

Blossoms-1

English Reader

Semester-1

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Teacher Corner



Student Corner

NIPUN Lakshyas

| Grade | Skills | Subject: English |
|---------|---------------|--|
| CLASS 1 | Oral Language | <p>Talks to friends and teachers.</p> <p>Recites rhymes/poems, songs with understanding and action.</p> <p>Converses and asks questions with friends and class teacher about her needs, familiar persons and surroundings.</p> <p>Talks about the print available in the classroom, school premises and surroundings.</p> |
| | Reading | <p>Looks at books and attempts reading the story with the help of pictures.</p> <p>Begins to point out and recognize some familiar repeated/rhyming words.</p> <p>Recognises and corresponding sounds.</p> <p>Reads simple words comprising of at least 2 to 3 alphabets.</p> <p>Participates during read aloud/story telling session in an active way and answers questions during and after story session; acts out familiar story with props and puppets.</p> |
| | Writing | <p>Uses sound symbol correspondence to read textbook words.</p> <p>Begins to form words with recognizable letters.</p> <p>Scribbles/draws and paints for self-expression.</p> <p>Uses a pencil and holds it properly to form recognizable letters.</p> <p>Recognizes and writes his/her own name.</p> |

NOTE: NIPUN is a mission focused on achieving foundational literacy and numeracy. It has set specific targets for students in primary classes to achieve by the end of the academic year. Every student must reach these targets by the year's end.

National Education Policy 2020

This Grade 1 Language textbook has been developed in alignment with the vision of the National Education Policy (NEP) 2020, the National Curriculum Framework for the Foundational Stage (NCF-FS) 2022 and the NIPUN Bharat Mission. In accordance with NEP 2020, the textbook adopts a child-centred, joyful and activity-based approach, recognising that the early years are crucial for the development of language and thinking. The NCF-FS emphasises learning through play, stories, conversations, songs, pictures and real-life experiences; therefore, the lessons in this textbook provide rich opportunities for children to listen, speak, observe, read and express their ideas meaningfully. The content and classroom processes are carefully designed to support the NIPUN Lakshyas for Grade 1, which include developing oral language, vocabulary, phonemic awareness, letter-sound relationships, reading of simple words and sentences, and basic comprehension. Through a gradual and integrated progression from listening and speaking to reading and writing, this textbook aims to ensure that every child achieves the foundational literacy skills expected by the end of Grade 1.

Domain: Language and Literacy Development

CG-9
Children develop effective communication skills for day-to-day interactions in two languages

- C-9.1 Listens to and appreciates simple songs, rhymes, and poems.
- C-9.2 Creates simple songs and poems on their own.
- C-9.3 Converses fluently and can hold a meaningful conversation.
- C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others.
- C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say.
- C-9.6 Narrates short stories with clear plot and characters.
- C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.

CG-11
Children begin to read and write in Language 2 (L2)

- C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables.
- C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences.

Holistic Development of Children – Five Domains

1. Physical Development

Activities that involve cutting, pasting, colouring and drawing help children develop fine and gross motor skills.

Examples:

- Making a collage using pictures from magazines
- Tracing letters and words
- Colouring pictures
- Jumping, running, and walking with balance

* These activities help in the development of children's fine motor skills and gross motor skills.

2. Socio-Emotional and Ethical Development

Children learn sharing, co-operation and expressing emotions through interactive activities.

Examples:

- Group collage activities
- Role play based on stories
- Talking about family, friends and feelings

* These activities promote co-operation, empathy, and self-confidence among children.

3. Cognitive Development

Children develop thinking and reasoning skills through observation and identification activities.

Examples:

- Observing pictures and answering questions
- Matching words with pictures
- Identifying objects during a nature walk

* These activities enhance children's thinking ability, reasoning skills, and understanding.

4. Language and Literacy Development

Listening, speaking, reading and writing activities strengthen language skills.

Examples:

- Story listening and retelling
- Reading simple words and sentences
- Singing rhymes and songs

* These activities enhance children's vocabulary and expressive abilities.

5. Aesthetic and Cultural Development

Creative activities help children appreciate beauty and express creativity.

Examples:

- Drawing and colouring
- Nature walk - identifying colours of leaves, flowers and objects
- Creative collage using natural materials

* These activities foster children's creativity and love for art.

UNIT

Myself and
My Family

1.1 My Body Parts



Learning Outcomes:

Learners will be able to :

- Recite the rhyme "Two Little Hands..." with actions. (CG-9)
- Identify and label the parts of the body using sentences that begin with 'This is/These are. (CG-9)
- Identify, read, trace and write the letters A-a, B-b, C-c, D-d, E-e, F-f. (CG-11)
- Practise the short vowel sound /a/ by reading simple words. (CG-11)

Let us Interact



Note to the teacher:

Ask the students to sit in a circle. Pass a ball to one of them. The student who gets the ball tells his/her name and says, 'I am... (student's name)'. Ensure that every student participates actively. Continue the game until every student gets a chance to interact.



Two Little Hands

Two little hands
to clap and pat,
Two little legs
to stamp and jump.



Two little eyes
to look and see,
Two little ears
to hear and listen.



One little nose
to smell and breath,
One little tongue
to taste our food.



One little mouth that likes to eat,
One little head goes side to side.
One little body
to shake, shake, shake.



Note to the teacher:

Use different combinations and variations for the activity. For instance, while reciting the rhyme, you may say 'two little hands to...' and remain silent while continuing to clap. Write new words on the board.

Let us Speak



A. Model the action. Ask the students to repeat.

Teacher : I clap with my hands.

Children : I.....

I tap with my feet
I look with my eyes
I walk with my legs



B. Talk in pairs.

Form the students in pairs. Model the conversation. Now, ask them to role play the following

Madhu : What is this?

Neha : This is my nose.

Madhu : What are these?

Neha : These are my ears.

Madhu : What is this?

Neha : This is my mouth.

Madhu : What are these?

Neha : These are my hands.

Madhu : What are these?

Neha : These are my legs.

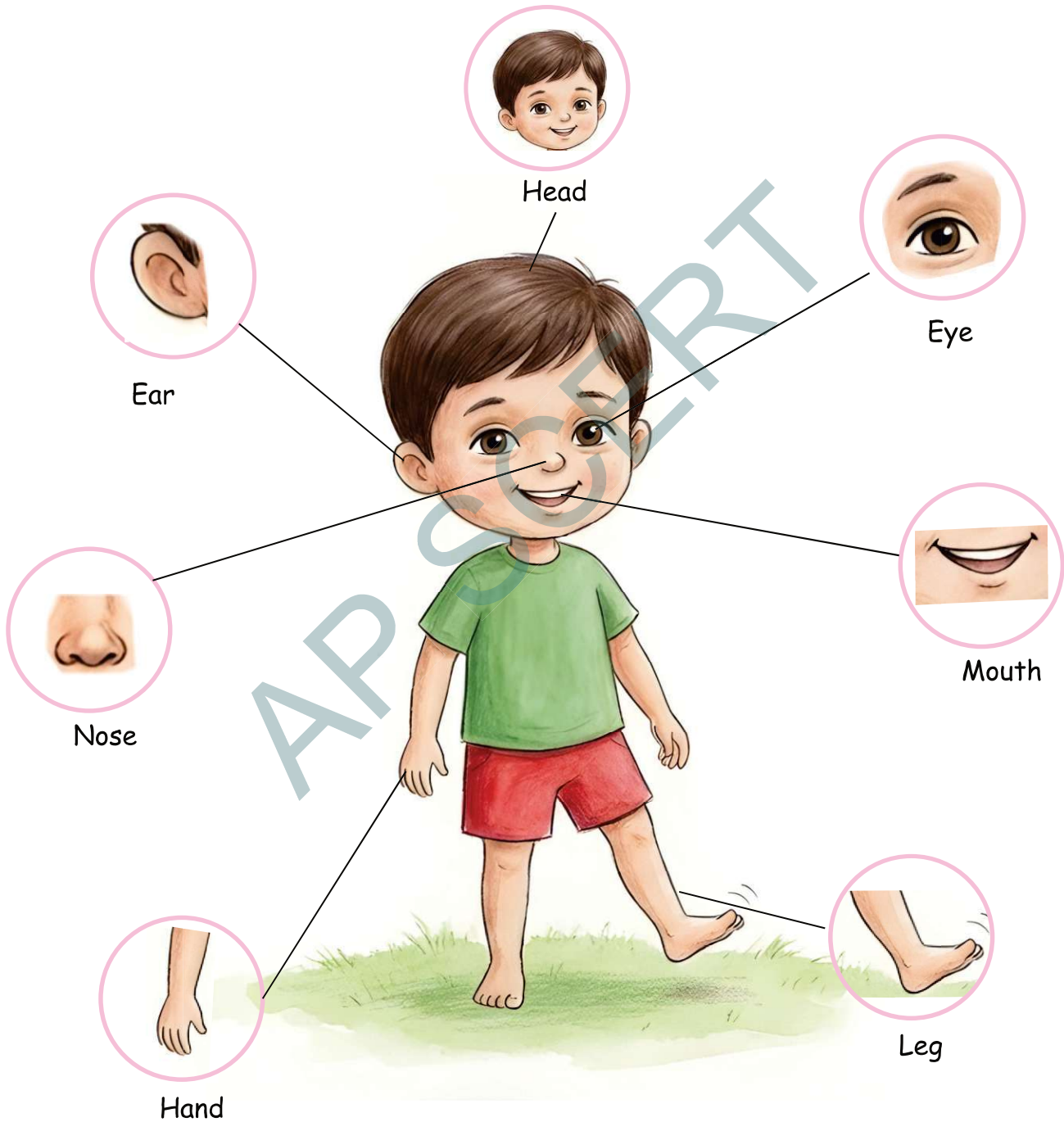


Let us Learn

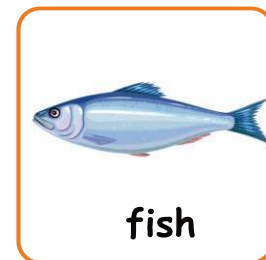
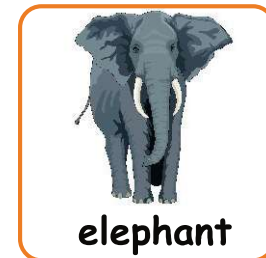
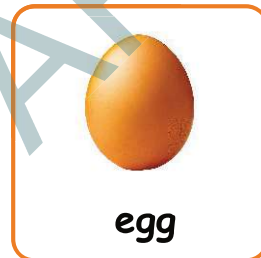
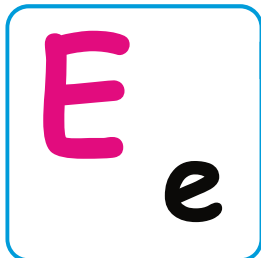
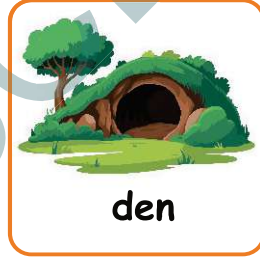
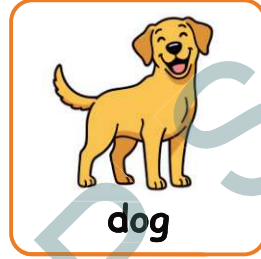
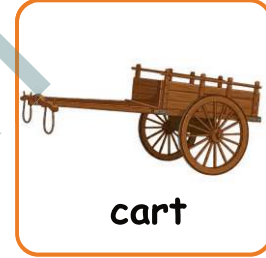
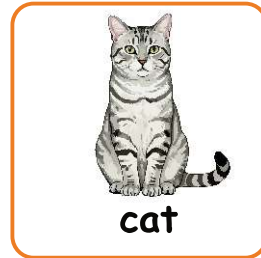
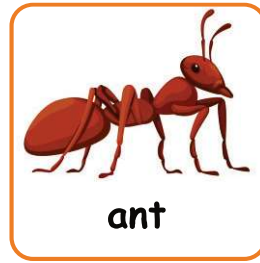
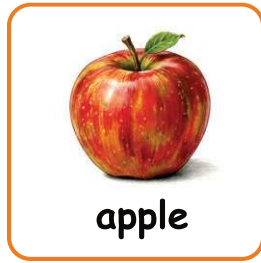
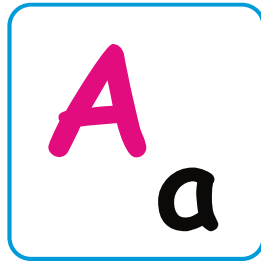


A. Body Parts:

Ask the students to observe the picture. Point to the different parts of their body and ask them to identify the body parts.



B. Let us Learn Sounds



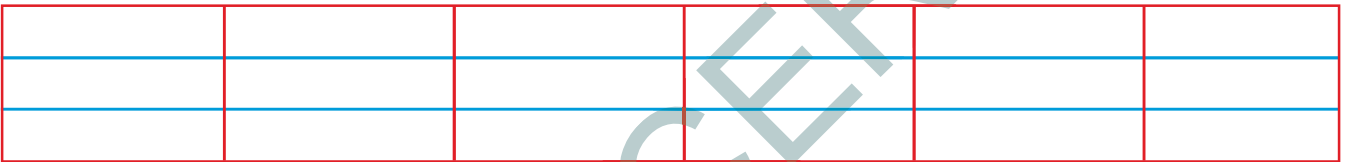
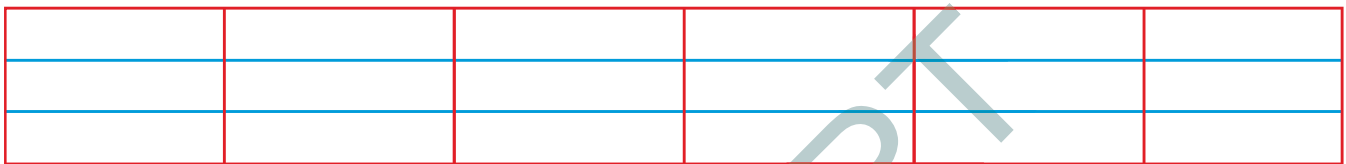
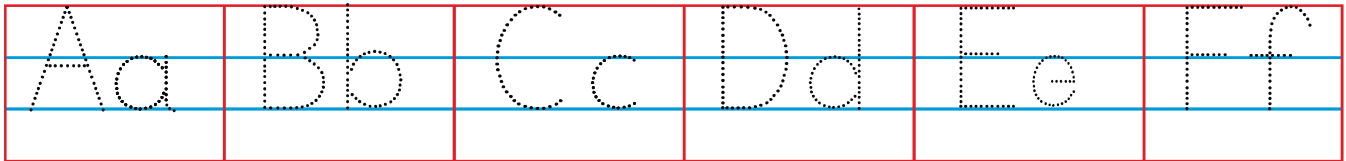
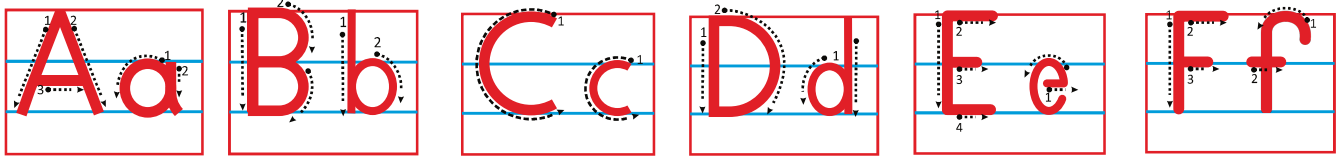
Note to the teacher:

Draw attention of the students to the initial sound of each word given above. Help them say the words aloud focusing on the initial sound.

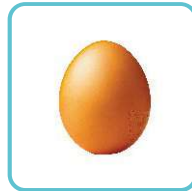
Let us Write



A. Ask the students to trace and copy the letters.



B. Say each letter aloud. Ask the students to circle the picture that corresponds with the same sound of that letter.



C. Encourage the students to identify and match the body parts.
One is done for them.

Eye

Nose

Hand









Head

Ear

Mouth

Leg

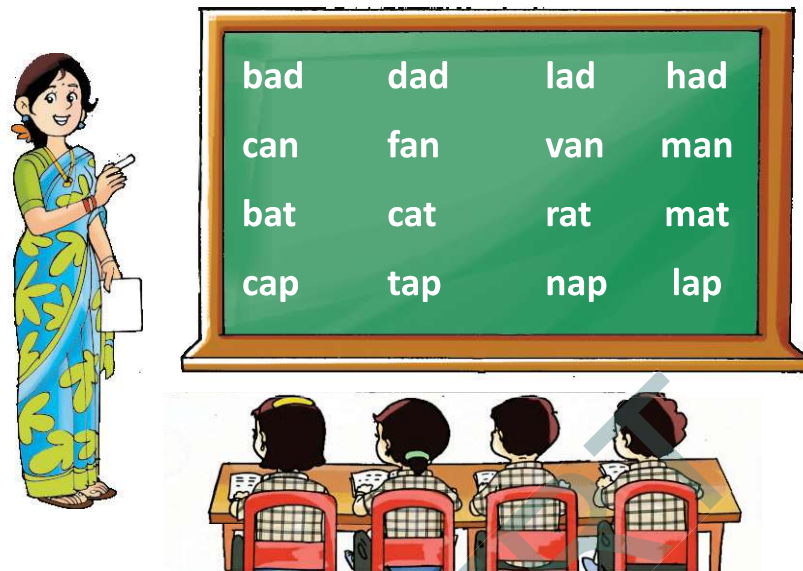
D. Ask the students to notice the initial sounds of the words in each row.
Ask them to circle the odd one out.

| | | | | |
|---|--|---|---|--|
| 1 |  axe |  ant |  bee |  apple |
| 2 |  cap |  bag |  bee |  boy |
| 3 |  cat |  cart |  cap |  ant |

Let us Practise



A. Make the students read with rhythm.



B.



Note to the teacher:

Read the following lines aloud with a special focus on the short vowel sound /a/.
Ask the students to repeat.



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

Let us Draw



My hand

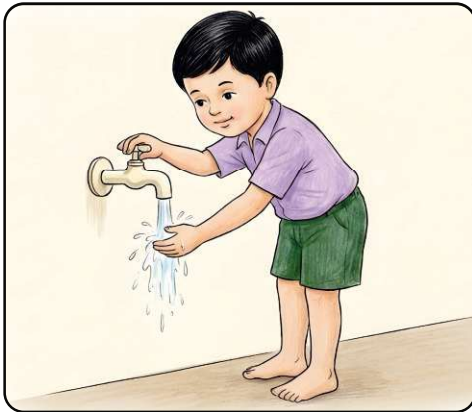


Note to the teacher:

Let the students place one palm in the centre of the box.
Ask them to draw an outline with the other hand and colour it.



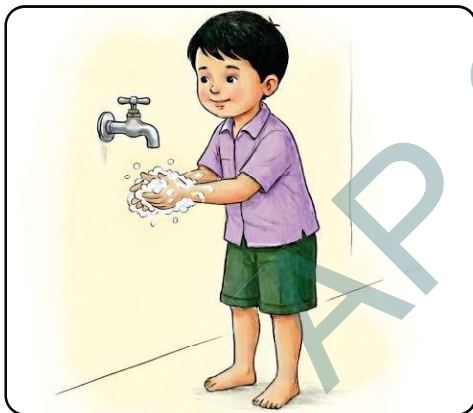
Washing Hands



1. Open the tap or pour water on your hands.



2. Rub soap on your hands.



3. Wash between the fingers.



4. Rinse your hands again.



Note to the teacher:

Let the students listen to the instructions one by one and do accordingly.

Let us Practise

My Body Parts

1. Which body part do we use to see? ()

- a) Ear  b) Eye  c) Nose 

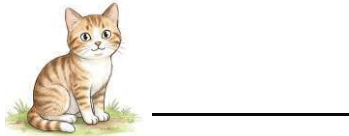
2. Which word begins with the sound /b/? ()

- a) Ant  b) Bag  c) Cat 

3. You want to clap while singing a rhyme. Which body part will you use?

- A) Legs  B) Hands  C) Eyes  ()

4. Write the first letter of the picture word.



5. Complete the sentence.

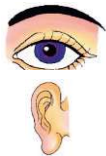
This is my _____ . (hand/leg/head)



6. Match the body part with its action.

Body Part

Action



hear

see

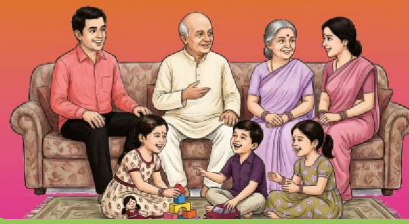
Mapping of Domains with Concepts / Activities

| Domains | Concepts / Activities |
|---|--|
| Physical Development | Interaction, Recite the rhyme with action, Role play, Write alphabet A to F, Washing hands (Let us Do) |
| Socio-Emotional and Ethical Development | Recite the rhyme together with rhythm, Role play |
| Cognitive Development | Identify the alphabet sounds |
| Language and Literacy Development | Interaction, Recite the rhyme, Role play (Let us Speak), Alphabet reading and writing |
| Aesthetic and Cultural Development | Drawing (My Hand), Recite the rhyme together with rhythm, Role play |

UNIT

Myself and
My Family

1.2 My Family

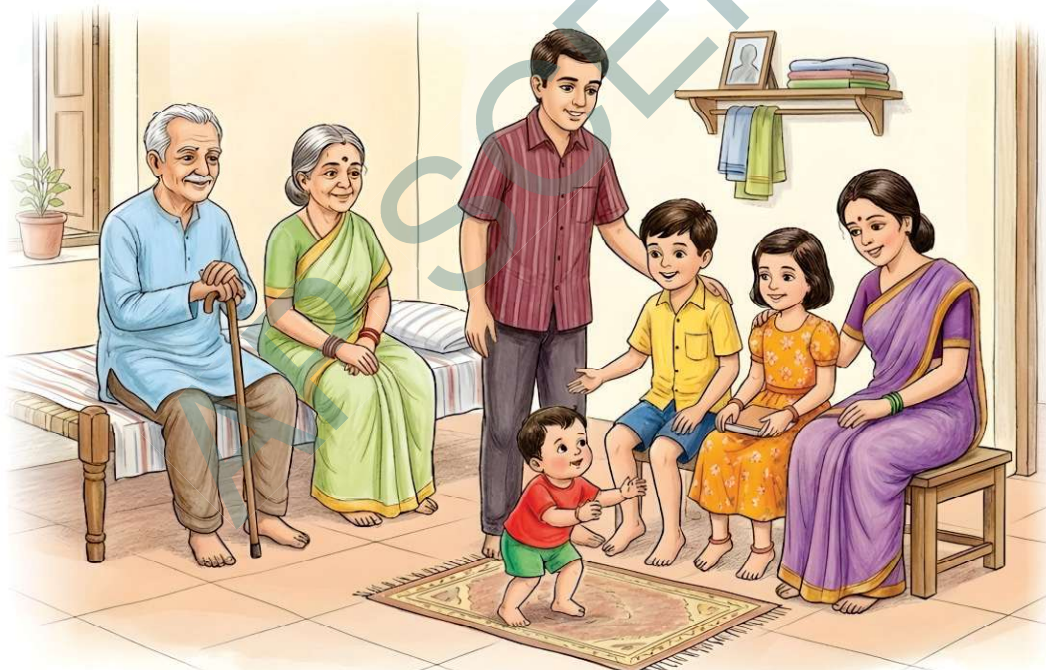


Learning Outcomes:

Learners will be able to :

- Talk about the relationships in a family. (CG-9)
- Learn names for members of their family and relate themselves to pictorial representations of a family. (CG-9)
- Talk about their parents using "My father's/mother's name is _____. He/She is _____". (CG-9)
- Identify, read, trace, and write letters G-g, H-h, I-i, J-j, K-k, L-l, and read out words. (CG-11)
- Practise the vowel sound /e/ by reading simple words. Know sight words. (CG-11)

Let us Interact



Note to the teacher:

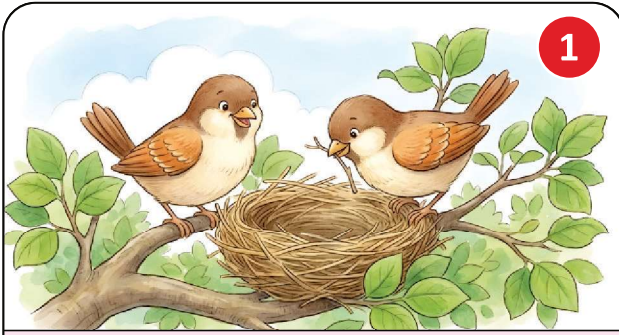
Encourage the students to observe the picture carefully. Ask them to talk about their family.

1. What do you observe in the picture?
2. Can you identify the family members in this picture?
3. How many people are there in your family?
4. How do you help your family?



Note to the teacher:

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



1

A mother and father sparrows were making a nest.



2

The little nest was soon ready. It was so soft and warm.



3

Mother sparrow laid three small eggs.



4

One day, the eggs were hatched.



5

Grandmother and grandfather sparrows, aunt and uncle sparrows, cousins and friends all came to meet the baby sparrows.



6

They were all happy.

Let us Think



1. Who are the members in your family?
2. How do you help each other?
3. What are the names of your grandparents?
4. Do you see any birds around your home? What are they?
5. A caring family is a happy family. Say (Yes/No).

Let us Speak



A. Note to the teacher:

Ask the students what do they call the following members in their mother tongue.

Family members

mother father grandmother grandfather
aunt uncle elder brother younger sister



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



My father's name is Anand. He is a mason.



My mother's name is Padma. She is a farmer.

Encourage the students to extend the dialogue using sentence structures such as ...

e.g: He/She is a mason.

He/she likes sweets...

Let us Learn



A.

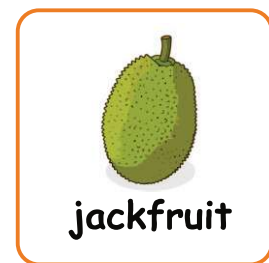
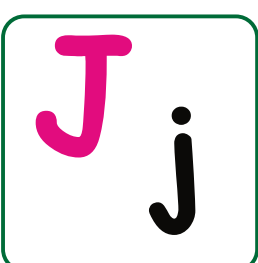
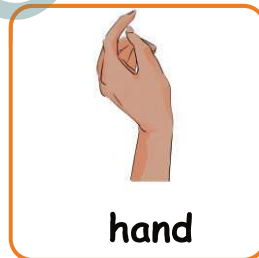
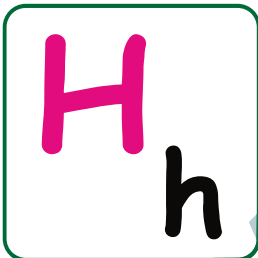
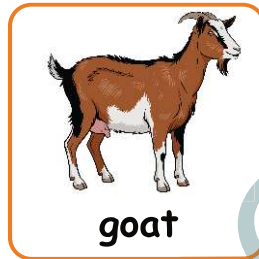


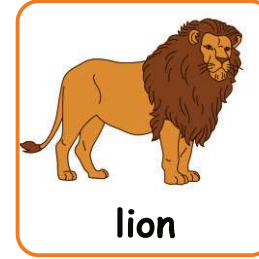
Note to the teacher:

Read the words aloud and ask the students to repeat after you. Make a poster of the words and display it in the classroom.

mother father grandmother grandfather
son daughter brother sister aunt uncle

B. Let us Learn Sounds.





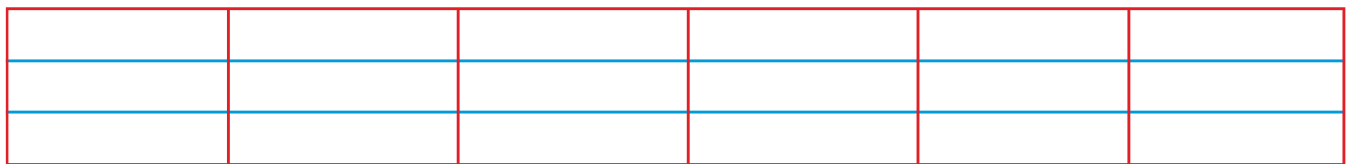
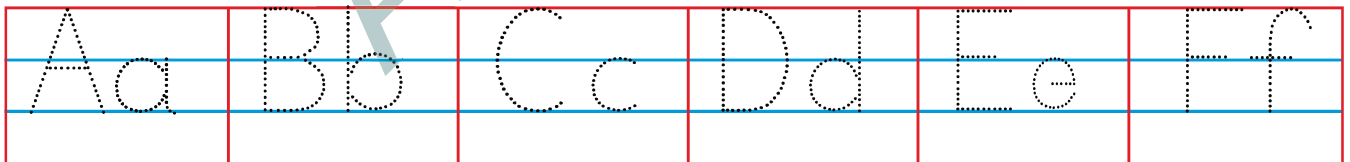
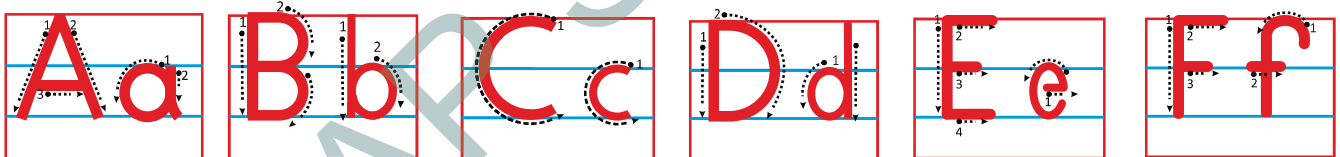
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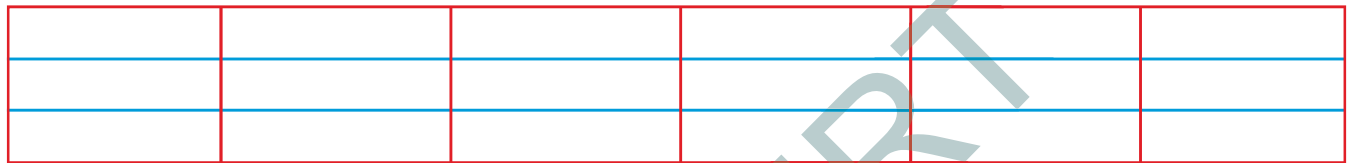
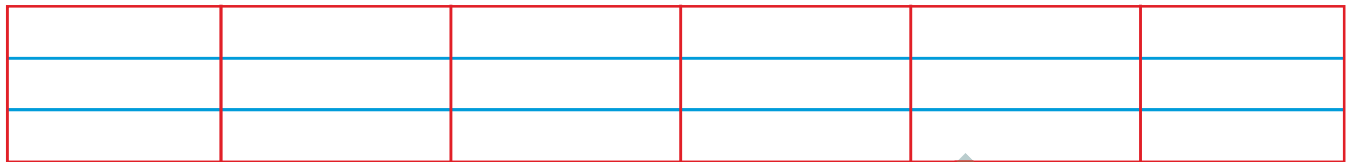
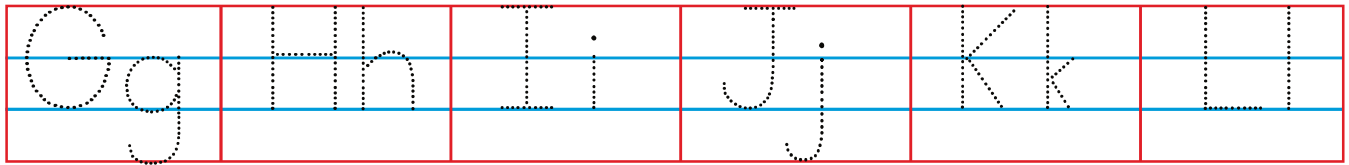
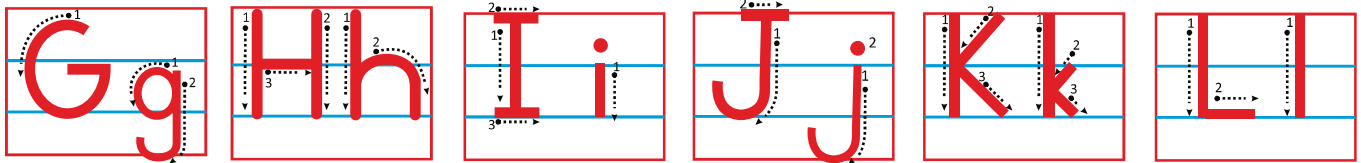
Draw attention of the students to the initial sound of each word given above. Help them say the words aloud.

Let us Write



A. Ask the students to trace and copy the letters.

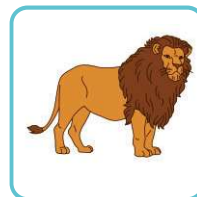
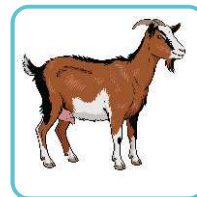







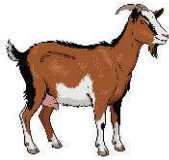


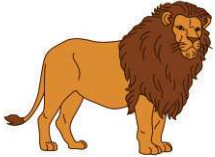


Note to the teacher:

Before doing the above exercise, show letter flash cards to indicate directions while tracing the letters.

B. Say each letter aloud. Ask the students to circle the picture that corresponds with the sound of that letter.



C. Ask the students to notice the initial sounds of the words in each row. Ask them to circle the odd one out.

| | | | | |
|---|---|--|--|--|
| 1 |  mouth |  jackfruit |  jacket |  jug |
| 2 |  kettle |  goat |  kite |  key |
| 3 |  lion |  lemon |  hut |  leaf |

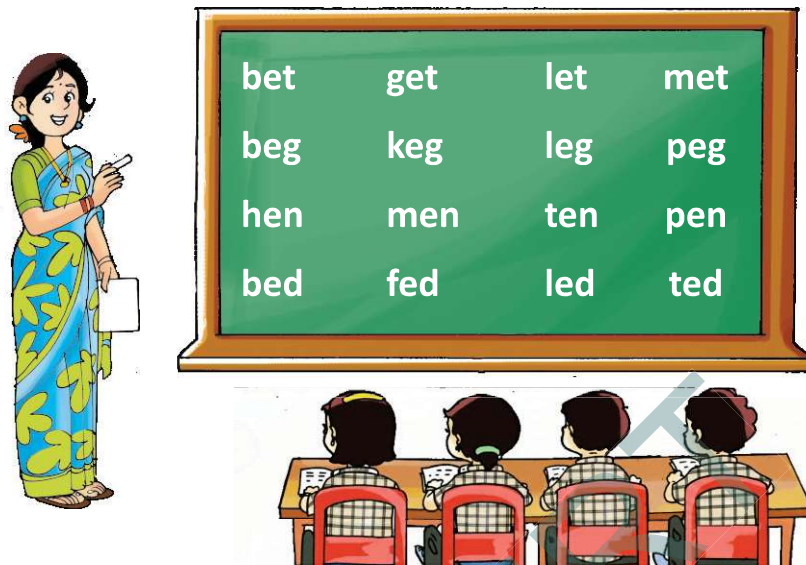
D. Encourage the students to write the words in the given lines neatly.

| | | |
|---------|----------------------|----------------------|
| Father | <input type="text"/> | <input type="text"/> |
| Mother | <input type="text"/> | <input type="text"/> |
| Sister | <input type="text"/> | <input type="text"/> |
| Brother | <input type="text"/> | <input type="text"/> |

Let us Practise



A. Make the students read with rhythm.



B.



Note to the teacher:

Read the following lines aloud with a special focus on the short vowel sound /e/.
Ask the students to repeat.

a hen

a red hen

A red hen gets wet.

A wet red hen met ten men.

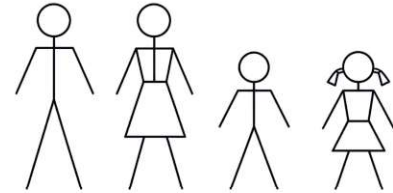
A wet red hen met ten men in a den.



Let us Draw



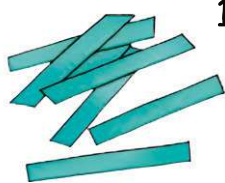
Ask the students to draw a picture of family as shown below in the box. They may include any interesting thing about their family like pets, plants, trees in their garden, or any other thing.



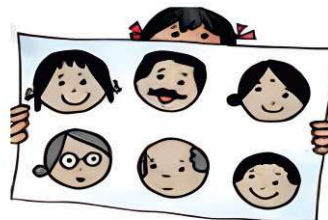
Let us Do



Ask the students to make puppets by following the instructions under your guidance.



1. Make 6 thick paper strips. These strips may be of any colour.



2. Draw faces of each family member on paper.



3. Stick each picture on end of the strip. The picture may help you.



4. You may now use these as puppets and play with your friends.

Let us Practise

My Family

1. How many baby sparrows were hatched? ()

- a) Two
- b) Three
- c) Four



2. Which word is a family member? ()

- a) Tree
- b) Uncle
- c) Chair

3. Which sentence talks about your family? ()

- a) I like apples.
- b) My father helps me.
- c) The sun is hot.

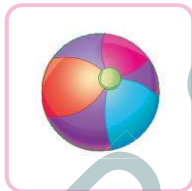
4. Circle the rhyming word pair.

ten, ted, pen, met

5. Complete the sentence:

My mother's name is _____.

6. Circle the picture that corresponds with the sound of that letter.



Mapping of Domains with Concepts / Activities

| Domains | Concepts / Activities |
|---|---|
| Physical Development | Puppet Preparation (Let us Do), Write alphabet A to L |
| Socio-Emotional and Ethical Development | Introducing names of family members, Puppet preparation |
| Cognitive Development | Identify the alphabet sounds, Think and answer the questions |
| Language and Literacy Development | Picture reading (Family), Story telling, Answer the questions, Saying family names using alphabet |
| Aesthetic and Cultural Development | Puppet preparation, Drawing family picture |



Learning Outcomes:

Learners will be able to :

- Respond to the picture and talk about the actions. (CG-9)
- Understand and mime the action words. (CG - 9)
- Recite the rhyme "Clap, clap..." with proper actions. (CG - 9)
- Identify, read, trace and write the letters "M-m, N-n, O-o, P-p, Q-q, R-r." (CG -11)
- Practise and recite the vowel sound /i/ by reading phrases and sentences. Know sight words. (CG - 11)

Let us Interact



Note to the teacher:

Say the action words and ask the students to mime the actions. Teacher can also mime the actions and ask students for the word.

1. Clap your hands.
2. Eat a banana.
3. Wash your hands.
4. Brush your teeth.

Let us Recite



Note to the teacher:

Recite the rhyme, line-by-line with actions. Ask the students to repeat after you.

Clap, Clap, Clap:



Clap, clap, clap
Clap your hands.



Tap, tap, tap
Tap your feet.



Brush, brush, brush
Brush your teeth.



Wash, wash, wash
Wash your face.

Comb, comb, comb
Comb your hair.



Eat, eat, eat
Eat your food.



Clean, clean, clean
Clean your slate.

Let us Speak



A.



Note to the teacher:

Ask the students to observe the pictures. Make them identify the action word and encourage them to say the sentence. e.g: Wash- I wash my hands.

I brush my teeth.



I comb my hair.

I eat food.



I wash my hands.

I tie my shoe.



B.



Note to the teacher:

Ask the students to how they greet others in their mother tongue.

e.g: 'Namaste'. Familiarise students with the phrases used for greetings in English.

Greetings

When I meet someone,
I say 'Namaste'.

Namaste !



When I meet someone in
the morning, I say 'Good morning'.



When I meet someone in
the afternoon, I say 'Good afternoon'.



When I meet someone in
the evening, I say 'Good evening'.

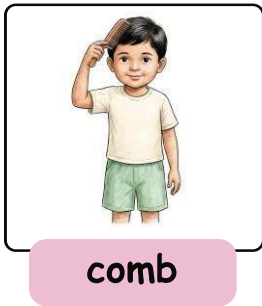
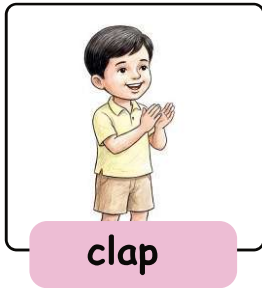


When I go to bed, I say 'Good
night'.

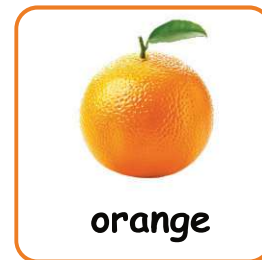
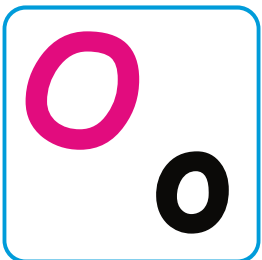
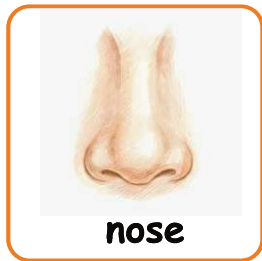
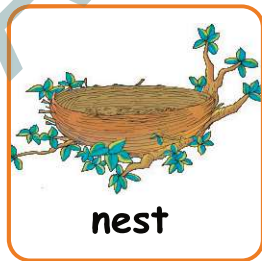
Let us Learn

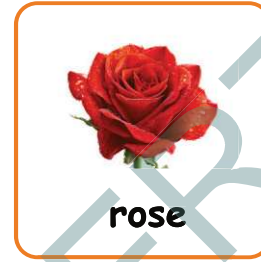
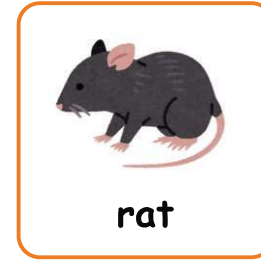
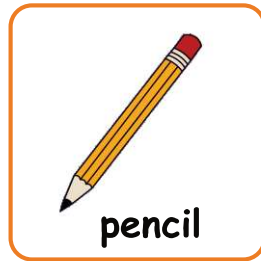
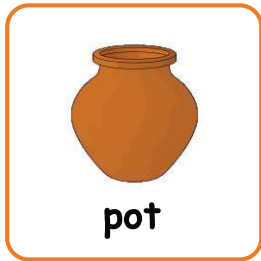


A. Let the students observe the picture. Read the words. Do the action.



B. Let us Learn sounds.





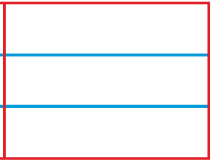
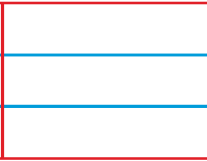
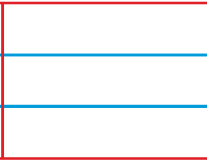
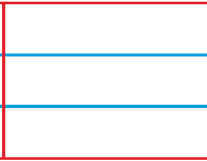
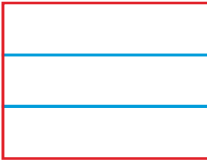
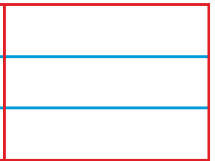
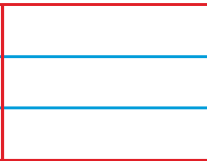
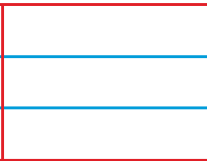
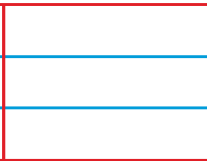
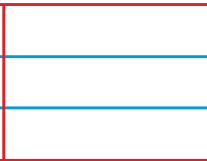
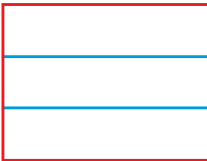
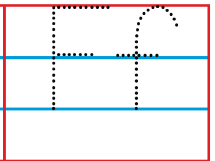
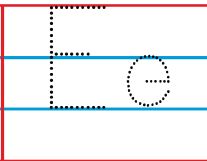
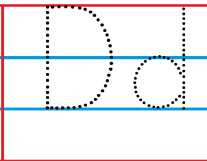
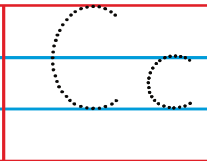
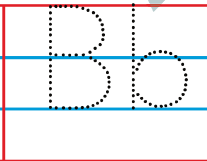
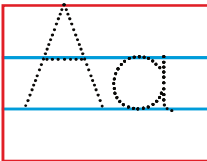
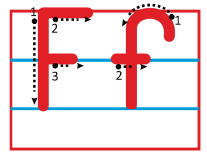
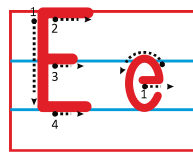
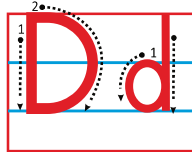
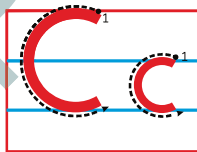
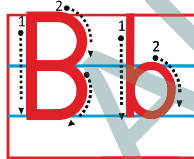
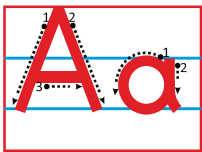
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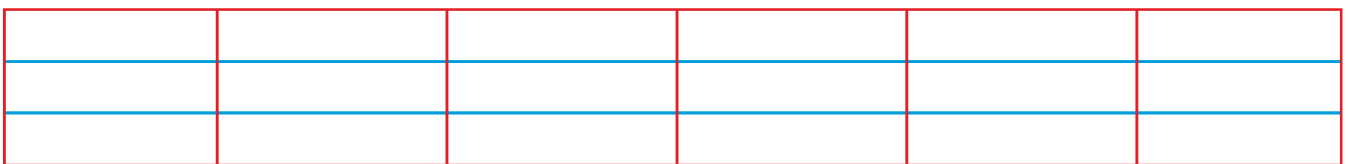
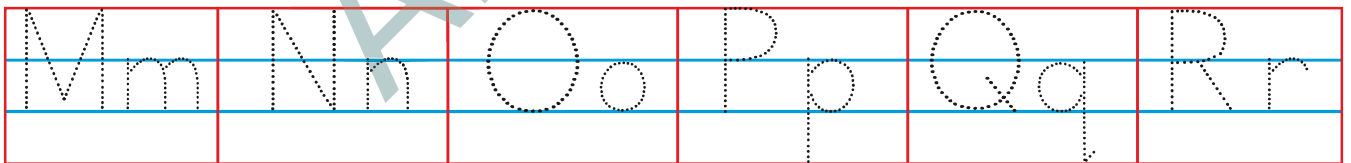
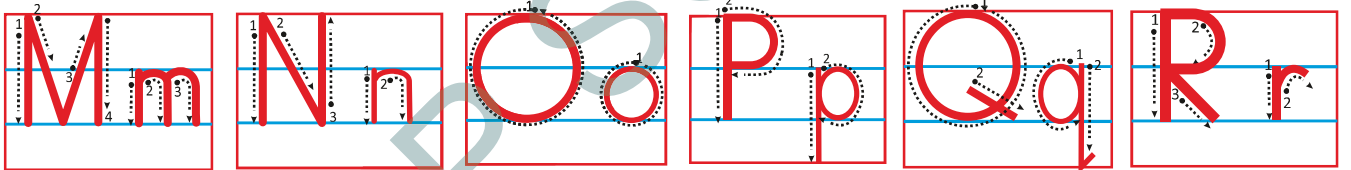
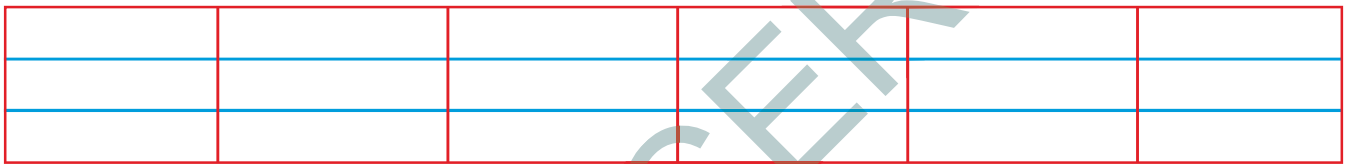
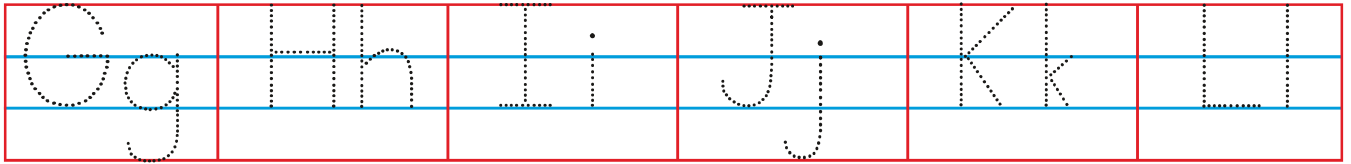
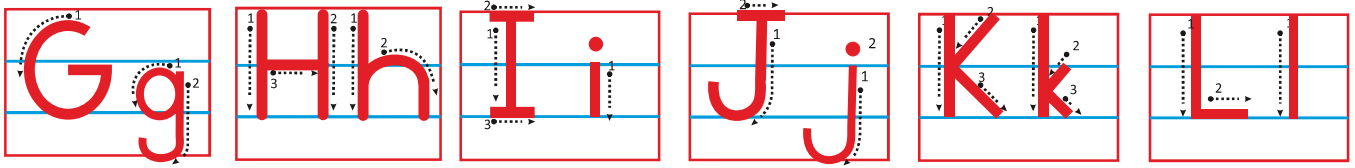
Draw attention of the students to the initial sound of each word given above. Help them say the words aloud.

Let us Write


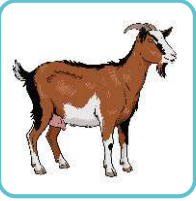












A. Ask the students to trace and copy the letters.





B. Say each letter aloud. Ask the students to circle the picture that corresponds with the sound of that letter.

| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

C. Ask the students to match the following.















Note to the teacher:

Say the action word aloud and ask students to mime the action. Now ask students to draw a line and match the word to the correct picture.

wash hop comb tap clap

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
|---|---|---|--|---|

D. Ask the students to notice the initial sounds of the words in each row. Ask them to circle the odd one.

| | | | | |
|---|---|---|--|---|
| 1 |  nine |  owl |  ox |  orange |
| 2 |  nest |  nose |  leaf |  nine |
| 3 |  rose |  key |  rat |  ring |

Let us Practise



A. Make the students read with rhythm.



| | | | |
|-----|-----|-----|-----|
| did | hid | kid | lid |
| bin | fin | tin | win |
| dip | lip | sip | tip |
| bit | fit | hit | sit |

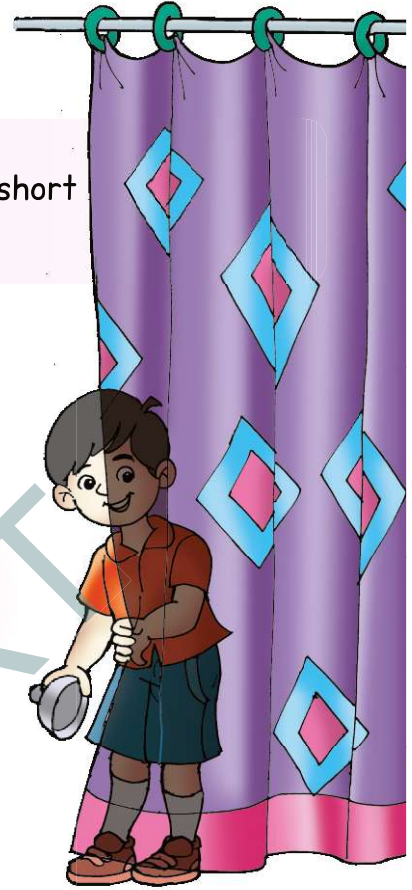




Note to the teacher:

Read the following lines aloud with a special focus on the short vowel sound /i/. Ask the students to repeat.

A kid with a lid.
A thin kid with a tin lid.
A thin kid with a tin lid hid.



Let us Do



Encourage the students to recite loudly for the capital letters and softly for the small letters.

A B C D e f g H I J K I
m n o p Q R

Let us Practise

My Actions

1. Which letter comes first in the name of the picture shown? ()

- A) R B) S C) H



2. What action matches the sentence 'I brush my teeth.'? ()



3. You are going to eat food. What should you do first? ()

- A) Tie shoe B) Wash hands C) Hop



4. Write the small letter of 'M'.

5. Write the correct word:

I _____ my hair. (comb / eat)



6. Complete the sentence.

Before going to school, I _____ my shoe. (tie / comb)



Mapping of Domains with Concepts / Activities

| Domains | Concepts / Activities |
|---|---|
| Physical Development | Interaction, Recite the rhyme with action, Write alphabet A to R |
| Socio-Emotional and Ethical Development | Practising action words, Greetings, Recite the rhyme together with rhythm |
| Cognitive Development | Identify action words, Alphabet A to R identification |
| Language and Literacy Development | Interaction, Recite the rhyme, Read and write Alphabet A to R |
| Aesthetic and Cultural Development | Recite the rhyme together with rhythm |

**Learning Outcomes:**

Learners will be able to :

- Respond and talk about the games in the picture. (CG-9)
- Recite the rhyme "Hop a little..." with actions. (CG-9)
- Identify, read, trace and write the letters "S-s, T-t, U-u, V-v, W-w, X-x, Y-y, Z-z".(CG-11)
- Practise the vowel sound /o/ by reading small words.(CG-11)

Let us Interact**Note to the teacher:**

Encourage the students to observe the picture carefully. Ask them to talk about it.

1. How many children are there in the picture?
2. What games are they playing?
3. What is your favourite game?
4. Name some games you play?

Let us Recite



Note to the teacher:

Recite the rhyme with proper actions. Ask the students to repeat after you.

Hop a Little:

Hop a little,
jump a little,
one two three.



Run a little,
skip a little,
tap one knee.



Dance a little,
twist a little,
shake your hand.



Yawn a little,
sleep a little,
in your bed.

Let us Speak



Note to the teacher:

Ask the students to observe the pictures. Make them identify the action words and encourage them to say the sentence. e.g: Jump- He is jumping.

1. I am playing.



2. Ajay is jumping.



3. Mary is dancing.



4. Afra and Sita are playing.



5. She is writing.



6. He is eating.



7. She is reading a book.

8. It is running.



9. They are singing.



10. They are laughing.



Let us Learn



A. Let the students observe the picture. Read the words aloud and ask them to do the actions.



walk



jump



skip



stamp



dance



twist

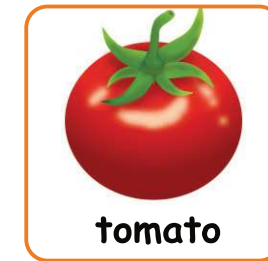
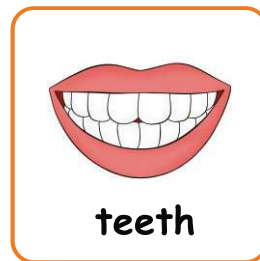
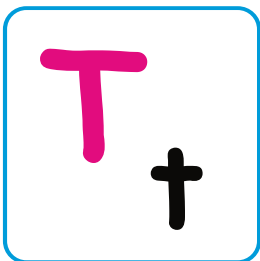
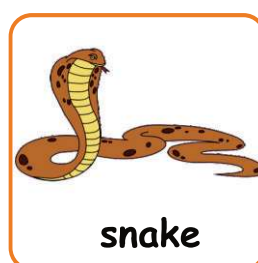


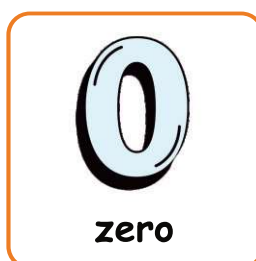
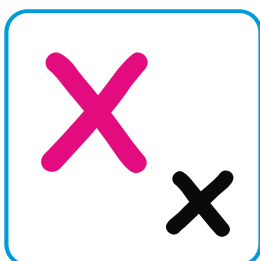
yawn



sleep

B. Let us Learn Sounds.





Note to the teacher:

Draw attention of the students to the initial sound of each word given above. Help them say the words aloud focusing on the initial sound.

C.



Tell students that we use words such as 'in' and 'on' to talk about the place of a thing. Take a piece of chalk, place it in/on various objects or places (such as a chalk box / a bag / table / floor). Ask children, "Where is the chalk?". Ask them to respond using the sentence pattern, "This chalk is on/in _____."

1. The ball is...



in the box.



on the box.

2. The bat is...



in the cupboard.

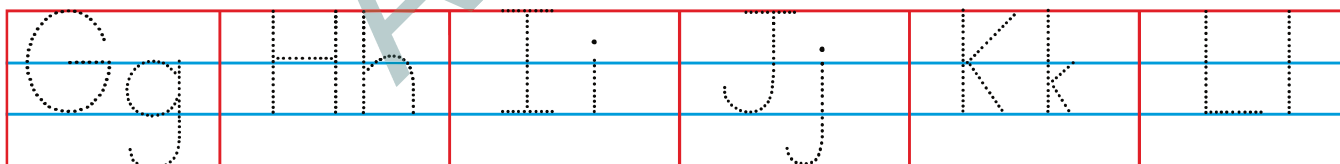
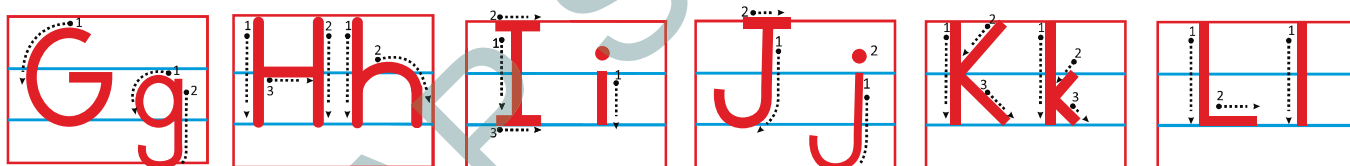
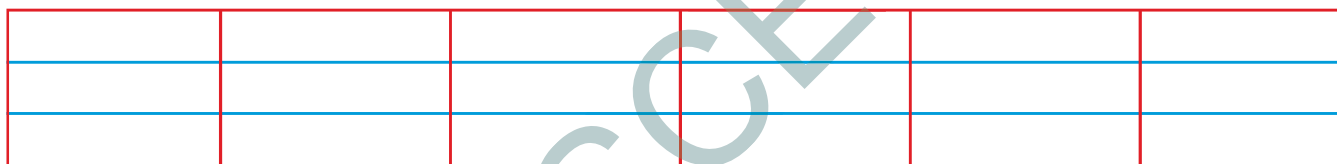
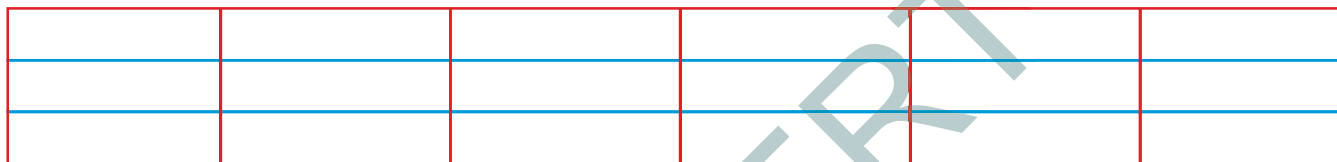
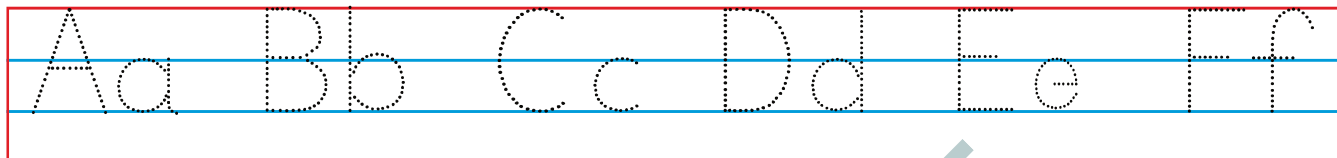
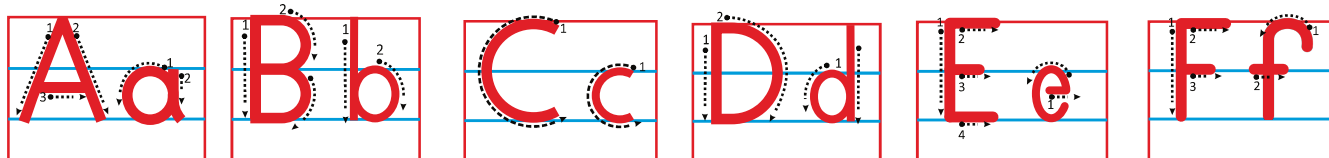


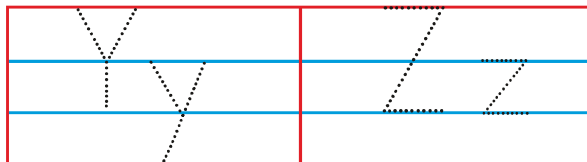
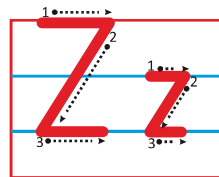
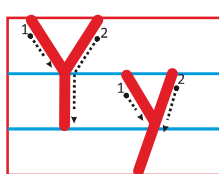
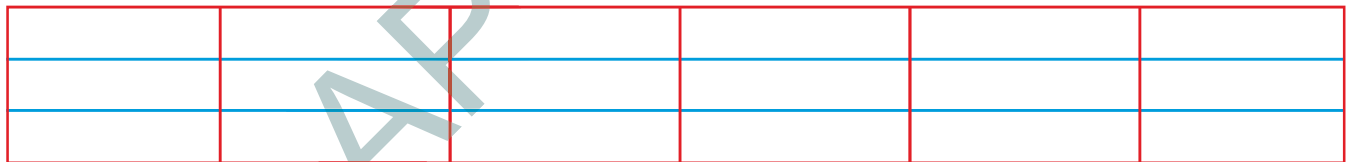
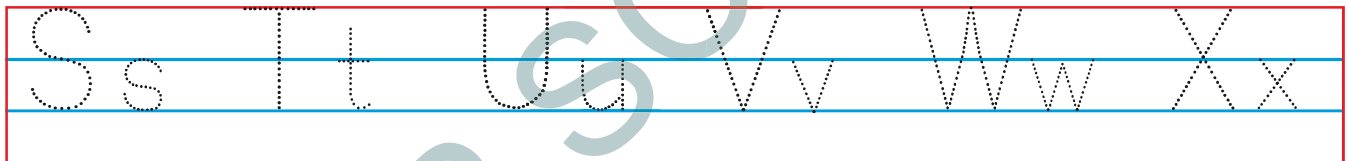
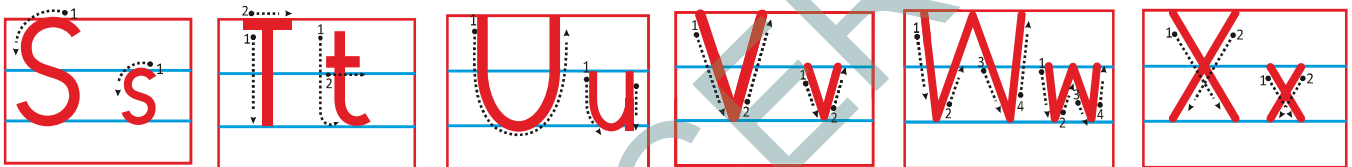
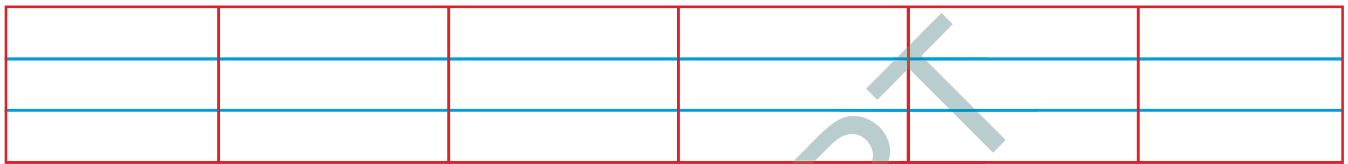
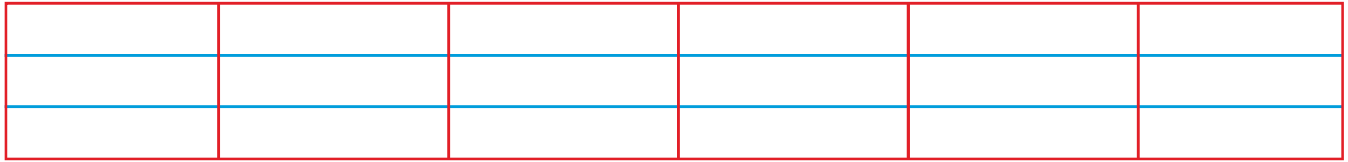
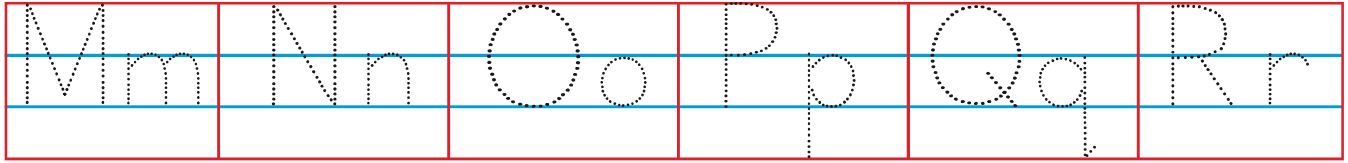
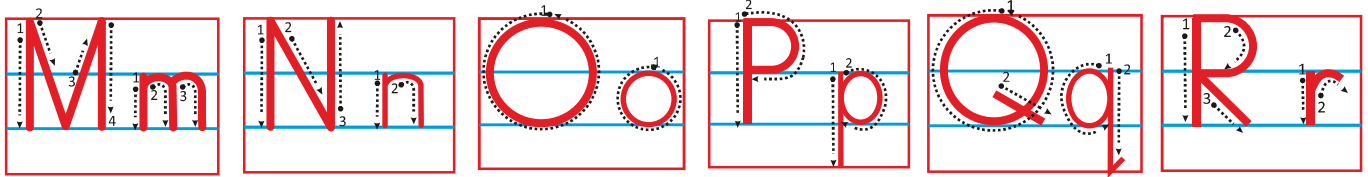
on the cupboard.

Let us Write



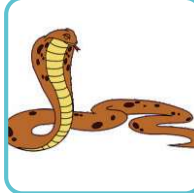











A. Ask the students to trace and copy the letters.





B. Say each letter aloud. Ask the students to circle the picture that corresponds with the sound of that letter.

| | | | |
|----------|---|---|---|
| S |  |  |  |
| t |  |  |  |
| w |  |  |  |
| z |  |  |  |

C. Let the students observe the pictures. Read the words aloud. Ask them to match the words with pictures.



dance

stamp

walk

sleep

skip

D. Ask the students to notice the initial sounds of the words in each row to circle the odd one.

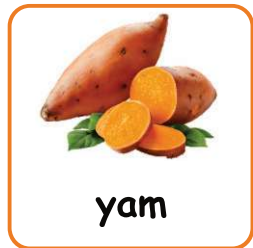
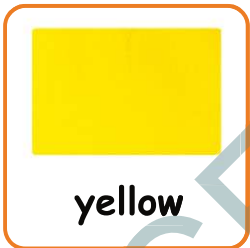
1



2



3



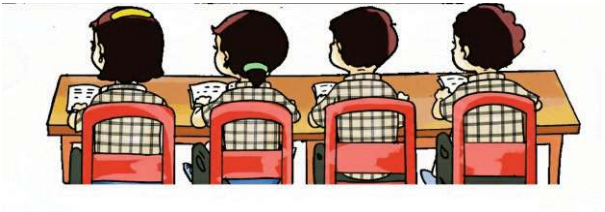
Let us Practise



A. Make the students read with rhythm.



| | | | |
|-----|-----|-----|-----|
| bob | cob | job | rob |
| dog | fog | log | jog |
| cop | hop | mop | top |
| cot | hot | not | pot |





Note to the teacher:

Read the following lines aloud with a special focus on the short vowel sound /o/. Ask the students to repeat.

a dog.

a dog with a top.

a dog with a top and a mop.

a dog with a top and a mop hopped.

a dog with a top and a mop hopped on a log.

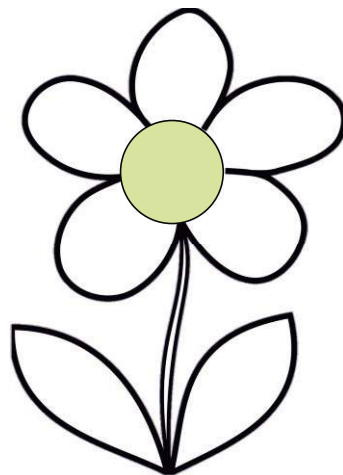
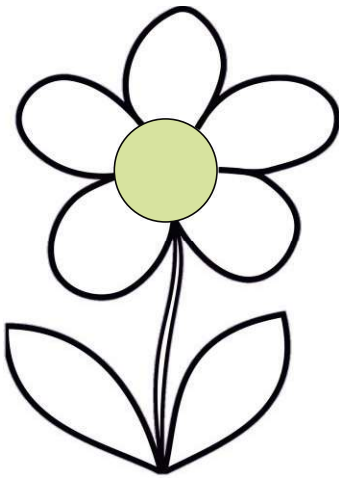
a dog with a top and a mop hopped on a hot log.



Let us Do



Good Manner Flowers: Encourage the students to colour flower pictures and ask them to write the words - Thank you, Please, Sorry in the flower pictures.

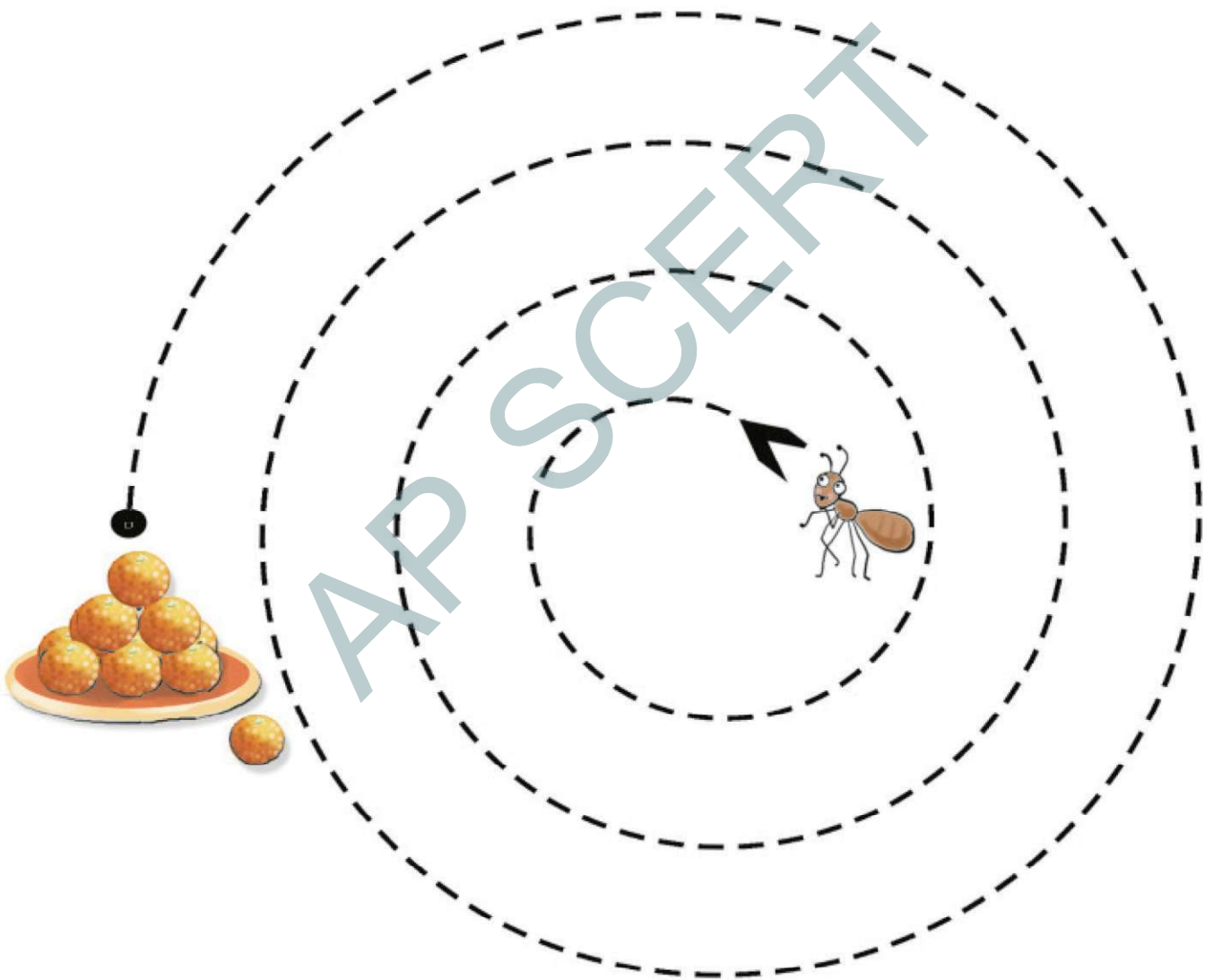


Let us have Fun



Note to the teacher:

Encourage the students to find the way to laddu by tracing lines.



Let us Practise

My Fun

1. Which letter comes first in the name of the picture shown? ()

A) S B) W C) P



2. The ball is _____ the box. ()

A) in B) on C) into

3. Which action will you do while playing with friends? ()

A) Sleep

B) Yawn

C) Run



4. Write the small letter of 'T'.

5. Circle the correct word:

I like to dance / yawn when music plays.



6. Circle the odd one and write one more word that has the same beginning sound as the others.



Mapping of Domains with Concepts / Activities

| Domains | Concepts / Activities |
|---|---|
| Physical Development | Recite the rhyme with action, Write alphabet A to Z |
| Socio-Emotional and Ethical Development | Recite the rhyme together with rhythm |
| Cognitive Development | Identify the alphabet sounds |
| Language and Literacy Development | Picture reading, Recite the rhyme, Read and write Alphabet A to Z |
| Aesthetic and Cultural Development | Drawing and colouring, Recite the rhyme together with rhythm |

MIND MAP

