



Let us learn

Harini's Happy Week



Sunday

I met my friend.

She lives near my house.

Her name is Kani.



Monday

My father gave me a puppy.

She is very cute.



Tuesday

A new teacher came to my
class today. She told us many
stories. We had fun.



Wednesday

I saw a new rose in my
garden. It was pink.





Thursday

I drew a picture in my book.

My parents liked it very much.

Friday

Our hen had five chicks.

All of them were yellow.



Saturday

I played with my friend.

Suddenly it started raining.

We sat inside and sang songs.

This was my happy week.

Note to the teacher: Encourage children to talk on the events that they remember on each day. Focus on the days of the week and the sequence.





Let us understand



A. Tick (✓) the correct day.



Wednesday / Monday

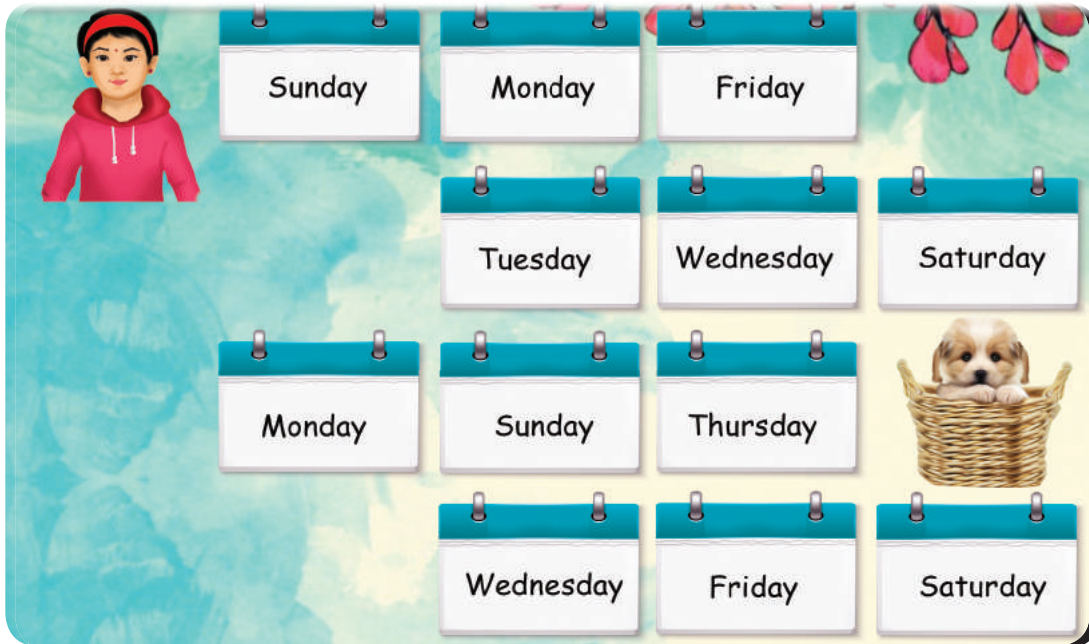


Friday / Saturday



Sunday / Monday

B. Help Harini reach puppy by following the days of the week.



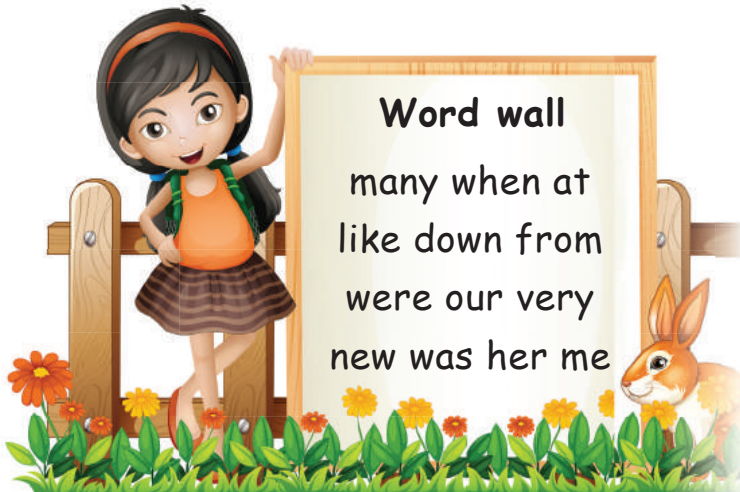
C. Listen, think and write the correct numbers in the circle.

1. I saw a new rose on ○.
2. On Monday, my father gave me a ○.
3. The first day of the week is ○.
4. ○ comes after Thursday.

- ① puppy
- ② Sunday
- ③ Friday
- ④ Wednesday



Let us do



- Display the words on the word wall.
- Make 4 sets of word chits.
- Each child gets a turn to pick a chit and read the word.
- If they read correctly, they get to keep the chit.
- If they are not able to read, they give the chit back.
- When there are no more chits with the teacher, the student with the most chits wins!



Circle time-Let us talk

Divide the class into two groups A and B. Display some picture cards of actions (wake up, brush, have a bath, eat, play, read, sleep, etc.). Show a picture (eg. sleep) and tell the children in group A to ask, "**When do you sleep?**" Let the children in group B say "**I sleep at night.**" Encourage children to repeat the structure "**When do you _____?**" and "**I _____ in the morning/afternoon/evening or at night**" many times. Practise with more actions and change the roles of groups.



Let us practise

I wake up in the morning.



I brush my teeth in the morning.



I have lunch in the afternoon.



I play in the evening.



I brush my teeth at night.



I sleep at night.





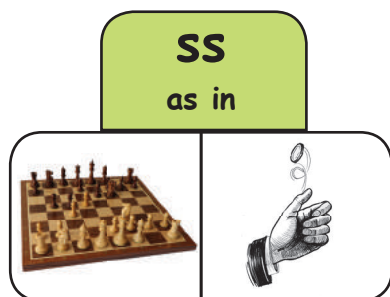
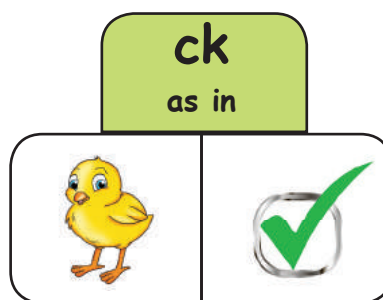
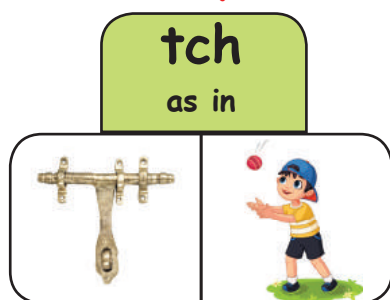
Let us say



Listen to the sound and repeat.



Listen and say.



Blend and say.

b - a - tch ⇒ batch
f - e - tch ⇒ fetch
p - i - tch ⇒ pitch
n - o - tch ⇒ notch
d - u - tch ⇒ dutch

s - a - ck ⇒ sack
p - e - ck ⇒ peck
w - i - ck ⇒ wick
l - o - ck ⇒ lock
d - u - ck ⇒ duck

m - a - ss ⇒ mass
l - e - ss ⇒ less
h - i - ss ⇒ hiss
t - o - ss ⇒ toss
f - u - ss ⇒ fuss

sh - a - ll ⇒ shall
t - e - ll ⇒ tell
ch - i - ll ⇒ chill
d - o - ll ⇒ doll
d - u - ll ⇒ dull

Note to the teacher: Show the flashcards of the letter combinations. Say the sound of each letter combination aloud and make children repeat it. Say the sounds as follows: tch /tʃ/ ck/k/ ss/s/ ll/l/



Let us do



- Display the words on the word wall.
- Distribute the word chits to children.
- Ask them to read and form groups based on the ending sound.
- The group which is formed first is the winner.
- Make each group read their words one by one.

Let us practise



Read aloud.

Chick and duck are on the thatch.

Duck says quack quack quack.

Chick says cluck cluck cluck.



Jess and Tess had a bell.

The bell fell into the well.

So Jess and Tess were so dull.



Colour the pencils using the codes.

tch



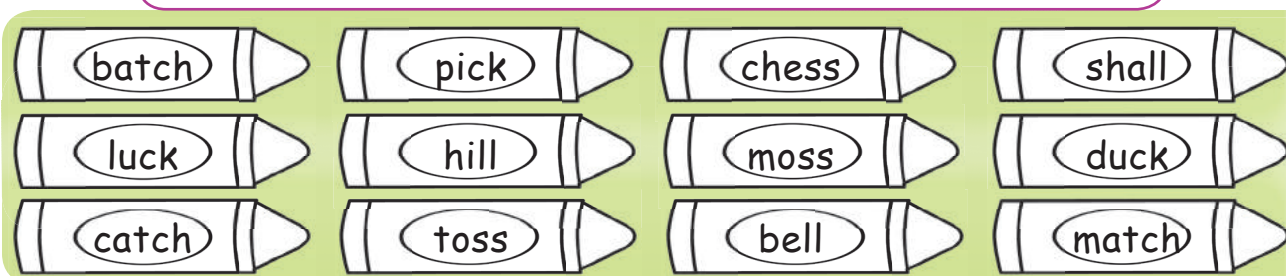
ll



ss



ck



Unscramble the letters.

apt



tap

uth



etn



ibn



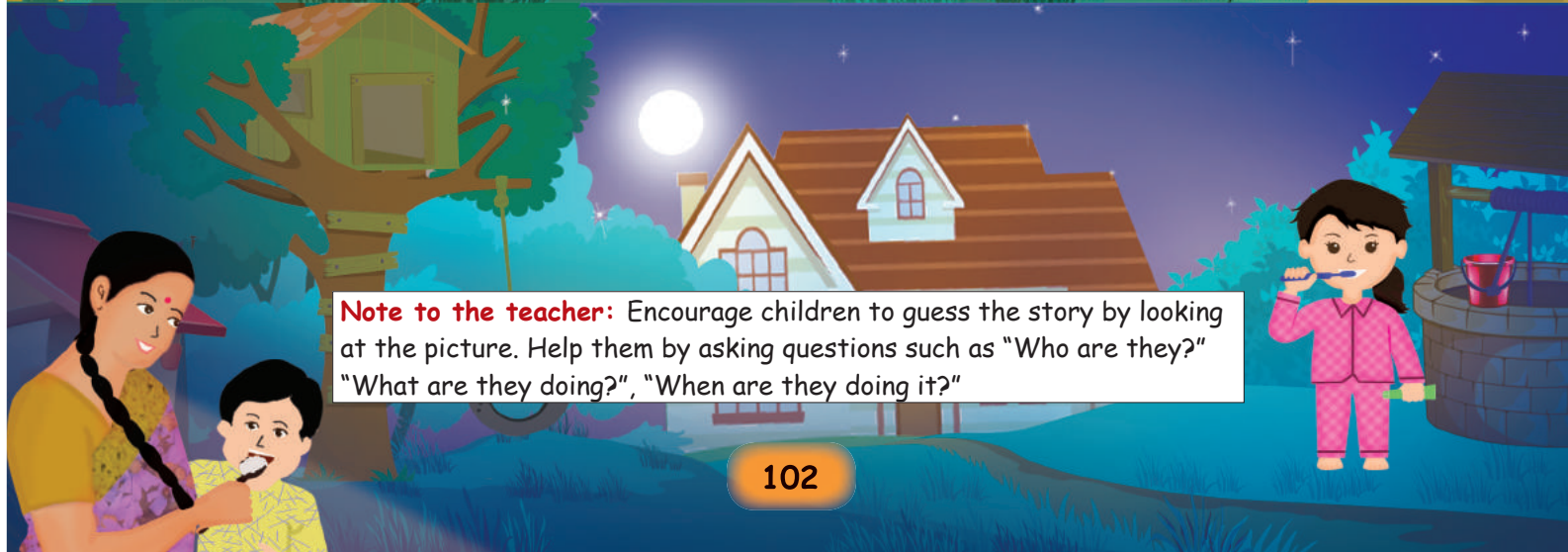


Let us learn

A Day at Home



C6CZIR





Note to the teacher: Encourage children to guess the story by looking at the picture. Help them by asking questions such as "Who are they?" "What are they doing?", "When are they doing it?"










A Day at Home




The  crows in the  . The  likes





to walk in the  . We get water from the 
  morning well

in the  . I read a  in the  . I 
  morning book afternoon sing

songs in the  . I have my  in the  .
  afternoon lunch afternoon

I  with my friends in the  . I  my
  play evening help

parents in the  . I go to the market in the  .
  evening evening

I have my dinner at  . I  my teeth at  .
  night brush night

I go to  at  .
  bed night

Note to the teacher: Read the story and help children learn the words using the pictures. Encourage them to share their daily routine with their friends.

Let us follow

Put a tick (✓) next to the correct picture.


☐

☐

☐

☐

Listen to the teacher and tick (✓) Yes/No.

We get up early every day.

Yes

☐

No

☐

We eat dinner.

Yes

☐

No

☐

We watch TV a lot.

Yes

☐

No

☐

My friend comes to school on time.

Yes

☐

No

☐

Note to the teacher: Encourage children to follow good habits in their daily activities.



Let us do



- Display the words on the word wall.
- Whisper one word to a child.
- The child will whisper the word to another child.
- The last child will say the word aloud.
- Show the word card to the class.
- Repeat for all the words.



I can do

i) Tick (✓) the days of the week in order.



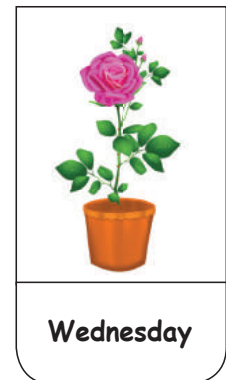
Sunday



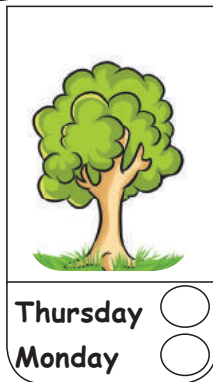
Monday
Saturday

☐
☐

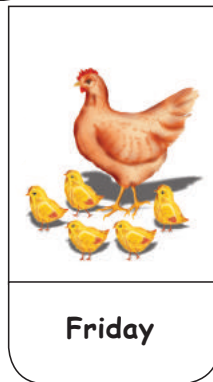
Tuesday



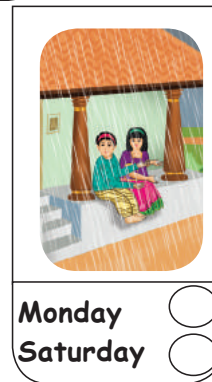
Wednesday



Thursday
Monday

☐
☐

Friday



Monday
Saturday

☐
☐

ii) Listen to the teacher and write True (T) or False (F).

- a) Grandpa likes to walk in the afternoon. ()
- b) I sing songs in the morning. ()
- c) I help my parents in the evening. ()
- d) I have my dinner at night. ()



iii) Draw lines to match.

When do you brush your teeth?



When do you play?



When do you go to bed?



When do you have your lunch?



iv) Match the words with same sound.

A		
1	toss	wick
2	tick	bell
3	fell	batch
4	catch	loss

B		
1	lock	pitch
2	tell	mess
3	less	mock
4	ditch	sell

v) Read aloud.



Jill is on the hill.
It is a tall hill.



Jack plays chess.
Oh, what a mess!



Daff ran for a catch.
But fell into a ditch.

vi) Listen to the teacher read the story. Then circle the words the teacher repeats.

Jeni has many friends. One day when she was playing with her friends, she saw a puppy. The puppy was just a month old. She loved the puppy very much. Once a week she took the puppy to the park. Jeni's friends were also happy.

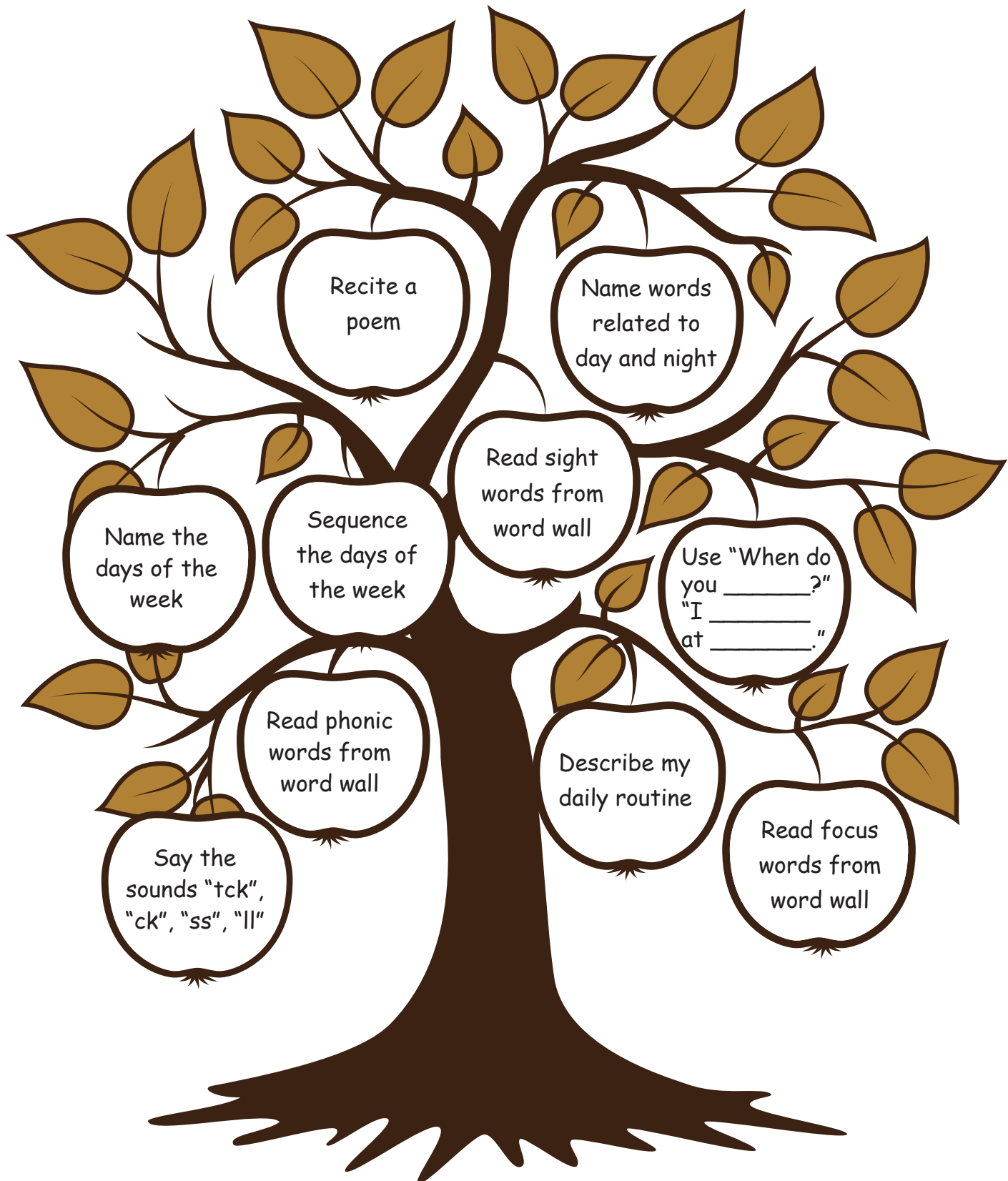
Note to the teacher: Read the words — many when very were her

vii) Recite the poem 'Months in a Year'.



Learning outcomes

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.





Rain... Rain... Rain...



I like to play in the rain!
Do you?





Let us sing



Drops of Rain



C6LVKE

Drip... drip...
Drip drip drip
Pitter patter raindrops
Where do you come from,
Tiny drops of rain?
Straight from the dark clouds
Down to the ground.

Peacocks dance...
Children dance...
Frogs hop.
It's a jolly time,
Shall we sing a rhyme?
Drip... drip...
Drip drip drip
Pitter patter raindrops.

Note to the teacher: Encourage children to listen and sing the song with the teacher. Help children imagine a rainy day as described in the song.



Look and say



raindrop

umbrella

raincoat

boots

paper boat

snail



lightning

wind

stream

pebbles

dragonfly

frog

splash

puddle

Note to the teacher: Practise vocabulary using the picture. Ask children to name and talk about the things in the picture.





Let us learn

From the Sky to the Sea



C6S4Y5



It is a stormy day.

I am a little raindrop.
I come down, down,
down from the sky.



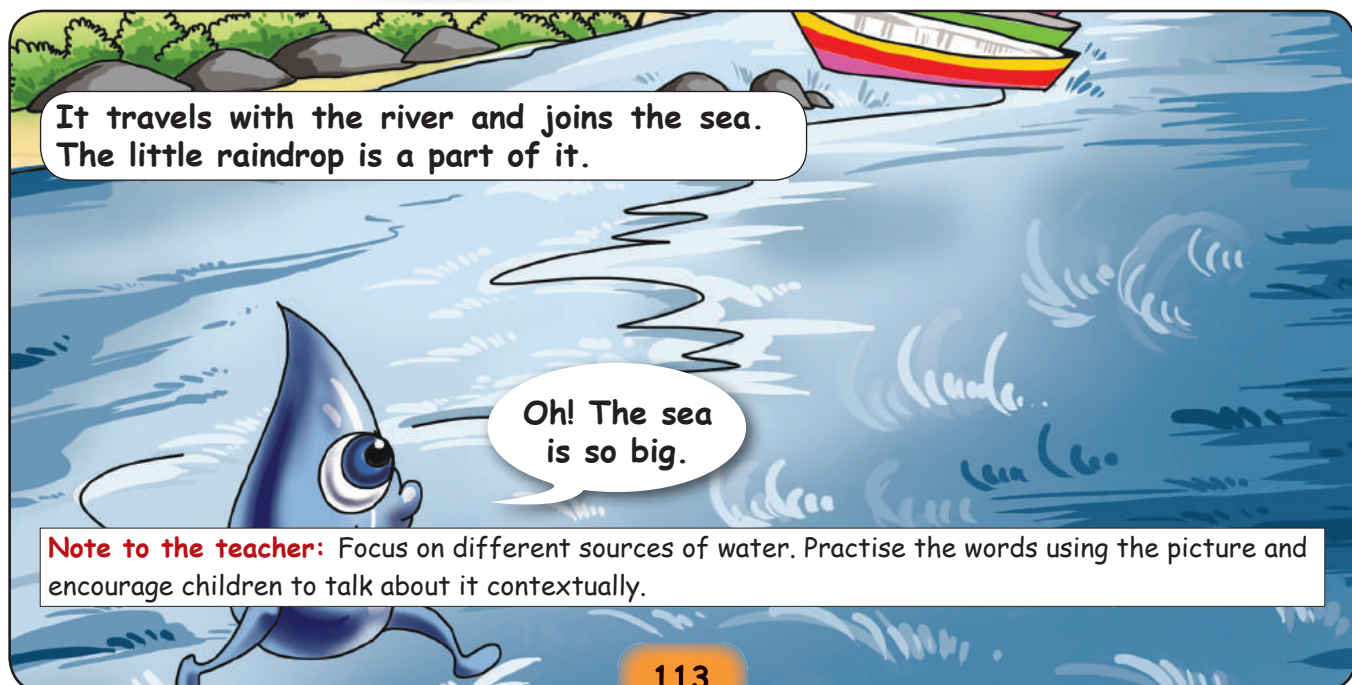
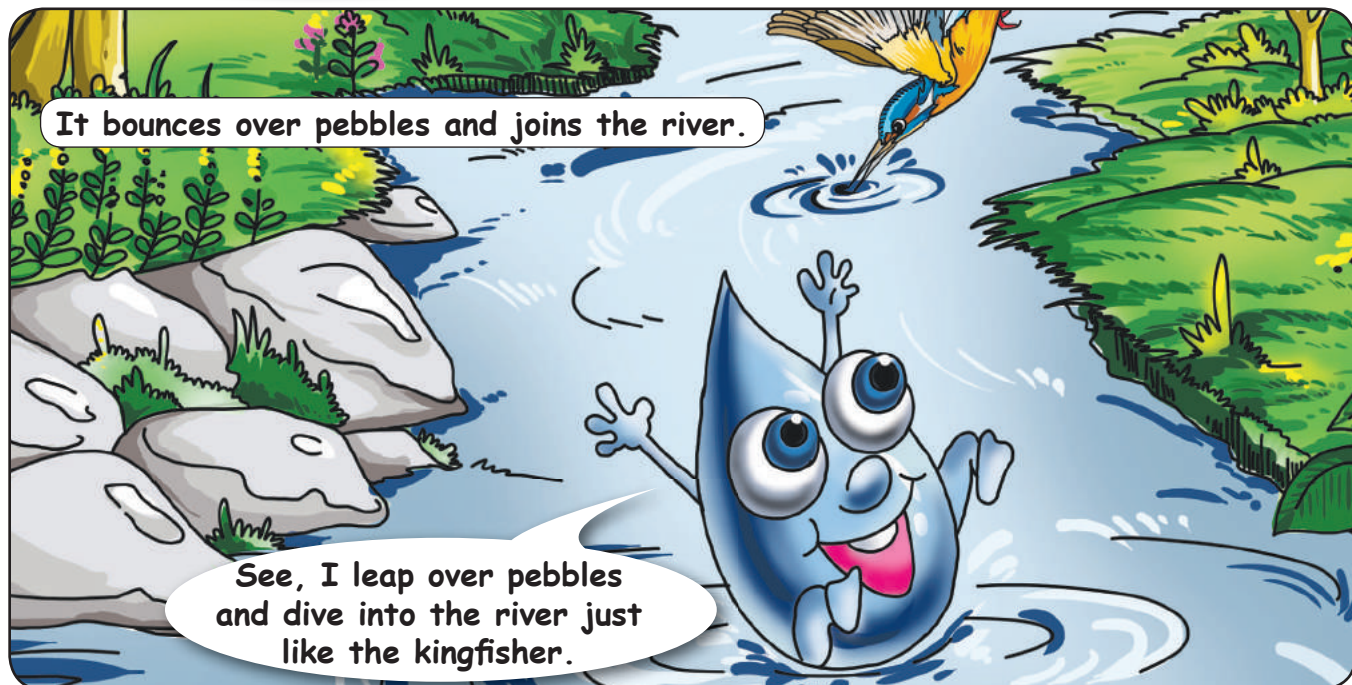
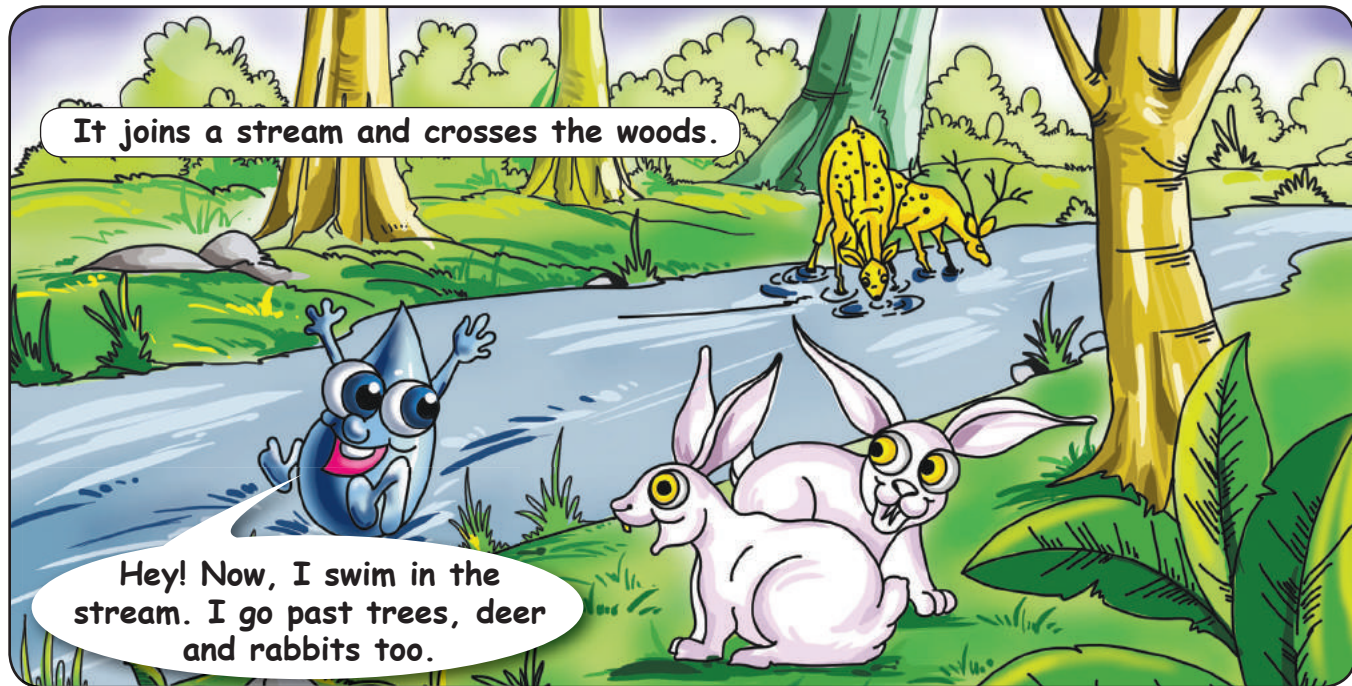
The little raindrop falls into a puddle.

I am in
the puddle.

Splash!!!

It runs down the waterfall.

Whoo!
What a lovely
waterfall it is!





Let us understand



A. Tick (✓) the correct word for the picture.



puddle

sea



sea

river



sea

puddle

B. Where does the raindrop go? Draw a line to the pictures in the correct order.

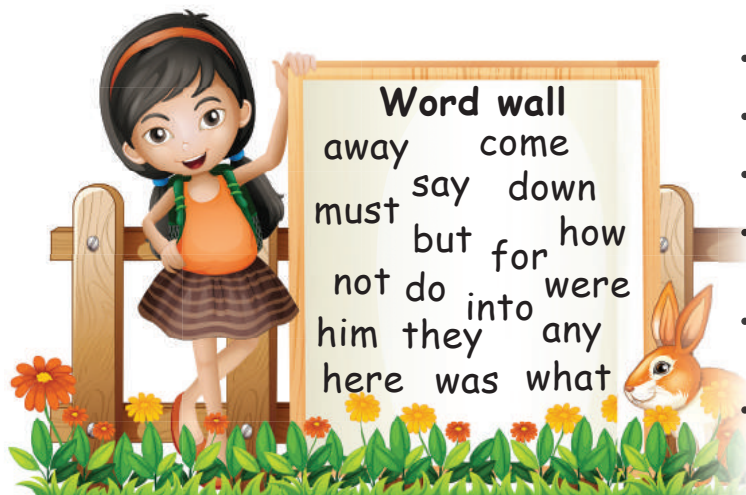


C. Listen, think and say.

1. Who comes down from the sky?
2. Whom does the raindrop meet in the woods?
3. Where does the raindrop see the kingfisher?
4. Where does the raindrop go finally?
5. Is the raindrop happy?



Let us do



- Display the words on the word wall.
- Make four sets of word chits.
- Divide the class into four equal groups.
- Distribute one set of cards to each group.
- Read the word and make each group find the word that you read.
- The group that finds the word first gets a chance to read it out to the class.
- Repeat until all words are practised.



Let us talk - Circle time



Display some objects in the class (toys, fruits, vegetables etc.). Divide the class into two groups A and B. Show an object and prompt the children in group A to say, "I like ____." Let the children from group B say, "I don't like ____." Practise with more objects and change the roles of groups.



Let us practise



I like



.

I don't like



.

I like



.

I don't like



.

I like



.

I don't like



.



Let us say



Listen to the sound and repeat.

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

Note to the teacher: Revise the sounds of the letters given above. Help children understand that the sound for a letter is the same for both uppercase and lowercase.



Let us do



- Display the words on the word wall.
- Make two sets of chits.
- Distribute it to every child in the class.
- Ask children to search for a partner with the same word.
- Make each pair read the word together.
- Practise with all pairs.



Let us practise

Read aloud.



Bob the cop has a pot.
Bob the cop fills the pot.



The fat cat has a cap.
The fat cat with a cap sat on a mat.



Dud is a bug and likes her rug.
Dud likes to hum on her rug.



It is a big pig with a wig.
The big pig with a wig is in a pit.



The pup fell into the tub.
The dog got the pup out of the tub.



Jen has a red pen.
The red pen is on the bed.

What comes next?



abt	bat	ipn
jgo	jog	pna
odg	dog	unt



Let us learn



A Rainy Day




Note to the teacher: Encourage children to guess the story by looking at the picture. Help them by asking questions such as "Who are there?", "What are they doing?", "What do you do during rain?"


A Rainy Day

Big dark  hide the . It is going to .

clouds sun rain

 are made of many tiny drops of water.  grow

Clouds Raindrops

big and heavy.  fall out of the sky. Many  raindrops

Raindrops

make .  hide in the .  hop into .

rain Birds trees Rabbits holes

 pours hard.  makes  on the ground. .

Rain Rain puddle Snails

and  come out.  hop about. We sit outside

worms Frogs

our . We make paper  to sail them in the .

home boats puddle

We eat hot . We drink . Oh! I love the .

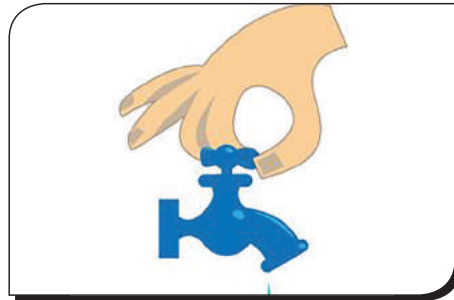
snacks tea rain

I wish it would come again.

Note to the teacher: Read the story and help children learn the words using the pictures. Encourage them to share what they do when it rains.

Let us follow

Tick (✓) the correct picture.



Listen to the teacher and tick (✓) Yes/No.

I plant trees.

Yes

☐

No

☐

I clean my cycle with a hose.

Yes

☐

No

☐

I wash my clothes in the pond.

Yes

☐

No

☐

Note to the teacher: Talk about daily actions that children can do for using water wisely.



Let us do



- Place the picture cards on the table.
- Give one picture card for each child in the class.
- Call out a word.
- All the students with the picture will display the picture to the class and repeat the word.
- Point to the word on the word wall.
- Repeat till all the words are practised.



I can do

i) Listen and tick (✓).



Note to the teacher: Say the words - cloud, puddle, boat and sea. Ask children to tick them in the picture.

ii) Tick (✓) the correct word.

☐

lightning

☐

wind

☐

puddle

☐

pebbles

☐

frog

☐

snail

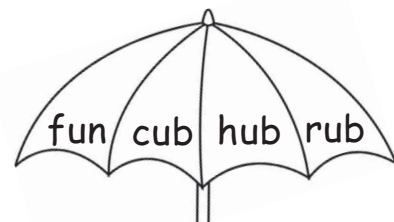
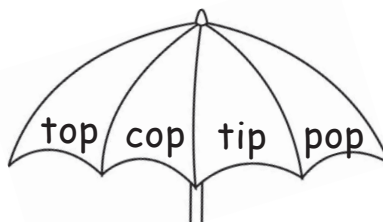
☐

umbrella

☐

raincoat

iii) Colour the odd one in each umbrella.



iv) Listen to the teacher and tick (✓) the correct one.



It is raining. ☐

We make paper boats. ☐

It is sunny. ☐

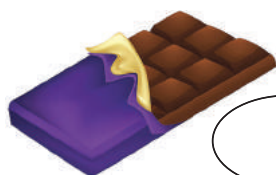
We make paper hats ☐

v) Tick (✓) the one that you like and cross (x) the one that you don't like.













Now, say it to your teacher.

I like _____. I don't like _____.

vi) Listen to the teacher read the story. Then circle the words the teacher repeats.

Tubby was a boy. He lived away from home. His mom asked him to come home. He caught a bus on the road. His sister wanted him to buy a toy but he made a toy for her.

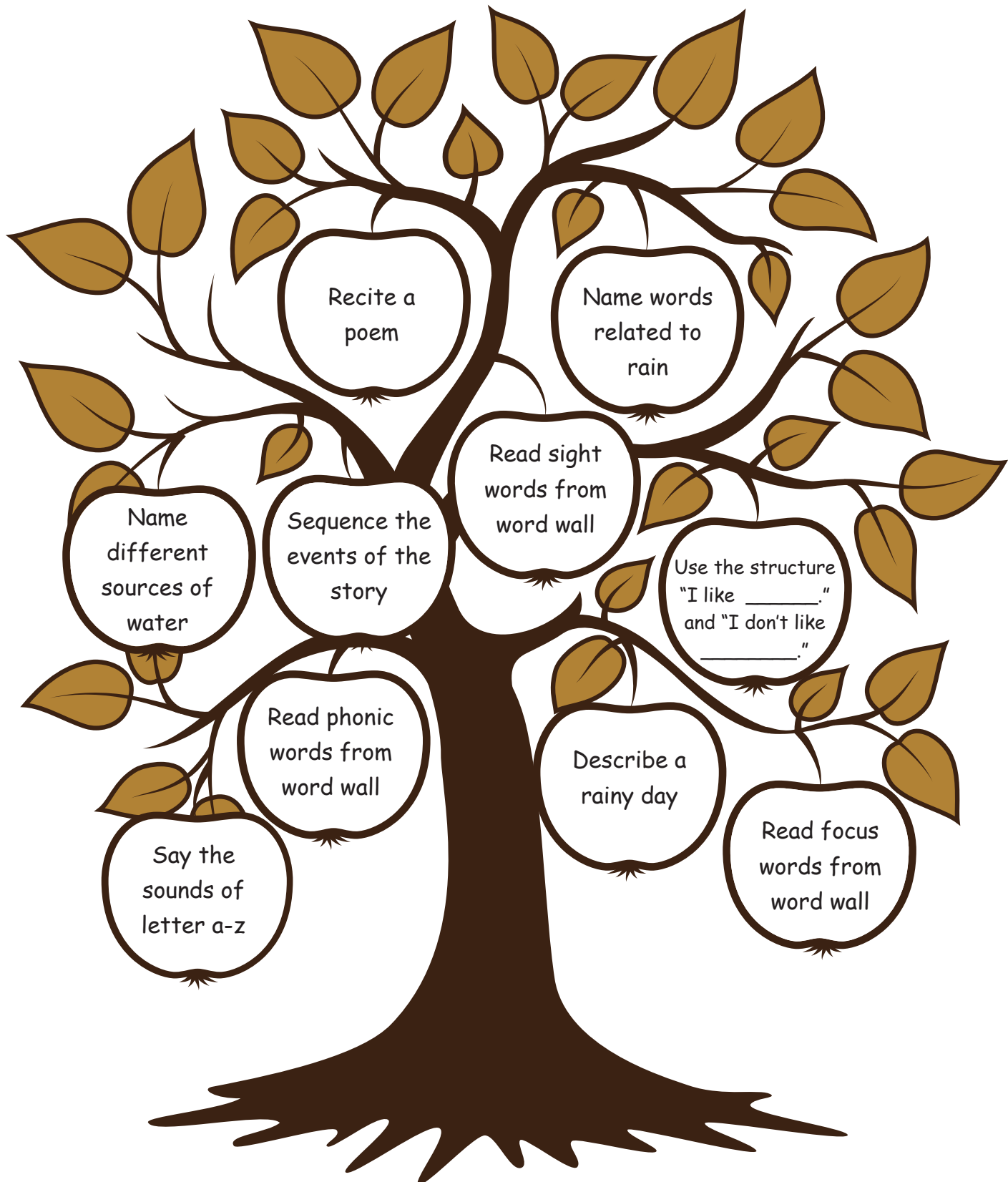
Note to the teacher: Read the words - was, away, come, for and but. Ask children to circle them.

vii) Recite the poem 'Drops of Rain'.



Learning outcomes

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.





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