

NURSERY

MY LEARNING TRAIN

WORLD OF LETTERS

AN INTERACTIVE ACTIVITY-BASED COURSE

TEACHING GUIDE

Complimentary Copy—Not For Sale



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Note for the teachers

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

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INTRODUCTION

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

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

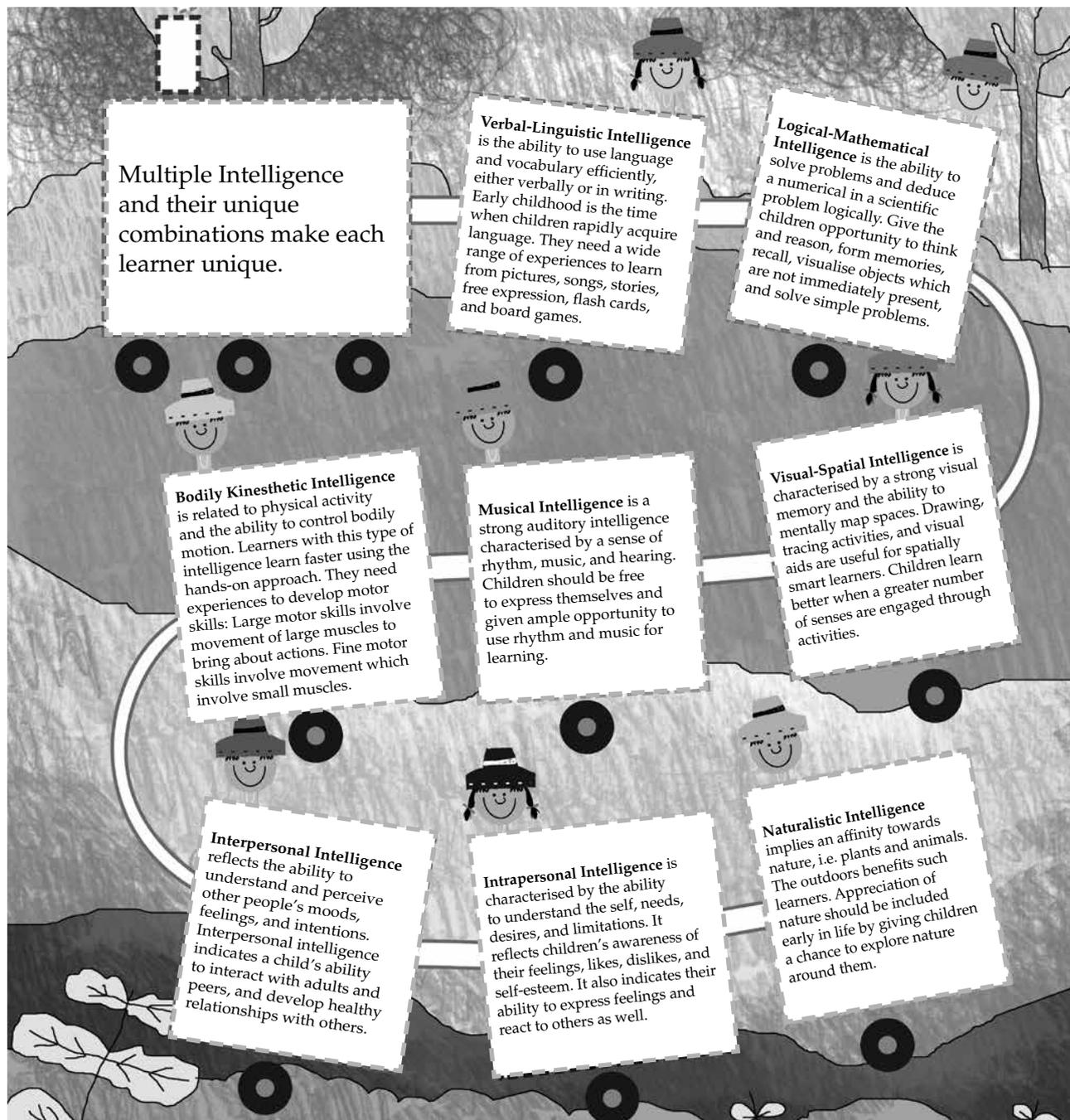
- **World of Letters:** Supported by a Stories and Reading Skills Reader and Activity Guide for Parents.
The series is based on a simple activity based programme to help the little learners understand the sound-symbol association and develop spelling and reading skills.
- **World of Numbers:** Supported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

Components of the Series

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

Multiple Intelligence and Learning

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



Ideas for the Classroom



Why do children need activities for learning?

Children develop skills by social interaction.



Pair Working



Small Group Working



Team Working

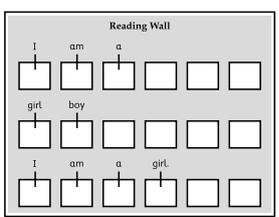


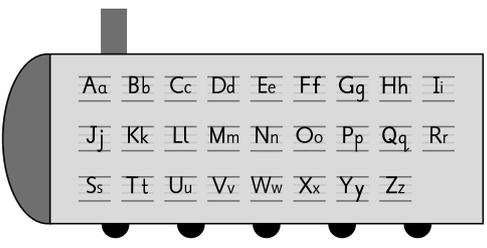
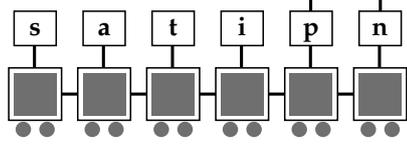
Large Group Working

Children learn through different kinds of experiences.

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

Children learn through different resources.

 <p>Flash cards</p>	 <p>Stories and Rhymes</p>	 <p>Reading Wall</p>
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 <p>Picture Alphabet Frieze</p>	<p>Stick puppets</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> <div style="text-align: center;">s</div> <div style="text-align: center;">a</div> <div style="text-align: center;">t</div> <div style="text-align: center;">i</div> <div style="text-align: center;">p</div> <div style="text-align: center;">n</div> </div>  <p>Pocket Train</p>
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GET SET GO! ON MY LEARNING TRAIN

Activity Based Environment—Checklist for Teachers and Coordinators

Planning Time for Activities

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

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

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

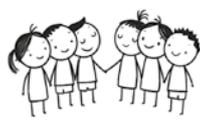
Tick off the tasks as you complete them.

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

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

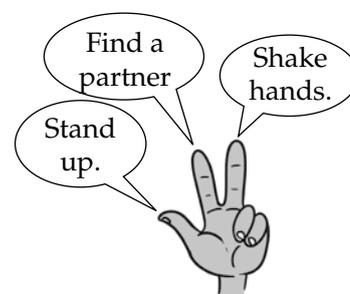
Class Division/Settings for Activities

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

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

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

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



Activity Kit and Resource Centre

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

Essential Materials Required for the Activity Kit

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

Additional Resources for Resource Centre

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

Resource Management

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

Frequently Asked Questions

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

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

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

KNOW THE COURSE DESIGN AND RESOURCES

Resources of the Student's books



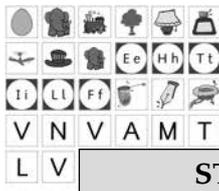
WALK-THROUGH

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



TABLE OF CONTENTS AND ACTIVITY GUIDE

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



STICKERS

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

ASSESSMENT STICKERS

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



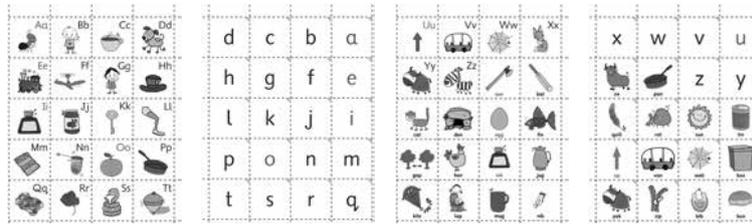
Flash cards

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

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

Managing Flash Cards – Distribution and Collection

Bring 10 bowls to the class. Write the numbers 1 to 10 on the bowls with markers. Cover the numbers written on the bowls with transparent adhesive tape. Place the flash cards according to their numbers in bowls. Children can collect the bowls number-wise and put them back in their places after an activity..



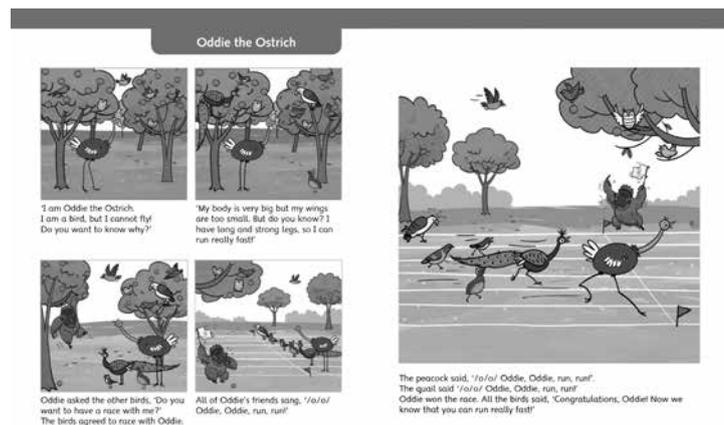
Stories and Reading Skills Reader

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

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

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

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



Parents Activity Guide

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

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

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



ACTIVITY MAP

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

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

Chapter name and Student's Book page number	TG Page number	Activity name/number as seen in the Table of Contents in the Student's Book	Suggested interactive strategy and approximate time
Alphabet Train (p. 1)	p. 40	Activity 1a: Visual Discrimination Through Matching Concrete Objects	Large group activity (30 min)
	p. 40	Activity 1b: Discrimination of Picture Cards	Small group activity (20 min)
	p. 40	Activity 1c: Development of Visual Memory with Concrete Objects	Large group activity (10 min)
	p. 42	Activity 1d: Auditory Discrimination (Listening Skills) Through Music and Rhythm	Large group activity (25 min)
	p. 42	Activity 1e: Development of Listening Skills Through Rhymes and Stories	Large group activity (10 min)
	p. 42	Activity 2a: Identify the Letter in the Train	Individual activity/Pair activity/Small group activity (will vary)
	p. 42	Activity 2b: Puppets and the Learning Train	Large group activity (15 min)
	p. 43	Activity 2c: Find the Letters	Individual activity (5 min)
	p. 43	Activity 2d: Find the Matching Cards	Individual activity/Pair activity/Small group activity (will vary)
	p. 43	Activity 2e: Hula Hoop	Small group activity (20 min)
	p. 43	Activity 3a: The Alphabet Frieze	Large group activity (15 min)
	p. 44	Activity 3b: Find Your Partner	Pair activity (15 min)
	p. 44	Activity 3c: Match Your Name	Large group activity (15 min)
Picture Reading Chart (pp. 2–8)	p. 44	Activity 4: Letter Recognition Through Flash cards	Individual activity/Pair activity/Small group activity (will vary)

Time to Listen (p. 9)	p. 45	Activity 5a: Tracing Patterns	Large group activity (20 min)
	p. 45	Activity 5b: Letter Groups	Individual activity (15 min)
	p. 46	Activity 6a: Storytelling	Large group activity (20 min)
	p. 46	Activity 6b: The Thirsty Crow	Large group activity (10 min)
	p. 47	Activity 6c: Missing Objects	Large group activity (20 min)
ABC with Thumbprints (pp. 10–11)	p. 47	Activity 7a: Thumbprints	Small group activity (30 min)
	p. 47	Activity 7b: Phonic Sounds	Large group activity (30 min)
	p. 48	Activity 7c: Listen and Respond	Individual activity (15 min)
	p. 48	Activity 7d: Listen and Identify	Large group activity (30 min)
	p. 49	Activity 7e: Listen and Act	Large group activity (15 min)
	p. 49	Activity 7f: Listen and Arrange the Colours	Large group activity (10 min)
Let's Practise Patterns (pp. 12–15)	p. 49	Activity 8: Preparing to Write	Individual activity (20 min)
	p. 50	Activity 9: Pattern Walk	Large group activity (15 min)
	p. 50	Activity 10a: Paint Patterns	Individual activity (20 min)
	p. 50	Activity 10b: Animal Walk	Large group activity (15 min)
Let's Meet the Letter Ll (pp. 16–17)	p. 50	Activity 11: Ice Cream Sticks	Individual activity (15 min)
	p. 50	Activity 12: Paper Strips	Individual activity (15 min)
Let's Meet the Letter Tt (pp. 18–19)	p. 45	Refer to Activity 5a (Tracing Patterns)	Large group activity (20 min)
Let's Meet the Letter Ii (pp. 20–21)	p. 51	Activity 13: The Letter I	Large group activity (15 min)
Let's Meet the Letter Hh (pp. 22–23)	p. 51	Activity 14: Hat Day/Hut	Large group activity (15 min)
Let's Meet the Letter Ff (pp. 24–25)	p. 51	Activity 15a: Fruit Day	Small group activity (45 min)
	p. 52	Activity 15b: Garden	Individual activity (40 min)
	p. 52	Activity 16: Frog Race	Large group activity (20 min)
Let's Meet the Letter Ee (pp. 26–27)	p. 52	Activity 17: Train	Large group activity (45 min)
I Can Paste Letters! (p. 28)	p. 53	Activity 18: Find Your Partner	Small group activity (30 min)
Let's Meet the Letter Aa (pp. 30–31)	p. 53	Activity 19: A for Apple	Individual activity (30 min)
	p. 53	Activity 20 Follow the Arrow	Large group activity (20 min)
Let's Meet the Letter Nn (pp. 32–33)	p. 54	Activity 21: Hunting for Nests	Large group activity (15 min)
	p. 54	Activity 22: Building a Nest	Large group activity (20 min)

Let's Meet the Letter Mm (pp. 34–35)	p. 54	Activity 23: My Name	Large group activity (15 min)
Let's Meet the Letter Vv (pp. 36–37)	p. 54	Activity 24: Vegetable Shop	Large group activity (20 min)
Let's Meet the Letter Ww (pp. 38–39)	p. 55	Activity 25a: Water Day	Individual activity (25 min)
	p. 55	Activity 25b: Water Activity	Large group activity (25 min)
Time to Listen (p. 41)	p. 55	Activity 26: Story Time: The Ant and the Elephant	Large group activity (15 min)
	p. 55	Activity 27: Teacher Says	Large group activity (10 min)
Let's Meet the Letter Xx (pp. 42–43)	p. 55	Practice Activity: The Letter X	Small group activity (30 min)
Let's Meet the Letter Yy (pp. 44–45)	p. 56	Activity 28: Y for Yak	Individual activity (30 min)
	p. 56	Activity 29: Y for Yo-yo	Large group activity (15 min)
Let's Meet the Letter Kk (pp. 46–47)	p. 56	Activity 30: K for Kite	Individual activity (25 min)
Let's Meet the Letter Zz (pp. 48–49)	p. 57	Activity 31: Z for Zoo	Large group activity (15 min)
Let's Meet the Letter Cc (pp. 52–53)	p. 57	Practice Activity: Birthday Caps	Small group activity (25 min)
Let's Meet the Letter Oo (pp. 54–55)	p. 57	Activity 32: The Letter O	Individual activity (30 min)
	p. 58	Activity 33: Caterpillar Walk	Large group activity (20 min)
Let's Meet the Letter Qq (pp. 56–57)	p. 58	Activity 34: Q for Queue	Large group activity (30 min)
Let's Meet the Letter Gg (pp. 58–59)	p. 58	Activity 35: The Letter G	Individual activity (30 min)
Let's Meet the Letter Ss (pp. 62–63)	p. 59	Activity 36: S for Snake	Individual activity (25 min)
Let's Meet the Letter Uu (pp. 64–65)	p. 59	Activity 37: Umbrella Dance	Large group activity (10 min)
Let's Meet the Letter Jj (pp. 66–67)	p. 59	Activity 38: Jelly Dance	Large group activity (5 min)
Let's Meet the Letter Dd (pp. 68–69)	p. 59	Activity 39: Show Your Doll	Large group activity (30 min)

Let's Meet the Letter Pp (pp. 70–71)	p. 60	Activity 40: Pencil Art	Individual activity (30 min)
Let's Meet the Letter Bb (pp. 72–73)	p. 60	Activity 41: Pass the Parcel	Individual activity (30 min)
	p. 60	Activity 42: The Bell	Large group activity (15 min)
Let's Meet the Letter Rr (pp. 74–75)	p. 60	Activity 43: Jumping Rope	Large group activity (10 min)
	p. 60	Activity 44: Juggling	Individual activity (30 min)
	p. 61	Activity 45a: Friendship Bands	Individual and pair activity (20 min)
	p. 61	Activity 45b: Match the cards	Individual activity (20 min)
I Know All the Letters! (p. 77)	p. 61	Activity 46: Letter Recognition	Small group activity (40 min)
I Can Name! (pp. 102–103)	p. 62	Practice Activity: First Letters	Individual activity (15 min)
	p. 62	Practice Activity: Fill in the Blanks	Individual activity (15 min)
I Can Make Words! (p. 104)	p. 62	Practice Activity: Build Words	Individual activity (15 min)
Practice Activities	p. 62	Practice Activity: Pattern Reading Charts	Individual activity (5 min)
	p. 63	Practice Activity: Reading Wall/ Sight Words	Large group activity (15 min)
Observation for Learning: Formal assessment is not recommended or suggested from this age group. However, the learning can be informally observed at regular intervals to set the pace of the classroom.			

ACTION AND OTHER RHYMES

Listen and Do: Action Rhymes		
<p>A for Apple, Round and sweet. Red red apple, Good to eat!</p>	<p>B for Butterfly, Butterfly, butterfly, Flying high. Butterfly, butterfly, Up in the sky. Butterfly, butterfly, Take me with you. Up, Up, Up, In the sky so blue</p>	<p>C for Cat, With a smart hat! She has a friend, The naughty little rat! They meet in the Garden every day, And 'catch me if you can' Is the game they play!</p>
<p>D for duck Swimming in the pond all day long. The duck likes bread and saying quack, and swimming in the sun all day long.</p>	<p>E for Elephant, So big and fat, He walks like this and He walks like that. His big ears go flap, flap, flap! He has no fingers and He has no toes, But goodness gracious! What a long nose!</p>	<p>F for Frog, Little froggy goes to school, Down beside a sunny pool. Hop, hop, hop all the way, He goes to school every day.</p>
<p>G for Grapes, So round and sweet, Yum yum yum, so good to eat! Some are purple, and some are green, The tastiest I have ever seen.</p>	<p>H for Hickety Pickety, My fat little hen, She lays eggs for gentlemen. Gentlemen come every day, To see what my hen does lay, Sometimes nine, sometimes ten, Hickety Pickety, my little fat hen.</p>	<p>I for Incy wincy spider, Climbing up the spout, Down came the rain and washed the spider out, Out came the sunshine and dried up all the rain, Incy wincy spider, climbing up again.</p>
<p>J for jingle bells, Jingle bells, jingle bells. Jingle all the way. Oh! What fun it is to ride In a one horse open sleigh! Dashing through the snow In a one-horse open sleigh, Over the fields we go, Laughing all the way! Bells on bobtail ring, Making spirits bright, Oh! What fun it is To ride and sing, A sleighing song tonight.</p>	<p>K for Kelly the Kangaroo and her little baby too! She has a pouch, which is just right, To hold her little baby really tight! Jumping here and jumping there, She takes her baby everywhere! Jump, jump, jump and a hop, hop, hop, Kelly the kangaroo does not stop!</p>	<p>L for Letters, letters, dancing around, Letters, letters, jumping up and down, 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... (Sing the names) These are the letters of the alphabet. Letters, letters, dancing around, Let's now sing their phonic sound, 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... (Sing the sounds) Come sing the sounds with me!</p>

<p>M for Miss Muffet, Little Miss Muffet sat on a tuffet, Eating her curds and whey, There came a big spider and sat down beside her, And frightened Miss Muffet away!</p>	<p>N for nine little nightingales sitting on a wall, Coohoo, coohoo, singing for us all. Nine little engines standing on the track, Chook-chook, chook-chook from front to back! Nine little birdies ready to fly, Flap, flap, flap, flap they go to the sky! Nine little boats standing in a row, Splish-splash, splish-splash is how they go.</p>	<p>O for Ollie the Farmer, Ollie the farmer had a farm, E-I-E-I-O! And on that farm he had some ducks, E-I-E-I-O! With a quack, quack here And a quack, quack there, Here a quack, there a quack, Everywhere a quack, quack. Ollie the farmer had a farm, E-I-E-I-O! (add names and sounds of different farm animals)</p>
<p>P for Pitter-patter Raindrops, Falling from the sky, Here is my umbrella, To keep me safe and dry! I see puddles on the ground, Froggies jumping up and down. Pitter-patter raindrops Coming to the town.</p>	<p>Q for Quilt Winter is here and it's really cold, Mama's got me a new quilt but I love my old! It has flowers and fairies few, It has eaten corners and threads hanging too! My quilt is as warm as can be! I love my old quilt and it loves me!</p>	<p>R for Rainbow, up in the sky, So many colours flying so high! Violet, indigo, blue, green, yellow, Orange and red, all in a row, Are the colours of the rainbow, did you know? Rainbow, rainbow, up in the sky, So many colours flying so high!</p>
<p>S for Sun, My sun, yellow and round, Every morning he can be found! Brings us heat and a lot of light, Mr Sun is really bright! He works hard, all the day, Then at night, he goes away, Next day morning you will see Mr Sun shining for you and me!</p>	<p>T for 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, go off to school.</p>	<p>U for Up, Up and down, and up and down, and round and round we go, Left and right, and left and right, swaying to and fro. Nod your head, clap your hands, and snap your fingers too, Hopping hopping, jumping, jumping, like a kangaroo.</p>

<p>V for Vegetable Train says chook, chook, chook. Come and have a look, look, look! Vegetables are so good to eat, They can make a tasty treat. Pumpkins make our cheeks so red, Spinach makes us strong, it's said. Carrots make our eyes really shine, Potatoes can taste so fine! Green peas are really small, Radish is so white and tall, Vegetables, vegetables, I like them all!!</p>	<p>W for the whale Willy the whale went swimming one day, Into the sea and far away. Splish-splash water from her spout, Her big, big tail swishing about, Willy the whale, can you see, Big, big, bigger than you or me!</p>	<p>X for fox Meet Mr Fox, He has a box, This is Mr Ox, running to catch Mr Fox, Who quickly hides, in the box. Ox, fox, box, Now we have a fox in the box!</p>
<p>Y for Yo-Yo, Yellow and round, Up it goes and then goes down. Y for yak big and black, Walking on the mountain track. Y for yacht sailing in the sea, Ready to sail with you and me!</p>	<p>Z for Zoo with rabbits, snakes, and tigers too! Did you see the bear with long fuzzy hair! The lion, in a golden crown, with a shining coat so soft and brown, The giraffe, as tall as a tree, And the naughtiest monkey that you ever did see. The elephant is the biggest at the zoo, I like him best, what about you?</p>	

Rhyme Time

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

<p>An /a/-/a/ ant goes out for a walk, She sees an alligator in the park. 'Hello Mr Alligator! How are you?' 'Hello Miss Ant! I am fine, thank you!' Action: children stand in pairs and move the fingers in pincer and palmar grip and then shake hands. Activity: Meeting and introducing oneself.</p>	<p>A /b/-/b/ bird is sitting on a tree, My friends in the bus are waving at me. With balloons, blocks, and bats we play, We bounce the big blue ball this way! Actions: bouncing a ball, blowing, playing with a bat, building (moving one hand above the other palm with both hands facing downwards).</p>	<p>A /k/-/k/ cat in the cot, It is my pet, I love it a lot. It loves to drink milk from a cup, And stands on its feet when I say, 'Up!' Actions: crawling on the floor/ making cat ears with fingers placed on the side of the head.</p>
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<p>A /d/-/d/ dolphin swimming in the sea, Dashing through the waves and playing with me. I love to swim, what about you? It is fun in the water, you should try it too. Actions: curving like a dolphin and dashing left to right/forward.</p>	<p>The /e/-/e/ engine on the track, Takes the train front and back! Engine, engine, red and bright, Take me with you for a ride! Action: moving palms in circles while facing each other and moving the body front and back.</p>	<p>A /f/-/f/ fairy, flying in the sky, Over the hills up so high. Fairy, fairy, take me with you, I want to fly in the sky so blue. Action: close fist and open one finger at a time while singing the rhyme and hugging oneself.</p>
<p>A /g/-/g/ girl is waiting at the gate. For her friend who is late. They always play in the park, But return home before it is dark. Action: peeping as though waiting for someone at the gate.</p>	<p>A /h/-/h/ horse goes hop, hop, hop, Over the valleys, on the hilltop. He meets a hen who lost her way, And helps her reach her house that day. Action: hopping.</p>	<p>An /i/-/i/ igloo so white! An /i/-/i/ inkpot so bright! An /i/-/i/ insect on the light, Flying here and there in the dark night. Action: wriggling fingers like insects crawl.</p>
<p>The /j/-/j/ jiggling jelly, bright and red And sweet, sweet jam to eat with bread. Jam and jelly I like to eat, Ah! Ah! It's a tasty treat! Action: jiggling while moving up and down.</p>	<p>A /k/-/k/ king with a /k/-/k/ key, A /k/-/k/ kangaroo looking at me! A /k/-/k/ kite flying so high, Up, up, up in the sky! Actions: twisting a key, jumping like a kangaroo with hands placed in front of the chest like the front paws, flying a kite.</p>	<p>A /l/-/l/ lollipop I have got, A sweet, sweet lollipop with sugar on top, I like lollipops, green and red, But, I brush my teeth before going to bed! Action: licking lollipops.</p>
<p>The /m/-/m/ moon, white and round, In the night it can be found! The moon slowly goes away, When the sun comes out in the day! Action: moving the arms round and round.</p>	<p>A /n/-/n/ napkin keeps me clean, My shining nose and hands have you seen? I use a napkin after food, So I am clean and feel so good. Action: folding a napkin and using it to clean the nose and mouth.</p>	<p>An /o/-/o/ ox walking all around, In the fields, it can be found An /o/-/o/ octopus swimming all around, In the water, it can be found. An /o/-/o/ ostrich running all around, Do you know where it can be found? Action: running with arms close to the body and hands flapping to imitate the wings of an ostrich.</p>

<p>A /p/-/p/ parrot and a pigeon flying high, Up, up, up they go in the sky! A /p/-/p/ peacock blue, yellow, and green, Pretty, pretty peacock, have you seen?</p> <p>Action: spreading wings and dancing like a peacock.</p>	<p>A /kw/-/kw/ quilt, bright and red, It keeps me warm in the bed. My quilt has stars and fairies too, I love my quilt, bright and new!</p> <p>Action: wrapping arms around themselves like a quilt covering them.</p>	<p>/r/-/r/ Rabbits, 1,2,3 Will you hop like this with me? Rabbits, rabbits, 4, 5, 6, Will you jump with me like this? Rabbits, rabbits, 7, 8, 9, Hopping, jumping in a line. Rabbits, rabbits are my friends, Let us count up to 10. Action: squatting and jumping like rabbits.</p>
<p>The /s/-/s/ star twinkles at night, Sparkling, sparkling, and sparkling so bright. But all the stars go away, When the sun comes out during the day.</p> <p>Action: Making a star sign by joining tips of index finger and thumb of left hand to index finger and thumb of right hand.</p>	<p>I am a /t/-/t/ teapot, short and stout, This is my handle and this is my spout. When I get all steamed up, hear me shout, Just lift me up and pour me out!</p> <p>Action: placing one hand on the waist and the other hand held out like a spout.</p>	<p>/u/-/u/ Up in the blue sky, what do I see? White, white clouds looking at me! Under the table, what do I see? Mr Cat looking back at me! Action: pointing up and standing on toes, bending to look under a table.</p>
<p>/v/-/v/ Vegetables yummy and good, I always have them as my food. Tomatoes make my cheeks red, Potatoes make me jump ahead.</p> <p>Actions: moving forearms in all directions to show strength.</p>	<p>A /w/-/w/ watch yellow and blue, Keeps the time for me and you. It moves on and never waits, 'Be on time,' it always says.</p> <p>Action: tapping a finger on the wrist to point at a watch, then placing hands on the waist and twirling for a short while.</p>	<p>Here comes /ks/-/ks/a fox, Look! There is a big fat ox! The ox and the fox are out today, Did you meet them on the way? Action: joining the index and middle fingers and placing them on the sides of the forehead like the horns of an ox.</p>
<p>A /y/-/y/ yak brown and black, Walking up the mountain track. A yacht is sailing in the sea, Ready for a ride for you and me.</p> <p>Actions: climbing a mountain, spreading arms as if standing on the brow of a ship, sliding across the floor.</p>	<p>A /z/-/z/ zebra on a zigzag line, Hello! Mr Zebra are you fine? Mr Zebra lives in the zoo, With monkeys, lions, elephants, and tigers too!</p> <p>Action: walking on a zigzag line.</p>	

WEEKLY PLANNING GUIDE

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

- The suggested design of the book is for 35–40 weeks of instruction time. Given below is a broad break-up of the syllabus, which can be modified according to the school's timetable.
- Use all the given resources both in the student's book as well as the teaching guide. Flash cards are important resources and children must be given an opportunity to use them regularly.
- Parent Activity Guide is a part of the Stories and Reading Skills Reader and can be pulled out and sent to the parents.
- Rhymes and stories can be used as activity and listening speaking tools and their memorisation must not be forced. Rhyme 2 is optional and can be used only if required.
- Stories and Reading Skills Reader (SR) can be used to complement the student's book. It can be used to read stories to the children, as well as help them picture-read. It will help children develop a vocabulary and offers plenty of picture reading pages. The children can also be introduced to phonic sounds and simple words that they can build and read with the help of the letters/symbols. Rote learning of the rhymes and stories is not necessary.
- Encourage the children to recognise the small case letters with the help of just finger tracing; the crayon tracing can be done later.

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

Week	Student's Book page no.	Week	Student's Book page no.
1	Page 1: Alphabet Train Pre-writing activities like air tracing, tracing on sandpaper and sand. Pages 2–8: Picture Reading Chart Introduction to flash card Put up the Alphabet Frieze pocket chart	2	Page 9: Time to listen! (The Thirsty Crow) Activity with water and stones and story puppets to move them in a vertical and horizontal movement. Make and put up a sandpaper tracing train. Pages 12–15: Let's Practise Patterns Practice patterns with sandpaper tracing – sand tracing and finger tracing
3	Pages 10–11: ABC with Thumbprints Pages 16–17: Let's Meet the Letter Ll Story L: The Lion and the Mouse Rhyme 1: /l/l/l/ A lollipop I have got Rhyme 2: Letters Dancing Around	4	Pages 18–19: Let's Meet the Letter Tt Story T: The Rabbit and The Tortoise Rhyme 1: /t/t/t/ I am a teapot Rhyme 2: Teddy Bear Pages 20–21: Let's Meet the Letter Ii Story I: Incy, the Spider Rhyme 1: /i/i/i/ An igloo so white Rhyme 2: Incy Wincy Spider

5	<p>Pages 22–23: Let’s Meet the Letter Hh Story H: Hoppity the Kind Horse Rhyme 1: /h/h/h/ A horse goes hop, hop, hop Rhyme 2: Hickory Dickory Dock (Recap: L, T, I, and H)</p>	6	<p>Pages 24–25: Let’s Meet the Letter Ff Story F: The Fox and the Grapes Rhyme 1: /f/f/f/ A fairy Pages 26–27: Let’s Meet the Letter Ee Story E: Baby elephant Rhyme 1: /e/e/e/ The engine Rhyme 2: Elephant Song</p>
7	<p>Page 28: I Can Paste Letters! Page 29: I Can Paste Pictures! (Recap: E, F, H, I, L, and T. Use flash cards to recognize and relate the lower and upper case letters.)</p>	8	<p>Pages 30–31: Let’s Meet the Letter Aa Story A: The Ant and the Alligator Rhyme 1: /a/a/a/ An ant goes out for a walk Rhyme 2: A for Apple Pages 32–33: Let’s Meet the Letter Nn Story N: Noses so nice Rhyme 1: /n/n/n/ A napkin Rhyme 2: Nine Little Nightingales</p>
9	<p>Pages 34–35: Let’s Meet the Letter Mm Story M: The Monkey and the Mirror Rhyme 1: /m/m/m/ The moon, white and round Rhyme 2: Little Miss Muffet Pages 36–37: Let’s Meet the Letter Vv Story V: The Vegetable vendor Rhyme 1: /v/v/v/ Vegetables yummy and good Rhyme 2: Vegetable Train</p>	10	<p>Pages 38–39: Let’s Meet the Letter Ww Story W: The Woodcutter Rhyme 1: /w/w/w/ A watch yellow and blue Rhyme 2: Willy the Whale Page 40: I Know More Letters! Page 41: Time to Listen! (The Ant and the Elephant) Introduction to position words.</p>
11	<p>Pages 42–43: Let’s Meet the Letter Xx Story X: It is Christmas Rhyme 1: /xs/xs/xs/ Here comes a fox! (Recap: E, F, L, H, I, T, A, N, M, V, W and X. Use flash cards sets to practise and match the lower and upper case letters.) Pages 44–45: Let’s Meet the Letter Yy Story Y: Yonas and the Yaks Rhyme 1: /y/y/y/ A yak brown and black Rhyme 2: Yellow Yo-yo</p>	12	<p>Pages 46–47: Let’s Meet the Letter Kk Story K: Ken and His Kite Rhyme 1: /k/k/k/ A king with a key Rhyme 2: Kelly, the Kangaroo Pages 48–49: Let’s Meet the Letter Zz Story Z: Zoya Goes to the Zoo Rhyme 1: /z/z/z/ A zebra on a zig-zag line. Rhyme 2: Zoo</p>

Please Note: Observe the learning outcomes after 10–12 weeks to set pace for the next topics and activities based on the response of the children. Use the given flash cards and activities to observe the children. Plan Circle Time and interaction regularly and focus on the development of the concepts for long-term learning and assimilation of children. Read the Developmental indicators mentioned in the Assessment Guide section of the TG carefully to assess if the children are meeting the general standards mentioned. Add to the list as required.

13	<p>Page 50: I Know More Letters! (Recap: A, E, F, I, K, L, M, N, T, V, W, X, Y, and Z)</p> <p>Page 51: I Can Match the Letters!</p>	14	<p>Pages 52–53: Let’s Meet the Letter Cc Story C: The Cap Seller and The Monkeys Rhyme 1: /c/c/c/ A cat in a cot Rhyme 2: Cathy the Cat/Cobbler</p> <p>Pages 54–55: Let’s Meet the Letter Oo Story O: Oddie, the Ostrich Rhyme 1: An /o/o/o/ ox walks all around Rhyme 2: Open and Shut Them</p>
15	<p>Pages 56–57: Let’s Meet the Letter Qq Story Q: Quincy and the Quilts Rhyme 1: /q/q/q/ A quilt bright and red</p> <p>Pages 58–59: Let’s Meet the Letter Gg Story G: Guriya and her Goat Rhyme 1: /g/g/g/ A girl at the gate Rhyme 2: Garden Song</p> <p>Page 60: I Can Match! (Recap: C, O, Q, and G)</p> <p>Page 61: Fun with Letters!</p>	16	<p>Pages 62–63: Let’s Meet the Letter Ss Story S: The Slithering Snake Rhyme 1: /s/s/s/ The star</p> <p>Pages 64– 65: Let’s Meet the Letter Uu Story U: Up and Down Rhyme 1: /u/u/u/ Up in the blue sky Rhyme 2: Up and Down</p>
17	<p>Pages 66–67: Let’s Meet the Letter Jj Story J: Joe’s Birthday Party Rhyme 1: /j/j/j/ The jiggling jelly Rhyme 2: Jingle Bells</p> <p>Pages 68–69: Let’s Meet the Letter Dd Story D: The Chick and the Duckling Rhyme 1: /d/d/d/ A dolphin Rhyme 2: The Duck Dance</p>	18	<p>Pages 70–71: Let’s Meet the Letter Pp Story P: Penny Goes on a Picnic Rhymes: /p/p/p/ A parrot and a pigeon Rhyme 2: Pitter patter Raindrops</p> <p>Pages 72–73: Let’s Meet the Letter Bb Story B: Buntu and Bubloo Rhyme 1: /b/b/b/ A bird on a tree Rhyme 2: Butterfly</p>
19	<p>Pages 74–75: Let’s Meet the letter Rr Story R: Rini and Her Red Ribbon Rhyme 1: /r/r/r/ Rabbits 1, 2, 3 Rhyme 2: Rainbow Song</p> <p>Page 76: I Know More Letters!</p>	20	<p>Page 77: I Know All the letters (A to Z) Use the flash card sets to place the letters in order.</p> <p>Pre-Nursery and Nursery have different sets of Aa to Zz cards which can be exchanged and used for matching activities.</p> <p>Please note that the lower case letters have been given in order as the children now are familiar with the patterns and can complete the letters in order.</p>
21	<p>Page 78: Read, Trace, and Write ‘a’ Page 79: Read, Trace, and Write ‘b’</p>	22	<p>Page 80: Read, Trace, and Write ‘c’ Page 81: Read, Trace, and Write ‘d’</p>

23	Page 82: Read, Trace, and Write 'e' (and recap) Page 83: Read, Trace, and Write 'f'	24	Page 84: Read, Trace, and Write 'g' Page 85: Read, Trace, and Write 'h'
<p>Please Note: Observe the learning outcomes after 20–42 weeks to set pace for the next topics and activities based on the response of the children. Use the given flash cards and activities to observe the children. Plan Circle Time and interaction regularly and focus on the development of the concepts for long-term learning and assimilation of children. Read the Developmental indicators mentioned in the Assessment Guide section of the TG carefully to assess if the children are meeting the general standards mentioned. Add to the list as required.</p>			
25	Page 86: Read, Trace, and Write 'i-j' Page 87: Read, Trace, and Write 'k' (and recap)	26	Page 88: Read, Trace, and Write 'l' Page 89: Read, Trace, and Write 'm–n'
27	Page 90: Read, Trace, and Write 'o' Page 91: Read, Trace, and Write 'p'	28	Page 92: Read, Trace, and Write 'q' (and recap)
29	Page 93: Read, Trace, and Write 'r' Page 94: Read, Trace, and Write 's'	30	Page 95: Read, Trace, and Write 't' Page 96: Read, Trace, and Write 'u'
31	Page 97: Read Trace and Write 'v–w'	32	Page 98: Read, Trace, and Write 'x–y' Page 99: Read, Trace, and Write 'z'
33	Page 100: I Can Write! (small case) Read, Trace, and Write a to z Page 101: I Can Write! Read, Trace, and Write Aa to Zz	34	Pages 102–103: I Can Name Practise naming and filling in the first letters.
35	Pages 102–103: I Can Name! Practise naming and writing the first letters.	36	Page 104: I Can Make Words!
37–40	Recap concepts learnt so far through activities, observation, and ongoing simple worksheets.		

STORING AND MANAGING MATERIALS

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

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

Sample (English):

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

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

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

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

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

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

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

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

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

CREATING CLASSROOM RESOURCES

Making 'My Learning Train' for the Classroom

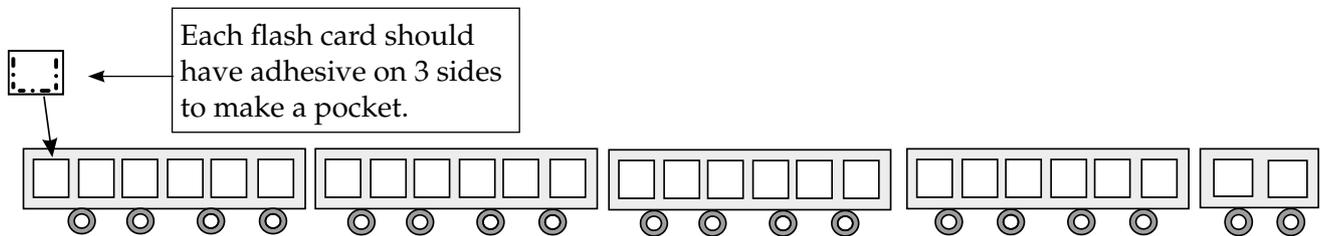
The method to create the resource known as 'My Learning Train' for classroom usage is given below. It must be placed where children can reach easily. The number of pockets in the train can vary according to the space available in the classroom.

Materials Checklist:

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

Instructions:

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



Stick Puppets

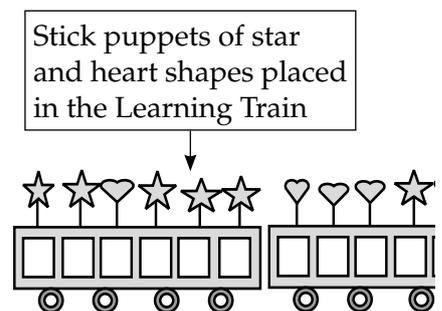
Stick puppets are a resource to be used for different activities mentioned in the 'Activity Bank' section of the teaching guide. It can be used for display and also as an interactive resource for activities.

Materials Checklist:

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

Instructions:

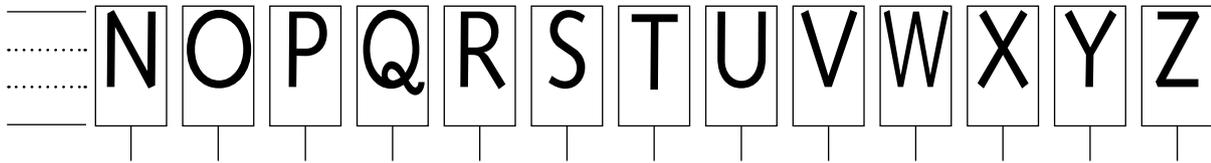
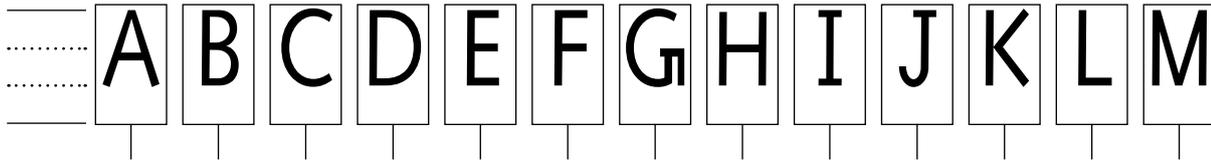
1. You can write letters, words, numbers, or draw any illustration from the books on cards to make stick puppets.
2. Paste the cards on sticks and make sets of stick puppets for the children to use. Refer to the given image.
3. Laminate with tape if required—please note that the children will be holding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



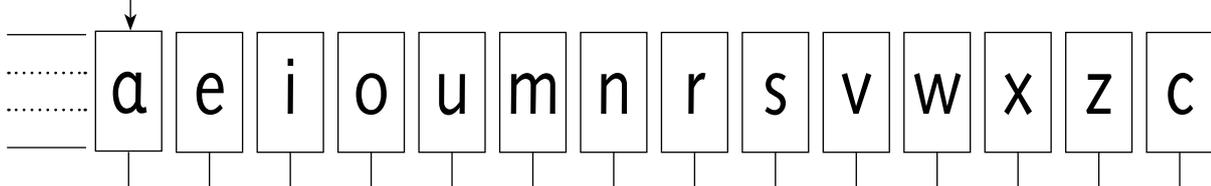
4. Store in bags and label neatly.
5. Add the name of the set and the teacher who made it in the diary/register used for record keeping so that all the teachers know it is there and can share, exchange, and reuse to optimise each resource.

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

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

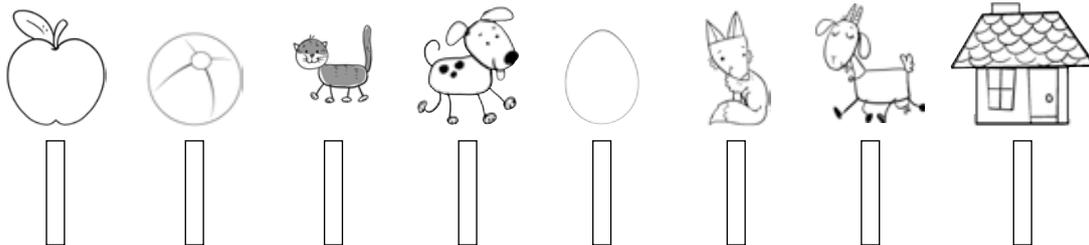
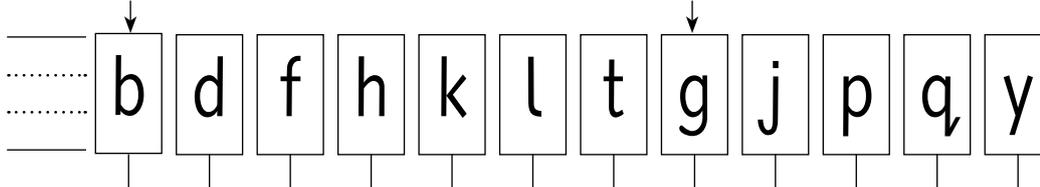


short letters



tall letters

tail letters



Alphabet Frieze

Materials Checklist (for each set):

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

Instructions:

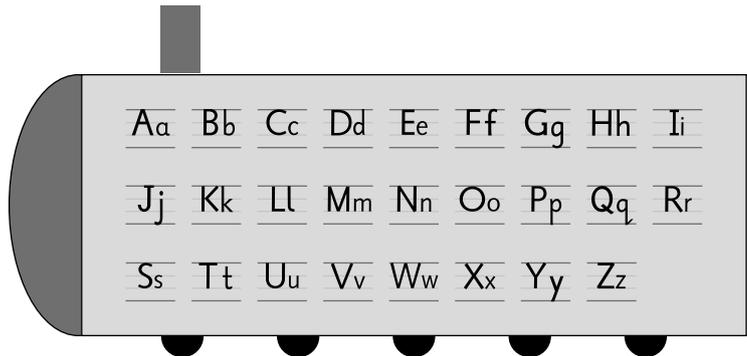
1. Draw 2 red and 2 blue horizontal lines (the top and bottom lines will be blue and the middle two will be red) using a small ruler on all the white cards (on which you will be writing your alphabets).
2. Write the capital and small print case vowels in red, and the capital and small print case consonants in blue.
3. Paste the two charts together to make a large sheet and place the cards on the charts in three rows:

Row 1: Aa to Ii,

Row 2: Jj to Rr, and

Row 3: Ss to Zz

4. Pick up the cards one at a time and spread adhesive on only three edges. Keep one side open to make pockets. Paste the cards on the sheet as per the arrangement from point 3.
5. Cut the differently coloured chart in a semi-circle to make the front of an engine, the smoke spout, and the wheels. Paste these parts on the larger chart to complete the train.
6. Laminate the train using transparent adhesive tape to protect it. Make sure that the pockets remain open from the top.
7. Pin it up at the level of the children and let them start their journey with the alphabet.



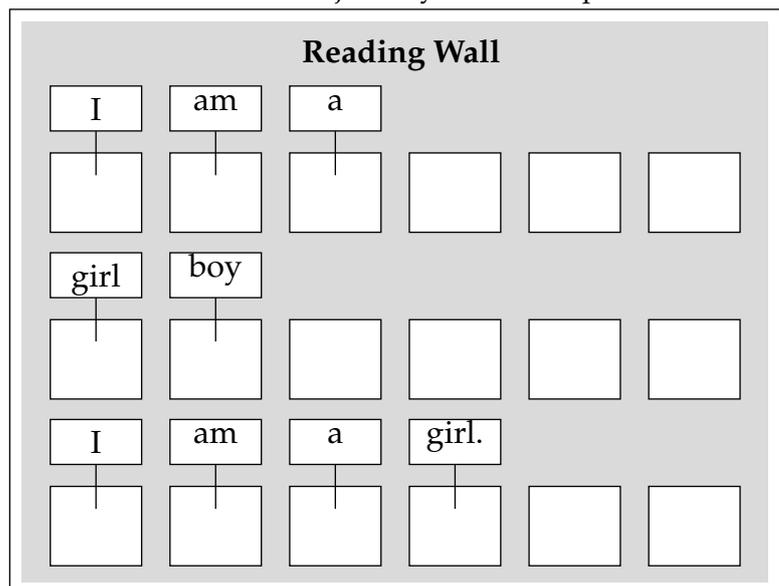
Reading Wall

Materials Checklist:

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

Instructions:

1. Apply adhesive on three sides of each flash card (to make pockets) and paste on the sheet of chart paper.
2. Place the name puppets in the



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

Theme Boards

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

Materials Checklist:

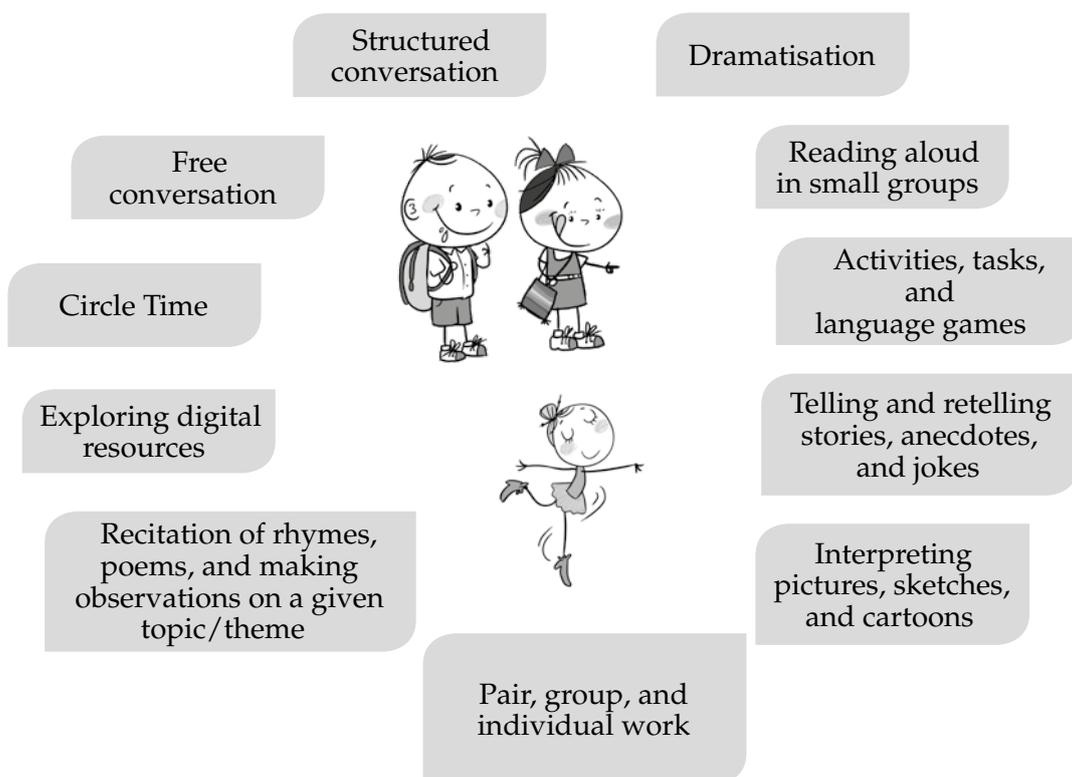
- Chart papers of 2–3 colours
- Picture and word stick puppets

Instructions:

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

Strategies to Encourage Student Participation

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



Handwriting

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

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

When to begin writing?

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

Cursive or print?

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

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

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

Lower-case letters:

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

Upper-case letters:

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

Reading and Phonics

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

1. It was developed with activity ideas to help children between the age groups of 3–5 understand the letter-sound correspondences of 26 letters and 43–44 sounds.
2. It should be introduced as a light explorative program, and children can be encouraged to learn at their own pace. They should not be hurried to achieve pre-planned targets.
3. This series also empowers teachers to make simple resources using a low-cost kit.

A few tips:

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

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

1. The letter names are taught at the Pre-Nursery level, and incidentally phonic sounds are introduced through simple rhymes.
2. Nursery: The sound that each letter stands for is taught and revised. Some rules or generalisations might be discussed.
3. Nursery and Kindergarten: The principle of blending sounds to form words is introduced.
4. Introduce the sight words and incidental reading gradually.

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

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

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

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

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

Sound Symbols at a glance: Make stick puppets for Pre-Nursery and give the children opportunity to recognise the letters and place them in the Alphabet Frieze pockets, both in order and in random order.

Use the stories given with each letter to introduce the vocabulary related to the sound each letter represents.

short vowel sound	/a/ ant bat	/e/ egg leg	/i/ ink bit	/o/ ox box	/u/ up under
Consonant Sounds	/b/ bat	/d/ dog	/f/ fan	/g/ girl	/h/ hat
	/j/ jam	/k/ kite	/l/ leaf	/m/ mat	/n/ nest
	/r/ rat	/s/ sun	/v/ van	/w/ watch	/y/ yak
The sounds in this row are not pure phonic sounds as the letters represent a combination of sounds.			c: /k/ cat cot	q: /kw/ quill quilt	x: /ks/ box

Combining two letters to make a single sound.	/ch/ chair	/sh/ shoe		/th/ (voiced) the	/th/ (un-voiced) three
Long vowel sounds where the letter's name and the sound is the same	/ai/ : gate	/ee/ : seed	/ie/ : pie	/igh/ : high	/oa/ : oak
R controlled sounds	/ar/	/ur/	/or/	/ir/	/er/
	car, arm	fur	more, roar	pair, fair	her
Combinations of two sounds spelt differently but sounding the same	/aw/ crawl		/ou/ mouse		/oi/ noise
			/ow/ cow, owl		
Long and short sounds of oo	short /oo/: look, took long /oo/: moon, spoon				
Other sounds	/bl/, /br/, /cl/, /cr/, /dr/, /fl/, /fr/, /gl/, /gr/, /ing/, /ink/, /pl/, /pr/, /sk/, /sl/, /sm/, /sn/, /sp/, /st/, /sw/, /tr/.				

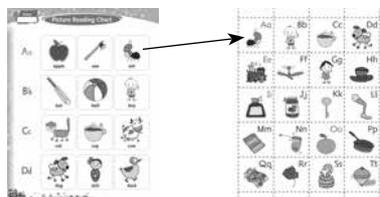
FLASH CARD ACTIVITY GUIDE

The following are a few activities that can be done with the help of the flash cards given in the *World of Letters* Nursery student's book.

Activity 1: Seat the children in small groups of four and give each group one set of flash cards. Ask the children to spread the flash cards in front of themselves. Display picture puppets (photocopied images of flash cards pasted on sticks) one by one and ask children to identify the pictures from the flash cards.

Activity 2: Make a chart with pictures and related letters in random order and place it on a table. Give the children a set of flash cards and ask them to match the same pictures/letters.

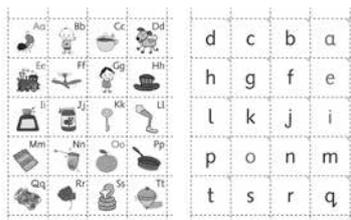
Activity 3: Match the flash cards with the picture reading charts on pages 2–8 of the student's book.



Activity 4: Arrange flash cards in order from 'Aa' to 'Zz' (6 letters in each row).

Activity 5: After arranging the flash cards from 'Aa' to 'Zz', turn the flash cards to read and recognise the respective lower case letters.

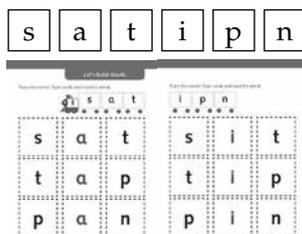
Activity 6: Give two sets of flash cards to each group and ask the children to match the picture cards to the lower case letters.



Activity 7: Ask the children to arrange the flash cards and spot the letters as the teacher puts the letter stick puppets in the Alphabet Frieze.

Activity 8: Ask the children to spot the three letter CVC words on the picture chart on pages 2-8 of the student's book. Give them a set of flash cards and ask them to choose one word at a time. Look for the corresponding letter flash cards and arrange them to make the word they see below a picture. This activity is challenging and only a few children may be able to do it.

Activity 9: Ask the children to open the Stories and Reading Skills Reader to the two page spread showing letter/sound group (pages 20–21). Give them the set of flash cards and ask them to arrange them, and separate the letters they see in the sound train. They can then place the letters on the words and build/read words.



Activity 10: Use flash cards to build words with reference to the CVC picture charts (pages 102–103 and 104 of student's book).



ACTIVITY BANK FOR PHONICS

Phonemic Awareness: Refers to sounds of the spoken language.

Phonics Activity 1: The Silence Game

Materials Checklist:

- Bell
- Silence board

Instructions:

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

Phonics Activity 2a: Sounds Around Me

Materials Checklist:

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

Instructions:

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

Phonics Activity 2b: My Body Sounds

Instructions:

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

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

Phonics Activity 3a: Animal Sounds

Materials Checklist:

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

Instructions:

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

Phonics Activity 3b: Matching Letters

Materials Checklist

- Stick puppets of upper case letters and lower case letters.

Instructions:

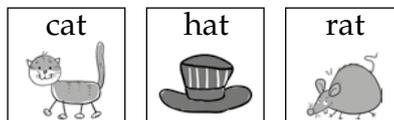
1. Ask the children to match the upper and lower case letter stick puppets.

Phonics Activity 4: Rhyming Words

Materials Checklist:

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

cat hat rat



Instructions:

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

Phonic Activity 5: Odd One Out

Materials Checklist:

- 15 cm x 5 cm picture/word strips (4 pictures/words pasted on a strip with one odd one out from the rest)
- Card sheet counters.

Instructions:

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

Phonic Activity 6: Say the Sounds and the Alphabet

Materials Checklist:

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

Instructions:

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

Phonics Activity 7: Alliteration

Materials Checklist:

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

Instructions:

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

Phonics Activity 8a: Phonic Sounds in Order

Materials Checklist:

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

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

Instructions:

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

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

Materials Checklist:

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

Instructions:

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

Phonics Activity 9: Vowels and Consonants

Materials Checklist:

- Letters
- Stick puppets
- Flash cards

Instructions:

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

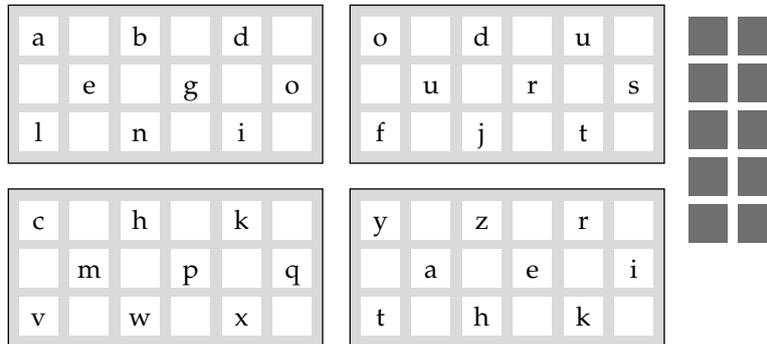
Or/and

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

Or/and

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

Phonics Activity 10: Bingo



Materials Checklist:

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

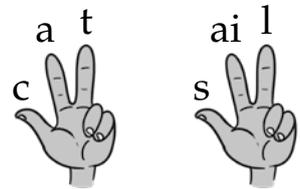
Instructions:

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

Phonic Activity 11: Segmenting: (Sound to print)

Instructions:

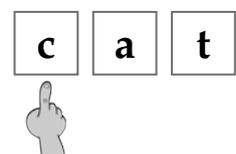
- Say the sounds slowly to identify each sound in a word. Use your left hand to tally each sound in a word starting with your thumb.
- Say the word slowly, starting with one syllable words.
- Break it into sounds (c-a-t) and count the sounds as you open your fingers.
- Children can repeat this with the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



Phonic Activity 12: Blending (Print to sound)

Instructions:

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



ACTIVITY BANK

Activity 1a: Visual Discrimination Through Matching Objects

Materials Checklist:

- Pencils
- Crayons
- Toys
- Socks
- Erasers
- Sharpeners
- Markers
- Sketch pens
- Chalks
- Tray/bowl/basket

Instructions:

1. Place the objects mentioned in the checklist on a tray/bowl/basket.
2. Invite children to be seated in a circle.
3. Pass around the tray/bowl/basket and ask children to pick an object. Ask children holding the same kind of object to come and group together.

Teacher Buzz: Reading and writing readiness follows a logical sequence and children need a series of activities to develop their reading skills.

Activity 1b: Discrimination of Picture Cards

Materials Checklist:

- Ten sets of six picture puppets
- Learning Train

Instructions:

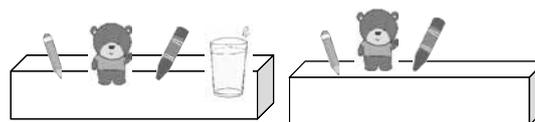
1. Make puppets with two similar pictures and two different ones in each set for children to sort out.
2. Distribute a set of picture puppets to each group.
3. Demonstrate how to make pairs with the same cards.
4. Ask children to pair similar cards in their groups.

Note: The picture puppets can be placed together in the Learning Train pockets.

Activity 1c: Development of Visual Memory with Objects

Instructions:

1. Place a few objects in front of each group and ask children to observe them. Hide an object and ask them to recall the missing one. Refer to the given image.
2. The activity can be repeated with the help of picture cards.



Refer to the objects list given here:

List of Objects Used to Introduce the Letters					
a	apple	ankle	arrow	ambulance (toy)	ant
b	ball	balloon	bat	boy	bubbles
c	carrot	cake	candle	car	cabbage
d	doll	duster	dustbin	door	drum
e	egg	engine (toy)	envelope	eraser	elephant
f	flowers	foil	flag	fork	fan
g	girl	grass	grapes	guava	goat
h	hat	handkerchief	helmet	hand	hanger
i	ink	insect	iguana	ice cream	ice
j	jug	jacket	jam	jar	juice
k	kite	key	kettle	king (dress up a child)	kangaroo
l	lamp	lemon	latch	leaf	lips
m	mango	mug	mat	mirror	money
n	nib	needle	net	newspaper	noodles
o	orange	olive	onion	ostrich	ox
p	pencil	pen	paper	potato	pillow
q	queen (dress up a child)	quill	quilt	queue	quail
r	rubber band	rose	rope	rattle	ribbon
s	stick	stamp	spoon	socks	slippers
t	table	tap	tiles	tub	tank
u	umbrella	underwear	urn	uniform	
v	vase	van	violin	vegetables	vest
w	watch	water	wall	wax	watermelon
x	x-ray	box	taxi	fox	
y	yo-yo	yarn	yogurt	yatch	
z	zip	zigzag	zebra		

Activity 1d: Auditory Discrimination (Listening Skills) Through Music and Rhythm

Materials Checklist:

- Music recording

Instructions:

1. Play music and encourage children to dance/move/sway to the rhythm. (The sound of the music must be kept at a comfortable level for children.)

Activity 1e: Development of Listening Skills Through Rhymes and Stories

Materials Checklist:

- Picture puppets that can be related to the rhymes
- Bowls

A for apple,
Round and sweet,
Red, red apple,
So good to eat.



Instructions:

1. Introduce the rhymes and hold regular Rhyme Time in class.
2. Place the picture puppets in a bowl.
3. Children can play 'Passing the Parcel' with the bowl to the beat of a tambourine or music.
4. When the music stops, the child holding the bowl picks up a puppet and recites a related rhyme. Ask the child to place the puppet in a separate bowl kept in the middle of the circle. Continue playing the game till all the children have had a turn.

Teacher Buzz: Encourage children to sing the rhymes in rhythm with voice modulation.

Activity 2a: Identify the Letter in the Train

Materials Checklist:

- Letter flash card
- Page 1 of the student's book

Instructions:

1. Help children identify the letters on page 1 of the student's book.
2. Ask children to match the flash cards with the corresponding letters. (A set of flash cards has been given with each book for recognition of the letters.)

Activity 2b: Puppets and the Learning Train

Materials Checklist:

- 2 sets of letter puppets
- Learning Train

Instructions:

1. Place one set of letters in the Learning Train.
2. Distribute the second set to children.
3. Recite 'ABC' and point out the related letters in the train.
4. Encourage children holding the letters to come and place them in the corresponding pockets of the Learning Train.

Teacher Buzz: This activity also prepares children to use the flash cards independently at a later stage.

Activity 2c: Find the Letters

Materials Checklist:

- Pages 1–8 of the student’s book

Instructions:

1. Ask children to find a particular letter in the Alphabet Train (page 1 of the student’s book) and the picture reading cards (page 2–8 of the student’s book).

Activity 2d: Find the Matching Cards

Materials Checklist:

- Letter flash cards
- Pages 2–8 of the student’s book

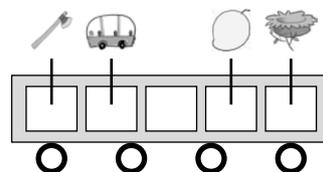
Instructions:

1. Ask children to match the given flash cards to the pictures on the student’s book pages 2-8.

Activity 2e: Hula hoop

Materials Checklist:

- Flash cards of the pictures and letters
- One hula hoop
- Learning Train



Instructions:

1. The pictures can be placed in the Learning Train and three random letters for each picture can be given to three children.
2. Ask children to come forward and identify which child is holding the correct letter for each picture.
3. Each child who comes forward can use the hoop to place it around the child with the correct letter.

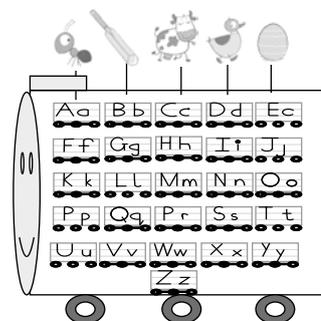
Activity 3a: The Alphabet Frieze

Materials Checklist:

- Alphabet Frieze
- Learning Train
- Picture puppets
- Letter puppets

Instructions:

1. Use the Alphabet Frieze and the Learning Train to display the letters that have been taught in class. Place a set of picture puppets in the Learning Train and another set in the Frieze. Children can take turns to go to the Learning Train, take a picture puppet, and find the corresponding letter in the Alphabet Frieze.
2. Place the pictures in the Alphabet Frieze/Learning Train and distribute the letter puppets among children to match.
3. Distribute the pictures and letters and ask children to find their matching partners. They can also place the picture and the letter puppets in the correct pockets in the frieze.
4. Let each child identify the letter their name begins with and pick up the letter puppet from the frieze.



Note: Pages 2–8 have pictures and a list of 98 naming words to help children build a vocabulary. A number of three-letter words have been included to familiarise children with the CVC words which they will be learning later.

Activity 3b: Find Your Partner

Materials Checklist:

- Picture puppets
- Letter puppets
- Learning Train

Instructions:

1. Divide the class into two groups.
2. Distribute the letter puppets among one group and the picture puppets among the other. Ask children to find their friends who have the matching letter/picture puppets.
3. Tell your students to place the related letter and picture puppets in the Learning Train.

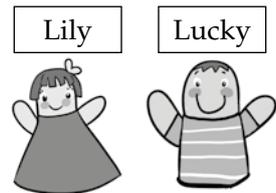
Activity 3c: Match Your Name

Materials Checklist:

- Name puppets (boy/girl puppets with the child's name)

Instructions:

1. Call out a letter. Ask your students whose name starts with the same letter.
2. Tell them to place their name puppets in the Alphabet Frieze according to the first letter of their name.



Activity 4: Letter Recognition Through Flash cards

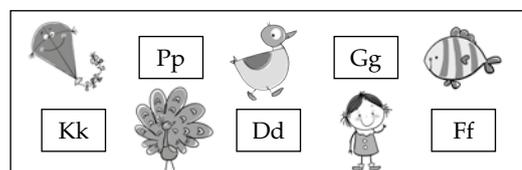
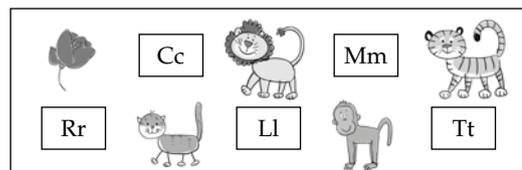
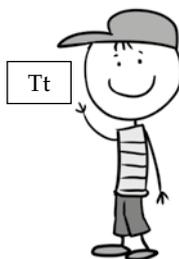
Materials Checklist:

- Letter flash cards
- Alphabet Frieze

Instructions:

1. Open pages 2–8 of the student' book to children.
2. Use the given flash cards and encourage children:
 - i. to find and place them on the same pictures in the reading chart.
 - ii. to arrange letters from Aa to Zz, using the book and the flash cards.
 - iii. to arrange letters in order without the book.
 - iv. to listen to the sound/name called out, find the correct letter, and flash it.
3. Ask children to arrange the flash cards in rows of five/six from Aa to Zz with the help of the Alphabet Frieze.

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz				



Teacher Buzz: A set of flash cards has been designed to help children learn the alphabet. These cards can be stored in a resealable bag. The cards can be used to help children revisit the order of the letters and also randomly identify the letters that are being introduced.

Activity 5a: Tracing Patterns

Materials Checklist:

- Sticks and sand pit/sand trays (with short rims)
- Chalks and slates
- Coloured crayons
- Newspapers
- White board markers
- Mini-whiteboards

Instructions:

1. Seat children around the sand pit and give them tracing sticks.
2. Demonstrate how to make different patterns.
3. In case you are using sand trays, wash and dry the sand before spreading them in trays.
4. Children can also use slates and chalks, coloured crayons on newspapers, or white board markers with mini-whiteboards for practice to make patterns.

Activity 5b: Letter Groups

Materials Checklist:

- Letter cards made of sandpaper (use four different base colours to make letters for each group)
- Sandpaper
- Adhesive
- Scissors
- 10 cm × 20 cm cards

Instructions:

1. Cut letters out of the sandpaper and mark direction arrows on each one. Paste these letters on cards.
2. Distribute the cards among the children to trace.
3. Introduce one direction at a time.
4. Follow the tracing with the activity pages.
5. You can also simultaneously introduce the capital and small case letters that follow the same direction.

Teacher Buzz: The recognition of letters can be introduced with the help of the flash cards. They can be arranged in order/random order with different kinds of activities. Refer to the Flash card Activity Guide section of the TG.

However, the writing of the letters can be introduced with letter groups that follow a similar directionality and pattern.

The letters in the book have been introduced according to the following patterns and follow the letter sets given here:

Upper Case Letters:

Straight lines: E, F, H, I, L, T

Diagonal straight lines: A, K, M, N, V, W, X, Y, Z

Starting counter clockwise: C, G, O, Q, S

Lines and curves: B, D, J, P, R, U

Upper and lower case letters which look alike:

C, K, O, P, S, J, U, V, W, X, Z

Activity 6a: Storytelling

Materials Checklist:

- 10 cm × 10 cm cards (one for each child)
- Sticks (one for each child)
- Adhesive
- Bowl/pot half-filled with water
- Page 9 of the student's book



Puppet making

Use the given picture to make crow puppets on 10 cm × 10 cm cards

Instructions:

1. Place the puppets and sticks in a bowl. Ask each child to pick up one puppet and one stick, and pass on the bowl.
2. Help them to paste the puppet and stick to make crow stick puppets.
3. Narrate the story given on page 9 of the student's book with finger, hand, and arm movements, with each child holding a puppet.
4. Take children for a pebble hunt. Give them small cloth bags to collect pebbles in
5. In the classroom, place a half-filled glass bowl/pot. Ask children to add pebbles and watch the water rise.

Teacher Buzz: Prepare the children for directionality by asking them to hold the stick puppet and move it in different directions.

Activity 6b: The Thirsty Crow

Materials Checklist:

- Sticks

Instructions:

1. Take children for a walk and search for a crow! Give children small sticks and ask them to trace patterns on the ground with them.
2. In class, ask children to recollect and describe the things they saw during their walk.

Activity 6c: Missing Objects

Instructions:

1. Change the location of a few things in the classroom and ask children to recall the missing objects.

Activity 7a: Thumbprints

Materials Checklist:

- Bowls
- Poster colours: red, blue, yellow
- Water
- Sponge
- Small tray
- Pages 10–11 of the student’s book

Two Little Dickie Birds
Two little dickie birds,
Sitting on a wall;
One named Peter,
One named Paul.
Fly away Peter!
Fly away Paul!
Come back Peter!
Come back Paul!

Instructions:

1. You will need two bowls for each group of five children. Start with one colour each day. Pour the colours and soak the sponge.
2. Before starting the activity, draw children’s attention to the thumb and the index finger with the rhyme ‘Two Little Birdies’. Start with the thumb and then repeat with the index finger.
3. Divide children into groups of five or six. Ask them to open their student’s book to pages 10–11. Draw their attention to the letters from Aa to Zz and the related pictures. Encourage them to press their thumb and finger (without the paint) within the outlines to build an understanding of the concept.
4. Work with one group at a time and demonstrate how to press the thumb or finger into the sponge and print within the outlines.
5. Complete two or three rows a day and change the colour each time.
6. If the class is ready, you can use more than one colour.

Teacher Buzz: The development of the pincer grip is essential. Children need it to develop a firm pencil hold. Different art techniques like thumb and finger printing can be used for the progress of the same.

The sequence of the letters of the alphabet can be taught through a combination of art and picture reading.

Activity 7b: Phonic Sounds

Materials Checklist:

- Letter Rhymes

Instructions:

1. Sing the Letter Rhymes given in the Action and Other Rhymes section of the TG and encourage children to sing along. You can add new words to the letter rhymes as your students master the sounds and words given in the following table. Words given in the picture reading chart can also be included.

A /a/-/a/apple	B /b/-/b/bat
C /k/-/k/cat	D /d/-/d/dog
E /e/-/e/egg	F /f/-/f/fan

G /g/-/g/girl	H /h/-/h/hen
I /i/-/i/ink	J /j/-/j/jug
K /k/-/k/key	L /l/-/l/lion
M /m/-/m/mat	N /n/-/n/net
O /o/-/o/ox	P /p/-/p/parrot
Q /kw/-/kw/queen	R /r/-/r/rabbit
S /s/-/s/sun	T /t/-/t/tap
U /u/-/u/up	V /v/-/v/van
W /w/-/w/water	X /ks/-/ks/fox
Y /j/-/j/yak	Z /z/-/z/zebra

Teacher Buzz: For each letter, the name of the letter is followed by its sound. For example, in /a/-/a/ ant, A is the name of the letter and /a/-/a/ is the sound of the letter as heard in the suggested word.

Though the sounds of X and Q are combinations of two sounds, we introduce them with all the letters of the alphabet. The sound of X is introduced and is clearer in words like box, fox, axe, six, ox, rather than the xylophone or xmas tree. Therefore box is used for the phonic introduction.

Activity 7c: Listen and Respond

Materials Checklist:

- Tambourine or bell

Instructions:

1. Play a tambourine or ring a bell in the class to draw the attention of children. They can then be invited to move to the beat and rhythm as the teacher plays the instrument fast or slow.

Activity 7d: Listen and Identify

Materials Checklist:

- Small containers of plastic/metal/wood of similar sizes
- Large and small pebbles
- Sand

Instructions:

1. Make sets of sound boxes with the containers by filling them with different things inside. Make two boxes with large pebbles, two with very small pebbles, and two with sand, and seal them.
2. Give children a chance to shake the containers, listen to the sounds, and match the ones with the same sound.

Note: Ensure children do not swallow items like small pebbles and beads.

Activity 7e: Listen and Act

Instructions:

1. Play 'Simon Says' to encourage children to listen and follow the instructions. (Instructions can be easily found on the internet.)
2. You can replace Simon with any interesting character that children will respond to. For example, 'The Princess says, sing!' or 'Mr Bear says, dance!'

Activity 7f: Listen and Arrange the Colours

Materials Checklist:

- Cut-outs/beads/blocks of various colours

Instructions:

1. Give children three colours of cut-outs/beads/blocks, e.g. yellow, red, and blue.
2. After children are familiar with the colours, encourage them to listen to the order you want them to arrange them in. For example, 'place yellow, red, blue' or 'place red, yellow, blue'.

Activity 7g: Bingo

Materials Checklist:

- Bingo worksheet

Instructions:

1. Make bingo picture worksheets using the illustrations given in the picture reading chart (pages 2–8 of the student's book). Children can listen to the names of pictures and cross them out from the worksheet.

Teacher Buzz: Start with the preparation before introducing different concepts to children. Listening activities must go hand in hand with phonics. In order to learn the letters, children require exposure, repetition, and practice. They also need to:

- Connect the sound with the letter.
- Recognize the small case letter.
- Relate the pictures to the letters they begin with.
- Place the letter in the Alphabet Frieze.

You can introduce the starting sound and help children identify the pictures for each letter and complete the activity page before proceeding to the writing/transcription of each letter.

Activity 8: Preparing to Write

Materials Checklist:

- Crayons and paper
- Chalk and slate
- Sticks and sand
- Finger tracing cards/charts

Instructions:

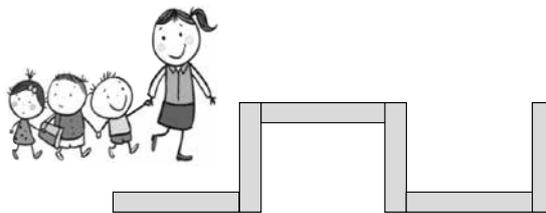
1. Encourage children to draw with different coloured crayons on papers, with chalk on slates, with sticks in sand. Use this activity as preparation for writing all the letters.
2. Make finger tracing cards/charts for children to trace the letters.

Note: Children can develop muscle control by tracing patterns in sand and in air, as well as freehand painting and writing on slates.

Activity 9: Pattern Walk

Material Checklist:

- Poster colours
- Flat, thick paintbrush
- Wet chalk
- Pages 12–13 of the student's book



Instructions:

1. Paint/draw a pattern on the floor, make vertical and horizontal lines for children to walk on as given in the image.
2. Introduce pages 12–13 of the student's book to children. Let them trace the patterns independently.

Activity 10a: Paint Patterns

Material Checklist:

- Poster colours
- Flat, thick paintbrushes
- Newspapers/old sheets

Instructions:

1. Seat the children with poster colours, paint brushes, and sheets to paint on.
2. Demonstrate how to use the material and ask them to paint patterns on the sheets.

Activity 10b: Animal walk

Instructions:

1. Ask children to jump like a monkey, hop like a kangaroo/frog/rabbit, run like a deer, waddle like a duck, or crawl like a caterpillar. Have fun and participate with children.

Activity 11: Ice Cream Sticks

Materials Checklist:

- Ice cream sticks (for each student)

Instructions:

1. Distribute the sticks to children. Ask them to arrange ice cream sticks to make the letter L.

Note: This activity can be repeated for the letters T, I, H, F, E and later A, K, M, N, V, W, X, Y, and Z.

Activity 12: Paper Strips

Materials Checklist:

- 10 cm × 1 cm coloured paper strips (for each student)
- Adhesive
- Blank paper

Instructions:

1. Give children the correct number of long and short strips for each letter given in activity 11.
2. Spread adhesive on the paper and ask children to paste the strips to make the letters.
3. Introduce pages 16–17 of the student's book to children and help them to complete the exercises on the pages.

Teacher Buzz: Before introducing each letter, refer to and choose from the activities numbered 1 (1a, 1b, 1c, 1d, 1e), and 7 (7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h).

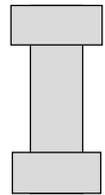
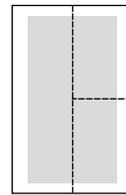
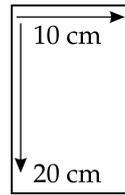
Activity 13: The Letter I

Materials Checklist:

- One 10 cm × 20 cm strip of chart paper

Instructions:

1. Cut the 10 cm × 20 cm chart paper lengthwise into two. Then, cut one part into two and paste to make the letter 'I'.
2. Pass the cut-out of the letter 'I' and let children hold it and say, 'I am a girl/boy'.



Activity 14: Hat Day/Hut

Materials Checklist:

- Hats

Instructions:

1. Plan a 'Hat Day' in school. Each child can bring a hat from home to wear.
2. Place all the hats along with several other objects on the floor. Ask children to pick out a hat each.
3. Make a cardboard cut-out of a hut. Ask children to race and touch it.

Activity 15a: Fruit Day

Materials Checklist:

- One fruit for each child
- Knife
- Big bowl
- Salt
- Pepper
- Lemon
- Trays
- One small plate for each child
- One fork for each child
- Mats or newspapers

Instructions:

1. Divide the class into 4–5 groups and send a note to parents to give their child one fruit to carry to class.
2. Collect the fruits the next day, wash them, and spread mats or newspapers on a table.
3. Place all the fruits on the table and ask children to try to name the fruits.
4. Cut the fruits into small pieces and add pepper, salt, and lemon. Let children help to serve the fruit treat. Enjoy it with them!
5. Describe each step of making the fruit treat to children. When you finish, encourage them to describe the process step-by-step.

Activity 15b: Garden

Materials Checklist:

- Origami sheets of crepe paper of five different colours (one sheet for each child)
- One drawing sheet for each child (to be used as a book cover at the end of the activity)
- Adhesive
- Crayons

Instructions:

1. Take five colours of origami sheets and fold each sheet into four. Draw a flower and cut it out. You will have twenty flowers.
2. Show children the flowers to teach them the letter F.
3. Place the flowers in a bowl and ask each child to choose flowers of any four colours. Help children to paste the flowers on a drawing sheet and draw grass to complete the garden.
4. The drawing sheet can then be used as a book cover.

Activity 16: Frog Race

Materials Checklist: (to make one headgear)

- 6 cm × 55 cm strip of chart paper
- Cut-out of a frog
- Stapler

Instructions:

1. Show your students a frog cut-out and ask them to identify it.
2. Keep a strip of chart paper and a frog cut-out ready for each child. Fold the strip into half lengthwise and staple the frog onto the first fold. Your frog crown is ready.
3. Call children and place the crowns around their head. Staple the ends to fit the crown firmly.
4. Invite children for a frog race.

Activity 17: Train

Materials Checklist:

- String
- Pictures of objects beginning with the letter E
- Sticker sheet (in student's book)
- Paper clips
- Pages 26–27 of the student's book

Instructions:

1. Make a track and pin pictures of objects starting with the letter E on a string alongside the track.
2. Take children outside and invite them to join you in making a train. Sing the following rhyme along with them.

Engine, engine number nine,
Come little children, make a line,
Chook, chook, chook, chook we will go!
E for engine, did you know?

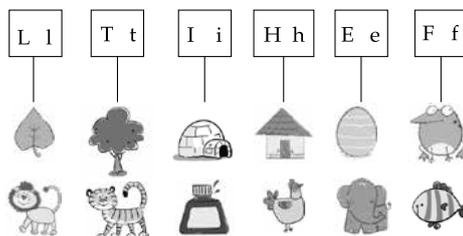
3. Guide children on to the track. Introduce the pictures to children.
4. In the class, introduce pages 26–27 of the student's book to children. Draw their attention to the picture marks where they have to paste the stickers.
5. Ask children to open the sticker sheet and identify the egg, the elephant, and the engine.

- Demonstrate how to take the stickers out and paste them on the watermarks on the activity page.
- Ask children to paste the stickers on the activity page.

Activity 18: Find Your Partner

Materials Checklist:

- Letter puppets
- Picture puppets (2–3 for each letter)
- Sticker sheet (in student’s book)
- Learning Train
- Page 29 of the student’s book



Instructions:

- Distribute the letter puppets and one set of picture puppets among children.
- Ask your students to find their partners and match the letters to the picture puppets.
- Ask children to place the letters and the corresponding picture puppets in the Learning Train.
- Repeat the activity with different groups with the next set of picture puppets.
- Introduce pages 29 of the student’s book to children. Ask your students to open the sticker sheet and draw their attention to the next set of stickers: t-tree, l-lamp, i-inkpot, f-fan, h-hat, and e-elephant.
- Demonstrate how to take the stickers out from the sheets and paste within the outlines.
- Monitor the pasting of the first sticker to ensure that children have understood the process. Repeat the same process for all the sticker pages.

Activity 19: A for Apple

Materials Checklist:

- Red origami sheets of crepe paper to make cut-outs (four apples can be cut from each sheet; there should be one apple for each child)
- Bowl
- Adhesive
- Page 30 of the student’s book

Instructions:

- Fold the origami sheets of crepe paper into four. Draw outlines of apples. Cut them and place in a bowl.
- Ask children to pick up one outline each and pass the bowl.
- Introduce page 30 of the student’s book to children.
- Demonstrate how to spread the adhesive on the cut-out and stick onto the apple outline on page 30. Let children stick the cut-outs.
- Give children green crayons and ask them to draw a leaf for the apple.

Activity 20: Follow the Arrow

Materials Checklist:

- Cut-out of arrows/paint
- Adhesive

Instructions:

- Place/paint arrows in different directions for children to follow.

Activity 21: Hunting for Nests

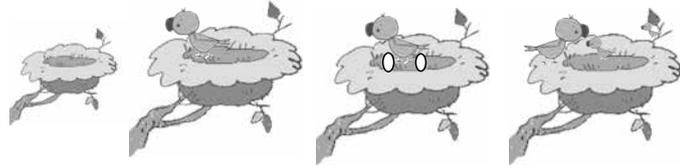
Instructions:

1. Teach the letter N by showing nests to children.
2. Go for a walk in the park and look for nests on trees.

Activity 22: Building a Nest

Materials Checklist:

- Twigs
- Cut-out of a bird
- Cut-outs of fledglings
- Cut-outs of eggs
- Half a chart paper with an outline of a nest



Instructions:

1. Collect twigs with children and paste them on the outline of the nest.
2. Ask children to keep observing the nest. Place a bird, eggs, and fledglings on different days and surprise children!
Day 1: Paste grass and twigs to make a nest.
Day 2: Paste a bird cut-out.
Day 3: Paste egg cut-outs/shells.
Day 4: Paste cut-outs of fledglings.

Activity 23: My Name

Materials Checklist:

- Hand mirror
- Decorated flat box

Instructions:

1. Show children the mirror and help them to name the object.
2. Place the mirror in a decorated flat box and tell children that they are going to see someone very special as they pass the box around.
3. You can demonstrate how to pass the box. Teach them how to stop to look at the reflection and say, 'Mirror mirror in the box, I am as special as special as can be. My name is... and I just love me!'

Activity 24: Vegetable Shop

Materials Checklist:

- Vegetables
- Weighing scales

Instructions:

1. Teach the letter V by showing vegetables to children.
2. Ask children to bring a vegetable to school. Set up a vegetable shop in class.
3. Show children how vegetables are weighed.
4. Help your students identify the different vegetables.
5. Take children for a ride in the school van.

Activity 25a: Water Day

Materials Checklist:

- Small jugs or mugs
- Small buckets/beakers/old bottles

Instructions:

1. Teach the letter W by showing water to children.
2. Place the water containers outdoors. Let children take chances to fill and pour from one container to another.
3. You can also introduce words like fill, pour, half, full, and empty.

Activity 25b: Water Activity

Materials Checklist:

- Small jugs or mugs
- Trays
- Pebbles, straw, grass, leaves, and so on.

Instructions:

1. Seat children in a circle and place a container (preferably transparent) of water in the middle of the circle.
2. Place different kinds of objects on a tray. Ask children to put them in the container and observe and describe what happens to the objects.
3. Introduce the letter with objects (Ww: watch, water, watermelon. Use objects found in the surroundings whose names begin with the related letter).
4. Introduce the letter Ww and help children trace it. It can be introduced with ice cream sticks, pictures, names, and the phonic sound.

Activity 26: Story Time: The Ant and the Elephant

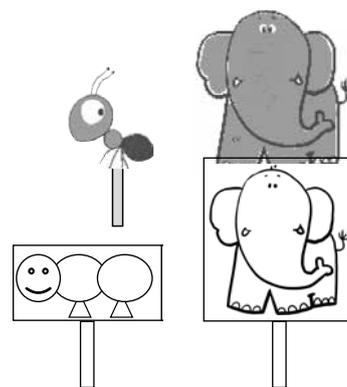
Materials Checklist:

- Stick puppets of an ant and an elephant (for each child)
- Page 41 of the student's book

Instructions:

1. Seat children in a circle.
2. Place the puppets in a tray. Ask children to pick up an elephant and an ant, place the puppets in front of them, and pass the tray.
3. Narrate the story with the help of the puppets.
4. Encourage children to picture read and narrate the story.

Note: You can make stick puppets similar to the one shown



Activity 27: Teacher Says

Instructions:

1. Play a game of 'Teacher Says!' Give children directions to stand near, far off, beside, in front of, behind, etc. Repeat the activity with different position words on different days.

Practice Activity: The Letter X

Materials Checklist:

- Pages 42–43 of student's book

Instructions:

1. Introduce the letter Xx through pictures, ice cream stick formations, names, and phonic sounds activity.
2. Introduce pages 42–43 of the student’s book to children and help them to complete the exercises on the pages.

Teacher Buzz: The phonic sound of the letter Xx is best heard in the words box, fox, mix, six, ox. Here we stress on the last sound of the words which is an exception to the phonic drills, where we usually use the phonic sound as the sound of the first letter of the words.

Activity 28: Y for Yak**Materials Checklist:**

- Pieces of sponge
- Small bowls
- Green poster colour
- Drawing sheets
- Cut-outs of yaks

Instructions:

1. Teach the letter Y using cut-outs of yaks.
2. Seat children in small groups and place a bowl with green poster colour in the centre of each group.
3. Give each child a drawing sheet and a piece of sponge to make the grass.
4. Demonstrate how to dip the sponge in the green poster colour, clean it on the sides of the bowls, and sponge-print on the sheet to make green grass.
5. Ask children to follow the same method and make the grass on their drawing sheets. Leave the sheets to dry.
6. Once the drawing sheets have dried, redistribute them. Give children cut-outs of yaks and ask them to paste the yaks on the grass.
7. Show them pictures of yaks in their natural surroundings.
8. Introduce the letter with objects (Yy: yo-yo, yarn. Use objects found in the surroundings whose names begin with the related letter). It can also be introduced by tracing, pictures, ice cream stick formations, names, and phonic sounds activity.

Activity 29: Y for Yo-yo**Materials Checklist:**

- Yo-yo

Instructions:

1. Teach Y by showing children a yo-yo.
2. Bring a yo-yo to the class and let children take turns to play with it.

Activity 30: K for Kite**Materials Checklist:**

- 1 square
- 1 small triangle
- Two 1 cm × 10 cm coloured strips of kite paper
- Some string
- Adhesive

Instructions:

1. Teach the letter K by showing children a kite.
2. Place the material on a tray and ask children to pick up a square, a triangle, a stick, and two strips of kite paper.
3. Demonstrate how to paste the shapes and the strips (to make the tail of the kite).
4. Stick some string to the kite to complete it.
5. Let children carry the kite home.
6. Introduce the letter with concrete objects (Kk: key, kettle. Use objects found in the surroundings whose names begin with the related letter). It can also be introduced by tracing, pictures, ice cream stick formations, names, and phonic sounds activity.

Activity 31: Z for Zoo**Materials Checklist:**

- Animal models and pictures
- Branches
- Cardboard boxes
- Play dough to fix the branches on

Instructions:

1. Teach the letter Z by taking children to a zoo.
2. Show children the animals and talk about their habitats and natural environment.
3. Explain how animals are kept in the zoo for protection and also so that we can see and learn about them. Talk about being kind to animals.
4. Replicate a zoo. Place the play dough on a table and fix branches on it to make trees. Place cardboard boxes between them to make animal enclosures.
5. Distribute the animal pictures and models to children and ask them to place the models in the zoo.

Practice Activity: Birthday Caps**Materials Checklist:**

- Birthday caps

Instructions:

1. Teach the letter C by showing caps to children.
2. Place birthday caps in a row and ask children to race, wear them, and return to the starting point.
3. Practise both kinds of phonic sounds of the letter C (the hard 'C' and the soft 'C' sound).

Activity 32: The Letter O**Materials Checklist:**

- Drawing sheets/scrap books/notebooks
- Onions cut into thick slices
- Bowls
- Sponge dipped in poster colours

Instructions:

1. Cut the onion into circular slices.
2. Seat children in small groups. Place a bowl with a sponge dipped in poster colour and sliced onions in the middle of every group.
3. Distribute the sheets and demonstrate how children can pick up a onion circle, dip it in the bowl, and print on the sheets.

4. After the sheets dry, give crayons and ask them to outline the O.
5. Introduce the letter with objects (Oo: orange, olive. Use objects found in the surroundings whose names begin with the related letter), tracing, picture reading, finding the letter in the Alphabet Train on page 1, names, and phonic sounds. Draw the attention of children to the fact that the capital and small case letter O look the same.

Activity 33: Caterpillar Walk

Materials Checklist:

- Picture of a caterpillar

Instructions:

1. Show children the picture of the caterpillar and teach them the letter C.
2. Divide children into groups of five. Ask them to hold each other around the waist and do a caterpillar walk to the beat of music.
3. Introduce the letter with objects (Cc: cap, cake, carrot, car. Use objects found in the surroundings whose names begin with the related letters), tracing, picture reading, finding the letter in the Alphabet Train on page 1, names, and phonic sounds. Draw the attention of children to the fact that the capital and small case letter C look the same.

Activity 34: Q for Queue

Instructions:

1. Teach the letter Q by forming a queue with children.
2. Tell children how a queue helps us.
3. Introduce the letter with objects (Qq: quill, quilt, and queen. Use objects found in the surroundings whose names begin with the related letter). Carry out activities such as tracing, picture reading, finding the letter in the Alphabet Train on page 1, names, and phonic sounds.

Activity 35: The Letter G

Materials Checklist:

- Grapes
- Drawing sheets
- Bowls with a sponge dipped in poster colours
- Newspapers
- Crayons

Instructions:

1. Teach the letter G by showing the grapes to children.
2. Seat children in small groups. Place two bowls in the middle of the groups. The bowls should have sponge dipped in green/purple poster colours.
3. Distribute the sheets and demonstrate how children can make a bunch of grapes by dipping their thumbs or fingers in the sponge and printing on the sheets.
4. Encourage children to make many small bunches on the sheet and draw leaves with crayons to complete those bunches. You can display them with children's names written on the sheets.
5. Children can also tear and paste green paper to make grass.
6. Repeat some of the activities suggested for letter introductions with the Learning Train, Alphabet Frieze, puppets, and objects.

Activity 36: S for Snake

Materials Checklist:

- Chart paper
- Scissors
- Pencil
- Crayons

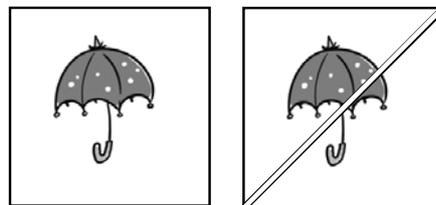
Instructions:

1. Draw an 'S' on the floor and ask children to walk from one end of it to the other.
2. Trace the shape of a snake on the chart paper and cut it out.
3. Give children cut-outs of snakes and ask them to colour the cut-outs in with crayons.
4. Teach children 'S' by showing them the snake cut-outs.

Activity 37: Umbrella Dance

Materials Checklist:

- Umbrellas
- 10 cm × 10 cm cards of thick paper of different colours
- Markers
- Scissors



Instructions:

1. Draw/paste pictures of umbrellas on two cards of 10 cm × 10 cm.
2. Cut one card into two and leave the other one as the guiding picture.
3. Ask children to carry their umbrellas to school and have an umbrella dance.
4. Divide the class into groups of three/four.
5. Demonstrate how they have to place the guiding picture in front and then use the two pieces to make the same picture.
6. Let children complete the puzzles. Help them to stick the completed umbrella puzzle onto a sheet of paper.
7. Ask children to identify the object they have just made.

Activity 38: Jelly Dance

Materials Checklist:

- Music
- Jelly

Instructions:

1. Show the jelly to children.
2. Play music and ask children to jiggle up and down to it. You can sing the following song:
We are going to the city, we are going to the fair, to see a jiggling juggler, jiggling everywhere,
Jiggle to the bottom and jiggle to the top, Jiggle jiggle jiggle till I stay stop!

Activity 39: Show Your Doll

Materials Checklist:

- Dolls

Instructions:

1. Teach the letter D by showing a doll to children.
2. Ask each child to carry a labelled (with the name of the child) doll to class. Tell children to sit in a circle with their dolls.

3. Encourage each child to show their doll and tell everybody its name using the following format: 'This is my doll. Its/her/his name is...'
4. Children can then make small groups and share the dolls. Tell children to request each other to play with each other's toys and not pull them. Also ask them to thank each other and be careful with the dolls.

Activity 40: Pencil Art

Materials Checklist:

- Pencil shavings
- Bowls
- Drawing sheets
- Glue

Instructions:

1. Collect pencil shavings and place them in small bowls.
2. Seat the children in small groups and place the shavings in the middle.
3. Spread glue on the drawing sheets and ask them to paste the pencil shavings to make flowers.

Activity 41: Pass the Parcel

Materials Checklist:

- Balloons/balls/bears/any other soft toy

Instructions:

1. Introduce pages 72–73 of the student's book to children. Teach the letter B by helping children to trace it correctly in the student's book.
2. Help children learn B with the help of words and objects whose name starts with B.
3. Ask children to sit in a circle and pass balloons, balls, or teddy bears. Tell them to name the object as they pass it around.

Activity 42: The Bell

Materials Checklist:

- Small bell

Instructions:

1. Arrange for a small bell. Let children take turns to say the word 'bell' and ring it.

Activity 43: Jumping Rope

Material Checklist:

- Small skipping ropes

Instructions:

1. Take the children outside. Ask someone to hold the rope a few inches up from the ground and ask the children to jump over it. Gradually increase the distance from the floor and draw the attention of the children to the increased distance before they attempt to jump over it.
2. Give the children skipping ropes and demonstrate how one can skip. Allow them time to explore and try skipping.

Activity 44: Juggling

Materials Checklist:

- Balls (to juggle)

Instructions:

1. Teach children the letter J by introducing children to juggling.
2. Show children how to juggle two balls and let them juggle for themselves.

Activity 45a: Friendship Bands**Materials Checklist:**

- Strips of satin ribbon (one for each child)
- Cut-outs of roses, rabbits
- Bowl

Instructions:

1. Teach children the letter R using cut-outs of roses, rabbits, etc.
2. Place cut-outs of roses and rabbits in a bowl. Place different coloured strips of satin ribbons in another bowl.
3. Ask children to pass the bowls around and pick up a cut-out and a ribbon of their choice. Tell children to name the cut-out as they pick it up.
4. Help children to staple a cut-out to a piece of ribbon to make a friendship band.
5. Each child will choose a friend to tie the band.

Activity 45b: Match the Cards**Materials Checklist:**

- Flash cards of capital letter R and small letter r
- Picture cards (of various objects including rose, rabbit, etc.)
- Pages 74–75 of the student’s book

Instructions:

1. Introduce pages 74–75 of the student’s book to children. Teach them the letter R by helping children to trace it correctly in the student’s book.
2. Help children learn the letter R with the help of words and objects whose name starts with R, like rope, rose, and rabbit, etc.
3. Children can also say the word ‘rope’ as they jump over a rope.
4. Divide children into small groups.
5. Give them the flash cards of ‘R’ and ‘r’. Ask children to match the capital letter with the small letter.
6. Distribute the picture cards to the groups and ask children to pick up the cards of objects whose names start with R.

Activity 46: Letter Recognition**Materials Checklist:**

- Large cut-outs of all the letters.
- Twenty-six 10 cm × 10 cm flash cards
- Clothes line
- Clothes pegs
- Crayons

Instructions:

1. Give the letter cut-outs to children and let them enjoy dancing while holding the cut-outs.
2. Take twenty-six 10 cm × 10 cm flash cards and make outlines of the letters.
3. Give each child a flash card. Ask children to colour the letters in colours of their choice.
4. Pin up a clothes line in the classroom.

5. Ask children to come to the clothes line one by one and help them to clip the letters in order from A to Z onto the clothes line.

Note: The flash cards can be of uppercase letters and of lowercase letters as well.

Practice Activity: First Letters

Materials Checklist:

- Flash cards
- Pages 102 and 103 of student's book

Instructions:

1. Open to page 102 and 103 of the student's book.
2. Ask children to look at the pictures on the said pages of the student's book.
3. Tell your students to place the first letters (flash cards) next to the pictures.

Practice Activity: Fill in the Blanks

Materials Checklist:

- Flash cards
- Pages 102 and 103 of student's book

Instructions:

1. Ask children to fill in (write) the first letter (after placing the flash cards) one row at a time.

Practice Activity: Build Words

Materials Checklist:

- Flash cards
- Flash card Activity Guide (in the TG)

Instructions:

1. Refer to the activities in the Flash card Activity Guide and let children build words independently.

Practice Activity: Pattern Reading Charts

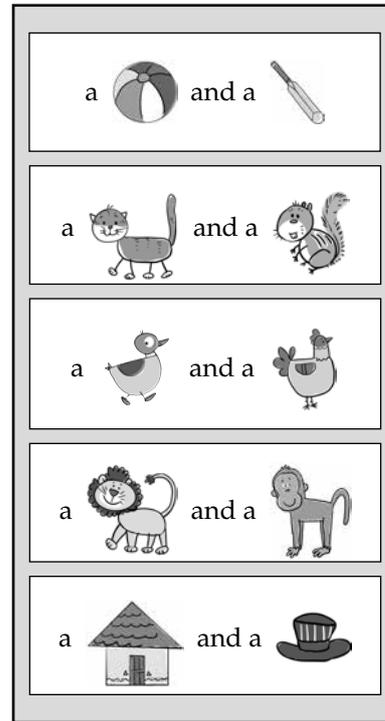
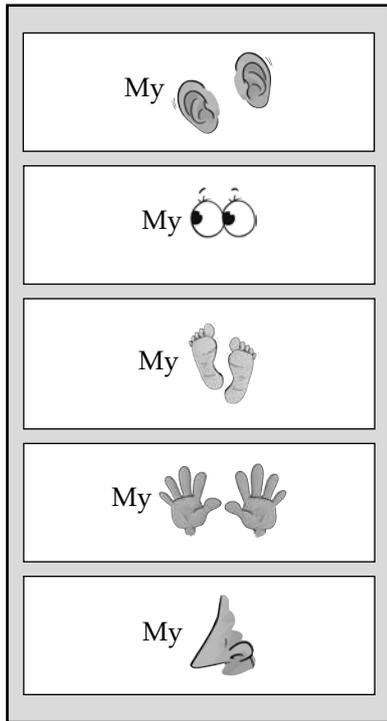
Materials Checklist:

Pattern Reading worksheets can be made with:

- A4 sheets
- Resealable transparent bags
- Markers

Instructions:

1. Make pattern reading charts as the sight words are introduced.
2. Place the charts in a tray.
3. Encourage children to take one chart at a time, read it, and place it back on the tray.



Practice Activity: Reading Wall/Sight Words

After children start recognising small case letters, introduce them to two letter words. Pictures can also be introduced with small words to encourage children to read.

Materials Checklist:

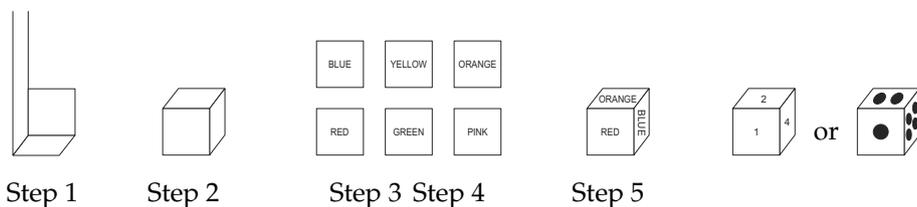
- A chart paper with 10 cm × 10 cm pockets (which can be put up on the board)
- Stick puppets of two letter words

Instructions:

1. Put up one word at a time on the Reading Wall and add to the words as children master them.
2. If children are ready, introduce three letter words as well.

HANDMADE RESOURCES

How to Make Handmade Dice:



Materials Checklist:

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

Instructions:

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

How to Make Handmade Counters:

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

Materials Checklist:

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

Instructions:

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

VOCABULARY BANK

Vocabulary bank for A to Z.

By the end of Nursery, children can be introduced to a large number of words. Given below is a vocabulary bank for the reference of teachers.

List of objects used to introduce the letters					More Words
a	apple	ant	arrow	ambulance	acrobat, accident, actor, dress, ankle, animals, alphabet
b	ball	balloon	bat	boy	bubbles, baby, bead, bucket, bus, biscuit, basket, book, bicycle, bird, bee, bear, button, bed, bun, butterfly, beetle, bonnet, berry
c	carrot	cake	candle	car	cabbage, camera, crown, clown, cone, cupboard, cage, camel, computer, castle, cow, cookie, curtain
d	doll	duster	dustbin	door	dinosaur, doctor, dentist, dustbin, donkey, door, dish, diamond, diary, desk, dot
e	egg	envelope	engine (toy)		entrance, exit, exercise, empty
f	flowers	foil	flag	fork	fan, four, for, forest, five, finger, farmer, fish, fire, football, face, fairy, foot, footprints, funny, fence, field, flag, feather
g	girl	grass	grapes	guava	gift, goat, gorilla, guitar, goblin, gold, garden, garbage
h	hat	handkerchief		hand	hanger, hand, horse, handle, honey, horns, hair, head, heart
i	ink pot	insect	iguana		invitation
j	jug	jacket	jam	jar	juice, jeans, jelly, jewels, jigsaw
k	kite	key	kettle	kitchen	king (dress up a child), ketchup
l	lamp	lemon	latch	leaf	lipstick, leg, lettuce, lemonade, lift, lid, lock, letter, light, lollipop, lobster
m	mango	mug	mat	mirror	money, mother, mouse, mouth, moon, marble, milk, mountain
n	nib	needle	net	newspaper	noodles, neck, nest, necklace
o	orange	onion	olive	ox	ostrich
p	pencil	pen	paper	potato	pillow, parcel, pebble, popcorn, pastry, page, panda, parrot
q	queen (dress up a child)		quilt	queue	quill

r	rubber band	rose	rope	rattle	radio, rabbit, ribbon, roof, rainbow, ring, rose, rice, rain
s	stick	stamp	spoon	socks	slippers, sack, soap, spider, star,
t	table	tap	tiles	tub	tank, tooth, telephone, tent, tiger, toast, train, toys
u	umbrella	urn	uniform	underwear	
v	vase	van	violin	vegetables	vest
w	watch	water	wax	watermelon	worm, wind, wall
x	x-ray	box	fox	taxi	six
y	yo-yo	yarn	yogurt	yatch	yellow
z	zip	zigzag	zebra		zinnia

ASSESSMENT GUIDE

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

Assessment helps:

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

How to record/gather information for assessment:

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

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



Exceeds learning expectations.
Can work independently all the time.



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



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



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

Criteria to decide informal assessment pattern:

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

Sample Observation Checklist*

Name:

Class:

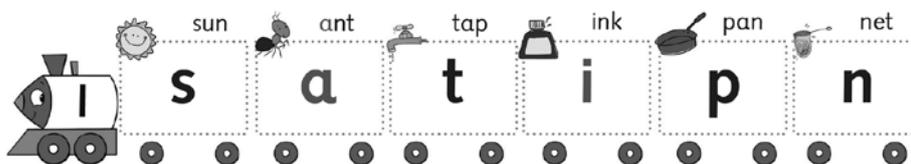
Suggested Category				
Emotional and Social Development				
Adapts to the new class and friends				
Follows classroom rules				
Enjoys group activities				
Makes new friends				
Feels emotionally secure				
Identifies self				
Language Development				
Expresses needs in English				
Expresses needs in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

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

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

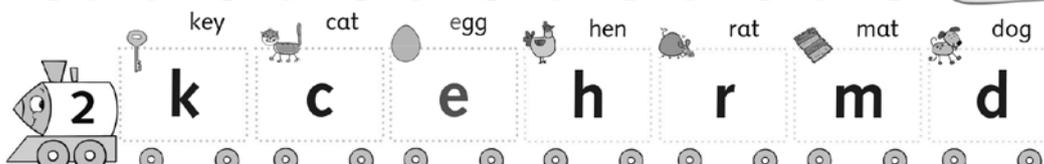
MY LETTERS AND SOUNDS TRAIN

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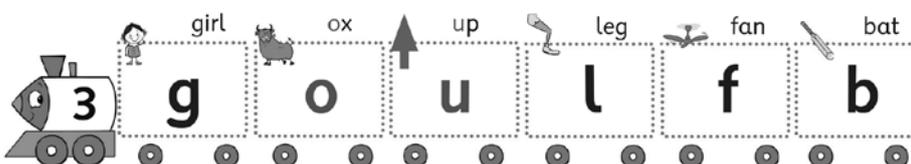


Did you know?
Words are made of sounds! Letters and letter groups are used to show the sounds that make words.

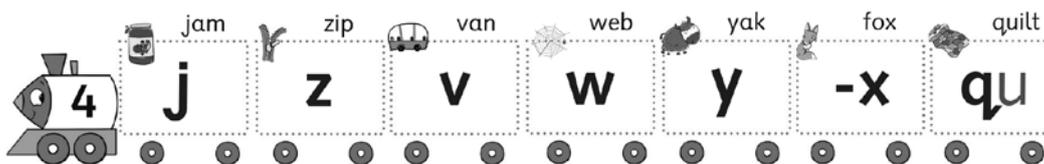
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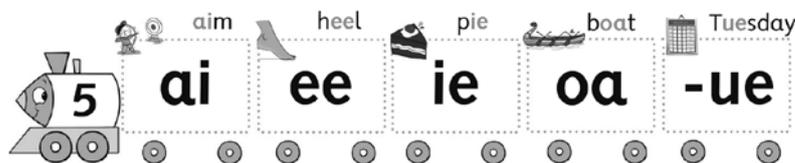
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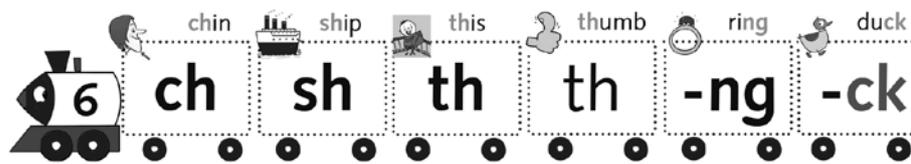
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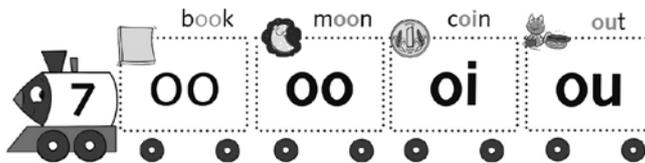
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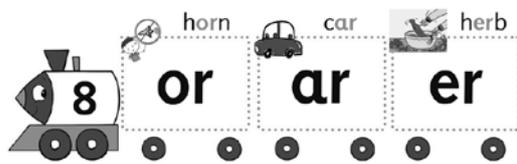
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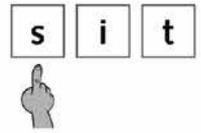
Note to the teacher: Say the sounds as you see each grapheme/letter or letter groups to learn the basic sound-symbol association. Avoid using the names of letters while practicing the sounds. The given pictures help to say the sounds that the graphemes/letter/letter groups represent. Learning must not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

Sounds, Letters, and Words

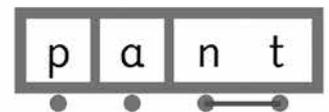
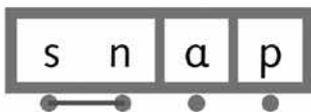
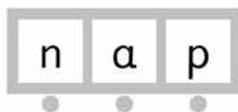
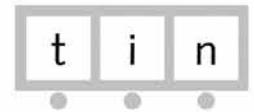
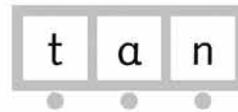
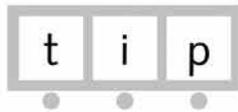
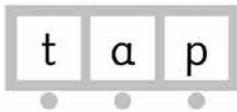
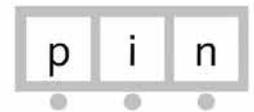
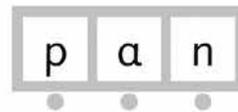
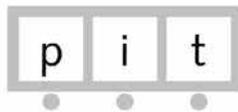
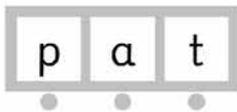
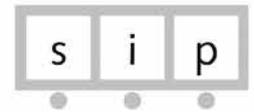
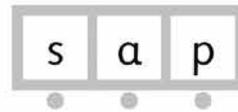
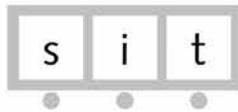
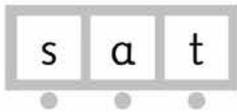
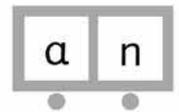
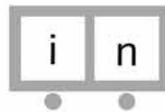
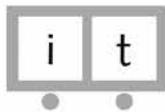
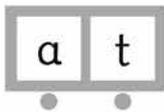
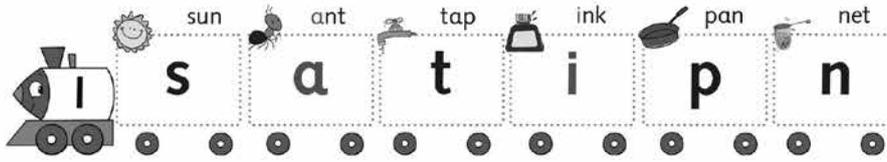
Say the sounds. Segment the words on your fingers (palm facing yourself) to spell.



Blend the sounds to read.



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



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

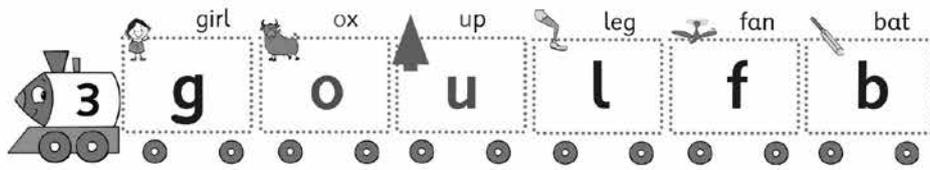


Blend the sounds c a t to read.

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

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

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



g a s

p e g

e g g

d o g

l o g

d o g

p o t

c o t

m o p

h o g

h o t

r o d

h o p

s u n

c u t

h u m

n u t

c u p

h u g

m u g

g u m

t u g

r u n

s u m

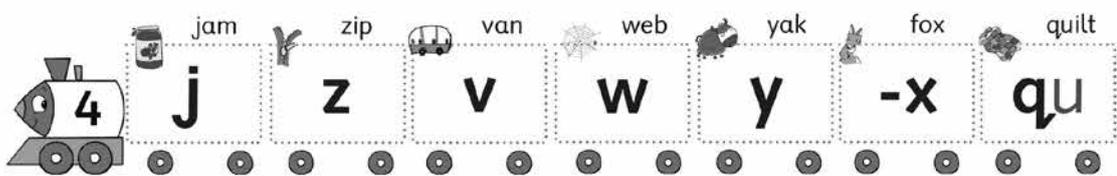
m u d

r u g

s t o p

d r o p

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



j o g

j a m

j e t

j u g

z i p

z a p

w e b

w i n

w e t

v a n

v e t

y e t

y a k

s i x

f o x

b o x

w a x

m i x

v e s t

q u i l t

Long Vowel Sounds

ai

ai m

r ai n

p ai l

n ai l

s ai l

t r ai n

s n ai l

ay

d ay

h ay

s ay

r ay

w ay

p l ay

t r ay

a ... e

c a k e

b a k e

l a k e

n a m e

c a m e

s a m e

l a t e

g a t e

d a t e

/ee/

ee

ea

b ee

n ea t

s ee

s ea t

h ee l

k ee p

p ee p

f ee d

n ee d

s ee d

ey

k ey

/igh/

igh

i ... e

n igh t

h i d e

l igh t

s i d e

t igh t

r i d e

r igh t

b i t e

ie

p ie

k i t e

t ie

p i l e

t i m e

oa

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

t oa d
 s oa p
 l oa f

ow

b ow
 s ow
 l ow

o ... e

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

/yoo/

-ue

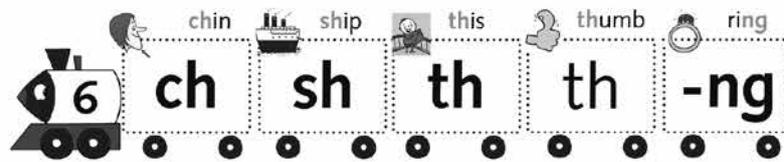
v al ue
 ar g ue
 T ue s d ay
 b ar be c ue

u ... e

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

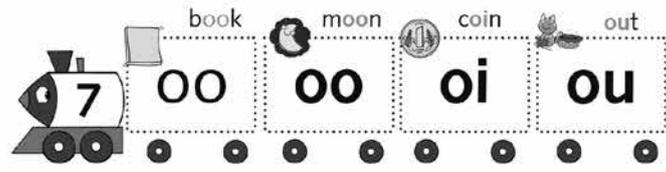
More Sounds

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



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

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



g oo d

z oo

oi l

ou t

h oo d

m oo

c oi n

l ou d

w oo d

c oo l

j oi n

h ou s e

f oo t

p oo l

b oi l

m ou s e

b oo k

m oo n

s oi l

r ou n d

h oo k

f oo d

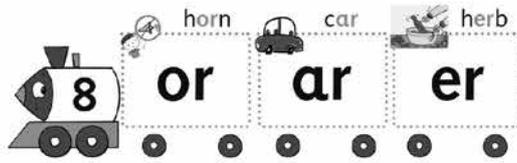
r oo m

oy

b oy

t oy

/or/
/ar/
/er/



or

ar

er

ir

f or k

ar m

f er n

s ir

c or d

f ar

h er b

f ir

h or n

c ar

k er b

g ir l

b or n

j ar

b ir d

c or n

f ar m

sh ir t

t or n

c ar d

ch ir p

p ar k

s t ar

d ar t

