

Readiness Programme ENGLISH Class - 5



HAPPY START

DAY 1

GO WITH THE ALPHABET
(A to H)



Learning Outcomes

Learners will be able to:

- Identify and read the letters A–H along with their sounds.
- Recognise and name familiar words and pictures that begin with the letters A–H.
- Respond to oral instructions and participate in interactive tasks such as matching, choosing, and pointing out the correct letters or sounds.

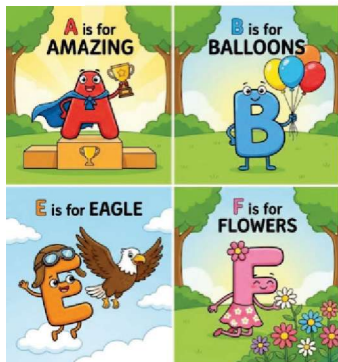


Teacher Activity

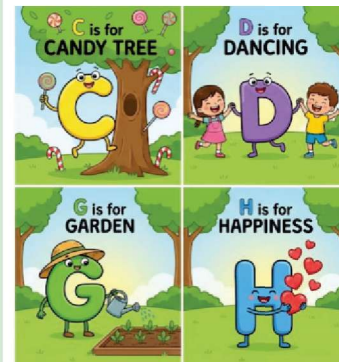
Activity -1: Introduce letters using flashcards or objects.

Let us Recite and Dance

Recite the rhyme with actions and ask students to repeat after you.



A is amazing, it starts the fun,
B brings balloons for everyone.
C climbs high on a candy tree,
D dances daily with you and me.
E explores with an eagle's flight,
F finds flowers, oh what a sight!
G grows gardens, green and bright,
H hugs hearts with pure delight.



Let us Learn

Say each letter aloud and ask the students to repeat after you.

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

Activity-2:

Now, let us answer the following questions:

1. Which letter gives the sound /a/?
A/C/E
2. Which letter comes before 'd'?
a/c/e
3. What is the corresponding small letter for 'F'?
e/h/f

DAY 1

GO WITH THE ALPHABET
(A to H)



Student Activity

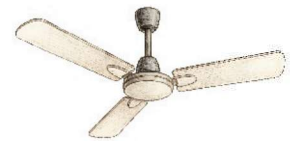
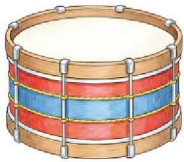
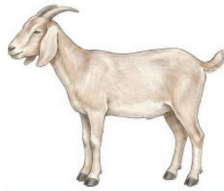
Activity -1: Observe the alphabet chart displayed by the teacher. When the teacher calls out any word from the chart, say the first sound and then the letter. Point to the letter cards A to H.

e.g.: Teacher says 'Dog'. Students say -/d/ -D - Dog.

Activity - 2: Write the correct word for the given pictures. One is done for you.



Apple



Activity -3: Copy from A to H.

A B C D E F G H

a b c d e f g h

Learning Outcomes

Learners will be able to:

- Identify and read the letters I–P along with their sounds.
- Recognise and name familiar words and pictures that begin with the letters I–P.
- Respond to oral instructions and participate in interactive tasks such as matching, choosing, and pointing out the correct letters or sounds.



Teacher Activity

Activity -1: Introduce letters using flashcards or objects.

Let us Recite and Dance

Recite the rhyme with actions and ask the students to repeat after you.

I I is for Ice cream, cold and sweet.	J J is for Jump with happy feet.
K K is for Kite that flies so high.	L L is for Lion with a mighty cry.

I is for ice cream, cold and sweet,
J is for jump with happy feet.
K is for kite that flies so high,
L is for lion with a mighty cry.
M is for monkey swinging in a tree,
N is for nest where birds like to be.
O is for orange, round and bright,
P is for penguin dressed in black and white!

M M is for Monkey swinging in a tree.	N N is for Nest where birds like to be.
O O is for Orange, round and bright.	P P is for Penguin dressed in black and white!

Let us Learn

Say each letter aloud and ask the students to repeat after you.

I	J	K	L	M	N	O	P
i	j	k	l	m	n	o	p

Activity-2:

Now, let us answer the following questions.

1. Which letter gives the sound /m/?

J/M/L

2. Which letter comes after 'k'?

l/p/i

3. Choose the correct word for the picture:

Parrot/Mango/Lion



DAY 2

GO WITH THE ALPHABET (I to P)

Student Activity

Activity -1: Observe the alphabet chart displayed by the teacher. When the teacher calls out any word from the chart, say the first sound and then the letter. Point to the letter cards I to P.

e.g.: Teacher says 'Ink'. Students say - /i/ -I - Ink.

Activity - 2: Write the correct word for the given pictures.



Activity - 3: Copy from I to P.

I J K L M N O P

i j k l m n o p

Learning Outcomes

Learners will be able to:

- Identify and read the letters Q–Z along with their sounds.
- Recognise and name familiar words and pictures that begin with the letters Q–Z.
- Respond to oral instructions and participate in interactive tasks such as matching, choosing, and pointing out the correct letters or sounds.



Teacher Activity

Activity -1: Introduce the letters using flashcards or objects.

Let us Recite and Dance

Recite the rhyme with actions and ask the students to repeat after you.

<p>Q</p>  <p>Q says queen so fine</p>	<p>R</p>  <p>R says rabbit in a line</p>	<p>S</p>  <p>S sun so bright</p>	<p>T</p>  <p>T tiger tiger with might</p>	<p>U</p>  <p>U says umbrella up</p>	<p>V</p>  <p>V says van to pick up</p>	<p>W</p>  <p>W says wolf runs fast</p>	<p>X</p>  <p>X says X-mas tree</p>	<p>Y</p>  <p>Y says yak so tall</p>	<p>Z</p>  <p>Z says zebra for all</p>
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Q says queen so fine,
R says rabbit in a line,
S says sun so bright,
T says tiger with might.
U says umbrella up,
V says van to pick up.
W says wolf runs fast,
X says X-mas tree.
Y says yak so tall,
Z says zebra for all.

Let us Learn

Say each letter aloud and ask the students to repeat after you.

Q	R	S	T	U	V	W	X	Y	Z
q	r	s	t	u	v	w	x	y	z

Activity-2:

Now, let us answer the following questions.

1. Which letter gives the sound /s/?

S/Q/Y

2. Which letter comes before 't'?

s/x/z

3. Choose the correct word for the picture:

Zebra/Umbrella/Queen



DAY 3

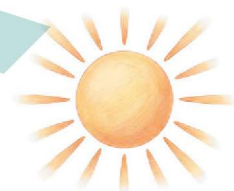
GO WITH THE ALPHABET (Q to Z)

Student Activity

Activity -1: Observe the alphabet chart displayed by the teacher. When the teacher calls out any word from the chart, say the first sound and then the letter. Point to the letter cards Q to Z.

e.g.: Teacher says 'Queen'. Students say - /q/ -Q - Queen.

Activity - 2: Write the correct word for the given pictures.



Activity -3: Copy from Q to Z.

Q R S T U V W X Y Z

q r s t u v w x y z

Learning Outcomes**Learners will be able to:**

- Introduce themselves using simple sentences (name, age, class, school, likes).
- Answer simple questions related to 'Myself'.
- Identify and use keywords related to self-introduction.

**Teacher Activity****Activity -1: Let us Recite**

Recite the rhyme with actions and ask the students to repeat after you.

'This is me'

This is me, I am special you see,
This is my name. I say it happily.
I clap my hands. I nod my head,
I tell about myself, with joy I say!

**Activity-2: Let us Learn**

Read slowly and ask the students to repeat after you.

My name is _____.

I am _____ years old.

I study in Class _____.

My school's name is _____.

My favourite food is _____.

My favourite game is _____.

Activity-3: Let us answer the following questions.

1. What is your name?

My name is _____.

2. How old are you?

I am _____ years old.

3. Which class do you study in?

I study in Class _____.

DAY 4

MYSELF - SELF INTRODUCTION

Student Activity

Write about yourself.

My name is _____.

I am _____ years old.

My birthday is on _____.

I am from _____. (country)



There are _____ people in my family.

They are _____.

My father is a/an _____.

My mother is a/an _____.

I am a student at _____.



My favourite subject is _____.

My favourite sport is _____.

I want to become a/an _____.

My hobby is _____.

My favourite food is _____.



My favourite drink is _____.

My favourite day of the week is _____.

I like _____ movies.

My favourite month is _____.

The most beautiful place in my country is _____.



Learning Outcomes

Learners will be able to:

- Identify and understand basic school rules (respect, cleanliness, punctuality, safety).
- Talk about their daily school routines (assembly, classes, lunch, games).
- Respond to questions related to rules and routines and use key vocabulary in context.



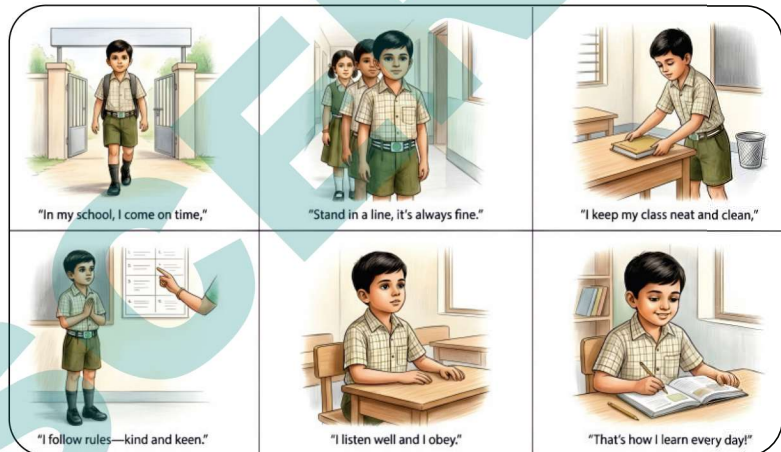
Teacher Activity

Activity -1: Let us Recite

Recite the rhyme with actions and ask the students to repeat after you.

'In My School'

In my school, I come on time,
I stand in a line, it is always fine.
I keep my class neat and clean,
I follow rules-kind and keen.
I listen well and I obey,
That's how I learn every day!



Activity-2: Let us Learn Explain briefly with pictures.

School Rules:

- Come on time.
- Keep the class clean.
- Raise your hand to speak.
- Walk, don't run.
- Be kind to others.

School Routine:

- Morning assembly
- First period
- Snack/lunch break
- Play time
- Going home

Activity-3: Let us answer the following questions.

1. What should you do before entering the classroom?
2. When do we have school assembly?
3. What should you do if you want to talk in class?



Student Activity

Activity - 1: Fill in the blanks with the following words.

rule, clean, assembly, play, line

1. We stand in a _____.
2. We keep our classroom _____.
3. We start our day with _____.
4. We _____ in our game period.
5. A school _____ helps us behave well.

Activity - 2: Sort the words into RULES or ROUTINES.

(Eat lunch, Be kind, Playtime, Raise your hand to speak, Assembly, Keep quiet)

RULES	ROUTINES
1.	1.
2.	2.
3.	3.

Activity - 3: Complete the sentences using 'We must' and 'We should'.

1. _____ come to school on time.
2. _____ keep our playground clean.
3. _____ not shout in class.
4. _____ follow the teacher's instructions.

Activity - 4: Write any two rules and two routines of your school.

Learning Outcomes**Learners will be able to:**

- Identify and name basic colours (red, blue, green, yellow, pink, black, white, orange).
- Answer simple questions about colours in their surroundings.
- Use colour vocabulary in short speaking and writing tasks.

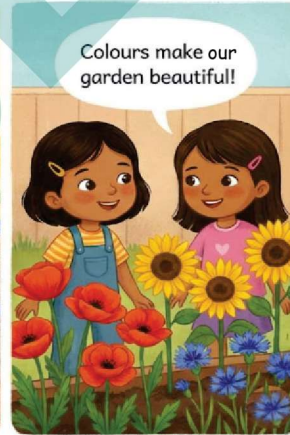
**Teacher Activity****Activity -1: Let us Read**

Read aloud the story showing the pictures of three colours mentioned below.

Ramya planted seeds in her small garden.

Soon, bright flowers grew: red, yellow and blue.

Riya smiled and said, “Colours make our garden beautiful!”

**Activity-2: Let us Learn**

Show flashcards of colours and say its name aloud. Ask the students to repeat after you.

Red – **Blue** – **Yellow** – **Green** – **Orange** – **Pink** – **Black** – **White**

Activity-3: Let us answer the following questions.

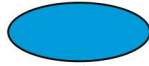
1. Which colour was not in Ramya's garden: Pink / Yellow / Blue?
2. What colour is the sky?
3. Name any two colours you like.



Student Activity

Activity - 1: Match the Colours.

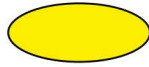
Red



Green



Blue



Yellow



Orange



Pink

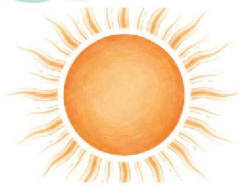


Activity - 2: Find and circle the colour words from the following.

red, cat, blue, tree, green, sun, black, run, pink

Activity - 3: Fill in the blanks using colour words.

1. The sun is _____.



2. The leaf is _____.



3. My bag is _____.



4. The sky is _____.



Activity - 4: My Favourite Colour

1. My favourite colour is _____.

2. I like it because _____.

DAY 7

FOOD WE EAT – HEALTHY FOOD VS JUNK FOOD

Learning Outcomes

Learners will be able to:

- Identify the difference between healthy and junk food.
- Express personal food choices using simple sentences.
- Sort, match, read and write food-related vocabulary.
- Recite a rhyme on healthy habits.



Teacher Activity

Activity -1: Let us Recite

Recite the rhyme with actions and ask the students to repeat after you.

I eat fruits all day long,
 They make my body big and strong.
 Junk food smells nice - yes, that's true,
 But healthy food is better for you!



Activity 2: Let us Think

1. Which healthy food do you like?

_____.

2. Which junk food do you eat sometimes?

_____.

3. Why should we not eat too much junk food?

_____.

Activity 3: Sort the Foods – Healthy or Junk?

Write **H** for **Healthy** and **J** for **Junk**.

- 1. Pizza :
- 2. Banana :
- 3. Carrot :
- 4. Chips :
- 5. Milk :

Student Activity

Activity 1: Match the Food to its Benefit.

Food

Benefit

Apple ()

A. Gives energy

Milk ()

B. Helps build strong bones

Rice ()

C. Keeps us healthy

Activity 2: Fill in the missing letters.

1. H ___ lthy

2. Fr ___ ts

3. V ___ g ___ t ___ bl ___ s

4. J ___ nk

5. M ___ lk



Activity 3: Complete the sentences.

1. In the morning, I like to eat _____.

2. For lunch, I like to eat _____.

3. As a snack, I like to eat _____.

Activity 4: 'My Food Choices'.

1. I like to eat _____.

2. I eat healthy food because _____.

3. I eat junk food because _____.

4. I want to become _____ . (healthy / unhealthy)

DAY 8

SPORTS AND GAMES – EQUIPMENT

Learning Outcomes

Learners will be able to:

- Identify different sports and their equipment.
- Use simple vocabulary related to sports in sentences.
- Read, write, and recognise key words connected to games and physical activities.

Teacher Activity

Activity -1: Let us Interact

Read the story aloud, explaining the keywords in it.

‘Ravi's New Kit Bag’

Ravi loves playing different games. One day, his father bought him a new kit bag with a bat, ball, and skipping rope. Ravi decided to practise every day to stay healthy and strong.



1. What did Ravi's father give him?
2. Name two things inside the kit bag.
3. Why did Ravi want to practise every day?

Activity-2: Let us Do

Match the game to its correct equipment.

Game

1. Cricket ()
2. Badminton ()
3. Football ()

Equipment

- A. Shuttlecock
- B. Goalpost
- C. Bat and ball



Student Activity

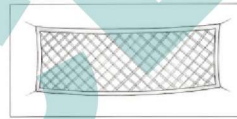
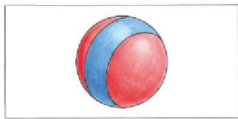
Activity 1: Sports Equipment Words

Circle the correct spelling.

1. Bat / Baat
2. Rackit / Racket
3. Goll / Goal
4. Helmet / Helmat
5. Visil / Whistle



Activity 2: Write the correct word for the given picture.



Activity 3: Write a few lines about your favourite game using hints given in brackets.

1. I like to play _____ . (Name of the game)
2. I play it with _____ . (Equipment)
3. I need _____ players to play this game. (Number of players)
4. I feel _____ when I play. (Your feeling)

Activity 4: Read and copy the words.

- Bat _____
- Ball _____
- Goalpost _____
- Net _____
- Racket _____
- Helmet _____



Learning Outcomes**Learners will be able to:**

- Understand common transport and basic road safety rules.
- Read and write simple words related to transport and safety.
- Use “must” and “must not” correctly in safety-related sentences.

Teacher Activity**Activity -1: Let us Interact**

Interact with the students showing the picture below.

**Now, answer the following questions.**

1. Name the vehicles that you observe in the picture.
2. Would you like to travel in any of these vehicles? Why?
3. Is the road empty or busy?
4. Can you find any safety signs in the picture?
5. What are the colours in traffic lights?

Activity 2: Let us Listen and Respond

Read out the story and explain the keywords.

‘Safe Journey’

We use buses, cars, bicycles, and autos to travel from one place to another. Road safety rules help us stay safe while travelling. We must walk on the footpath and cross the road at the zebra crossing. We should always follow traffic lights and wear a helmet while riding a bike.

Activity 3: Write T for True and F for False.

1. We should run on the road. ()
2. Green light means “Go”. ()
3. We must look both ways before crossing. ()
4. Wearing a helmet is important. ()
5. Cars can stop anywhere on the road. ()

Student Activity

Activity-1: Match the sign with its meaning.

Sign

Meaning



Do not blow the horn



Pedestrian crossing



Traffic signal

Activity-2: Fill in the missing letters, based on given pictures.

1. B _ _ S

2. C _ _ r

3. Z _ _ b _ _ a Cr _ _ ss _ _ ng

4. H _ _ l _ _ e _ _

5. R _ _ a _ _



Activity-3: Write 'must' or 'must not' in the blanks.

1. We _____ cross the road carefully.

2. We _____ play on the road.

3. We _____ wear a helmet.

4. We _____ follow traffic rules.

5. We _____ jump the signal.

Activity-4: Read and copy the words.

- Road _____.
- Safety _____.
- Helmet _____.
- Signal _____.
- Bus _____.

Learning Outcomes

Learners will be able to:

- Identify and name major national symbols of India.
- Describe the key features and importance of national symbols, showing respect and understanding of their significance.
- Express their ideas confidently through speaking, writing and drawing.



Teacher Activity

Activity -1: Let us Interact

Show pictures of any two national symbols: National Flag, National Animal, National Bird, National Flower and National Emblem. Guide students to identify colours, shapes, and special features wherever necessary.

Ask the students to answer the following questions.

1. What do you see in the pictures?
2. Which national symbols do they stand for?
3. Can you name the colours in our National flag?



Activity 2: Let us Think

Match the national symbols with their names.

- | | | | |
|----|---|----------------|--------------------|
| 1. |  | () | A. National Flower |
| 2. |  | () | B. National Bird |
| 3. |  | () | C. National Flag |
| 4. |  | () | D. National Animal |



Student Activity

Activity - 1 : Tick (✓) the correct option.

1. Our 'National Flag' has **three colours** / **five colours**. ()
2. The National Bird of India is **Sparrow** / **Peacock**. ()
3. The National Animal of India is **Elephant** / **Tiger**. ()
4. The National Emblem says. '**In God We Trust**' / '**Satyameva Jayate**'. ()

Activity - 2 : Self-Expression

1. My favourite national symbol is _____.
2. I like it because _____.
3. It reminds me of _____.

Activity - 3 : Draw and colour your favourite national symbol.



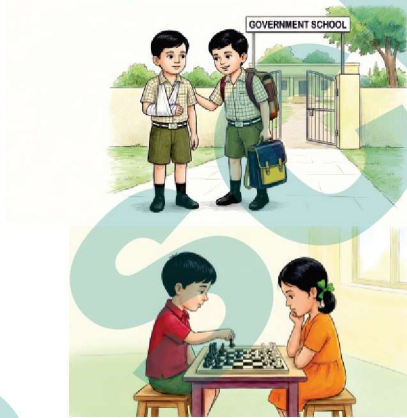
Student Activity

Activity 1: Match the action to its value.

Action	Value
Helping a friend	A. Shows kindness
Sharing a toy	B. Builds friendship
Playing together	C. Makes everyone happy

Activity 2: Fill in the missing letters.

1. F__ iend
2. H__ lp
3. S__ hool
4. P__ ay
5. J__ y



Activity 3: Complete the sentences.

1. In class, I like to _____.
2. With friends, I like to _____.
3. At playtime, I like to _____.

Activity 4: .My Inclusive Choices.

1. I like to help _____.
2. I help others because _____.
3. I include everyone when _____.

Learning Outcomes

Learners will be able to:

- Identify situations where empathy is shown in school and daily life.
- Express feelings and choices using simple sentences.
- Sort, match, read, and write empathy-related vocabulary.
- Read and understand a short story about caring habits.



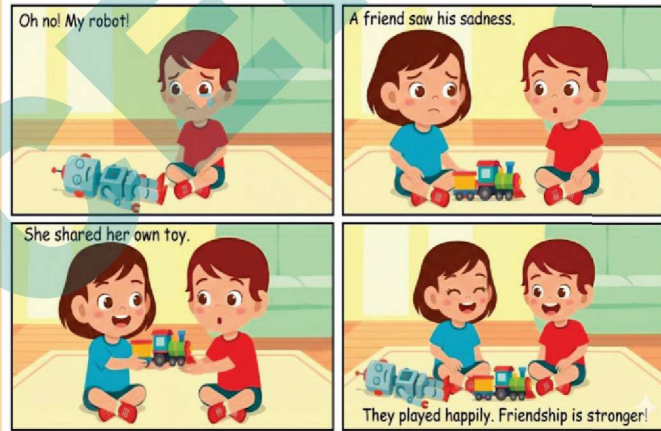
Teacher Activity

Activity -1: Let us Interact

Read the story aloud and ask the students listen to it.

‘The Broken Toy’

One day, a child dropped a toy, and it broke. Another friend saw that the child was sad. The friend shared his own toy to make the child happy. The sad child smiled and felt better. Everyone learned that caring for others makes friendship stronger.



Activity 2: Let us Think

1. What happened to the child’s toy?
2. How did the friend help the sad child?
3. What lesson did everyone learn in the end?

Activity 3: Write ‘T’ for True and ‘F’ for False.

1. The friend ignored the child when the toy had broken. ()
2. Sharing with others shows one’s kindness and care. ()
3. The child felt happy again because someone cared for him. ()
4. We should only help our close friends, not others. ()
5. Understanding problems of others is a good value. ()



Student Activity

Activity 1: Match the Action to its Value.

Action	Value
1. Sharing a snack	A. Makes others happy
2. Listening to a friend	B. Shows care
3. Helping in school	C. Builds kindness

Activity 2: Fill in the Missing Letters.

1. F _ e l i n g
2. H _ l p
3. C _ r e
4. K _ n d
5. H _ p p y



Activity 3: Complete the sentences using 'I show empathy'.

1. I show empathy when _____.
2. I show empathy by _____.
3. I show empathy to _____.

Activity 4: 'My empathy choices'.

1. I care for _____.
2. I listen to others because _____.
3. I help my friends when _____.

