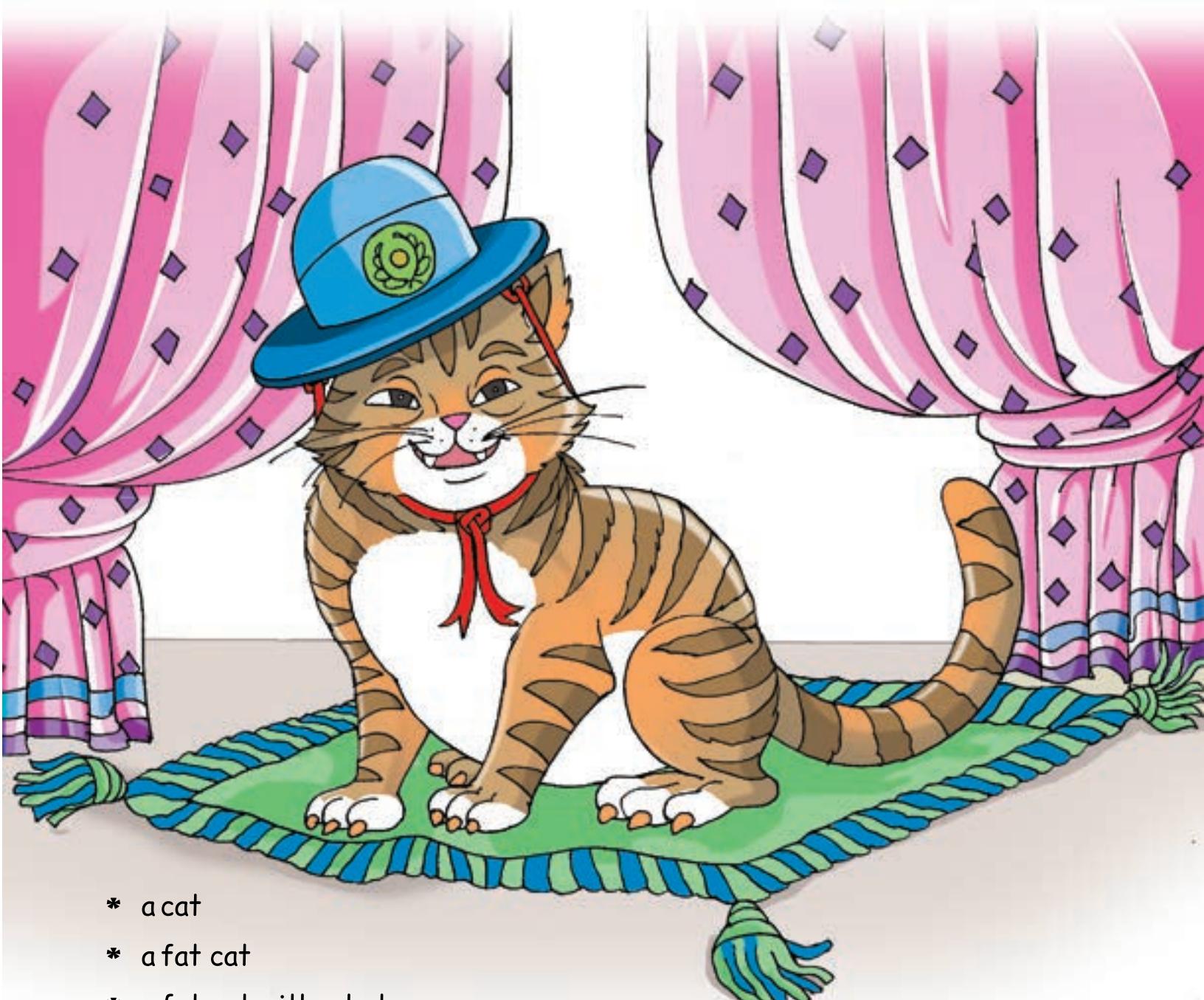
Read the words with rhythm.



## Read with rhythm



Elicit the answers by asking relevant questions on the picture below. Ask students to say the sentences given below to reinforce the short vowel sound of 'a'. Let them repeat after you.



- \* a cat
- \* a fat cat
- \* a fat cat with a hat
- \* A fat cat with a hat sat on a mat.



# The Monkey's Justice

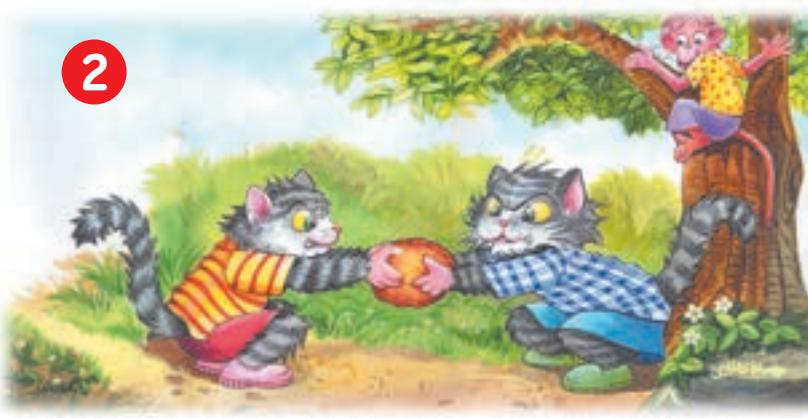


Show the following pictures and encourage the students to frame the story.

1



2



3



4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to the picture given.
- ❖ Talks about his/her body parts in English using the structure, "This is". Recites the rhyme with action.
- ❖ Carries out simple instructions such as "close your eyes", "open your mouth", etc.
- ❖ Labels the body parts.
- ❖ Listens to the instructions and colours the picture that starts with the letters H, F, E.
- ❖ Recognises letters and their sounds of H h, F f, E e, and writes these letters.
- ❖ Practises the vowel sound coloured in the words dad, lad, can, fan etc.,

## Language Game: Pass the ball

**Procedure:** Make the children sit in a circle. Give the ball to a student. Say 'Pass the ball'. Then, children start passing the ball to the next person. Say 'stop'. Then, children stop passing the ball. Now ask the children to tell about himself / herself who has the ball. Example: I am Sujay. I am a boy. Material: Ball

## Project work: Seed Collage around matchstick diagram.

Ask the children to draw their match stick diagram. Ask them to stick dry seeds/cereals on it.



T8K8F9

## UNIT

### My Family

## 2 My Family



### 1. Warm-up Time



Ask the children to look at the picture and answer the following questions orally.

1. What do you see in the picture?
2. How many persons are there in this picture?
3. How many old persons do you see in the picture?
4. How many children are there in this picture?
5. Name the dress that the two women are wearing.

## 2. Sharing Time



Ask children to look at the picture. Read the text aloud.  
Encourage them to answer the following questions.



I am Rohit.

I am five years old.

My father is a farmer.

My mother is a teacher.

I have a sister.

Her name is Anu.

She is eight years old.

### Comprehension:

1. How many members are there in Rohit's family?
2. What is the name of Rohit's sister?
3. What does Rohit's father do?
4. What does Rohit's mother do?
5. Who is the youngest member in the family?
6. How old is Rohit?

### 3. Action Time



Say the following words aloud and ask children to repeat after you.



Activity  
1

son      daughter      grandson      sister      grandmother  
uncle      aunt      grandfather      granddaughter

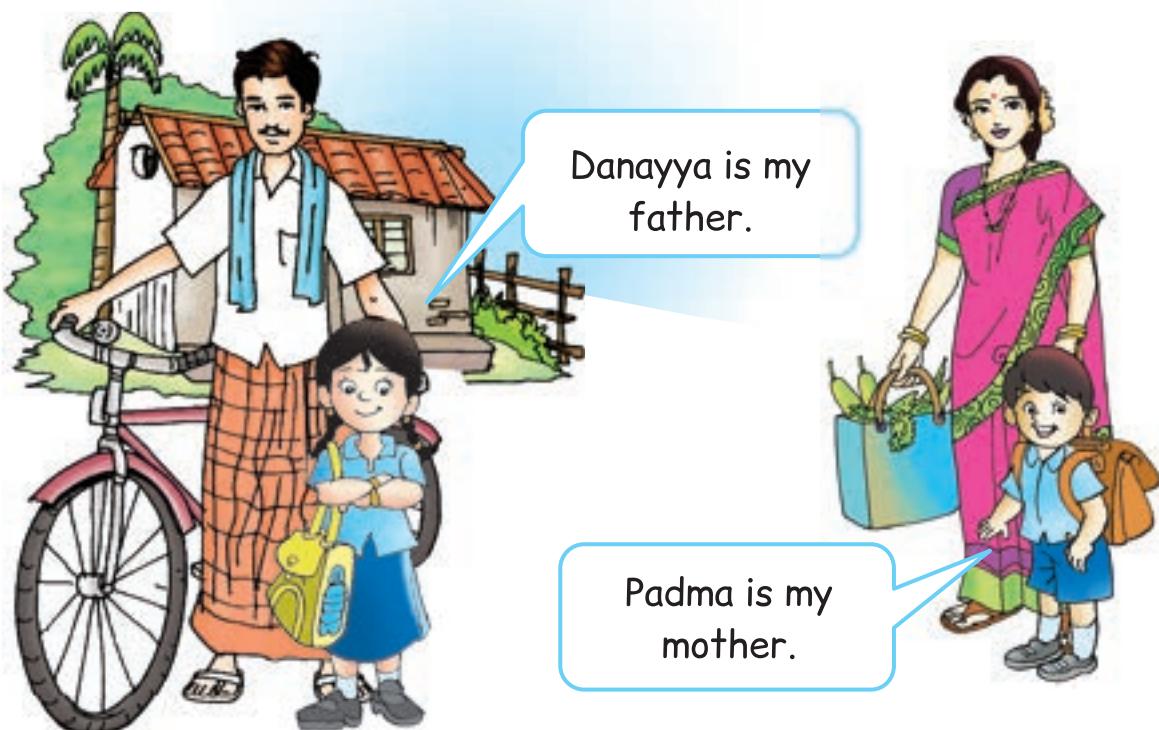
### 4. Circle Time



See the example below and ask the children in pairs to introduce their mother and father.



Activity  
1



Children may extend the dialogue using language structures such as ...

He/She is a mason.

He/she likes sweets...

E

e

A

a

Z

z

X

x

Y

y

K

k

N

n

## 5. Fun Time



Read the words aloud.



ant



axe



apple



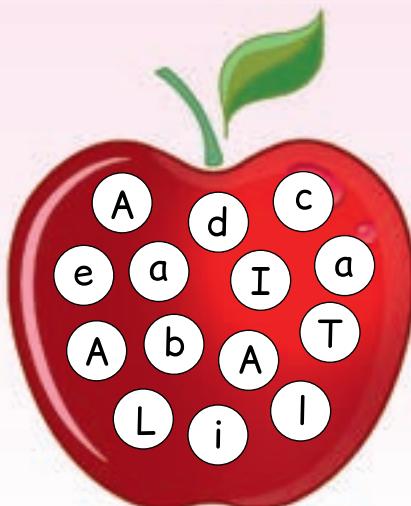
Activity 2

Look at the picture and the letters. Colour them.



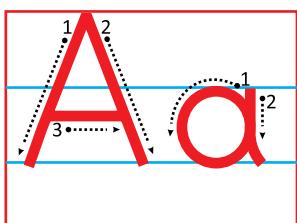
Activity 3

Find 'A' and 'a' in the picture. Colour them.



Activity 4

Trace and copy the following letters.



A a A a A a A a A a

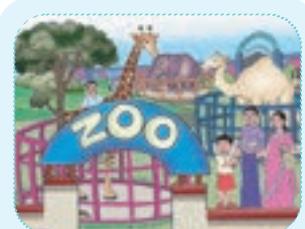
E



e

Activity  
5

Read the words aloud.



zoo



zero



zebra

A

d

Z

Z

X

X

y

y

K

k

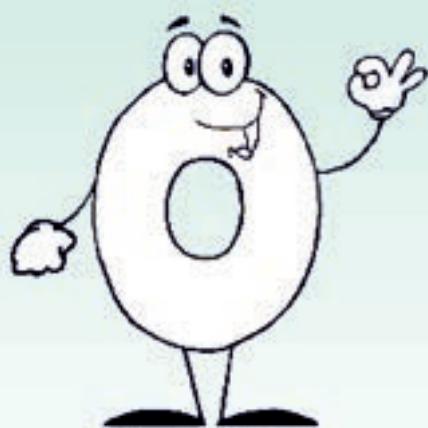
N

n

Look at the picture and the letters. Colour them.



Activity  
6



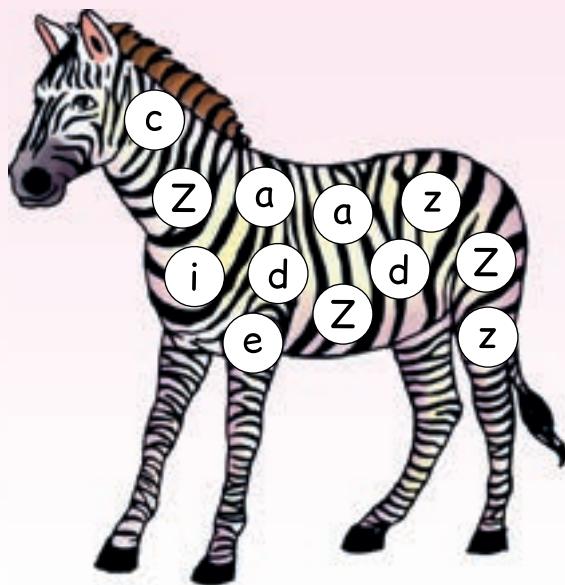
Z

Z

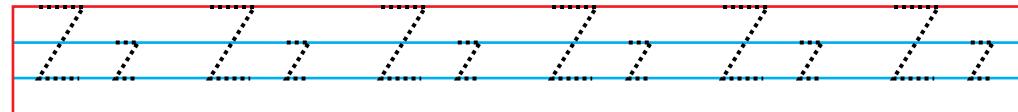
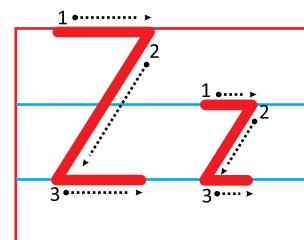
Find 'Z' and 'z' in the picture. Colour them.



Activity  
7



Trace and copy the following letters.



E

e

A

a

Z

z

X

x

Y

y

K

k

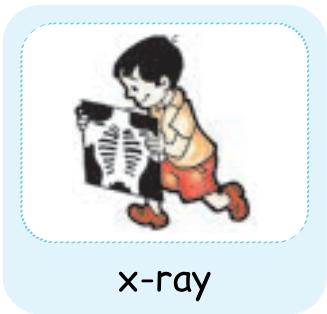
N

n



Activity  
9

Read the words aloud.



x-ray



X-mas tree

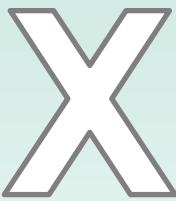
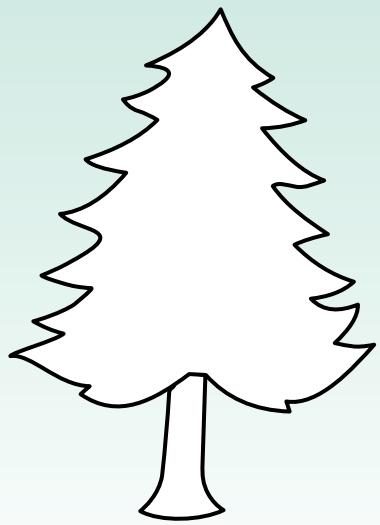


xylophone



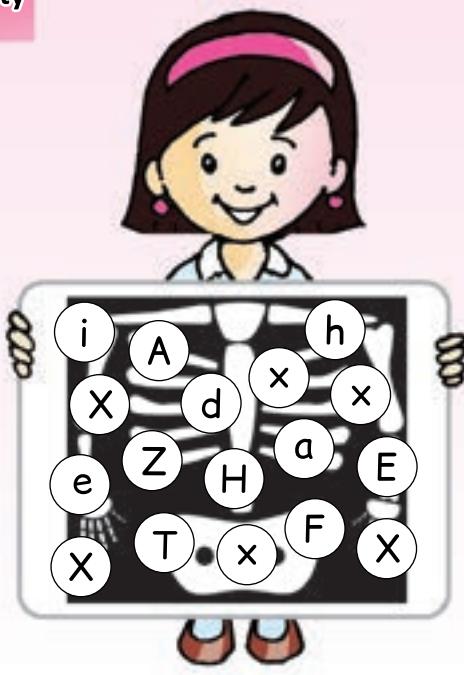
Activity  
10

Look at the picture and the letters. Colour them.



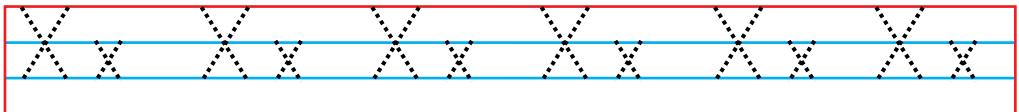
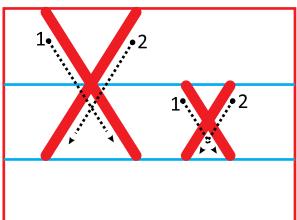
Activity  
11

Find 'X' and 'x' in the picture. Colour them.



Activity  
12

Trace and copy the following letters.



E



e

Activity  
13

Read the words aloud.

A

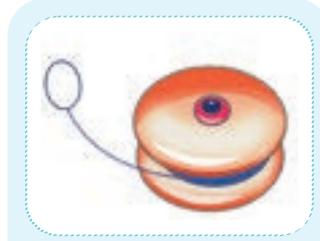
d



yak



yarn



yoyo

Z



Z

Activity  
14

Look at the picture and the letters. Colour them.

X

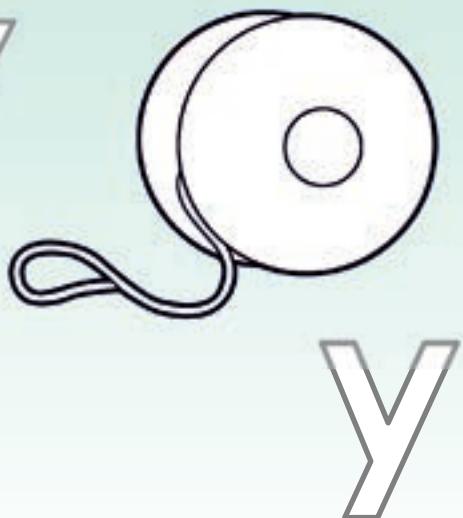
X

Y

Y

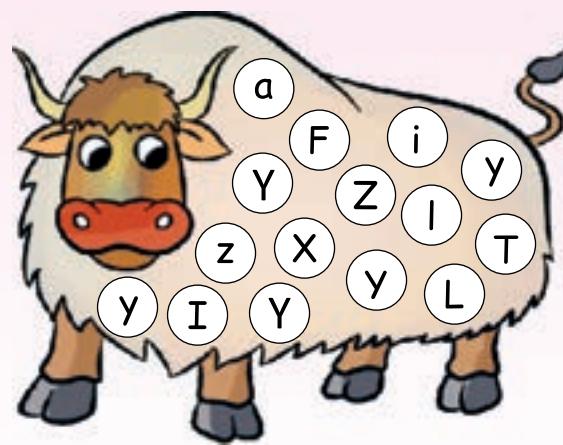
K

Activity  
16



Activity  
15

Find 'Y' and 'y' in the picture. Colour them.

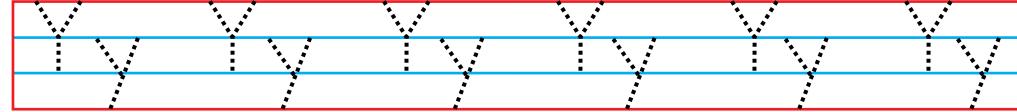
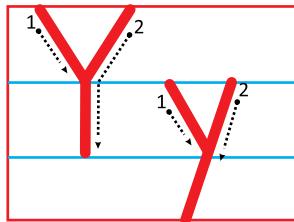


k

N

n

Trace and copy the following letters.





**Activity  
17**

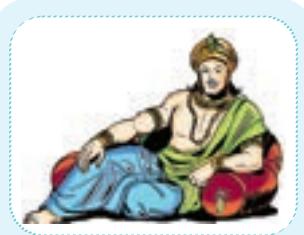
Read the words aloud.



key



kite



king

E

e

A

a

Z

z

X

x

Y

y

K

k

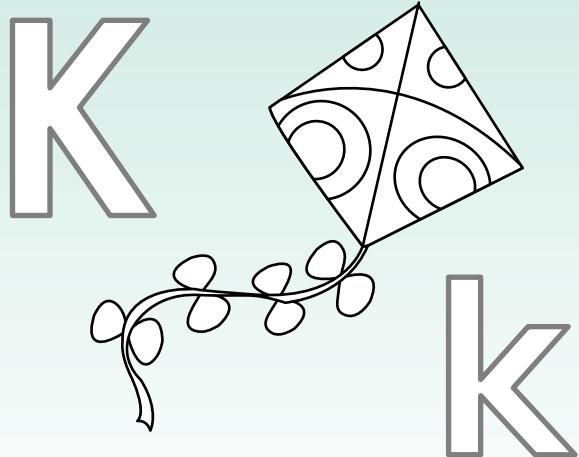
N

n



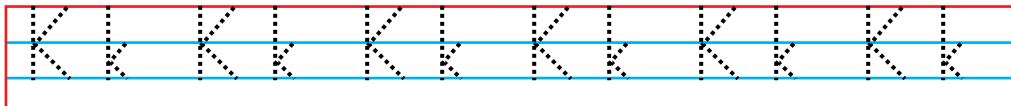
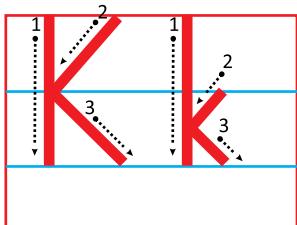
**Activity  
18**

Look at the picture and the letters. Colour them.



**Activity  
20**

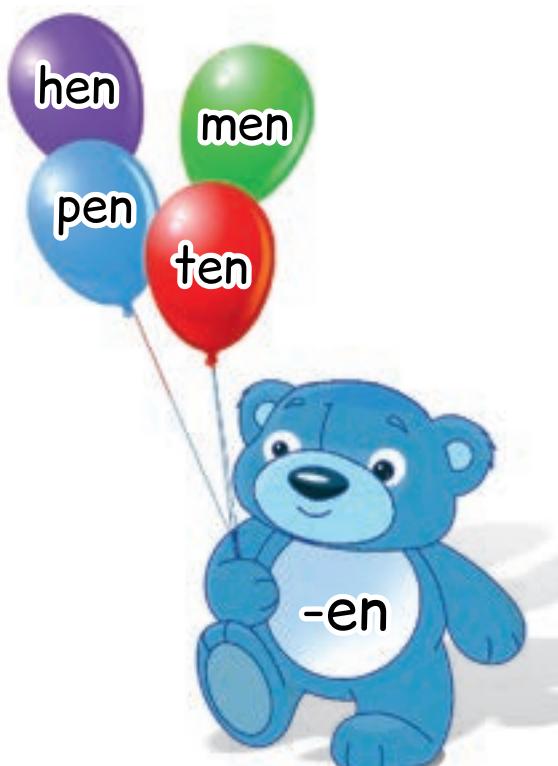
Trace and copy the following letters.



## 6. Practice Time



### Read with rhythm

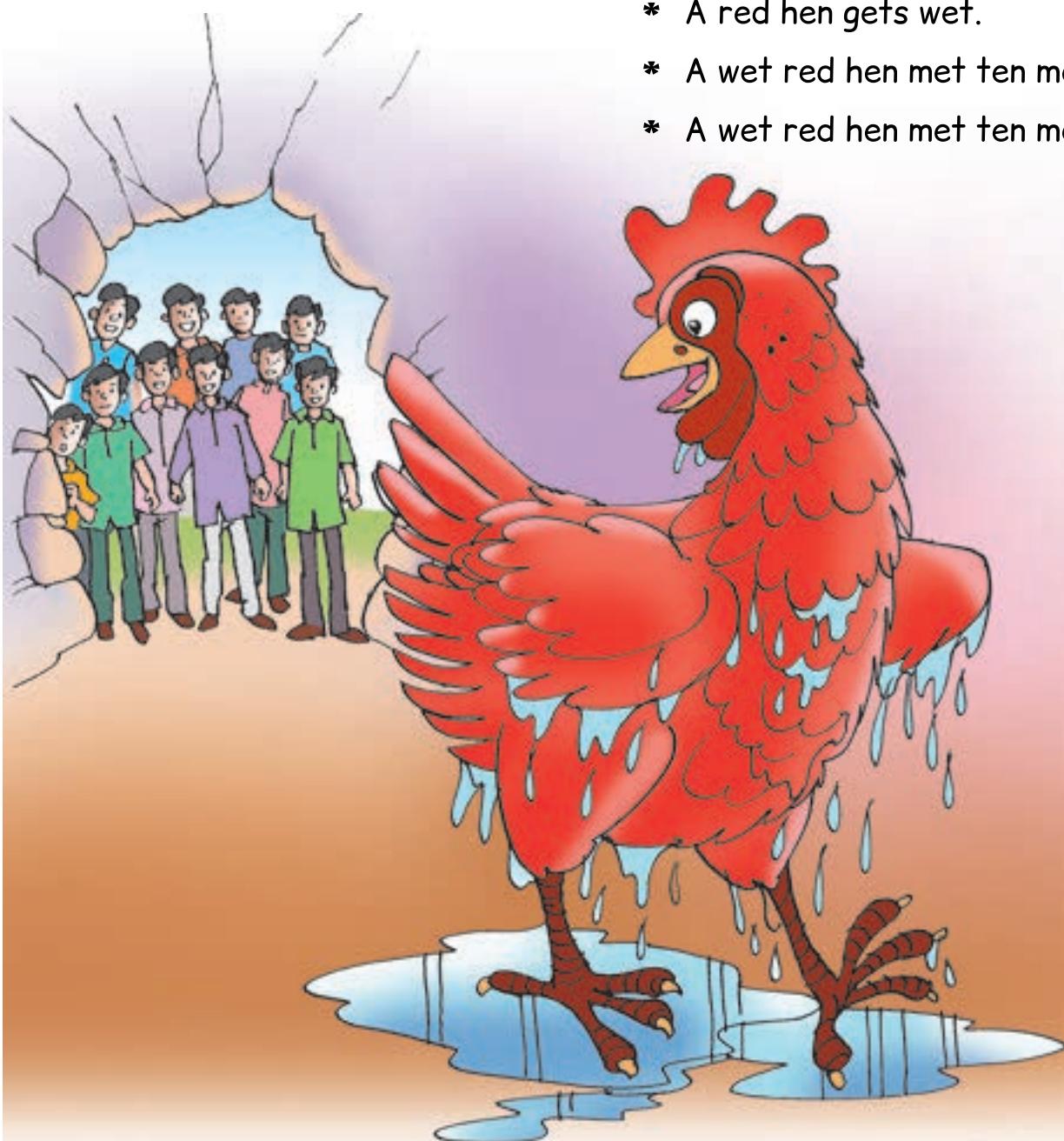


## Read with rhythm



Elicit the answers by asking relevant questions on the picture below. Ask students to say the sentences given below to reinforce the short vowel sound of 'e'. Let them repeat after you.

- \* a hen
- \* a red hen
- \* A red hen gets wet.
- \* A wet red hen met ten men.
- \* A wet red hen met ten men in a den.



# The Helpful Crane



Show the following pictures and encourage the students to frame the story.

1



2



3



4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to the picture given.
- ❖ Talks about his or her family in English using the structure, “My father's/ mother's name is””.
- ❖ Listens to the instructions and colours the picture that starts with the letters A, Z, X, Y, K.
- ❖ Recognises letters and their sounds A a, Z z, Xx, Yy, K k and writes these letters.
- ❖ Practises the vowel sound coloured in the words **bet**, **net**, **hen**, **den** etc.,

## Language Game: Teacher says

Procedure: Ask the children to stand in a circle. Say some action based commands like stand, jump, clap. Children must do as the teacher says. If anyone does not do, they will be eliminated from the game. The game continues until few players remain.

## Project work: Collecting hand prints

Ask the children to collect the hand prints of their family members.



J2C6X9

## 1. Warm-up Time



Ask children to look at the picture and answer the following questions orally.

1. What do you see in the picture?
2. Where are the children?
3. What are they doing?
4. Do you play in the park?
5. When do you go to the park?
6. Which games do you play with your friends?
7. Which game do you like the most?
8. Have you ever seen someone flying a kite?
9. Do you like to fly a kite?
10. Do you like to swing?

## 2. Rhyme Time



Recite the poem with appropriate actions and gestures.  
Encourage children to repeat the poem after you.

Up in the air,  
See the kites fly,  
Red and white,  
High in the sky.  
Ball in my hand,  
Roll on the land,  
Boys and girls  
Catch it all,  
The sun and clouds  
Watch the fun!



Ask children to answer the following questions orally.

1. How many kites do you see in the picture?
2. How many children are there in the picture?
3. What are the boys doing?
4. Is it a sunny day?

### 3. Action Time



What do we need to play the games? Tick ( ✓ ) in the right circle.

1. Fly Kite...



kite spool



stick

2. Play Cricket...



ball and bat



foot ball

3. Skipping...



ring



skipping rope

4. Play Ludo...



dice



coins

5. Badminton...



racket and shuttle cock



ball

#### 4. Circle Time



Ask the children to look at the pictures and encourage them to repeat.

Activity  
1

1. The ball is...



in the box.



on the box.

2. The bat is...



in the cupboard.



on the cupboard.

## 5. Fun Time

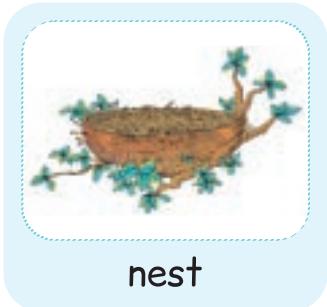


Read the words aloud.

Activity 1



nail



nest

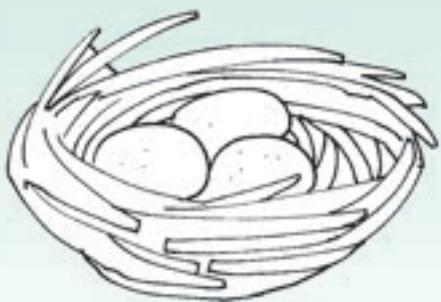


needle



Activity 2

Look at the picture and the letters. Colour them.

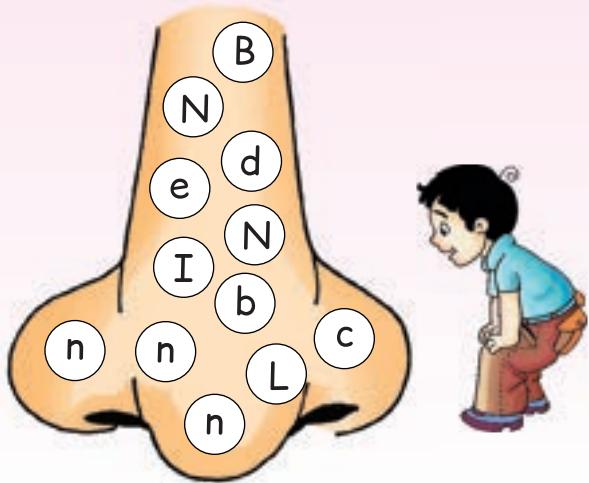


N  
n



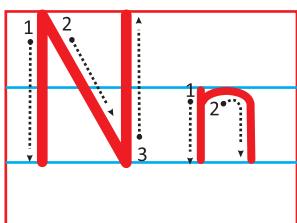
Activity 3

Find 'N' and 'n' in the picture. Colour them.



Activity 4

Trace and copy the following letters.



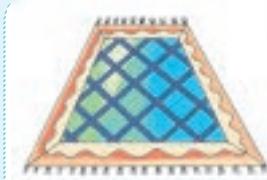
Nn Nn Nn Nn Nn Nn

Nn Nn Nn Nn Nn Nn

y


**Activity 5**

Read the words aloud.



mat



mug



mango

K

k

N

h

M

m

V

v

W

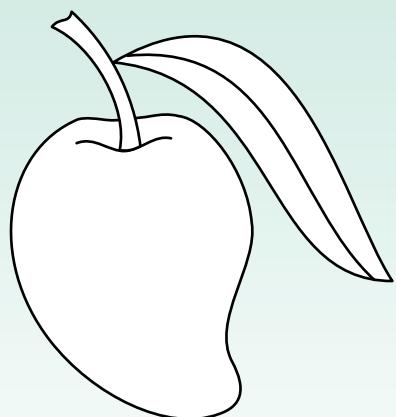
w

C

c


**Activity 6**

Look at the picture and the letters. Colour them.

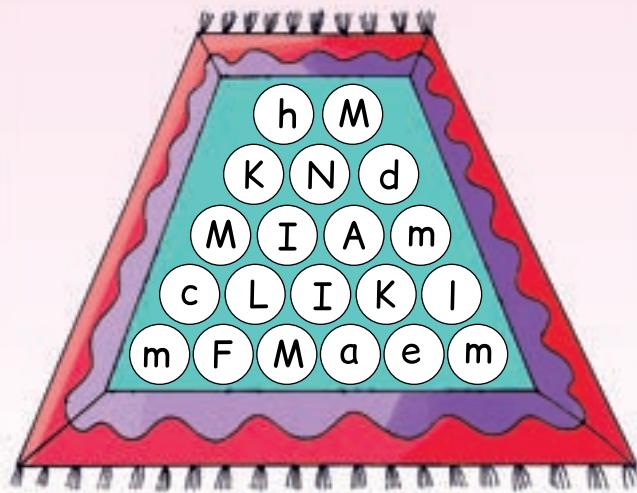


M

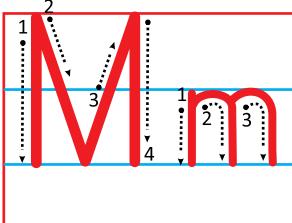
m


**Activity 7**

Find 'M' and 'm' in the picture. Colour them.


**Activity 8**

Trace and copy the following letters.

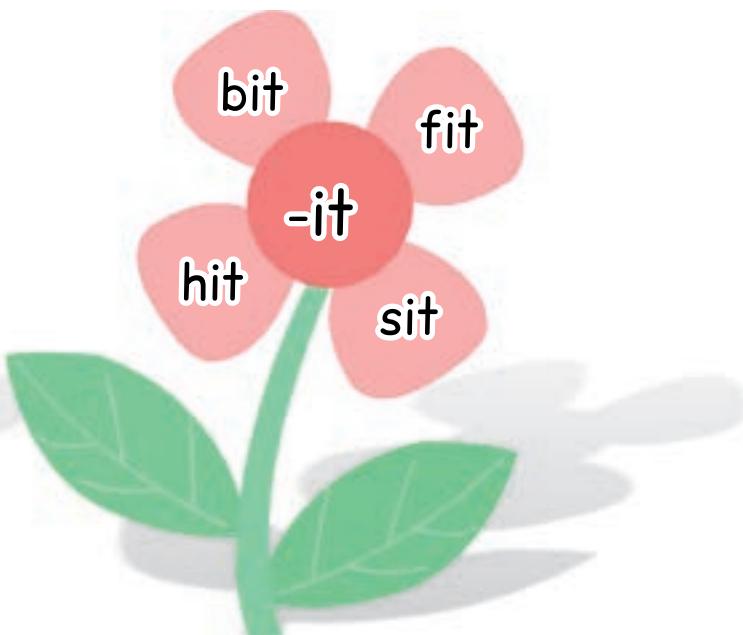
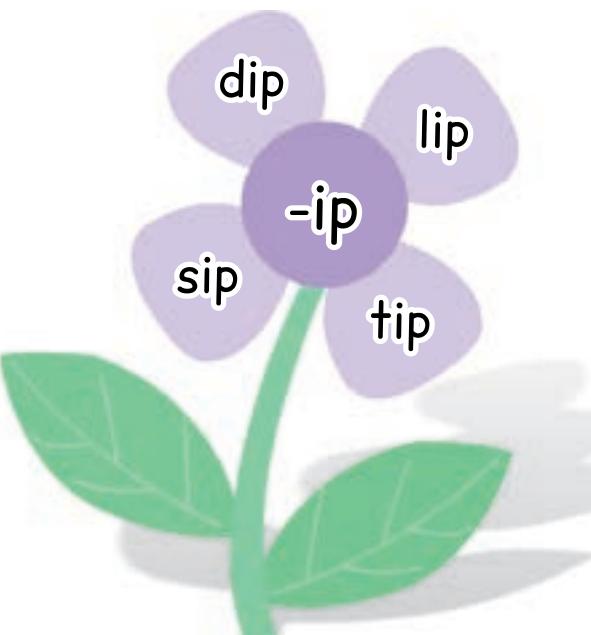
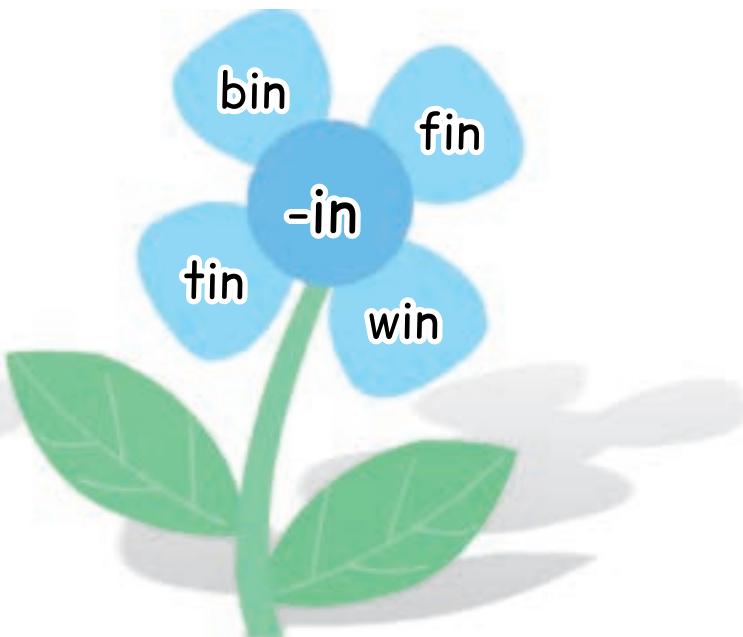
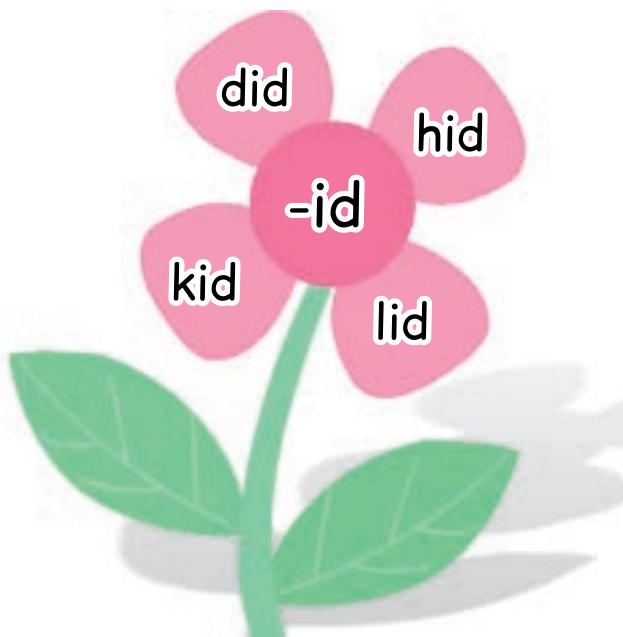


Mm Mm Mm Mm Mm

## 6. Practice Time



### Read with rhythm

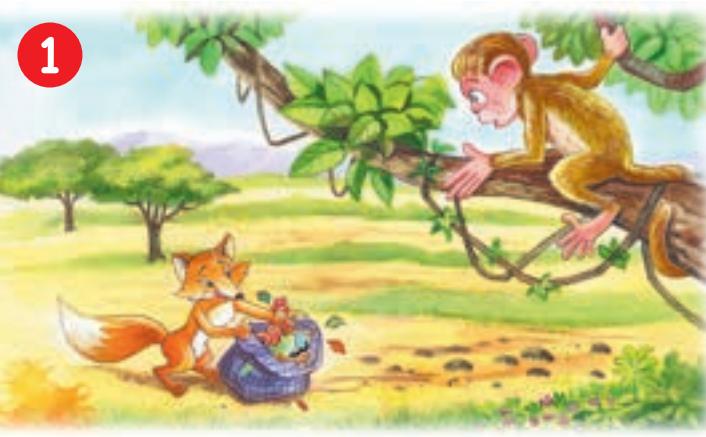


# Monkey's Neat Trick



Show the following pictures and encourage the students to frame the story.

1



2



3



4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to picture given.
- ❖ Talks about actions and games in English.
- ❖ Recites the rhyme “Up in the air” with action.
- ❖ Uses prepositions like in, on based on the pictures given.
- ❖ Listens to the instructions and colours the picture that starts with the letters N,M.
- ❖ Recognises letters and their sounds of N n, M m and writes these letters.
- ❖ Practises the vowel sound coloured in the words kid, lid, bin, tin etc.,



## 1. Warm-up Time



Ask the children to answer the following questions.

1. What are the children doing in the picture?
2. When do you brush your teeth?
3. Do you wash your hands before eating something?
4. Why do you wash your hands?

## 2. Rhyme Time



Recite the poem with actions and gestures. Ask children to repeat the poem after you.



Clap, clap, clap  
Clap your hands.



Tap, tap, tap  
Tap your feet.



Brush, brush, brush  
Brush your teeth.



Wash, wash, wash  
Wash your face.

Comb, comb, comb  
Comb your hair.



Eat, eat, eat  
Eat your food.



Clean, clean, clean  
Clean your slate.

### 3. Action Time



Say the following action words and encourage the children to mimic the actions.  
Ask children to tick ( ✓ ) the picture matching with the correct action words.

Activity  
1

clap

tap

wash

comb

hop



clap

hop

wash

comb

tap

### 4. Circle Time



Activity  
1

- ♦ Note to the teacher: Ask the children to stand in a circle.
- ♦ Say the action words and ask them to mimic.
- ♦ While doing this, give them a ball and ask them to pick up the ball in the middle of the action.
- ♦ Increase the speed gradually to have fun.

N

## 5. Fun Time



h



Read the words aloud.

M

Activity 1



van

m



vase

V



Look at the picture and the letters. Colour them.

W

Activity 2



W

C

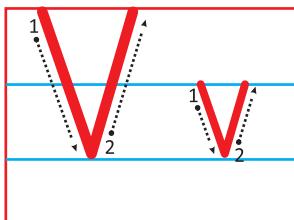
C

G

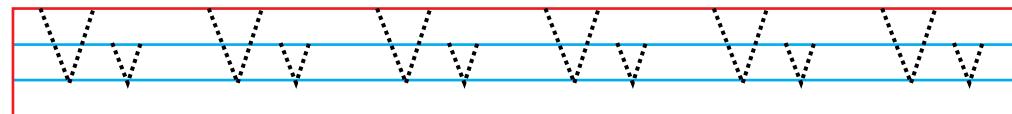


Trace and copy the following letters.

g



O



o





**Activity  
5**

Read the words aloud.



well



window



whistle

N

n

M

m

V

v

W

w

C

c

G

g

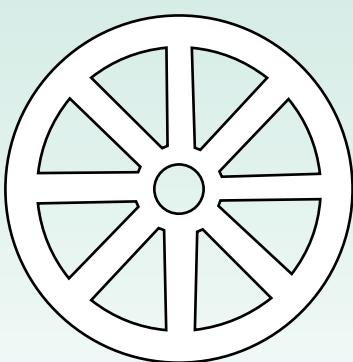
O

o



**Activity  
6**

Look at the picture and the letters. Colour them.



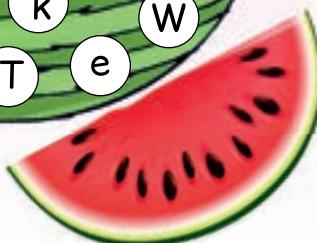
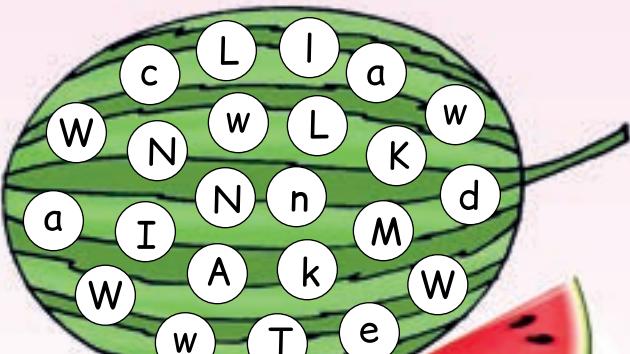
W

W



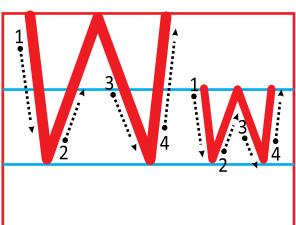
**Activity  
7**

Find 'W' and 'w' in the picture. Colour them.



**Activity  
8**

Trace and copy the following letters.



Ww Ww Ww Ww Ww

## 6. Practice Time



### Read with rhythm



#### Activity 1



Elicit the answers by asking relevant questions on the given picture. Ask students to say the sentences given below to reinforce the short vowel sound of 'i'. Let them repeat after you.

- \* A kid with a lid.
- \* A thin kid with a tin lid.
- \* A thin kid with a tin lid hid.



# Friendship



Show the following pictures and encourage the students to frame the story.

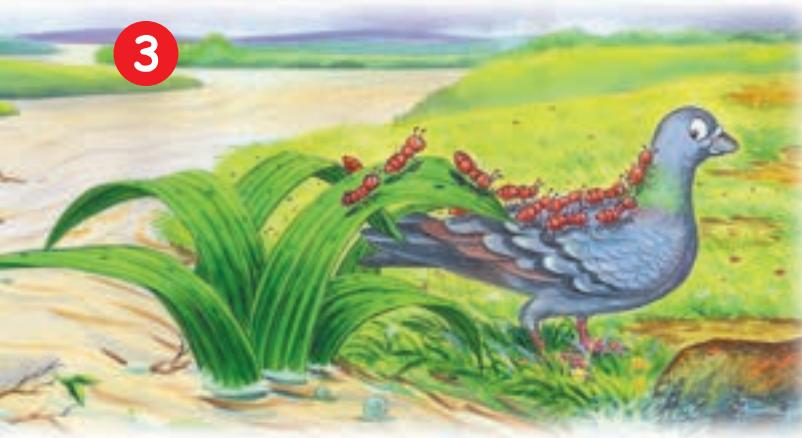
1



2



3



4



## Learning Outcomes:

- ❖ Responds to action words and daily routine in English.
- ❖ Recites the rhyme “Clap clap” with action.
- ❖ Listens to the instructions and colours the picture that starts with the letters V,W.
- ❖ Recognises letters and their sounds V v, W w and writes these letters.
- ❖ Practises the short vowel /i/ sound words.

## Language Game: Pick and say

**Material:** Family members flash cards.

**Procedure:** Flip the flash cards and place on the table. Call one student and ask him/her randomly. Ask him/her to identify and read the card. If he/she is not able to read the card, let him/her take the help of a friend. Then, call another student and repeat with whole class.

## Project work: Making a kite

Ask the children to make a kite.



## UNIT

Numbers &  
Colours

## 4.1 Numbers



### 1. Warm-up Time



Ask the children to answer the following questions.

1. What do you see in the picture?
2. How many children are there?
3. How many boys are there?
4. Where is the girl sitting?
5. How many roses are there in the picture?

## 2. Sharing Time



# Let us take away



Read the story aloud and encourage the children to talk about the pictures.



Once an ant found a laddu.  
The ant wanted to take it  
home. It tried but couldn't.



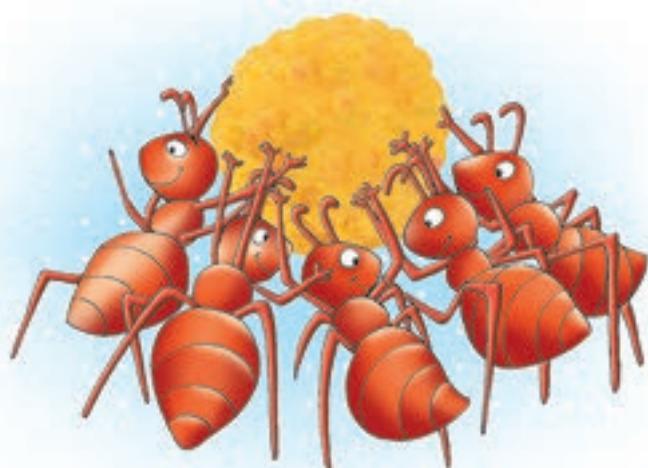
Another ant joined it. The two  
ants tried but couldn't.



Another ant joined them. The  
three ants tried but couldn't.



A fourth ant joined them. The  
four ants tried but also couldn't.



Finally, one more ant joined  
them. All the five ants together  
took the laddu to their home.  
They felt very happy.



Ask children to study the pictures in the story. You may ask the questions such as:

1. How many ants are there in the first picture?
2. Count the ants in the last picture.
3. What are the ants trying to do?
4. Did the ants take the laddu to their home finally?
5. How many ants joined every time?

### 3. Action Time



Activity 1

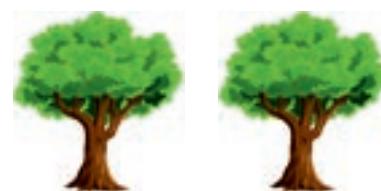


Ask the children to match the numbers with the correct pictures.

2



6



3



5



#### 4. Circle Time



Read the following words aloud. Ask the children to repeat them by adding “s” to the plurals (more than one).

Activity  
1



a girl



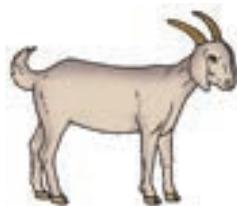
one girl



a boy



two boys



a goat



three goats



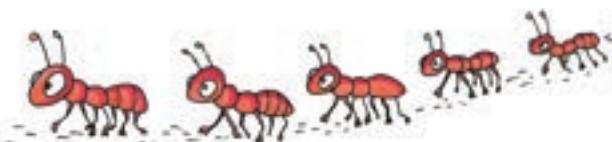
a cat



four cats



an ant



five ants

V

## 5. Fun Time



V



Read the words aloud.

W

Activity 1



cat

W



cup

C



Activity 2

Look at the picture and the letters. Colour them.

G

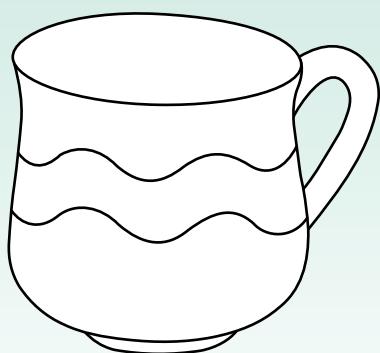
g

O

o

Q

Q



C  
C  
C



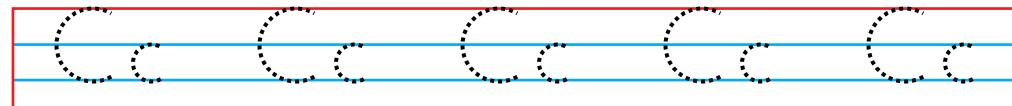
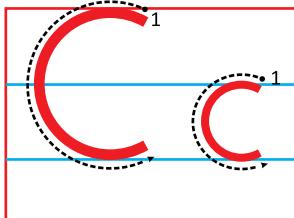
Activity 4

Trace and copy the following letters.

q

P

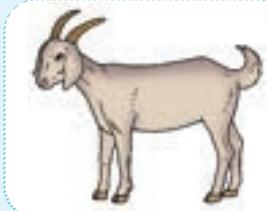
P





**Activity  
5**

Read the words aloud.



goat



grass



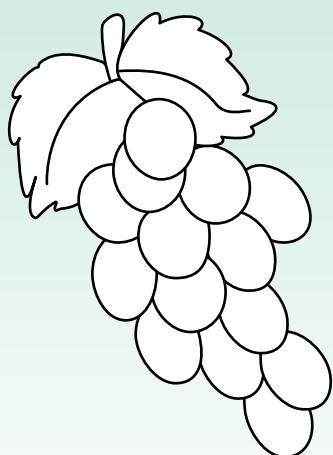
grapes

V  
V  
W  
W  
C  
C  
G  
g  
O  
o  
Q  
q  
P  
P



**Activity  
6**

Look at the picture and the letters. Colour them.

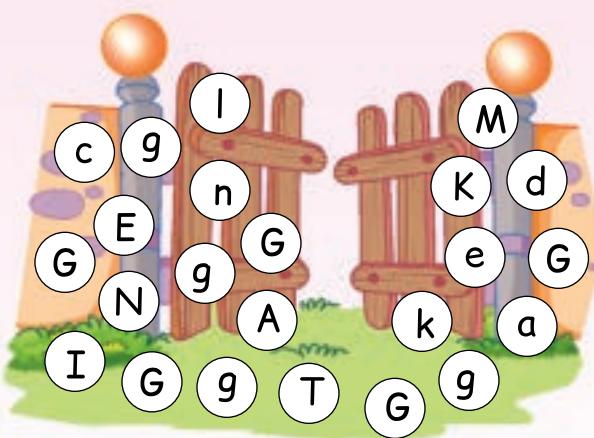


G  
g



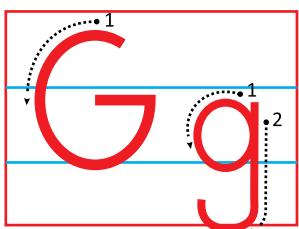
**Activity  
7**

Find 'G' and 'g' in the picture. Colour them.



**Activity  
8**

Trace and copy the following letters.



Gg Gg Gg Gg Gg

q

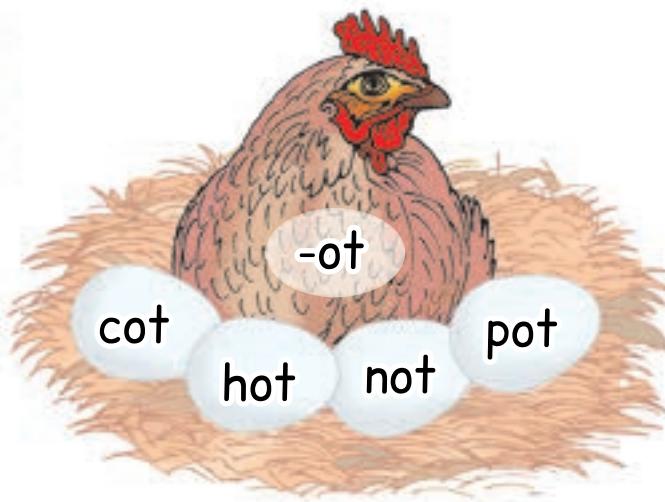
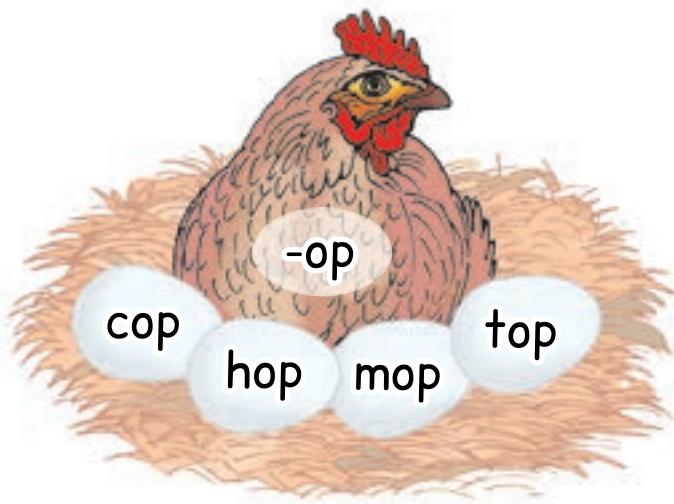
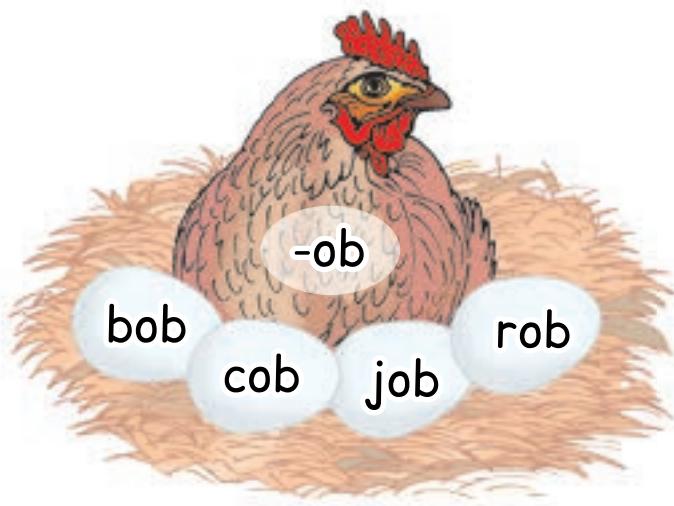
P

P

## 6. Practice Time



### Read with rhythm



# Thirsty Crow



Show the following pictures and encourage the students to frame the story.



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to story.
- ❖ Identifies characters and sequence of the story and asks questions about the story.
- ❖ Uses singulars and plurals to the words given.
- ❖ Listens to the instructions and colours the picture that starts with the letters C,G.
- ❖ Recognises letters and their sounds of C c, G g and writes these letters.
- ❖ Practises the vowel sound coloured in the words dog, log, cop, top, etc.,



## 1. Warm-up Time



Ask the children to observe the picture carefully and ask them to answer the following questions.



1. What is the colour of the sky?
2. Name the colours on the kites in the picture.
3. What colour do you like the most?

## 2. Rhyme Time



The sky is blue,  
The grass is green,  
The rose is red,  
Isn't that true?



Lemon is yellow,  
Orange is orange,  
Wood is brown,  
Do you know?



Milk is white,  
Tar is black,  
Mix them up,  
And what do you have?



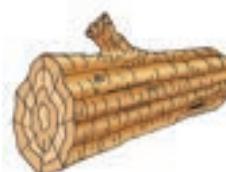
Blue, green, red, brown,  
Yellow, orange, black, white,  
How many colours  
do you know?

### 3. Action Time



Ask the children to match the following. One is done for you.

Activity  
1



#### 4. Circle Time



Read the following phrases aloud and ask the children to repeat after you.

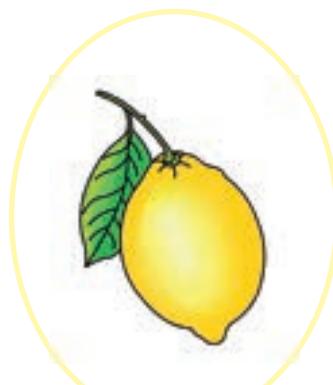
Activity  
1



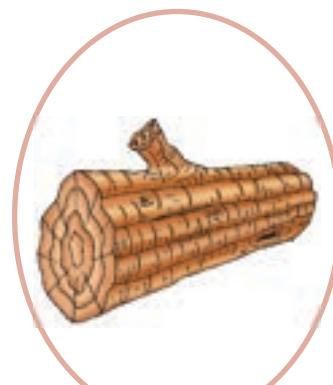
red rose



green grass



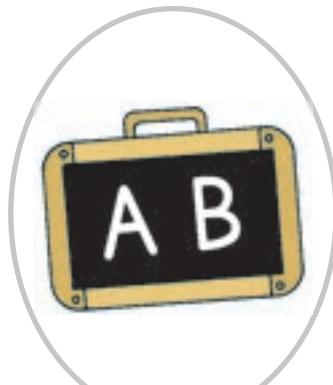
yellow lemon



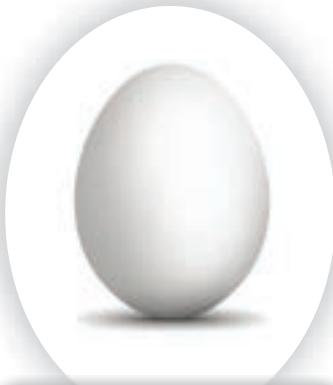
brown log



blue sky



black slate



white egg

**G**

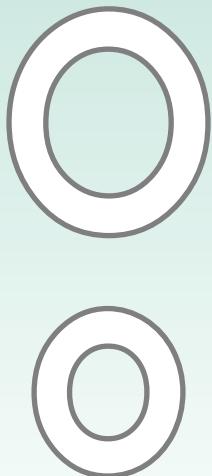
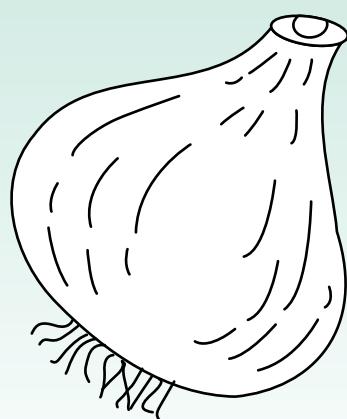
## 5. Fun Time

**g**

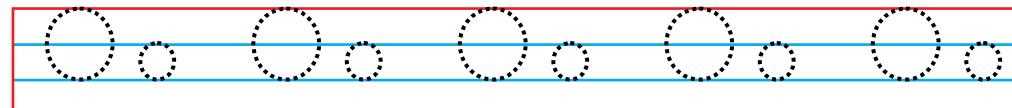
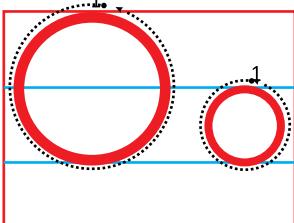
Read the words aloud.

**O****Activity 1****Q**

Look at the picture and the letters. Colour them.

**q****Activity 2****P****P****R****r****B**

Trace and copy the following letters.

**b****D****d**



**Activity  
5**

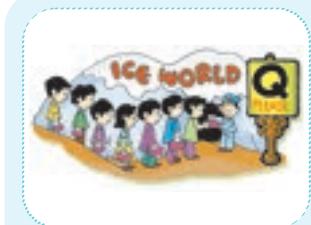
Read the words aloud.



queen



quill



queue

G

g

O

o

Q

q

P

p

R

r

B

b

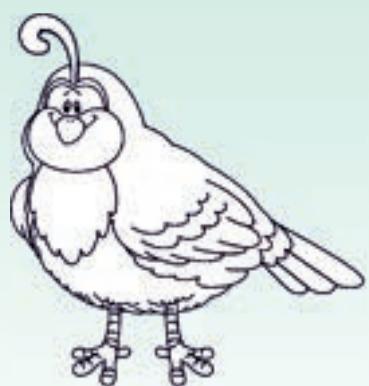
D

d



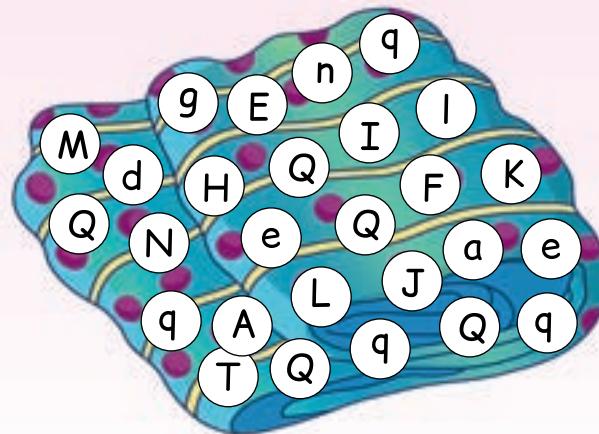
**Activity  
6**

Look at the picture and the letters. Colour them.



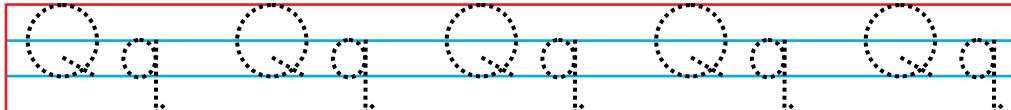
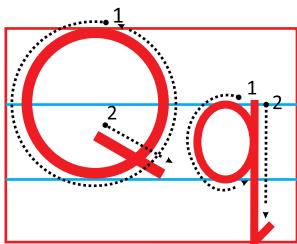
**Activity  
7**

Find 'Q' and 'q' in the picture. Colour them.



**Activity  
8**

Trace and copy the following letters.



## 6. Practice Time



### Read with rhythm



Elicit the answers by asking relevant questions on the picture below. Ask students to say the sentences given below to reinforce the short vowel sound of 'o'. Let them repeat after you.



- \* a dog
- \* a dog with a top
- \* a dog with a top and a mop
- \* a dog with a top and a mop hopped.
- \* a dog with a top and a mop hopped on a log.
- \* a dog with a top and a mop hopped on a hot log.

# Tit for Tat



Show the following pictures and encourage the students to frame the story.

1



2



3



4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to the picture given.
- ❖ Recites the rhyme "Sky is blue" with action.
- ❖ Recognises the names of the colours.
- ❖ Listens to the instruction and colours the picture that starts with the letters O, Q.
- ❖ Recognises letters and their sounds O o, Qq and writes these letters.
- ❖ Practises the short vowel /o/ sound words.

## Language Game: Pick up the ball

**Skill:** Listening and responding; **Material:** 3 or 4 balls

Procedure: Make the children stand in two rows A&B facing each other. Place the ball in the middle of rows.

Place one ball for each pair. Say some action based instructions.

Example: touch your nose, eat, and turn around, etc. Then say suddenly 'pick up the ball'

Count the balls each group have got and give the points. Repeat the activity.

**Project work:** Make and colour the numbers with clay.



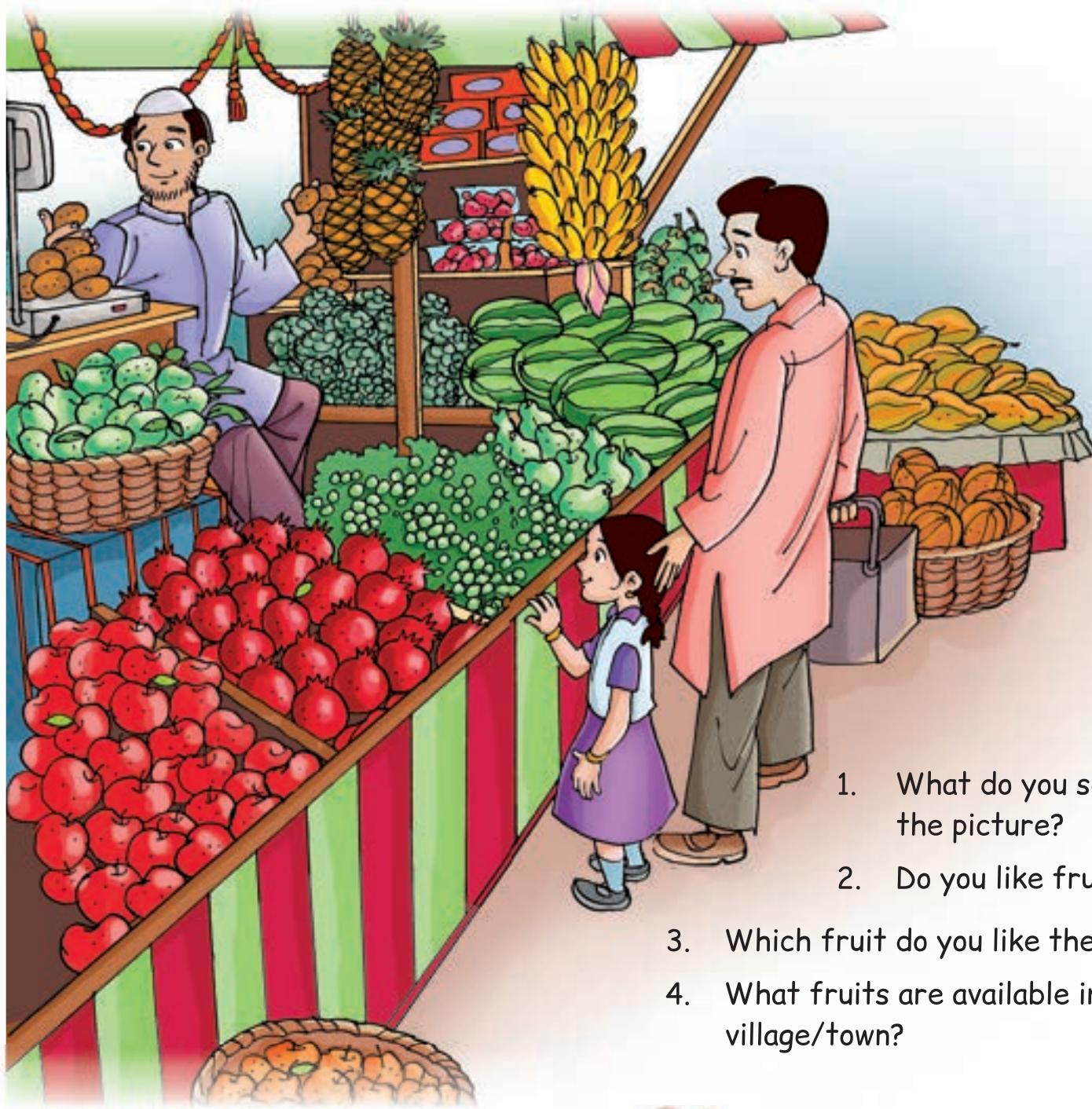
W8I3R6



## 1. Warm-up Time



Ask the children to look at the fruit shop shown in the picture and encourage them to answer the following questions orally.

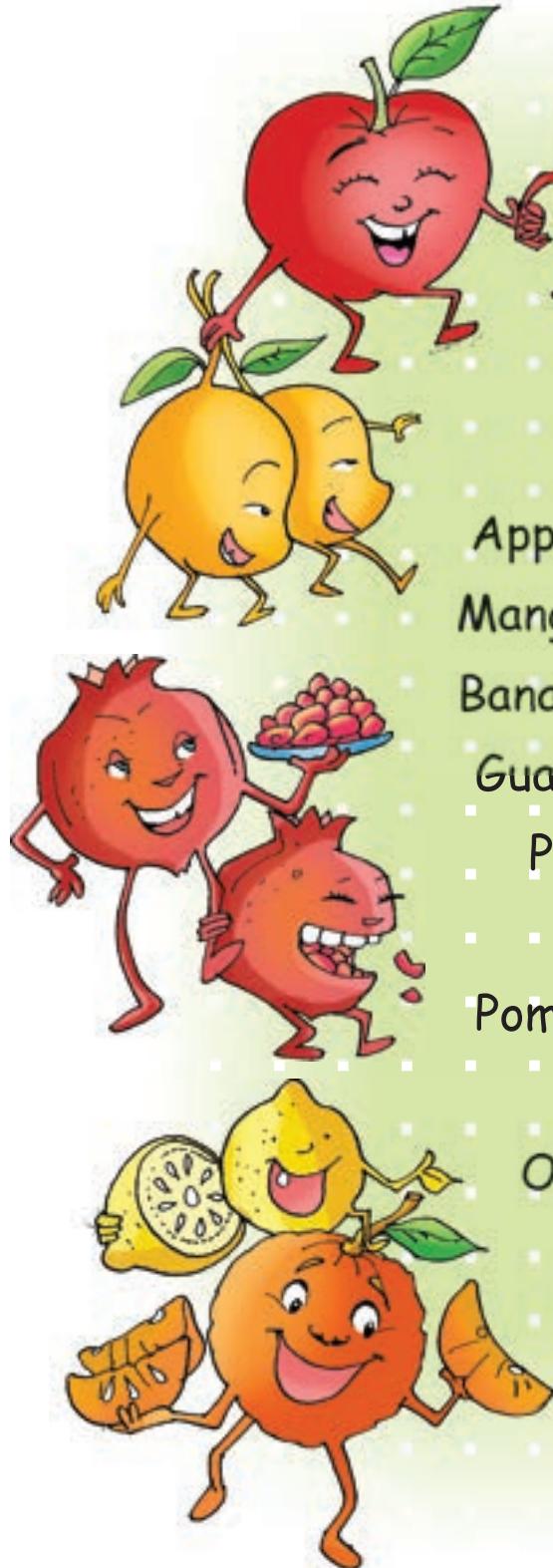


1. What do you see in the picture?
2. Do you like fruits?
3. Which fruit do you like the most?
4. What fruits are available in your village/town?

## 2. Sharing Time



Recite the rhyme with action and ask the children to repeat after you.



Apple, apple red and green,  
Mango, mango king of fruits,  
Banana, banana peel and eat,  
Guava, guava soft and ripe,  
Papaya, papaya orange  
and green,  
Pomegranate, pomegranate  
good to eat,  
Orange and lemon sour  
and sweet.

### 3. Action Time



Say the names of these fruits aloud and ask children to repeat them after you.

**Activity  
1**



apple



mango



orange



banana



papaya



guava



cherry



strawberry

### 4. Circle Time



**Activity  
1**



Note to the Teacher

- Ask children to sit in a circle and tell the names of fruits they like/dislike. You should sit along with the children in the circle.
- First, the teacher tells children about the fruit he/she likes or does not like.
- eg: I like mangoes. I don't like oranges.
- Then, the teacher asks:
- Do you like bananas?
- The child may say, I like oranges/ I don't like bananas.
- This activity gives a chance to each child to say which fruit he/she likes or dislikes.

## 5. Fun Time

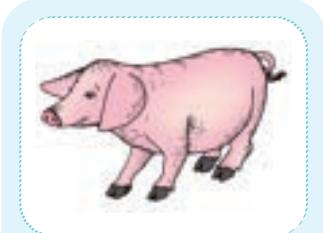


Read the words aloud.

Activity 1



pen



pig

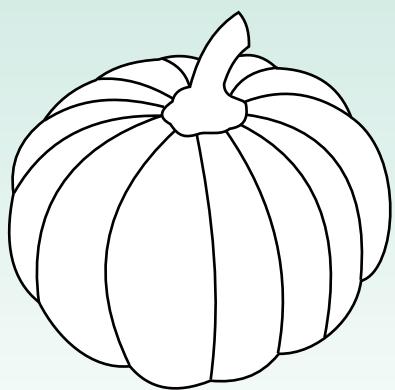


pumpkin



Activity 2

Look at the picture and the letters. Colour them.

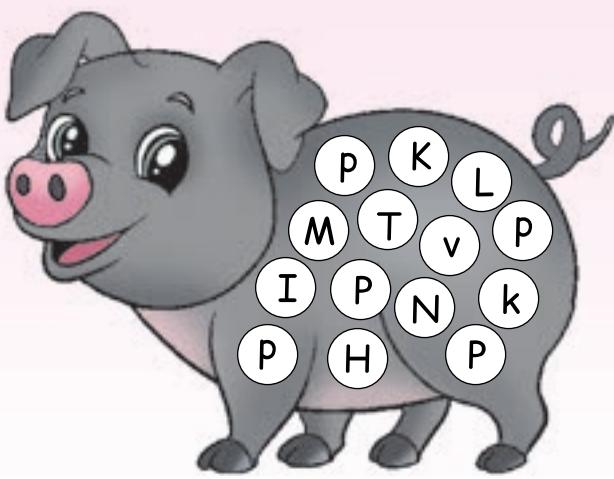


P  
p



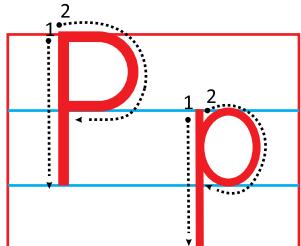
Activity 3

Find 'P' and 'p' in the picture. Colour them.



Activity 4

Trace and copy the following letters.



Pp Pp Pp Pp Pp

O

O

Q

q

P

P

R

r

B

b

D

d

S

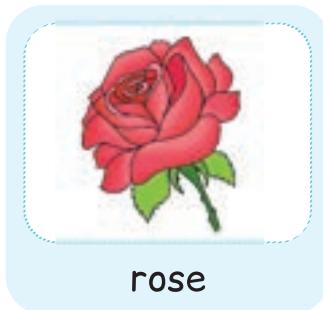
s

O

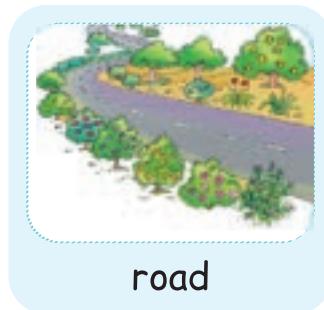


Read the words aloud.

Activity  
5



rose



road



rabbit

Q

q

P

P

R

r

B

b

D

d

S

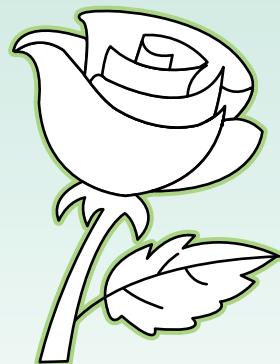
s



Look at the picture and the letters. Colour them.

Activity  
6

R

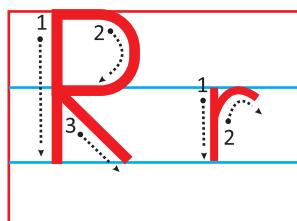


r



Activity  
8

Trace and copy the following letters.



Rr Rr Rr Rr Rr Rr

O

o

Q

q

P

P

R

r

B

b

D

d

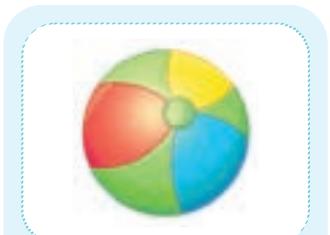
S

Activity  
9

Read the words aloud.



bat



ball

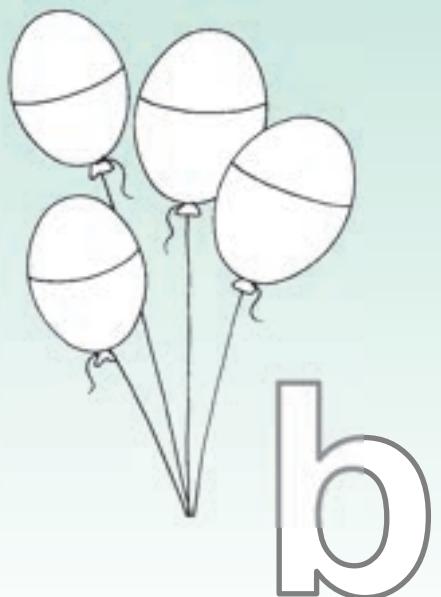


basket

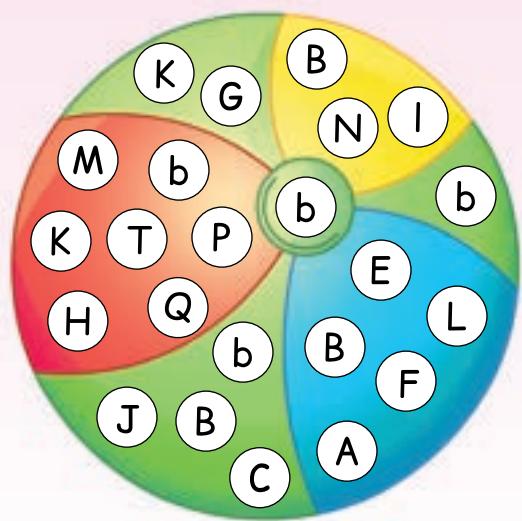
Activity  
10

Look at the picture and the letters. Colour them.

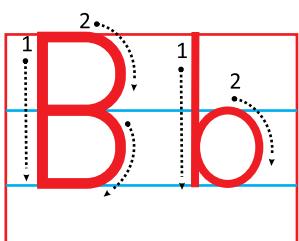
B

Activity  
11

Find 'B' and 'b' in the picture. Colour them.

Activity  
12

Trace and copy the following letters.



Bb Bb Bb Bb Bb

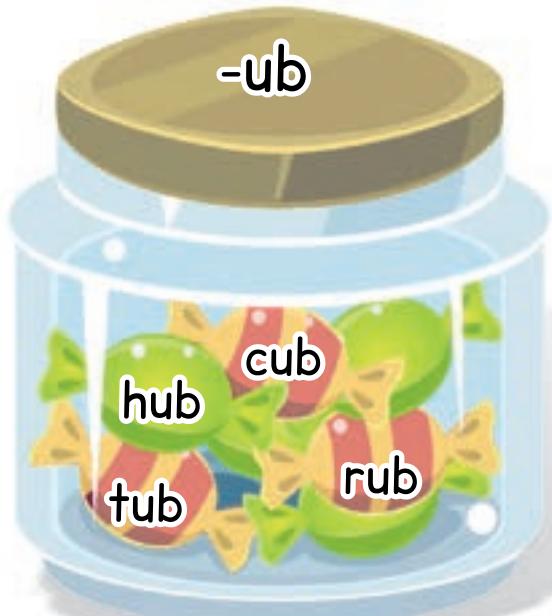
S

## 6. Practice Time



### Read with rhythm

-ub



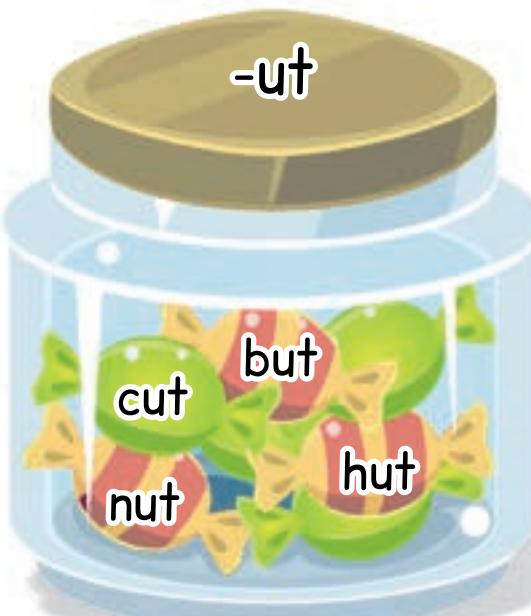
-ug



-un



-ut



# The Smart Lamb



Show the following pictures and encourage the students to frame the story.

1



2



3

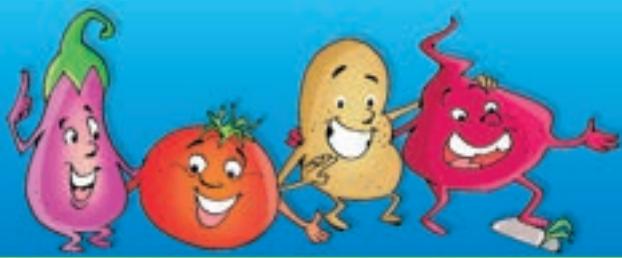


4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to the picture given.
- ❖ Name the familiar fruits seen in the pictures using the structure “I like” and “I don't like”.
- ❖ Listens to the instruction and colours the picture that starts with the letters P R B.
- ❖ Recognises letters and their sounds of Pp, Rr, Bb and writes these letters.
- ❖ Practises the vowel sound coloured in the words **tub**, **hub**, **jug**, **rug**, etc.,



## 1. Warm-up Time



Ask the children to observe the picture. Encourage them to answer the following questions orally.

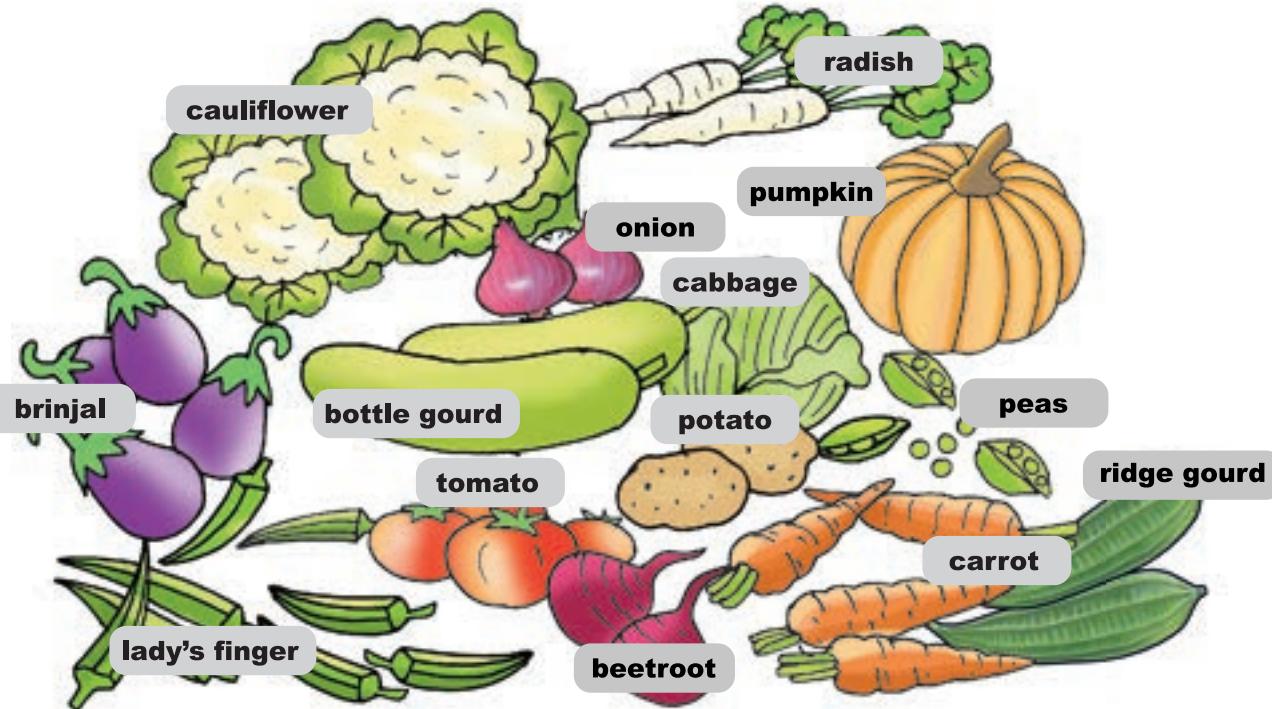


1. What do you see in the baskets?
2. Who are there in the picture?
3. Do you eat vegetables regularly?
4. Do you grow vegetables in your garden?
5. Name some vegetables that you like.

## 2. Sharing Time



Ask the children to tell the names of the vegetables shown in the picture. Read aloud the names of the vegetables and make the children identify them correctly.



## 3. Action Time



Ask the children to tick (✓) the vegetables they like from the following.

Activity  
1



tomato



potato



brinjal



lady's finger



pumpkin



carrot



cabbage



ridge gourd

#### 4. Circle Time



Keep some picture cards of vegetables on the table. Ask the children to pick a card and say the name of the vegetable aloud.



Activity  
1

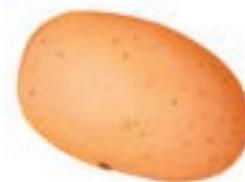
Match the following words with the pictures.



potato



tomato



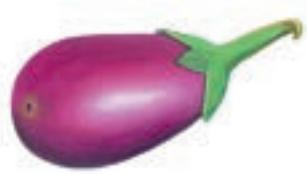
cauliflower



brinjal



carrot



R

## 5. Fun Time



Read the words aloud.

Activity 1



dog



door



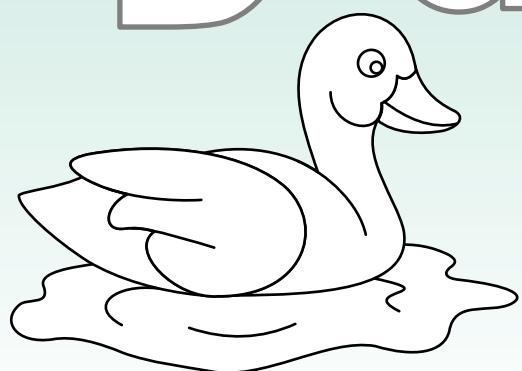
duck



Activity 2

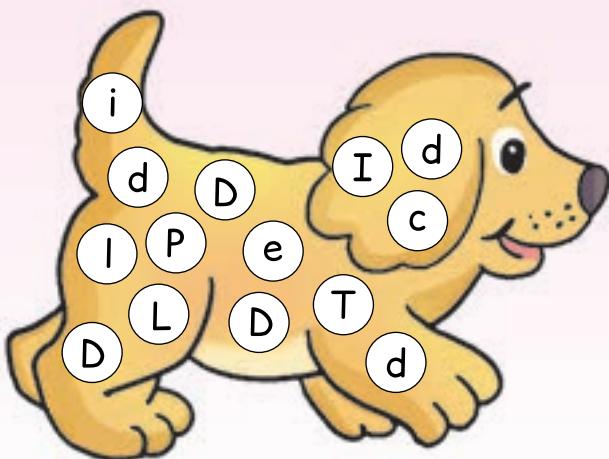
Look at the picture and the letters. Colour them.

D d



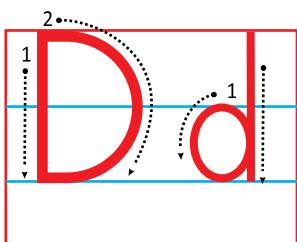
Activity 3

Find 'D' and 'd' in the picture. Colour them.



Activity 4

Trace and copy the following letters.



Dd Dd Dd Dd Dd

r

B

b

D

d

S

s

U

u

J

j

I

i



R



Read the words aloud.

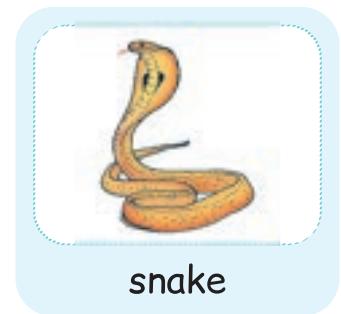
Activity  
5



sun



soap



snake

B

b

D

d

S

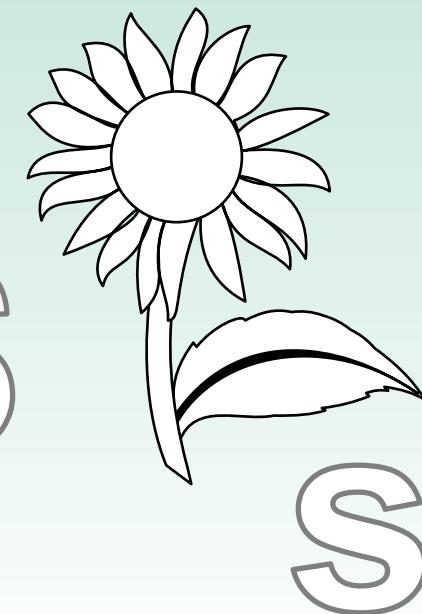
s

U

u

J

Activity  
6

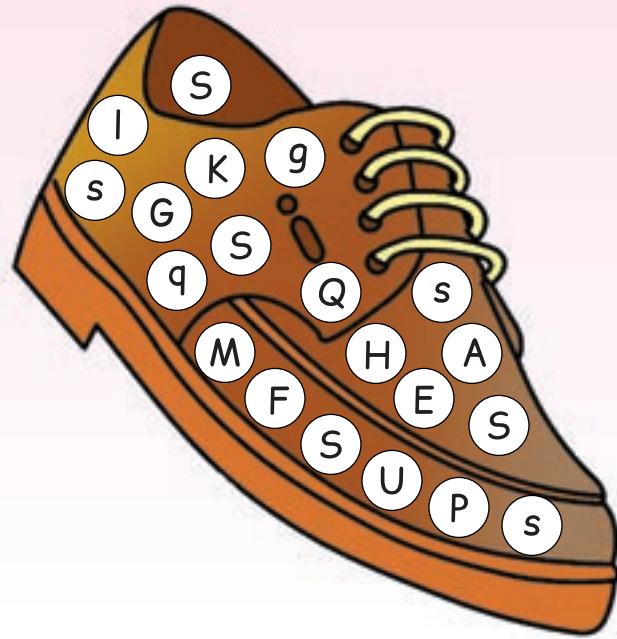


Look at the picture and the letters. Colour them.



Activity  
7

Find 'S' and 's' in the picture. Colour them.



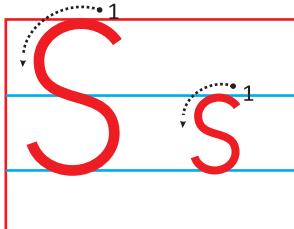
Activity  
8

Trace and copy the following letters.

j

I

i



Ss Ss Ss Ss Ss Ss

## 6. Practice Time



### Read with rhythm



Elicit the answers by asking relevant questions on the picture below. Ask students to say the sentences given below to reinforce the short vowel sound of 'u'. Let them repeat after you.



- \* a cub
- \* a cub on a rug
- \* a cub and a mug on a rug
- \* A cub tugged the rug. The mug fell.

# Helping

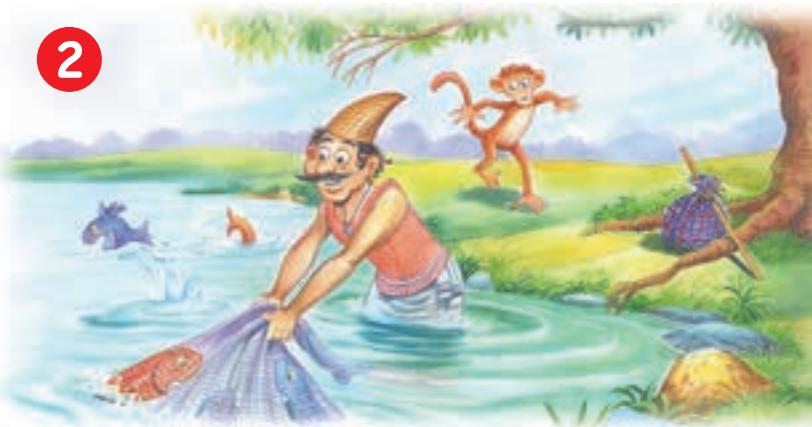


Show the following pictures and encourage the students to frame the story.

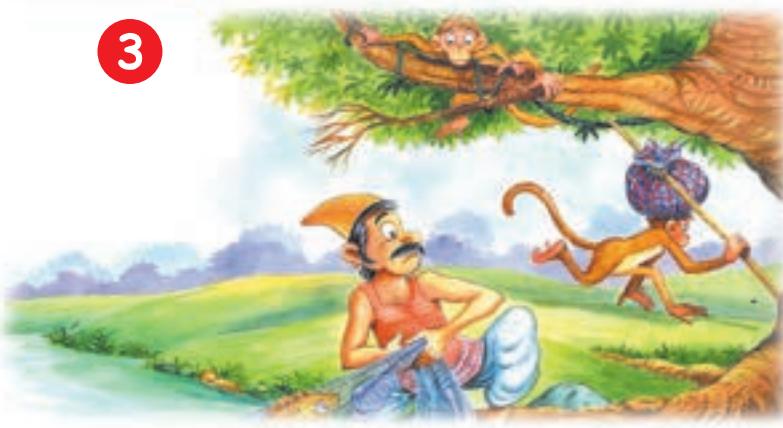
1



2



3



4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to picture given.
- ❖ Recognises the names of the known vegetables.
- ❖ Listens to the instructions and colours the picture that starts with the letters D,S.
- ❖ Recognises letters and their sounds D d, S s, and writes these letters.
- ❖ Practises the short vowel 'u' sound words.

## Language Game: Collect and Count

**Material:** Colour paper bits of different colours

**Procedure:** Take 10-20 small pieces (one inch size) of colour papers like blue, red, yellow, green etc. Draw a circle on the floor. Mix and put the paper bits in the circle. If you take 5 colour paper bits then call 5 students. Ask them to choose one colour and collect the bits of that colour only. Give 30 seconds of time. Then say stop. Ask them to count how many they have collected. Now ask each student to tell which colour they collected and how many they collected.

**Example:** Red 12

**Project work:** Ask the children to make prints using vegetables like lady's finger, potato, bitter gourd, beetroot.



# UNIT

My  
Surroundings

## 6.1

# Birds



### 1. Warm-up time



Ask children to look at the picture and frame questions related to birds. After receiving their responses, talk about movements of birds, places where they live, their colour and food they eat.



1. What do you see in this picture?
2. Name the birds in the picture.
3. Mention some birds in your surroundings.
4. If you were a bird, what would you do?
5. What do birds eat?

## 2. Sharing Time



Teacher needs to read the phrases with the support of the pictures. Ask the children to listen to the phrases.



The singing cuckoo



The dancing peacock



The fishing crane



The swimming duck



The talking parrot



The crowing cock



The flying pigeon

### 3. Action Time



#### Note to the Teacher

The teacher shows the following bird pictures duly pointing to each. Then, asks the following questions. One is done for you.

- What is this?
- The children may say, "This is a parrot".
- Or simply, "parrot".

Now ask the children to answer the following questions.

- i. What is this?
- ii. What is the colour of the bird?
- iii. Where does the bird live?
- iv. Can you make the sound of the bird? If yes, make it.
- v. How many birds do you see in the pictures given below?



Activity  
1

Look at the picture and say the names of the birds.

<b>parrot</b>	<b>peacock</b>	<b>pigeon</b>
<b>crow</b>	<b>crane</b>	<b>cuckoo</b>
<b>cock</b>	<b>duck</b>	<b>sparrow</b>



Activity  
2

Read and tick (✓) the right one from the following.

Tick (✓) the bird which swims in water.



Tick (✓) the bird which dances.



Tick (✓) the bird which flies fast.



Tick (✓) the bird which sings.



Tick (✓) the bird with red beak and green feathers.



#### 4. Circle Time



**Activity 1**



- ❖ Show the pictures of different birds and ask children to say their names. Encourage them to speak.
- ❖ Example: This is a ...



### Singular



pigeon



parrot



cuckoo



hen

### Plural



pigeons



parrots



cuckoos



hens

S

S

U

U

J

j

I

i

L

I

T

t

H

h

## 5. Fun Time



Read the words aloud.



uniform



umbrella



utensils



Look at the picture and the letters. Colour them.



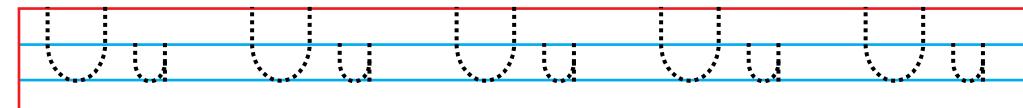
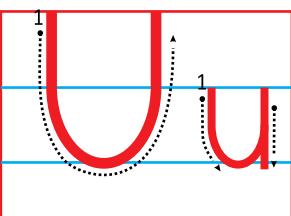
U  
u



Find 'U' and 'u' in the picture. Colour them.



Trace and copy the following letters.





**Activity  
5**

Read the words aloud.



jug



jeep



jasmine

S

S

U

U

J

j

I

i

L

l

T



**Activity  
6**

Look at the picture and the letters. Colour them.

J



j



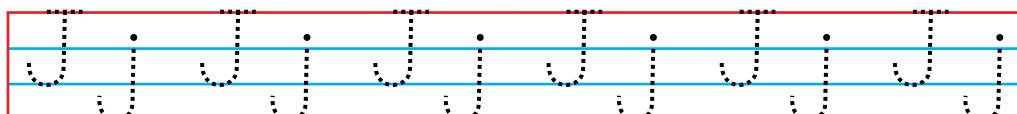
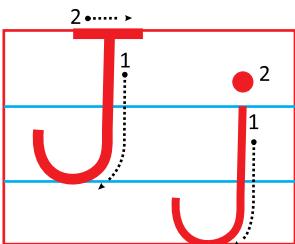
**Activity  
7**

Find 'J' and 'j' in the picture. Colour them.



**Activity  
8**

Trace and copy the following letters.



t

H

h

## 6. Practice Time



# A rat on a lap!

We read, listen and enjoy



- ♦ Make the flash cards of the sight words.
- ♦ Make students read the cards.
- ♦ Make them repeat the sentences given below the pictures after you.



The rat saw a man in a van.



A rat sat on a fan in the van.



The fan in the van was on.



The rat fell in the lap of the man.

## Sight words

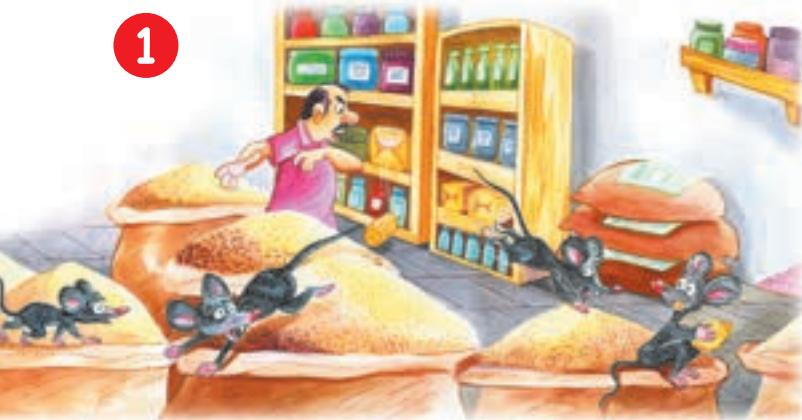
a      in      on      the      of      is

# Who will Bell the Cat?



Show the following pictures and encourage the students to frame the story.

1



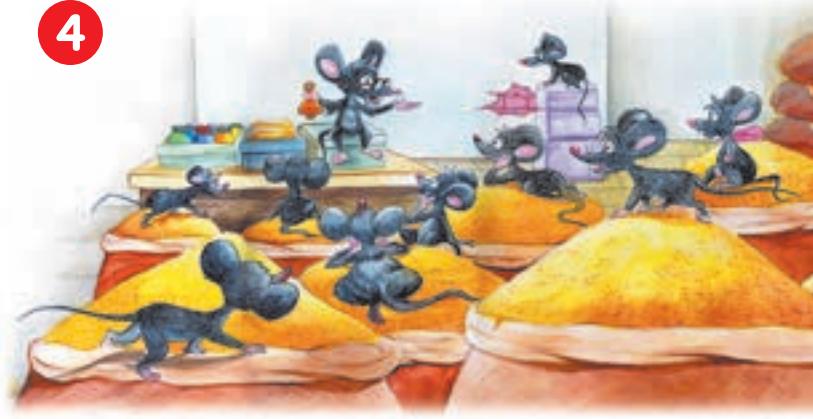
2



3



4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to the picture given.
- ❖ Names the familiar birds seen in the pictures using the structure “this is ...”.
- ❖ Recognises and identifies the names of the birds.
- ❖ Listens to the instructions and colours the picture that starts with the letters U J.
- ❖ Recognises letters and their sounds of U u, J j and writes these letters.
- ❖ Recognises the sight words in the short humorous story based on short vowel sounds.



## 1. Warm-up Time



There are animals and birds in my garden.



Ask the children to look at the picture and identify the animals. Ask the children the following questions.

1. What do you see in the picture?
2. What are the children talking about?
3. Name the animals in the picture.
4. There are some animals in this picture. Do you have any of them at home?
5. Which animal do you love? Why?

## 2. Sharing Time



Ask children to look at the picture carefully and talk about the animals in the picture.



### 3. Action Time



Read the following words aloud and ask children to repeat after you.

Activity 1



cat



goat



dog



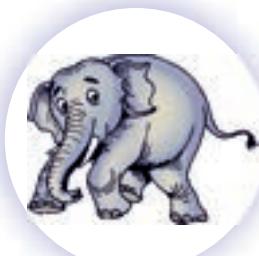
cow



rabbit



monkey



elephant



lion



tiger



bear



giraffe



zebra

### 4. Circle Time



Ask the children to make sounds that the animals make.

Activity 1

dog

cat

monkey

goat

cow

lion



**Activity  
2**



- ♦ Ask the children to
- ♦ Tick (✓) the domestic animals and name them.  
Cross (✗) the wild animals and name them.



A

## 5. Fun Time



B



Recite the rhyme and make the children repeat after you.

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  
L M N O P Q R S T  
U V W X Y Z  
X Y Z Sugar on my bread

If you don't want it better go to bed  
In the morning come to me  
I will teach you A B C...



Activity 1

Trace the following letters.

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

Copy the following letters.

A

Z

## 6. Practice Time



# The hen in a pen

## We read, listen and enjoy



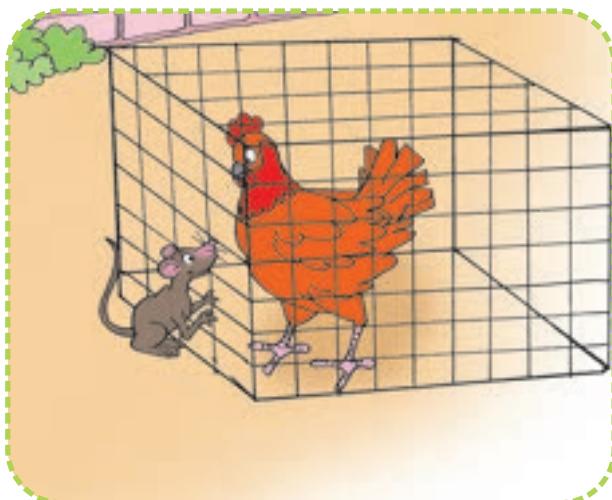
- ♦ Make the flash cards of the sight words.
- ♦ Make the students read the cards.
- ♦ Make them repeat the sentences given below the pictures after you.



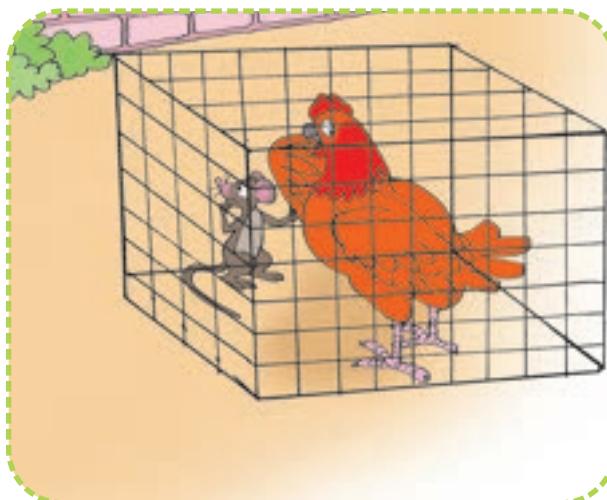
The man saw a sad rat.



The man fed the rat.



He also had a hen in a pen.  
The rat met the hen in a pen.



They want to have fun.  
They had a plan...

## Sight words

a      to      in      he      the      had      have      they

# The Boastful Ball

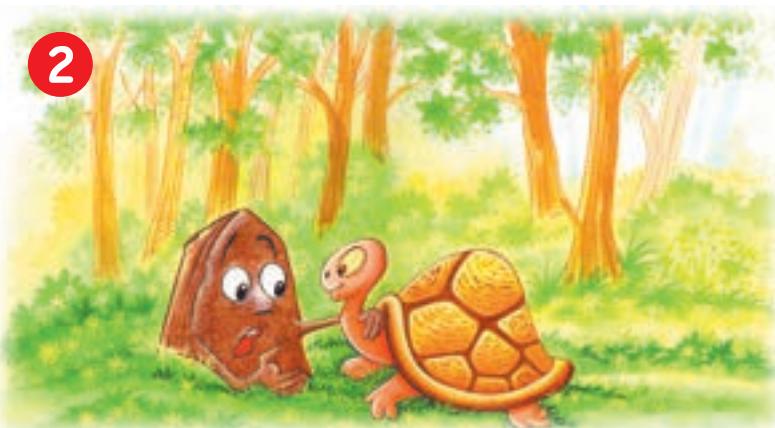


Show the following pictures and encourage the students to frame the story.

1



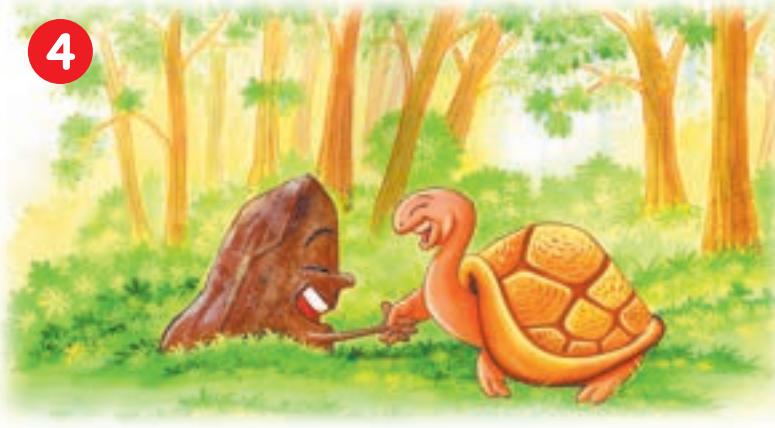
2



3



4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to picture given.
- ❖ Recognises the names of the known animals and talks about them.
- ❖ Identifies the sounds of different animals.
- ❖ Differentiates between small and capital letters in print or Braille etc.
- ❖ Recognises letters of the alphabets and writes them in the alphabetical order.
- ❖ Recognises the sight words in the short story based on short vowel sounds.

## Language Game: Horns and wings

Skill: Vocabulary

**Procedure:** Form a circle. Explain and show the signs of horns and wings. Put your hands on the head by showing the pointing finger like 'horns' for animal names. Wave the hands like birds for the names of the birds. Say a name of the bird/animal. Children will respond according to the sign. If anyone does not respond properly, they leave the game.

## Project work: Draw bird by tracing hand.

Ask the children to trace their hand and draw a bird out of it.

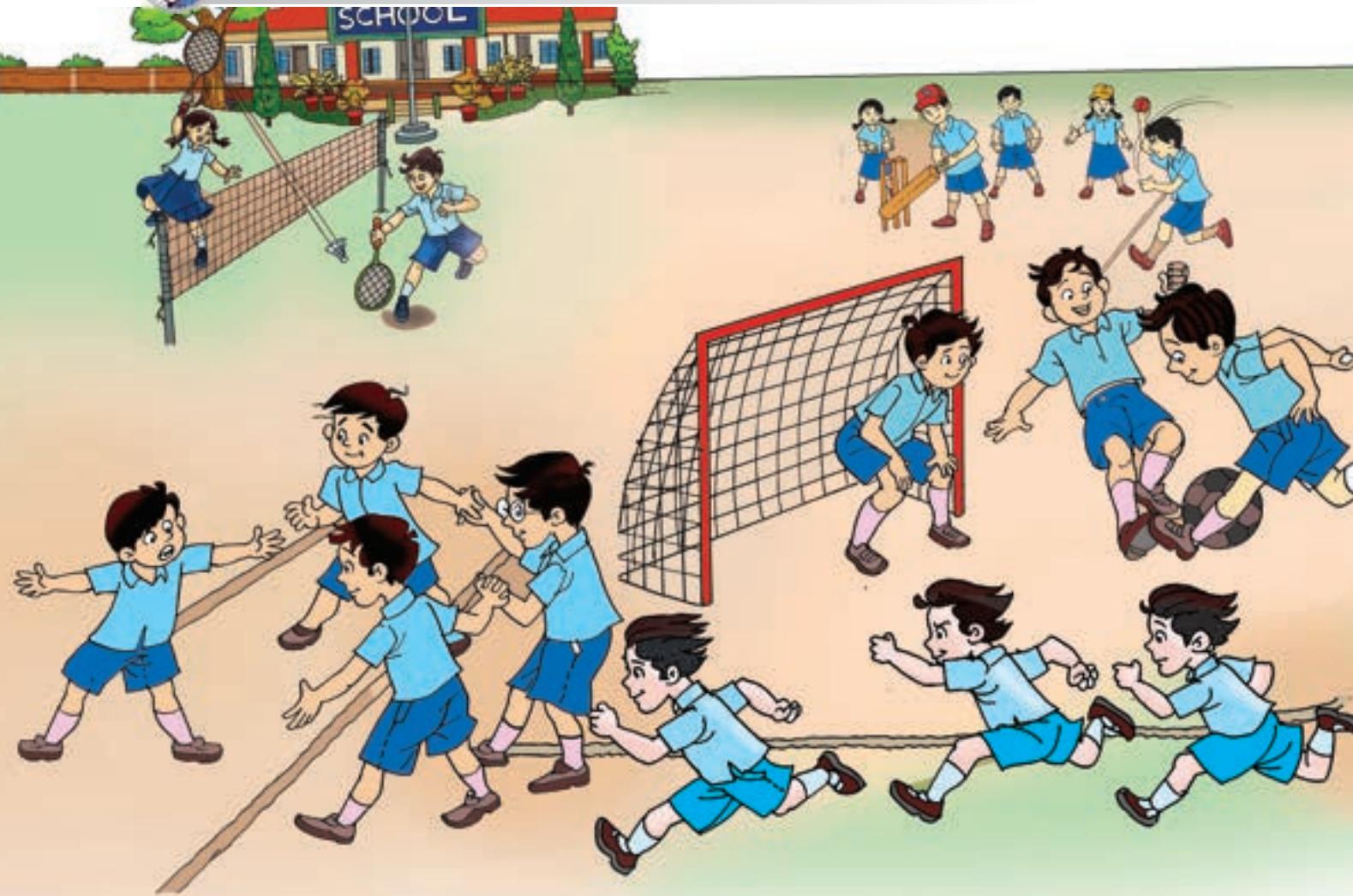




## 1. Warm-up Time



Ask children to look at the picture and encourage them to answer the following questions.



1. What are the children doing in the picture?
2. Name the games they are playing.
3. Which games do you play?
4. Name the games that you know.
5. Which games do you like the most?

## 2. Sharing Time



Read the sentences aloud and talk about the games in the picture.



Teju, Ramu, Aman and Hari  
are running a race.



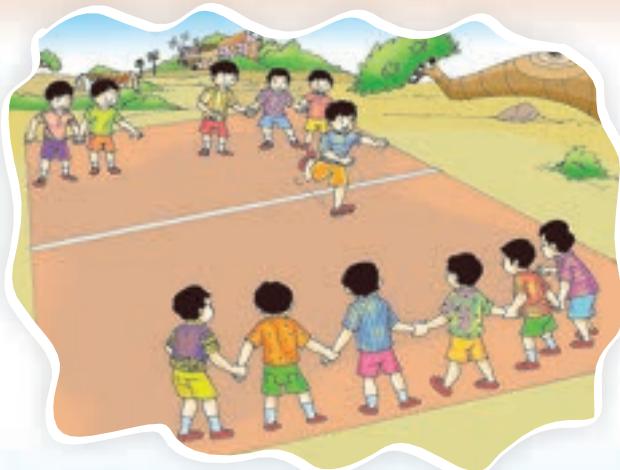
Ajay and Anitha are  
playing badminton.



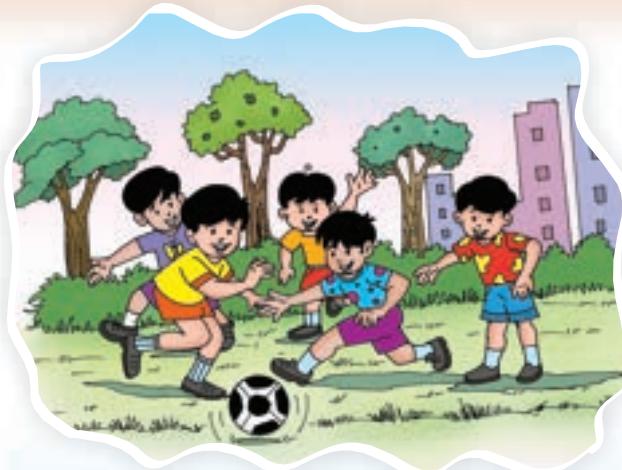
Kavitha and his friends are  
playing cricket.



Pallavi and Madhu are  
playing carrom.



Rajesh and his friends are playing kabaddi.



David, Giri, Harsha, Joseph and Asif are playing football.



Kamala and Vimala are skipping.



John is playing Dikori / Edupenkulaata / Betchhalata

### 3. Action Time



Let the children say these names of the games aloud along with you.

Activity  
1

kho kho

badminton

football

skipping

cricket

carrom

running

### 4. Circle Time



Tell the students that when we talk about our favourite game we say “I like to play”. Ask the children to stand up one by one and tell the class the name of the game they like to play.

Activity  
1

- I like to play kho kho.



- I like to play cricket.



- I like to play kabaddi.



- I like to play badminton.



A

## 5. Fun Time



B



Read the following letters from left to right, and right to left.

C

Activity 1

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	

D



Read each letter above and say a word.

E

Activity 2

Trace the words given below.

F



Activity 3

ant

bat

G

S

T

U

V

W

X

Y

Z

## 6. Practice Time



### The kid with the lid

We read, listen and enjoy



- ♦ Make the flash cards of the sight words.
- ♦ Make students read the cards.
- ♦ Make them repeat the sentences given below the pictures after you.



A kid came to the pen. They all met.

The kid got a tin lid.



The kid hit the pen with the tin lid.

They all had fun.

#### Sight words

a

all

to

the

# The Cunning Fox

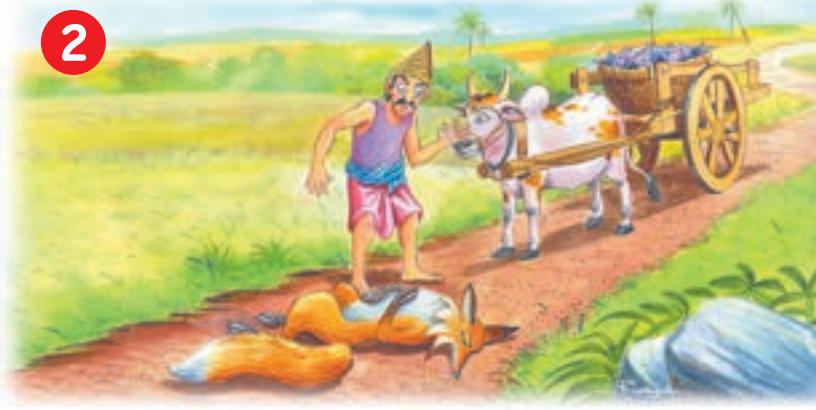


Show the following pictures and encourage the students to frame the story.

1



2



3



4

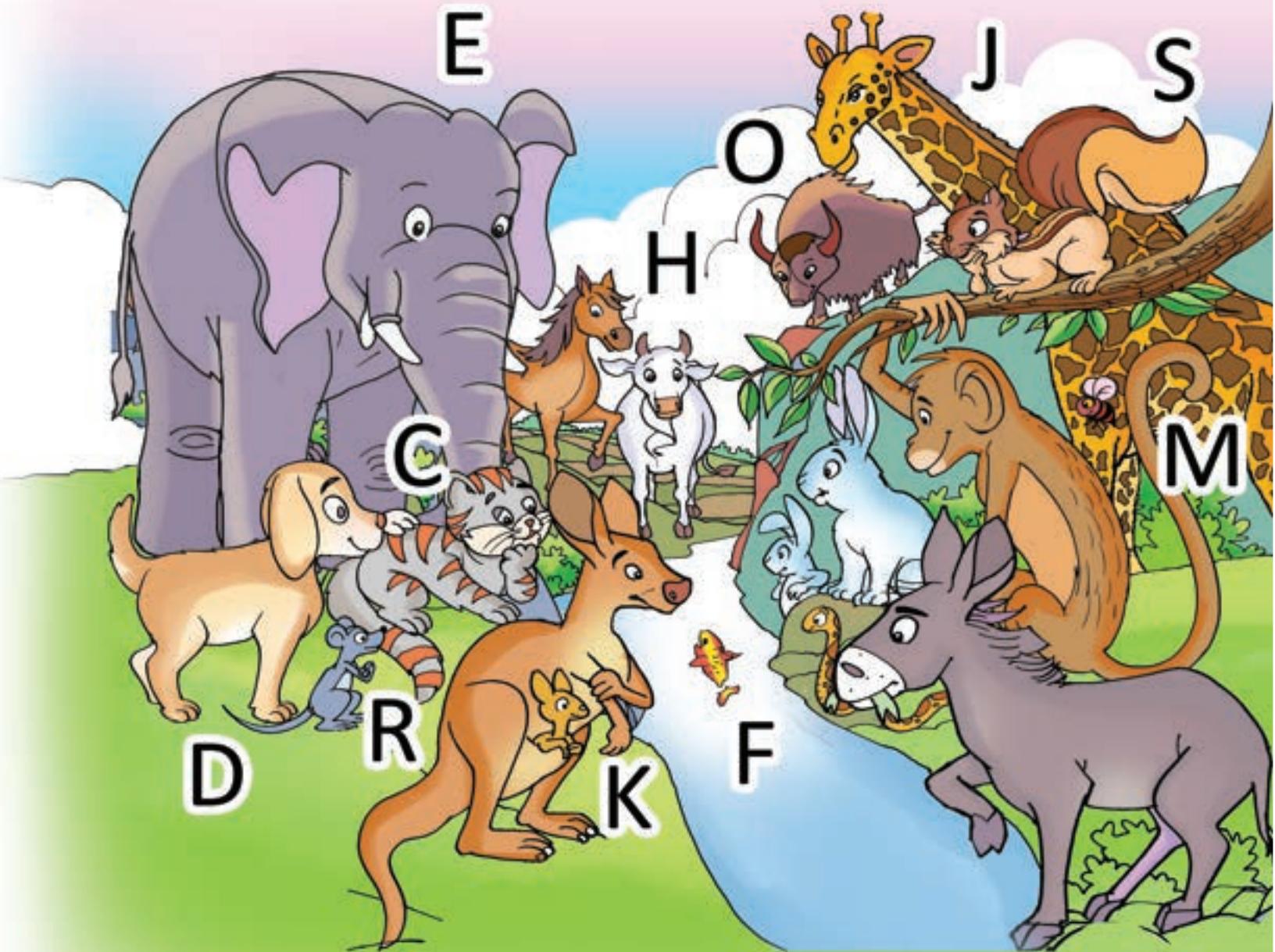


## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to the picture given.
- ❖ Names the familiar games from the pictures given and read simple sentences using “I like to play”....
- ❖ Recognises and identifies the names of the games.
- ❖ Reads the small letters of the alphabet from the chart and says a related word .
- ❖ Recognises the sight words in the short humorous story based on short vowel sounds.



## 1. Warm-up Time



Ask the children to look at the picture and identify each letter.  
Ask them to count the letters and answer the questions.

e.g. How many letters do you see in this picture?

Next, point to one letter at a time and ask the children to read it. And ask them to say an object starting with that letter.

## 2. Rhyme Time



Recite the poem with actions and gestures and encourage children to follow you.



### Dancing Time

ABCD dancing time



EFGH hopping time



IJKL learning time



MNOP playing time

QRST TV time



UVW writing time



XYZ is jolly time.



### 3. Action Time



Activity  
1



bat



hat



rat



fan



man



van



hen



pen



10

ten



Encourage the children by showing the picture of a bat, and say 'This is a bat.'. Ask children to show the objects around them and say 'This is a book.', 'This is a bag.', Talk about the pictures/ objects given above.

#### 4. Circle Time



### I make a name tag



Help the child in making the name tag. Let them speak about them.  
Encourage the children to write their name and class appropriately.

Activity  
1



Name .....

Class .....



Name .....

Class .....

A

## 5. Fun Time

B



Read the following letters from left to right, and right to left.

C

Activity 1

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	

D



Read each letter above and say a word.

E

Activity 2



Ask the children to tell their names. Write them on the board. Divide the children into groups and ask them to write the names in an alphabetical order in the box given below.

F



Write the names here.

G

Activity 3

104

Blossoms-1

www.tlm4all.com

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

## 6. Practice Time



# A dog on the log

## We read, listen and enjoy



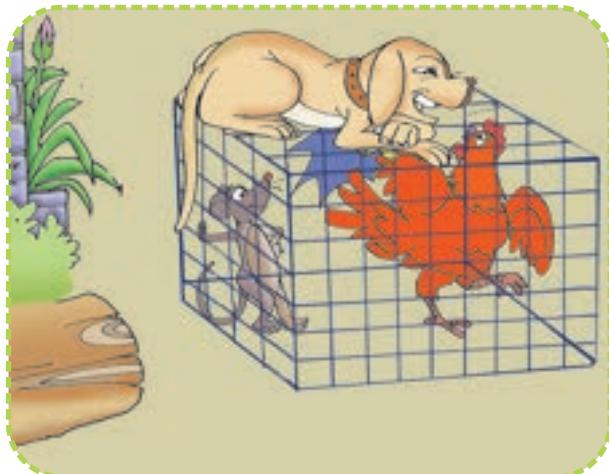
- ♦ Make the flash cards of the sight words.
- ♦ Make students read the cards.
- ♦ Make them repeat the sentences given below the pictures after you.



A dog on a log saw the fun.



It came near them with a hop.



It sat on the top of the pen.



The rat bit the tail of the dog.

### Sight words

on

in

it

the

of

# The Proud Peacock



Show the following pictures and encourage the students to frame the story.

1



2



3



4



## • Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to the rhyme given.
- ❖ Recites the rhyme “Dancing time” with action.
- ❖ Identifies action words and responds orally about them with actions.
- ❖ Recalls the vocabulary they learnt in the word families.
- ❖ Writes their name and class in the name tag give.
- ❖ Reads the capital letters of the alphabet from the chart and says a related word.
- ❖ Recognises the sight words in the short story based on short vowel sounds.

## Language Game: I like ... / I don't like

**Procedure:** Draw 4 or 5 pairs of smiley and sad emojis 😊 😢 on the ground. Call 4 or 5 students and make them stand in front of a pair of emojis. Say a name of vegetable / fruit.

**Example:** If you say potato. Then children will jump on smiley emoji and say ‘I like Potato’. They jump on sad emoji and say ‘I don’t like potato’. Children will jump and say according to their likes and dislikes.

**Note:** Practise same set of sentences by using the phrase I like... and I don’t like... before you start the game.



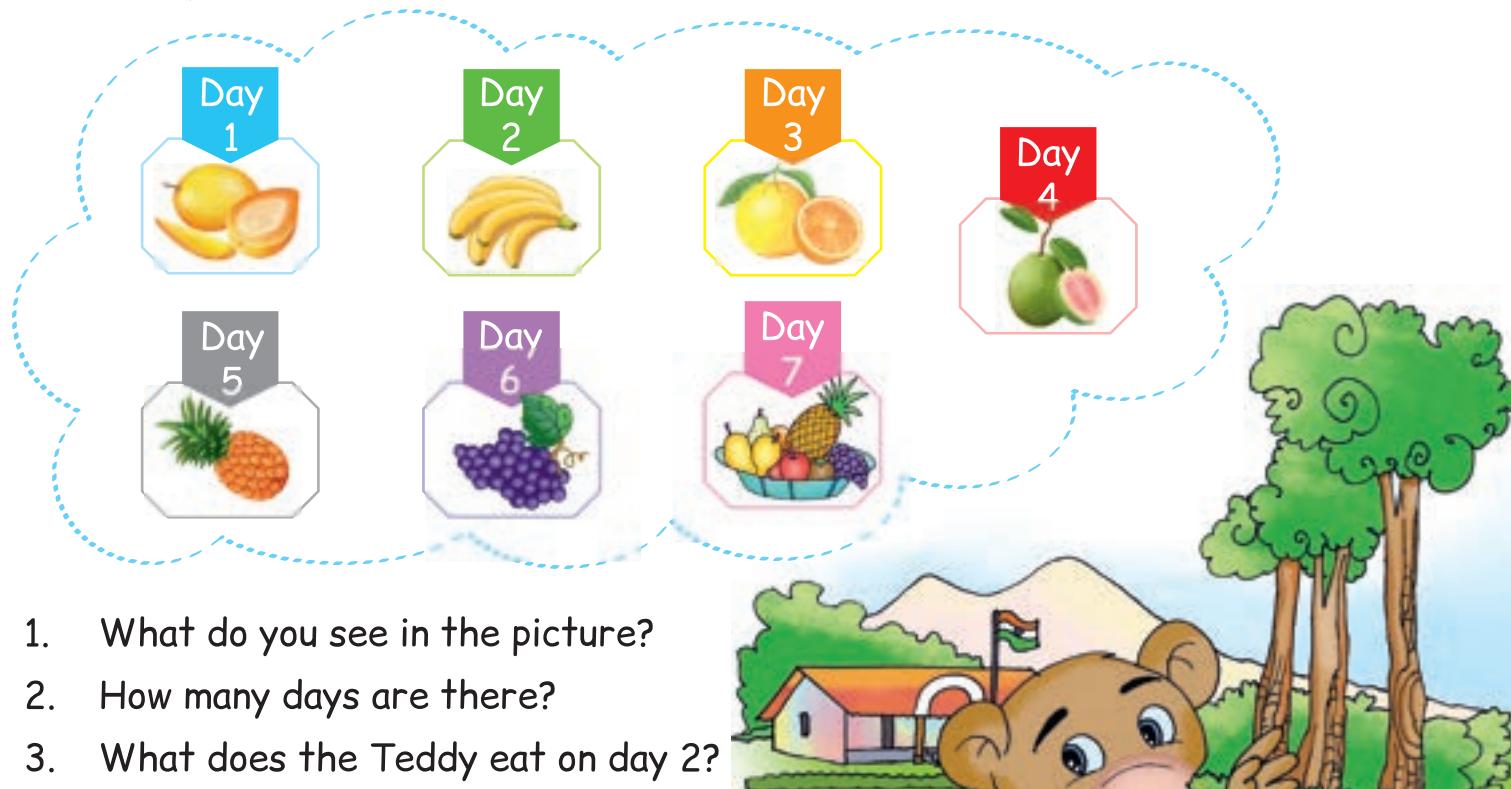


## 1. Warm-up Time

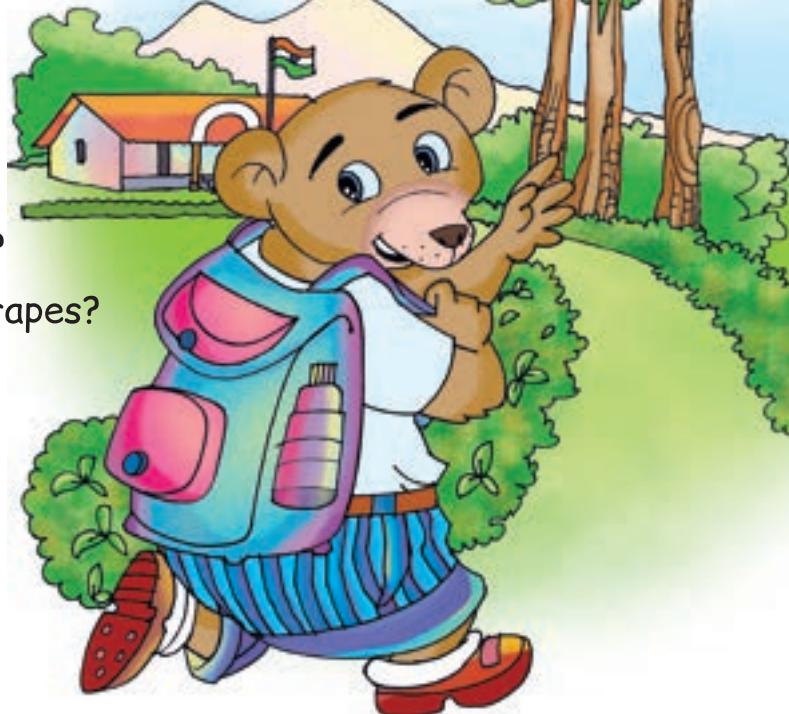


Ask children to look at the picture and answer the following questions orally.

Look at the picture! Teddy bear loves to eat different fruits in the seven days of the week.



1. What do you see in the picture?
2. How many days are there?
3. What does the Teddy eat on day 2?
4. Does the Teddy eat mango on day 1?
5. On which day does the Teddy eat grapes?
6. What does the Teddy eat on day 6?
7. What might be the reason that Teddy eats more fruits on day 7?
8. What do you eat daily?
9. What do you eat on holidays?
10. When do you have holidays?



## 2. Rhyme Time



Recite the poem with appropriate actions and gestures. Encourage children to repeat the poem after you. Ask them to answer the questions given below.

There are seven days,  
There are seven days,  
There are seven days in a week.  
There are seven days,  
There are seven days,  
There are seven days in a week.  
Sunday, Monday,  
Tuesday, Wednesday,  
Thursday, Friday, Saturday!



1. What is today?
2. What are the days in the page?
3. How many days are there in a week?
4. Name the days of the week.
5. Which day comes after Monday?
6. Which day comes before Friday?
7. On which day is holiday for school?

### 3. Action Time



Read the days aloud. Now ask children to repeat them after you.

Activity  
1



### 4. Circle Time



Speak aloud the sentences by pointing the day.  
And encourage children to speak "Today is..."

Activity  
1



1. Today is Sunday.
2. Today is Monday.
3. Today is Tuesday.
4. Today is Wednesday.
5. Today is Thursday.
6. Today is Friday.
7. Today is Saturday.



**A****5. Fun Time**

Write the alphabet by tracing along

**B****Activity 1****C****D**

Apple



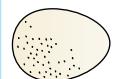
Ball



Cat



Dog

**E**

Egg



Frog



Grapes



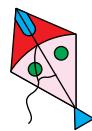
Hat



Ice cream

**F****G**

Jug



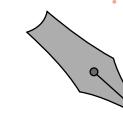
Kite



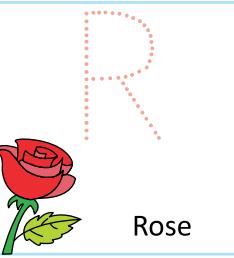
Lamp



Mask



Nib

**H**

Rose



Ship

**I**

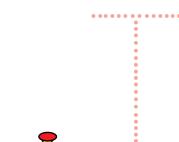
Orange



Parrot



Quill

**J**

Vase



Wheel

**K**

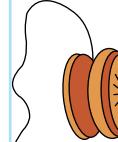
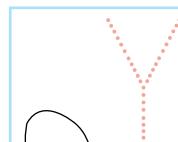
Top



Umbrella

**L**

X-mas tree



Yo-Yo



Zip

**M**

## 6. Practice Time



# The fun gang

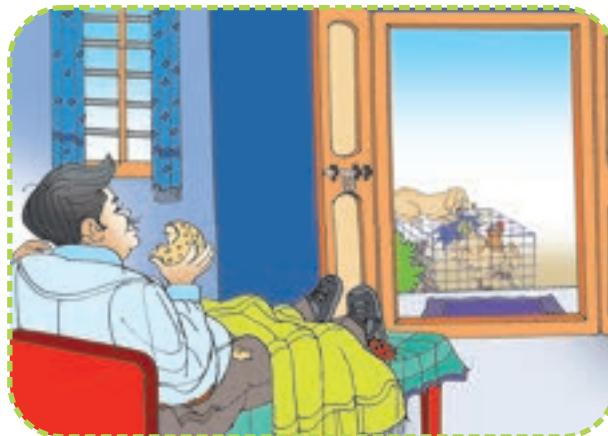
## We read, listen and enjoy



- ◆ Make the flash cards of the sight words.
- ◆ Make students read the cards.
- ◆ Make them repeat the sentences given below the pictures after you.



The man sat on a red cot  
with a bun.



The bug on the rug saw the bun.



The man hit the bug.  
The bug fell near them.



The bug met the rat, hen, kid  
and the dog. They all had fun.

## Sight words

the with and a they all had on this

# The Saintly Tiger



Show the following pictures and encourage the students to frame the story.

1



2



3

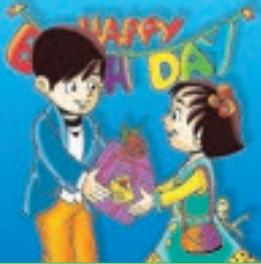


4



## Learning Outcomes:

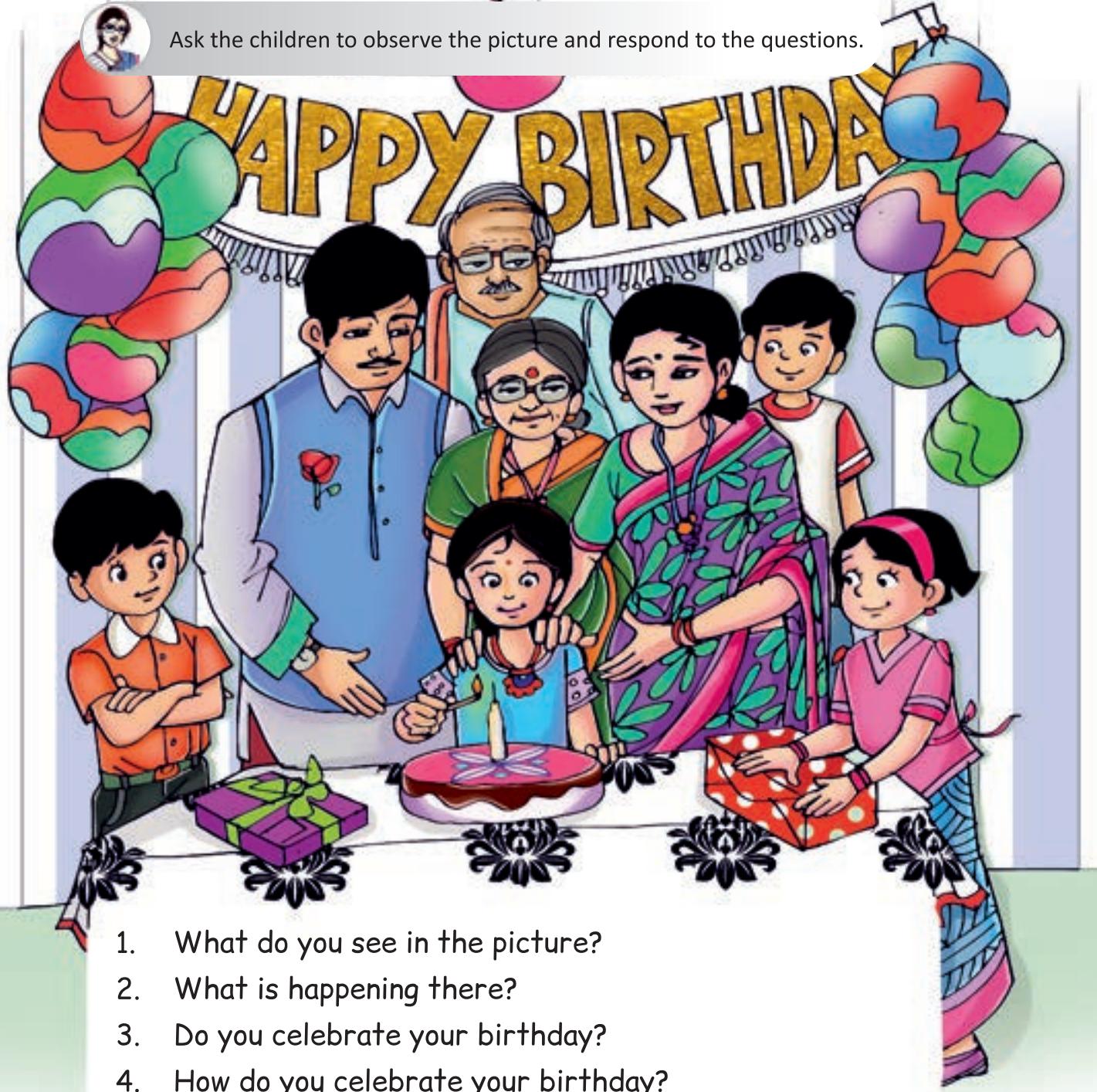
- ❖ Responds orally (in any language including sign language) to questions related to the picture given.
- ❖ Reads and speaks about the days of the week using the structure “Today is ...”
- ❖ Differentiates between small and capital letters in print or braille.
- ❖ Recognises and identifies the names of the games.
- ❖ Recognises the sight words in the short humorous story based on short vowel sounds.



## 1. Warm-up Time



Ask the children to observe the picture and respond to the questions.



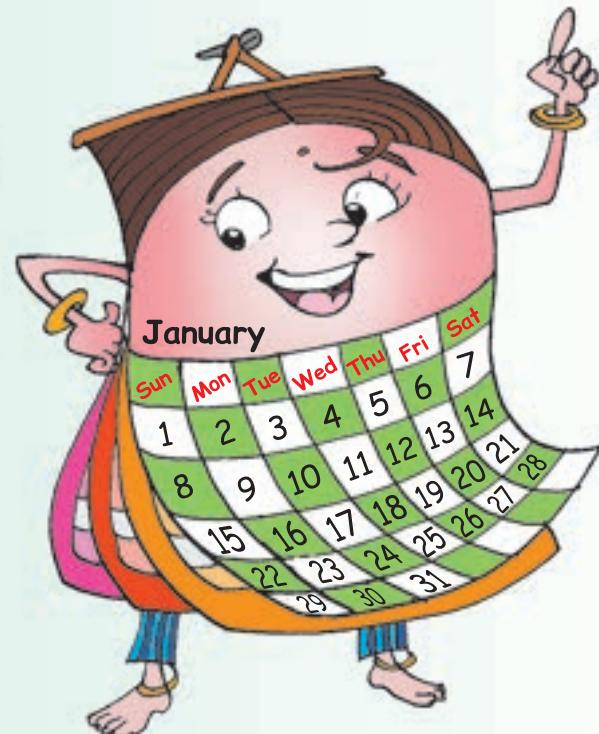
1. What do you see in the picture?
2. What is happening there?
3. Do you celebrate your birthday?
4. How do you celebrate your birthday?
5. When do you celebrate your birthday?

## 2. Sharing Time



Listen to the story that the calendar is saying and talk about the pictures.

Hi children! Nice to meet you.  
I am a calendar. I am useful to know  
the months and dates.  
I have twelve months in a year.  
They are January, February, March,  
April, May, June, July, August,  
September, October, November,  
and December. You will have me on  
your table. I see you every day.  
Thank you.



Ask children to look at the picture and answer the following questions orally.

1. Who is talking?
2. How many months are there in a year?
3. Say the names of the months.
4. Which month comes after May?
5. Which month comes before November?

### 3. Action Time



Read the names of the months aloud. Ask the children to repeat after you.



## Months of the Year

January

July

February

August

March

September

April

October

May

November

June

December



### 4. Circle Time



Ask the children to know the month in which he/she was born and write the name of the month in the box.



Activity  
1

#### Help box

#### Months of the Year

January	July
February	August
March	September
April	October
May	November
June	December

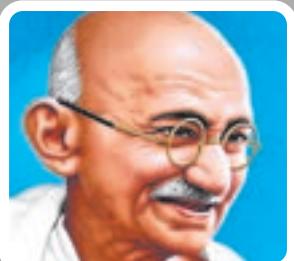


Activity  
2

Match the following. One is done for you.



Independence Day



Gandhi Jayanthi



Children's Day



Teacher's Day

September

November

August

October

## 5. Fun Time



Let the children say the following after you and trace them.



Activity  
1

### Numbers

One

Two

Three

Four

Five

Six

Seven

Eight

Nine

Ten

### Days in a week

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

### Months

January

February

March

April

May

June

July

August

September

October

November

December



- ♦ Say simple sentences by using days of the week, months in a year, numbers.  
eg: Today is Monday.
- ♦ September comes after August.
- ♦ I have two biscuits/ pencils/ books, etc.

## 6. Practice Time



Ask the children to look at the picture and encourage them to identify and name the pictures. Write them on the board and ask them to repeat after you.

Activity  
1



Show the flash cards of given words and say aloud the word and ask the children to repeat.



black



clock



flower



glass



star



drum

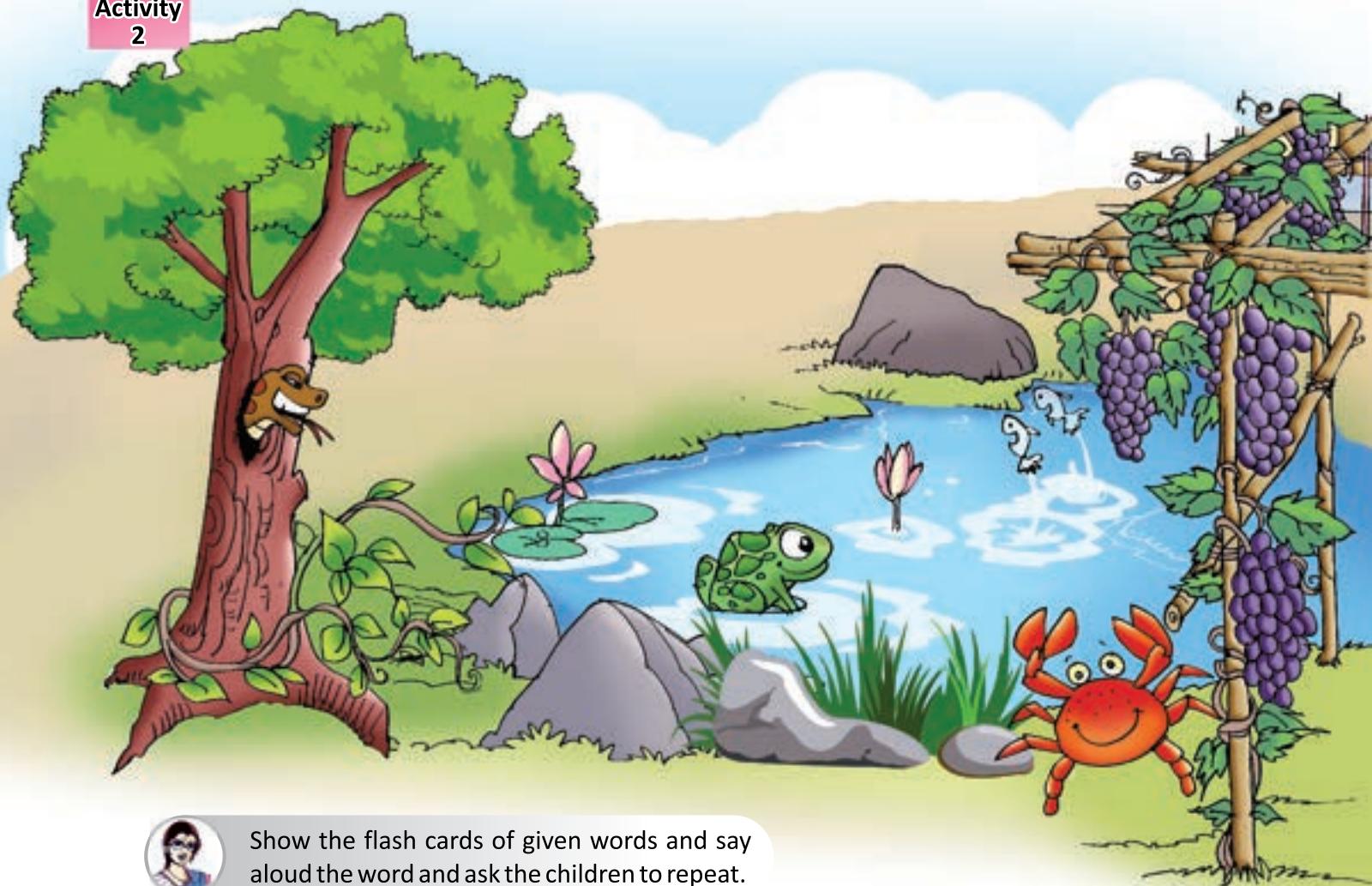


spider



Ask the children to look at the picture and encourage them to identify and name the pictures. Write them on the board and ask them to repeat after you.

**Activity  
2**



Show the flash cards of given words and say aloud the word and ask the children to repeat.



branch



crab



frog



grapes



tree



grass



snake

# The Wise Sheep



Show the following pictures and encourage the students to frame the story.

1



2



3



4



## Learning Outcomes:

- ❖ Responds orally (in any language including sign language) to questions related to the rhyme given.
- ❖ Identifies the days of the week in the calendar.
- ❖ Understands the names of the months and responds to the questions using on before the month.
- ❖ Recalls the numbers and days of the week.
- ❖ Writes names of the numbers, days of the week, months of the year.
- ❖ Says simple sentences by using days of the week, days of the week and months in a year.
- ❖ Produces words with common blends like /bl/, /cl/, /fl/, /gl/, /st/, /dr/, /sp/, /br/, /fr/, /gr/, /tr/, /sm/, /sc/ and /sn/.

## Language Game: One step one word

**Skill:** listening and responding; **Material:** days of the week flash cards

**Procedure:** Call 7 students and pin the flash cards to their shirts. Ask them to remember the name of their flash card. Say the names of the days randomly. Eg: Say Tuesday. The student who has Tuesday written on his shirt will jump one step forward.

## Project work: Draw figures with letters of alphabet.

Ask the children to draw figures with letters of the alphabet.

