

# RAINBOW

( English Class I )



ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ



**Punjab School Education Board**

**Sahibzada Ajit Singh Nagar**

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ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ

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## Foreword

The Punjab School Education Board has always focussed on imparting quality education and information to the students of the state. The English language is of humongous global significance. Therefore, the curriculum is so designed that our students do not lag behind as far as the proficiency in English is concerned. Keeping in view this need, PSEB is all set to improve the teaching and learning of English at Primary school level.

The present book has been prepared under the guidance of Director Academics, Punjab School Education Board. The book has been developed as per recommendations of NCF 2005, PCF 2013 and learning outcomes issued by NCERT. The book in hand was implemented in academic year 2018-19. The book has been revised from academic year 2022-23 to align the syllabi of Primary classes with the Pre-Primary classes.

The goal of writing this book is attainment of basic proficiency and development of language into an instrument of knowledge acquisition. Through this book, efforts have been made to teach English in a meaningful context which is input rich and drawn from the immediate environment.

Hopefully, the readers of this book will find it an interesting read. However, the comments and suggestions for improvement are welcome from the teachers and readers of the book.

**Chairman**

Punjab School Education Board

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# Learning Outcomes

## The learner

- associates words with pictures
- names familiar objects seen in the picture
- recognizes letters and their sounds A-Z
- differentiates between small and capital letters in print/Braille
- recites poems/rhymes with actions
- draws/scribbles in response to poems and stories
- responds orally (in any language including sign language) to comprehension questions related to stories/poems
- identifies characters and sequence of a story and asks questions about the story
- carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others
- listens to English words, greetings, polite forms of expressions, simple sentences and responds in English/home language/signs
- listens to instructions and draws a picture
- talks about self/ situation/ pictures in English
- uses nouns such as 'boy', 'sun' and prepositions like 'in', 'on', 'under' etc.
- produces words with common blends like 'br', 'fr' like 'brother', 'frog' etc.
- writes simple words like fan, hen, rat etc.

Lesson	Objective	Listening and speaking skills	Reading and writing skills	Activity
1. Let's Know One Another	To enable the learner to greet and introduce each other	Listen and speak rhymes and name related characters and objects	To read related pictures	Say Hello
2. Let's Play	To enrich vocabulary and to make familiar with common objects and actions	Able to listen, speak and comprehend simple, common objects and actions	To read related pictures and characters	Action words
3. English Alphabet A-Z	To enable the learner to recognize alphabet, related sound, pictures and vocabulary To draw simple related pictures	To listen and speak alphabet and related vocabulary	Read and write alphabet with or without pictures Read pictures To solve exercises like Match the letters, Fill ups etc	<ul style="list-style-type: none"> <li>• Same-Same</li> <li>• Line Up</li> <li>• Who lost the Game Board</li> <li>• Scramble</li> <li>• Exercise the first letter of your name</li> </ul>
4. My Family	To enable the learner to understand the concept of family and family members	Able to speak a few sentences about self and answer simple questions related to name of family members	To read related pictures and characters	Pasting pictures of family members
5. My Home	<ul style="list-style-type: none"> <li>• To make the child familiar with concept of home and things at home</li> <li>• To enable the learner to use greetings and courtesies</li> </ul>	Listen, speak and comprehend related vocabulary and respond to the greetings and courtesies appropriately	To read related pictures and characters	Greeting others at home and classroom situations

6.	Name of Colours and Objects	To acquaint the learner with colours and related objects	To listen and speak related vocabulary	Identifying colours through pictures	Trace and Colour
7.	My Body	To enable the learner to know about parts of body	Able to name the parts of body Rhyme-Clap Your Hands	To read related pictures and characters	Draw and colour
8.	English Alphabet a-z	To enable the learner to recognize alphabet, related pictures and vocabulary, with or without picture	To listen and speak alphabet and related words	Read and write letters Read pictures To solve exercise eg. Match the letters, What comes after/before the letters	-
9.	Animals, Fruits and Vegetables	To acquaint the learner with Animals, Fruits and Vegetables	To listen and speak names of Animals, Fruits and Vegetables with or without pictures and rhymes	To read pictures related to Animals, Fruits and Vegetables	-
10.	Let's Join Sounds and Make Words	To introduce the concept of joining sounds of letters to make words	To listen and speak words by joining appropriate sounds	Read and write two and three letter words and related pictures	-
11.	Let's learn In/ On/ Under	To introduce the concept of in/on with related pictures	To listen and speak phrases related to in/on/under	-	-
12.	Good Habits	To acquaint the learner with good habits and manners	To listen and speak phrases related to good habits and manners	-	-



## CONTENTS

Lesson 1	: Let's Know One Another	01-06
Lesson 2	: Let's Play	07-18
Lesson 3	: English Alphabet A-Z	19-64
Lesson 4	: My Family	65-70
Lesson 5	: My Home	71-72
Lesson 6	: Name of Colours and Objects	73-76
Lesson 7	: My Body	77-79
Lesson 8	: English Alphabet a-z	80-97
Lesson 9	: Animals, Fruits and Vegetables	98-100
Lesson 10	: Let's Join Sound and Make Words	101-114
Lesson 11	: Let's Learn In/On/under	115-125
Lesson 12	: Good Habits	126-128







## Lesson 1

## Let's Know One Another

### Oral Activity



### Learning Objectives

- To enable the learners to greet each other
- To introduce the learners to one another



Note for the teacher

- Make the learners stand in a circle outside the classroom.
- Shake hand with each learner and say 'Hello' along with his or her name. For example: 'Hello Aman'
- Divide the class in pairs. Ask the learners to say 'Hello' to each other along with their partner's name as demonstrated by the teacher.
- Encourage the learners to say 'Hello' to one another everyday.

## Rhyme Time

### Friends

#### Objective

- To create friendly atmosphere in the class room
- To familiarize the learners with the language
- To develop listening and speaking skills of the learner



**Hello! Hello! Meet my friends,  
Hello! Hello! Meet my friends.  
We study and play together,  
We care for each other.  
We are friends,  
We are friends.**

**Post-listening Activity:** Ask the learners to tell the names of their friends.

## Rhyme Time

### Baa Baa Black Sheep



Baa baa black sheep  
Have you any wool?

Yes sir, yes sir,  
Three bags full,

One for the master,  
One for the dame,

One for the little boy,  
Who lives down the lane.



Note for  
the teacher

Recite the rhyme with proper gestures and actions. Involve all the learners in recitation.



## Rhyme Time

### ABC SONG

Come little children come to me,  
I will teach you ABC

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

X Y Z butter on the bread,  
if you don't like it better go to bed.





## Rhyme Time

### Humpty Dumpty



Humpty Dumpty sat  
on a wall,

Humpty Dumpty had  
a great fall,



All the King's horses,

And All the King's men,



Couldn't put Humpty Dumpty together again.

## Rhyme Time

### Jack and Jill



Jack and Jill went up the hill,

To fetch a pail of water.



Jack fell down and broke  
his crown,



And Jill came tumbling  
after.



**Post - listening Activity:** Ask the learner

1. Who went up the hill?
2. Who fell down?
3. Who came tumbling after?



## Lesson 2

## Let's Play



### Learning Objectives

- To develop listening and speaking skills of the learners
- To enrich learners' vocabulary
- To familiarise the learners with some action words



#### Note for the teacher

- Ask the learners to see the above picture carefully, and to enjoy its colours, characters and actions.
- Encourage them to say a few words such as boy, girl, ball, dog, tree etc.
- Introduce the action words depicted in the picture e.g. play, kick, eat, read etc and ask the learners to practise them.



**Match the same pictures**



Raman



Mona



Manpreet



Arnav



Mona



Manpreet



Arnav



Raman



## Match the related pictures



Raman



Mona



Manpreet



Amit



Note for  
the teacher

Teacher will help the children to match pictures according to the activities, they are doing in the main picture.

## Greetings



- Teacher will explain the concept of morning, afternoon and night and will give oral practice of greetings daily.

## Magic Words

**Thank You !**



Say '**Thank You!**' when somebody helps you or gifts you something.

**I am sorry.**



Say '**Sorry!**' when you commit a mistake.

**Please!**



Say '**Please!**' when you make a request.

**Activity:** Ask the students to make a card to express Sorry, Thank you etc.



## Rhyme Time

### Rolly Polly

Rolly Polly, Rolly Polly,  
Jump Jump Jump.



Rolly Polly, Rolly Polly,  
Run Run Run.

Rolly Polly, Rolly Polly,  
Kick Kick Kick.



Rolly Polly, Rolly Polly,  
Throw Throw Throw.



- Recite the rhyme and perform the actions mentioned in it.
- Extend the rhyme introducing some more action words given on the next page.



## Action Words



**walk**



**run**



**kick**



**sleep**



**read**



**write**



**jump**



**ride**



**drink**



**Note for  
the teacher**

- Help the students to follow some simple commands and instructions as:
- Run fast.
- Read this book.
- Jump high.
- Hit the ball.
- Write neatly.
- Shut the door.

## Rhyme Time

### Teddy Bear



Teddy Bear, Teddy Bear,  
Turn around.



Teddy Bear, Teddy Bear,  
Touch the ground.



Teddy Bear, Teddy Bear,  
Polish your shoes.



Teddy Bear, Teddy Bear,  
Off to school.



Note for  
the teacher

- Teacher will recite the rhyme and make the learners to recite with actions.

## Comprehension

I. Ask the learners to tick ( ✓ ) the correct option.

1. Teddy Bear polishing shoes

☐☐

2. Teddy Bear touching the ground

☐☐

3. Teddy Bear turning around

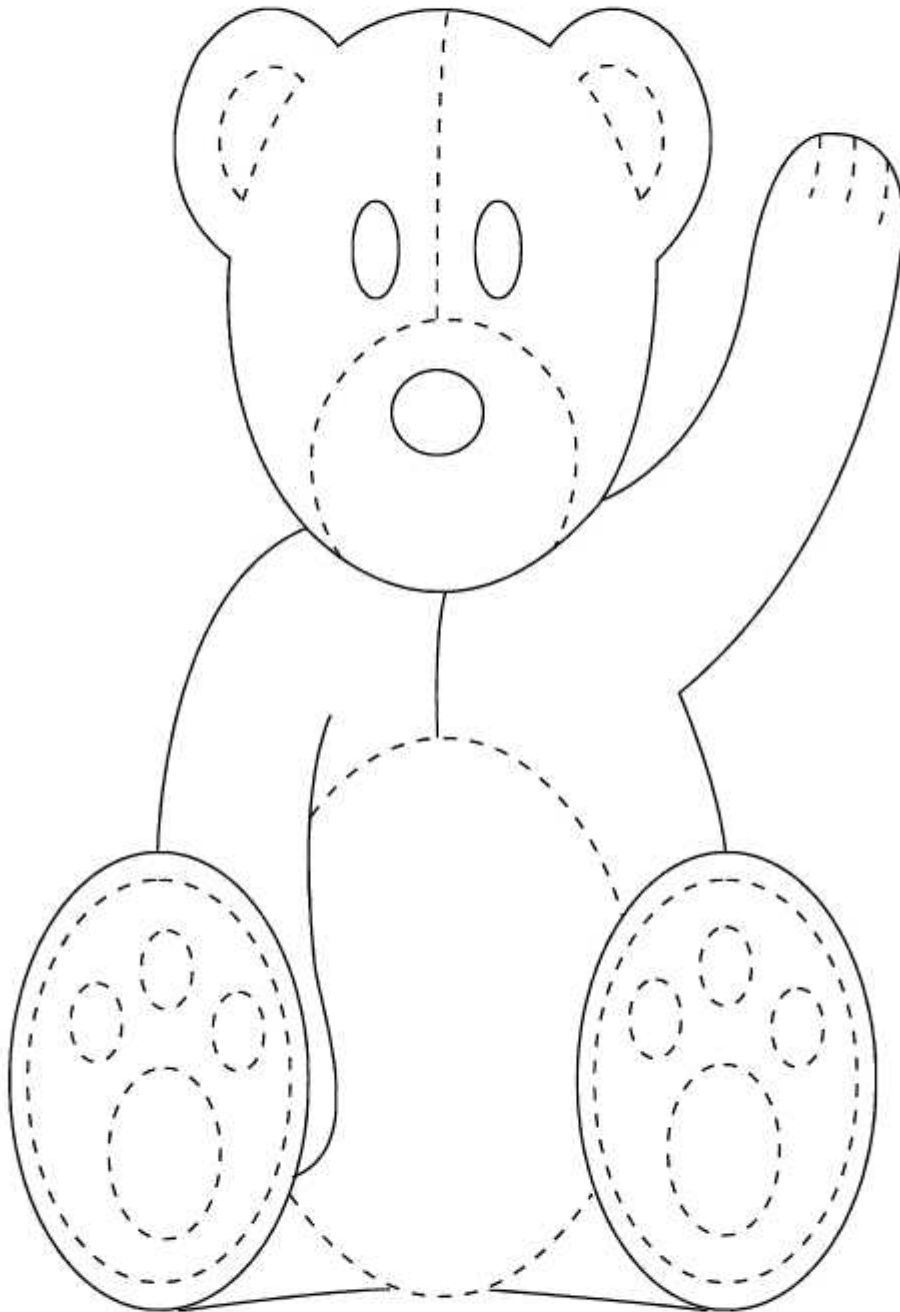
☐☐

II. Teacher will ask the learner to follow, following commands .....

- Stand up.
- Sit down.
- Turn around.
- Touch your feet.
- Come here.
- Go there.
- Bring your bag.
- Show me your book.

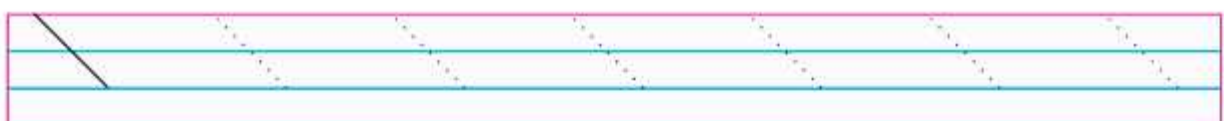
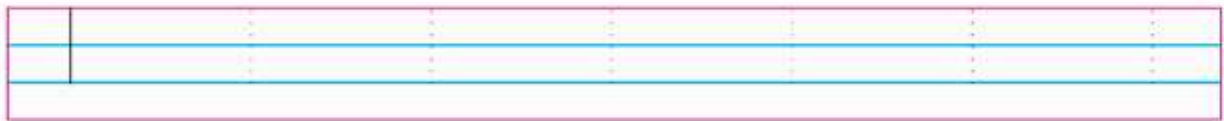
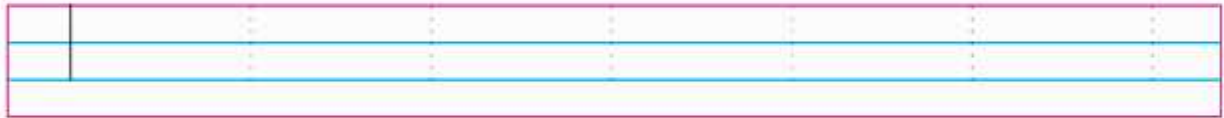
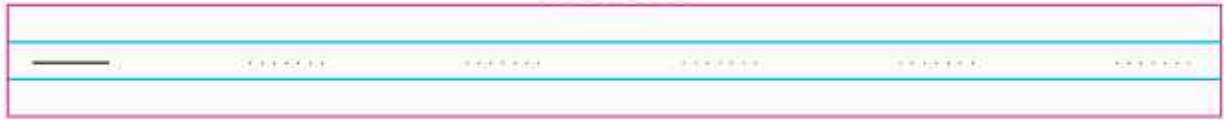
## Activity

Trace the Teddy Bear and colour it brightly.

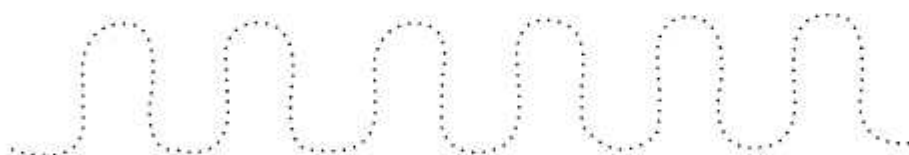




## Let's Trace



## Track and Trace





### Lesson 3

### English Alphabet A-Z

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O o

P p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

Z z



## Phonic Sounds

a - the **apple** on the tree says: /a/ /a/ /a/



b - the **bouncing ball** says: /b/ /b/ /b/



c - the **cuddly cat** says: /c/ /c/ /c/ (/k/ /k/ /k/)



d - the **dancing doll** says: /d/ /d/ /d/



e - the **eggs** in the pan say: /e/ /e/ /e/



f - the **floating fish** says: /f/ /f/ /f/



g - the **green grapes** say: /g/ /g/ /g/



h - the **happy hen** says: /h/ /h/ /h/



Note for  
the teacher

- Pronounce the specific words given above focusing on the first sound in each word.
- Ask the learners to pronounce correctly.

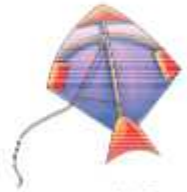
i - the **ink** in the **inkpot** says: /i/ /i/ /i/



j - the **juice** in the **jug** says: /j/ /j/ /j/



k - the **kite** in the sky says: /k/ /k/ /k/



l - the **little little lamp** says: /l/ /l/ /l/



m - the **milk** in the **mug** says: /m/ /m/ /m/



n - the **nib** in the pen says: /n/ /n/ /n/



o - the **orange** on the box says: /o/ /o/ /o/



p - the **pan** and the **pot** say: /p/ /p/ /p/



q - the **quick quail** says: /q/ /q/ /q/



r - the red red rose says: /r/ /r/ /r/



s - the smart smart star says: /s/ /s/ /s/



t - the tap and the tub say: /t/ /t/ /t/



u - the urn and the umbrella say: /u/ /u/ /u/



v - the van in the valley says: /v/ /v/ /v/



w -the web on the wall says: /w/ /w/ /w/



x - the x-mas tree says: /ks/ /ks/ /ks/



y - the yellow yellow yatch says: /y/ /y/ /y/



z - the zebra in the zoo says: /z/ /z/ /z/

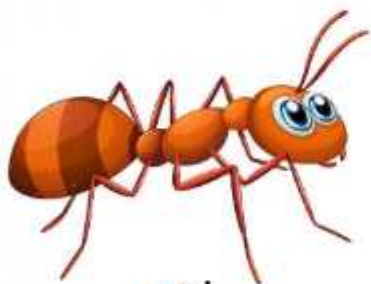




# Aa

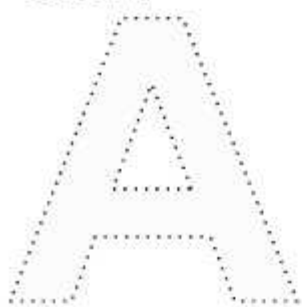


apple

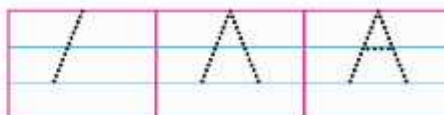


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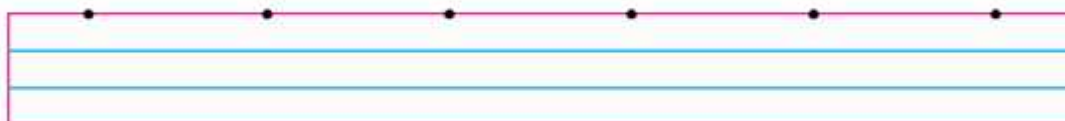
Colour it



aeroplane



Trace and write



Date .....

Teacher's Sign .....

# Bb

B  sounds /b/ /b/ /b/

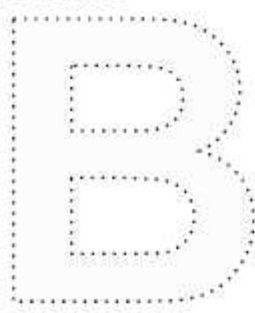


ball



boy

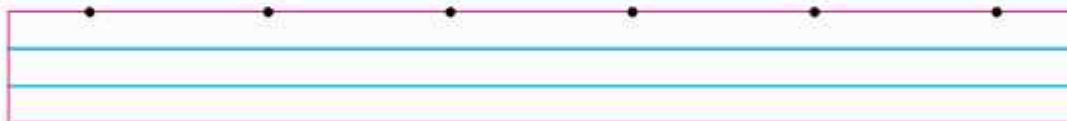
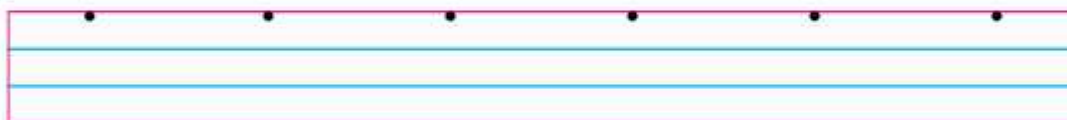
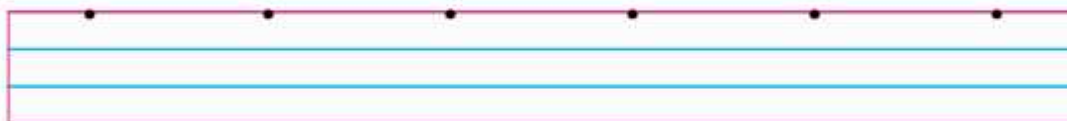
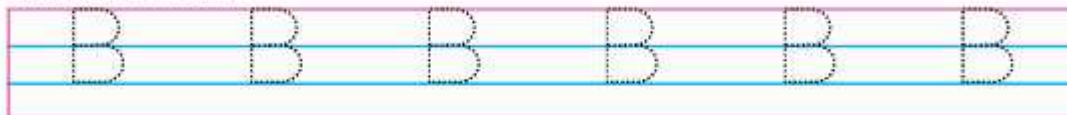
Colour it



bat



Trace and write



Date .....

Teacher's Sign .....

# Cc



cat

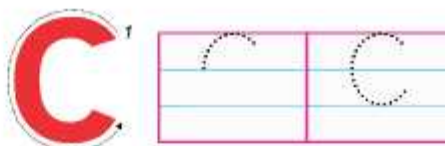


car

Colour it



computer



Trace and write

C	C	C	C	C	C
.	.	.	.	.	.
.	.	.	.	.	.
.	.	.	.	.	.

Date .....

Teacher's Sign .....



# D d

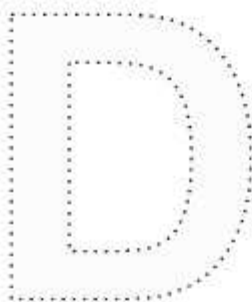


dog



doll

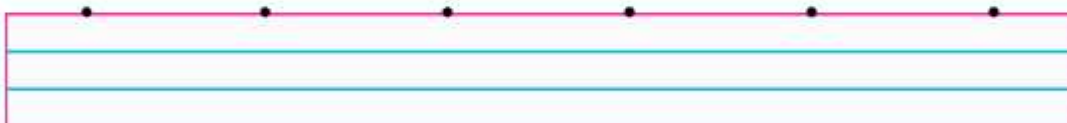
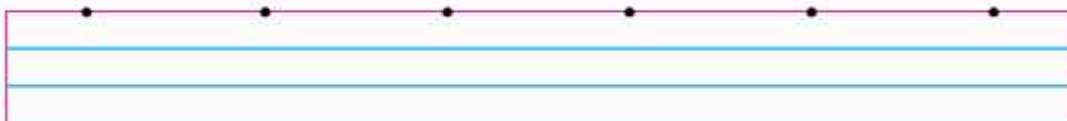
Colour it



door



Trace and write



Date .....

Teacher's Sign .....

Colour the same letters with same colour.

A

B

C

D

C

D

A

B

Match the letters with pictures.

C



B



D



A



**Activity: Same-Same**

Teacher will write a few letters on the blackboard in random order. Spread the complete set of letter flash cards in front of children. Ask them to find and match flash cards with the letters written on the blackboard. Students will focus on the shape of the letter. This activity will help to fix the impression of the letters in the minds of children. The activity can be done by making two teams. Scores can be given if the letter is matched correctly.

# E e

E  sounds /e/ /e/ /e/

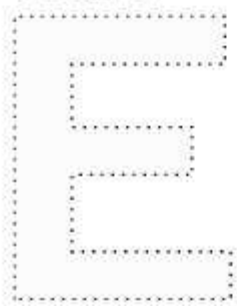


eye

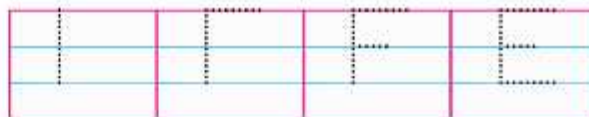


elephant

Colour it



egg



Trace and write



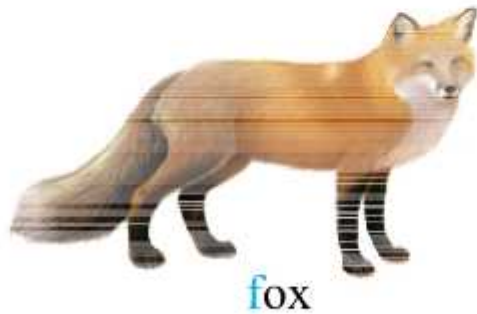
Date .....

Teacher's Sign .....

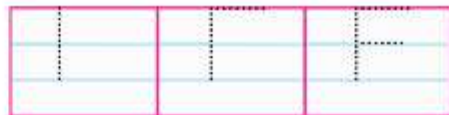
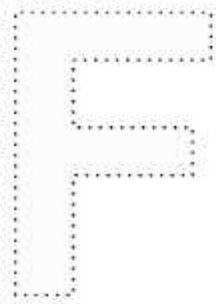


F f

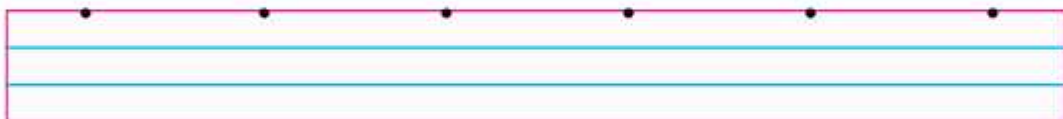
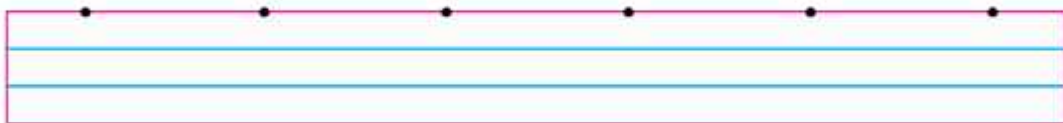
F sounds /f/ /f/ /f/



Colour it



Trace and write



Date .....

Teacher's Sign .....



# G g



girl

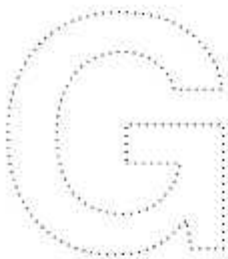


grapes

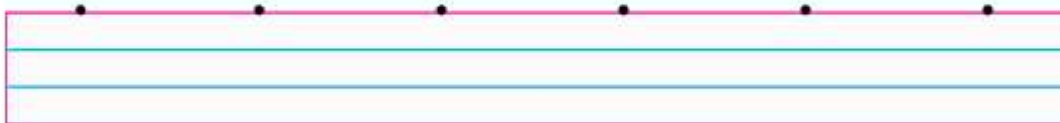
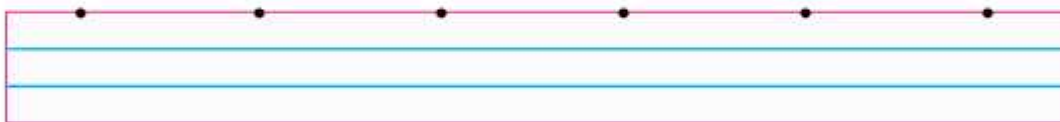
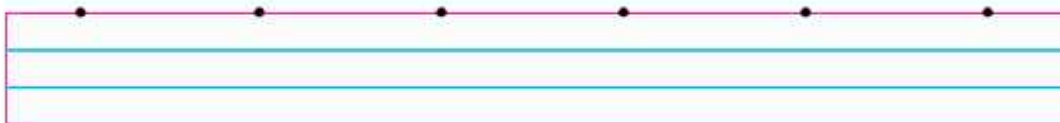
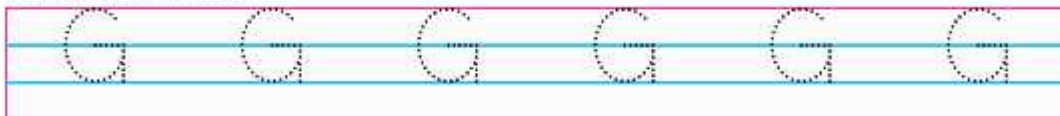


goat

Colour it



Trace and write



Date .....

Teacher's Sign .....

H h

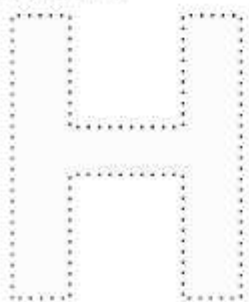


hen



hut

Colour it



hand



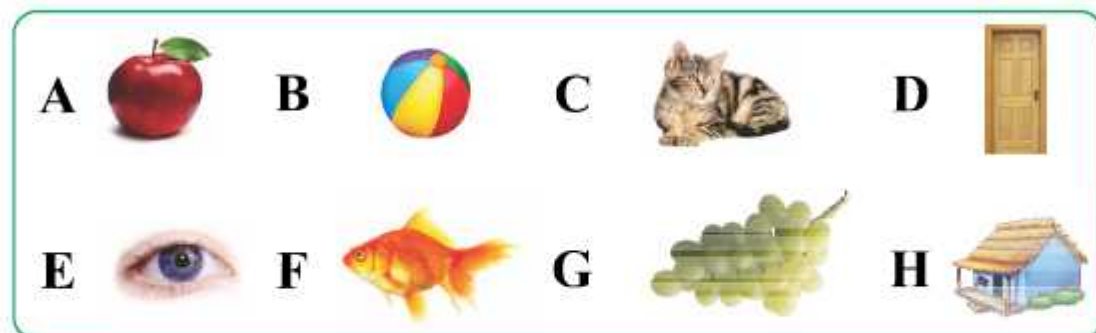
Trace and write



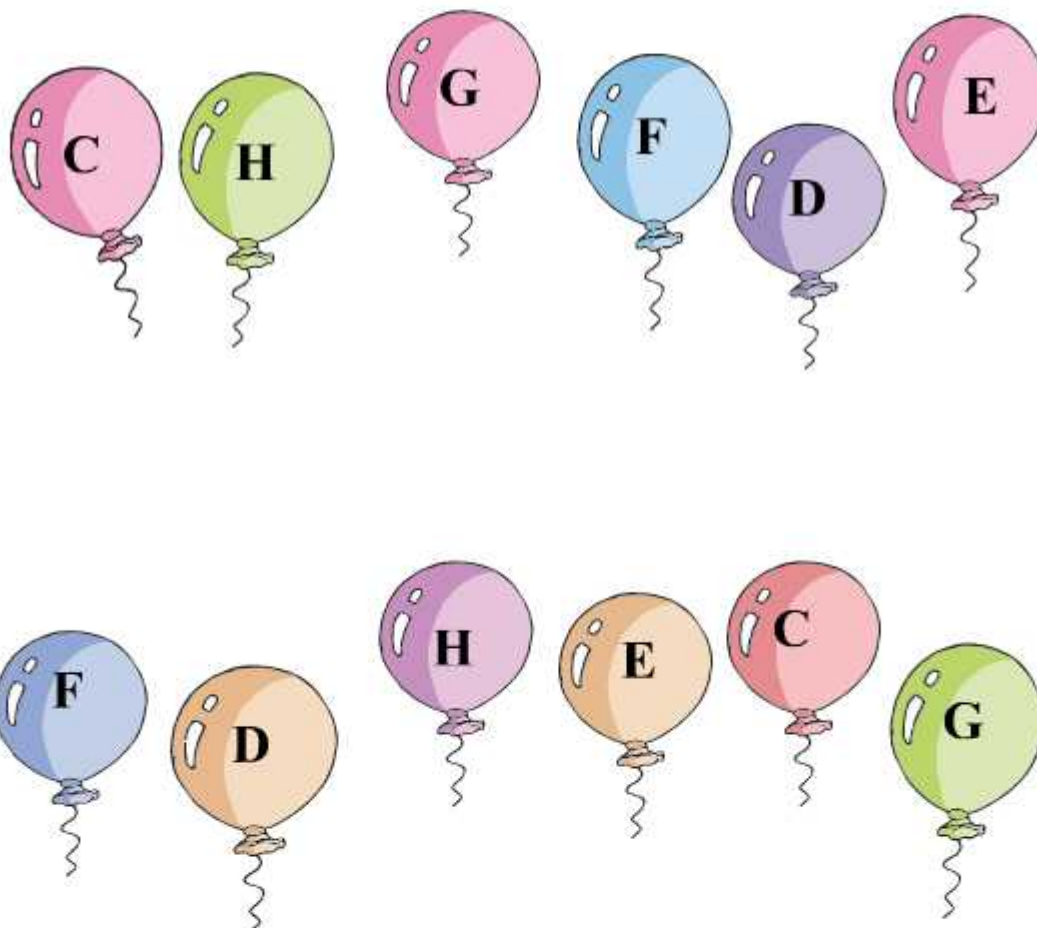
Date .....

Teacher's Sign .....

Look and read.



Match the same letters.



Date .....

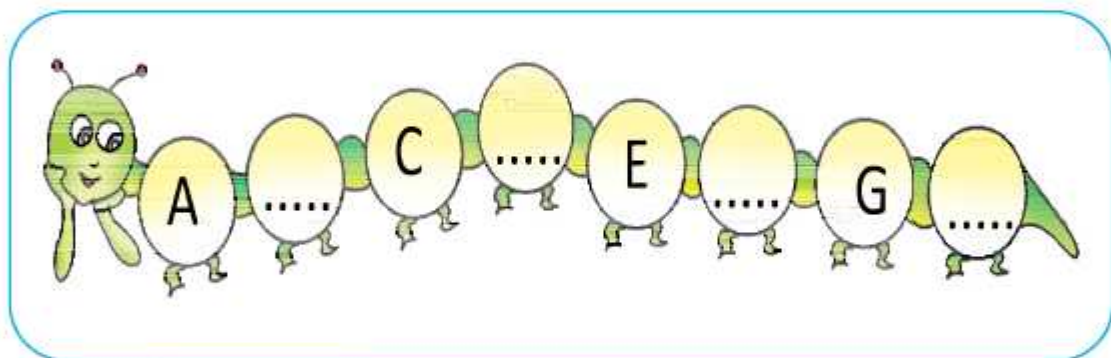
Teacher's Sign .....



**Colour the stars with letter F .**



**Fill in the blanks.**

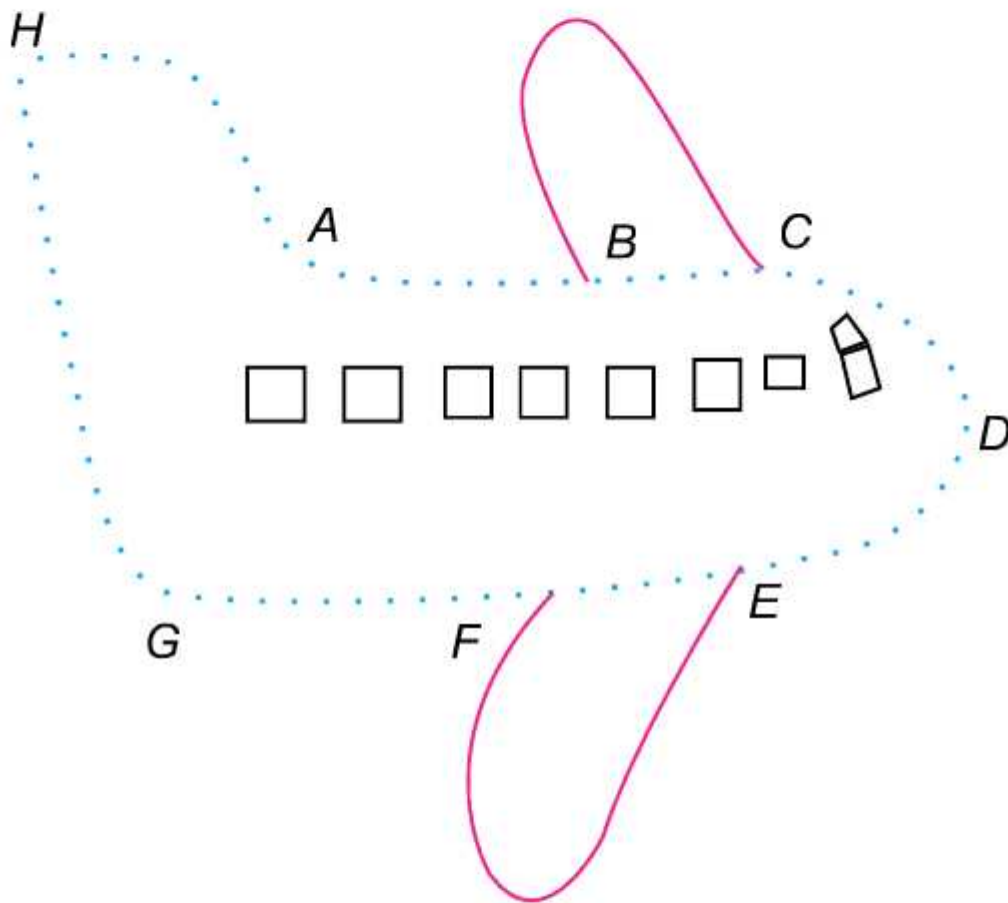


Date .....

Teacher's Sign .....

## Join the Dots

Join the dots and colour the picture.



Activity: **Make an aeroplane**

- Distribute alphabet flash cards (A-H) among the learners.
- Ask them to arrange themselves according to the picture and make an aeroplane.

Activity: **Line up**

- Distribute alphabet flash cards among the 4-5 learners.
- Ask them to read the letter and to arrange themselves in correct sequence as you count 1-3.
- Give more practice to those who fail to arrange themselves in correct sequence.

## Activity

### Who Lost the Game



#### Note for the teacher

- The teacher will ask the students to act as a train. Students wearing flash cards of letters will act as bogies of the train.
- Classroom objects like pencil/ eraser/ chalk/ colours will be displayed on a table as tickets.
- The number of tickets will be one less than the bogies.
- The students will run in a circle and sing the following song.

*Let's have fun,  
Run run run.  
Run like a train,  
Let's play a game,  
Let's play a game.  
Who lost the game?  
Stop.*

- As the teacher says stop, the students will stop and try to pick tickets from the table.
- The student who fails to get a ticket will lose the game.
- The teacher will ask who has lost the game, the students will say the name of the letter to tell who has lost the game.
- The teacher will continue the game till the last student.

I i

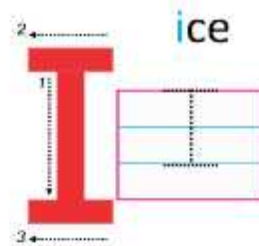


ice cream



Colour it

igloo



ice

Trace and write

Tracing and writing practice lines for the letter 'I'. The first row contains six dashed uppercase 'I's for tracing. The following three rows each contain six dots for starting points to write the letter 'I' on a three-line grid.

Date .....

Teacher's Sign .....



J j



Colour it

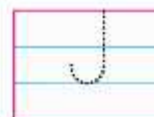
jacket



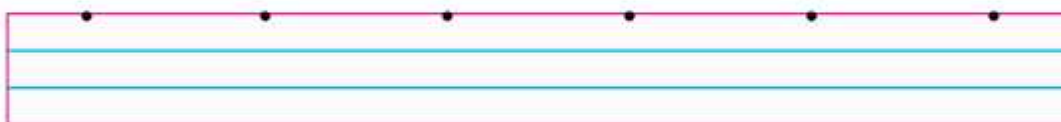
joker



jeep



Trace and write



Date .....

Teacher's Sign .....

# K k

K sounds /k/ /k/ /k/

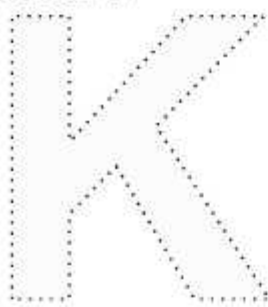


key

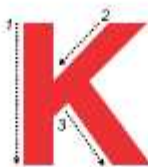


keyboard

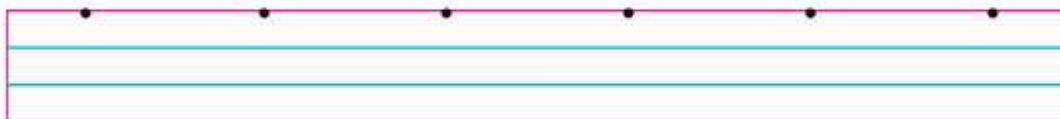
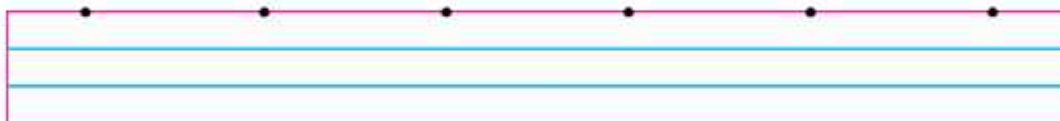
Colour it



kite



Trace and write



Date .....

Teacher's Sign .....

L l



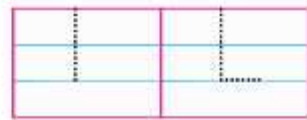
leaf

lock

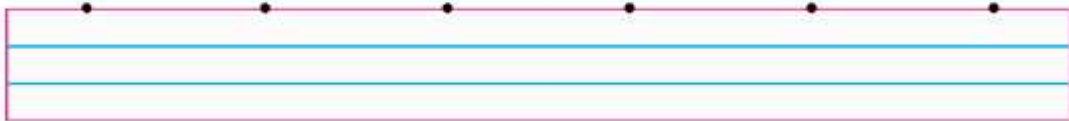
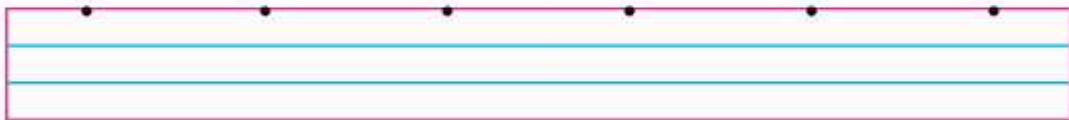
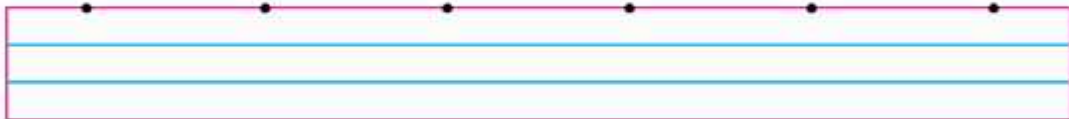


lion

Colour it



Trace and write



Date .....

Teacher's Sign .....

Look at the picture and write the letter.



Encircle the correct letter .



C

B

E

A



K

J

L

D



E

G

H

F



H

J

I

K



B

D

H

K



**Change the letters as denoted.**

C G C C C C C

I H I I I I I

F E F F F F F

I L I I I I I

**Complete the letters.**

/ / / / /

C C C C C

Y Y Y Y Y

R R R R R

M m

M  sounds /m/ /m/ /m/



mango



monkey

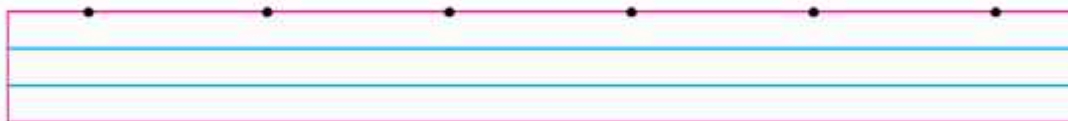
Colour it



monitor



Trace and write



Date .....

Teacher's Sign .....

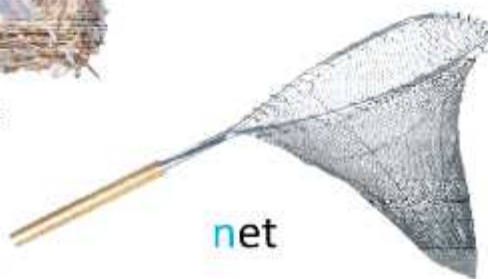
# N n



nest

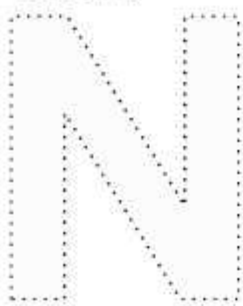


nail



net

Colour it



Trace and write



Date .....

Teacher's Sign .....

O o



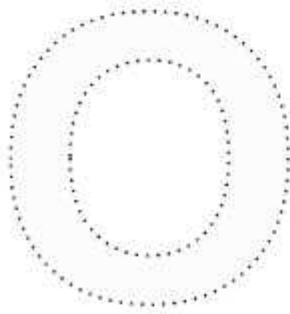
owl



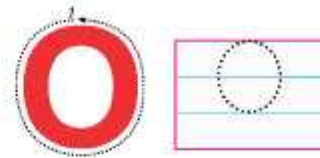
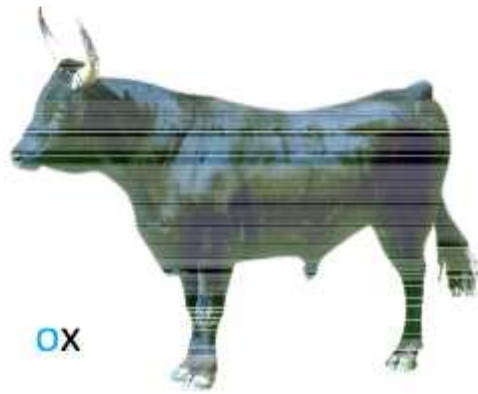
orange



Colour it



ox



Trace and write

•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•

Date .....

Teacher's Sign .....



# P p

P sounds /p/ /p/ /p/



peacock

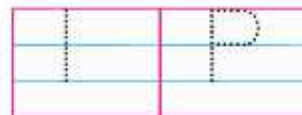
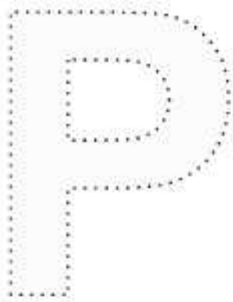


parrot

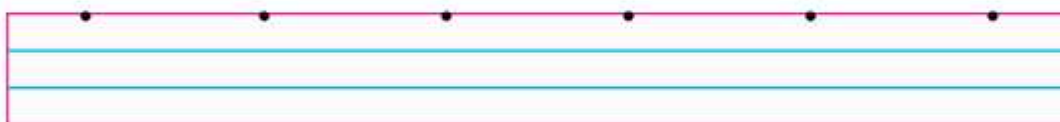
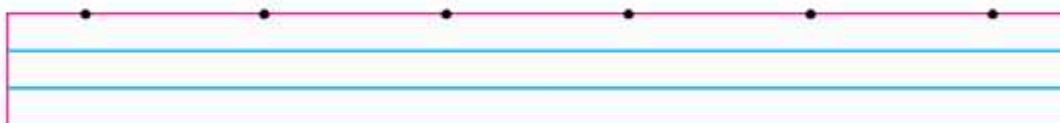


printer

Colour it



Trace and write



Date .....

Teacher's Sign .....

Look and read.

M



N



O



P



Write the missing letters.

A			D
		G	
I			L
	N		

Colour the odd one.

1.	L	L	T	L
2.	F	E	F	F
3.	D	D	D	B
4.	H	I	H	H

Colour the boxes with letter M.

A	H	M	E
M	K	L	N
I	M	H	M
M	K	E	N

What comes before

E

H

J

M

P

C

What comes after

I

H

E

K

M

C

# Q q

Q  sounds /q/ /q/ /q/

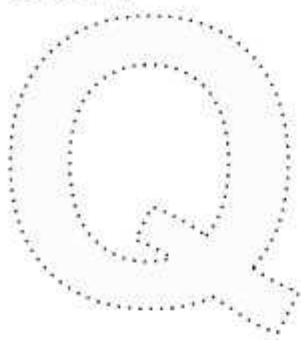
quilt



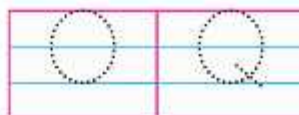
queen



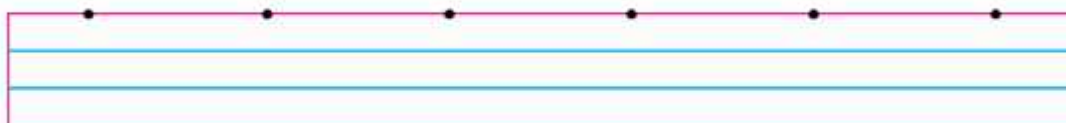
Colour it



queue



Trace and write



Date .....

Teacher's Sign .....



# R r

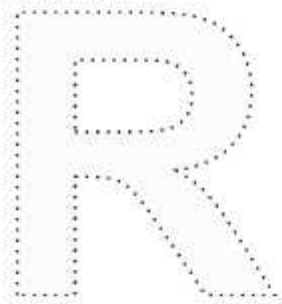
R  sounds /r/ /r/ /r/

rose

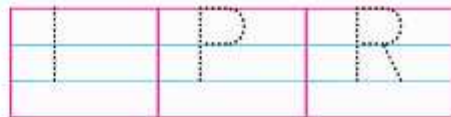


rat

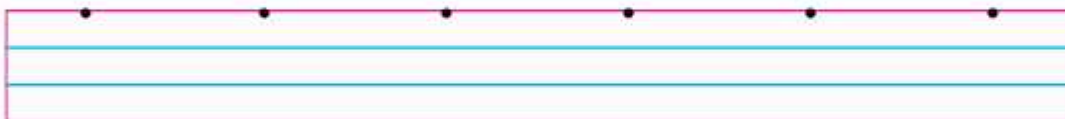
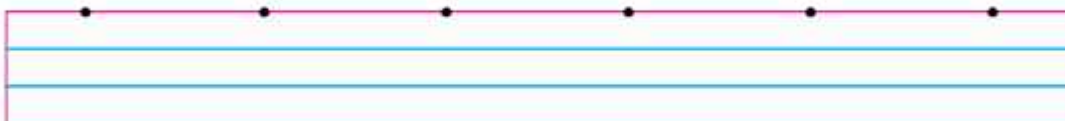
Colour it



rope



Trace and write



Date .....

Teacher's Sign .....

S s

S sounds /s/ /s/ /s/



star

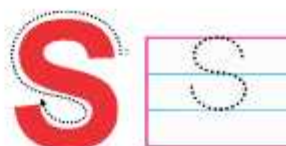


sun

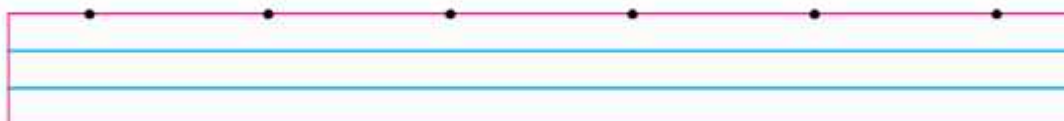
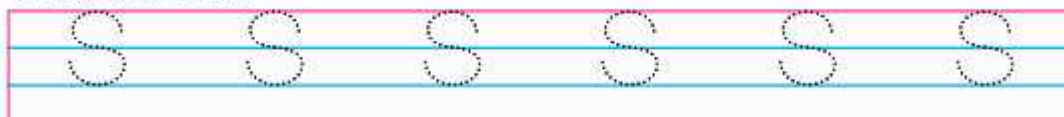
Colour it



spoon



Trace and write



Date .....

Teacher's Sign .....

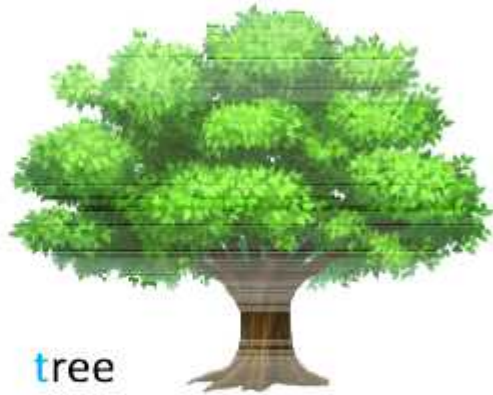
T

t

T  sounds /t/ /t/ /t/



tap



tree

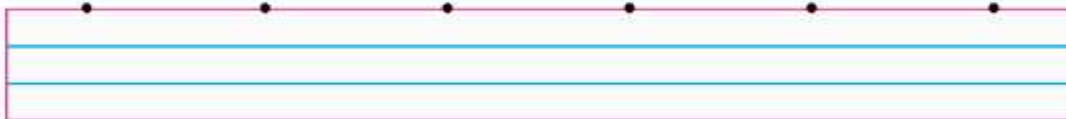
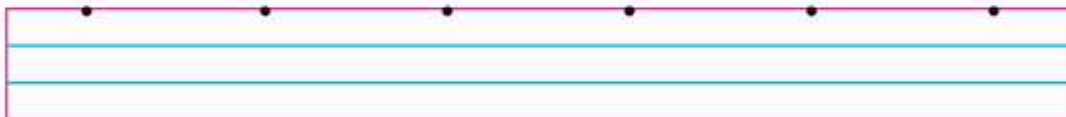
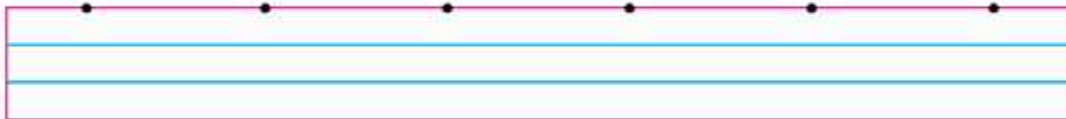
Colour it



tub



Trace and write



Date .....

Teacher's Sign .....

Match the picture with the letter.



O

P


Q

M

R

E

Write A to T

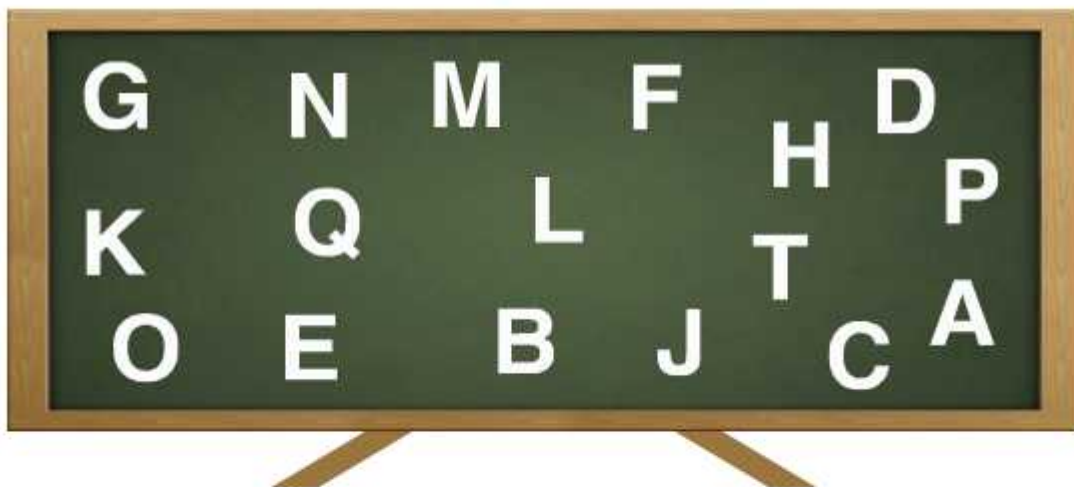
	A	....	....	....	....	....
....	....	....	....	....	....	....
....	....	....	....	....	....	T



**Encircle the matching letter.**

F	E	T	I	F
G	C	G	L	P
D	B	O	P	D
L	I	T	J	L
B	E	B	K	F

**Activity: Board Scramble**



**Activity: Board scramble**

- Divide the class in two groups.
- Write the letters on the black board randomly.
- One student from each team will stand at the same distance from the board. Speak a letter, the student who encircles the letter first will be the winner.
- Repeat the activity with all the members of both the groups.

# U u

U  sounds /u/ /u/ /u/



urn

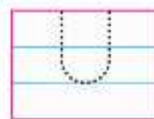


umbrella

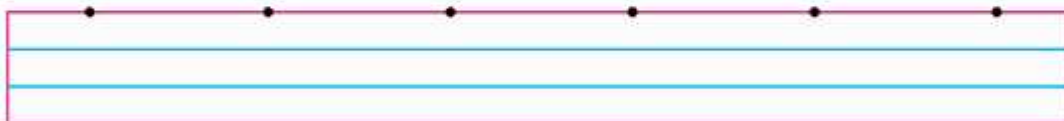
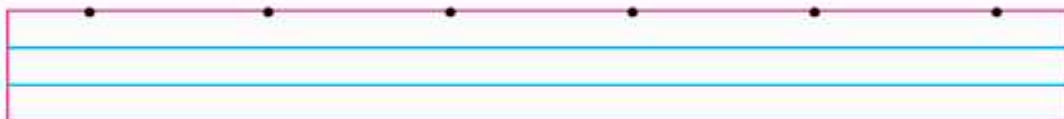
Colour it



uniform



Trace and write



Date .....

Teacher's Sign .....

V

v



vest

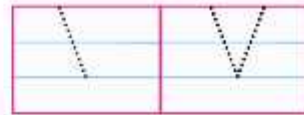


violin

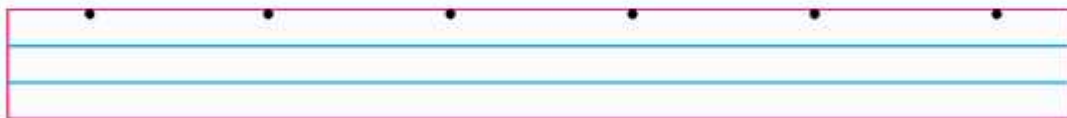
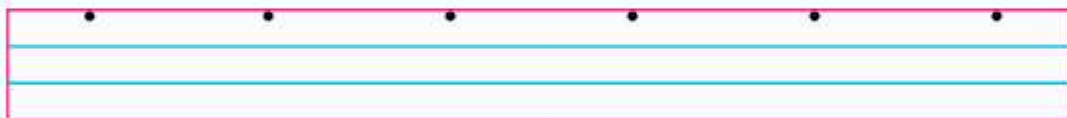
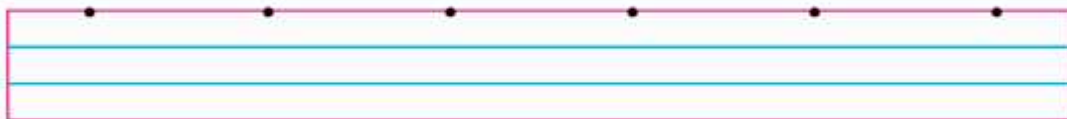
Colour it



van



Trace and write



Date .....

Teacher's Sign .....

W w



watermelon



watch

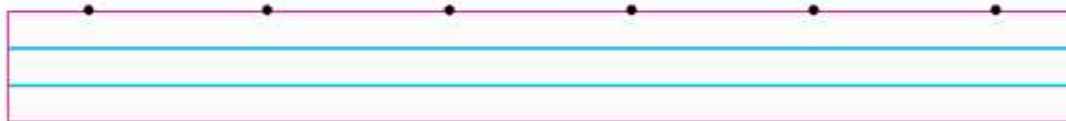
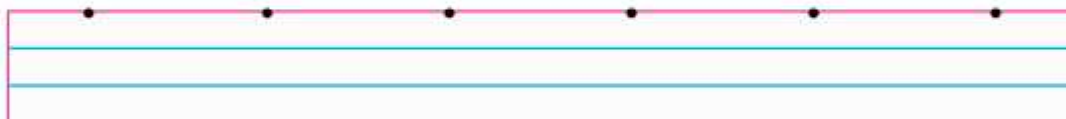
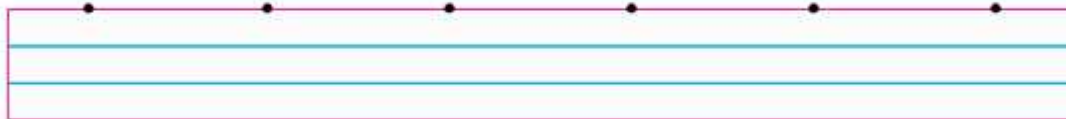
Colour it



woman



Trace and write

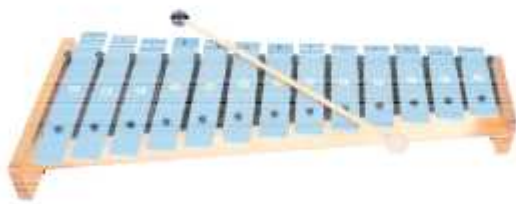


Date .....

Teacher's Sign .....



X x



xylophone

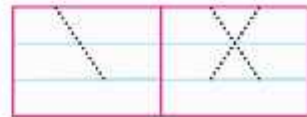


x-mas tree

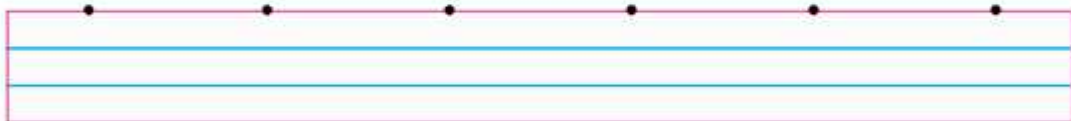
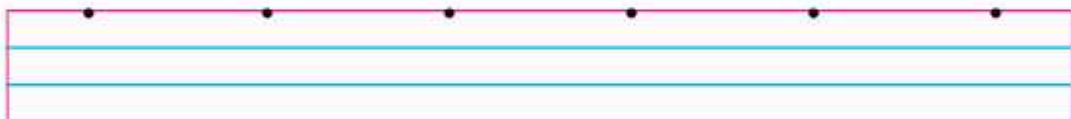
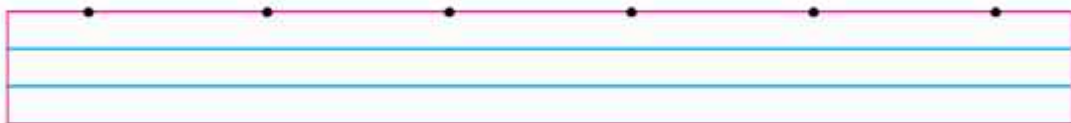
Colour it



x-ray



Trace and write

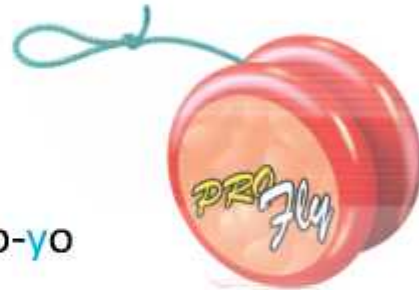


Date .....

Teacher's Sign .....

Y y

Y  sounds /y/ /y/ /y/



yo-yo

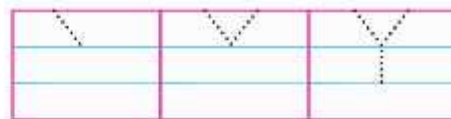


yarn

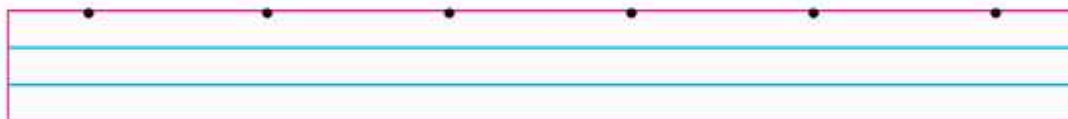
Colour it



yolk



Trace and write



Date .....

Teacher's Sign .....

Z z

Z sounds /z/ /z/ /z/

0

zero



zip

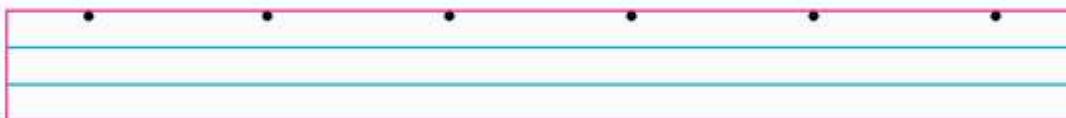
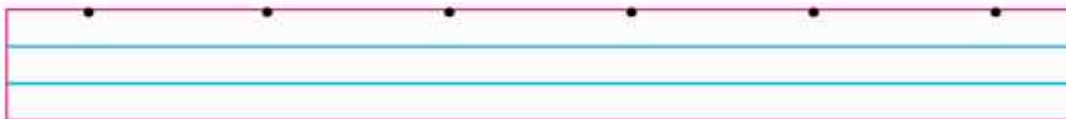


zebra

Colour it



Trace and write



Date .....

Teacher's Sign .....

**Look and Say.**

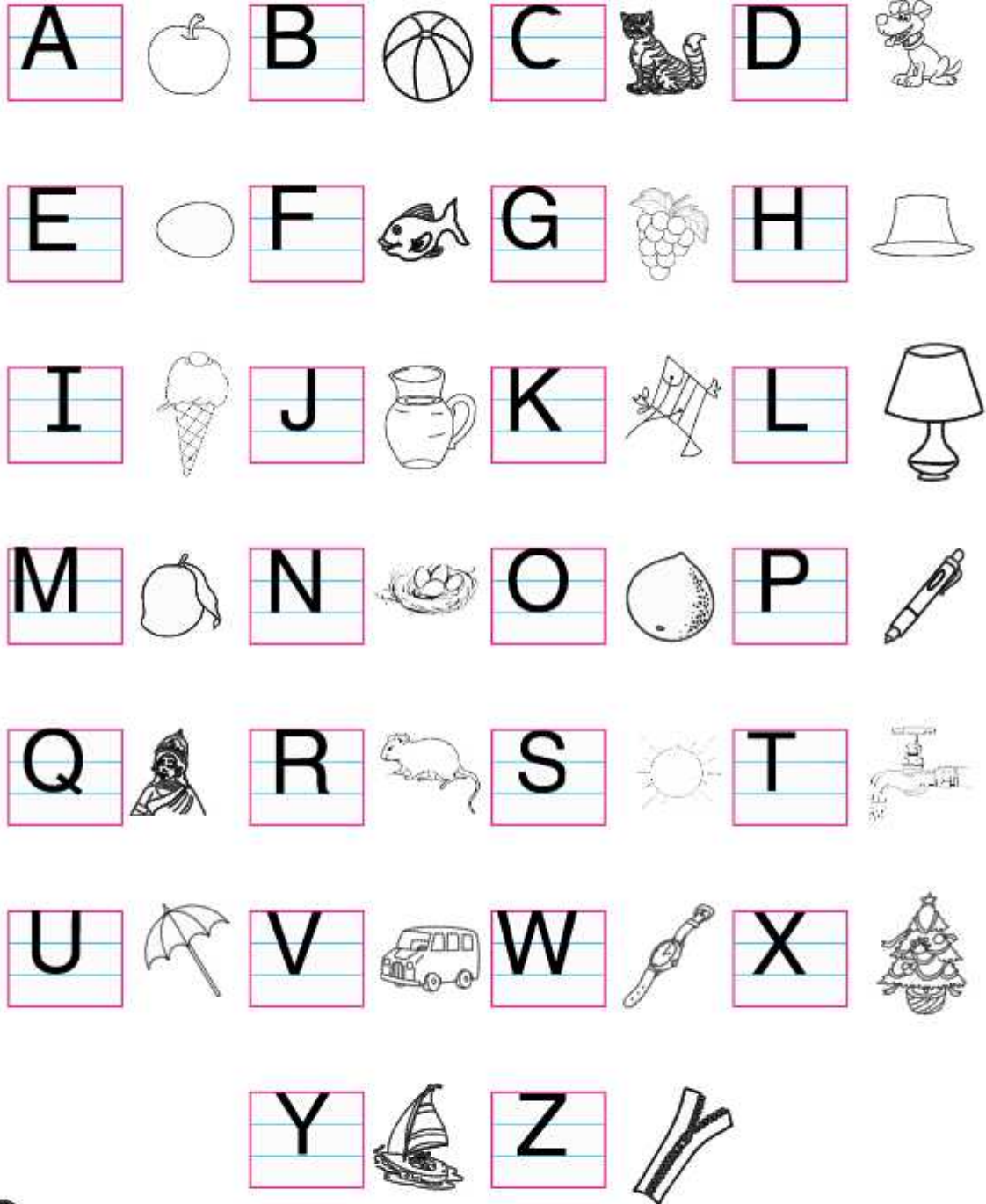


**Note for  
the teacher**

Encourage the learners to draw the pictures and write the letters in correct sequence.



## Read and Colour



**Note for  
the teacher**

Teacher will develop the habit of drawing pictures along with alphabet.

## Jumbled letters

Read aloud.

Y C B J

G F W H

I D K L

S V Z Q

P R M T

U N E X

A O



Note for  
the teacher

Activity:

**Encircle the first letter of your name.**

- Teacher will write jumbled letters on the blackboard.
- Ask the students one by one to encircle the first letter of their name.

Colour the boxes with letter X. One has been done for you.

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

Write the letter for the given picture.

















**Draw the pictures for the given letters.**

**f**



**l**



**t**



**j**



**m**



**w**



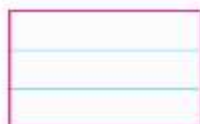
**b**



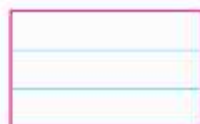
**r**



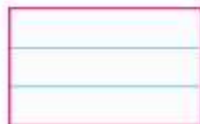
**What comes before.**



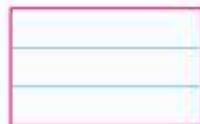
**I**



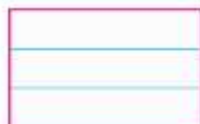
**V**



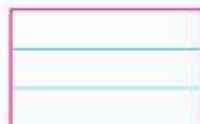
**R**



**L**

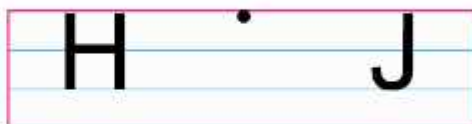
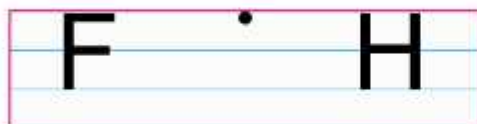


**G**



**T**

**What comes between.**







## Lesson 4

## My Family



**We all live in a family.**

**Some people live in a small family.**

**Some people live in a big family.**

## Geetu's Family



grandfather



Geetu



grandmother



mother



father



sister

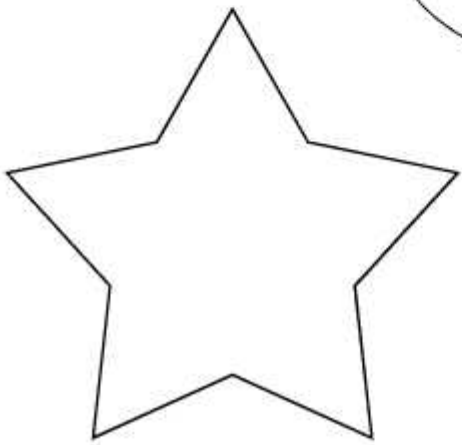


brother

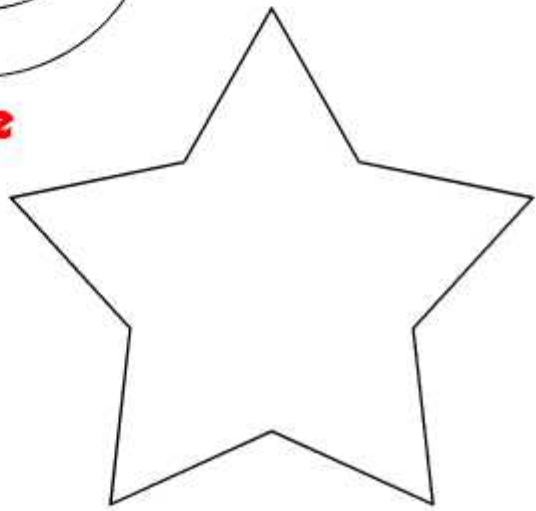
Paste the pictures



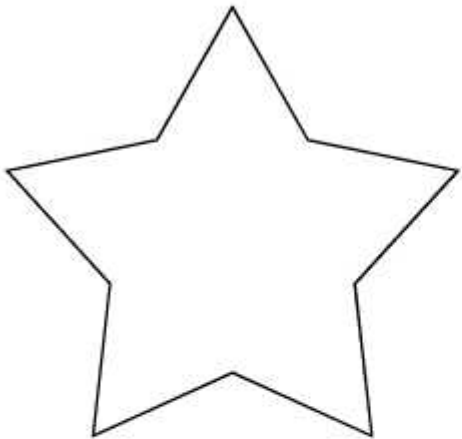
**Me**



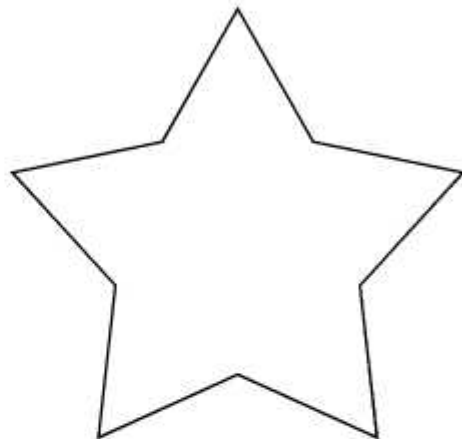
**My Mother**



**My Father**



**My Brother**



**My Sister**

## Oral Activity

1. How are you?

I am fine, thank you.



2. What is your name?

My name is.....



3. What is your mother's name?

My mother's name is.....



4. What is your father's name ?

My father's name is.....



Note for  
the teacher

- Help the learners to answer the above questions. Motivate them to use the expressions like sorry, please, thank you and welcome in daily life.



## Myself

**Introduce yourself .**



I am a girl.

My name is .....

I am .....years old.



I am a boy.

My name is .....

I am .....years old.



**Note for  
the teacher**

- Ask the learners to speak the above sentences to introduce themselves.
- Help the students to introduce their mother, father, friend and toy.

## Oral Activity

I like to drink.....



water



milk



juice

I like to eat.....



mango



rice



bread

I play with a .....



toy car



teddy bear



doll



Note for  
the teacher

- The learners should be encouraged and motivated to express their liking for eatables, fruits, vegetables and toys. Help them to speak a few sentences about their favourite toy, cartoon/film etc.



## Lesson 5

## My Home



**Drawing Room**



**Bedroom**



**Kitchen**



**Bathroom**



Note for the teacher

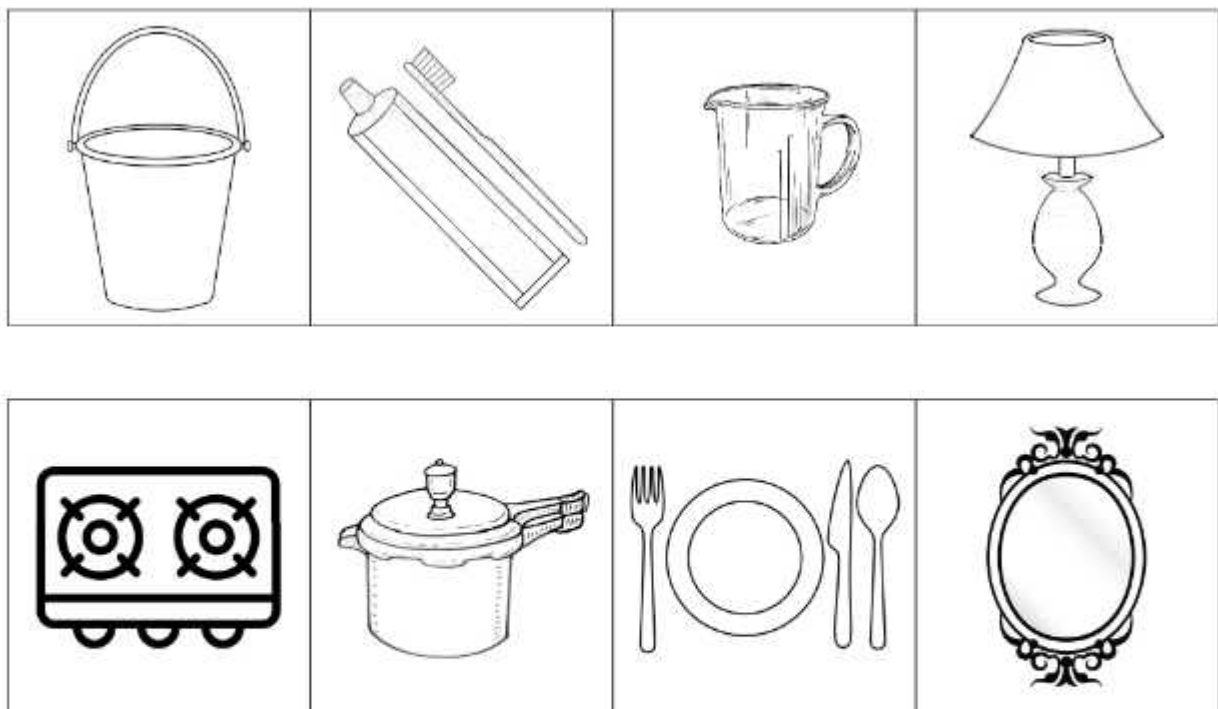
- Discuss the pictures and the name of things with the learners one by one.



Name the following objects.



Colour the odd one.







## Lesson 6

## Name of Colours and Objects

### Colours



red



green



blue



yellow



orange



black



purple



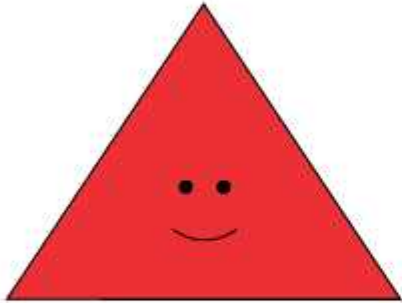
white

Identify the colour of the given object and colour the box with same colour.

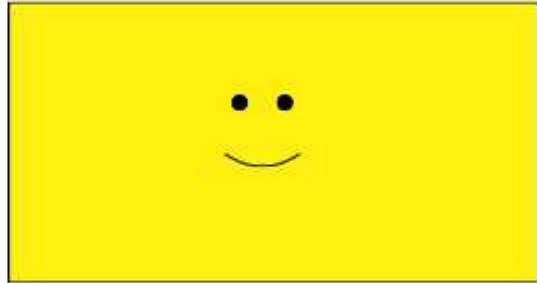


- The learner should be able to identify and match colours in the surroundings. They should also be able to express their liking for a particular colour. Help them to answer questions like: Which is your favourite colour ? What is the colour of your shirt, bag etc.?

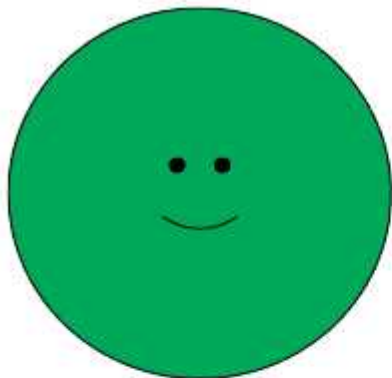
## Shapes



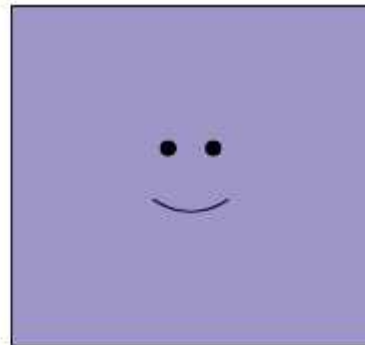
I am a triangle,  
I have three sides.  
Up I ride, down I slide,  
I come back,  
After ride and slide.



I am a rectangle,  
I have four sides.  
Two are short,  
And two are wide.

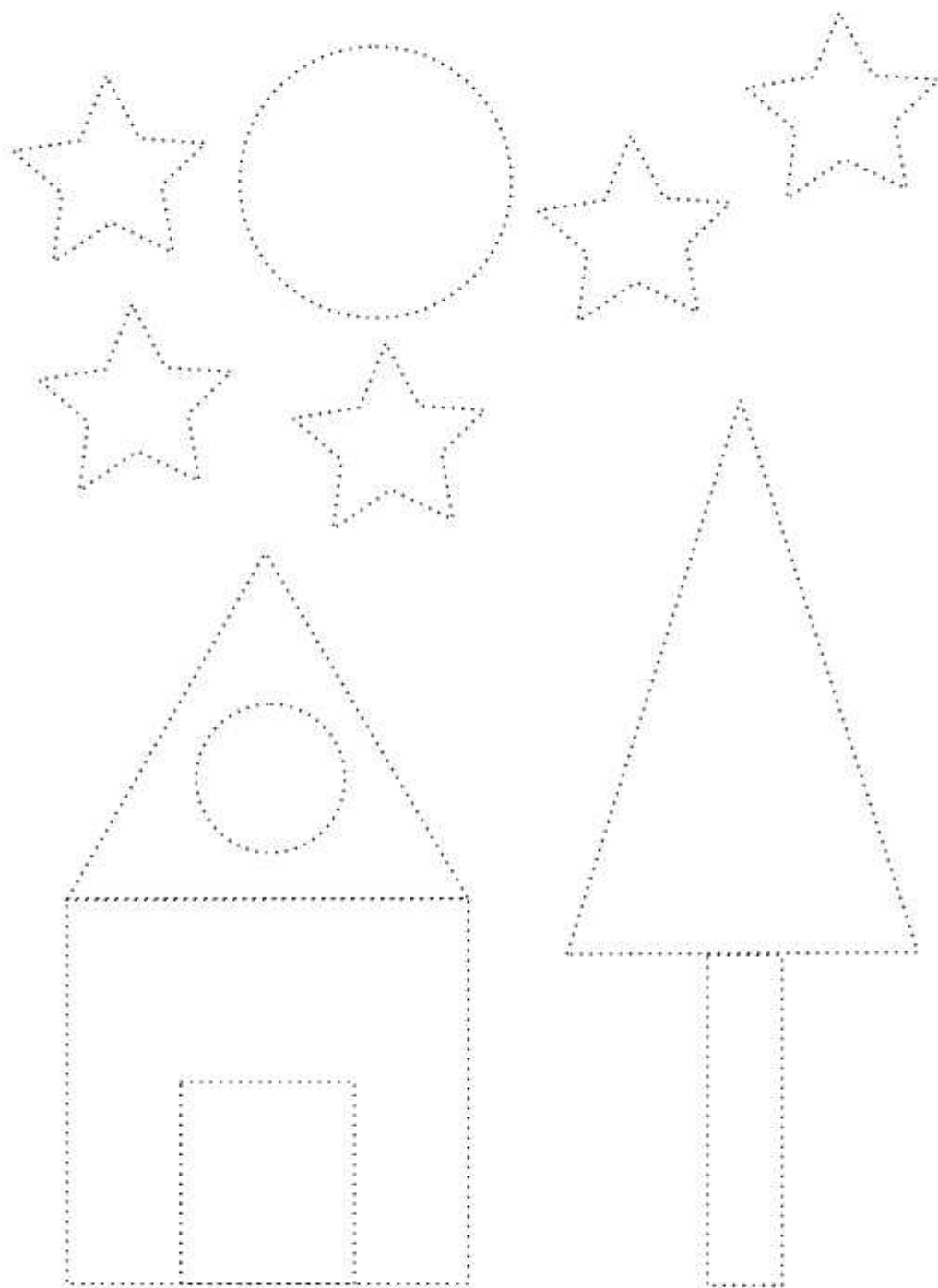


I am a circle,  
I am like a ball,  
Round and round,  
I don't end at all.



I am a square,  
I have four sides.  
All are the same,  
Look from any side.

## Trace and Colour

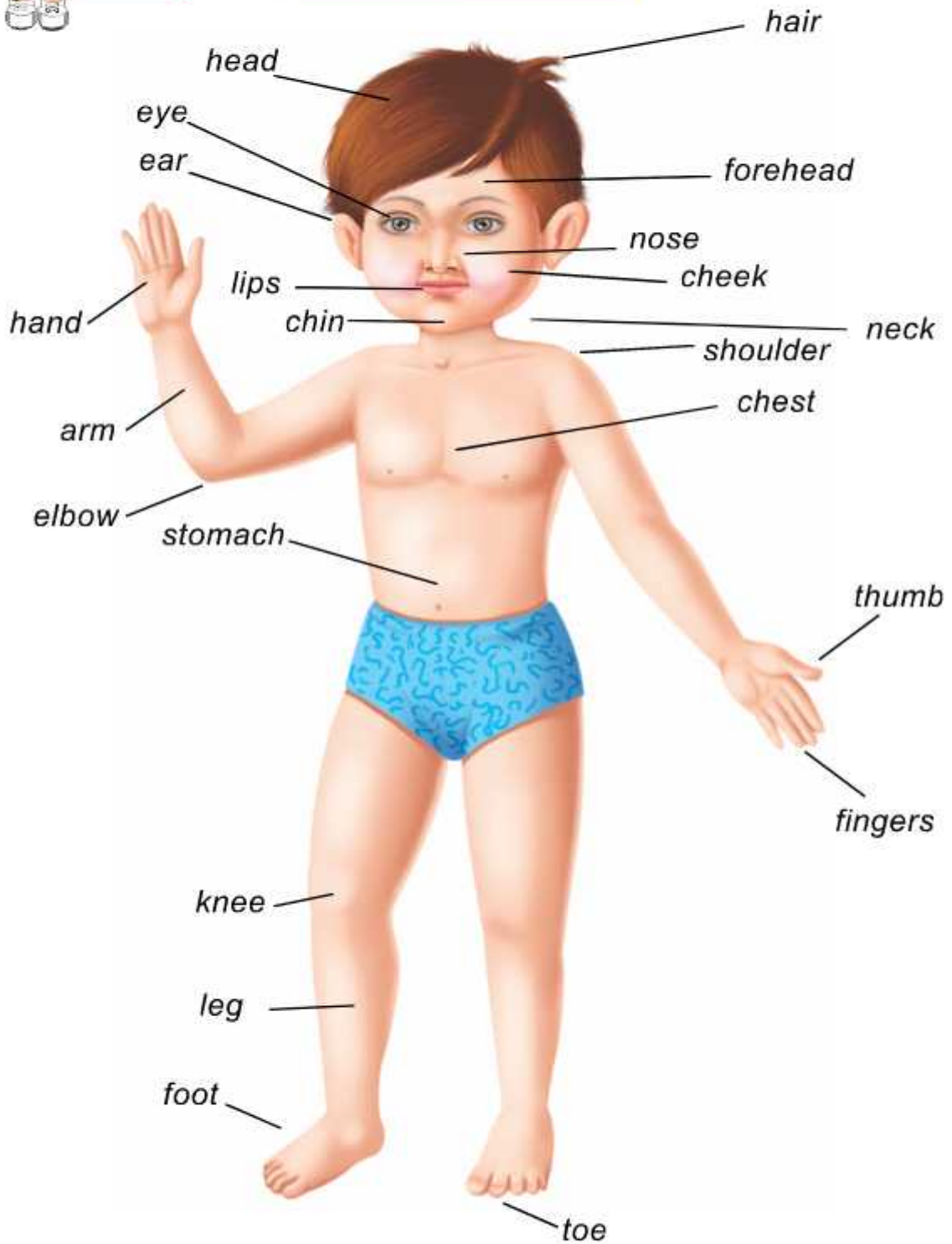






## Lesson 7

## My Body



## Rhyme Time

### Clap Clap Clap

Two little hands go,  
Clap, clap, clap.



Two little feet go,  
Tap, tap, tap.

One little head goes,  
Side to side.



Two little eyes  
are open wide.



Note for  
the teacher

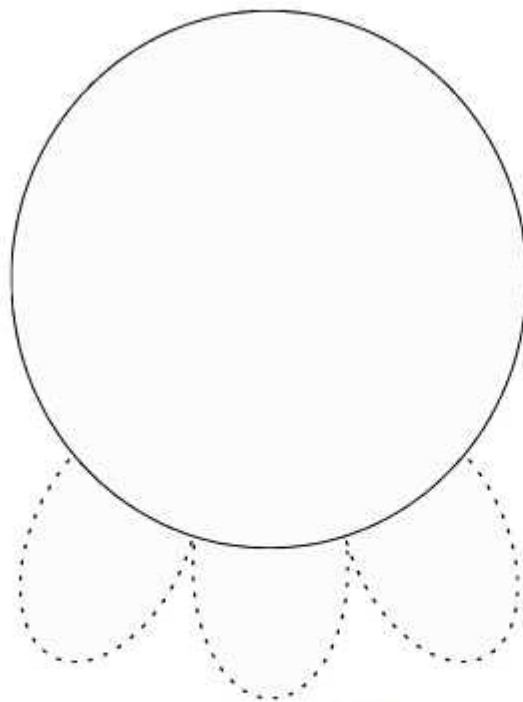
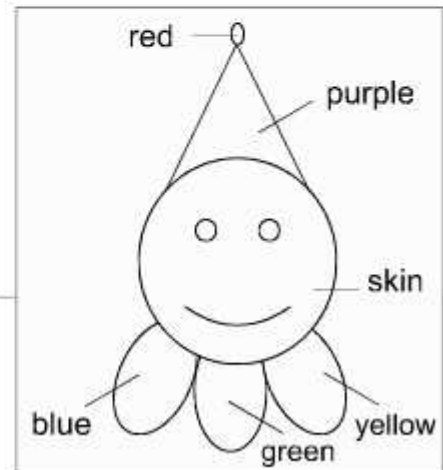
- Recite the rhyme and perform the actions mentioned in the rhyme.
- Demonstrate the parts of body and make the learners to follow commands like
  - Touch your head/eyes/ lips/legs etc.
  - Shake your leg.
  - Show your hand/tongue/teeth etc.
  - Tap your feet.

## Draw and Colour

**Activity-** Complete the picture.

**Follow the given steps to complete the picture as given in the box:**

1. Draw two small circles for eyes.
2. Make an arc for smile.
3. Make a triangular cap.
4. Join the dots and colour it.





## Lesson 8

## English Alphabet (a-z)

a b c d

e f g h

i j k l

m n o p

q r s t

u v w x

y z



A a

/a/-/a/ ants on the apple,  
/a/-/a/ ants on the apple,  
Don't eat it.



**Note: Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.**

a	b	c	d
axe	bat	cat	dad
arm	bag	car	day
ant	bib	cap	den
ass	bin	cot	dip
arrow	boy	cub	dog
aeroplane	book	cup	dot

# E e

/e/-/e/ eat eggs daily,

/e/-/e/ eat eggs daily,

/e/-/e/ eggs in the pan,

Crack the eggs like this



**Note: Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.**

e	f	g	h
egg	fan	gap	hat
eye	fat	gun	hen
ear	fin	gum	hip
end	fit	gate	hit
eel	fog	glue	hop
eat	food	good	hut

## Let's Practise

a . . . .

b . . . .

c . . . .

d . . . .

e . . . .

f . . . .

g . . . .

h . . . .

Match the letters.

A B C D E F G H

e

b

g

a

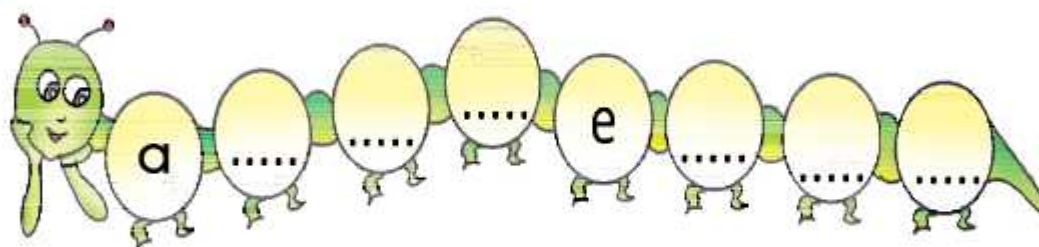
c

f

d


















h

Fill in the blanks.





















Read the letter in each box and circle the picture which does not go with the letter given in the box .

a		→	
b			
c			
d			
e			
f			

Tick the letter that matches with the picture. One has been done for you.

		 ✓	
			
			
			

# Ii

/i/- /i/- icy icy ice cream,  
/i/- /i/- icy icy ice cream,  
The ice cream is chill.



**Note:** Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.

<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>
ink	jam	kit	lad
ice	jug	key	log
inn	jet	kid	lid
ill	juice	kite	lip
igloo	jump	king	leg
ice cream	jeep	kettle	lamp

# O o

/o/-/o/ orange in the box,

/o/-/o/ oats in the box,

Let's eat oranges and oats.



**Note: Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.**

<b>m</b>	<b>n</b>	<b>o</b>	<b>p</b>
mat	net	ox	pan
man	nib	owl	pen
map	nut	out	pet
mew	not	oat	pot
mop	nest	onion	pup
milk	neck	orange	pillow

## Let's Practise

i . . . .

j . . . .

k . . . .

l . . . .

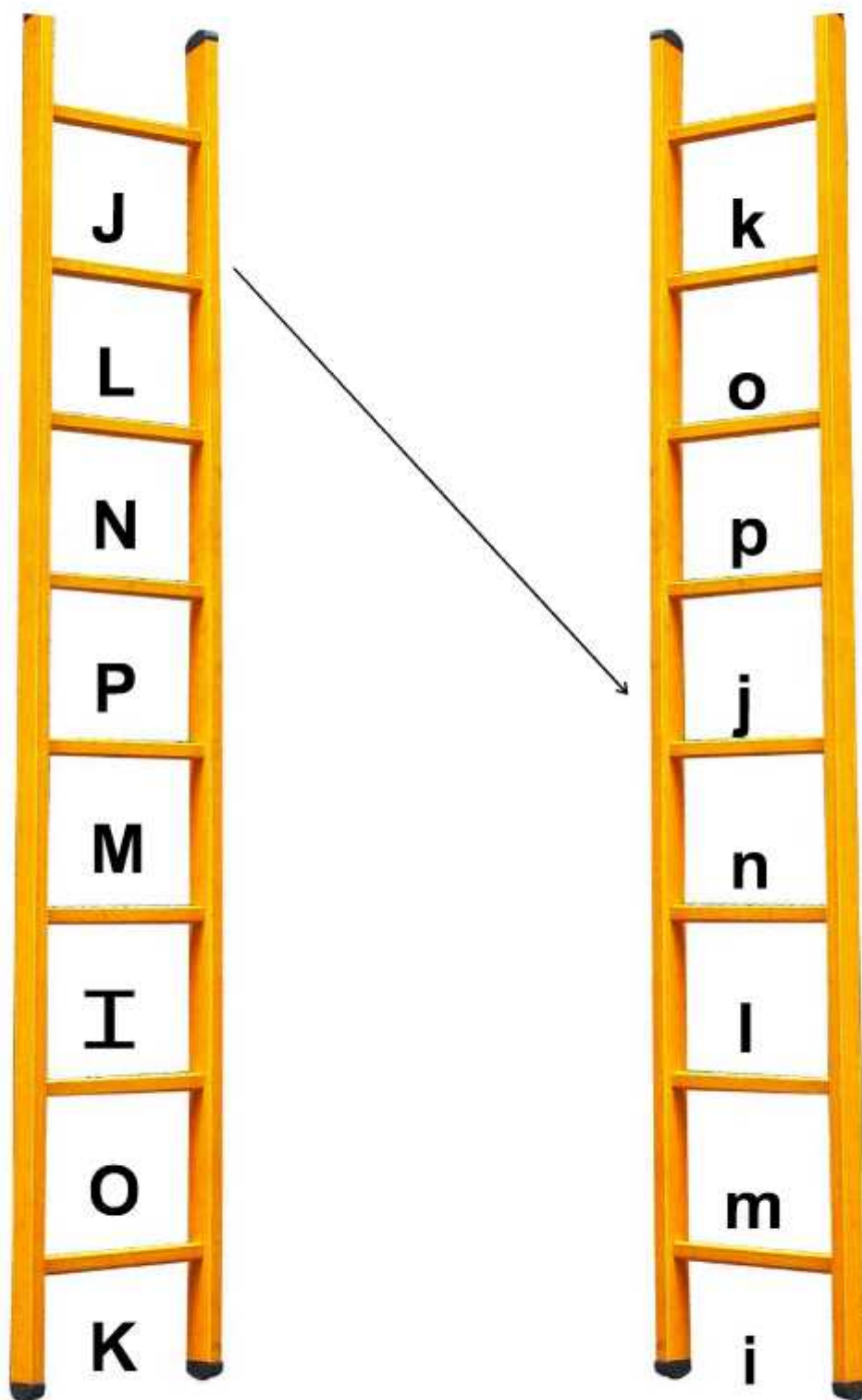
m . . . .

n . . . .

o . . . .

p . . . .

Match the capital letters with small letters.





Encircle the given letter in the words.

j

jug

juice

jeep

jump

l

lip

little

leg

doll

n

man

nib

net

ring

m

mouse

dam

milk

jam

k

kite

kick

pick

king

p

dip

pen

cap

put

What comes before.

b

k

n

j



f

o

h

l

**Draw picture for the following letters.**

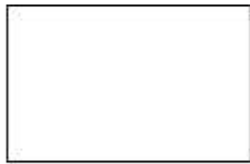
j



k



m



l



c



f



h



a



o



e



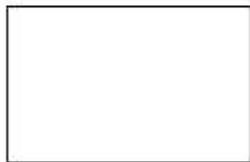
b



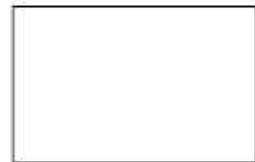
g



d



p



## S s

The snake is in the grass,

The snake is in the grass,

The snake is hissing in the grass,

Hiss hiss hiss.



**Note:** Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.

<b>q</b> queen quilt quill quiz quick quack	<b>r</b> rat red run rug roll rose	<b>s</b> sat sun son sit six star	<b>t</b> tap tag tub tin ten tree
---	--	---	---

# U u

/u/ /u/ uncle's umbrella,

/u/ /u/ uncle's umbrella,

Up goes umbrella.



Note: Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.

<b>U</b> us up urn uncle under umbrella	<b>V</b> van vase vote vest vine violin village	<b>W</b> wax wolf wet win watch woman window	<b>X</b> x-ray x-mas xylophone
---	--	---	---

## Let's Practise

q . . . .

r . . . .

s . . . .

t . . . .

u . . . .

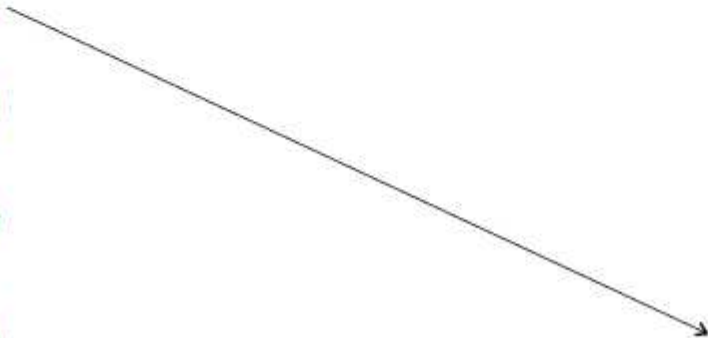
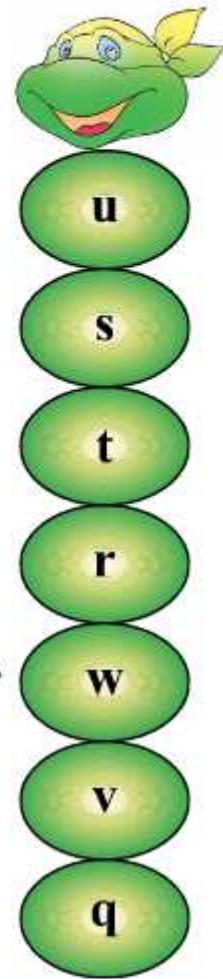
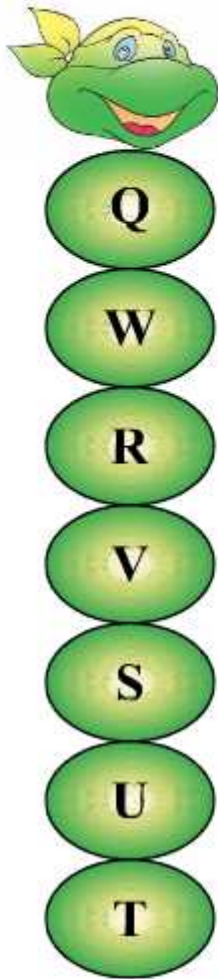
v . . . .

w . . . .

x . . . .



Match the capital letters with small letters.



y

yes  
yatch  
yo-yo  
yellow  
yawn  
yolk

z

zip  
zoo  
zen  
zebra  
zero

## Let's Practise

A<sub>a</sub> B<sub>b</sub> C<sub>c</sub> D<sub>d</sub>

E<sub>e</sub> F<sub>f</sub> G<sub>g</sub> H<sub>h</sub>

I<sub>i</sub> J<sub>j</sub> K<sub>k</sub> L<sub>l</sub>

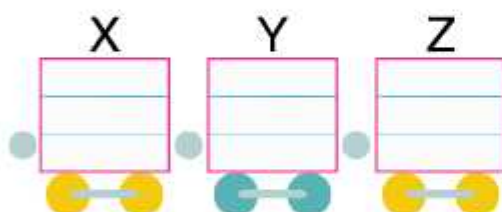
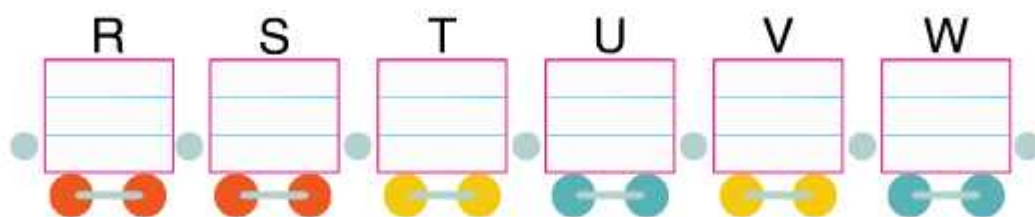
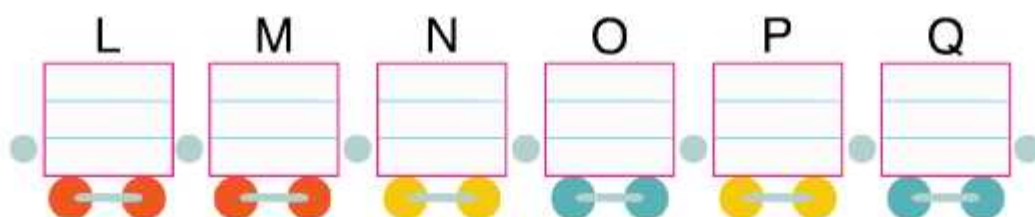
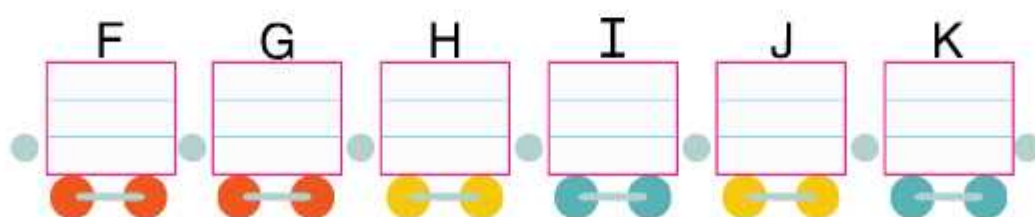
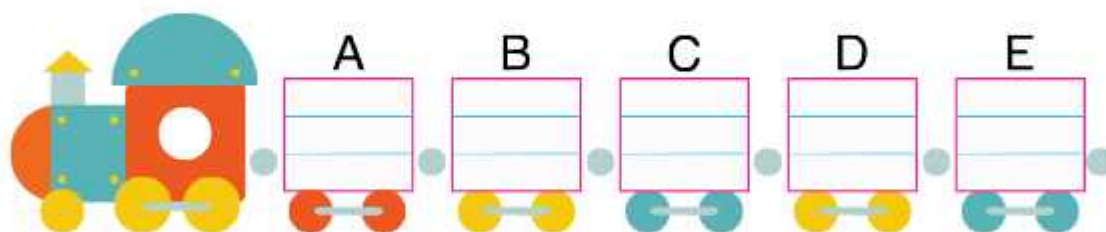
M<sub>m</sub> N<sub>n</sub> O<sub>o</sub> P<sub>p</sub>

Q<sub>q</sub> R<sub>r</sub> S<sub>s</sub> T<sub>t</sub>

U<sub>u</sub> V<sub>v</sub> W<sub>w</sub> X<sub>x</sub>

Y<sub>y</sub> Z<sub>z</sub>

Write small letters for given letters.





## Lesson 9

## Animals, Fruits and Vegetables

### Animals



cat



dog



goat



monkey



cow



horse



camel



sheep



lion



Note for  
the teacher

- Prompt/guide the learners to express their feelings about their pet, birds, animals, trees and plants around. Encourage them to speak a few sentences about them.



## Fruits



apple



banana



orange



mango



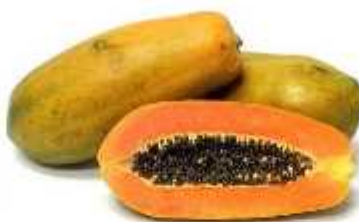
grapes



watermelon



litchi



papaya



kiwi



Note for  
the teacher

- Frame a few questions based on the given theme and help the learners to answer questions like: Which is your favourite fruit? Which vegetable do you like ? Which fruits are red/yellow/green in colour ?



## Vegetables



potato



tomato



peas



brinjal



carrot



radish



lady finger



cauliflower



onion



## Lesson 9

## Let's Join Sounds and Make Words

a	n	an
a	m	am
a	s	as
a	t	at
i	t	it
i	s	is
i	f	if
i	n	in
o	r	or
o	n	on
o	f	of

u p up

u s us

s o so

n o no

g o go

h e he

w e we

b e be

m e me

t o to

## Join the sounds and read aloud



b → at = bat



c → at = cat



f → an = fan



v → an = van



t → ap = tap



c → ap = cap



c → ar = car



m → an = man

## Trace and write



bat bat



cat cat



man man



fan fan



cap cap



tap tap



**Join the sound and read aloud**



h → en = hen



d → en = den



n → et = net



t → en = ten



b → ed = bed



r → ed = red



m → en = men



p → en = pen

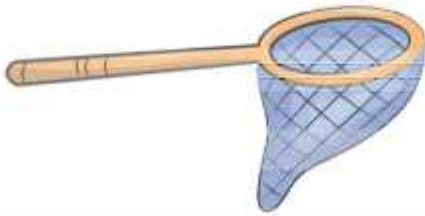
Trace and write



hen hen



den den



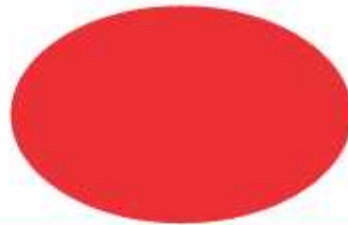
net net

10

ten ten



bed bed



red red



men men



pen pen

**Join the sound and read aloud**



p → in = pin



b → in = bin



s → it = sit



h → it = hit



d → ip = dip



l → ip = lip



p → ig = pig



l → id = lid

## Trace and write



pin pin



bin bin



sit sit



hit hit



dip dip



lip lip



pig pig



lid lid

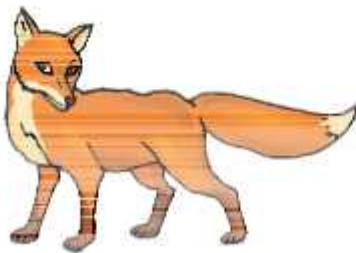
## Read aloud



m → op = mop



t → op = top



f → ox = fox



b → ox = box



h → ot = hot



d → ot = dot



b → oy = boy



d → og = dog



## Trace and write



mop

mop



top

top



fox

fox



box

box



hot

hot



dot

dot



boy

boy



dog

dog

## Read aloud



s → un = sun



b → un = bun



h → ut = hut



n → ut = nut



j → ug = jug



m → ug = mug



c → up = cup



t → ub = tub

## Trace and Write



sun

sun



bun

bun



hut

hut



nut

nut



jug

jug



mug

mug



cup

cup



tub

tub

Match the pictures with the given words.



bed



hut



cat



dog



pig

Match the same words .

bag

pen

car

hit

pen

car

hit

bag

boy

son

son

boy

Complete the words .



\_at



\_an



\_ap



\_en



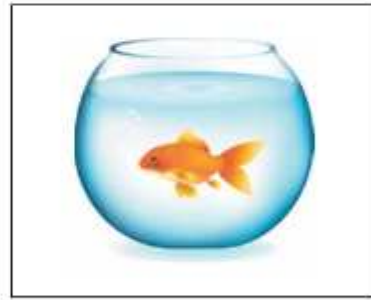


Lesson 11

Let's learn In/On/Under



a cat in a hat



a fish in a pot



a dog on a box



a cat on a mat



a cat under the bed



a ball under the table

**Choose the correct picture.**

**Picture showing 'in'**

☐☐☐



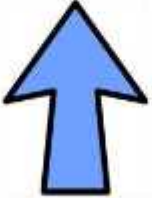





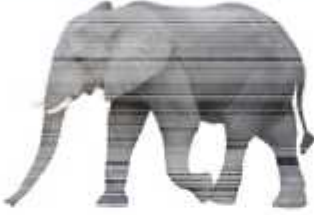



**Picture showing 'on'**

☐☐☐

**Picture showing 'under'**













☐☐☐

## Opposites

sit		stand	
up		down	
heavy		light	
open		close	
big		small	
day		night	

## Oral Activity













**Name the following objects.**

cl			
br			
gr			
sc			



- The teacher will help the students to pronounce the sounds (blends) correctly and give practice to speak more words related to the given sounds.

**Name the following objects.**













fr			
cr			
tr			
fl			



- The teacher will help the students to pronounce the sounds (blends) correctly and give practice to speak more words related to the given sounds.



**Name the following objects.**

ch			
sh			
th			
ph			

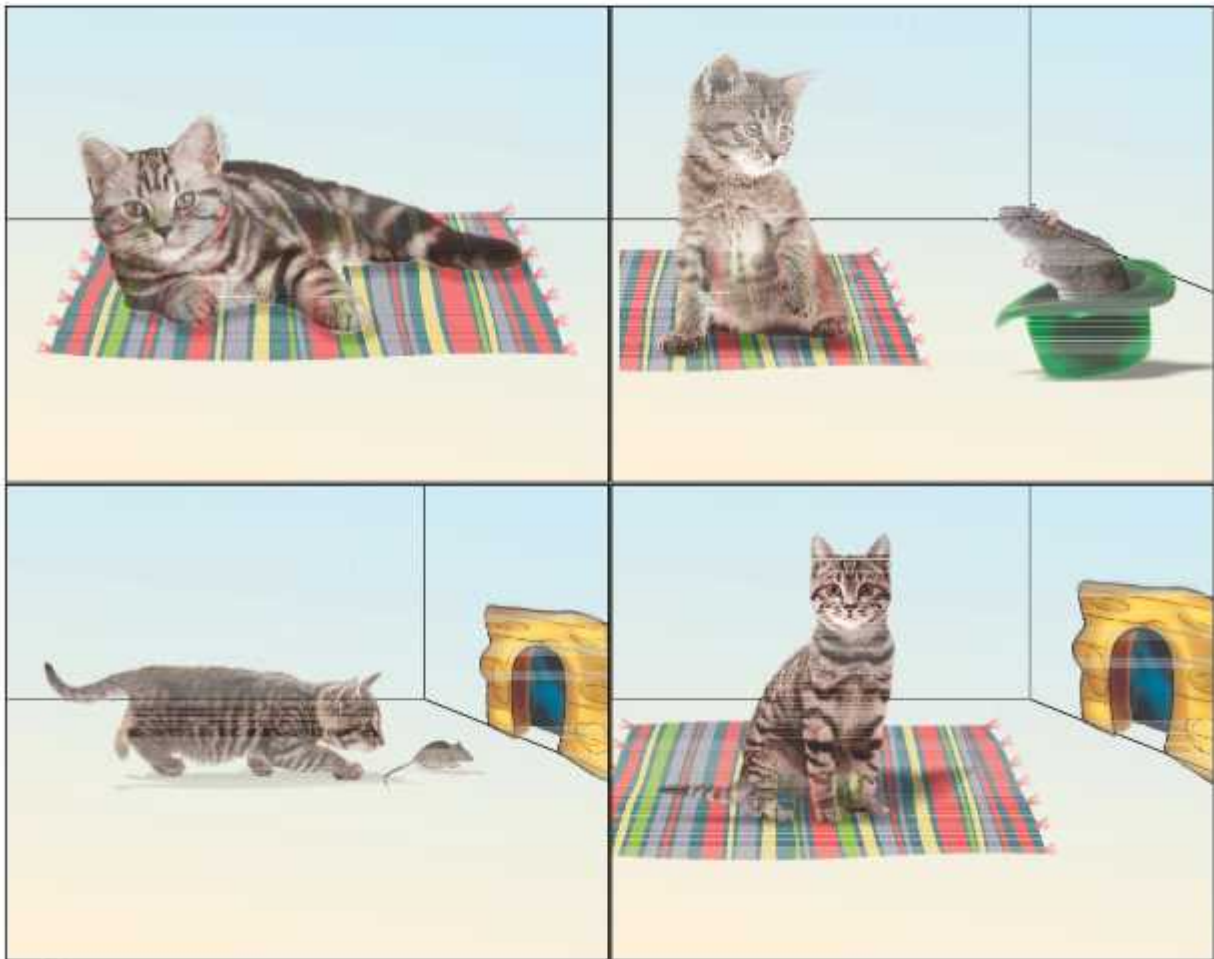


- The teacher will help the learners to pronounce these sounds (blends) correctly and give more practice with new words.

## Story Time

### The Cat and The Rat

There was a cat. She was sitting on a mat. She saw a rat. The rat was very fat. It was sitting in a hat. The cat ran for the rat. But the rat slipped into a hole. The cat could not catch the rat. So, she went back and sat on the mat, waiting for the rat.

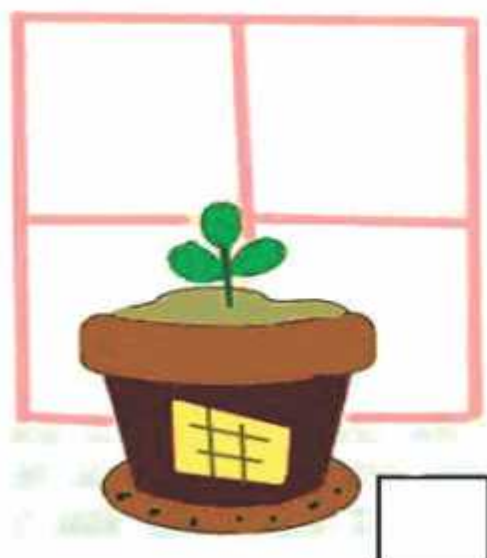


**Note for  
the teacher**

Narrate the story with actions/expressions. Ask questions related to the story and prompt the students to ask questions. Discuss/narrate more stories from the newspaper/children magazine etc. Give a situation /object and help the students to create or predict the story about it.

## Story Time

Write proper sequence of pictures and try to create a story.

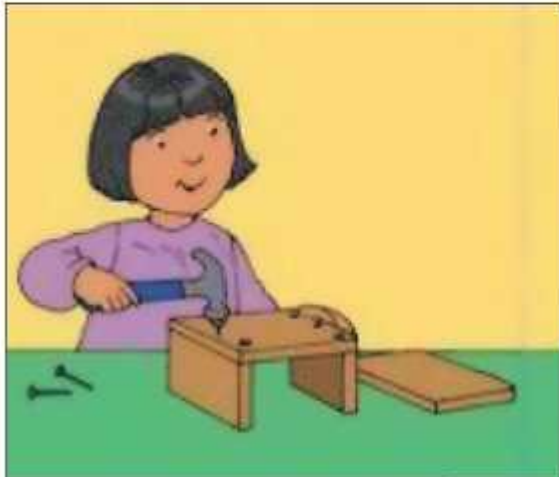


Discuss the above pictures. Ask questions related to the pictures and prompt the students to ask questions. Discuss/narrate more stories from the newspaper/children magazine etc. Give a situation /object and help the students to create or predict the story.



## Story Time

Write proper sequence of pictures and try to create a story.



Note for  
the teacher

Discuss the above pictures. Ask questions related to the pictures and prompt the students to ask questions. Discuss/narrate more stories from the newspaper/children magazine etc. Give a situation /object and help the students to create or predict the story.

## Rhyme Time

### One Two Buckle My shoe



One **1** two **2**,  
Buckle my shoe.

Three **3** four **4**,  
Shut the door.



Five **5** six **6**,  
Pick up the sticks.

Seven **7** eight **8**,  
Lay them straight.

Nine **9** ten **10**,  
A big fat hen.





## Rhyme Time

### In My Classroom



*In your classroom, In your classroom,  
What do you see in your classroom?*

*In my classroom, in my classroom,  
blackboard and chalk in my classroom*



*In your classroom, In your classroom,  
What do you see in your classroom?*

*In my classroom, in my classroom,  
books and note books in my classroom*



*In your classroom, In your classroom,  
What do you see in your classroom?*

*In my classroom, in my classroom,  
benches and tables in my classroom*



**Note for  
the teacher**

Ask the learners to practise this rhyme with other classroom objects.

**Activity:** Ask the students to label the above picture e.g. teacher, blackboard, books, desk etc.



## Lesson 12

## Good Habits/Manners

Brush, brush, brush, your teeth,  
Brush them every day.  
Father, mother, brother, sister,  
Brush them every day.



Take, take, take, your bath,  
Take it everyday.  
Father, mother, brother, sister,  
Take it everyday.



Comb, comb, comb, your hair,  
Comb it everyday.  
Father, mother, brother, sister,  
Comb it everyday.



Clean, clean, clean your room,  
Clean it everyday.  
Father, mother, brother, sister,  
Clean it everyday.



## Good Manners



Share with others.



Listen to elders.



Wait for your turn.



Use dustbin.

