

KINDERGARTEN

MY LEARNING TRAIN

**WORLD OF
LETTERS**

AN INTERACTIVE ACTIVITY-BASED COURSE

TEACHING GUIDE

Complimentary Copy—Not For Sale



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Note for the teachers

Please note that pages 2–9 are same throughout the teaching guides. Pages 10 onwards the content pertains to the relevant student’s book.

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INTRODUCTION

My Learning Train is a complete activity-based interactive pre-primary series comprising of 18 books across three levels—Pre-Nursery, Nursery, and Kindergarten with an inbuilt self-training programme for teachers and a comprehensive set of tools for the learners. This series has been designed to guide the children through their first steps of learning to make learning enjoyable through a variety of activities, and aid cognitive and overall development through a wide range of experiences and activities.

My Learning Train – Pre-Nursery, Nursery, and Kindergarten

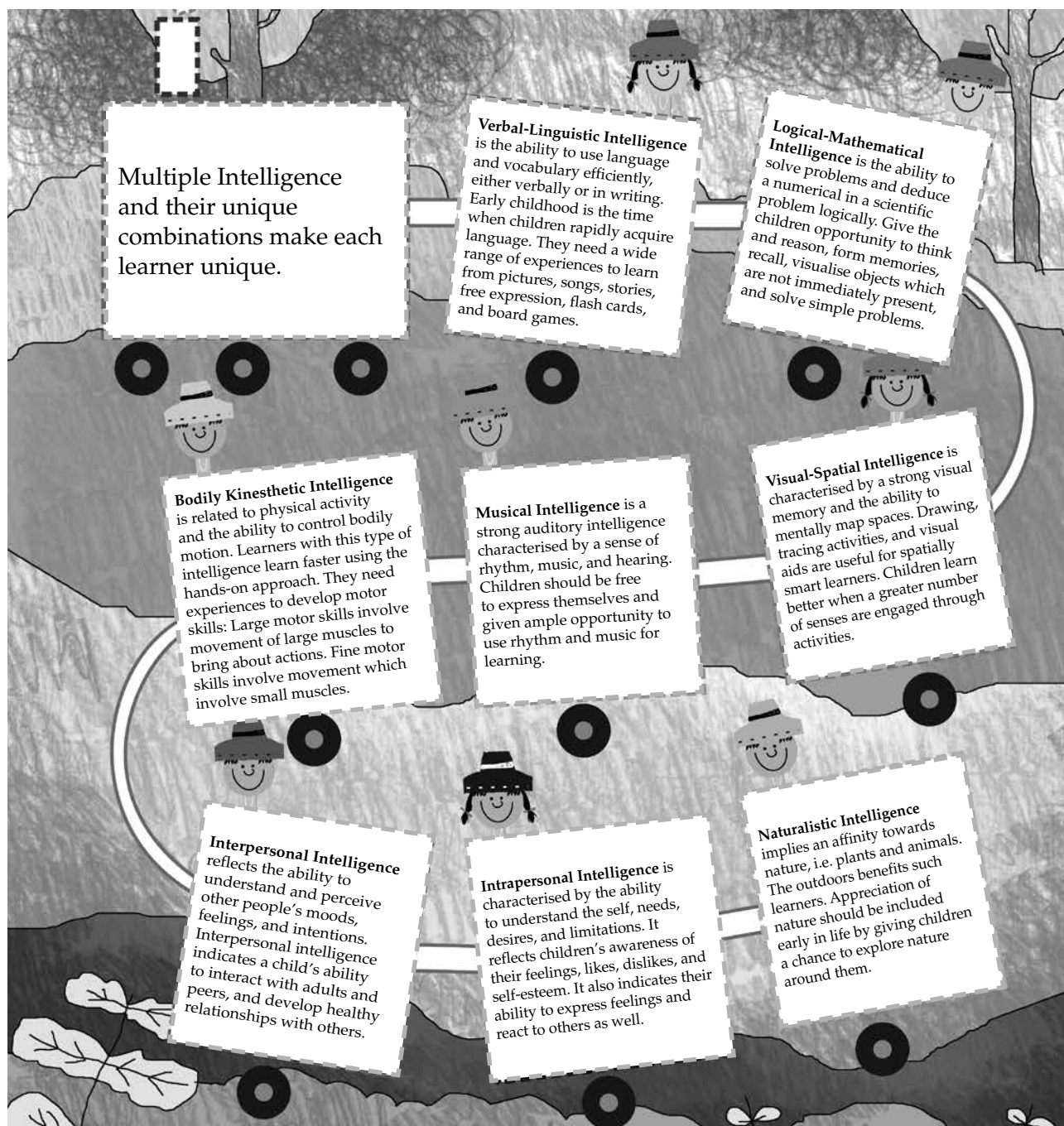
- **World of Letters:** Supported by a Stories and Reading Skills Reader and Activity Guide for Parents.
The series is based on a simple activity based programme to help the little learners understand the sound-symbol association and develop spelling and reading skills.
- **World of Numbers:** Supported by practice/assessment worksheets booklet and Activity Guide for Parents.
- **World Around Me:** Supported by an inbuilt comprehensive easy-to-do life skill activity list in the books itself, practice worksheets booklet, and Activity Guide for Parents.

Components of the Series


Student's Book	Teaching Guide
<ul style="list-style-type: none">• Detailed Table of Contents with activity suggestions for each lesson.• Flash cards and stickers• Practice exercises• Parents Activity Guide• Worksheets/Supplementary Readers	<ul style="list-style-type: none">• Suggestions for activity settings• Weekly planning guide• Activity map• Detailed activity guidelines

Multiple Intelligence and Learning

Each individual has a unique combination of intelligences and needs the opportunity to develop it through different experiences. Children have different styles, needs, and interests. They should be given the space to perform according to their individual abilities. Development generally follows a pattern and the stages are the same, though the rate of development varies from one child to another even within the same age group. To help teachers facilitate the children, a large bank of activities has been given to choose from. All activities are not mandatory.




Ideas for the Classroom




Why do children need activities for learning?


Children develop skills by social interaction.




Pair Working



Small Group Working











Team Working



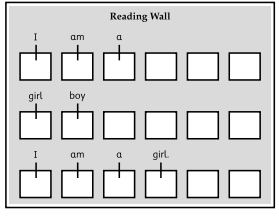
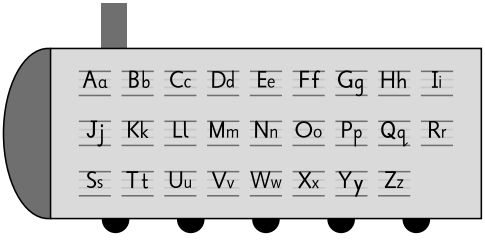
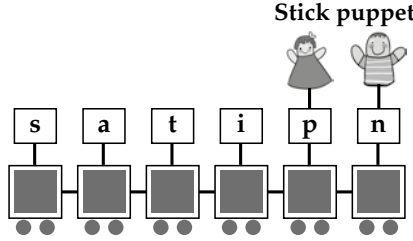


Large Group Working

Children learn through different kinds of experiences.

 <p>Play</p>	 <p>Sensorial and Tactile Activities</p>	 <p>Imitation and Practice</p>	 <p>Exploring and Experimenting</p>
 <p>Drawing, Painting, Colouring</p>	 <p>Learning through Different Mediums</p>	 <p>Responsibility and Discipline</p>	 <p>Citizenship and Environmental Awareness</p>

Children learn through different resources.

 <p>Flash cards</p>	 <p>Stories and Rhymes</p>	 <p>Reading Wall</p>
 <p>Alphabet Frieze</p>		 <p>Stick puppets Pocket Train</p>

GET SET GO! ON MY LEARNING TRAIN

Activity Based Environment—Checklist for Teachers and Coordinators

Planning Time for Activities

My Learning Train is designed as a series for children and as a tool for teachers.

- The books and resources help teachers to create an interactive activity based learning environment.
- The Activity Guide for Parents included in the supplementary readers/worksheets facilitate the parents to do the same at home. *My Learning Train* facilitates teachers in creating a student-centric classroom.

Get Yourself Ready—Learn, Practise, Prepare, Choose, Plan, and Execute






Tick off the tasks as you complete them.

TEAM HEADS AND TEACHERS GET READY!		I am ready!
1.	Know the books (design and content in detail)	
2.	Know the tools given in the student's books: Walk-through to understand how the book is designed (Table of Contents and flash cards).	
3.	Know the Teaching Guide (TG): Details of the activities given in the 'Contents and Activity Guide' pages of the student's books are mentioned here. You can plan accordingly. Refer to the 'Weekly Planning Guide' section in the TG.	
4.	Read the Table of Contents in detail: Choose the most suitable activities for your children from the given activity list.	
5.	Include activity time: Make sure to add introductory and conclusive activities as an essential part of the lesson planning.	
6.	Plan and prepare: Activities have to be planned and resources prepared well before.	
GET YOUR CLASSROOM READY!		I am ready!
1.	Get your health and safety arrangements ready: Safety of play area, identity cards, teaching aids, class first aid kit etc.	
2.	Get your activity kit ready: Have 10 cm x 10 cm card sheets and 10 cm x 20 cm card sheets cut and ready. Refer to section 'Activity Kit and Resource Center' in the TG.	
3.	Get the Pocket Trains ready and put them at a level where the children can reach with ease. Refer to section 'Creating Classroom Resources' in the TG.	
4.	Make pocket theme boards and use them with stick puppets to make them dynamic and activity based.	
5.	Get a duty chart ready with pockets where you can put the names, and picture puppets according to the classroom duties assigned to students. (You can follow the instructions of making a Learning Train to make a similar duty chart.)	

6.	Introduce a kindness chart in the beginning of the session. Put up names of children who do acts of kindness. Talk about the importance of being kind.	
7.	Make a 'Good Habits Bear'. Refer to section 'Creating Classroom Resources' in the <i>World Around Us</i> TG.	
8.	Get the Alphabet Frieze ready. Refer to section 'Creating Classroom Resources' in the <i>World of Letters</i> TG.	
9.	Pull out and number all the flash card sets from the books: Pull out from perforation and not the binding. (Number each complete set with a number. For example, set 1: all the flash cards will have number 1)	
10.	Plan and practise short simple instructions: Ask children to repeat the instruction with the speaking fingers where they make a fist and open one finger at a time repeating the instructions. Refer to the section 'Class Division/Settings for Activities' in the TG.	
11.	Talk about classroom rules with the children. They can be written on a chart and put up in the class. Refer to them regularly.	
GET READY FOR THE PARENTS!		I am ready!
1.	Send a note to the parents saying, 'Please cover the books with a transparent sheet, for books to be identifiable by their colours.'	
2.	Arrange an orientation session for parents where you explain to them why activities are important. Demonstrate a few activities from the book in front of the parents. Explain the importance of communication between parents and teachers.	
3.	Pull out the Activity Guide for Parents from the worksheets/readers booklets: Give parents the handout at the orientation session and explain how to use them.	
4.	Discuss health and safety norms with parents: Request them to respond to your queries and concerns at the earliest.	
5.	Hold regular Parent-Teacher Meetings (PTM) as per school schedule: A platform to share information not only about the children but the changes required and happening in the school system.	
6.	Invite the parents, with school administration's permission, to attend a few regular storytelling and activity lessons as participants.	
7.	Plan and organise a small presentation by the class for the parents in a few PTMs during the academic sessions.	
8.	Burn a CD of the songs/rhymes/storytelling by the children. Give it to the parents at the end of the year.	
9.	Develop and maintain students' profiles. Collect information about their habits, etc.	

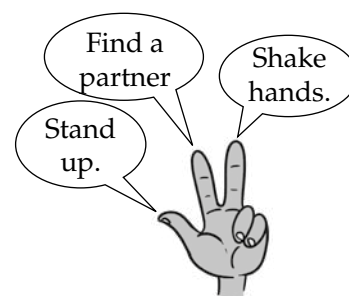
Class Division/Settings for Activities

In the classroom, teachers can interact with learners in different ways. Using the most appropriate interactive activity is a fundamental factor in the success of any lesson. Here are five suggested interactive strategies for various activities proposed in the book:

 <p>Large Group Activities</p>	<p>Children form part of a big group (in the shape of a circle/square/rectangle) with the teacher. The teacher can play the tambourine, ring a bell, or sing a song with the students for the class activity.</p>	 <p>Pair Activities</p>	<p>Here the learners work in pairs at their desks/activity space.</p>
 <p>Small Group Activities</p>	<p>Children can be divided into groups of 4/6 depending on the activity, and all the groups are to carry out the activity simultaneously. The group starts the particular activity together and they are facilitated by the teacher. The teacher can use colour-coded cards or cut-outs to divide the class into groups.</p>		
 <p>Individual Activities</p>	<p>Here children work by themselves. Teachers should facilitate the students.</p>	 <p>Team Activities</p>	<p>Here the class is divided into two teams for activity time.</p>

Present below are a few suggestions for helping children understand the settings in which the activities need to be conducted.

- Plan the settings and instructions that you will tell children for each activity beforehand.
- Keep the instructions short and precise.
- Plan 2–3 instructions for Pre-Nursery and Nursery, and not more than 4–5 instructions at a time for Kindergarten.
- Talking Hand: Instead of teachers repeating the instructions, ask the children to listen and repeat the instructions by closing their left fist self-facing, opening one finger at a time, and repeating the instructions a few times before the activity.
- The Talking Hand will later be used for blending and segmenting sounds in words and counting syllables as the children progress.
- Rhymes such as ‘Good Morning’ from the student’s book, *World Around Me Kindergarten* (page 2) can be used for a pair activity where the children find a partner and say, ‘Good Morning’.



Activity Kit and Resource Centre

A simple hands-on Activity Kit can help the teachers conduct a large number of activities. Activities can mostly be made with 10 cm x 10 cm cards, stationery, and daily tools that are easily accessible to teachers. The following tools have been suggested after keeping in mind the general availability of material across regions and schools.

Essential Materials Required for the Activity Kit

Material required	Approx. Quantity	Material required	Approx. Quantity
Flash cards–5 different colours 10 cm x 10 cm	100 cards each colour	Scissors	2
Flash cards–White 10 cm x 20 cm	100 cards	Paper cutter	1
Ice cream sticks	500	Stationery—pencil, eraser, sharpener, short scale, long scale	1 each
Bowls	Minimum 10 per class	Poster colours and paintbrushes of different thickness	1 set
Bags for storing resources (Recycle and reuse as much as possible)	As per requirement	Crayons	1 set
Flat tipped, thick sketch pens (black, red, blue) (As they are more effective to use than the round tipped markers)	10 each	Lamination tape–Packing transparent tape–5 cm width	2 rolls
Normal sketch pens	1 set	Stapler and pins	1
Adhesive	2 refillable bottles	Hole punch	1
Small and medium sized rubber bands	As per requirement	Drawing pins	1 set
Sandpaper	6 sheets	Chart paper	As per requirement

Additional Resources for Resource Centre

❖ class library with books of short stories that have bright and big illustrations ❖ wooden letters ❖ jigsaw puzzles of capital and small case letters ❖ magnetic letters/numbers/shapes and magnetic board ❖ slates and chalk ❖ mini-whiteboards and whiteboard markers ❖ sandpaper letters ❖ flash cards of letters and pictures ❖ real or toy microphone ❖ a small makeshift stage ❖ audiovisual aids ❖ picture reading charts ❖ picture puppets ❖ letter puppets ❖ effective and interactive theme boards ❖ a print rich environment ❖ prop box containing hats, umbrellas, and so on which can be used for dramatisation ❖ mirrors

Resource Management

- List out all your resources and update the list regularly.
- Fill in the resource information list detailing all the resources you have created so that other teachers can share it too. Have a digital space assigned to easily conduct activities with digital resources to reduce use of attendance registers and paper.
- Always stock supplies in advance.
- Use even the smallest low-cost resource carefully and avoid any kind of wastage.
- Reuse and recycle everything you can.
- Have a place for everything and encourage children to keep everything in its place.
- Encourage proper handling by children of materials right from the beginning.
- Encourage active participation of students in class. Allot tasks to the children and encourage them to take on responsibility.

Frequently Asked Questions

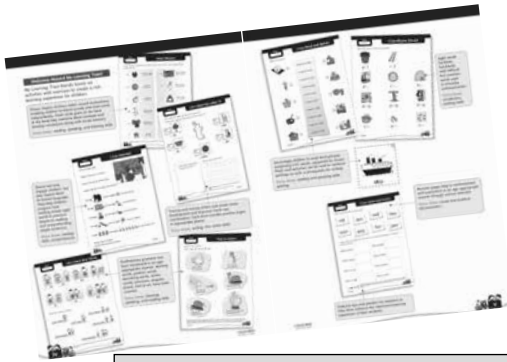
Q: How will we finish our syllabus if we conduct activities? What will the parents say? Activities and experiences are an integral part of the pre-primary syllabus. It is only after children do activities that we should guide them towards writing, following the cycle: Listening – Speaking – Reading – Writing. Activities will manifest in skills of the learners, who will be able to show parents how and what they have learnt. This series also includes activity suggestions for parents, which they can conduct at home to reinforce topics taught in schools.

Q: How can activities be conducted with a large class size? Activities can be conducted in varied settings and are designed to cater to average class sizes—very large class sizes in pre-primary must be avoided.

Q: How can we conduct all the activities within our lesson time? Doing all the activities is not mandatory. However, it should be noted that each activity suggested has been classroom tested and is designed to be short as per the attention spans of the children, so they can be easily applied in the classroom—they go hand-in-hand with the curriculum.

KNOW THE COURSE DESIGN AND RESOURCES

Resources of the Student's Books



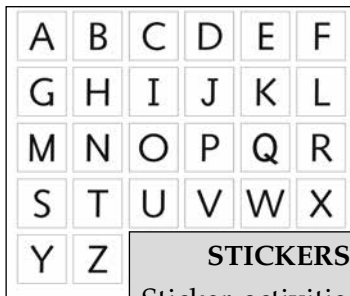
WALK-THROUGH

Walks the teachers and parents through the features of the book with examples.



TABLE OF CONTENTS AND ACTIVITY GUIDE

Teachers can choose and plan from this list according to the needs of their classes.

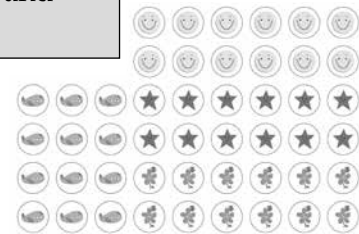


STICKERS

Sticker activities can be sent home for one to one activity time with the parents.

ASSESSMENT STICKERS

Can be used on notebooks for the learning outcomes and observations.



Flash cards

Flash cards are a very important teaching and learning tool. These must be given to the children at regular intervals.

- Remove the flash cards from the perforation near the binding as soon as the children bring the books to school.
- Number each complete set with one number or symbol for easy identification. For example, all the cards of the first set should be marked with the same symbol. This helps when the cards get mixed up.
- The set of flash cards sets can be used with pair/small/large group activities.
- Use flash cards for individual activities for observation and assessment of learning.
- Start by using only 10 sets of flash cards and add as required. Use the other sets to create games and stick puppets.

A	B	C	D	d	c	b	a	U	V	W	X	x	w	v	u	ck	ar	er	or				
E	F	G	H	h	g	f	e	Y	Z	ai	ee					I	in	on	.	? What	His	Her	
I	J	K	L	l	k	j	i	ie	oa	ue	oo					The	This	That	am	are	that	this	My
M	N	O	P	p	o	n	m	oo	oi	ou	sh					They	the	and	is	is	has	have	We
Q	R	S	T	t	s	r	q	ch	th	th	ng					a	an	are	you	He	She	Those	These

Stories and Reading Skills Reader

Supplement for vocabulary building, introduction to phonics, and reading skills.

Please Note: Most of the stories will have to be read out to the children at this stage and have been created for the development of spoken vocabulary and comprehension.

The stories and rhymes can be used for the following activities:

- Point to the pictures on the story pages and narrate the story.
- Encourage the children to answer questions about the story.
- Revisit the story and pause in between so that the children can complete the story.
- Make stick puppets for the stories and narrate the stories with the puppets in your hands.
- Ask the children to look into the mirror and say a few lines about themselves.
- Buddy reading—pair the children for picture reading and narration.
- Ask the children to speak small dialogues and enact the story.

Tommy Travels

Listen to the story and spot the pictures whose names begin with 'T'.

Read to the children.

Tommy was a little boy who loved to visit different places with his parents. They would travel by the train and see many towns and villages. One day, the train went through a tunnel and it became dark. Tommy was very excited as he had never seen a tunnel.

Tommy and his parents reached a forest and stayed in a tent. They sat in a truck and went inside the forest. They saw a tiger and Tommy whispered 'Look, a tiger!'

They went close to a lake and Tommy said, 'Look, so many loads!' They even saw a huge tortoise moving slowly.

Tommy was happy to see the tall trees in the forest and said, 'What a beautiful forest!' He walked quietly and did not disturb the animals. He walked on the path and did not go anywhere alone. His rain coat hugged the trees he saw. Some had thick trunks and he had to spread his arms to hug them.

Please note: Tell the children about how trees and forests help the animals and the world. Ask them 'Do you know what you can do to help trees?'

Parents Activity Guide

A pull-out activity guide for parents is added within the *World of Letters*, *World of Numbers*, and *World Around Me* readers/worksheets.

It provides detailed activity suggestions for parents to easily follow at home to help develop their child's skills and reinforce topics taught in school.

Please Note: The Activity Map and the Weekly Planning Guide will help the teacher to plan and map activities in school.

Activity Guide for Parents

These 4 pages can be pulled out and used by the parents.

Dear Parents,
Your child is moving from a special kind of hand-drawn, creative, and artistic interaction with you child writing books, to a more structured, reading and writing experience for both of you. As parents, the time you spend on your child's reading, writing, and drawing, and the attention of your child, are vital. This child, concentrating on the development of writing skills. You are your child's first teacher and the best person to be the first to read to him/her. The first 3 years of a child's life are the foundation of growth and development for life. The handbook is a simple read-to-learn the classroom and home with simple activities that can be planned at home to create a rich, meaningful learning environment. The handbook also suggests activities that can be done at home to enhance and build the learning experience of the child, and practical and easily possible materials for activities and games.

Language development of the 3rd level must include a child in developing a conventional hand with people and the environment as well as enhance their ability to:

- understand and follow instructions with more than one step
- Express themselves in words and their sentences
- Express a wide range of ideas, stories, events, and feelings through active participation
- Identify the name and sound of the letters of the alphabet in response and in isolation
- Write the letters
- Trace patterns of lines
- Draw pictures and be able to write the small and capital letters independently
- Identify the social context of words
- Relate multiple pictures to the letters that these names represent
- Creatively invent and complete the given workbooks

Children learn the number ranges by simply counting and writing to their in their own hand.

Activity resources for English language skills development at home

Here is a list of activities that can be effectively used to help your child develop their English language skills at home.

Find the same/different things.
Activity 1: Give different objects to your child and tell them to find things that look the same, are opposite, plain, smooth, and so on. Give instructions to make them, with three of the same things and one different thing for example, three glasses and one plate, three pictures, and one mouse. Give examples that allow your child to apply instructions and explain.

Difficulties because same/different.
Activity 2: Give your child two sets of cards, one set which has one of the same pictures and the other set which has two different pictures. Identify each card and then take the same picture from those which have different ones.

Activity 3: Cut and paste the same photographs from newspapers to make a book of different words for your child to read. Use different photographs of the same picture for them to find the difference. Cut and paste on a card. 27 pictures of the same pictures for your child to identify and match.

Activity 4: Place 10 things in a tray and ask your child to describe them. They take two of them and ask what is missing.

Activity 5: Change the writing of 7 things in a row and ask your child to identify and tell you what has been changed.

Activity 6: Place 10 animals in a tray and ask your child to arrange them in the order you call their names out.

Tracing Book
Activity 7: Ask your child to look something in a room and give instructions to find it.

Number in the environment
Activity 8: Take your child to a walk and ask them to look to find and describe the number that can be found. For example, the shopping list.

Encourage the habit of reading
Encourage your child to read every part of their daily routine. This would include the habit of reading in their own words for your child. Tell them to read shopping lists, greeting cards, mail cards, and so on. Introduce them to the idea of a dictionary and an encyclopedia. Read a story together.

Activity 9: Choose interesting picture books. Invite your child to choose one, especially at bedtime. Concentrate on this special time with your child. Read and do not let it be a hurry. A child's love of reading can come naturally. In your child is now about 3 years old, they can read a few words. Introduce words through hand cards and matching games and help them identify the words in the story. Encourage reading of their own work.

Label the environment
Activity 10: You can actually find more than 100 names of things around the house such as items, vegetables, food items, furniture, and so on.

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ACTIVITY MAP

The following table maps the activities and the teaching guide page numbers to the pages of the student's book to help teachers see the activities at a glance and plan. All activities are not mandatory and teachers can choose from the list.

A common bank of rhymes and stories have been repeated in the three levels of *My Learning Train World of Letters* to give the children scope for repetition and recapitulation. The complete rhymes list is given on the following pages.

Chapter name and Student's Book page number	TG Page Number	Activity name/number as seen in the Table of Contents in the Student's Book	Suggested interactive strategy and approximate time
This Book Belongs to Me! (p. 1)	p. 54	Activity 1a: Pair the Same Pictures	Large group activity (25 min)
	p. 54	Activity 1b: Development of Visual Memory with Objects	Large group activity (10 min)
	p. 54	Activity 1c: Auditory Discrimination	Large group activity (10 min)
	p. 54	Activity 1d: Circle Time	Large group activity (10 min)
	p. 54	Activity 1e: Bingo Time	Small group activity (15 min)
	p. 55	Activity 2: Recognising My Name	Individual activity (40 min)
	p. 55	Activity 3: Name Labels	Large group activity (10 min)
	p. 56	Activity 4: Alphabet Frieze	Large group activity (30 min)
ABC with Stickers (pp. 2–3)	p. 56	Activity 6: Matching Letters	Large group activity (20 min)
	p. 56	Activity 7: 'Aa' to 'Za'	Individual activity (15 min)
	p. 57	Activity 8: Letters with Stickers	Pair activity (40 min)
Letter Rhymes (Phonic Sounds) (pp. 4–5)	p. 57	Activity 9: Rhyme Time	Small group and pair activity (20 min)
	p. 57	Activity 10: Arranging Flash Cards	Large group activity (10 min)
Let's Listen! (p. 6)	p. 58	Activity 11a: Time to Sing	Large group activity (10 min)
	p. 59	Activity 11b: Letter Puzzles	Small group activity (10 min)
	p. 59	Activity 12: On the Mike	Large group activity (15 min)

Meet The Vowels (p. 7)	p. 59	Activity 13: Meet the Vowels	Individual activity (20 min)
	p. 59	Activity 14: Grouping Vowels	Individual activity (30 min)
	p. 59	Activity 15: Jump for Your Letter	Large group activity (15 min)
	p. 60	Activity 16a: Name Puppets	Large group activity (25 min)
	p. 60	Activity 16b: Vowel Identification	Small group activity (40 min)
Let's Meet the Letter Aa (p. 8)	p. 61	Activity 17: Revision of Letters	Large group activity (20 min)
	p. 61	Listen and Speak! Story time: The Ant and the Alligator	Large group activity (20 min)
	p. 21	Rhyme Time: An /a/a/a/ ant goes....	Large group activity (20 min)
Let's Meet the Letter Ee (p. 9)	p. 62	Listen and Speak! Story time: Baby Elephant and Ellie	Large group activity (20 min)
	p. 21	Rhyme time: An /e/e/e/ engine on the tracks... and E for elephant so big and fat	Large group activity (20 min)
Let's Meet the Letter Ii (p. 10)	p. 62	Listen and Speak! Story time: Incy, the Spider	Large group activity (20 min)
	p. 22	Rhyme time: An /i/i/i/ igloo so white	Large group activity (20 min)
Let's Meet the Letter Oo (p. 11)	p. 62	Listen and Speak! Story time: Oddie, the Ostrich	Large group activity (20 min)
	p. 22	Rhyme time: An /o/o/o/ ox walking all around	Large group activity (20 min)
Let's Meet the Letter Uu (p. 12)	p. 62	Listen and Speak! Story time: Up and Down!	Large group activity (20 min)
	p. 23	Rhyme time: /u/u/u/ up in the sky	Large group activity (20 min)
I Know the Vowels! (p. 13)	p. 62	Activity 18a: Vowels	Individual activity (40 min)
	p. 63	Activity 18b: 'A' and 'An'	Large group activity (30 min)
Lets Meet the Letter Cc (p. 14)	p. 64	Activity 19a: C for Cat	Individual activity (40 min)
	p. 64	Activity 19b: Class Collage	Large group activity (20 min)
	p. 65	Listen and Speak! Story time: The Cap Seller and the Monkeys	Large group activity (20 min)
	p. 21	Rhyme time: A /c/c/c/ cat is in the cot	Large group activity (20 min)

Let's Meet the Letter Ss (p. 15)	p. 65	Activity 20: Lemon and Spoon Race	Small group activity (40 min)
	p. 65	Listen and Speak! Story time: The Slithering Snake	Large group activity (10 min)
	p. 23	Rhyme time: A /s/s/s/ star twinkles at night	Large group activity (10 min)
Let's Meet the Letter Rr (p. 16)	p. 65	Activity 21: Friendship Ribbons	Pair activity (20 min)
	p. 66	Listen and Speak! Story time: Rini and Her Red Ribbon	Large group activity (15 min)
	p. 22	Rhyme time: /r/r/r/ rabbits rabbits	Large group activity (15 min)
Let's Meet the Letter Nn (p. 17)	p. 66	Activity 22a: Nest	Individual activity (20 min)
	p. 66	Activity 22b: Noses to Smell	Individual activity (30 min)
	p. 66	Activity 22c: News Today	Large group activity (15 min)
	p. 66	Listen and Speak! Story time: Neelum and Nina	Large group activity (5 min)
	p. 22	Rhyme time: A /n/n/n/ napkin keeps me clean	Large group activity (15 min)
Let's Meet the Letter Mm (p. 18)	p. 67	Activity 23: M for Moon	Individual activity (10–15 min)
	p. 67	Listen and Speak! Story time: The Monkey and the Mirror	Large group activity (10 min)
	p. 22	Rhyme time: The /m/m/m/ moon, white and round	Large group activity (10 min)
Let's Meet the Letter Vv (p. 19)	p. 67	Practice Activity: V for violin	Individual activity (10–15 min)
	p. 67	Listen and Speak! Story time: The Vegetable Vendor	Large group activity (10–15 min)
	p. 23	Rhyme time: /v/v/v/ vegetables yummy and good	Large group activity (10–15 min)
Let's Meet the Letter Ww (p. 20)	p. 68	Activity 24: Let's Meet W	Individual activity (15 min)
	p. 68	Listen and Speak! Story time: The Woodcutter	Large group activity (15 min)
	p. 23	Rhyme time: A /w/w/w/ watch yellow and blue	Large group activity (15 min)
Let's Meet the Letter Xx (p. 21)	p. 68	Activity 25: The Letter X	Large group activity (5 min)
	p. 23	Rhyme time: Here comes the /ks/ks/ks/ fox	Large group activity (15 min)

Let's Meet the Letter Zz (p. 22)	p. 68	Practice Activity: Things with Z	Individual activity (10 min)
	p. 69	Listen and Speak! Story time: Zoya Goes to the Zoo	Large group activity (20 min)
	p. 23	Rhyme time: A /z/z/z/ zebra on a zigzag line	Large group activity (20 min)
I Can Write! (p. 23)	p. 69	Activity 26a: Missing Letters	Individual activity (10 min)
	p. 69	Activity 26b: Arrange the Letters	Individual activity (20 min)
I Can Read! (p. 24)	p. 69	Practice Activity: Whole Words	Large group activity (40 min)
Let's Meet the Letter Ll (p. 25)	p. 70	Activity 27a: Letters and Lines	Individual activity (15 min)
	p. 70	Activity 27b: Match the Letters	Large group activity (10 min)
	p. 70	Listen and Speak! Story time: The Lion and the Mouse	Large group activity (10 min)
	p. 22	Rhyme time: A /l/l/l/ lollipop I have got	Large group activity (10 min)
Let's Meet the Letter Tt (p. 26)	p. 70	Activity 28a: Look and Draw	Individual activity (25 min)
	p. 71	Activity 28b: Telephone	Pair activity (10 min)
	p. 71	Listen and Speak! Story time: Tommy Travels/The Tortoise and the Rabbit	Large group activity (20 min)
	p. 23	Rhyme time: I am a /t/t/t/ teapot, short and stout	Large group activity (20 min)
Let's Meet the Letter Bb (p. 27)	p. 71	Listen and Speak! Story time: Buntu and Bubloo	Large group activity (20 min)
	p. 71	Rhyme time: A /b/b/b/ bird is sitting on a tree	Large group activity (20 min)
Let's Meet the Letter Dd (p. 28)	p. 71	Practice Activity: 'b' and 'd'	Individual activity (10 min)
	p. 72	Listen and Speak! Story time: The Chick and the Duckling	Large group activity (10 min)
	p. 21	Rhyme time: A /d/d/d/ dolphin is swimming	Large group activity (10 min)
Let's Meet the Letter Ff (p. 29)	p. 72	Activity 29a: Stick Flowers	Individual activity (10 min)
	p. 72	Activity 29b: F for Feelings	Individual activity (10 min)
	p. 73	Listen and Speak! Story time: The Fox and the Grapes	Large group activity (10 min)
	p. 21	Rhyme time: A /f/f/f/ fairy, flying in the sky	Large group activity (10 min)

Let's Meet the Letter Hh (p. 30)	p. 73	Listen and Speak! Story time: Hoppity, the Kind Horse	Large group activity (20 min)
	p. 16	Rhyme time: A /h/h/h/ horse goes hop, hop, hop	Large group activity (20 min)
Let's Meet the Letter Kk (p. 31)	p. 73	Practice Activity: Fly a Kite	Large group activity (30 min)
	p. 73	Listen and Speak! Story time: Ken and His Kite	Large group activity (10 min)
	p. 22	Rhyme time: A /k/k/k/ king with a key	Large group activity (30 min)
Let's Meet the Letter Gg (p. 33)	p. 73	Practice Activity: Guitar	Large group activity (15 min)
	p. 74	Listen and Speak! Story time: Guriya and Her Goat	Large group activity (10 min)
	p. 22	Rhyme time: A /g/g/g/ girl is waiting at the gate and Grapes Round and Green	Large group activity (10 min)
Let's Meet the Letter Jj (p. 34)	p. 74	Practice Activity: Puzzles	Small group activity (30 min)
	p. 74	Listen and Speak! Story time: Joe's Birthday Party	Large group activity (10 min)
	p. 22	Rhyme time: /j/j/j/ jiggling jelly	Large group activity (10 min)
Let's Meet the Letter Pp (p. 35)	p. 75	Listen and Speak! Story time: Penny Goes on a Picnic	Large group activity (20 min)
	p. 22	Rhyme time: A /p/p/p/ parrot	Large group activity (20 min)
Let's Meet the Letter Qq (p. 36)	p. 75	Listen and Speak! Story time: Quincy and the Quilts	Large group activity (20 min)
	p. 22	Rhyme time: A /kw/kw/kw/ quilt so bright	Large group activity (20 min)
Let's Meet the Letter Yy (p. 37)	p. 75	Practice Activity: Wool Yak	Large group activity (30 min)
	p. 75	Listen and Speak! Story time: Yonas and the Yaks	Large group activity (10 min)
	p. 23	Rhyme time: A /y/y/y/ yak black and brown	Large group activity (30 min)
I Know My Letters! (p. 38)	p. 76	Practice Activity: Alphabet Rhyme	Large group activity (30 min)
I Know 'A' and 'An' (p. 41)	p. 76	Activity 30: 'A' and 'An'	Large group activity (10 min)

Learn More Words (‘a’ String) (pp. 42–48)	p. 76	Activity 31: Sound of Letters	Large group activity (10 min)
	p. 77	Activity 32: Building Words with Flash Cards	Small group activity (20 min)
	p. 77	Activity 33a: Matching Pictures to Words	Individual activity (15 min)
	p. 77	Activity 33b: Rhyming Strings	Individual activity (15 min)
	p. 79	Activity 33c: Strings Activity	Individual activity (15 min)
	p. 79	Activity 34a: Place Cards	Individual activity (15 min)
	p. 79	Activity 34b: Complete the Crossword	Individual activity (15 min)
Time to Listen! (Mr Cat and Mr Rat) (p. 49)	p. 80	Activity 35–36: Listen, Look, Draw, and Arrange	Small group and individual activity (30 min)
Let’s Learn ‘This’/ Let’s Learn ‘That’ (pp. 50–51)	p. 80	Activity 37: ‘This’ and ‘That’	Large group activity (10 min)
Learn More Words (‘e’ String) (pp. 52–56)	p. 80	Activity 38: Read and Mark	Individual activity (10 min)
Let’s Learn New Words (Personal Pronouns) (p. 57)	p. 81	Activity 39: Use of Pronouns	Large group activity (10–15 min)
Has/Have (p. 59)	p. 81	Activity 40: ‘Has’ and ‘Have’	Large group activity (10 min)
	p. 81	Activity 41: I Have/She/He Has...	Large group activity (10 min)
	p. 81	Activity 42: We/They Have...	Large group activity (10 min)
Learn More Words (‘i’ String) (pp. 60–63)	p. 82	Activity 43: Vowel Strings	Individual activity (15 min)
I Know Many Words! (p. 74)	p. 82	Practice Activity: Jumbled Letters	Pair activity (20 min)
One and Many (p. 76)	p. 83	Practice Activity: One and Many	Individual and large group activity (20 min)
Learn ‘These’ and ‘Those’ (pp. 77–78)	p. 83	Practice Activity: ‘This’ and ‘These’	Pair and large group activity (20 min)
I Can Describe! (pp. 79–81)	p. 83	Practice Activity: I Can Describe	Large group activity (20 min)

Position Words (pp. 82–85)	p. 83	Practice Activity: Position Words	Large and individual activity (20 min)
I Can! (p. 86)	p. 84	Practice Activity: Simon Says	Large group activity (20 min)
Fun with Action Words! (p. 87)	p. 84	Activity 44: Drawing Action Words	Individual activity (10 min)
Let's Learn to Join! (and) (pp. 90–91)	p. 84	Practice Activity: Join Words	Pair activity (10 min)
I Can Make Sentences! (p. 92)	p. 85	Practice Activity: Sentences with Flash Cards	Pair activity (20 min)
Stories and Reading Skills Reader	The stories in the Stories and Reading Skills Reader are given for the development of vocabulary and verbal skills. The children may not be able to read them on their own. Phonics and the related pages will lead the children to reading and set a base for the sound-symbol association.		

ACTIVITY SUGGESTIONS FOR STORIES

Please Note: Story time should be fun! Give the children enough opportunity to revisit these stories later. The stories can be modified/shortened/lengthened according to the abilities of the children. They can be repeated in all three levels in different ways to help the children boost comprehension, and develop their verbal skills. Children must not be forced to memorise (rote learn) and repeat the stories without understanding what they are saying.

Story	Resources	Vocabulary	Circle time/Values/Talking points/Activities
The Ant and the Alligator	Stick puppets	Ant, alligator, arrow, apple tree, saw, ask, pluck, cut, share, collect.	Helping each other. Older children helping younger children. Plan a buddy time activity with the children at Pre-nursery and Nursery levels.
Buntu and Bubloo	Stick puppets Bat and ball	Bag, blue, button, bus, bench, bread, butter, biscuits, bin, bun, bees, butterflies, ball, bat, bubbles.	Playing outdoors. Keeping the environment clean. Wishing people in parks. Concept of 'and' can be introduced.
The Cap Seller and the Monkeys	Paper caps by folding newspapers can be made.	Cap seller, cap, monkeys, sell, play. You can add sentences like, 'he was eating a carrot', 'he saw a caterpillar', 'he sat on a cushion' to the story.	Making paper caps.
The Chick and the Duckling	Roll card sheet strips to make rings for fingers. Fold a 10 cm x 10 cm card sheet into 4 sections. Make small ducks on orange sheets and chicks on yellow card sheets. Paste these on the rings to make finger puppets.	Duckling, deer, dolphin, dog, a drum, door. You can introduce and teach children how to use 'action words'.	Mirror activity: request the children to stand in pairs. Ask one to do a specific action and the other one to repeat it like a mirror reflection.
The Fox and the Grapes	–	Fox, grapes, jump, sour, mud.	Talk about the fox's behaviour in the story. Discuss the importance of valuing things.
Guriya and her Goat	Pictures of animals kept as pets (dogs, cats, etc.)	Goat, gate, sad, garden, grass. You can revisit prepositions.	Talk about pets and how to take care of them. Discuss different kinds of pets that people can have.

Hoppity, the Kind Horse	–	Horse, hen, hare, hippo, hop, run, house.	Talk about not going far from home alone and about general safety. Encourage children to learn their address and one important phone number of their parent/guardian.
Incy, the spider	–	Insects, food, ant, web, friends.	Ask the children to observe the insects in their surroundings, and talk about how these insects can help/harm the environment.
Joe’s Birthday Party	Plan a jelly day and a jam sandwich day.	Jacket, jelly, jelly beans, jam, jewels, jeep.	Celebrate the children’s birthdays in a simple way and encourage parents to participate.
Ken and His Kite	Kite	Kite, kitchen, kitten, tea, string.	Plan a relay race—give one child a kite, the next one can be Ken, and the last one his mother. Then the children can run and pass the kite, and race to the finish point.
The Lion and the Mouse	Stick puppets	Lion, leave, left, mouse, angry, net.	Pair up the children for buddy story telling. Give each pair one set of stick puppets to use and tell the story to each other.
The Monkey and the Mirror	Mirror and cardboard box	Monkey, mirror, mango, shiny, teeth.	Place the mirror in a cardboard box and let the children take turns to see the magic person in the box.
Neelum and Nina	Napkins, lunch items	Nine, share, tiffin, napkin, noodles.	Request parents to pack lunch for children which they can share with one other student. Seat students in pairs and ask them to share their lunch with each other.
Oddie, the Ostrich	Crowns made of card sheets with pictures of birds stapled on them	Ostrich, walk, bird, body, wings, legs.	Give the children different bird crowns to wear and have a race.
Penny, the Parrot/Penny Goes on a Picnic	Food required for a picnic.	Parrot, picnic, pony, pigeon, peacock, pony, puppy, pond, papaya.	Take the children for a picnic lunch outdoors.
Quincy and the Quilts	Pictures of quilts for reference.	Queen, quilt, quail.	Ask the children if they have a favourite quilt and ask them to describe it.
Rini and her Red Ribbon	–	Ribbon, rabbit, red.	Talk about not taking things without asking, even if one likes them.
The Slithering Snake	Mats	Snake, slithering.	Let the children slither on grass/mats.

Tommy Travels	–	Train, travel, transport, tunnel, truck.	Ask the children how they travel to school and how they travel for vacations.
Up and Down	–	Lost, family, umbrella. You can recap prepositions.	Hide things in different places and play treasure hunt with the children.
The Vegetable Vendor	Stick puppets of vegetables/real vegetables	Names of vegetables, vendor.	Place the puppets or the vegetables and make small riddles describing the vegetables. Ask the children to find the correct vegetable.
Woody, the Woodpecker	Theme boards related to forests.	Wood, farm, beak, window.	Talk to the children about the importance of trees and have a tree-planting day. Encourage the children to take care of them.
It is Christmas	Gifts	Snow, cold, taxi, boxes, cake.	Ask the children to bring a small gift. Collect the gifts and distribute them so that the children learn to share.
Yonas and the Yaks	Yo-yos	Yak, yellow, yo-yo.	Give the children yo-yos to play with.
Zoya Goes to the Zoo	–	Zig-zag, zinnia, zoo.	Take the children to the zoo if you have one in your city.

Rhyme Time

Present below are some rhymes with phonic sounds /a/ to /z/. Encourage the children to say the sound as heard in the first word following the letter symbols.

<p>An /a/-/a/ ant goes out for a walk, She sees an alligator in the park. 'Hello Mr Alligator! How are you?' 'Hello Miss Ant! I am fine, thank you!' Action: children stand in pairs and move the fingers in pincer and palmer grip and then shake hands. Activity: Meeting and introducing oneself.</p>	<p>A /b/-/b/ bird is sitting on a tree, My friends in the bus are waving at me. With balloons, blocks, and bats we play, We bounce the big blue ball this way! Actions: bouncing a ball, blowing, playing with a bat, building (moving one hand above the other palm with both hands facing downwards).</p>	<p>A /k/-/k/ cat in the cot, It is my pet, I love it a lot. It loves to drink milk from a cup, And stands on its feet when I say, 'Up!' Actions: crawling on the floor/ making cat ears with fingers placed on the side of the head.</p>
<p>A /d/-/d/ dolphin swimming in the sea, Dashing through the waves and playing with me, I love to swim, what about you? It is fun in the water, you should try it too. Action: curling like a dolphin and dashing left to right.</p>	<p>The /e/-/e/ engine on the track, Takes the train front and back, Engine, engine, red and bright, Take me with you for a ride. Action: moving palms in circles while facing each other and moving the body front and back.</p>	<p>A /f/-/f/ fairy, flying in the sky, Over the hills up so high, Fairy, fairy, take me with you, I want to fly in the sky so blue. Action: close fist and open one finger at a time while singing the rhyme and hugging yourself.</p>

<p>A /g/-/g/ girl is waiting at the gate. For her friend who is late. They always play in the park, But return home before it is dark. Action: peeping as though waiting for someone at the gate.</p>	<p>A /h/-/h/ horse goes hop, hop, hop, Over the valleys, on the hilltop. He meets a hen who lost her way, And helps her reach her house that day. Action: hopping</p>	<p>An /i/-/i/ igloo so white! An /i/-/i/ inkpot so bright! An /i/-/i/ insect on the light, Flying here and there in the dark night. Action: wriggling fingers like insects crawl.</p>
<p>The /j/-/j/ jiggling jelly, bright and red And sweet, sweet jam to eat with bread. Jam and jelly I like to eat, Ah! Ah! It's a tasty treat! Action: jiggling while moving up and down.</p>	<p>A /k/-/k/ king with a /k/-/k/ key, A /k/-/k/ kangaroo looking at me! A /k/-/k/ kite flying so high, Up, up, up in the sky! Actions: twisting a key, jumping like a kangaroo with hands placed in front of the chest like the front paws, flying a kite.</p>	<p>A /l/-/l/ lollipop I have got, A sweet, sweet lollipop with sugar on top, I like lollipops, green and red, But, I brush my teeth before going to bed! Action: licking lollipops.</p>
<p>The /m/-/m/ moon, white and round, In the night it can be found! The moon slowly goes away, When the sun comes out in the day! Action: moving the arms round and round.</p>	<p>A /n/-/n/ napkin keeps me clean, My shining nose and hands have you seen? I use a napkin after food, So I am clean and feel so good. Action: folding a napkin and using it to clean the nose and mouth.</p>	<p>An /o/-/o/ ox walking all around, In the fields, it can be found An /o/-/o/ octopus swimming all around, In the water, it can be found. An /o/-/o/ ostrich running all around, Do you know where it can be found? Actions: running with arms close to the body and hands flapping to imitate the small wings of an ostrich</p>
<p>A /p/-/p/ parrot and a pigeon flying high, Up, up, up they go in the sky! A /p/-/p/ peacock blue, yellow, and green, Pretty, pretty peacock, have you seen? Action: spreading wings and dancing like a peacock.</p>	<p>A /kw/-/kw/ quilt, bright and red, It keeps me warm in the bed. My quilt has stars and fairies too, I love my quilt, bright and new! Action: wrapping arms around themselves like a quilt covering them.</p>	<p>/r/-/r/ Rabbits, 1,2,3 Will you hop like this with me? Rabbits, rabbits, 4, 5, 6, Will you jump with me like this? Rabbits, rabbits, 7, 8, 9, Hopping, jumping in a line. Rabbits, rabbits are my friends, Let us count up to 10. Action: squatting and jumping like rabbits.</p>

<p>The /s/-/s/ star twinkles at night, Sparkling, sparkling, and sparkling so bright. But all the stars go away, When the sun comes out during the day.</p> <p>Action: Making a star sign by joining tips of index finger and thumb of left hand to index finger and thumb of right hand.</p>	<p>I am a /t/-/t/ teapot, short and stout, This is my handle and this is my spout. When I get all steamed up, hear me shout, Just lift me up and pour me out!</p> <p>Action: placing one hand on the waist and the other hand held out like a spout.</p>	<p>/u/-/u/ Up in the blue sky, what do I see? White, white clouds looking at me! Under the table, what do I see? Mr Cat looking back at me!</p> <p>Action: pointing up and standing on toes, bending to look under a table.</p>
<p>/v/-/v/ Vegetables yummy and good, I always have them as my food. Tomatoes make my cheeks red, Potatoes make me jump ahead.</p> <p>Actions: moving forearms in all directions to show strength.</p>	<p>A /w/-/w/ watch yellow and blue, Keeps the time for me and you. It moves on and never waits, 'Be on time,' it always says.</p> <p>Action: tapping a finger on the wrist to point at a watch, then placing hands on the waist and twirling for a short while.</p>	<p>Here comes /ks/-/ks/a fox, Look! There is a big fat ox! The ox and the fox are out today, Did you meet them on the way?</p> <p>Action: joining the index and middle fingers and placing them on the sides of the forehead like the horns of an ox.</p>
<p>A /y/-/y/ yak brown and black, Walking up the mountain track. A yacht is sailing in the sea, Ready for a ride for you and me.</p> <p>Actions: climbing a mountain, spreading arms as if standing on the brow of a ship, sliding across the floor.</p>	<p>A /z/-/z/ zebra on a zigzag line, Hello! Mr Zebra are you fine? Mr Zebra lives in the zoo, With monkeys, lions, elephants, and tigers too!</p> <p>Action: walking on a zigzag line.</p>	

WEEKLY PLANNING GUIDE

Please Note: The below mentioned weekly planning guide can be modified to suit the learners' needs and the classroom environment.

- The suggested design of the book is for 35–40 weeks of instruction time. Given below is a broad break-up of the syllabus, which can be modified according to the school's timetable.
- Use all the given resources both in the student's book as well as the teaching guide. Flash cards are important resources and children must be given an opportunity to use them regularly.
- Parents Activity Guide is a part of the Stories and Reading Skills Reader and can be pulled out and sent to the parents.
- Stories and Reading Skills Reader (SR) can be used to complement the student's book. It can be used to read stories to the children, as well as help them picture-read. It will help children develop a vocabulary and offers plenty of picture reading pages. The children can also be introduced to phonic sounds and simple words that they can build and read with the help of the letters/symbols. Rote learning of the rhymes and stories is not necessary.
- The children can borrow the readers from Nursery and Pre-Nursery for more stories.

Note: The immediate environment of the children should be safe and full of experiences where the children can play and learn.

Week	Student's Book page no.	Week	Student's Book page no.
1	Page 1: This Book Belongs to Me! Pages 2–3: ABC with Stickers SR Page iii: Introduce the children to the Stories and Reading Skills Reader.	2	Pages 4–5: Letter Rhymes (Phonic Sounds) Page 6: Let's Listen! SR Page 1: The Animal Train
3	Page 7: Meet the Vowels Page 8: Let's Meet the Letter Aa Page 9: Let's Meet the letter Ee SR Page 9: The Woodcutter	4	Page 10: Let's Meet the Letter Ii Page 11: Let's Meet The Letter Oo Page 12: Let's Meet the Letter Uu SR Pages 6–7: Where Could They Be?
5	Page 13: I Know the Vowels! Page 14: Let's Meet the Letter Cc Page 15: Let's Meet the Letter Ss SR Pages 2–3: The Sky is Falling!	6	Page 16: Let's Meet the Letter Rr Page 17: Let's Meet the Letter Nn Page 18: Let's Meet the Letter Mm SR Page 12: Yonas and the Yaks
7	Page 19: Let's Meet the Letter Vv Page 20: Let's Meet the Letter Ww Page 21: Let's Meet the Letter Xx SR Page 8: Wali and Waqas	8	Page 22: Let's Meet the Letter Zz Page 23: I Can Write! Practise all the letters that are written between the blue lines on the page. Write the capital letters for the letters a, c, e, i, m, n o, r, s, u, v, w, x, and z. Circle the pairs that look alike. SR Pages 10–11: Zoya at the Zoo

9	<p>Page 24: I Can Read! Introduce the sight words on stick puppets. Make a Reading Wall for the sight words (refer to the 'Creating Classroom Resources' section of the TG). Encourage the children to read them on sight. Introduce the use of 'an'. Ask the children to go back to the vowel pages and write 'an' before the words.</p> <p>Page 25: Let's Meet the Letter Ll Page 26: Let's Meet the Letter Tt SR Pages 4–5: Tommy Travels</p>	10	<p>Page 27: Let's Meet the Letter Bb Page 28: Let's Meet the Letter Dd Page 29: Let's Meet the Letter Ff SR Page 13: Reading with Phonics</p>
11	<p>Page 30: Let's Meet the Letter Hh Page 31: Let's Meet the Letter Kk Page 32: I Know More Letters! Practise the letters t, b, d, f, h, and k. SR Page 18: I Can Listen and Spot</p>	12	<p>Page 33: Let's Meet the Letter Gg Page 34: Let's Meet the Letter Jj Page 35: Let's Meet the Letter Pp SR Page 26: I Can Spot!</p>
<p>Please Note: Observe the learning outcomes after 10–12 weeks to set pace for the next topics and activities based on the response of the children. Use the given flash cards and activities to observe the children. Plan Circle Time and interaction regularly and focus on the development of the concepts for long-term learning and assimilation of children. Read the developmental indicators mentioned in the Assessment Guide section of the TG carefully to assess if the children are meeting the general standards mentioned. Add to the list as required.</p>			
13	<p>Page 36: Let's Meet the Letter Qq Page 37: Let's Meet the Letter Yy Page 38: I Know My Letters! SR Pages 28–29: I Can Read Sentences Now!</p>	14	<p>SR Pages 14–15: Introduce Train 1 (pink train). Ask the children to arrange their set of flash cards (available in the student's book) from a to z. Draw their attention to the pink lines below the letters on the flash cards. Say the sounds identifying the symbols/letters.</p> <p>SR Page 23: Let the children use the flash cards s-a-t-i-p-n to build the words given on the page. Encourage word building and reading. Writing of words can be done at a later stage.</p> <p>SR Pages 14–15: Introduce Train 2 (yellow train). Ask the children to arrange their set of flash cards (available in the student's book) from a to z. Draw the children's attention to the yellow lines on the flash cards k-c-e-h-r-m-d.</p> <p>SR Page 24: Ask the children to use the letter/sound correspondences of train 1 and 2 to build words and read. Writing of words can be done at a later stage.</p>

15	<p>Page 39: I Can Read! Page 40: I Know the Vowels and Consonants! Page 41: I Know 'A' and 'An'</p>	16	<p>SR Pages 14–15: Introduce Train 3 (blue train). Ask the children to arrange their set of flash cards (available in the student's book) from a to z. Draw the children's attention to the blue lines on the flash cards g-o-u-l-f-b. SR Page 25: Use the letters/sound symbols from train 1 and 2 to build words and read. Ask the children to arrange the trains 1-2-3 to build words. SR Pages 14–15: Introduce Train 4 (orange train). Ask the children to arrange their set of flash cards (available in the student's book) from a to z. Draw the children's attention to the orange lines on the flash cards j-z-v-w-y-x-q. SR Page 27: Ask the children to arrange the four trains and use them to build words.</p>
17	<p>Pages 42–48: Learn More Words ('a' String) Build the 'a' string using the flash cards. Practice 'a' string words in the notebook.</p>	18	<p>Page 49: Time to Listen! (Mr Cat and Mr Rat) Page 50: Let's Learn 'This' Page 51: Let's Learn 'That' Introduce the concept of 'this' and 'that' and write sentences using the 'a' string words.</p>
19	<p>Pages 52–56: Learn More Words ('e' String) Practice 'e' string words in the notebook.</p>	20	<p>Page 57: Let's Learn New Words (Personal Pronouns) Page 58: I Can Read! Page 59: Has/Have</p>
21	<p>Pages 60–63: Learn More Words ('i' String) Practise 'i' string words in the notebook.</p>	22	<p>SR Pages 16–17: Introduce Train 5 (green train). Ask the children to arrange their set of flash cards (available in the student's book) from a to z. Draw the attention of the children to the green lines below the letters on the flash cards. SR Page 30: Long Vowel Sound /ai/ Build words with /ai/ SR Page 31: Long Vowel Sound /ee/ Build words with /ee/ SR Page 32: Long Vowel Sound /ie/ Build Words with /ie/ SR Page 33: Long Vowel Sound /oa/ Build words with /oa/ SR Page 34: Long Vowel Sound /yoo/ Build words with /ue/</p>

23	<p>Pages 64–66: Learn More Words ('o' String) Practice 'o' string words in the notebook.</p> <p>Page 67: Time to Listen! (The Boy and His Dog)</p>	24	<p>SR Pages 16–17: Introduce Train 6 (purple train). Ask the children to arrange their set of flash cards (available in the student's book) from a to z. Draw the attention of the children to the purple lines below the letters on the flash words.</p> <p>SR Page 35: More Sounds Build Words with /oo/oi/ou/</p>
25	<p>Pages 68–70: Learn More Words ('u' String) Practice 'u' string words in the notebook.</p>	26	<p>SR Pages 16–17: Introduce train 7 (dark blue). Ask the children to arrange their set of flash cards (available in the student's book) from a to z. Draw the attention of the children to the blue lines on the flash cards.</p> <p>SR Page 36: More Sounds Build words /ch/sh/th/th/-ng/-ck/</p>
27	<p>Page 71: I Can Name! Page 72: Time to Listen! (All Have Fun!) Page 73: Rhyme Strings</p>	28	<p>SR Pages 16–17: Introduce Train 8 (brown train). Ask the children to arrange their set of flash cards (available in the student's book) from a to z. Draw the children's attention to the brown lines under the letters on the flash cards.</p> <p>SR Page 37: More Sounds Build words with /or/ar/er/</p>
29	<p>Page 74: I Know Many Words! Page 75: Once More! This and That! Page 76: One and Many SR Pages 28–29: I Can Read Sentences Now!</p>	30	<p>Pages 77–78: Learn 'These' and 'Those' Recap the use of this, that, these and those. Pages 79–81: I Can Describe!</p>
31	<p>Pages 82–85: Position Words Page 86: I Can!</p>	32	<p>Page 87: Fun With Action Words! Introduce the question 'what are you doing?' verbally to the children. Add 'ing' to the action words for the children to describe what they are doing. Page 88–89: I Can Spot!</p>
33	<p>Pages 90–91: Let's Learn to Join! (and) Page 92: I Can Make Sentences! Ask the children to draw pictures from the student's book and write short sentences. SR Pages 38–39: I Can Read Words!</p>	34	<p>Pages 93–95: I Can Rhyme Words! Ask the children to fill in the letters and name the rhyming words. Draw their attention to the letters that represent the sounds. Page 96: Magic 'e' Introduce the magic 'e' words with the vowels saying their own name. SR Page 40: Let's Read</p>

35	<p>Page 97: I Can Match!</p> <p>Pages 98–99: Learn New Sounds</p> <p>SR Page 41: Let's Answer Questions</p>	36	<p>Pages 100–101: I Can Read Stories!</p> <p>SR Page 42: Let's Read</p>
38	<p>Pages 102–103: I Can Read (Sight Words)</p> <p>Ask the children to spot the sight words they can read and cover them with card sheet counters/write them on notebooks/sheets.</p> <p>SR Page 43: I Can Read Sentences</p> <p>Read more sentences with opposites and describing words.</p>	39	<p>Page 104: I Can Read Stories! (The Three Little Pups)</p> <p>SR Page 44: I Can Read and Understand</p> <p>Read and draw the correct pictures.</p>
40	Recap concepts learnt so far through activities, observation, and simple worksheets.		

STORING AND MANAGING MATERIALS

Colour-Coding: Labels of various colours can be used to differentiate between the materials made by the teacher for different subjects. For example, an orange label can be pasted on a packet carrying material for an English activity, a purple label can be used for Maths, and a light blue label for General Knowledge.

Number-Coding: Each packet can be given its own particular alpha-numeric code to act as a reference. This way teachers can easily identify the resource later. For example, you can use 'E' to represent English, 'M' for Maths, and 'GK' for General Knowledge. Refer to the given image below to use as an example:

Sample (English):

E-1 Picture puppets A to Z (2 sets)
--

E-2 Picture puppets a to z (2 sets)
--

Recording in a Diary: The teaching resources created and used for activities should be noted down in the teacher's diary to create a database which the teacher can use in future.

The following format can be used to make entries in the teacher's diary. This will enable teachers to reuse resources easily in future.

Activity No.	Topic	Date	Aids Used
Activity 1	Picture puppets	26.3.2020	E1 A to Z (2 sets)

Saving, Reusing, and Modifying: If the materials are laminated and used carefully, they can be used in the next session.

Worksheets: Worksheets should be used together with activities mentioned in the student's books and teaching guides to reinforce topics taught at that level. Worksheets should be regularly sent to parents if children need to revisit the topic taught in school. This can be achieved if some of the worksheets are pasted in the children's notebooks.

Storing Flash Cards: Each book has been provided with a set of flash cards. This is how you can store them:

- Number the flash cards of each book (with a permanent marker) with the roll numbers of the children.
- Numbering the flash cards helps you to place the cards with the correct set if they get mixed up. Give children the opportunity to read them for a day or two as reading sheets before tearing them into flash cards.
- Get a set of transparent resealable bags to store the cards.
- You can also devise your own methods of storage as per your convenience.

CREATING CLASSROOM RESOURCES

Making 'My Learning Train' for the Classroom

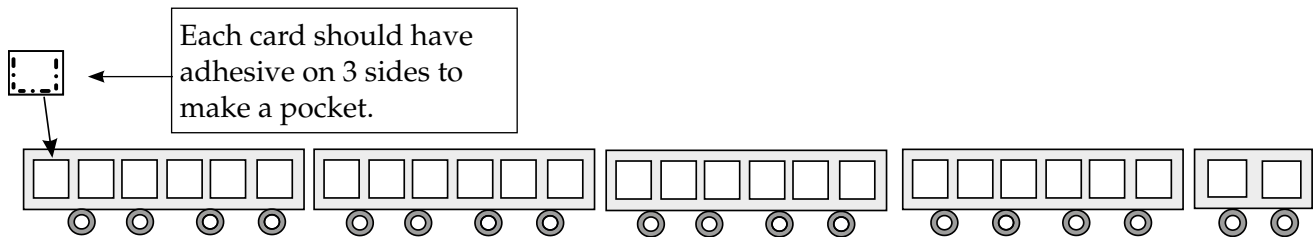
The method to create the resource known as 'My Learning Train' for classroom usage is given below. It must be placed where children can reach easily. The number of pockets in the train can vary according to the space available in the classroom.

Materials Checklist:

- Four chart paper strips of dimensions 70 cm × 19 cm
- One chart paper strip of dimensions 19 cm × 20 cm
- Twenty-six 10 cm × 10 cm cards of different colours
- Circles of diameter 5 cm each
- Adhesive

Instructions:

1. Place the cards on the chart paper strips to get the spacing right.
2. Spread adhesive on three sides of the cards and paste them to make pockets.
3. Put them up in a single row to make the Learning Train. Refer to the image below to use as an example:



Stick Puppets

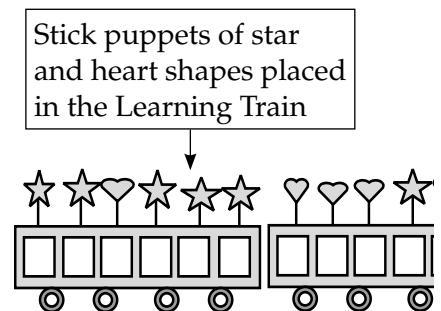
Stick puppets are a resource to be used for different activities mentioned in the 'Activity Bank' section of the teaching guide. They can be used for display and also as an interactive resource for activities.

Materials Checklist:

- 10 cm × 10 cm cards and 10 cm × 20 cm cards
- Pictures relevant to each activity (fruits, toys, etc.)
- Transparent packing tape.
- Ice cream sticks
- Adhesive
- Recycled-reusable bags for storing resources.

Instructions:

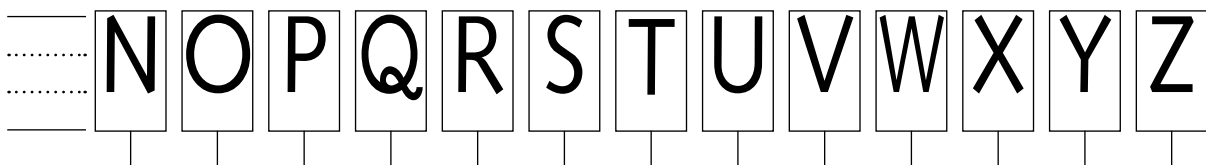
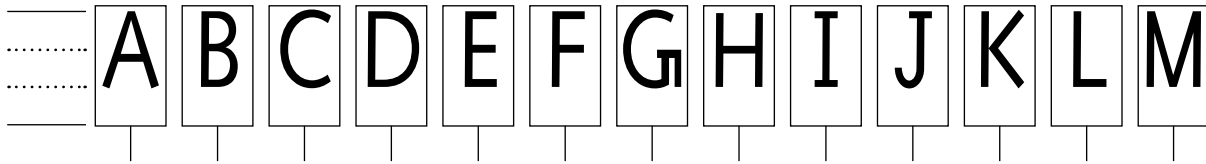
1. You can write letters, words, numbers, or draw any illustration from the books on cards to make stick puppets.
2. Paste the cards on sticks and make sets of stick puppets for the children to use. Refer to the given image.
3. Laminate with tape if required—please note that the children will be holding the material with the sticks.



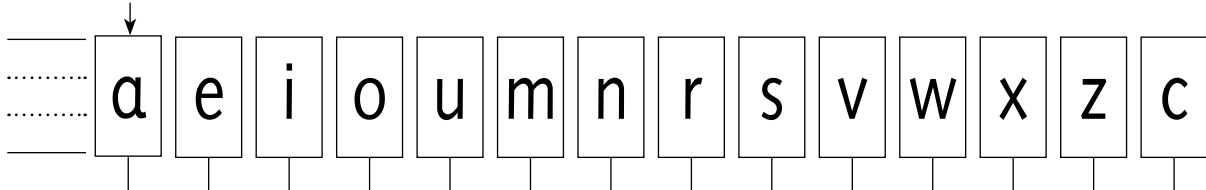
4. Store in bags and label neatly.
5. Add the name of the set and the teacher who made it in the diary/register used for record keeping so that all the teachers know it is there and can share, exchange, and reuse to optimise each resource.

Please Note: For word-building exercises, letters can be written on 5 cm x 10 cm cards.

Similarly, picture cards can be made by simply enlarging pictures from the student's books and pasting them on 5 cm x 10 cm cards. They can be laminated for long-term use.

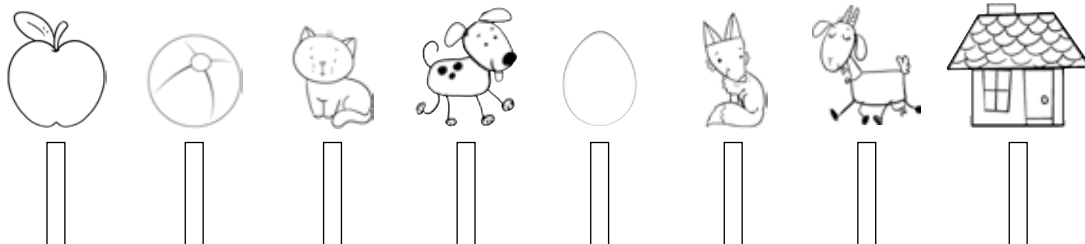
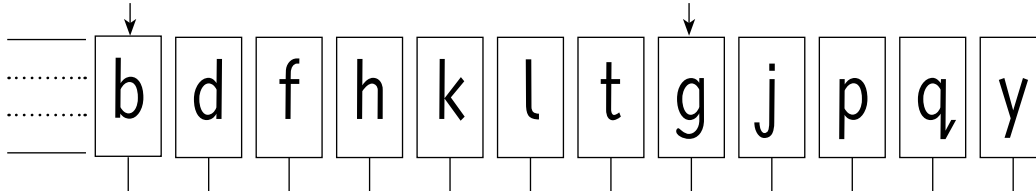


short letters



tall letters

tail letters



Alphabet Frieze

Materials Checklist (for each set):

- Two chart papers of the same colour
- One chart paper of a contrasting colour
- Twenty six 10 cm × 10 cm white cards
- Red and blue sketch pens and markers
- Small ruler
- Adhesive
- Transparent lamination tape

Instructions:

1. Draw 2 red and 2 blue horizontal lines (the top and bottom lines will be blue and the middle two will be red) using a small ruler on all the white cards (on which you will be writing your alphabets).

2. Write the capital and small case vowels in red, and the capital and small case consonants in blue.

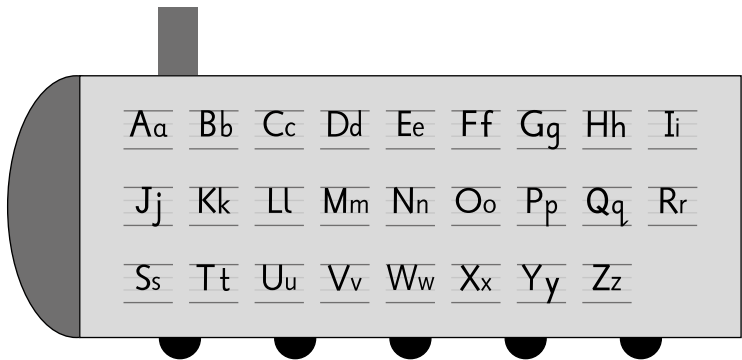
3. Paste the two charts together to make a large sheet and place the cards on the charts in three rows:

Row 1: Aa to Ii,

Row 2: Jj to Rr, and

Row 3: Ss to Zz

4. Pick up the cards one at a time and spread adhesive on only three edges. Keep one side open to make pockets. Paste the cards on the sheet as per the arrangement from point 3.



5. Cut the differently coloured chart in a semi-circle to make the front of an engine, the smoke spout, and the wheels. Paste these parts on the larger chart to complete the train.

6. Laminate the train using transparent adhesive tape to protect it. Make sure that the pockets remain open from the top.

7. Pin it up at the level of the children and let them start their journey with the alphabet.

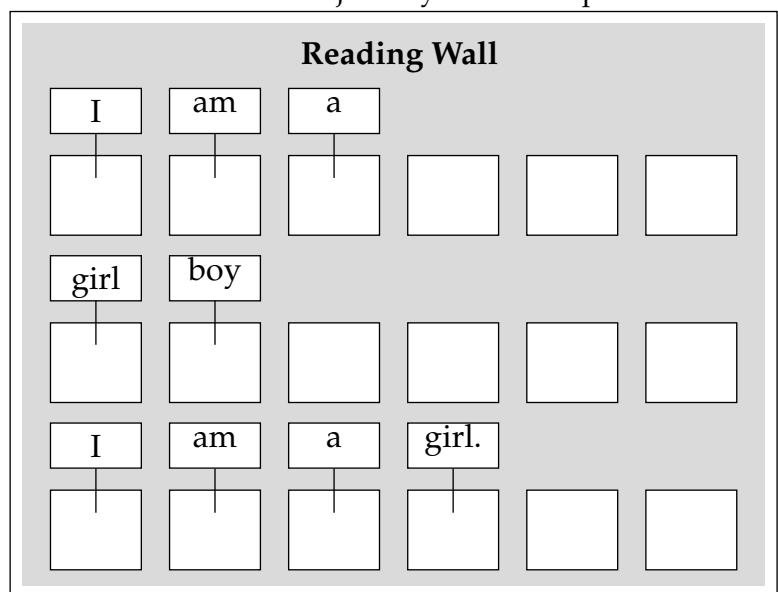
Reading Wall

Materials Checklist:

- A sheet of chart paper
- 10 cm × 10 cm cards of various colours
- Adhesive
- Name puppets (of words to be introduced)

Instructions:

1. Apply adhesive on three sides of each card (to make pockets) and paste on the sheet of chart paper.



- Place the name puppets in the Reading Wall pockets to introduce children to new words they can read. Name puppets can be made by writing words in a bold, clear font on a label (5 cm x 10 cm) and pasting it on an ice cream stick. Laminate if required.

Theme Boards

Theme boards are used to display images/scenes from stories (jungle, farm, rooms of a house, etc.). For theme boards, chart papers of different colours can be used to create different backgrounds as per the requirements of the activity (for example, jungle animals drawn or pasted for an activity related to the jungle.)

Materials Checklist:

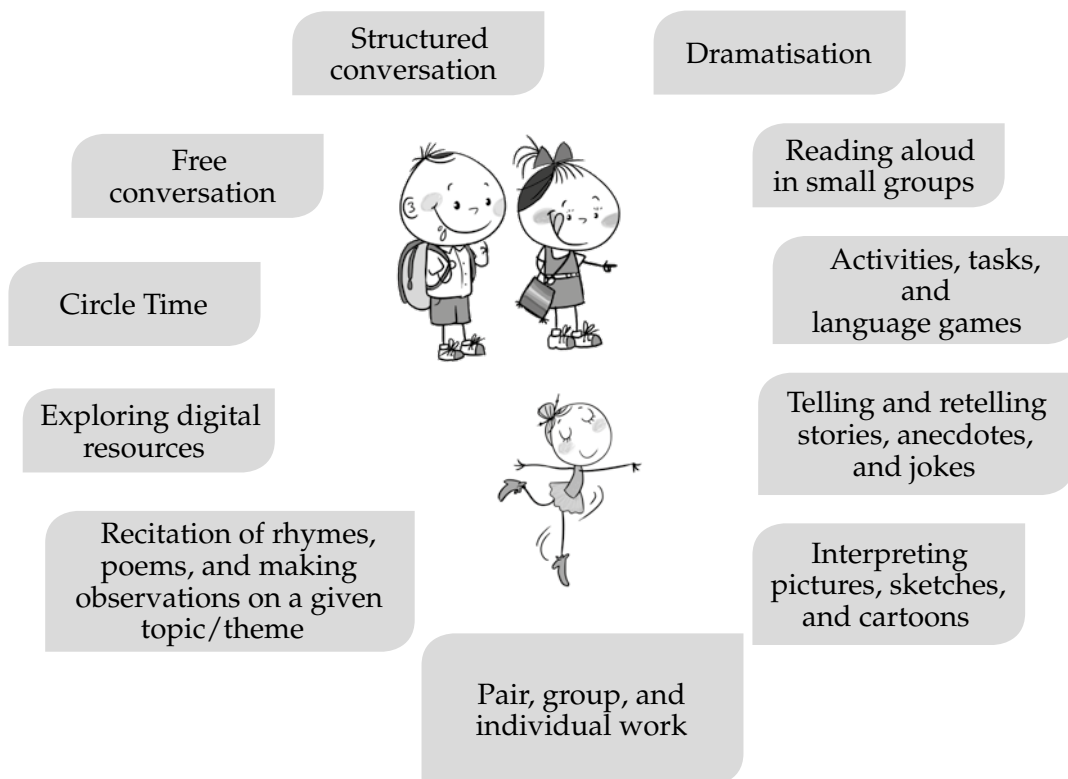
- Chart papers of 2–3 colours
- Picture and word stick puppets

Instructions:

- Cut the chart paper to the size of the required theme board. Draw or paste images on the chart paper as per requirement of your desired theme board, and slightly fold upwards from the bottom to make a pocket.
- Staple the upward fold every 2/3 inches.
- Fix the chart paper on the board and keep adding and removing the stick puppets as per the topic being taught in class.

Strategies to Encourage Student Participation

By making classroom activities highly interactive, teacher can promote optimal learner participation, leading to an urge to use language both in speech and writing. The selection of strategies is left to the discretion of the teacher. However, the following are recommended:



Handwriting

Writing skills are an important part of the learning process. Research suggests the order of learning should be as follows:

1. Sand play
2. Finger play
3. Sandpaper tracing
4. Scribbling on chalk and slate/crayons and drawing sheets
5. Painting
6. Moulding clay
7. Beading strings
8. Directionality (lines and curves following a simple pattern)
9. Air-writing
10. Rainbow writing (tracing over a stencil)
11. Developing the tripod grip with the help of normal sized pencils rather than thick ones as the children's hands are smaller and they would find it easier
12. Recognition of letter/number shapes, tracing letters/numbers in the correct order and formation in hollow outlines, tracing on dotted lines, writing freehand, and writing independently.

When to begin writing?

Children should begin writing when their small muscles are strong enough to grip a pencil and are supported by a large number of pre-writing activities. Pre-writing activities should occur at the Pre-Nursery level, with tracing and simple transcription exercises at Nursery level, leading to writing independently in Kindergarten.

Cursive or print?

Start with a print-rich and print-script environment for the development of reading skills.

- Books/computers/signboards are all in print
- Simple directionality (lines and curves following a simple pattern) make writing easier
- Reading and writing one font/script will also make reading easier for children
- Flash cards with letters printed on them are easier to use to build words and can be read with ease
- Children can easily pick up cursive by the age of 6–7 if required

Start with simple print upper and lower case letters and let the children use these in all the three levels. Cursive as a writing style can be introduced even by the end of class 1 or the age of 6 to 7.

Lower case letters:

- Starting counterclockwise: a, c, d, e, f, g, o, s, q
- Starting down: i, j, k, l, t, u
- Starting down and then going up: b, h, m, n, p, r
- Using diagonal lines: v, w, x, y, z

Upper case letters:

- Straight lines: E, F, H, I, L, T
- Diagonal straight lines: A, K, M, N, V, W, X, Y, Z
- Lines and curves: B, D, J, P, R, U
- Starting counterclockwise: C, G, O, Q, S

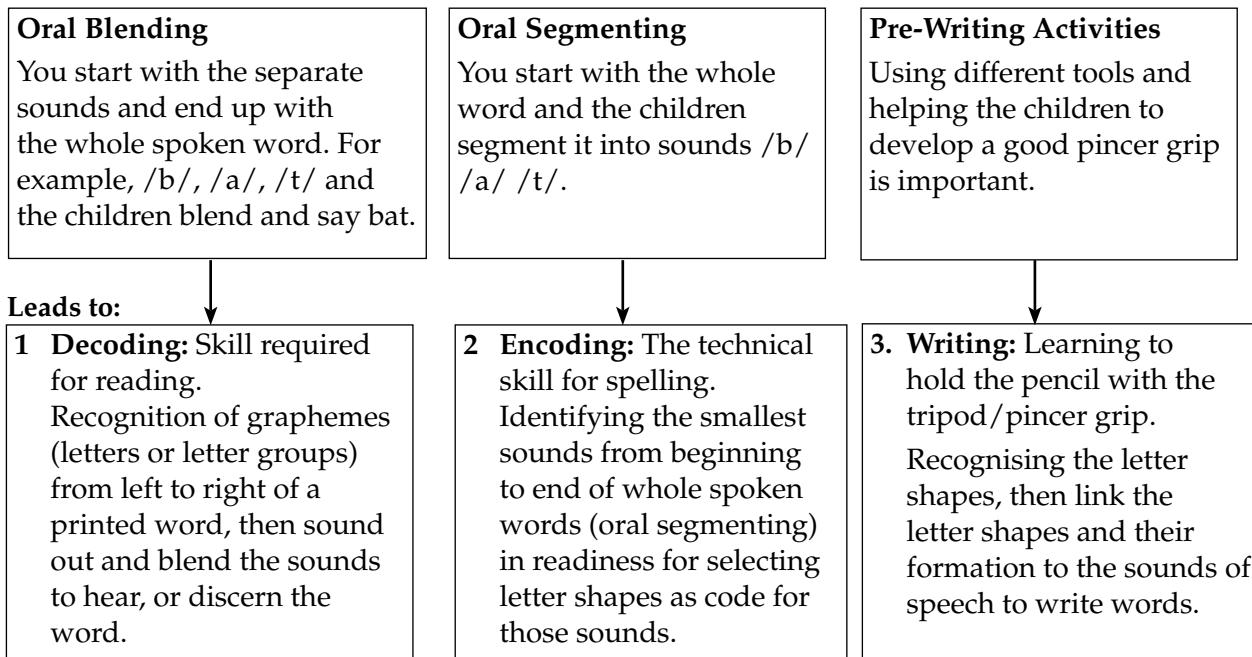
Reading and Phonics

This series is a simple activity-based program designed for hands-on concept building of sound-symbol association for the pre-primary learners.

Learning time needs to remain happy and simple. Phonics is only one part of the process to develop reading skills. Children need to have a combination of rhymes, stories, a big vocabulary bank, and comprehension skills to become good readers.

1. It was developed with activity ideas to help children between the age groups of 3–5 understand the letter-sound correspondences of 26 letters and 43–44 sounds.
2. It should be introduced as a light explorative program, and children can be encouraged to learn at their own pace. They should not be hurried to achieve pre-planned targets.
3. This series also empowers teachers to make simple resources using a low-cost kit.
4. To begin with, the focus is on the 26 single letters as symbols for the short vowel sounds and consonant sounds.
5. The programme has resources in the form of flash cards as well as word walls given in the Stories and Reading Skills Reader reading charts, and phonic train posters. These are ideal for the pre-school settings to help lay the foundation of early literacy.
6. The order of letter sounds introduced can be changed, modified, and be done in a very simple way, especially as English is not the mother tongue and many sub-skills need to go hand in hand.

This series will help the teachers to introduce the core skills that will lay a foundation for a formal and comprehensive phonics program at the primary level.



A few tips:

1. Say the sounds correctly.
2. The phonics lessons should be short, direct, clear, and have room for practice.
3. Start with readiness activities: Children need to have a series of activities to get ready for phonics.
4. Do not hurry the children, and give them ample opportunity to repeat and practice.

We have created stories, activities, and simple resources to help the teachers further help the children.

1. The letter names are taught at the Pre-Nursery level, and incidentally phonic sounds are introduced through simple rhymes.

2. Nursery: The sound that each letter stands for is taught and revised. Some rules or generalisations might be discussed.
3. Nursery and Kindergarten: The principle of blending sounds to form words is introduced.
4. Introduce the sight words and incidental reading gradually.

By the end of Kindergarten we hope the children will be able to display the following skills:

- a large and growing vocabulary,
- development of verbal expression and fluency,
- knowledge of the world around them,
- sound-symbol association,
- understanding that sounds are represented by letters/letter groups (phonemes and graphemes),
- understanding that words are made of sounds so learning them can make spelling and reading easy,
- understanding that sounds can be represented by different letters/letter groups,
- helping the children become aware of the simple code, and lay the foundation for understanding the other combinations of letter groups as they grow.

Why do we teach children the names of the letter first rather than sounds?

Names are for awareness of the alphabet. It is for children to understand that it's these 26 letter shapes that represent the 44 sounds and more than 100 combinations:

- knowing the names of the letters helps children grasp the alphabetic principle: the notion that there are 26 letters and that each letter stands for a sound and letters can be combined to represent more sounds.
- knowing the names provides you with instructional labels that are familiar to children. It also helps in explaining that just like every other object, letters have their own names too.
- most letter names are closely related to their sounds.
- 20 letters contain the most common sound assigned to them in their names (say the names of a- b-d-e-f-i-j-k-l-m-n-o-p-r-s-t-u-v-x-z).
- the exceptions are c, h, q, w, y, g, and the short vowels.

Sounds at a Glance





Phonograms consist of the 19 vowel sounds:	5 short Vowel sounds	5 Long vowel sounds	"r" controlled vowel sounds	3 Diphthongs
5 short Vowels	short /a/ as in bat	long /a/ as in gate	or - as in more	/au/ as in Paul and aw as in crawl
5 Long Vowels	short /e/ as in bet	long /e/ as in need	ar - as in car	/ou/ as in mouse and ow as in cow
3 Dip-thongs	short /i/ as in bit	long /i/ as in nice	er - as in her	/oi/ as in noise and oy as in boy
A long and short oo (2 sounds)	short /o/ as in bot	long /o/ as in yoke	air as in fair	
4 'r' controlled vowel sounds	short /u/ as in but	long /u/ as in you		







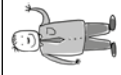
A long and short oo (2 sounds)	Long /oo/ as in moon Short /oo/ as in book
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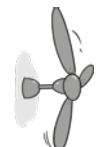
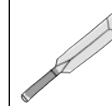
Consonant Sounds 25 Total 19 + 25= 44	b as in bat	d as in dog,	f as in fan/leaf	g as in girl	h as in hat
	j as in jam	k as in king	l as in leaf/call	m as in mango	n as in nest
	r as in rat	s as in sun	t as in tap	v as in van	w as in watch
	y as in yak	z as in zip	ch as in chip	sha as in ship	zh as in asia
	th as in the	th as in thing	wh as in what	as in asia	ng as in ring






PHONIC LETTER GROUPS






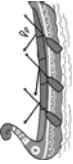

This series suggests simple activities and word building with flash cards to help the pre-primary children develop a sound symbol association to build on. Teachers can use the given table as a reference and should only introduce what the children are ready for. Please do not hurry the learning and allow children time to enjoy the world of sounds and words.

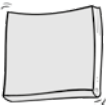


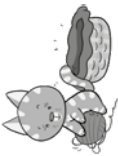

Phoneme (Sound Symbols)	Grapheme (Letter Symbols)	Key word	CVC (Consonant Vowel Consonant words and simple words for word building)	Sight words that can be made into reading stick puppets and displayed (not be read phonically)	Other representation of the sounds that can be introduced at the primary level	Phonic Rules (Introduce only those that are fit for the learners' levels)
Pink train						
/s/	s	 sun		saw, see, say, so soon	-ss: glass -se: house c: circus ps-: pseudonym	Letters e, i, or y alert the reader that the preceding 'c' will represent the /s/ sound. (This is referred to as 'soft c'.)
/a/	a	 apple		a, as		When two of the same consonants appear side by side in a word, only one is heard, for example -pp
/t/	t	 tap	sat	at	-tt: letter -ed: jumped	Paste tense of verbs lead to the -ed grapheme
/i/	i	 ink	sit	is, it, its	-y: cymbals	








/p/	P	 parrot	pit, pat, tap, tip, sip	pretty, please	-pp: puppet	Sound out the short sound for the vowel preceding the double consonant.
/n/	n	 net	nap, nip, ant, pan, pin, tan, tin, pant, snap, snip	in, into, an	-nn: banner gn: gnome kn: knife -ne: - engine	
Yellow Train						
/k/	k	 key	ink, pink, skip, kit,		ck: duck ch: chameleon -qu: boquet -que: cheque	Letter 'c' represents a /k/ sound when preceding the letters 'a', 'o', and 'u'. Letter 'c' represents a /s/ (referred to as 'soft c') if it is followed by e, i, or y, for example city, cylinder, cell.
/e/	e	 egg	cat, can, cap, act	can, came	-ea: head -ai: said	Short words with short vowels usually end with 'ck' and this grapheme never begins words.
/h/	h	 hen	set, pet, net, pen, ten, step, nest, neck, tent hen, hat, hip, hit, honk	the, have, he, his, her	wh: who	
/r/	r	 rabbit	rat, rip, ran, trip, trap	ran, ride	-rr-: parrot rh-: rhinoceros	
/m/	m	 man	man, men, map, mat	him, her	-mm-: hammer -mb: thumb -mn: column	

/d/	d	 dog	dad, den, dip, sad, end, red, mad, hid, din, kid, pad, hand, sand, drink, drank, desk, skid	did, had,	-dd: puddle -ed: jumped	
Blue Train						
/g/	g	 girl	gas, peg, gap, egg, dig, rag, grand dad	get	-gg-: juggle -gu: guitar -gue: dialogue	
/o/	o	 ox	top, pot, pod, cot, mop, hog, rod, hot, hop, spot, stop, drop, trot, sock	on, got no, so, do, of, off	wa/ba: watch/ball qua: quarter -alt: salt	When a vowel is in the middle of a one-syllable word, the vowel is short.
/u/	u	 up	sun, nut, cup, cut, hum, gum, tug, hug, mug, mud, rug, run, sum, pup, dug, hut, mum, duck	up, us, under	o: son -ou: touch -ough: thorough	
/l/	l	 leg	lap, leg, log, lip, lot, lid, lad, lips, hill, ill, pill, sell, tell, doll, lost, clap, slip	let, black, like	-ll: pill	To make the /l/ sound, roll up the tongue and say 'ul'.
/f/	f	 fan	fat, fin, fun, fog, elf, fit, fed, lift flag, flip-flop	if	-ff: cliff -gh: laugh	
/b/	b	 bat	bat, bib, bag, rub, bit, bin, cub, bed, bud, bug, bet, rob, bell, bulb, crab	big, blue, be, but	-bb: rabbit Bu: building	

Orange Train						
/j/	j	 jug	jog, jam, jet, jug	jump, just	-ge: cabbage Soft g (if it is followed by i-e-y): giraffe -dge: bridge	Letters e, i, or y alert the reader that the preceding letter 'g' might represent the /j/ sound. (This is often referred to as 'soft g'.)
/z/	z	 zip	zip, zig, zag, zebra, fizz, buzz, zap		buzz	
/w/	w	 web	wed, win, web	want, was, where, what, why, went, well, will, with	wh: wheel -u-: penguin	Letter 'w' preceding vowel graphemes should alert the reader to different possible pronunciations', for example wasp.
/v/	v	 van	van, vet, vest, seven	give, have	-ve: dove	
/y/	y	 yak	yak, yes, yelp	yes, by		Teach early on that letter 'y' represents 3 sounds as in 'yes, my mummy'. When the letter 'y' is the final letter in a word, it usually has a vowel sound.

/x/	-x	 fox	six, fox, box, wax, mix		-ks: books -cks: ducks	Teach the letter 'x' as if it was one sound unit /ks/ whereas it is really two sounds /k/+s/.
/qu/	qu	 quilt	quiz, quick, quack, queen, quilt			
Green Train						
/ai/	ai	 aim	aim, rain, sail, pail, tail, rail, pain, main, gain, nail, fail, train, hail	ate, gave, made, name, came	-ay: day, hay, lay, pay, may, say, way, play, tray, clay, stay, ray, bay Long a / magic -mute e split diagraph -a-e: cake, ape, game, lane, bake, date, gate, snake	The 'a-i' as in 'baking' and the 'a-y' as in 'baby' alerts the reader to pronounce the long /ai/. When two vowels appear together in a word, the long sound of the first one is heard and the second is usually silent.
/ee/	-ee	 heel	bee, see, seed, eel, need, feel, deep, heel, feel, jeep	green, eat	ea-: eat -y: happy -ey: monkey	This is the old rule, 'When two vowels go walking, the first does the talking' rule.
/igh/	-ie	 tie	pie, tie		-igh-: night	When there are two vowels, one of which is final 'e', the first vowel is long and the 'e' is silent.
/oa/	oa	 boat	boat, goat, road, soap, loaf, toast, soak, toad, coat		-ow: bow -o-e: rope	
/yoo/	-ue	 Tuesday			u: uniform u-e: tube -ew: new -ough: though	

Purple Train						
/oo/	oo	 book	good, book, look, hook, took, cook, foot, wood	good	-ou-: should	-u-: push
/oo/	oo	 moon	zoo, cool, pool, food, moon, loop, root, broom, stool,	soon, too	-ue: blue -ew: crew -ou-: soup	u-e: flute -ui-: fruit
/oi/	oi	 coin	oil, boil, foil, soil, coin, toil, coil		-oy: toy, boy	
/ou/	ou	 out	loud, shout, mouth, round, sound, count, cloud, house, mouse	our, brown, now, our (shower), out	ow-: owl	-ough: plough
Dark Blue Train						
/ch/	ch	 chair	chin, chips, rich, chick, cheek, chair, church, chest	much, such	-tch: patch	When the letters <i>c</i> and <i>h</i> appear next to each other in a word, they stand for only one sound

/sh/	sh	 ship	fish, shop, dish, ship, shed, shell, shut, sheep	she	ch-: chef -ti-: station -ci-: magician -ssi-: admission	
/th/	th	 this		this, that, them then, with them they, there		
/th/	th	 thumb,	thumb, thorn, thin, things, thick, three, throat, thorn			
/ng/	ng	 ring	ring, sing, song, wing, long, king, bring, swing		-n-: jungle	
Brown Train						
/or/	or	 fork	sort, torn, horn, corn	or, for, four	-our: four	
/er/	er	 paper	fern, herb, river	her, under, ever	-ur-: nurse -ir-: girl	
/ar/	ar	 car	arm, car, far, art, jar, hard, farm, barn, card, star, cart		-a-: father -al-: palm	

FLASH CARD ACTIVITY GUIDE

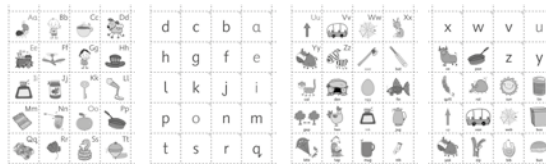
Never put your flash cards away. Store your classroom sets in labelled pouches or boxes and keep them ready.

A few activities which use flash cards have been compiled for you below, but many of the activities present in the Activity Bank use flash cards. Present below are the complete flash card sets present in each student's book:

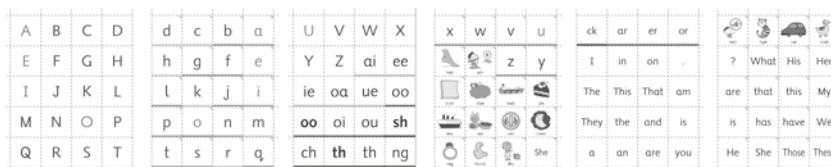
Pre-Nursery Flash cards Set



Nursery Flash cards Set



Kindergarten Flash cards Set



Make three bundles of flash cards with each set:

Set 1: a-z

Set 2: More sounds

Set 3: Sight words

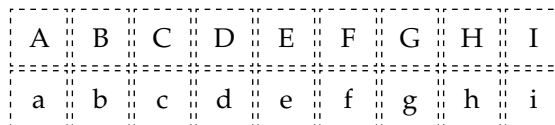
Flash cards have been included in all the three student's books and can be used in the following ways:

Activity 1:

Seat the children in small groups in rows facing one direction. Give each group 1 set of a to z flash cards sets in a bowl. Ask them to distribute the cards amongst themselves and arrange them from a to z.

Activity 2:

Give the children two sets of cards and ask them to match the upper and lower case letters.

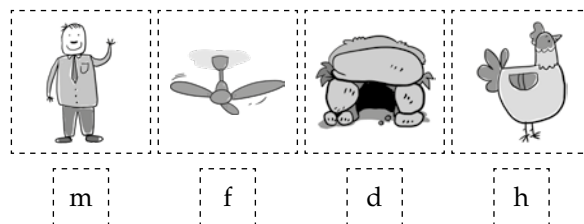


Activity 3:

Give the children one set of flash cards to separate the vowels and consonants.

Activity 4:

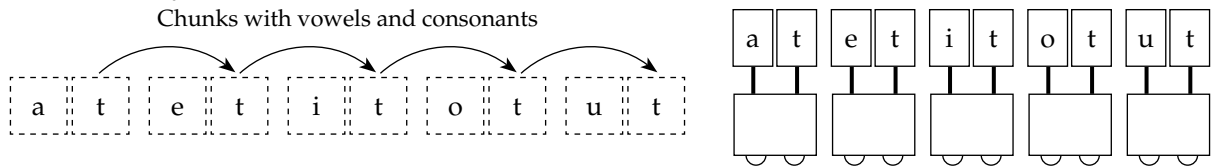
Seat the children in small groups. Ask them to distribute the flash cards among themselves. Flash picture flash cards one by one, asking the children to name them and to flash the first letter of each picture in return. This helps children identify the first letter.



Activity 5:

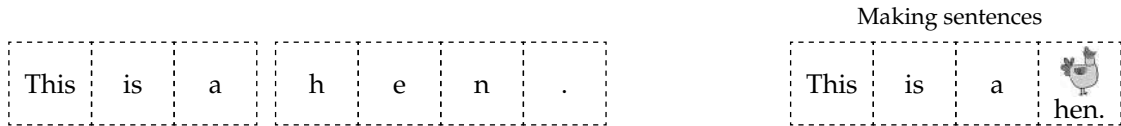
Seat the children in pairs and ask them to arrange the flash cards in order from A to Z.

The teacher can use stick puppets placed in the Learning Train to demonstrate how they can combine two letters to say the sounds.



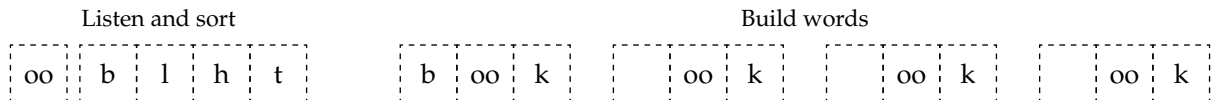
Activity 6:

Make sentences using the sight word flash cards given in the student's books and ask the children to build CVC words to complete the sentence.



Activity 7:

Give the children a to z flash cards sets and a set of the diagraph cards given with the flash card set.



Teacher can say the sounds and the children can try to find and separate the symbols.

ACTIVITY BANK FOR PHONICS

Phonemic Awareness: Refers to sounds of the spoken language.

Phonics Activity 1: The Silence Game

Materials Checklist:

- Bell
- Silence board

Instructions:

1. Invite the whole class together to come and participate in the 'Silence Game'.
2. Tell the children that they will be silent together. But in order to be silent, they must not make a noise (make any sound or say anything).
3. Introduce the silence board by showing the kids a board and explaining that on one side there is the word 'silence' /an indicative picture. On the other side, there is a picture of a bell/ children playing. Ask them to be quiet when they see the word 'silence' /picture. When they see the picture of children playing/bell on the opposite side of the board, they can move.
4. Flash the silence card. Ask them to keep one body part still at a time e.g., 'Let's keep our feet still/feet and knees still/feet, knees, and hands still/feet, knees, hands, and head still', and keep going on in the same manner till they can keep the whole body still for some time.
5. Ask them to listen to the sounds around them when they are silent and ask them later about the sounds they heard.
6. Be sensitive to children with hearing impairments. They can be engaged in a colouring or sensorial activity.

Phonics Activity 2a: Sounds Around Me

Materials Checklist:

- Curtain
- Bell
- Ball
- Pencil
- Sharpener
- Newspaper
- Small jug of water and glasses
- Tambourine
- Whistle
- Musical instruments
- Page 1 of the student's book

Instructions:

1. Place all the objects behind a curtain. Let the children hear one sound at a time and try to name the objects.
2. Place the objects on a table for the children to take turns and explore the sounds.

Phonics Activity 2b: My Body Sounds

Instructions:

1. Introduce/demonstrate the sounds: gargle, giggle, laugh, sing, talk, whisper, sniff, cough, sneeze, stamp, clap, click, and breathe.
2. Call out the words one by one and ask the children to act them out.

Please note: The activities that help children develop an awareness of sounds also help the children to become sensitive to sounds of the letters/blends. This is required for word building.

Phonics Activity 3a: Animal Sounds

Materials Checklist:

- Animal picture cards (5 or 6 pairs of animals and their babies)

Instructions:

1. Distribute the animal cards to small groups of children and ask them not to show them to anyone. Flash any one of the cards distributed and say the sound the animal on that card makes. Ask only the group of children with that animal to repeat the sound.
2. You can repeat this activity until each group has had a chance to make an animal sound.
Or/and
3. Distribute the animals and their babies cards.
4. Ask the children to group into animals and babies.
5. Ask the children with the animal cards to close their eyes and then ask the children holding the cards with babies to hide.
6. Ask one child with the animal card at a time to say the sounds of the animals and ask the babies to respond from where they are hiding.
7. Children have to find each other following the sounds.

Phonics Activity 3b: Matching Letters

Materials Checklist

- Stick puppets of upper case letters and lower case letters

Instructions:

1. Ask the children to match the upper case letter stick puppets with the lower case letter stick puppets.

Phonics Activity 4: Rhyming Words

Materials Checklist:

- Picture/word stick puppets (use the illustration from the books to make the puppets) (have 3-4 rhyming words in each string)

cat hat rat



Instructions:

1. Randomly distribute the stick puppets.
2. Place one card at a time from each string in the Learning Train's pockets and ask the children with the rhyming puppets to come and place them in the train.
Or/and
3. Call one child from each string to come and stand in front of the class.
4. Ask the children with the other stick puppets to name each picture and check if the picture they are holding rhymes with that name. They can then stand behind the first child.
Or/and
5. Randomly distribute the cards and ask the children to group according to the rhyming strings.

Phonic Activity 5: Odd One Out

Materials Checklist:

- 15 cm x 5 cm picture/word strips (4 pictures/words pasted on a strip with one odd one out from the rest)
- Card sheet counters (refer to the 'Handmade Resources' section of the TG)

Instructions:

1. Children to sit in pairs. Ask them to pick up one strip each and name the pictures or read the words on it.
2. They can then mark the odd one out with the help of a card sheet counter.
3. The children can exchange the strips and continue till all the pairs have had a chance.
Or/and
4. Say the three rhyming words at a time with one odd one and ask the children to repeat and say which the odd one is, or just to listen and repeat the ones that rhyme.

Phonic Activity 6: Say the Sounds and the Alphabet

Materials Checklist:

- Pages 2–5 of the student's book
- Alphabet Frieze
- Flash cards (from the student's book)

Instructions:

1. Use the Alphabet Frieze pocket chart to recap the letter shapes and sounds in order.
2. Use the upper and lower case letter stick puppets (to match and understand that both have the same names and sounds) and notice the similarities and differences in the letter shapes.
3. Use the given flash cards to place in order and recap the letters.
4. Use related picture puppets and place them in the frieze pockets.
5. Use pages in the student's books with the Alphabet in order to practice regularly.
6. Use the coloured trains given in the Stories and Reading Skills Reader for Kindergarten. Pre-Nursery can borrow the readers for their children or just make coloured pocket trains and use the stick puppets to recap.

Phonics Activity 7: Alliteration

Materials Checklist:

- List of alliterative words (words beginning with the same sounds close to each other)

Instructions:

1. Use the following list for the children to listen to and try to repeat. Add to the list as per the abilities of your children:
 - The cook can cook cookies.
 - The big bug bit the bear.
 - Micky Mouse met Minnie Mouse.
 - She sells sea shells on the sea shore.
 - Penny the parrot picked the peppers.

Phonics Activity 8a: Phonic Sounds in Order

Materials Checklist:

- Alphabet train given in the Pre-Nursery and Nursery student's books
- Alphabet song, Phonic song, Phonic rhymes
- Alphabet Frieze pocket chart

- Stick puppets of upper and lower case letters
- Flash cards sets provided in the books

Instructions:

1. Use different sources to help the children practice the phonic sounds in order of the alphabet and in random order.
2. Distribute stick puppets and ask the children to place them in the correct pockets in the alphabet frieze.
Or/and
3. Ask the children to place their fingers and point to the letters as they sing the rhymes and song.
Or/and
4. Ask the children to arrange the flash cards in order as they sing the song/rhymes.

Phonics Activity 8b: Phonic Sounds in Random Order/Sound Groups

Materials Checklist:

- Alphabet train given in the Pre-Nursery and Nursery student's books,
- Alphabet song, Phonic song, Phonic rhymes,
- Alphabet Frieze pocket chart,
- Stick puppets of upper and lower case letters,
- Flash cards sets provided in the books.

Instructions:

1. Repeat the above activity (Phonics Activity 8a) with sounds in random order.
Or/and
2. Repeat the above activity (Phonics Activity 8a) with sounds in the following sound groups:
Group 1: s-a-t-i-p-n Group 2: k-c-e-h-r-m-d Group 3: g-o-u-l-f-b Group 4: j-z-v-w-y-x-q

Phonics Activity 9: Vowels and Consonants

Materials Checklist:

- Letters
- Stick puppets
- Flash cards

Instructions:

1. Give the children the stick puppets/flash cards to separate the vowels and consonants.
2. Draw their attention to the colours blue for consonants and red for vowels to help them group them.
Or/and
3. Distribute the pictures behind which the consonants are written so that if the children flash the picture at the class the letter is facing them. Use at least 3–4 pictures per consonant.
4. Ask the child with the consonant card to stand in the front and ask the children with the pictures to come forward and make a group.
5. Once two consonants are done you can mix the pictures and ask the children to find their related pictures.
Or/and
6. Play dog and the bone. Drop a few letters in the middle of a circle. Teams of 3–4 children can send one child who moves in a circle with the other appointed children from each group. As the teacher calls out a sound, the children have to identify the letter and the one who picks the right letter and runs back to the team wins.

Or/and

- The children must be able to place the pictures in the correct a to z pockets.

Or/and

- The teacher can distribute the letters and say that now we only want the letters that the teacher calls for. You can sing phonic rhymes in random order and ask the children to sing along. The child holding that letter shape can jump into the circle.

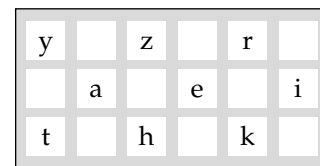
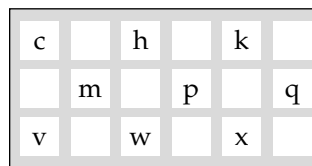
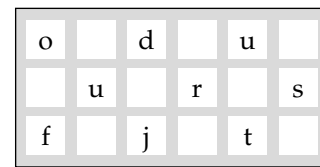
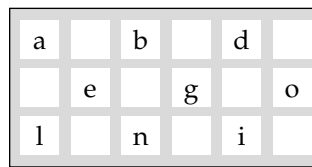
Phonics Activity 10: Bingo

Materials Checklist:

- Bingo cards (make 6–7 combinations of cards and laminate them)
- Card sheet counters of the size of the blocks on the cards
- Bowl
- Flash card set

Instructions:

- Distribute the cards and counters to the children and place one set of flash cards in a bowl.
- Keep picking one card at a time and calling out the sound.
- Ask the children to keep covering the letters that represent the sound and shout out Bingo when they have covered all the letter shapes on their cards.

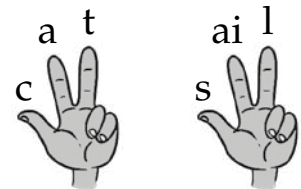


Phonic Activity 11: Segmenting (Sound to print)

Instructions:

Say the sounds slowly to identify each sound in a word. Use your left hand to tally each sound in a word starting with your thumb.

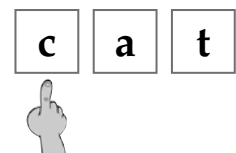
- Say the word slowly, starting with one syllable words.
- Break it into sounds (c-a-t) and count the sounds as you open your fingers.
- Children can repeat this with the teacher regularly.
- Once the children can understand and do this activity, they can be asked to draw the corresponding number of dashes ____ ____ ____ and then write the related graphemes. c a t
- Then draw a single line and write the complete word cat and read it.



Phonic Activity 12: Blending (Print to sound)

Instructions:

- Start with the parts – sounds – /c/ /a/ /t/ and then say the word. Here the children see the graphemes or letter shapes and say the sounds.
- Say the sounds slowly from left to right and blend the sound.
- Point to each letter/letter group as you say the sound.
- Run your finger from left to right and say the whole word aloud.



Phonics Activity 13: Sound and Letter Trains

Material Checklist:

- Letters and Sounds Train given on pages 14–17 of the Kindergarten Stories and Reading skills Reader
- Flash cards

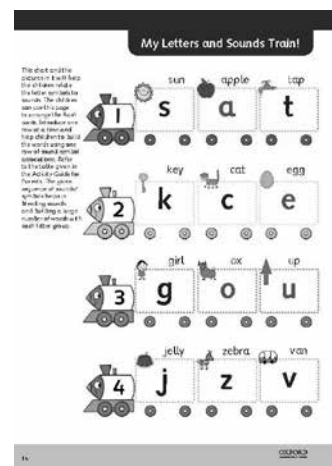
Instructions:

1. The flash cards and trains have been colour coded for Kindergarten. The children can group themselves into pink, yellow, blue, and orange groups and recap the sounds that the letters in that group represent.
2. The children can arrange the flash cards related with one train at a time, and use the sound and letter shapes to build words.

Please Note: Introduce the first four trains (pink, yellow, blue, and orange) at an interval of 1–2 weeks gaps between each train and then give the children ample time to practice word building.

Introduce the next four trains (green, purple, dark blue, and brown) after the children have completed all the CVC words and strings.

Change of sequence of sounds: The dark blue train of diagraphs can be introduced after the orange train if the children are finding the long vowel sound difficult to learn.



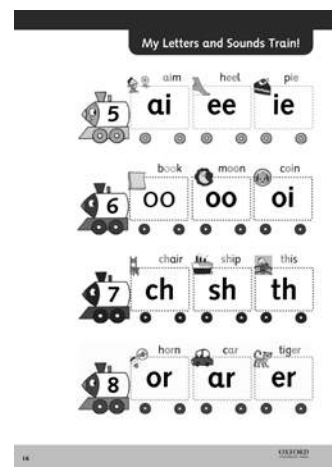
Phonics Activity 14: Long Vowel Sounds

Material Checklist:

- Flash cards (given with the student's books).

Instructions:

1. Tell the children that in some words the vowel say their own name but have one more letter to help them. Introduce the simple rule: When two vowels go walking, the first one does the talking.
2. Give the children the flash cards and help them to build a few words.



Phonic Activity 15: Diagraphs

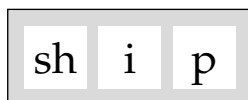
Two consonants making one sound e.g. sh, ch, th, wh, ph, ng.

Material Checklist:

- Page 16 of Stories and Reading Skills Reader
- Flash cards of letters

Instructions:

1. Introduce the diagraph train (dark blue in colour).
2. Introduce the sounds and symbols one by one. Tell the students that they together make a new sound and this is how its represented. Avoid using the names of the letters s or h or the sounds /s/ /h/ —just show sh on a cards and say /sh/ as in sheep.
3. Ask the children to build simple words combining the diagraphs with the single letter symbols of the vowels and consonants.

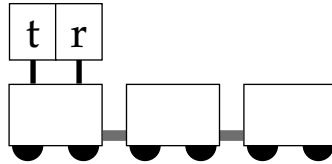


Phonics Activity 16: Blends

Two consonants blending but each sound can be distinguished.

Material Checklist:

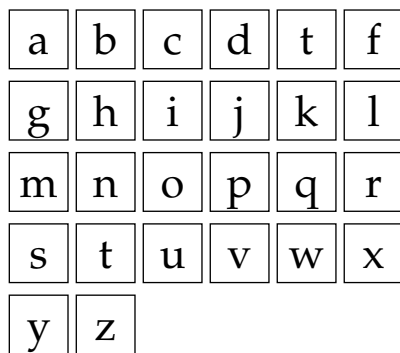
- Individual consonant cards and blended sound cards
- 5 cm x 10 cm stick puppets – 10 cm pocket trains



Instructions:

- Ask the children to name all the pictures given on pages 98–99 and draw their attention to the first blended sounds in the words.
- Choose the 5 cm x 10 cm letter stick puppets that will help the children to build blends and flash pictures for the children to name (in this case frog). Tell the children with the related puppets to name and place the letters in a single pocket in the train to show the blend.
- Give the children a to z flash cards to listen to words and place the correct letters to build the sounds.

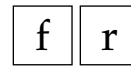
Arrange the cards



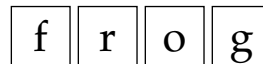
Look at the pictures



Place flash cards to show the beginning blends...



Complete the word.



Phonics Activity 17: Clap the Syllable In Your Name

Instructions:

1. Demonstrate how each name can be broken into syllables and ask the children to clap that number of times.
2. Ask the children to name different objects and clap the syllables, for example Ri-da—2 syllables, e-le-phant—3 syllables, pen-cil—2 syllables.

Phonics Activity 18: Homophones

Words that sound the same but have different meanings and are spelt differently.

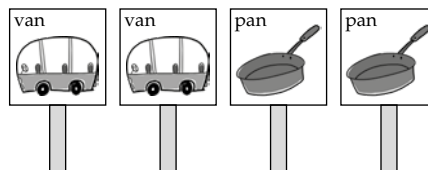
Please note this concept may be difficult at this stage of learning and is being mentioned here to give a simple insight to teachers. It may be used in Class 1 when the children are ready.

ACTIVITY BANK

Activity 1a: Pair the Same Pictures

Materials Checklist:

- Picture puppets of random illustrations taken from the student's book (in pairs)
- Learning Train



Instructions:

1. Distribute the picture puppets among children.
2. Call five children and ask them to show their puppets.
3. Ask children with the matching puppets to come forward and stand with their partners.
4. Let children identify the pictures and place the puppets in the Learning Train.

Activity 1b: Development of Visual Memory with Objects

Materials Checklist:

- Lots of different objects (e.g. ball, teddy bear, etc.)

Instructions:

1. Place the objects in front of the children and ask them to observe the objects.
2. Hide any object and ask children to recall the missing one.

Activity 1c: Auditory Discrimination

Materials Checklist:

- Audio of Music

Instructions:

1. Play music and encourage children to dance/move/sway to the rhythm.

Note: The sound of the music must be kept at a comfortable level for children.

Activity 1d: Circle Time

Instructions:

1. Ask children to form a circle and sing the Circle Time rhyme (to the tune of 'Jingle Bells').

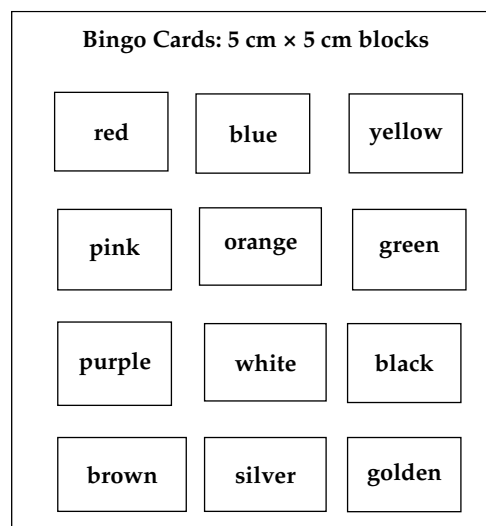
*'It's circle time, circle time, circle time today,
Oh! What fun it is to have the circle time today!
Girls and boys, boys and girls, quickly come to me!
I have something special for you, quickly, come and see!'*

Activity 1e: Bingo Time

Materials Checklist:

For one bingo card and corresponding counters (for each group):

- One sheet of A4 size paper
- 10 cm × 10 cm cards (of various colours)
- Markers
- Transparent re-sealable bag



Instructions:

1. Draw square blocks with sides measuring 5 cm of different colours on a sheet of A4 size paper, to make bingo cards. Make the counters by cutting 10 cm × 10 cm cards into four. This will result in four 5 cm × 5 cm cards. Place the cards in a re-sealable transparent bag.
2. Seat children in small groups. Give one bingo card and a few counters to each group.
3. Ask children to place the counters before them.
4. Tell your students to take turns and match the counters on the bingo cards.
5. Tell children to shout out 'Bingo!' when they finish. Label counters with names of colours of the same size as the bingo cards for the children to match and place.

Activity 2: Recognising My Name**Materials Checklist:**

- One cut-out of a circle of 6 cm diameter (for each child)
- One cut-out of hat (for each child)
- One cut-out of a square/triangle (for each child)
- One ice cream stick (for each child)
- Adhesive
- Pencils
- Baskets

Instructions:

1. Place the cut-outs of the circles, hats, squares, and triangles in baskets.
2. Pass the baskets around. Ask each child to pick up one circle, one hat, one stick and a triangle (for girls) or a square (for boys).
3. Give pencils to children and encourage them to draw their faces on the circles. If children are unable to do so, help them to draw the faces.
4. Help children to spread adhesive on the sticks and paste the circles, the hats, and then the triangles/squares to complete the puppet of a girl or boy respectively.
5. Collect the puppets and write the names of the children with a marker on the hats.

Note: These puppets can then be laminated and kept in the class for children to:

- Identify self: gender
- Identify and read their names
- Place the puppets in the Alphabet Frieze for the children to identify. Ask them to match the first letter of their names with the corresponding letter in the frieze.
- Place the puppets in the number train to count how many children there are in the class.

Activity 3: Name Labels**Materials Checklist:**

- One sheet of chart paper
- Scissors
- Marker
- Adhesive

Instructions:

1. Cut the chart paper into strips, and write children's names on the strips to make name labels.
2. Paste the name labels on chairs. Ask children to identify their names using their puppets of girls/boys (refer to the previous activity).

Activity 4: Alphabet Frieze

Refer to the 'Creating Classroom Resources' section of the TG.

Activity 5: Letter and Word Stick Puppets

Refer to the 'Creating Classroom Resources' section of the TG.

Activity 6: Matching Letters

Materials Checklist:

- Red and black marker pens
- Ice cream sticks
- Blank cards (5 cm x 5 cm in size)
- Adhesive
- Learning Train

Instructions:

1. Make letter puppets of upper and lower case letters. Write the vowels with a red marker and consonants with a black marker on cards and paste them on sticks to make the puppets.
2. Distribute the puppets among children. Ask children to find their partners (children with upper case letters should pair up with children who have the corresponding lower case letters) and place the puppets in the Learning Train.

Activity 7: 'Aa' to 'Zz'

Materials Checklist:

- One flash card set of upper case letters (for each child)
- One flash card set of lower case letters (for each child)
- Learning Train

Instructions:

1. Give children the flash card sets. Ask them to place them in order from Aa to Zz.
2. Children can begin by placing the upper case letters and then move on to the lower case letters.

Note: For practice purposes, children can place the flash cards in order in the Learning Train and recapitulate the sequence, the names of letters, and their phonic sounds. Refer to the following information for guidance:

A /a/-/a/ ant, B /b/-/b/ ball

C /k/-/k/ cat, D /d/-/d/ duck

E /e/-/e/ elephant, F /f/-/f/ frog

G /g/-/g/ gate, H /h/-/h/ hen

I /i/-/i/ inkwell, J /j/-/j/ jelly

K /k/-/k/ kangaroo, L /l/-/l/ lion

M /m/-/m/ monkey, N /n/-/n/ nuts

O /o/-/o/ octopus, P /p/-/p/ peacock

Q /kw/-/kw/ queue, R /r/-/r/ rabbit

S /s/-/s/ snake, T /t/-/t/ tree

U /u/-/u/ umbrella, V /v/-/v/ van

W /w/-/w/ water, X /ks/-/ks/ box

Y /y/-/y/ yo-yo, Z /z/-/z/ zebra.

Activity 8: Letters with Stickers

Materials Checklist:

- Flash card sets of upper case letters (for each pair of children)
- Flash card sets of lower case letters (for each pair of children)

Instructions:

1. Seat children in pairs and distribute the flash card sets to each pair.
2. Ask one child to place upper case letters from 'A' to 'Z' in order and the other child to place lower case letters from 'a' to 'z' in order.
3. Next, ask children to find the letters that look alike and place them together.

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

Activity 9: Rhyme Time

Materials Checklist:

- Picture puppets of images on pages 4–5 of the student's book
- Letter puppets
- Learning Train/Alphabet Frieze

Instructions:

1. Explain the idea of different words beginning with the same letter and same sound to the children.
2. Make picture puppets related to the letters and draw children's attention to them. Place them in the Learning Train/Alphabet Frieze. Distribute the letter puppets and ask children to place them in the matching pockets.
3. Introduce pages 4–5 of the student's book and sing the phonic rhymes with children.
4. Tell children that you will call out four words for every letter. Only three of these will begin with the same letter and same sound. Instruct children to clap when they hear the words that begin with the same sound.

Activity 10: Arranging Flash Cards

Materials Checklist:

- Flash card sets (of lower case letters)

Instructions:

1. Give children the 'a' to 'z' flash cards to arrange in order, and then separate the letters that they can write.

Activity 11a: Time to Sing**Instructions:**

1. Sing various rhymes every day with the children. Send a compilation of the rhymes to the parents as well so that they can follow up at home. A few rhymes have been given below:

Let's Greet!

Good morning! When the sun comes out,
Good afternoon! When it is up and about.
Good evening! When it is not so bright,
Good night! When it is gone and is night.
Good day! We can say all day long,
This is our greeting song!
Goodbye! When we go,
Salam! Aadaab! and Hello!
Are greetings too, did you know?

Settling Down in Class!

I shake my fingers, I wriggle my toes,
I shrug my shoulders, I twitch my nose.
Till no more shakes and wriggles are left in me,
I sit as quietly as can be!
Little hands go up and little hands go down,
Slowly, slowly roll them around.
Little feet jump up and little feet jump down,
Now keep them still and make no sound!
Hello, everyone! We are back at school, hurray!
Quickly find a friend and ask, 'How are you today?'
Let's tiptoe to the circle to talk, sing, and play!
So roll your hands slowly and roll them really fast,
Quickly, quickly, come along and sit with the class.

The Fun Rhyme

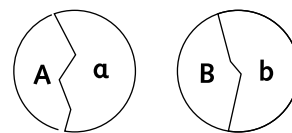
It's /f/-/f/ fun to be this,
It's fun to be that.
To leap like a lamb,
To climb like a cat,
To hop like a frog,
To swim like a fish,
To trot like a horse,
To jump like a dog,
It's /f/-/f/ fun,
To act like everyone!

Activity 11b: Letter Puzzles

Materials Checklist:

For one set:

- 26 circles (of 15 cm diameter) cut-out of construction paper
- Markers
- Scissors



Instructions:

1. Write the upper case and lower case letters on the circles as shown in the given image. Cut the circles into halves. Make 4–8 sets, each of a different colour.
2. Divide the class into small groups. Give each group a complete 'Aa' to 'Zz' puzzle set to match and complete.

Note: If you have only one set, then seat children in a circle and randomly distribute the puzzle pieces. Ask one child to place one half of a puzzle on the table. Let the child with the other half complete the puzzle.

Activity 12: On the Mike

Materials Checklist:

- A microphone and a small, raised platform

Instructions:

1. Introduce the children to the proper handling of the mike.
2. Introduce them to safety rules when dealing with electric things.
3. Regularly give the children a chance to sing/speak on the mike.

Activity 13: Meet the Vowels

Materials Checklist:

- A4 sheet or a notebook

Instructions:

1. Help children to trace their hands on a sheet/notebook.
2. They can then write the vowels on the fingertips of the traced hand.



Activity 14: Grouping Vowels

Materials Checklist:

- Letter flash card sets (vowels in red, consonants in black)

Instructions:

1. Give a set of flash cards to each child.
2. Ask children to arrange the cards from 'a' to 'z'.
3. Tell children to separate the red coloured letters and arrange them in a line. Let children name the letters that are in red and say their phonic sounds.

Note: This activity can be used to group vowels and consonants separately. After this, children can combine consonants and vowels to make two and three letter sight words that they are familiar with, for example, as, as, on, in, to, ant, bat, and cat.

Activity 15: Jump for Your Letter

Materials Checklist:

- 5 cm × 5 cm blank cards
- Ice cream sticks
- Marker
- Adhesive

Instructions:

1. Write the names of children on the 5 cm × 5 cm cards. Paste the cards on ice cream sticks to make puppets.
2. Distribute the puppets among children. Invite them to make a circle.
3. Draw the attention of children to the first letters of their names.
4. Sing, 'We will now play a game,
Jump in only if you hear the first letter of your name'.
5. Call out different letters. Ask children to jump in the middle of the circle if they hear the first letter of their names.

Activity 16a: Name Puppets**Materials Checklist:**

- Name puppets (puppets with the names of your students written on them)
- Alphabet Frieze

Instructions:

1. Draw the attention of children to the first letter of their names.
2. Give each student their name puppet.
3. Ask your students to place the puppets in the pockets of the Alphabet Frieze.

Activity 16b: Vowel Identification**Materials Checklist:**

- Letter puppets
- Learning Train

Instructions:

1. Distribute the letter puppets and ask children to place only the vowels in the pockets of the Learning Train.
2. Sing the rhyme:
Five smart letters standing in a row,
They are called vowels, did you know?
a, e, i, o, u,
Help us to make words so new!
3. Ask children to enact 'The Story of the Vowel Family'. Refer to the given story.

Narrator:

The vowel family is not feeling well today,
listen and you'll hear what they have to say.

Actor who represents the letter a: I am **a** and have a cold that is really bad. Aaaaaaaahchoo!
I sneeze so many times, it is really sad.

Doctor: You must get some rest, for I know what is best!

(**a** sits down and sleeps)

Actor who represents the letter e: I am **e** and have got an earache. Eh, Eh? I cannot hear,
what did you say? Oh, doctor! I can hear nothing today.

Doctor: You must get some rest, for I know what is best!

(**e** sits down and sleeps)

Actor who represents the letter i: I am **i** and I have an itch! On my little stitch.

Doctor: You must get some rest, for I know what is best!

(**i** sits down and sleeps)

Actor who represents the letter o: I am **o** and I have a sore throat Oaaaah... Please check
me and give me a sweet pill that you have got!

Doctor: You must get some rest, for I know what is best!

(**o** sits down and sleeps)

Actor who represents the letter u: I am **u** and I have got a stomach ache. Uhhuhhuhh...
Can you cure the pain, for I have to catch a train!

Doctor: You must get some rest, for I know what is best!

(**u** sits down and sleeps)

Narrator:

The vowel family is not feeling well today
ah, eh, I, oh, uh, are the sounds they make.
Wake up vowels and give yourself a shake!
Tell us your sound and quickly turn around.
(Each vowel can wake up and say its sound.)

Activity 17: Revision of Letters

Materials Checklist:

- Upper case letters stick puppets
- Lower case letters stick puppets
- Alphabet Frieze

Instructions:

1. Place the upper case letters in the Alphabet Frieze pockets.
2. Distribute the stick puppets of the lower case letters. Ask the children to find their partners and place them in the corresponding pockets of the Alphabet Frieze.

Listen and Speak! Story Time: The Ant and the Alligator

Annie was a small ant. Addie was a big alligator. Addie lived near an apple tree. Annie was walking along a path. She saw some arrows. She walked along to see where the arrows would take her. Annie reached a lake. There was an apple tree near the lake. She saw apples hanging from the tree. They were too high for her to reach. She saw a big alligator. She went to him and

said, 'Hello!' Addie asked, 'Who are you, little one?' Annie said, 'I am an ant. My name is Annie.' Addie smiled and said, 'I am an alligator. My name is Addie. How can I help you?' Annie asked Addie to pluck an apple for her. Addie plucked an apple and cut it into half and gave it to Annie. Annie called all her ant friends and they all ate the apples together. They thanked Addie and built an ant hill near the tree. Addie and his ant friends lived together and Addie plucked apples for them every day.

(Story extension: You can explain to the children that many ants live in colonies, talk about the queen ant, the ants who guard the entrance, the way the food is stored for winters, weaver ants who weave leaves together to build homes, how ants talk by touching each other, how they share their tasks, and work really hard.)

Listen and Speak! Story Time: Baby Elephant and Ellie

Baby elephant loves to play in the water. Splash! Splash! What fun he has with his mother, splashing about in the water. Mama elephant never lets Baby elephant go out alone. One day, Baby elephant goes to the river all by himself. He happily splashes about in the water. Suddenly a big alligator comes out of the water. Baby elephant feels scared and starts crying. At that moment, he sees an elf in the sky. 'Hello, Baby elephant! I am Ellie the elf. Why are you crying?' 'I am scared, Ellie! See Mr Alligator! What big teeth he has! I want to go to Mummy.' Ellie says, 'You are a naughty elephant. Why have you come alone? Don't be scared. I will go and bring your mother.' Ellie the elf brings Mama elephant to Baby elephant. Baby elephant is happy to see his mother. He hugs her and says, 'Sorry, Mummy! I will never go out alone. And thank you Ellie!' Now, Ellie and Baby elephant play together. Sometimes, Baby elephant gives Ellie a ride. Ellie always gets sugarcane and bananas for Baby elephant.

Listen and Speak! Story Time: Incy, the Spider

Ina was a small ant. She went out every day to look for food. One day she saw Incy the spider building a big web. She asked Incy if he would come with her to look for food. Incy told Ina, 'I do not go and look for food, my food comes to me. I just build my web and wait. Insects come and get caught in it, and then I eat them up!' Hearing this, Ina ran away. She did not want to get caught in the web. She told all her friends to be careful and not to go near the web.

Listen and Speak! Story Time: Oddie, the Ostrich

One day an ostrich called Oddie went for a walk. All the birds looked at the ostrich and asked, 'Oddie, why do you not fly?' The ostrich told them, 'My body is very big but my wings are too small. I cannot fly. But do you know I have long and strong legs and I can run really fast? Do you want to have a race with me?' The birds agreed to have a race with Oddie. Oddie's friends started singing 'Oddie, Oddie, run, run!' and Oddie came first. He was happy. The birds said, 'Congratulations, now we know that you can run really fast!'

Listen and Speak! Story Time: Up and Down!

Grandpa has lost his walking stick. Grandma has lost her chappals. They call the family to help them. Anum looks behind the umbrella. All of them go up and down and look for the stick and chappals. Faraz thinks hard. Grandpa tells Adil to look under the tree. Adil finds the stick and the chappals under the tree. He gives the stick to Grandpa and the chappals to Grandma. They are happy. They give Adil sweets.

Activity 18a: Vowels

Materials Checklist:

- Drawing sheets (one for each child)
- Cut-outs of engines
- Onions (cut into halves)

- Crayons
- White paper
- Adhesive
- Poster colours (red, yellow)
- Paintbrushes
- Umbrellas
- Reading Wall

Instructions:

1. Draw the outline of an alligator on each of the drawing sheets and distribute them among the children. Ask children to trace the outline of the alligator with their fingers, and then colour the alligator. Revise the letter 'a'.
2. Distribute among children cut-outs of engines to colour and carry home. Revise the letter 'e'.
3. Give white paper to children. Ask them to tear and paste the paper on an outline of an igloo in their drawing books. Revise the letter 'i'.
4. Help children to practise onion-printing (press down pieces of a onion dipped in poster colours onto paper to make onion prints). Revise the letter 'o'.
5. To revise the letter 'u', ask children to bring umbrellas to school and enjoy dancing with them! Give drawing sheets to children so that they can draw umbrellas of different colours and write the letter 'u'.
6. Follow the revision of letters with the introduction of two/ three letter words. Put these words up on the Reading Wall (refer to the 'Creating Classroom Resources' Section of the TG). Refer to the given image for words to use.

a	an	am	are
is	in	if	it
on	of	us	up

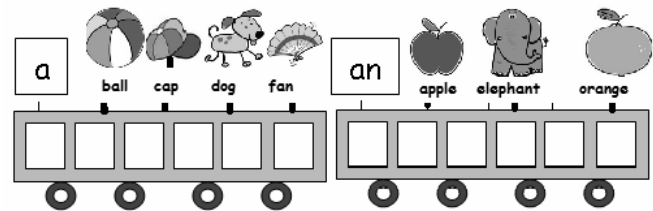
Activity 18b: 'A' and 'An'

Materials Checklist:

- Stick puppets of 'a' and 'an'
- Picture puppets (with the names of the objects written on them)
- Learning Train

Instructions:

1. Place the stick puppets of 'a' and 'an' in the Learning Train.
2. Distribute the picture puppets among children.
3. Point to the 'a' and 'an' puppets and explain to children that, when we talk about any object, 'a' is placed before consonants and 'an' comes before vowels.
4. Ask children (who have the picture puppets that begin with vowels) to come and place the puppets next to the 'an' puppet in the Learning Train.
5. Ask children (who have the picture puppets that begin with consonants) to come and place the puppets next to the 'a' puppet in the Learning Train.



Activity 19a: C for Cat

Materials Checklist:

- Coloured paper
- Adhesive
- Crayons
- Drawing sheets (one for each child)
- Scissors
- 5 cm × 5 cm cards
- Ice cream sticks
- Pencil
- Markers
- Two bowls
- Learning Train
- Page 14 of the student's book

Instructions:

1. Cut out the coloured paper into one small and one big circle for each child.
2. Distribute the drawing sheets among children.
3. Place the circles in two bowls. Ask children to pick up a big and a small circle each, and pass the bowl to the next child.
4. Help children to paste the small circle above the big circle, on each drawing sheet to make a cat.
5. Give crayons to children. Ask them to draw ears, a tail, whiskers, and a face to make a cat. Also ask them to make a cap on the cat.
6. Paste or draw pictures of objects whose names begin with 'c' on the 5 cm × 5 cm cards. Write the names of these objects on the cards as well. Paste ice cream sticks on the cards to make picture and name puppets of words beginning with 'c'.
7. Recapitulate words that begin with the letter 'c' with the help of the picture and name puppets. Introduce new words beginning with 'c'. The picture and name puppets can be put up in the Learning Train for reference.
8. Ask children to create a scene of their choice using objects whose names begin with the letter 'c', on the other side of the drawing sheet.
9. Introduce the children to page 14 of the student's book and ask them to complete the exercises. Draw the attention of children to the empty blocks in the crossword. Ask them to identify the pictures and write the first letter to complete the crossword.

Note: You can introduce the soft sound of 'c', as in cycle.

Activity 19b: Class Collage

Materials Checklist:

- Photographs of children during their infancy
- Chart paper
- Adhesive

Instructions:

1. Ask children to bring pictures of their infancy.
2. Place the chart paper on the table. Ask children to paste their pictures onto the chart paper. Help them to make a class collage. Children can take turns to identify each others' pictures.

Listen and Speak! Story Time: The Cap Seller and the Monkeys

A cap seller went out to sell his caps,
And he sat down to take a nap.
Some monkeys came down to play,
And took all his caps away!
The cap seller woke up somehow,
He said, 'Give me back my caps right now!'
The monkeys replied, 'Sorry!
We were just having a little fun!'
And they gave his caps back one by one.

Activity 20: Lemon and Spoon Race

Materials Checklist:

- Ten spoons
- Ten lemons

Instructions:

1. Take children to an open space.
2. Demonstrate by holding the spoon in your mouth, balancing the lemon on it, and carefully walking a few steps.
3. Ask ten children at a time to line up for a race. Give each one a lemon and spoon.
4. Ask children to walk a few steps. Once they understand the activity, let them race from one spot to another without dropping the lemon.

Listen and Speak! Story Time: The Slithering Snake

In a small village there was an orchard. Many children played in the orchard. One day a slippery snake came into the orchard and started hissing s/s/s/s. The children got scared and ran away. Every day the snake would come and scare them s/s/s/s. The children decided to do something about the snake. They soon got an idea. They waited for the stars to come out and quietly climbed the trees. When the snake came, they shook the branches really hard. The fruits fell down on the snake and he ran away hissing s/s/s/s! The children went home too! They returned when the sun came out and collected all the fruits and gave them to the farmer. The farmer thanked the children and gave them a big basket of fruits as a present.

Activity 21: Friendship Ribbons

Materials Checklist:

- Multicoloured ribbon strips that are 15 cm in length (one for each child)
- Cut-outs of roses, rabbits, and other things or animals that begin with the letter 'r' (one for each child)
- Basket
- Stapler

Instructions:

1. Distribute the multicoloured ribbon strips among children.
2. Teach the letter 'r' by drawing the attention of children to the ribbons and the cut-outs.
3. Place the cut-outs in a basket. Tell children to pick up a cut-out each and pass the basket. Help children staple the cut-outs to the ribbons to make friendship bands for children.
4. Each child can choose a friend and tie the friendship band on their wrist.
5. Children should ask each other, 'Will you be my friend?'

Listen and Speak! Story Time: Rini and Her Red Ribbon

Rini, the rabbit, had a pretty red ribbon. Mr Rat wondered what a ribbon was. He took it and ran away while Rini was sleeping. Rini woke up and found her ribbon gone! 'Who took my pretty red ribbon?' she said. She then saw Mr Rat running away with her red ribbon. When Mr Rat reached home, his mother said, 'Where did you get this ribbon from, little Mr Rat? Don't you know, you shouldn't take things away like that?' Mr Rat felt sorry for what he had done. He went back to Rini and returned the pretty red ribbon. He said, 'I am sorry, Rini! I have come to return your ribbon to you.'

Activity 22a: Nest

Materials Checklist:

- Drawing sheets
- Crayons
- Page 17 of the student's book

Instructions:

1. Introduce page 17 of the student's book to children. Draw their attention to the picture of the nest.
2. Give crayons and a drawing sheet to each child.
3. Ask children to draw a nest with nine fledglings in it.

Activity 22b: Noses to Smell

Materials Checklist:

- Things with a distinct fragrance (perfumes, oranges, etc.)
- Small cloth bag
- Cardboard box with holes punched on one side

Instructions:

1. Place one thing at a time in a cardboard box/cloth bag so that the children cannot see it.
2. Ask the children to smell it and guess what it is.

Activity 22c: News Today

Materials Checklist:

- Newspaper

Instructions:

1. Ask parents to help their children prepare a piece from the newspaper which the child can speak about in class. This is just to create awareness about the newspaper and the environment.
2. Ask children to take turns to bring a newspaper to school.
3. Put up a 'News Corner' in the class, consisting of birthdays and other events so children understand the concept of news.

Listen and Speak! Story Time: Neelum and Nina

Neelum and Nina were friends. They were nine years old. They would always share and eat their lunch together in school. Neelum brought a blue napkin every day and Nina brought a red one. One day, they both decided to bring noodles to school. Neelum's noodles did not have any vegetables in it, but Nina's noodles had many vegetables. Neelum was surprised to find that Nina's noodles were tastier! She asked Nina, 'What does your mummy put in the noodles that makes them so tasty?' Nina said that it was the vegetables. That day Neelum went home and asked her mother to put vegetables in her noodles whenever she made it.

Activity 23: M for Moon

Materials Checklist:

- Pictures of the moon (waxing and waning)
- Word puppets (for the words an, in, on, are, is, we)
- Reading Wall

Instructions:

1. Ask children to observe the moon with their parents for a week. Talk about it in class. Show children the pictures of the moon and talk about its waxing and waning.
2. Add word puppets to the sight words on the Reading Wall: an, in, on, are, is, etc.

Listen and Speak! Story Time: The Monkey and the Mirror

Monu the monkey is sitting on a mango tree. He sees a shiny thing on the ground. Dhup! He jumps off the tree to pick it up. He holds the shiny thing in his paws and looks at it. He sees a monkey that looks just like him. Monu shows his teeth. 'Screech! Screech!' he says, 'Come out!' The other monkey also shows him his teeth. Monu is surprised. He takes the thing to his mother. Monu's mother holds it and sees another monkey that looks just like her. She is also confused. She calls her friends. Everyone gets confused. No one knows what the shiny thing is. All the animals in the jungle call a meeting to understand what the shiny thing is. Wise Mr Owl looks at the shiny thing and says, 'Hoot! Hoot! How silly you all are! This is a mirror. You can see yourselves in it. Hoot! Hoot!' The animals laugh at each other. They give the mirror to Monu the monkey as a gift. Has anyone ever given you a gift? What do you say when you receive a gift?

Practice Activity: V for Violin

Materials Checklist:

- Picture of a violin
- Audio of music played on the violin
- Green vegetables (e.g. spinach, cabbage, cucumber, green capsicum, etc.)
- Picture of a vulture

Instructions:

1. Show children a picture of the violin, and play audio of music composed on a violin. Revise the letter 'v' through the picture of the violin.
2. Have a green vegetable day. Ask children to bring a green vegetable to school, write 'v' on the blackboard, and show the vegetable to children.
3. Show a picture of a vulture to children and tell them about the bird.

Listen and Speak! Story Time: The Vegetable Vendor

Vickey was a vegetable vendor. He had a small vegetable van. Vickey would take the van to different places and many people would come and buy vegetables. Many children would come with their parents and Vickey would tell them the colours of all the vegetables. He would also sing rhymes for them. If someone asked, 'Can you give me some potatoes?' Vickey would say, 'Brown, brown potatoes are nice and round. Do you know they grow underground?' And he would pack the potatoes from the vegetable van. If someone asked, 'Can you give me some cucumber?' Vickey would say, 'Green, green cucumber so good to eat, it is a tasty treat!' And he would pack the cucumbers from the vegetable van. All the children loved to listen to Vickey's vegetable rhymes. They started eating vegetables too. They ate vegetables every day and went to pick more as Vickey's vegetable van came that way. Do you like to eat vegetables too?

Activity 24: Let's Meet W

Materials Checklist:

- Drawing sheets
- Crayons
- The story 'Little Red Riding Hood' (easily available online)
- Page 20 of the student's book
- Word puppet of the word 'we'

Instructions:

1. Give drawing sheets and crayons to children. Tell them to draw and colour different kinds of watches.
2. Tell children the story of 'Little Red Riding Hood'. Give drawing sheets and crayons to children, and ask them to draw the wolf from the story.
3. Teach 'w' through the drawing of a watch and a wolf.
4. Ask children to identify and describe the pictures on page 20 of the student's book, in order to build their verbal skills. For example: 'This is a web. Spiders make webs'.
5. Hold up the stick puppet of the word 'We' and introduce children to the word. Divide children into small groups, and ask each group to do different actions. Describe them by using the word 'We'. For example: 'We are dancing' or 'We are singing'.

Listen and Speak! Story Time: The Woodcutter

A woodcutter goes to a forest. He cuts down trees. The animals see the woodcutter. They run here and there! A sage sees the animals running. He tells the woodcutter not to cut trees. The woodcutter feels bad about cutting trees and goes away. The animals in the forest are happy again!

Activity 25: The Letter X

Materials Checklist:

- Picture puppets (of things that end with the letter sound /x/)

Instructions:

1. Show the picture puppets to children and ask them to name the objects. Write the name of the objects on the blackboard.
2. Draw the attention of children to the letter 'x' in the words you have written on the board. Emphasise the phonic sound of 'x' in words like ox, fox, axe, and six.

Practice Activity: Things with Z

Materials Checklist:

- Crayons
- Drawing sheets
- Picture of a zebra crossing
- Page 22 of the student's book
- Poster colours

Instructions:

1. Draw the attention of children to the pictures on page 22 of the student's book and ask children to identify them.
2. Let them trace the 'zigzag' line leading to the zoo.

3. Introduce the word 'zigzag'. Give crayons to children. Ask children to draw zigzag lines on drawing sheets.
4. Draw zigzag lines on the floor using poster colours and ask children to walk on them.
5. Show children a picture of a zebra crossing. Explain the importance of using it while crossing the road.

Listen and Speak! Story Time: Zoya Goes to the Zoo

Zoya was really excited. Her mother was taking her to the zoo. She packed her picnic bag carefully and closed the zip. They sat in the car and zoomed away to the zoo. They saw a zigzag track and walked on it. They reached a fence. It was like a little forest on the other side of the fence. There were many trees and pretty zinnia flowers growing near the fence. Suddenly, she saw something white and black. Oh! It was a zebra! Zoya was really excited, but she kept quiet. Her mother had told her not to disturb the animals in the zoo. She wanted to give the zebra some sweets, but the zookeeper told her that they must not feed the animals as they could become ill. He showed them how they fed the animals and how they kept the zoo clean for them. Zoya was happy after the visit to the zoo.

Activity 26a: Missing Letters

Materials Checklist:

- Learning Train
- Letter puppets
- Page 23 of the student's book

Instructions:

1. Place the letter puppets from 'a' to 'z' in the Learning Train. Remove some of the letters and distribute them among children. Ask them to come and place the letters in the correct pockets.
2. Open page 23 of the student's book and help students fill in the missing letters.

Activity 26b: Arrange the Letters

Materials Checklist:

- Chart paper
- Scissors
- Red and black markers
- Notice board
- Board pins

Instructions:

1. In order to make a caterpillar using the letters of the alphabet, cut out 26 circles from a chart paper and write one letter on each circle. Write the vowels with a red marker and the consonants with a black marker.
2. Cut out another circle and draw the caterpillar's face on it.
3. Pin up the caterpillar's face on a notice board. Pin up a few other circles with the letters on the notice board. Ask children to pin up the rest of the letters in order, to complete the caterpillar.

Practice Activity: Whole Words

Materials Checklist:

- Stick puppets with the words I, am, a, an, in, is, we, are, on (two sets)
- Reading Wall

Instructions:

1. Place one set of stick puppets on the Reading Wall.
2. Distribute the second set of stick puppets among the children and encourage them to match the words to the ones on the Reading Wall.
3. Set up a class library. Introduce children to picture books that have short sentences. Revisit the sight words pages given at the end of the student's book.

Activity 27a: Letters and Lines**Materials Checklist:**

- Page 7 of the student's book
- Flash cards (a to z)
- Red and blue line rhyme on page 7 of the student's book

Instructions:

1. Sing the rhyme given on page 7 of the student's book with the children.
2. Draw their attention to the letters that are written between the capital (red) and tail (blue) lines.
3. Give them their set of flash cards and help them to identify and separate the letters according to the small (base/grass), tall (sky), and tail (root) letters.

Activity 27b: Match the Letters**Materials Checklist:**

- Picture puppets (one image per letter)
- Letters puppets
- Learning Train

Instructions:

1. Place the picture puppets in the Learning Train.
2. Distribute the letter puppets among children.
3. Ask children to place the letters in the corresponding pockets of the Learning Train. Repeat the activity by placing the letter puppets in the Learning Train and distributing the picture puppets for children to match.
4. Distribute the picture and letter puppets among children.
5. Ask children to find their corresponding partners.

Listen and Speak! Story Time: The Lion and the Mouse

A Lion is sitting under a tree. A little rat comes and starts playing there. He jumps in front of the lion, behind the lion, on the side of the lion, and runs all around him. The lion gets angry and catches the rat. The rat says sorry and the lion leaves him. One day the lion gets caught in a hunter's net. He calls for help. The little rat comes running, bites the net, and frees the lion. The lion thanks the little rat.

Activity 28a: Look and Draw**Materials Checklist:**

- Illustrations from page 26 of the student's book
- Drawing sheets
- Pencils
- Crayons

Instructions:

1. Draw the attention of the children to the illustrations on page 26 of the student's book. Give them drawing sheets and crayons. Encourage them to draw as many words related to the letter 't' as they can.
2. They can also combine illustrations from different pages of the student's book to create their own scenes.

Activity 28b: Telephone**Materials Checklist:**

- Picture of a telephone
- Two tin cans or plastic cups
- A long piece of string

Instructions:

1. Show children a picture of a telephone, and ask them to identify it. Introduce children to greetings they should use while talking on the phone.
2. Make a telephone for children using the tin cans/plastic cups and a string (instructions available online).

Listen and Speak! Story Time: Tommy Travels

Tommy was a little boy who loved to visit different places with his parents. They would travel by train and look out the window to see the countryside. One day, the train passed a tunnel and it became dark. Tommy was very excited as he had never seen a tunnel.

(Given below is a repetitive pattern that can be included in stories to help children repeat them with ease.)

One time they were going to a forest. They sat in a truck and went inside the forest. Tommy said, 'Look, a tiger!' They went ahead and Tommy said, 'Look, an elephant and a deer!' They went close to the lake Tommy said, 'Look, so many turtles and toads.' They got off the truck and Tommy said, 'Look, so many tall trees! What a beautiful forest!' Tommy was happy to learn about the forest. Do you travel with your parents like Tommy?

Listen and Speak! Story Time: The Tortoise and the Rabbit

A rabbit sees a tortoise walking slowly. He laughs at him. They decide to have a race. Many animals come. The race begins. The rabbit runs fast. The rabbit stops to rest. The tortoise walks slowly. He does not stop to rest. The rabbit keeps sleeping. The tortoise wins the race.

Listen and Speak! Story Time: Buntu and Babloo

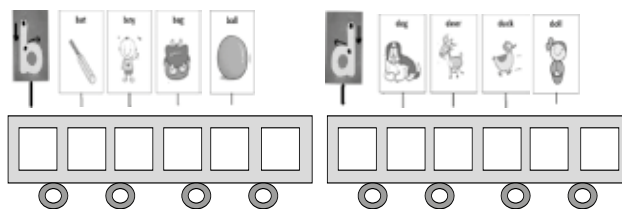
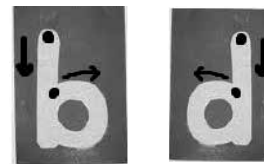
Babloo and his brother Buntu play in the park every day. Sometimes they go by the bus. They carry a bottle of water and some biscuits with them. They sit on the bench in the park and eat the biscuits. They always throw the wrappers in the bin. They like to play with a bat and a ball. Buntu loves to bounce the ball. One day they see many bubbles in the park. They run after them trying to catch them. The bubbles burst in their hands. The bubble man gives them a bottle and a loop to blow bubbles. The boys are happy. Do you want to blow bubbles?

Practice Activity: 'b' and 'd'**Materials Checklist:**

- Sandpaper
- Scissors
- Marker
- Picture puppets (of objects beginning with 'b' and 'd')
- Learning Train

Instructions:

1. Make letters 'b' and 'd' with sandpaper and mark direction arrows.
2. Place the sandpaper letters at the level of children and ask them to trace the letters with their fingers, following the direction arrows. Ask children to say the names and sounds of the letters while tracing.
3. Distribute the related picture puppets. Ask children to place the pictures beside the correct letters in the Learning Train.



Listen and Speak! Story Time: The Chick and the Duckling

A duckling and a chick are friends. One day, they go for walk. They find a pond and drink water from it. Then, the duckling and the chick sit on the grass. The duckling knows how to swim, so it jumps into the pond. The chick likes to copy the duckling. So it jumps into the pond too. The chick does not know how to swim. The duckling helps the chick get out of the pond. The duckling then scolds the chick and says, 'Do not copy me all the time.'

Activity 29a: Stick flowers

Materials Checklist:

- One flower cut-out (for each child)
- One ice cream stick (for each child)
- Adhesive
- Play dough
- Bowl
- Markers

Instructions:

1. Place the flower cut-outs and sticks in a bowl and ask children to pick up one of each.
2. Ask children to write their names on the flower cut-outs.
3. Then, help your students to paste the flower cut-outs on the sticks and leave them to dry.
4. Place a bowl containing play dough on the teacher's table.
5. Ask each child to come and place their flower puppet in that bowl.

Activity 29b: F for Feelings

Materials Checklist:

- Circles of 10 cm diameter (3–4 per child)
- Crayons

Instructions:

1. Draw children's attention to their own face and teach the word 'face'. Help them identify various moods.
2. Distribute the circles among children to make faces representing different moods.
3. Let children talk about things that make them happy, sad, or scared.

Listen and Speak! Story Time: The Fox and the Grapes

A fox sees some grapes hanging high from the grapevine. It jumps and jumps but cannot reach them. It goes away. It says, 'The grapes are sour. They are not for me!' A goat comes there. It gathers a pile of mud. It climbs on the pile of mud and eats the grapes. It is happy. It says, 'Aha, the grapes are sweet!'

Listen and Speak! Story Time: Hoppity, the Kind Horse

Hoppity was a kind horse. He lived on a farm. He loved to go up the hilltop. One day he met a hare on the way. The hare asked the horse, 'Can I hop with you?' Hoppity said, 'Yes!' The horse and the hare then hopped on. They met a huge hippo. The hippo asked, 'Can I come with you?' Hoppity said, 'But Mr Hippo, you cannot hop!' The hippo said, 'I cannot hop but I can run with you!' Now, Hoppity the horse, the hare, and the hippo went on. They met a small hen. She was crying because she had lost her way. Hoppity, the hare, and the hippo took the hen to her home on the farm. The farmer was happy to see the hen. Hoppity, the hare, and the hippo were happy too.

Practice Activity: Fly a Kite

Materials Checklist:

- Kites
- String

Instructions:

1. Show a kite to children. Ask them to identify it. Teach 'k' for kite.
2. Give each child a kite. Help them to tie strings to their kites.
3. Take children outside and let them be a part of kite flying.

Listen and Speak! Story Time: Ken and His Kite

Ken was a little boy. He loved to fly kites. Ken's mother was in the kitchen, making tea in a kettle. Ken was out, flying his kite. Oh! But the string broke and the kite flew away. Ken ran after the kite. He met a kitten on the way. The kitten also ran with Ken. The kite flew on and Ken and the kitten kept running. They crossed a kangaroo. The kangaroo also ran with them. The kite was flying away and Ken, the kitten, and the kangaroo were running after it. Ken's mother came out to look for Ken. She could not find him. She locked the door with a key and kept it in her pocket. She went to look for Ken. She saw Ken, the kitten, and the kangaroo running after the kite. Suddenly, the kite started coming down. Ken caught the string and got his kite! He said thank you to the kitten and the kangaroo for running with him. He promised his mother that next time he would not run after the kite! His mother then gave him some ketchup and chips to eat.

Practice Activity: Guitar

Materials Checklist:

- Audio of music played on the guitar (available online)
- Page 33 of the student's book
- Toy guitar

Instructions:

1. Play the audio of music played on a guitar for children. Teach the letter 'g' by attracting the attention of children to the toy guitar.
2. Help children build their verbal skills by asking them to identify and describe the pictures on page 33 of the student's book, for example, 'These are grapes. They are purple in colour'.

Listen and Speak! Story Time: Guriya and Her Goat

Guriya is sad. Her friends have not come to the garden to play. Her father gets her a goat and says, 'From now on, he will be your friend. He will always play with you. But you must look after him well. You must feed him nice, green grass.' Guriya is very happy. She says, 'I will, Papa! Thank you.' Guriya and her goat go everywhere together. Sometimes, he goes with Guriya to her school. While Guriya learns to count and read, the goat eats the green grass in the school garden. Would you like to have a pet of your own?

Practice Activity: Puzzles

Materials Checklist:

- Pictures of objects beginning with 'j' (duplicate pairs)
- 10 cm × 10 cm cards of thick paper of different colours
- Markers
- Scissors
- Adhesive
- Re-sealable transparent bags 5 inch × 4 inch (one for each puzzle)
- One re-sealable transparent bag 10 inch × 12 inch
- One card for labelling
- A4 sheets of paper
- Page 34 of the student's book

Instructions:

1. Paste each picture on two 10 cm × 10 cm cards, making duplicate pairs.
2. Cut one card into four pieces and leave the other one as the guiding picture.
3. Place both cards (whole and fragmented) in a small re-sealable transparent bag. Place all the bags in the big bag and label it with the letter 'j'.
4. Teach the letter 'j' through the puzzles.
5. Seat children in groups and distribute the puzzles.
6. Demonstrate how children have to place the guiding picture in front and then use the four pieces to make the same picture.
7. Let children complete the puzzles by themselves. Help them to paste the completed puzzle onto a sheet of paper.
8. Ask your students to identify the object they have just completed.
9. Let children complete the exercises on page 34 of the student's book. Help children build their verbal skills by asking them to identify and describe the pictures on the page, for example: 'This is a jug. There is juice in the jug'.

Listen and Speak! Story Time: Joe's Birthday Party

Joe and Jasmine were friends. It was Joe's birthday in January. It was really cold. Jasmine wanted to give him a gift. She went to the market with her mother and got him a jacket. Joe jumped with joy when he saw the jacket. He thanked Jasmine. Joe's birthday party was fun. He was wearing blue jeans and a white jumper. There was a juggler juggling colourful balls. There was a colourful box on the table. When the children opened the box, out popped the Jack in the Box. Joe's mother was wearing pretty jewels and had made many things for the party. There was juice, jelly, and jam sandwiches. Each child got a jar of jelly beans as a return gift from Joe. They thanked Joe's mother for the party. Joe's father dropped them back in his jeep. Joe's friends thanked him. Oh, it was a jolly good party!

Listen and Speak! Story Time: Penny Goes on a Picnic

Penny and her friends went for a picnic to a nearby village. Penny was wearing a pink polkadotted dress. Her mother packed some pies, pancakes, and peanuts for the picnic. The children ate the pies and pancakes and went to play. They saw many papaya trees there. The villagers told them that they also grew pears and peaches in different seasons. They saw many birds there. The children saw a green parrot, a white pigeon, and a pretty peacock. The peacock had beautiful feathers. The children gave the birds crumbs from the pie. The peacock gave them a colourful feather, the parrot gave them a green feather, and the pigeon gave them a white feather. There was a pond nearby. A little pony was drinking water from the pond. The children gave the pony some carrots to eat. The pony gave them a ride one by one. They all enjoyed the picnic. They collected all their things and put them in the picnic basket and cleaned up before they left.

Listen and Speak! Story Time: Quincy and the Quilts

Quincy was a very pretty queen. She had a little quail that lived in her garden. The quail gave Quincy feathers to wear in her crown. Quincy was a very quiet queen. She was kind to poor people. Every year when winter came, she distributed quilts to all the poor people. The quilts were of many colours. People loved the red quilts, blue quilts, yellow quilts, green quilts, orange quilts, and purple quilts. Everyone got their favourite colour so they never quarrelled. They all thanked Queen Quincy for her gifts.

Practice Activity: Wool Yak

Materials Checklist:

- Picture of a yak
- Outline of a yak drawn on drawing sheets (one for each child)
- Brown and black wool
- Adhesive
- Crayons
- Page 37 of the student's book

Instructions:

1. Teach the letter 'y' by showing a picture of a yak to children.
2. Seat children in small groups.
3. Give pieces of brown and black wool as well as adhesive to each group.
4. Give an outline of a yak and crayons to each child.
5. Ask your students to paste the pieces of wool within the outline to make the yak. Let them colour and complete the picture.
6. Introduce page 37 of the student's book to the children and let them complete the page independently. Help children build their verbal skills by asking them to identify and describe the pictures on the page, for example: 'This is a yo-yo. We play with a yo-yo'.

Listen and Speak! Story Time: Yonas and the Yaks

Yonas was a little boy. His grandfather lived on the mountains. He went to see his grandfather every year. His grandfather had many yaks. They would give milk and take Yonas on a ride in the evening! On his birthday his grandfather got him a yellow yo-yo. Yonas played with the yo-yo the whole day. His mother got him a toy yacht that could float in water. He was really happy. He filled a big tub of water and played with the yacht. The yaks were sad because they thought that Yonas had forgotten them. But Yonas was a caring boy. He asked his grandfather what the yaks liked to eat. His grandfather told him, 'Well... yaks are like cows, they eat grass just like the cows.' Yonas got fresh green grass for the yaks. The animals were happy and took Yonas on a long ride.

Practice Activity: Alphabet Rhyme

Materials Checklist:

- Feely (sensory) bags
- Toys
- Learning Train
- Letter flash cards (upper and lower case letters)
- Audios for the letters of the alphabet (alphabet song is available online)

Instructions:

1. Tell children to walk in a circle. Play the audios for the letters of the alphabet as the children move in a circle.
2. Stop the music after five letters have been sung ('a' to 'e').
3. For each of the five letters that have been sung, place a corresponding toy/object in a feely bag. Give the feely bag to children and ask them to identify the toys.
4. Place the flash cards of the five letters in the Learning Train. Ask children to name the next letter.
5. Play the rhyme again till the next five letters have been sung ('f' to 'j').
6. Stop the music. Show children the flash cards of the five letters that have been sung.
7. Ask them to identify the letters and name objects that begin with the letters.
8. Place the flash cards of the five letters in the Learning Train. Ask children to name the next letter.
9. Play the rhyme again till the next five letters have been sung ('k' to 'o').
10. Show the upper case letter flash cards of the five letters that have been sung. Place them in the Learning Train.
11. Let children choose the corresponding lower case letter flash cards and place them in the correct pockets of the Learning Train.
12. Continue this activity until audio for all the letters has been played.

Activity 30: 'A' and 'An'

Materials Checklist:

- 5 cm x 10 cm cards with 'A' and 'An' written on them
- Learning Train
- Picture cards (use pictures given on page 41 of student's book)

Instructions:

1. Place the 'A' and 'An' cards on the Learning Train.
2. Tell the children that all the words that begin with vowels (a, e, i, o and u) start with 'an' while others start with 'a'.
3. Distribute the picture cards in class and ask the children to place the cards in the correct pockets of the Learning Train.

Activity 31: Sounds of Letters

Materials Checklist:

- Letter Puppets (lower case letters)
- Learning Train

Instructions:

1. Use a set of 'a' to 'z' puppets.
2. Distribute the letters and call out the sounds to be placed in the pockets of the Learning Train.
3. Help children identify the ones they cannot recognise until all children know how to do the activity with ease.

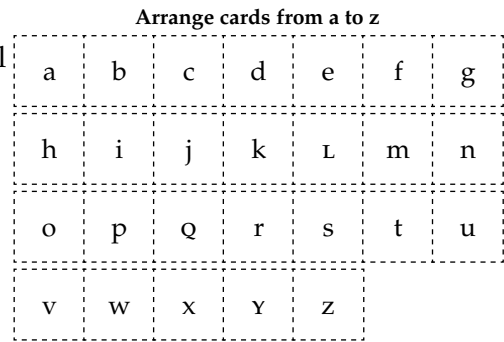
Activity 32: Building Words With Flash Cards

Materials Checklist:

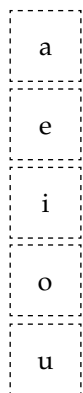
- Flash card sets of lower case letters for each pair/small group of children

Instructions:

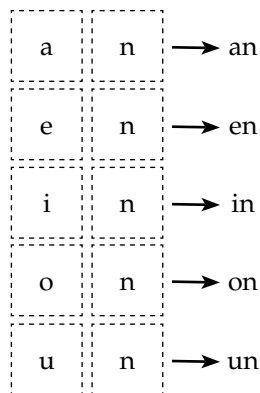
- Seat the children in pairs/small groups and give them a set of flash cards.
- Ask them to arrange them alphabetically in order for convenience of usage. This will help them spot the letter they are looking for with ease.
- Ask them to separate the vowels and one consonant that will be used in the end to make the word string. In this case 'n' can be used.
- Call out the sounds of the letters and ask the children to listen, identify, and separate the letter cards for the set.
- They can then use them for word building.



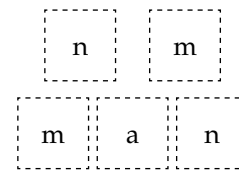
Separate the vowels



Build chunks



Separate the consonants to build CVC word strings



Activity 33a: Matching Pictures to Words

Materials Checklist:

- Picture cards (cards with picture flash cards pasted on them)
- Word cards (one word card per each picture card)

Instructions:

- Seat children in groups. Give the picture cards and the word cards to the children.
- Ask the children to match the pictures to the words.

Activity 33b: Rhyming Strings

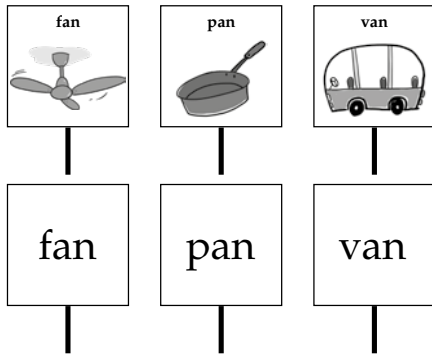
Materials Checklist:

- 10 cm × 10 cm blank cards (of five different colours)
- Random illustrations from the student's book
- Sketch pens
- Reusable transparent bags
- Ice cream sticks

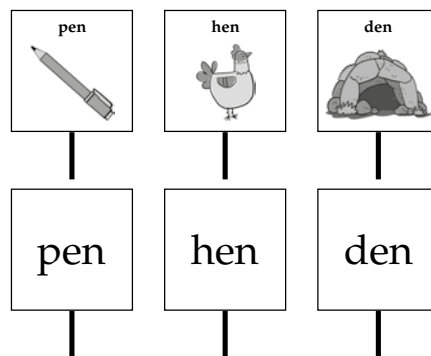
Instructions:

1. Draw random illustrations from the student's book on the blank cards and paste them on ice cream sticks to create picture puppets.
2. Write the names of the pictures on the top of each card.
3. Make separate word puppets of the pictures you have used on 5 different colours.
4. Make sure you use the same colour base for the picture and word cards of each individual letter i.e. use only one colour for each string.
5. Place each string in separate reusable transparent bags and label them:
 - 'a' string picture and word puppets
 - 'e' string picture and word puppets
 - 'i' string picture and word puppets
 - 'o' string picture and word puppets
 - 'u' string picture and word puppets
6. Ask children to name the pictures one by one and identify them as rhyming strings.

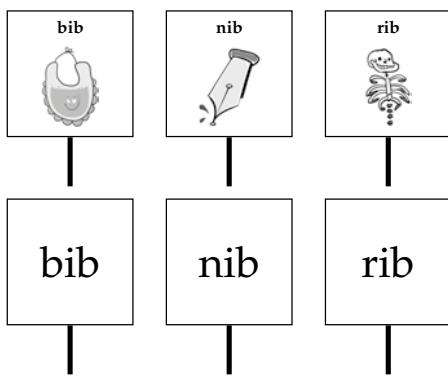
Colour base 1



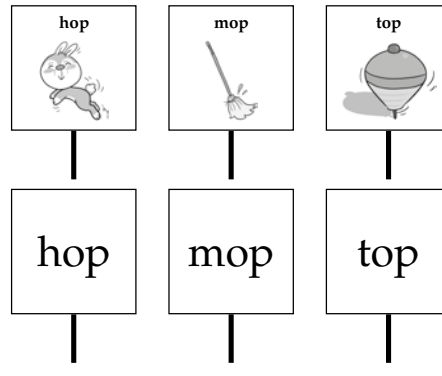
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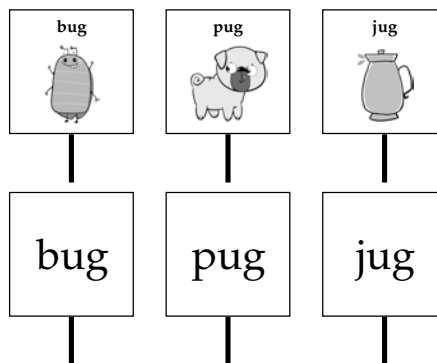
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Colour base 4



Colour base 5



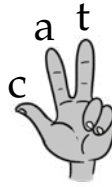
Activity 33c: Strings Activity






Materials Checklist:

- Pages 42–43 of the student’s book
- Crayons and paper
- Pen

Instructions:

1. Choose a word string from pages 42–43 of the student’s book.
2. Draw the attention of the children to the pictures in the student’s book on the pages 42–43.
3. Children can draw the pictures and then name them.
4. You can also help them sound out the word on their fingers to say the complete word.
5. Fingers to say the complete word.
6. They should write the word 2–3 times next to the pictures.



	an	f	p	m	r	v
	fan					
	pan					
	man					
	ran					
	van					

Activity 34a: Place Cards

Materials Checklist:

- Sheets of A4 paper (one for each group)
- Flash card sets (of lower case letters)
- Black markers
- Pictures (for the place cards)




Instructions:

1. Draw four blocks in three rows on each A4 paper, as shown.
2. Draw or paste the same picture in the first column of all the three rows as shown.
3. Write the letters as shown in the given sample, leaving the first letter blank in row one, the middle letter blank in row two, and the last and first letter blank in row three.




Note: Use different pictures for the place cards so they can be exchanged.

4. Turn the sheet over and draw or place three different pictures in the first column of each of the three rows. Fill in letters, leaving a few blanks for children to fill with the help of their flash card sets as shown.

Placecards and cards

	b	a	t
		a	t
	b		t
		a	



Placecards and cards



	h	t	m
		a	
			t
		a	

Activity 34b: Complete the Crossword

Materials Checklist:

- Crossword place cards
- 5 cm × 5 cm letter cards
- Transparent bags

				
		a		
v	n	p	n	

				
		a		
d	l	d	p	

Sample crossword place cards

Instructions:

1. Make a crossword on each side of the place cards (use the given image as a reference). Add crossword picture clues to the crossword place card to help children.
2. Store the letter cards to be used in the crossword in transparent bags.
3. Divide the class in small groups. Give each group a place card and letter cards.
4. Ask the children to keep the place cards in front and spread the letter cards before them.
5. Let children complete the crosswords.
6. The crossword place cards and letter cards can then be exchanged between the groups.

Activity 35–36: Listen, Look, Draw, and Arrange**Materials Checklist:**

- Drawing sheets
- Crayons
- Page 49 of the student’s book
- Blank cards

Instructions:

1. Narrate the story on page 49 of the student’s book. Let children look at the pictures on the page and express what they see. The teacher can also ask questions related to the story to check the children’s understanding.
2. Encourage them to read the words. Ask them to look for particular words in the story.
3. Give each child a drawing sheet and crayons. Ask children to draw the given pictures on their drawing sheets.
4. Give the children blank cards to draw the scenes from the story and then arrange them in the correct order.

Activity 37: ‘This’ and ‘That’**Materials Checklist:**

- Word puppets (for the words ‘this’ and ‘that’)
- Toy

Instructions:

1. Introduce the words ‘this’ and ‘that’ written on stick puppets.
2. Point to a chair nearby and say, ‘This is a chair.’
3. Hold up the word puppet with the word ‘that’ written on it, point to a chair at a distance, and say, ‘That is a chair.’
4. Place a toy in middle of a circle and stand around it with the children, holding hands with them.
5. Move nearer to the toy, stop and say, ‘This is a toy.’ Move away and say, ‘That is a toy.’

Activity 38: Read and Mark**Materials Checklist:**

- Toothpicks (broken into half)
- Page 53 of the student’s book

Instructions:

1. Ask the children to open to page 53 of their student’s books.
2. Give children the toothpicks and call out the words from page 53 of the student’s book.
3. Ask them to place the toothpicks on the words called out.
4. Repeat the activity with a combination of different words as well.



Activity 39: Use of Pronouns

Materials Checklist:

- 5 cm × 5 cm blank cards
- Page 57 of the student's book
- Marker

Instructions:

1. Write the words I, my, you, she, he, we, they, and it separately on the 5 cm × 5 cm cards.
2. Hold up each pronoun card and introduce it to children.
3. Pass the 'I' card around and ask each child to hold it and say, 'I am a girl/boy.'
4. Pass the 'My' card around and ask each child to say, 'My name is...'
5. Ask each child to choose a partner. Pass the 'You' card around. Tell children to point to each other, and say, 'You are a girl/boy.'
6. Pass the 'She' and 'He' cards around. Ask children to point to a girl/boy and say, 'She/He is a girl/boy.'
7. Divide the class into groups of girls and boys. Give each group a 'We' card and tell them to say, 'We are girls/boys'. Then, tell the groups to point to the other groups and say, 'They are boys/girls.'
8. Pass the 'It' card around. Ask each child to point to a book and say, 'It is a book.'
9. Introduce page 57 of the student's book to children. Ask them to read out the words and sentences.
10. Ask questions and let children answer those questions using the pronouns.

Activity 40: 'Has' and 'Have'

Materials Checklist:

- Word puppets (of the words 'has' and 'have')
- Reading Wall

Instructions:

1. Introduce the words 'has' and 'have' to children. Put up the word puppets on the Reading Wall.

Activity 41: I Have/She/He Has...

Materials Checklist:

- Toys
- Tray

Instructions:

1. Place small toys on a tray. Ask each child to pick up a toy and pass on the tray.
2. Ask children to sit in a circle.
3. Ask each child to say, 'I am a girl/boy. I have a...'
4. Repeat the activity and ask children to find a partner each.
5. Tell them to point to the toy in their partner's hands and say, 'She/He has a...'

Activity 42: We/They Have...

Materials Checklist:

- Sharpeners
- Pencils
- Erasers

- Tray
- Page 59 of the student's book

Instructions:

1. Place a few objects such as sharpeners, pencils, and erasers on a tray. Ask each child to pick up an object.
2. Tell children holding the same objects to form a group.
3. Tell each group to say, 'We have...' and point to the other groups and say, 'They have...'
4. Introduce page 59 of the student's book to children. Ask them to read one block at a time and match the pictures related to it.

Activity 43: Vowel Strings

Materials Checklist:

- Stick puppets of 'a', 'e', and 'i'
- Stick puppets of 'a', 'e', and 'i' words
- Learning Train

Instructions:

1. Place stick puppets of 'a', 'e', and 'i' in the Learning Train.
2. Distribute the stick puppets of the 'a', 'e', and 'i' words among children.
3. Ask children to first group the puppets of the words according to 'a', 'e', and 'i' string.
4. Ask children to then place the puppets of the words on the corresponding pockets of the Learning Train.
5. Add the 'o' and 'u' strings as you complete them in class.

Practice Activity: Jumbled Letters

Materials Checklist:

- Flash card set (lower case letters) for each pair of children

Instructions:

1. Seat children in pairs and give each pair a set of flash cards.
2. Ask children to arrange the set of flash cards from a to z.
3. Call out sounds/names of three letters at a time in random order.
4. Ask children to look at the letters and see if they can build words out of them.
5. Repeat the activity with different sets of letters.

a	l	p
---	---	---

l	a	p
---	---	---

p	t	a
---	---	---

t	a	p
---	---	---

p	a	t
---	---	---

Practice Activity: One and Many

Materials Checklist:

- Sets of objects (pencils, erasers, crayons, and so on)

Instructions:

1. Distribute the sets of objects among children. Tell them to pick up one object each.
2. Ask a child, 'What is this?' Let the child answer, 'This is a ...'
3. Ask children holding the same objects to make groups.
4. Ask each group, 'What are these?' Let them answer, 'These are ...'
5. Draw the attention of children to the formation of plural by adding an 's'.

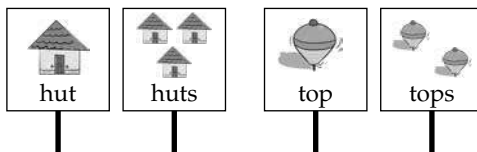
Practice Activity: 'This' and 'These'

Materials Checklist:

- Picture stick puppets

Instructions:

1. Make a set of cards that has a picture of one object on each card, for example, one hut, one jug, and one top. Make another set of cards that has a picture of many objects on each card, for example, many huts, many jugs, and many tops. Write the name of the objects on the cards.
2. Use these card to make picture stick puppets. Tell children to pick up one puppet each.
3. Ask children (who have a single picture puppet) to stand in one row and children (who have the other set) to stand in another row.
4. Tell one child from each row to come forward. Let the child with a single picture on the card point to the picture and say, 'This is...' Let the child with a picture of many objects on the card point to the picture and say, 'These are...'



Practice Activity: I Can Describe

Material Checklist

- Colour and adjective stick puppets
- Learning Train
- Objects/pictures of objects that the children can describe using colours, for example, black hair, red rose, and so on
- Bowl

Instructions:

1. Place the stick puppets in a bowl and ask the children to pick up one as you pass the bowl around the class.
2. Show them objects/pictures of objects and ask the children to come and place the corresponding stick puppets with the right colour/adjective in the Learning Train.

Practice Activity: Position Words

Materials Checklist:

- Soft toy
- Page 82 of the student's book
- Reading Wall

Instructions:

1. Show a soft toy to children. Give it a name. Hide it somewhere in the class and ask children to find the soft toy.
2. Point at a table and ask them, 'Is it on the table?' Search for the toy under the table, then point under the table and ask, 'Is it under the table?' Look in one of the student's bags and ask, 'Is it in the bag?'
3. Use the soft toy to point out and demonstrate position words such as 'in', 'on', 'under', etc.
4. Let children repeat and follow the directions.
5. Make word stick puppets for the position words given on page 82 of the student's book and put them up on the Reading Wall for easy reference.

Practice Activity: Simon Says

Materials Checklist:

- Page 86 of the student's book

Instructions:

1. Ask children to stand in a circle.
2. Tell children to get ready to do the actions as you say them. Instruct them as follows: 'Simon says, can you dance for me?'
3. Let children do the action and say, 'I can dance!'
4. Ask children to identify their activities:
 - When the children are doing an activity they can say: 'I dance.'
 - Point to their partner and say: 'He/She dances.'
 - Point to a group of children near them and say: 'They dance.'
 - Point to the group they are standing in and say: 'We dance.'
5. Introduce page 86 of the student's book to children. Ask them to point to the pictures and identify the activities they can do.
6. If children are ready, introduce more action words such as digging, gardening, running, cleaning, combing, and brushing.

Activity 44: Drawing Action Words

Materials Checklist:

- Drawing sheets
- Crayons

Instructions:

1. Call out some action words, e.g. jump, kick, sleep, etc.
2. Give children the drawing sheets. Ask them to draw pictures for the words you have called out.

Practice Activity: Join Words

Materials Checklist:

- Objects in pairs, for example: pencil and sharpener, bat and ball, socks and shoes, cup and saucer, lock and key, chalk and duster, toothbrush and toothpaste, etc.
- Stick puppet (of the word 'and')

Instructions:

1. Seat children in a circle.
2. Distribute the objects.
3. Ask one child at a time to name the object they have and place it in the centre of the circle. Let the child with the other part of the pair identify the object they have, and place it in the centre of the circle to complete the pair.
4. Flash the 'and' puppet. Point to the objects in the centre of the circle and help children join the words with the help of 'and'.

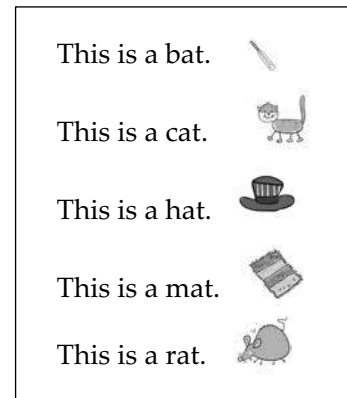
Practice Activity: Sentences with Flash cards

Materials Checklist:

- Sight word flash cards given at the end of the student's book
- Bowls
- Handmade or printed 5 cm x 5 cm cards with pictures of objects
- Handmade or printed 5 cm x 5 cm cards with names of objects

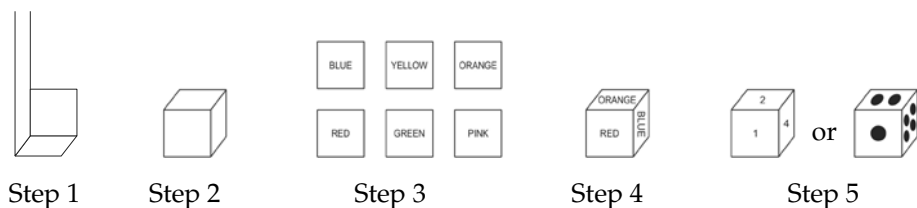
Instructions:

1. Place one set of flash cards in each bowl and ask a pair of children to pick up a bowl each. Given the cards which have pictures and names of objects to the children as well.
2. Ask them to spread the cards and make sentences, e.g. this is a bat, this is a cat, etc. Refer to the given image to use as an example.



HANDMADE RESOURCES

How to Make Handmade Dice:



Materials Checklist:

- Small rectangular cardboard box (e.g. a box in which toothpaste is bought)
- Six card sheets of various colours
- Scissors
- Adhesive
- Sketch pen
- Lamination tape

Instructions:

1. Step 1: Cut the box into two halves in such a way that three sides of the box are equal in size to the base of the box, and the remaining side is one and a half times longer than the base.
2. Step 2: Turn the longer side downwards, covering the open side of the box. Paste it to make a cube.
3. Step 3: Cut the coloured card sheets in squares equal in size to the sides of the cube.
4. Step 4: Paste them on the 6 sides of the cube and leave to dry.
5. Step 5: Draw the values or write the numbers 1 to 6 on the sides of the cube.
6. Laminate and use it in required activities.

How to Make Handmade Counters:

Counters are small circular disks used during activities in the student's books. These enable the students to indicate that they recognise certain words/images/symbols on pages.

Materials Checklist:

- Card sheets of four colours or small lids from old bottles

Instructions:

1. Cut the card sheets into small counters which children can use.
2. You can also cover the top of lids from old bottles with coloured card sheets to make counters.

VOCABULARY BANK

CVC vocabulary list		Long vowel sounds		More sounds	Blends	Diagraphs	Pronouns	Action words	Vocabulary list at a glance
(‘a’ string)	(‘i’ string)	(ai)	More Sounds	book	crow	(ch)	I	see	a: arrow, ambulance,
pad	bib	aim	(‘oo’)	look	tree	chair	he	read	apple, ant, apron,
lad	nib	rain	short	took	brick	chin	she	sing	ape
sad	rib	sail	book	moon	skate	cherry	my	play	b: ball, banana, boy,
dam	big	pail	wood	soon	skip	(sh)	they	jump	balloon
jam	dig	nail	foot	noon	stand	shoe	you	write	c: cot, cake, carrot,
ram	lid	tail	(‘OO’)	cool	sweep	ship	we	colour	cap, cub, cot
fan	kid	(ee)	(‘OO’)	pool	spider	shell	this	draw	d: dolphin, deer,
pan	bit	bee	long	wool	swing	(th)	that	dance	dog, duck
van	sit	see	zoo	(ee)	pram	thread	these	walk	e: Eskimo, engine,
man	zip	tree	pool	feed	grass	thumb	those	talk	egg, elephant,
bag	sip	jeep	moon	need	cloud	three	it	stand	f: flower, fish, fan,
wag	(‘o’ string)	seed	(‘oi’)	seed	broom	(wh)	Position	sit	fox
tag	heel	oil	coin	deep	her	wheel	Words	open	g: grapes, goat, girl
cap	hop	feed	soil	peep	mother	whale	in	close	h: hands, hen, hat,
gap	mop	peep	(ou)	keep		whistle	on	skip	helicopter
lap	top	(ie)	out	feet		(th)	under	paint	i: igloo, inkpot, ice
map	cot	pie	loud	meet		this/that	into	swim	j: jam, joker, jug, jar
nap	hot	tie		(or)		then	behind	clean	k: kangaroo, kite,
sap	pot	lie		fork		thread	near	carry	kettle, king
tap	rod	(oa)		cord		three	far		l: leaf, lamb, ladder,
bat	log	boat		horn		thumb	front		lion
cat	dog	goat		(ar)		(-ng)			m: moon, mat,
fat	box	road		arm		ring			monkey, mirror
hat	fox	toad		car		sing			n: nine, nib, net, nest
mat	(‘u’ string)	soap	(eu)	far		king			o: octopus, orange,
pat	cub	true		jar					ostrich, ox, oval,
rat	tub	glue							old
(‘e’ string)	bug	statue							p: parrot, pencil,
bed	pug								peacock
red	jug								q: quail, quill, queue
wed	bud								r: rabbit, rose,
leg	mud								rainbow, rat
peg	cup								s: sun, snail, star,
keg	pup								snake, soap
den	hut								t: tree, tub, tiger
hen	nut								u: under, umbrella,
pen									utensils, uniform
pet									v: vase, van, vulture,
net									violin
wet									w: wall, web, wolf
									x: x-mas, box
									y: yo-yo, yarn, yak
									z: zebra, zoo, zigzag

Sight words may be gradually introduced at regular intervals as given on pages 102–103 of the student’s book. An extended list of words has been provided here:

am	a	an	as	at	are	and	any
by	be	but	big	blue	because	before	best
can	call	come	could	do	does	done	down
draw	drink	eat	eight	every	far	fall	for
from	go	goes	going	has	had	have	he
his	her	here	him	hold	I	it	its
just	know	kind	let	like	live	long	look
me	my	mine	many	may	much	myself	no
not	on	one	open	or	our	out	of
put	pull	play	please	read	ride	round	so
small	six	soon	some	the	this	that	these
those	their	them	then	there	they	up	us
use	very	walk	want	we	well	were	what
where	who	white	why	will	with	yes	you

ASSESSMENT GUIDE

Assessment at this level is usually informal and a continuous part of teaching and learning. Various tools and activities can be used to observe and record the progress of children. No formal testing is recommended at this level.

Assessment helps:

- to improve or modify learner's experience according to their needs;
- to change the pace and planning of the lessons/syllabus to suit the learning levels of the learners;
- to help the teacher and parents understand the needs of the learners.

How to record/gather information for assessment:

- Learning levels can be gauged through observation. An observation checklist can be used to identify the student's progress and gap areas in each topic. The feedback gathered can aid in the designing of remedial/reinforcement activities. A sample observation checklist has been given on the next page. Teachers can modify it to suit their needs.
- Portfolios of children's work (worksheets, drawings, and so on) should be maintained to track their progress. Parents and children can revisit the portfolios as and when required.
- An anecdotal record (record of an incident that has a significant impact on the development of a child) can be maintained.

The student's books have the following child-friendly logos to assess the learning levels of children:



Exceeds learning expectations.
Can work independently all the time.



Is moving towards the learning expectations. Can work independently sometimes.



Meets learning expectations.
Can work independently most of the time.



Needs nurturing and care. Needs adult support most of the time.





Criteria to decide informal assessment pattern:

- The number of children in each class should be taken into consideration.
- Learning objectives should be commensurate with the time available and the activities planned towards achieving those objectives.
- Learning levels of children should lead the curriculum and not vice versa.

Sample Observation Checklist*

Name:

Class:

Suggested Category				
Emotional and Social Development				
Adapts to the new class and friends				
Follows classroom rules				
Enjoys group activities				
Makes new friends				
Feels emotionally secure				
Identifies self				
Language Development				
Expresses needs in English				
Expresses needs in the first language				
Listens and follows directions				
Recites rhymes				
Matches same letters and pictures				
Listens and repeats				
Can use crayons to write				
Can read and recognise the letters taught in the last four weeks and associate pictures and sounds with the letters				
Can write the letters taught in the last four weeks				
Fine Motor Development				
Holds crayons/pencil with ease				
Draws vertical and horizontal lines				
Colours within outlines				
Enjoys fine motor skill activities				
Can paste shapes within outlines				
Can open and close the bag independently				
Large Motor Development				
Catches and throws a ball				
Walks in a line				
Has control while running, walking, and so on				
Jumps in and out of circles				
Plays independently in groups				
Has coordinated muscle control				
Number Skills				
Can match the same objects				

Can compare and sort objects according to: <ul style="list-style-type: none"> • big and small • long and short • tall and short 				
Can match objects and pictures				
Can count on fingers from 1 to 5				
Can identify and name different shapes				
World Around Me				
Can name their school and class				
Can express feelings: happy/sad				
Recognises the colours: yellow, blue, and so on				
Takes care of personal belongings				
Can express personal needs and uses the washroom independently				
Comes to school on time				
Respects common property and follows class rules				

* **Note:** Indicators and their interpretations can vary and can be determined according to the topics/areas of development of the children.

MY LETTERS AND SOUNDS TRAIN

/s/
/a/
/t/
/i/
/p/
/n/

1 sun ant tap ink pan net
s a t i p n

Did you know?
Words are made of sounds! Letters and letter groups are used to show the sounds that make words.

/k/
/e/
/h/
/r/
/m/
/d/

2 key cat egg hen rat mat dog
k c e h r m d

/g/
/o/
/u/
/l/
/f/
/b/

3 girl ox up leg fan bat
g o u l f b

/j/
/z/
/v/
/w/
/y/
/-ks/
/kw/

4 jam zip van web yak fox quilt
j z v w y -x qu

/ai/
/ee/
/igh/
/oa/
/yoo/

5 aim heel pie boat Tuesday
ai ee ie oa -ue

/ch/
/sh/
/th/
voiced
/th/
un-voiced
/-ng/
/k/

6 chin ship this thumb ring duck
ch sh th th -ng -ck

/oo/
short
/oo/
long
/oi/
/ou/

7 book moon coin out
oo oo oi ou

/or/
/ar/
/er/

8 horn car herb
or ar er

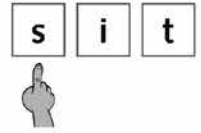
Note to the teacher: Say the sounds as you see each grapheme/letter or letter groups to learn the basic sound-symbol association. Avoid using the names of letters while practicing the sounds. The given pictures help to say the sounds that the graphemes/letter/letter groups represent. Learning must not be hurried and regular practice must be given with flash cards.

Sounds, Letters, and Words

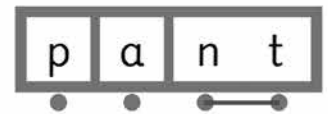
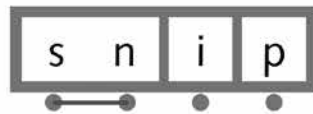
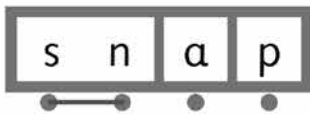
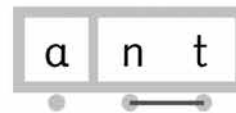
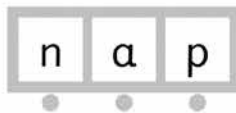
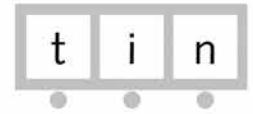
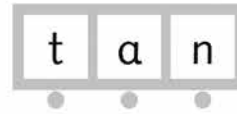
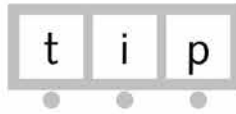
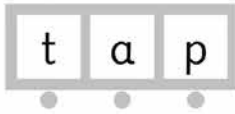
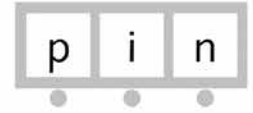
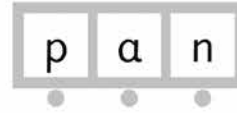
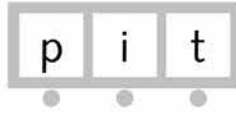
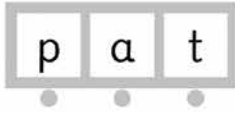
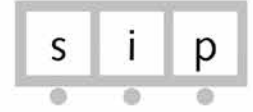
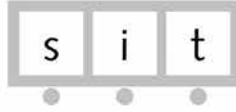
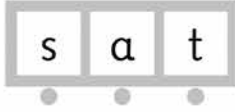
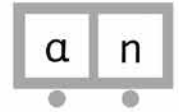
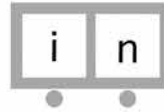
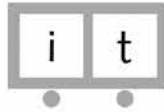
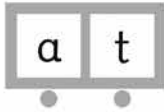
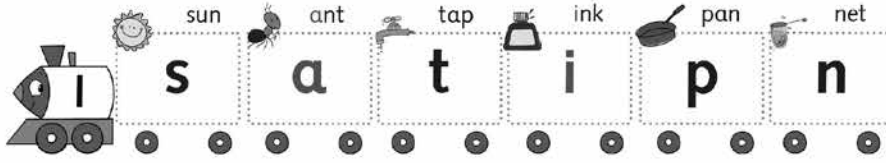
Say the sounds. Segment the words on your fingers (palm facing yourself) to spell.



Blend the sounds to read.



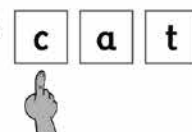
- /s/
- /a/
- /t/
- /i/
- /p/
- /n/



Say the sounds. Segment the words on your fingers (palm facing yourself) to spell.



Blend the sounds to read.

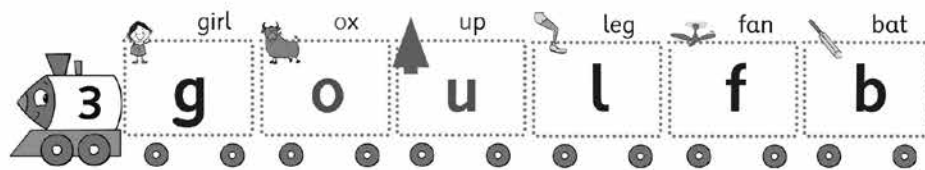


/k/	key	cat	egg	hen	rat	mat	dog
/e/							
/h/							
/r/							
/m/							
/d/							

2 k c e h r m d

i n k	c a t	c a n	c a p
n e t	s e t	p e t	p e n
t e n	h a t	h i p	h i t
h e n	r a t	r a n	m a n
m e n	m i p	m a t	d e n
d i p	s a d	e n d	r e d
k i d	p a d	p i n k	s k i p
t e n t	n e s t	h a n d	

/g/
/o/
/u/
/l/
/f/
/b/



g a s

p e g

e g g

d o g

l o g

d o g

p o t

c o t

m o p

h o g

h o t

r o d

h o p

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c u p

h u g

m u g

g u m

t u g

r u n

s u m

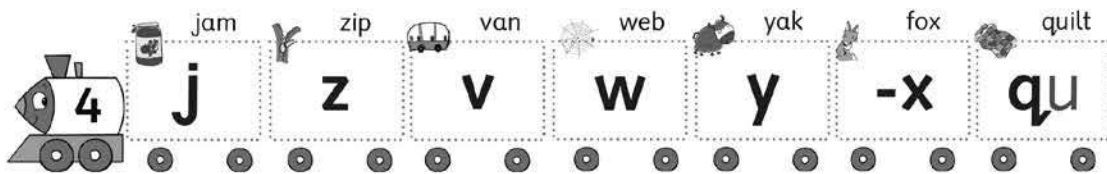
m u d

r u g

s t o p

d r o p

/j/
 /z/
 /v/
 /w/
 /y/
 /-ks/
 /kw/



j o g

j a m

j e t

j u g

z i p

z a p

w e b

w i n

w e t

v a n

v e t

y e t

y a k

s i x

f o x

b o x

w a x

m i x

v e s t

q u i l t

Long Vowel Sounds

ai

ai m

r ai n

p ai l

n ai l

s ai l

t r ai n

s n ai l

ay

d ay

h ay

s ay

r ay

w ay

p l ay

t r ay

a ... e

c a k e

b a k e

l a k e

n a m e

c a m e

s a m e

l a t e

g a t e

d a t e

/ee/

ee

b ee

s ee

h ee l

k ee p

p ee p

f ee d

n ee d

s ee d

ea

n ea t

s ea t

ey

k ey

/igh/

igh

n igh t

l igh t

t igh t

r igh t

ie

p ie

t ie

i ... e

h i d e

s i d e

r i d e

b i t e

k i t e

p i l e

t i m e

oa

b	oa	t
c	oa	t
g	oa	t
r	oa	d

t	oa	d
s	oa	p
l	oa	f

ow

b	ow
s	ow
l	ow

o ... e

n	o	s	e
r	o	s	e
h	o	s	e
r	o	p	e
p	o	l	e

/yoo/

-ue

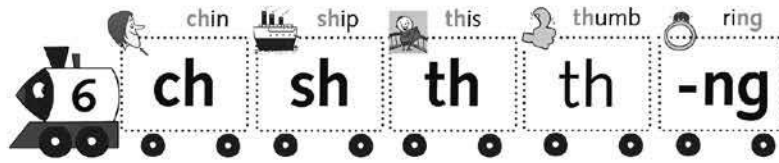
v	al	ue		
ar	g	ue		
T	ue	s	d	ay
b	ar	be	c	ue

u ... e

c	u	b	e
t	u	b	e
m	u	l	e
t	u	n	e

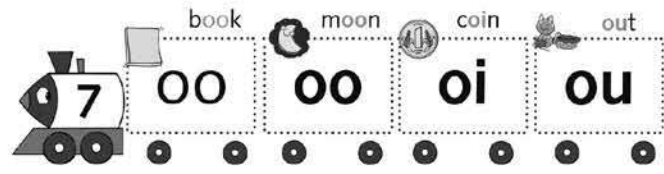
More Sounds

/ch/
 /sh/
 /th/
 voiced
 /th/
 un-voiced
 /-ng/
 /k/



ch	i	n	sh	i	p	th	i	s	r	i	ng				
ch	i	p	sh	o	p	th	a	t	s	i	ng				
ch	i	t	sh	e	d	th	e	n	w	i	ng				
ch	o	p	sh	ee	p	th	e	m	k	i	ng				
r	i	ch	d	i	sh	w	i	th	s	o	ng				
ch	ai	r	w	i	sh	th	l	o	ng						
ch	ai	n	f	i	sh	th	i	n	p	i	ng				
ch	ur	ch	r	u	sh	th	o	r	n	th	i	ng			
b	e	n	ch	b	r	u	sh	th	r	e	e	s	w	i	ng
l	u	n	ch	c	r	u	sh	th	u	m	b	b	r	i	ng
m	u	n	ch	s	l	u	sh	c	l	o	th	s	t	i	ng

/oo/
short
/oo/
long
/oi/
/ou/



g oo d

z oo

oi l

ou t

h oo d

m oo

c oi n

l ou d

w oo d

c oo l

j oi n

h ou s e

f oo t

p oo l

b oi l

m ou s e

b oo k

m oo n

s oi l

r ou n d

h oo k

f oo d

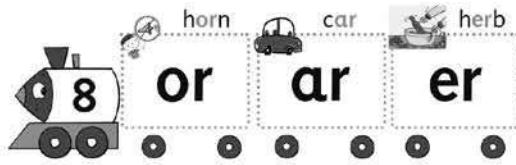
oy

r oo m

b oy

t oy

/or/
/ar/
/er/



or

ar

er

ir

f or k

ar m

f er n

s ir

c or d

f ar

h er b

f ir

h or n

c ar

k er b

g ir l

b or n

j ar

b ir d

c or n

f ar m

sh ir t

t or n

c ar d

ch ir p

p ar k

s t ar

d ar t