ಕರ್ನಾಟಕ ಸರ್ಕಾರ
ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ

Balachethana-2

UKG

English

WORK BOOK

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ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ
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ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳ ವಿವರ

ಶ್ರೀಮತಿ ಲೀಲಾವತಿ ಪಿ.ಎಸ್. ಉಪನ್ಯಾಸಕರು ಡಯಟ್ ಬೆಂಗಳೂರು ಉತ್ತರ	**ಶ್ರೀ ಶಿವಮೂರ್ತಿ ಹಣಜಿ** ಸಹಾಯಕ ನಿರ್ದೇಶಕರು, ಕಲಾವಿಭಾಗ ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ. ಬೆಂಗಳೂರು
ಶ್ರೀಮತಿ ಸಪೂರ್ ಉನ್ನೀಸ ಎಂ ಸಿ.ಆರ್.ಪಿ, ಸಿ.ಆರ್.ಸಿ. ಲಷ್ಕರ್ ಮೊಹಲ್ಲಾ, ಶಿವಮೊಗ್ಗ ತಾಲ್ಲೂಕು ಮತ್ತು ಜಿಲ್ಲೆ	**ಶ್ರೀಮತಿ ಪವಿತ್ರ ಎನ್.ಆರ್,** ಸಹಶಿಕ್ಷಕರು, ಸರ್ಕಾರಿ ಉರ್ದು ಕಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ, ಗಿಳಾಲಗುಂಡಿ, ಸಾಗರ ತಾಲ್ಲೂಕು, ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ
ಶ್ರೀಮತಿ ಪ್ರೀತಿ ಹೆಗಡೆ ಸಹ ಶಿಕ್ಷಕರು, ಕೆ.ಪಿ.ಎಸ್. ಹೆಗ್ಗನಹಳ್ಳಿ, ಉತ್ತರ ವಲಯ–1, ಬೆಂಗಳೂರು ಉತ್ತರ ಜಿಲ್ಲೆ	**ಶ್ರೀ ಮಂಜಣ್ಣ ನಾಯಕ್ ಎನ್.ಟಿ** ಚಿತ್ರಕಲಾ ಶಿಕ್ಷಕರು, ಸರ್ಕಾರಿ ಪದವಿ ಪೂರ್ವ ಕಾಲೇಜ್, (ಪ್ರೌಢಶಾಲಾ ವಿಭಾಗ) ತೀರ್ಥಹಳ್ಳಿ, ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ

ಆಶಯ ನುಡಿ

ಶಾಲಾ ಶಿಕ್ಷಣದಲ್ಲಿ ಪೂರ್ವ ಪ್ರಾಥಮಿಕ ಹಂತವು ಅತ್ಯಂತ ಪ್ರಮುಖ ಘಟ್ಟವಾಗಿದ್ದು, ಭವಿಷ್ಯದಲ್ಲಿ ಕಲಿಕೆಯಿಂದಾಗಿ ಉಂಟಾಗುವ ಸಕಾರಾತ್ಮಕ ಪರಿವರ್ತನೆಗೆ ಭದ್ರ ಬುನಾದಿಯನ್ನು ಒದಗಿಸುತ್ತದೆ. ಈ ಹಂತದಲ್ಲಿ ಮಕ್ಕಳು ವಿಷಯವನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳಲು ಮತ್ತು ಭಾಷೆಯನ್ನು ಸರಿಯಾಗಿ ಬಳಸುವ ಮೂಲಕ ಅವರ ಸಂವಹನ ಕೌಶಲವನ್ನು ಹಾಗೂ ಕಲಿಕೆಯನ್ನು ಸುಧಾರಿಸಿಕೊಳ್ಳಲು ಸದೃಢ ಅಡಿಪಾಯದ ಅವಶ್ಯಕತೆ ಇರುತ್ತದೆ. ಸಂವಹನ ಮತ್ತು ಅಭಿವ್ಯಕ್ತಿ ಕೌಶಲವನ್ನು ಉತ್ತಮಪಡಿಸಲು ಅನುಕೂಲವಾಗುವಂತೆ ಪೂರ್ವ ಪ್ರಾಥಮಿಕ ಹಂತದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಚಟುವಟಿಕೆಗಳನ್ನು ಒಳಗೊಂಡ ಚಿತ್ರಸಹಿತ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ದ್ವಿಭಾಷಾ ಮಾಧ್ಯಮದಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ.

ಜೀವನದ ಮೊದಲ ಆರು ವರ್ಷಗಳ ಆರಂಭಿಕ ಬಾಲ್ಯದಲ್ಲಿ ಮೂರು ವರ್ಷದಿಂದ ಆರು ವರ್ಷಗಳವರೆಗಿನ ಹಂತವು ಪ್ರಮುಖವಾದುದ್ದಾಗಿದೆ. ಆರಂಭಿಕ ಬಾಲ್ಯದ ಹಂತವು ತ್ವರಿತ ಬೆಳವಣಿಗೆಯ ಅವಧಿಯಾಗಿದ್ದು, ಈ ಅವಧಿಯಲ್ಲಿನ ಮೆದುಳಿನ ವಿಕಾಸವು ಜೀವನದಾದ್ಯಂತ ದೈಹಿಕ ಮತ್ತು ಮಾನಸಿಕ ಬೆಳವಣಿಗೆಯ ಮೇಲೆ ಪರಿಣಾಮ ಬೀರುವ ನಿರ್ಣಾಯಕ ಅಂಶಗಳ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರುತ್ತದೆ. 4 ರಿಂದ 5 ಮತ್ತು 5 ರಿಂದ 6 ವರ್ಷ ವಯಸ್ಸಿನ ಮಕ್ಕಳ ಸಮಗ್ರ ಬೆಳವಣಗೆಗೆ ಅನುಗುಣವಾಗಿ ಕಲಿಕಾಫಲ ಆಧಾರಿತ ಅಭ್ಯಾಸ ಪುಸ್ತಕವನ್ನು ಪೂರ್ವ ಪ್ರಾಥಮಿಕ ಹಂತದ ಮಕ್ಕಳ ಕಲಿಕೆಗಾಗಿ ವಿನ್ಯಾಸಗೊಳಿಸಲಾಗಿದ್ದು, ಇವುಗಳಲ್ಲಿ ಬುನಾದಿ ಅಕ್ಷರಜ್ಞಾನ, ಬುನಾದಿ ಸಂಖ್ಯಾಜ್ಞಾನ ಹಾಗೂ ಸುತ್ತಲಿನ ಪರಿಸರದ ಅರಿವನ್ನು ಮೂಡಿಸಲು ಅರ್ಥಪೂರ್ಣ ಚಟುವಟಿಕೆಗಳನ್ನು ಅಳವಡಿಸಲಾಗಿದೆ. ಭಾಷೆ–1(ಕನ್ನಡ), ಭಾಷೆ–2 (ಇಂಗ್ಲೀಷ್), ಗಣಿತ ಮತ್ತು ಪರಿಸರ ಅಧ್ಯಯನ ವಿಷಯಗಳಲ್ಲಿ ಪ್ರತ್ಯೇಕ ಚಟುವಟಿಕೆಗಳ ಪುಸ್ತಕಗಳನ್ನು ವಿನೂತನ ರೀತಿಯಲ್ಲಿ ಹೊರತರಲಾಗಿದೆ.

ಈ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳು ವಿಭಿನ್ನ ರೀತಿಯ ಕಲಿಕಾ ಅನುಭವಗಳನ್ನು ಮಕ್ಕಳಿಗೆ ಒದಗಿಸುವ ಉದ್ದೇಶದಿಂದ ಹಲವು ಬಗೆಯ ವೈವಿಧ್ಯಮಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಹೊಂದಿದ್ದು, ಸೃಜನಶೀಲ ಮತ್ತು ರಚನಾತ್ಮಕ ಕಲಿಕೆ, ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆ ಹಾಗೂ ಸಮಸ್ಯೆ–ಪರಿಹರಿಸುವ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಲು ಸಹಾಯಕವಾಗಿವೆ. ಕಥೆಗಳು, ಪ್ರಾಸಗೀತೆಗಳು, ಹಾಡುಗಳು, ಸುತ್ತಮುತ್ತಲಿನ ವಸ್ತು, ಸಸ್ಯ ಮತ್ತು ಪ್ರಾಣಿಗಳನ್ನು ಗುರುತಿಸುವುದು, ಕಲೆ ಮತ್ತು ಕರಕುಶಲ ಚಟುವಟಿಕೆಗಳು, ಚಿತ್ರ ಬರೆಯುವುದು, ಬಣ್ಣ ತುಂಬುವುದು, ಆಟಿಕೆಗಳ ಬಳಕೆ, ವಿವಿಧ ಆಟಗಳು ಮುಂತಾದ ಚಟುವಟಿಕೆ–ಆಧಾರಿತ ಕಲಿಕಾ–ಬೋಧನಾ ವಿಧಾನವನ್ನು ಆಧರಿಸಿ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಿದೆ. ಇಲ್ಲಿರುವ ಚಟುವಟಿಕೆಗಳು ಶ್ರೇಣೀಕೃತವಾಗಿದ್ದು, ಅಂತರ್ಗತ ವಿಧಾನದಲ್ಲಿ ಕಲಿಯಲು ಸಹಾಯಕವಾಗಿವೆ.

ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬುನಾದಿ ಅಕ್ಷರಜ್ಞಾನ, ಬುನಾದಿ ಸಂಖ್ಯಾಜ್ಞಾನ ಮತ್ತು ಪರಿಸರ ಅಧ್ಯಯನದ ಕಲಿಕೆಯಲ್ಲಿ ಭದ್ರವಾದ ಅಡಿಪಾಯವನ್ನು ಹಾಕಲು ಪ್ರತ್ಯೇಕ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ವಿನ್ಯಾಸಗೊಳಿಸಿ ಹೊರತರುವಲ್ಲಿ ಶ್ರಮಿಸಿದ ಎಲ್ಲರ ಪ್ರಯತ್ನಗಳು ಶ್ಲಾಘನೀಯವಾಗಿವೆ. ಶಿಕ್ಷಕರು, ಪೋಷಕರು ಮತ್ತು ಭಾಗೀದಾರರು ಈ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ಸದುಪಯೋಗ ಪಡಿಸಿಕೊಂಡು, ವಿದ್ಯಾರ್ಥಿಗಳ ಮೂಲಭೂತ ಕೌಶಲ್ಯಗಳ ಸಾಧನೆಗೆ ಬೆನ್ನೆಲುಬಾಗಿ ನಿಲ್ಲುತ್ತಾರೆ ಎಂದು ಭಾವಿಸುತ್ತೇವೆ.

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1 Magic of Uppercase Letters



1.1 Let's sing

Happy Steps to School

Sing the rhyme with actions.

I wear my bag and shoes so neat,
Off to school with happy feet.
I learn and play the whole day long,
School is fun—come sing my song!
Teachers help me grow and shine,
I love my school, it's truly mine!

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1.2 Know me!

Let's talk



Good morning dear,

What is your name?

Good morning teacher / ma'am,

My name is Akshaya.



How are you?



I am fine ma'am.



This is me!

Note: Encourage each child to speak a few lines about themselves, and ask them to draw or paste their picture in the box.

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1.3 Copy the letters

	A	B	C	D
	E	F	G	H
	I	J	K	L

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Note: Before the revision of uppercase letters revise how to write in four lines.
Guide the children to copy the letters following four lines.

Copy the letters

	M	N	O	P
	Q	R	S	T
	U	V	W	X

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Parent's Signature

Teacher's Signature & Date

Copy the letters

	Y	Z		

1.4 Write the next letter for each of the following letters:

O _____	K _____
Q _____	E _____
S _____	V _____
W _____	C _____
R _____	X _____
T _____	M _____

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1.5 Complete the Alphabet

A			D	
		H		
			N	
	Q			
			X	



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1.6 Write the letters from A to Z

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Note: Ask the children to write the letters from A – Z in sequence.
This sheet can be used for assessment or home activity.



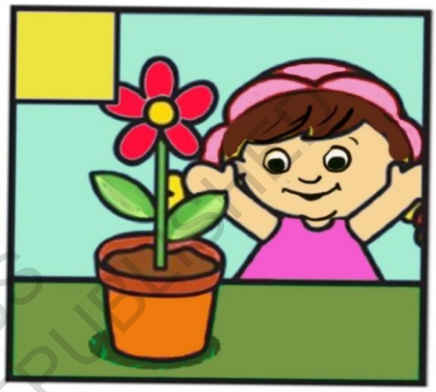
2 Vowels and Consonants



2.1 Sequence time

Can you line up these pictures in sequence?
Write 1, 2, 3, 4 in the small boxes.









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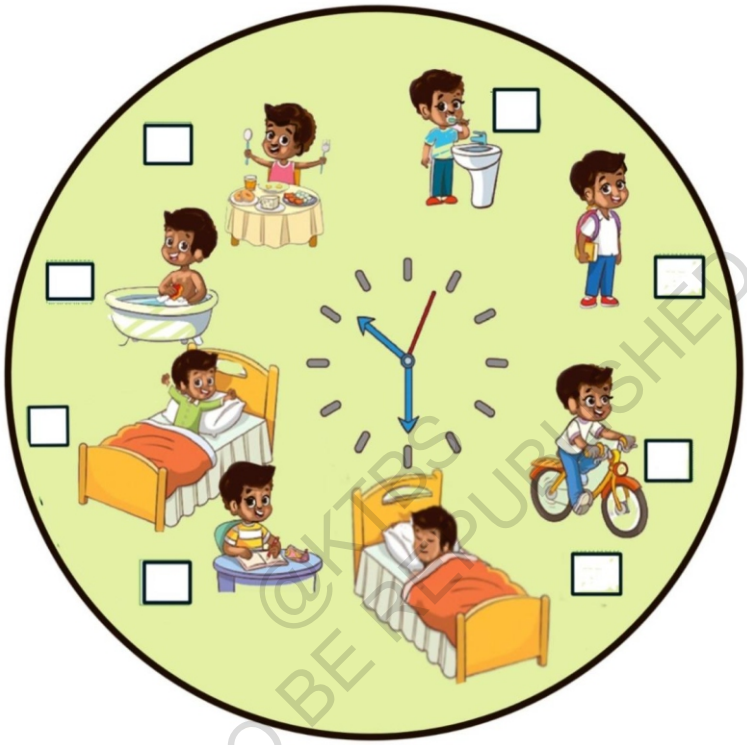
Nature is our best friend!

Note: Ask the children to look at the pictures and talk about them.
Ask them to say what the girl is doing in the given pictures.

2.2 What I do every day!

Let's talk

Number the pictures in the right order



From Morning to Night - I Do Things Right!

Say aloud and act out common routines

Wake up	Brush your teeth
Take bath	Go to school
Eat lunch	Go outside and play
Do your homework	Go to bed

Note: Encourage children to talk about the good manners shown in the pictures using simple words.

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2.3 Vowels and Consonants

There are 26 letters in the English alphabet.

Of these 26 letters,

5 are vowels and

21 are consonants.

VOWELS

A E I O U

CONSONANTS

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



Vowels and consonants join to make words bloom!

Note: Use the Letter Flash Cards to introduce the vowels and consonants. Display the vowels and consonants cards at the child's eye level.

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2.4 Let's sing and enjoy

Sing the rhyme with rhythm.

There are **5 vowels** in the alphabet.

I sing them for you,

A E I O U

and you sing them for me.**(A E I O U)**

Rest are **21 consonants**.

Yes! 21 consonants.

I sing them for you,

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

and you sing them for me,**(B C ...)**

And words are made when they both meet

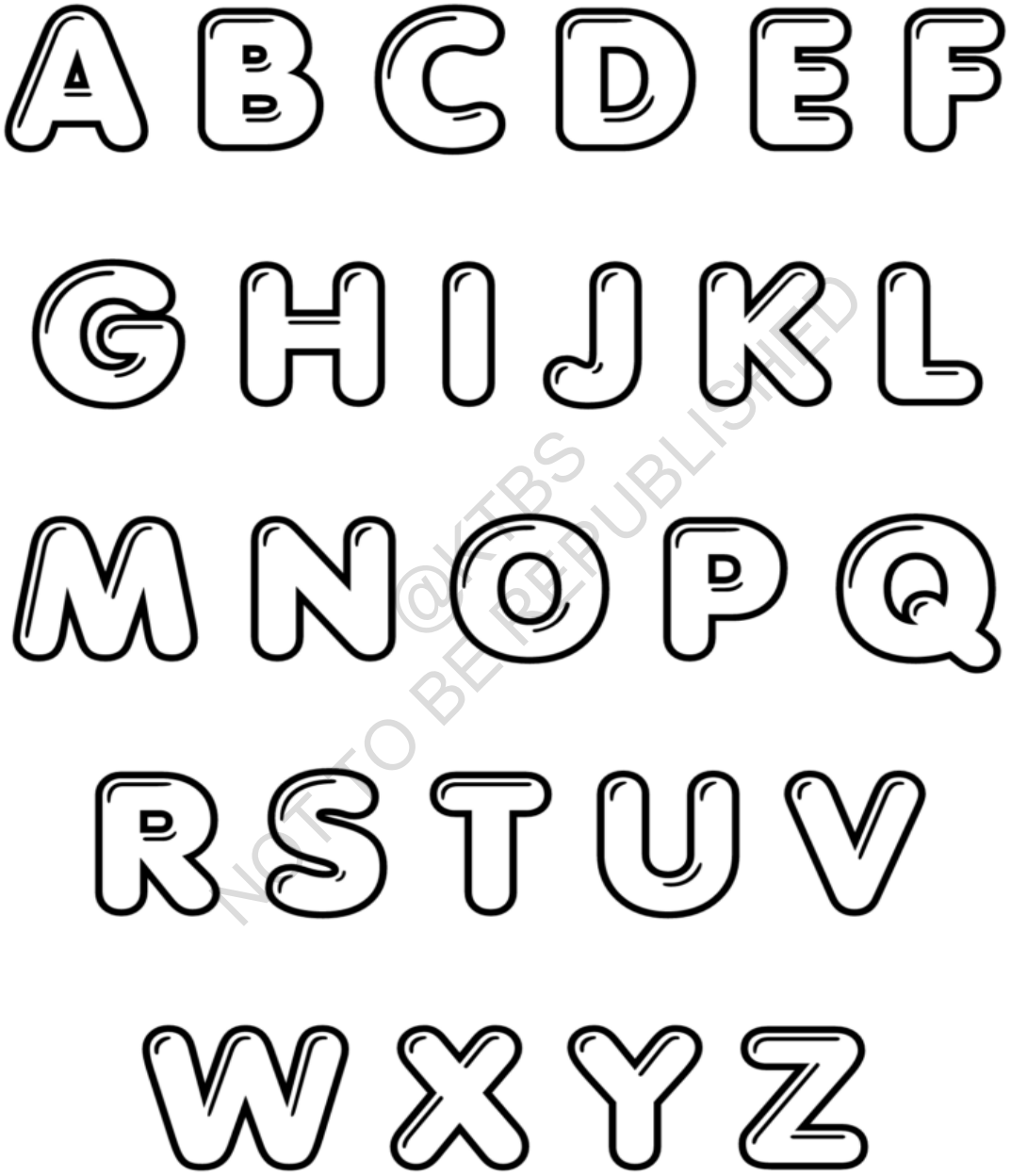
AEIOU

are 5 vowels in the alphabet.

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2.5 Colour me

Colour the vowels with blue and the consonants with pink.



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Parent's Signature

Teacher's Signature & Date

2.6 I can write my name

My name is

My name is special!

Circle - Vowels in my name

Note: Teacher should write the sample of the child's name on the first line and ask the children to copy the same.

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3 Strokes (Lowercase Letters)



3.1 Story time

The Fox and the Grapes

One day, a hungry fox saw some grapes.
The grapes were hanging high on a climber.
The fox tried to reach them, but they were too high.
He jumped and jumped, but couldn't get them.
The fox was tired and said, "These grapes are sour!"
Then, the fox walked away.





NOT TO BE REPUBLISHED

Moral -Don't make excuses when you can't get something.

Note: Teachers can also narrate stories from Library Books and Books from Reading Corner.

3.2 Rhyme Time

Let's sing

Are you sleeping?
Are you sleeping?
Are you sleeping?
Brother John, Brother John
Morning bells are ringing!
Morning bells are ringing!
Ding ding dong
Ding ding dong



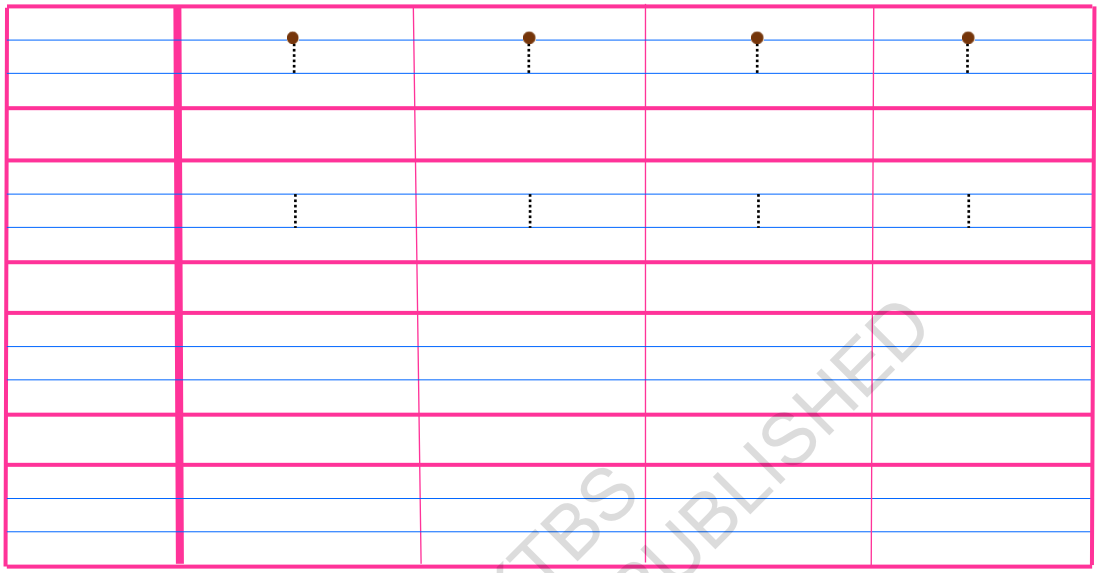


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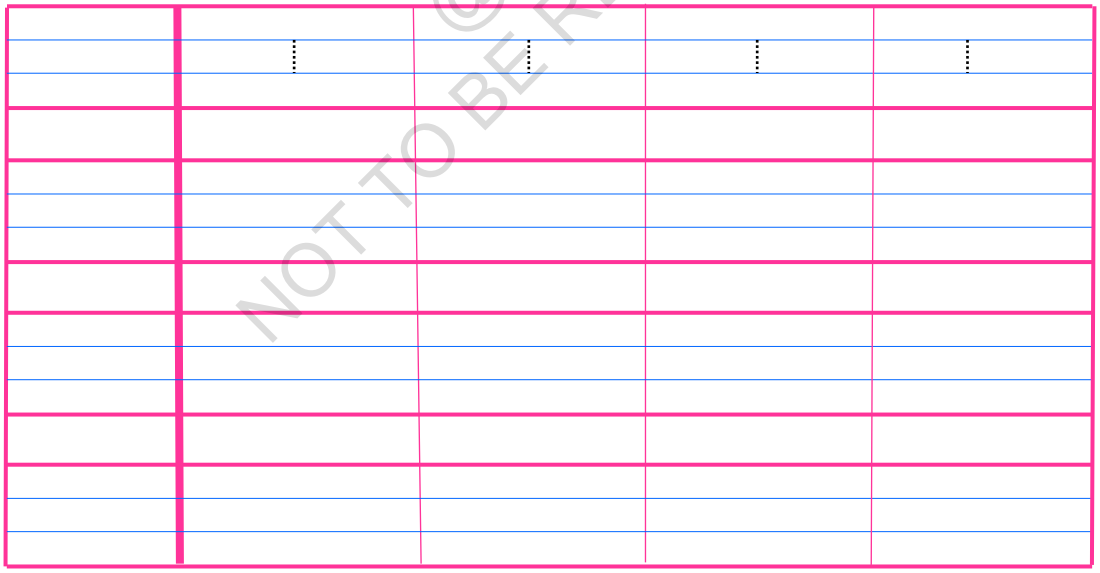
Note: Sing these type of rhymes with actions.

3.3 Strokes

Trace and write the Standing Lines



I can do

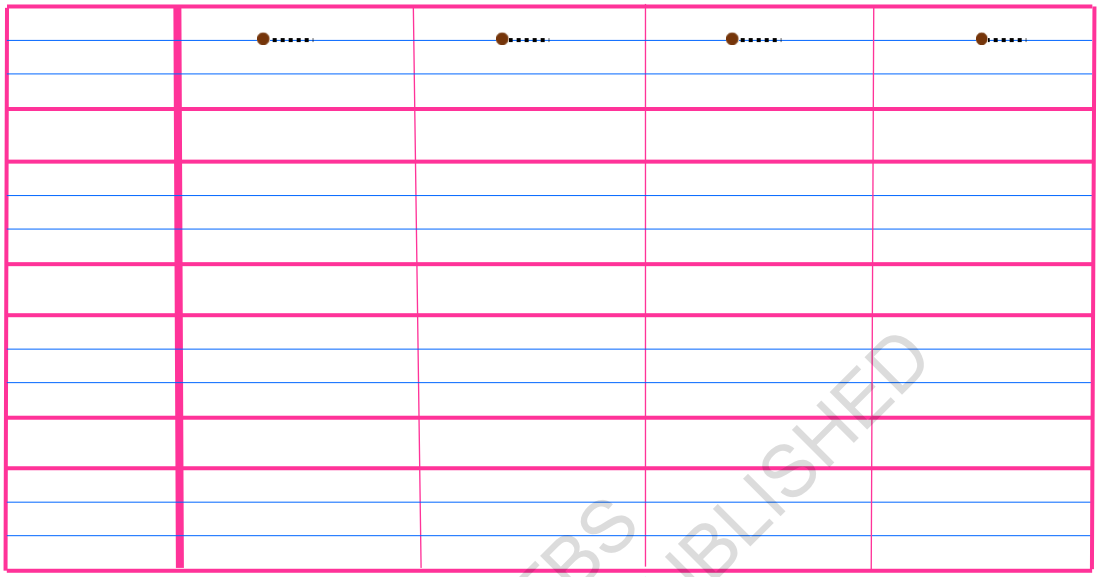


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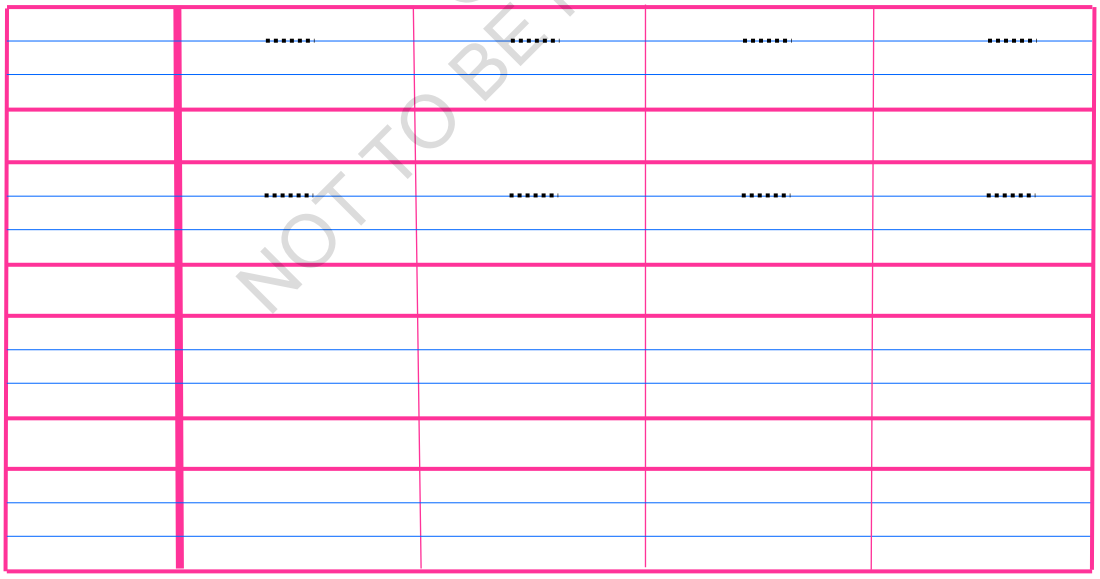
Note: Ask the children to trace and write the strokes.
'I can do' can be given as home activity.

Strokes

Trace and write the Sleeping Lines



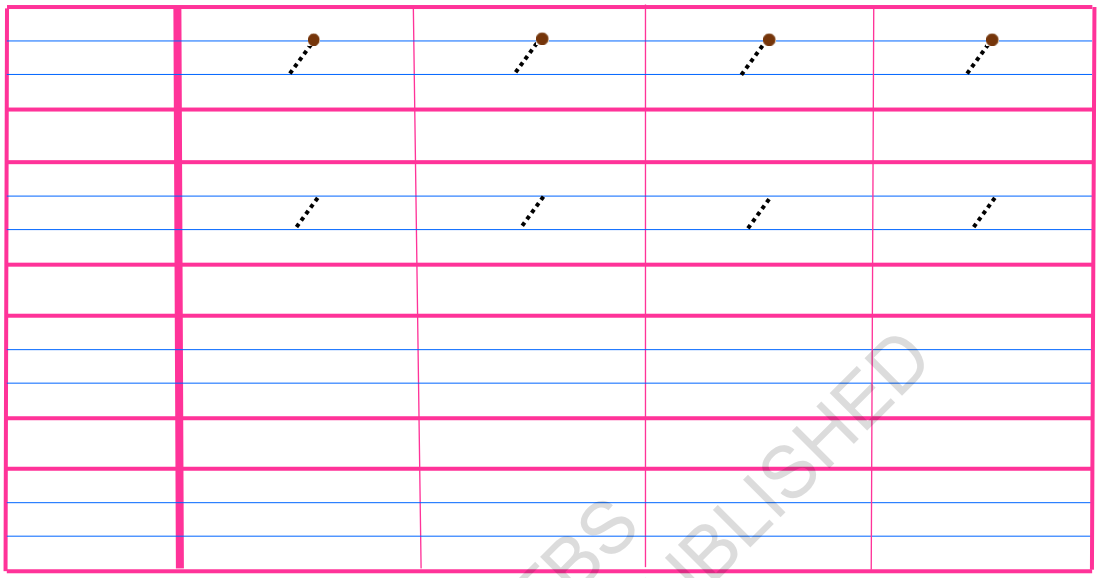
I can do



@KTBS
NOT TO BE REPUBLISHED

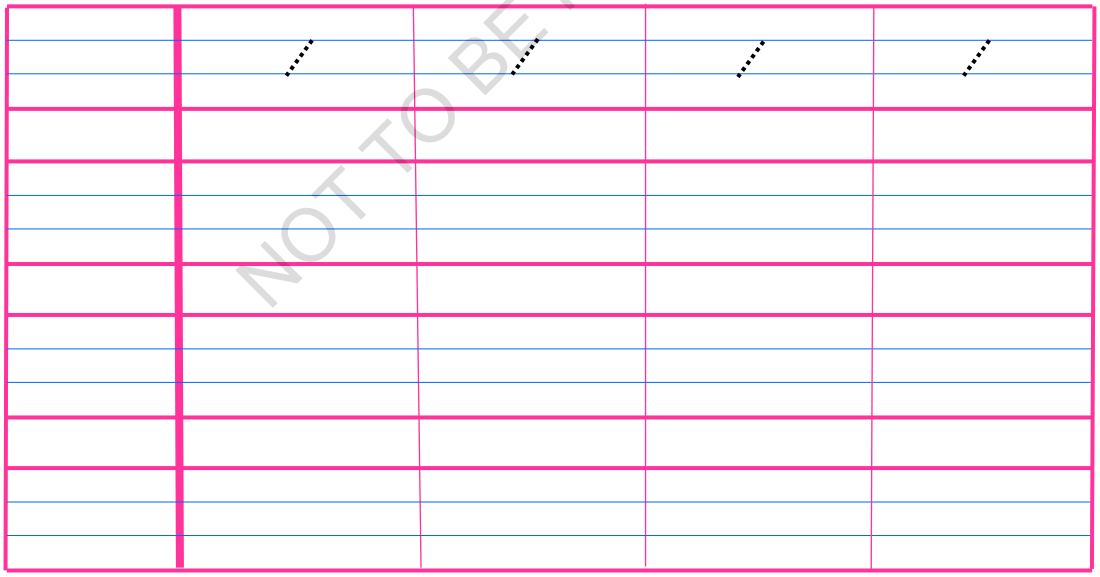
Strokes

Trace and write the Right Slanting Lines



@KTBS
NOT TO BE REPUBLISHED

I can do

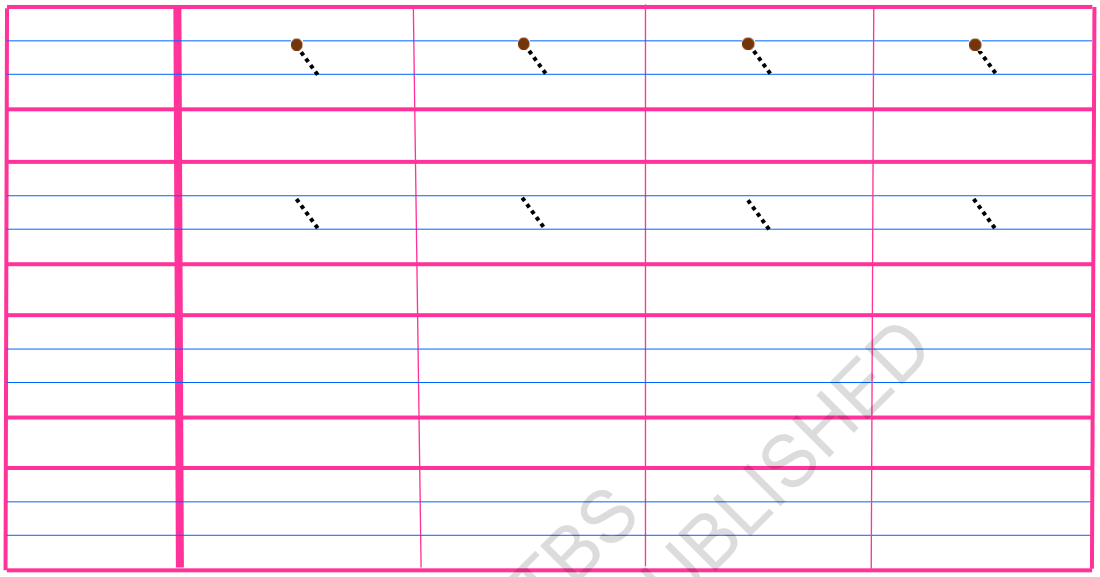


Parent's Signature

Teacher's Signature & Date

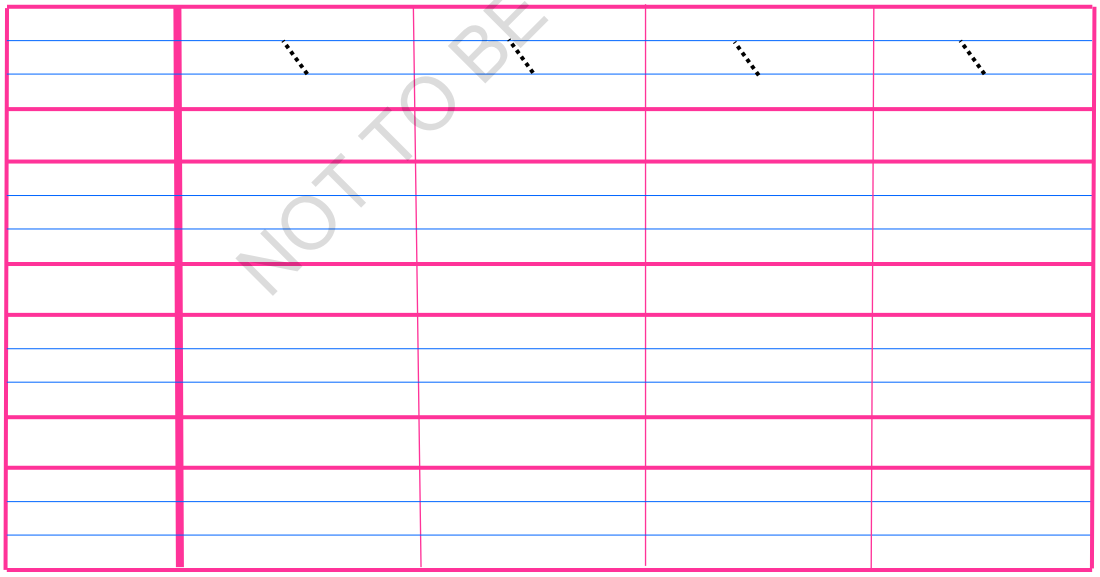
Strokes

Trace and write the Left Slanting Lines



@KTBS
NOT TO BE REPUBLISHED

I can do

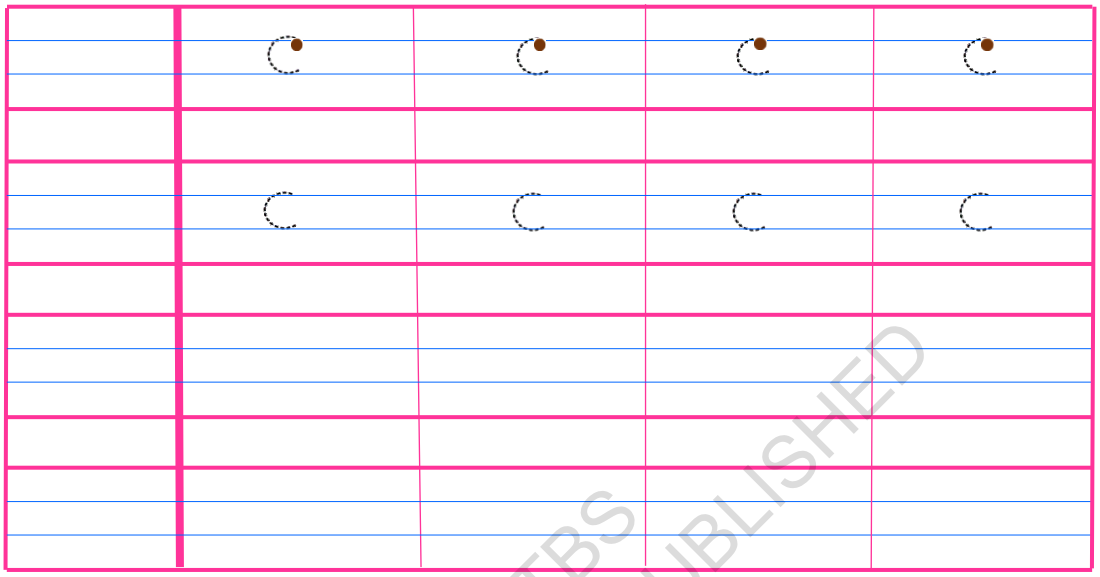


Parent's Signature

Teacher's Signature & Date

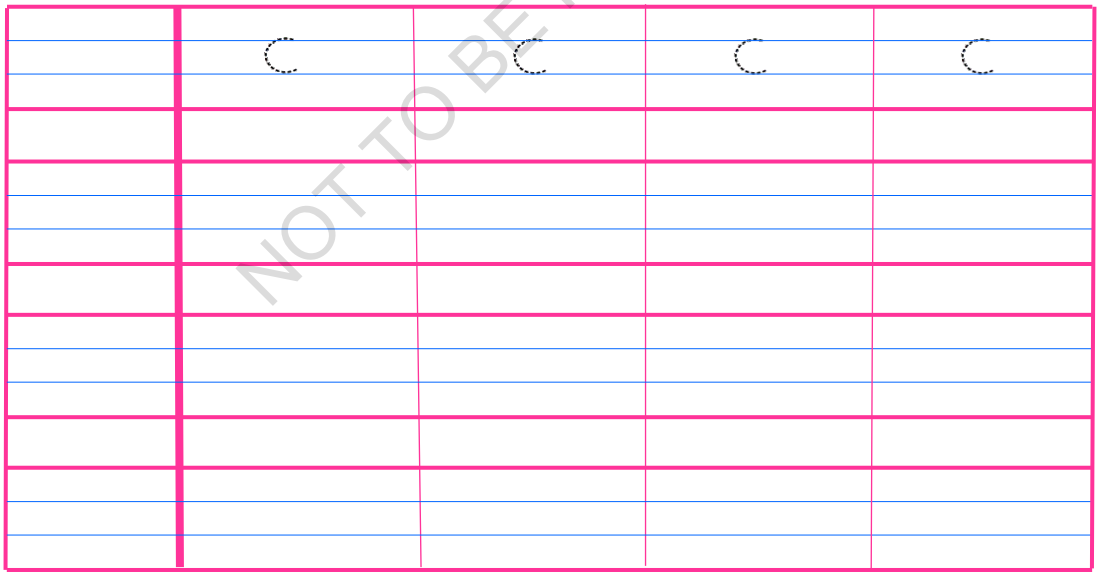
Strokes

Trace and write the 'c' curve



@KTBS
NOT TO BE REPUBLISHED

I can do

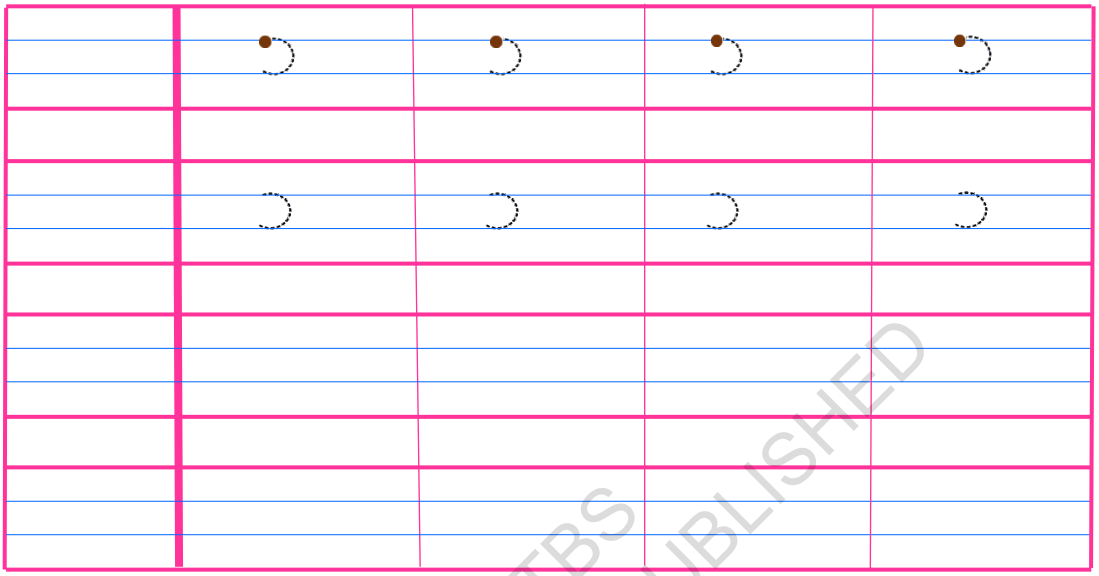


Parent's Signature

Teacher's Signature & Date

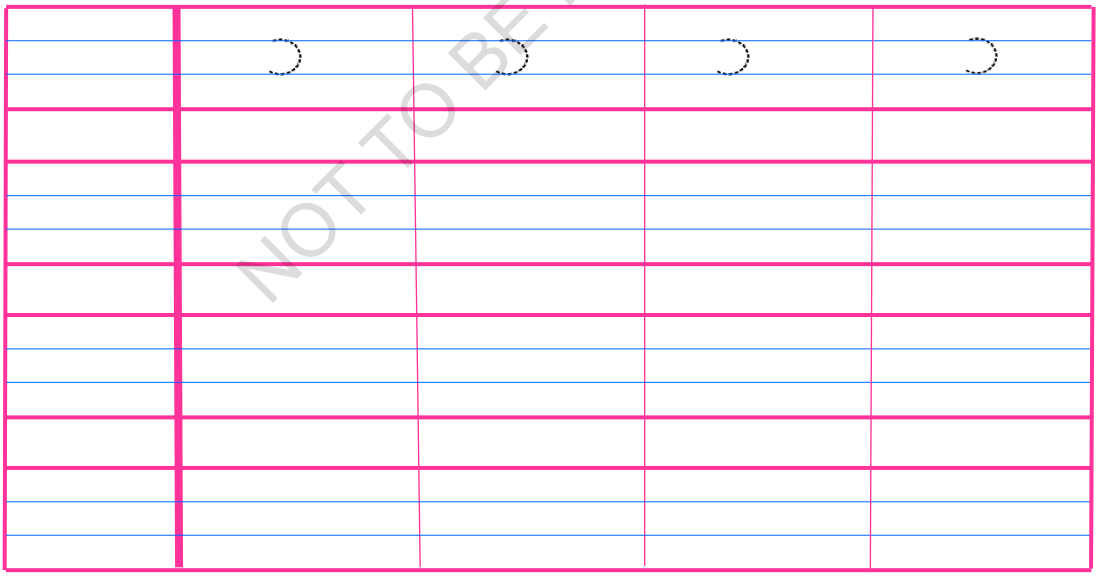
Strokes

Trace and write the 'reverse c' curve



@KTBS
NOT TO BE REPUBLISHED

I can do

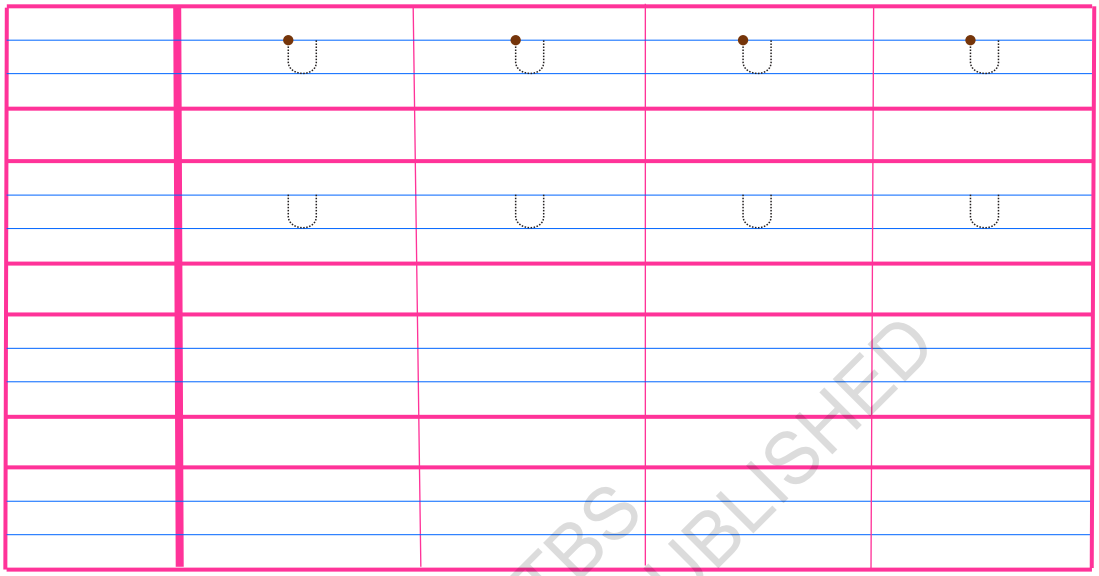


Parent's Signature

Teacher's Signature & Date

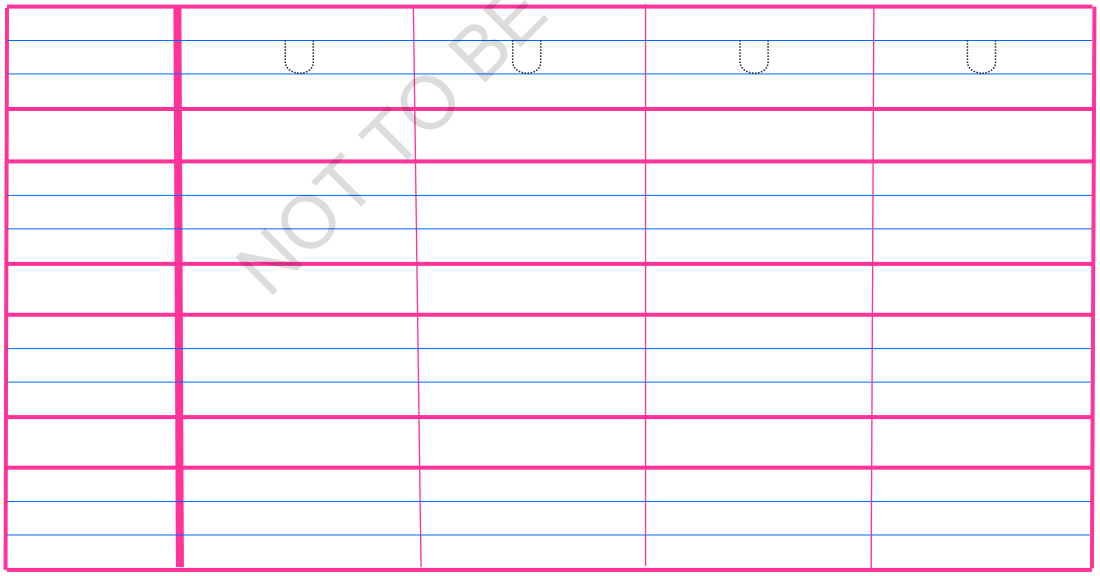
Strokes

Trace and write the 'u' curve



@KTBS
NOT TO BE REPUBLISHED

I can do

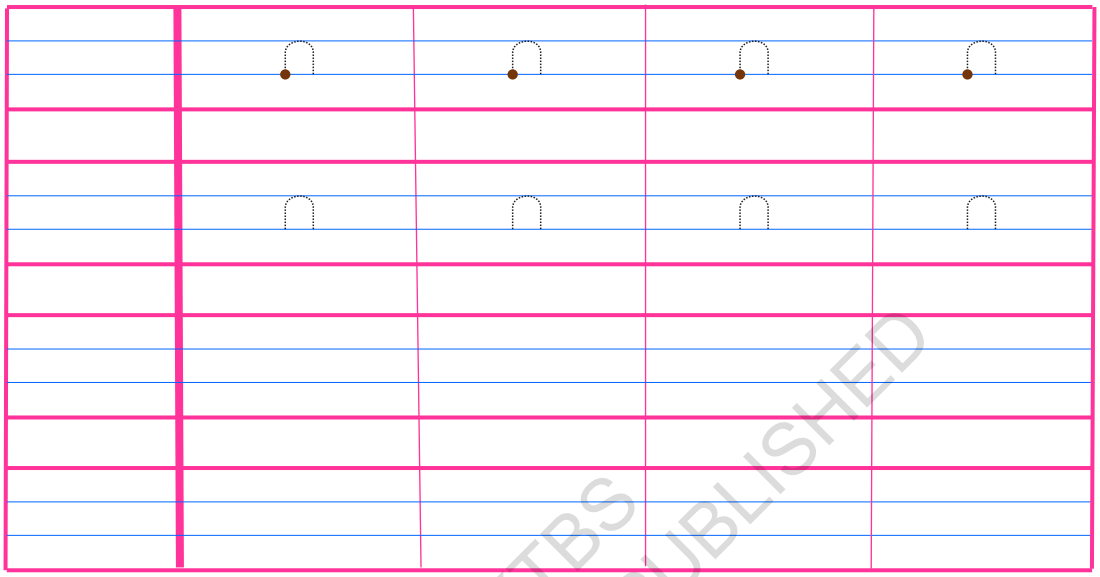


Parent's Signature

Teacher's Signature & Date

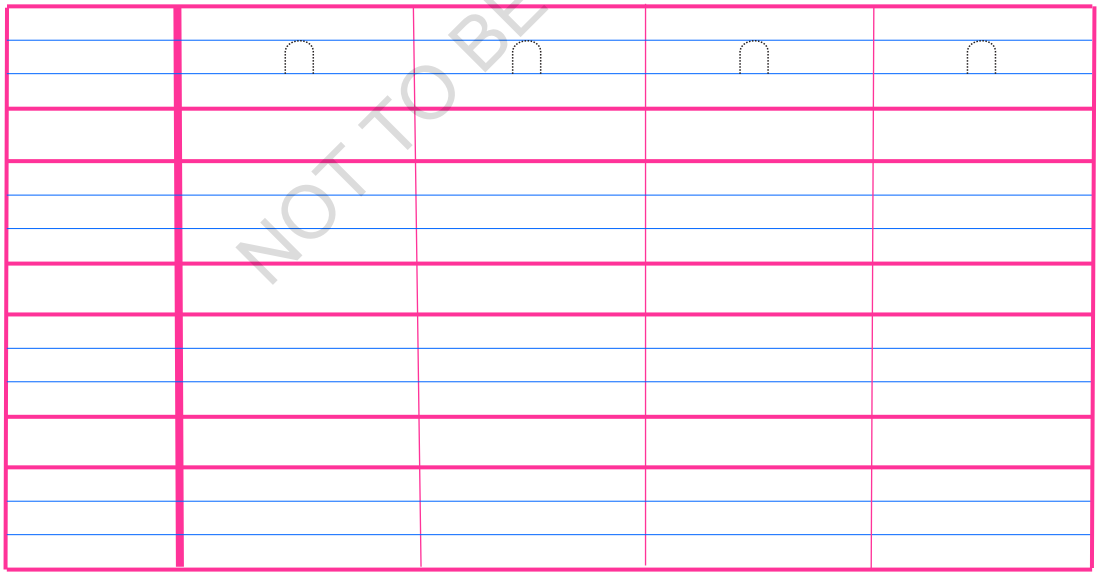
Strokes

Trace and write the 'inverted u' curve



@KTBS
NOT TO BE REPUBLISHED

I can do

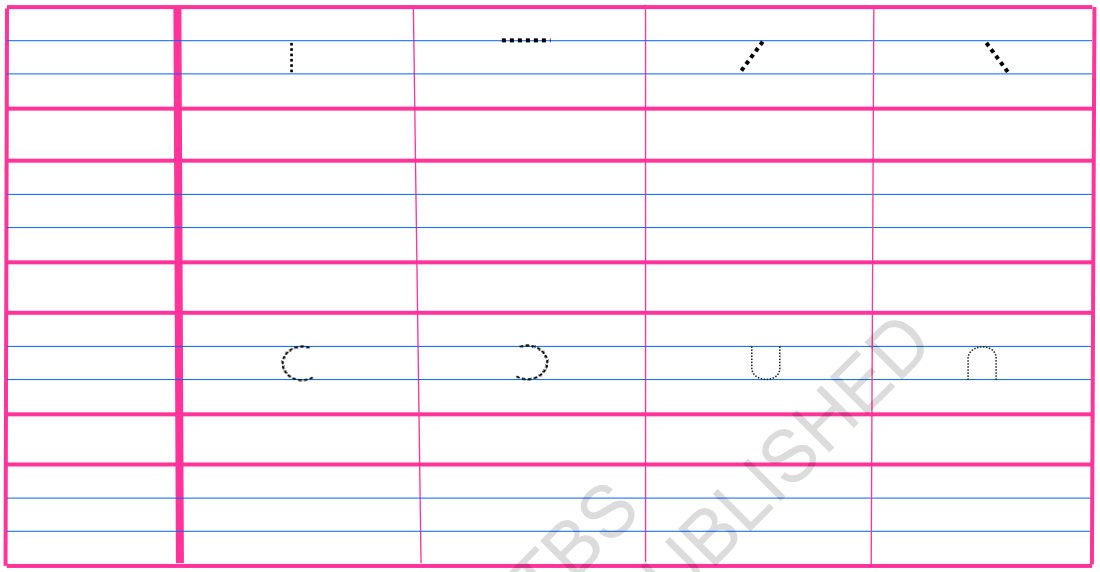


Parent's Signature

Teacher's Signature & Date

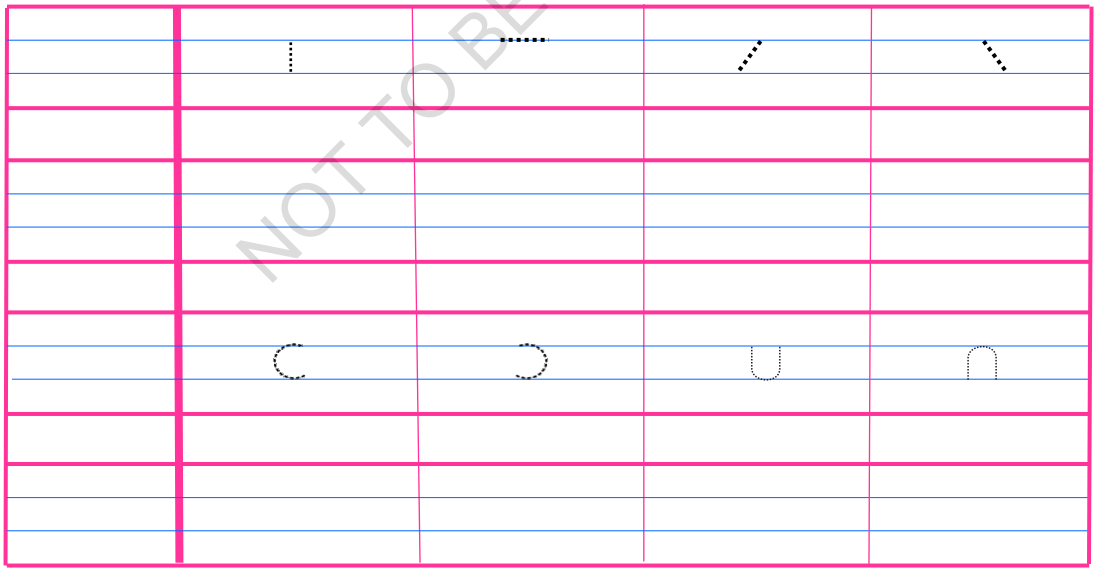
Strokes

Trace and write the strokes



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NOT TO BE REPUBLISHED

I can do



Parent's Signature

Teacher's Signature & Date



4 Lowercase Letters – Set1 (o, c, d, a), VC Blends & CVC Words



4.1 Sing along

One, two, buckle my shoe



One, two,
buckle my shoe..



Three, four,
shut the door.



Five, six,
pick up sticks.



Seven, eight,
lay them straight.



Nine, ten,
a big fat hen.

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Note: Make the children sing more rhymes like this.

4.2 Letters, Letter Sound & Letter Writing

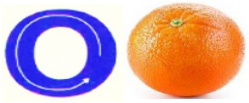
Letter 'o'

What is the first sound you hear when we say orange? – /o/

Song

Orange, Owl, Octopus /o/ /o/ /o/

/o/ is the sound of 'O'.

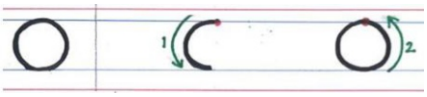


Trace and write the letter 'o'

	o	o	o	o

@KTBS NOT TO BE REPUBLISHED

I can do



	o	o	o	o

Note: Follow the arrow marks and write the letters.

Letter 'c'

What is the first sound in the word cat? - /k/

Song

Caterpillars crawling /k/ /k/ /k/
/k/ is the sound of 'C'.

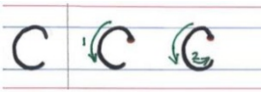


Trace and write the letter 'C'

	C	C	C	C

@KTBS NOT TO BE REPUBLISHED

I can do



	C	C	C	C

Letter 'd'

What is the first sound in the word doll? - /d/

Song

Dolls are dancing /d/ /d/ /d/
/d/ is the sound of 'D'.



Trace and write the letter 'd'

	d	d	d	d

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I can do



	d	d	d	d

Letter 'a'

What is the first sound in the word apple? - /æ/

Song

Ants on the apple /æ/ /æ/ /æ/
/ae/is the sound of 'A'.



Trace and write the letter 'a'

	a	a	a	a

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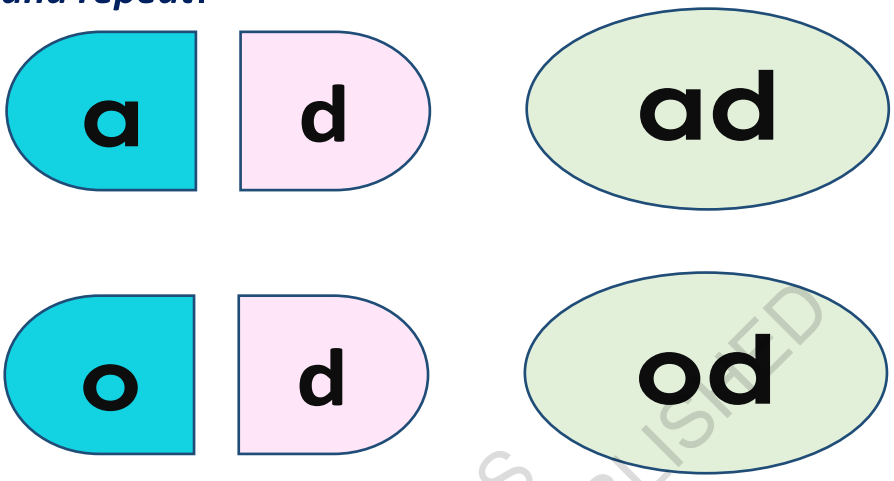
I can do



	a	a	a	a

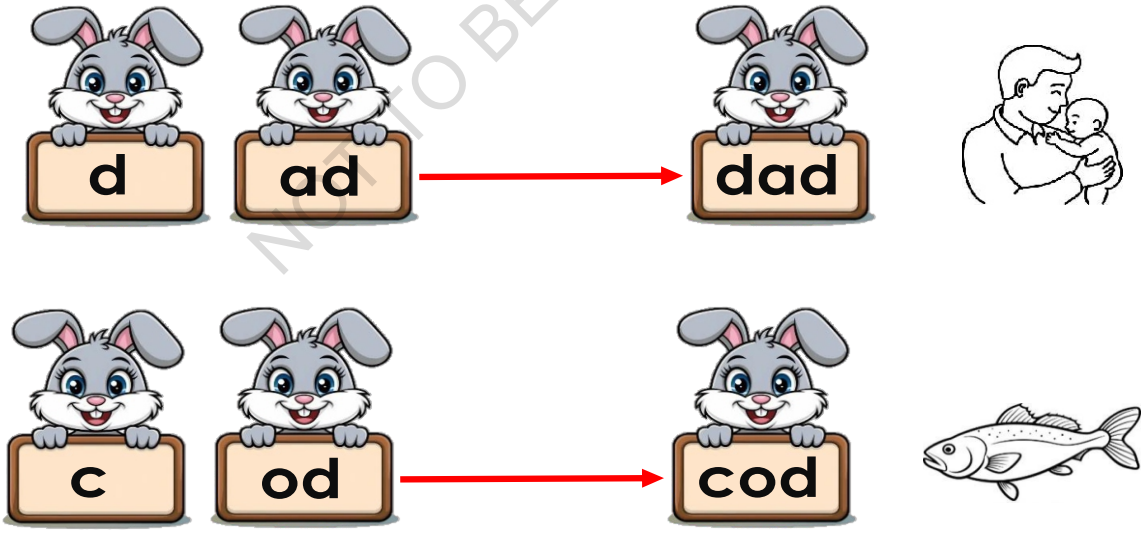
4.3 Let's blend

Blend the letters with appropriate sound, read aloud the family words and repeat.



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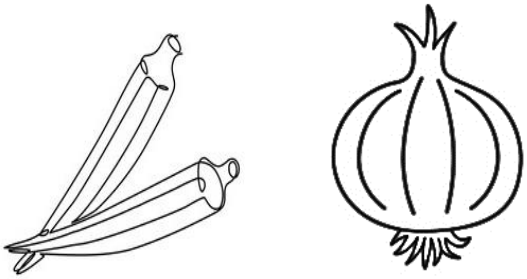
Read aloud – Family words



4.4 Look, find and colour the matching picture

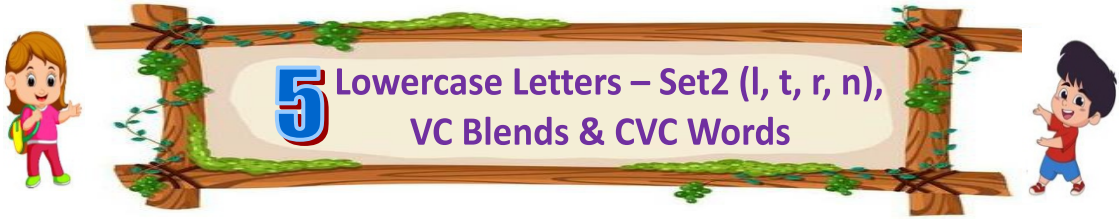






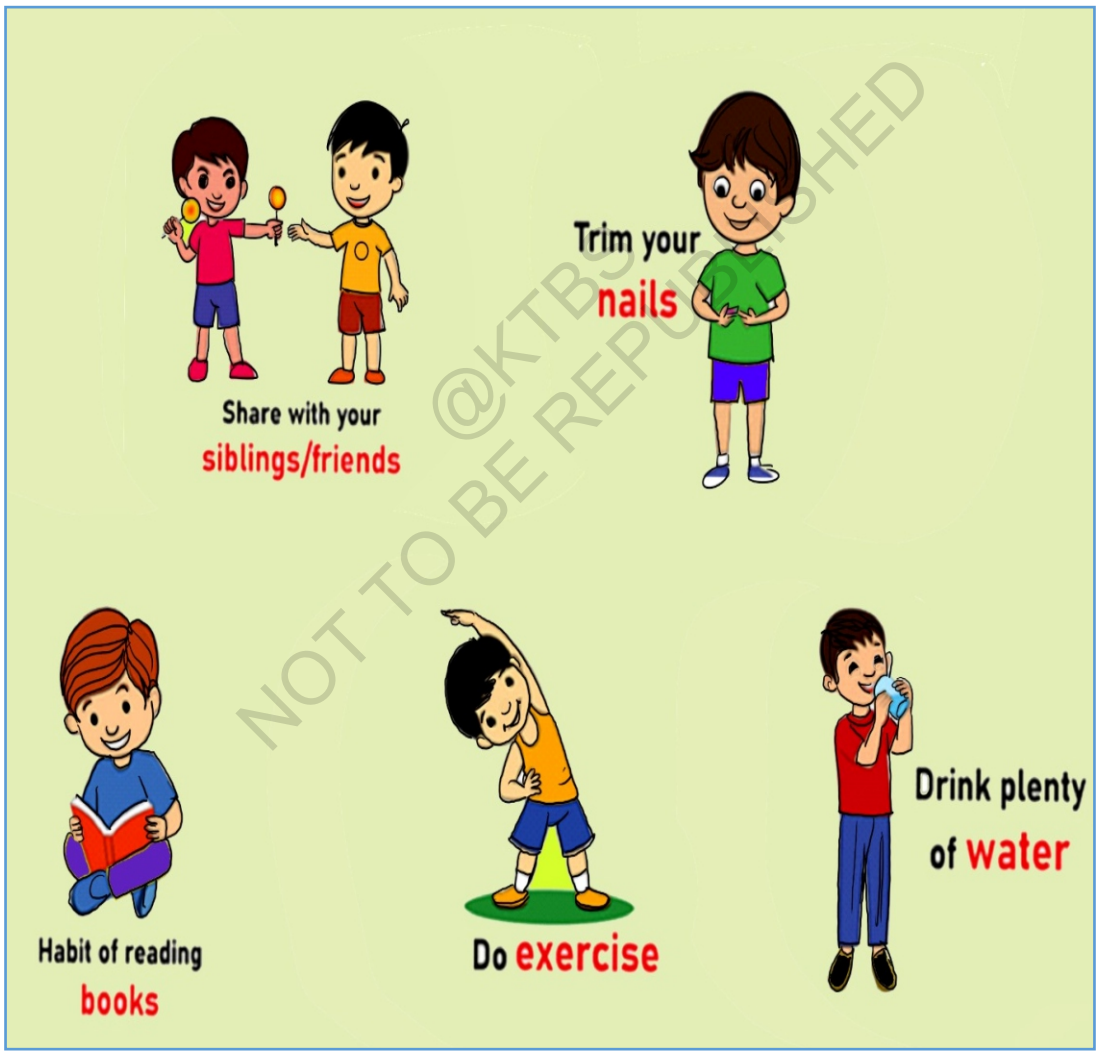
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Note: Show a real object or a picture card of any one object from each set (e.g. a mango from the 1st set). Encourage the child to observe the object / picture and identify and colour the picture to match the object shown.



5.1 Good manners

Let's talk and enact



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5.2 Letters, Letter Sound & Letter Writing

Letter 'ل'

What is the first sound in the word lion? - /ل/

Song

Lion licking lollipop /ل/ /ل/ /ل/

/ل/ is the sound of 'L'.



Trace and write the letter 'l'

@KTBS NOT TO BE REPUBLISHED

I can do

Letter ‘t’

What is the first sound in the word tomato? - /t/

Song

Tangy tomatoes/t/ /t/ /t/
/t/ is the sound of ‘T’.

t 

Trace and write the letter ‘t’

@KTBS NOT TO BE REPUBLISHED

I can do

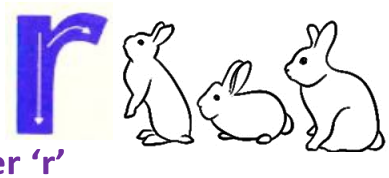
t t t t

Letter ‘r’

What is the first sound in the word rabbit? - /r/

Song

Rabbits are running /r/ /r/ /r/
/r/ is the sound of ‘R’.



Trace and write the letter ‘r’

	r	r	r	r

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I can do



	r	r	r	r

Letter 'n'

What is the first sound in the word nut? - /n/

Song

Nuts in the nutshell /n/ /n/ /n/
/n/ is the sound of 'N'.



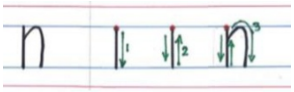


Trace and write the letter 'n'

	n	n	n	n

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I can do



	n	n	n	n

Parent's Signature

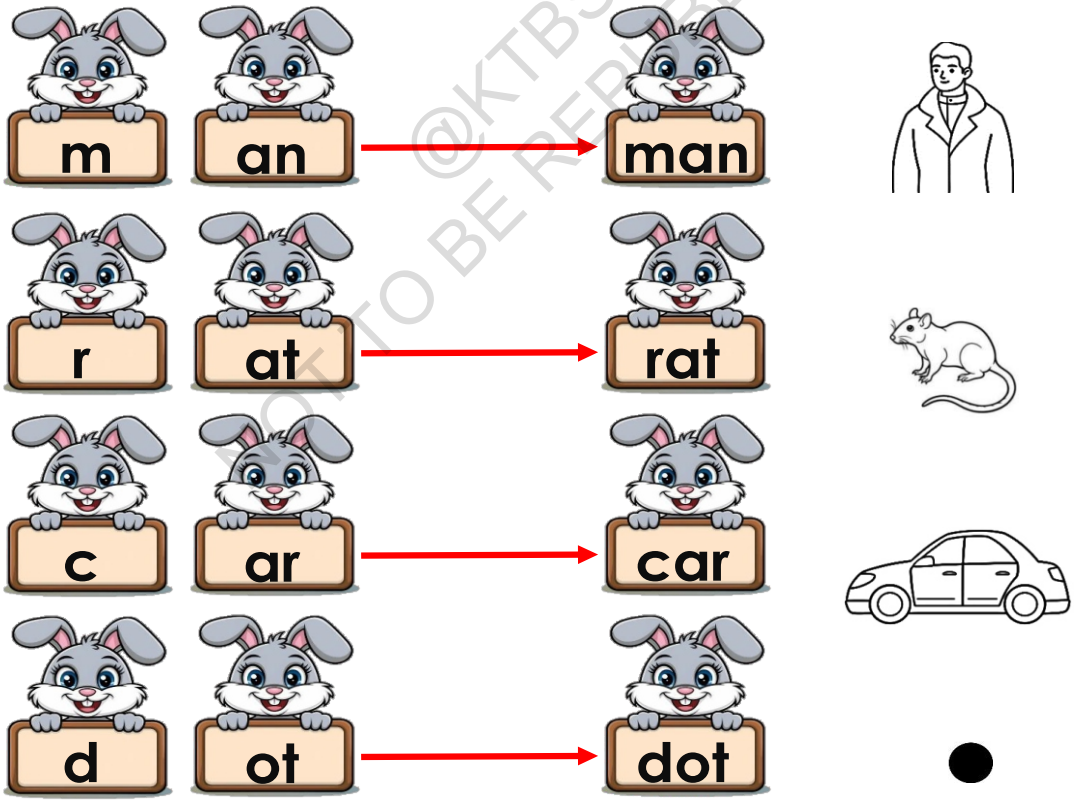
Teacher's Signature & Date

5.3 Let's blend

Blend the letters with appropriate sound,
read aloud the family words and repeat.

a	n	an	a	t	at
a	r	ar	o	t	ot

Read aloud – Family words



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5.4 Story time

The Greedy Dog

One day, a dog found a bone.
He was very happy.
He crossed a river with the bone in his mouth.
He looked into the water.
He saw another dog with a bone.
It was his own shadow!

The dog wanted that bone too.
He barked, "Woof!"
The bone fell into the water.
He lost his bone.
The dog was sad.






Moral - Don't be greedy.

Note: Talk to your elders and listen to more stories like this from them.

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6 Lowercase Letters – Set3 (m, b, i, s), VC Blends, CVC Words& Sight Words Set1



6.1 It's song time

Let's sing - Clap, clap



Clap your hands, Clap your hands
Listen to the music and
Clap your hands.

Stamp your feet, Stamp your feet
Listen to the music and
Stamp your feet.

Blink your eyes, Blink your eyes
Listen to the music and
Blink your eyes.

Jump up high, Jump up high
Listen to the music and
Jump up high.

Bend sideways, Bend sideways
Listen to the music and
Bend sideways.



Turn around, Turn around
Listen to the music and
Turn around.

Note: Let the children clap, move, and sing along with the rhyme.

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6.2 Letters, Letter Sound & Letter Writing

Letter 'm'

What is the first sound in the word monkey? - /m/

Song

Monkey munching mangoes /m/ /m/ /m/

/m/ is the sound of 'M'.



Trace and write the letter 'm'

	m	m	m	m

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I can do



	m	m	m	m

Letter 'b'

What is the first sound in the word ball? - /b/

Song

Balls are bouncing /b/ /b/ /b/
/b/ is the sound of 'B'.



Trace and write the letter 'b'

b b b b

@KTBS NOT TO BE REPUBLISHED

I can do



b b b b

Letter 'i'

What is the first sound in the word ink? - /i/



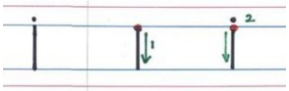
Song

Ink in the inkpot /i/ /i/ /i/
/i/ is the sound of 'I'.

Trace and write the letter 'i'

@KTBS NOT TO BE REPUBLISHED

I can do



Letter 's'

What is the first sound in the word snake? - /s/

Song

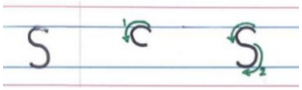
Snakes are slithering /s/ /s/ /s/
/s/ is the sound of 'S'.



Trace and write the letter 's'

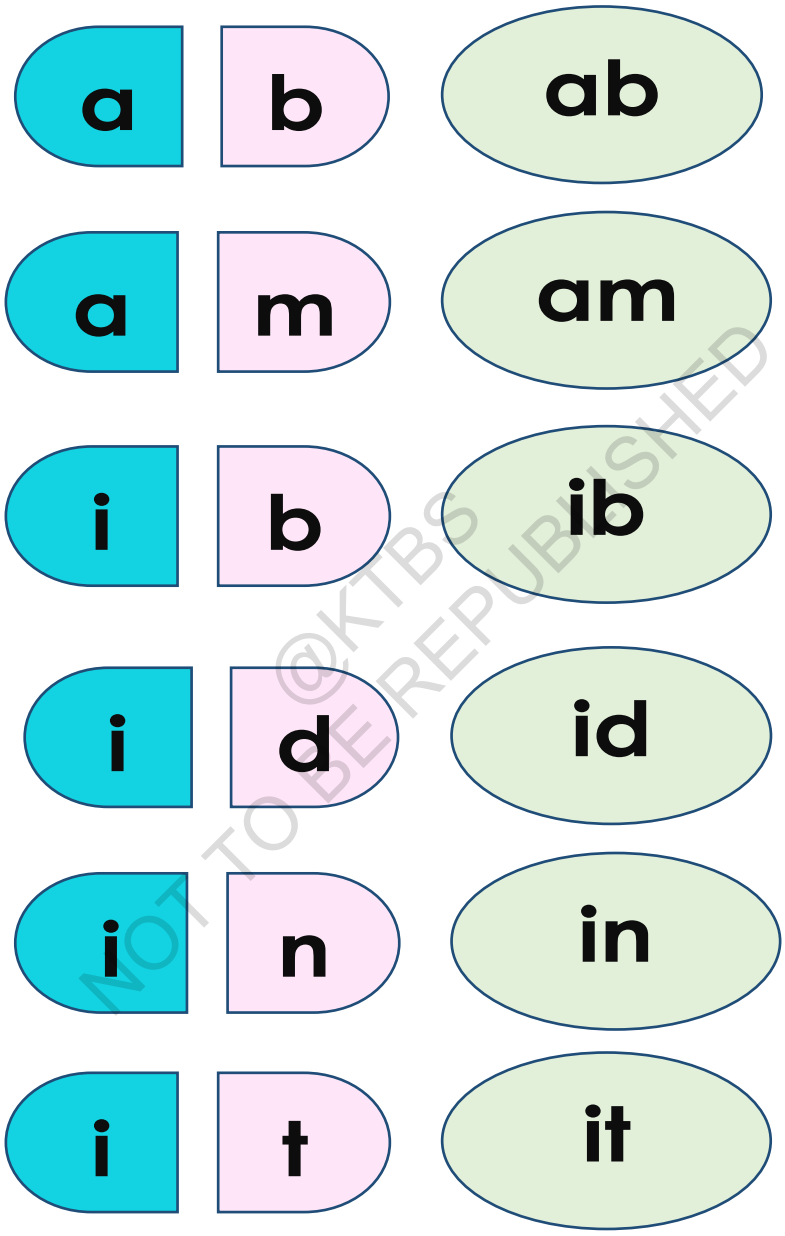
@KTBS NOT TO BE REPUBLISHED

I can do



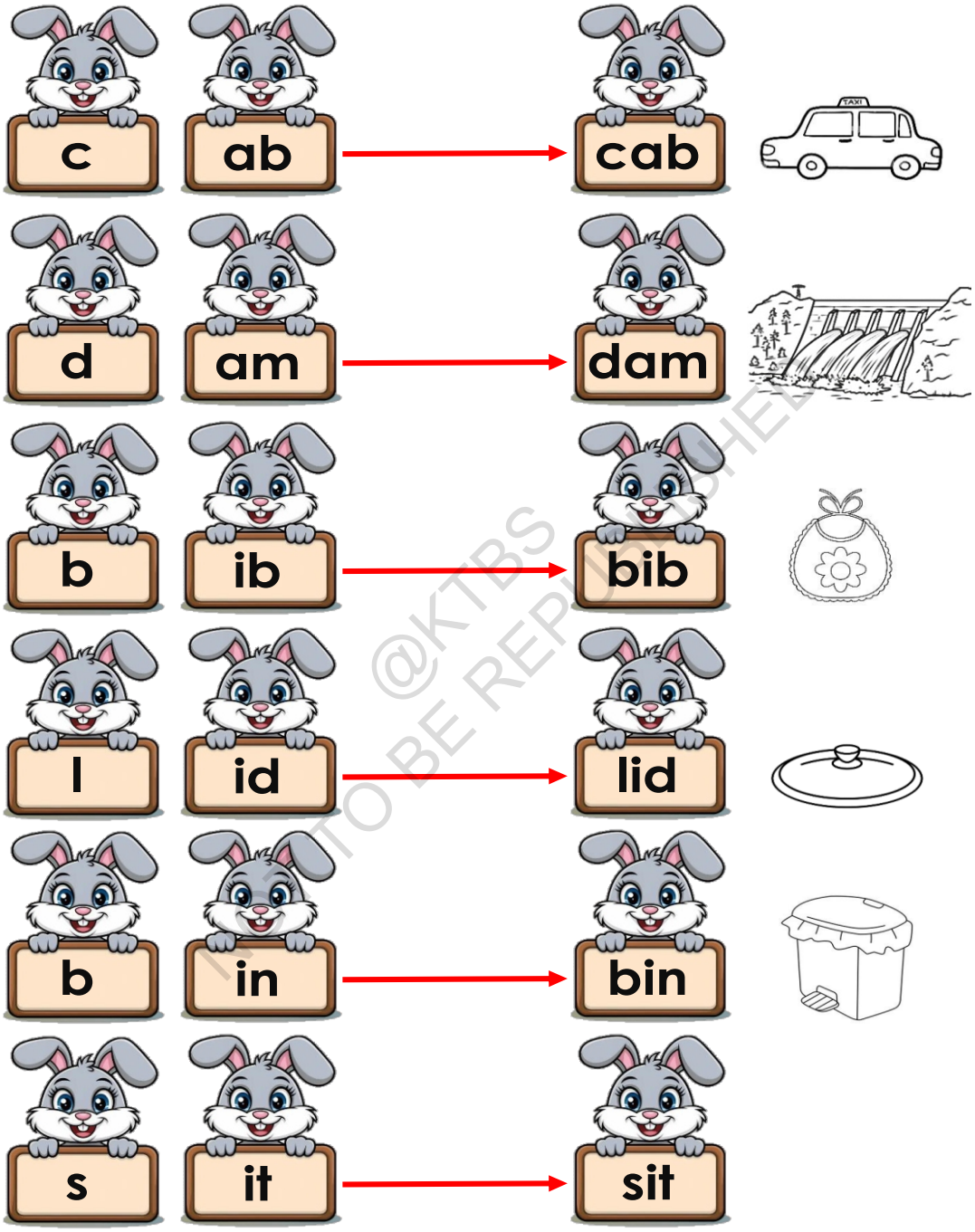
	S	S	S	S

6.3 Let's blend



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Read aloud – Family words



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Parent's Signature

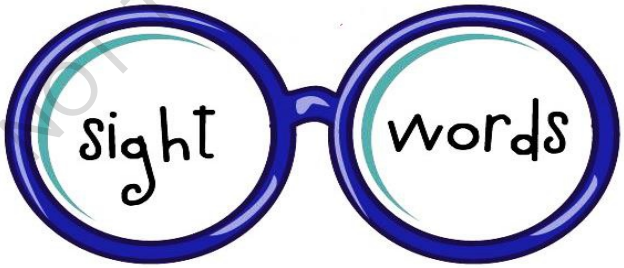
Teacher's Signature & Date

6.4 Sight words

Repeat these words loudly with proper pronunciation.

I	am	can
a	at	it
is	in	on

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Sight words are common words that we recognize instantly without sounding them out.



7 Lowercase Letters – Set4 (g, p, v, w), VC Blends & CVC Words



7.1 Play time

Let's play a game

I will say an emotion, and you show it on your face and body!



- **Show me HAPPY – smile big and jump with joy!**
- **Show me SAD – make a sad face and look down.**
- **Show me ANGRY – cross your arms and make a frown.**
- **Show me SCARED – open your eyes wide and hug yourself.**
- **Show me SURPRISED – open your mouth and raise your hands!**
- **Show me EXCITED – clap your hands and shout 'Yay!'**
- **Show me TIRED – yawn and rub your eyes.**



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Draw - How do you feel today?

I feel

7.2 Letters, Letter Sound & Letter Writing

Letter 'g'

What is the first sound in the word girl? - /g/

Song

Girls are giggling /g/ /g/ /g/
/g/ is the sound of 'G'.

g



Trace and write the letter 'g'

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I can do



g g g g

Parent's Signature

Teacher's Signature & Date

Letter 'p'

What is the first sound in the word popcorn? - /p/

Song



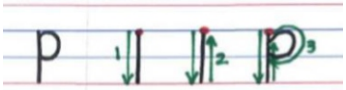
Popcorns popping /p/ /p/ /p/
/p/ is the sound of 'P'.

Trace and write the letter 'p'

	p	p	p	p

@KTBS NOT TO BE REPUBLISHED

I can do



	p	p	p	p

Parent's Signature

Teacher's Signature & Date

Letter 'v'

What is the first sound in the word van? - /v/

Song

Van on the village road /v/ /v/ /v/
/v/ is the sound of 'V'.



Trace and write the letter 'v'

	v	v	v	v

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I can do



	v	v	v	v

Letter 'w'

What is the first sound in the word well? - /w/

Song

Water in the well /w/ /w/ /w/
/w/ is the sound of 'W'.

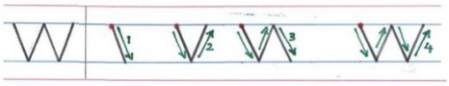


Trace and write the letter 'w'

	w	w	w	w

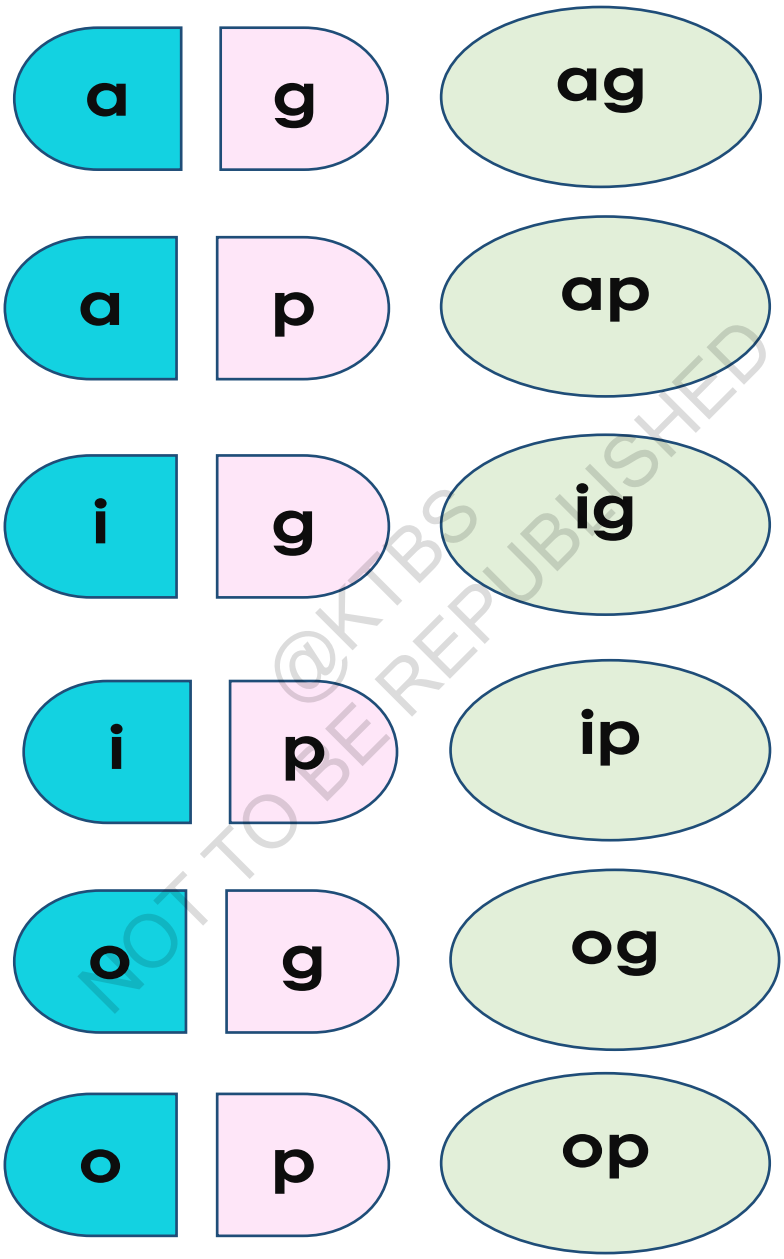
@KTBS NOT TO BE REPUBLISHED

I can do



	w	w	w	w

7.3 Let's blend

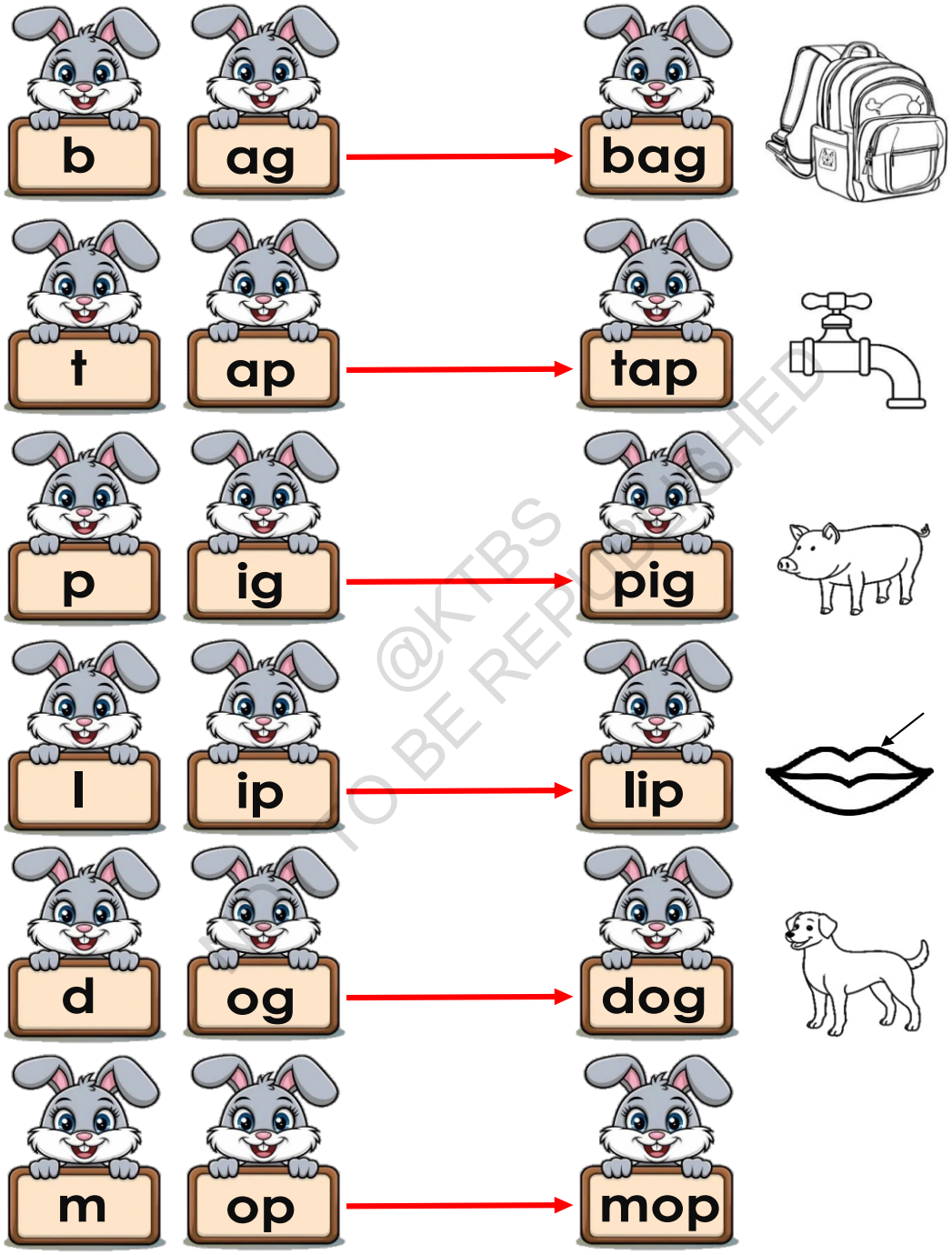


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Teacher's Signature & Date

Read aloud – Family words



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7.4 Find the words in the grid and circle them

dad bib mop tap sit log

d	a	d	o	r	w
n	t	v	b	i	b
m	p	t	s	c	d
o	g	a	d	o	p
p	v	p	s	i	t
l	o	g	i	a	b













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Note: Ask the children to find and circle the given words in grid with the help of words and picture clues.

7.5 Let's talk

A tiny home for my feathered friend!

Talk about the given pictures.



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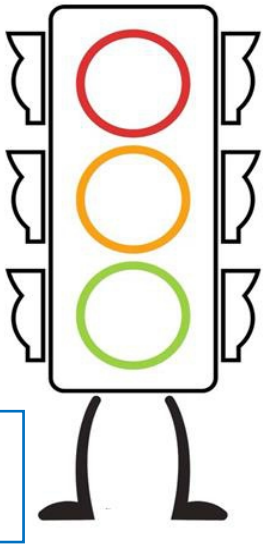


8.1 Story time

Safe steps with Chotu and Motu

Chotu and Motu were best friends.
One sunny day, they wanted to go to the park.
“Let's run across the road!” said Motu.
“No, no!” said Chotu. “That's not safe!”
Chotu pointed to the **zebra crossing.**
“We must cross the road here,” he said.
They looked to the **left**,
Then to the **right**,
Then **left again.**
“No cars coming! Let's go!” said Chotu.
They walked **slowly** and **carefully** across the road.
A policeman nearby smiled and said,
Good job, boys! That's the safe way to cross.
Motu smiled. “Thank you, Chotu!
Now I know how to cross the road safely.”





Moral: Always use the zebra crossing and look both ways before crossing the road.

Note: Narrate the story using the picture cards and talk about a few other traffic rules like following the traffic signal etc. Ask the children to colour the traffic signal according to the given colour code.

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8.2 Sing along

Manners make us shine

Good Manners
We say. 'Thank you',
We say. 'Please',
And, 'Excuse me',
When we sneeze,
That is the way,
We do what's right,
We have manners,
We are polite.



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Note: Sing the rhyme with actions.
Use flash cards to introduce the magic words.

8.3 Letters, Letter Sound & Letter Writing

Letter 'u'

What is the first sound in the word umbrella? - /ʌ/

Song

Up go umbrellas /ʌ//ʌ //ʌ/

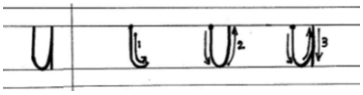
/ʌ/ is the sound of 'U'.



Trace and write the letter 'u'

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I can do



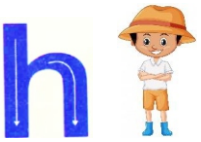
	u	u	u	u

Letter 'h'

What is the first sound in the word hat? - /h/

Song

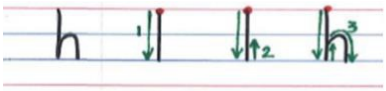
Hat on the head /h/ /h/ /h/
/h/ is the sound of 'H'.



Trace and write the letter 'h'

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I can do



h h h h

Letter 'f'

What is the first sound in the word fish? - /f/

Song

Fish with fins /f/ /f/ /f/
/f/ is the sound of 'F'.

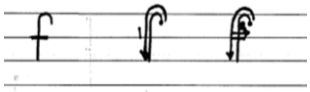


Trace and write the letter 'f'

	f	f	f	f

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I can do



	f	f	f	f

Letter 'j'

What is the first sound in the word joker? - / /

Song

Jam Jelly Joker / / / / / /

/ / is the sound of 'J'.

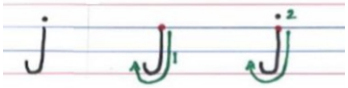


Trace and write the letter 'j'

	j	j	j	j

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I can do



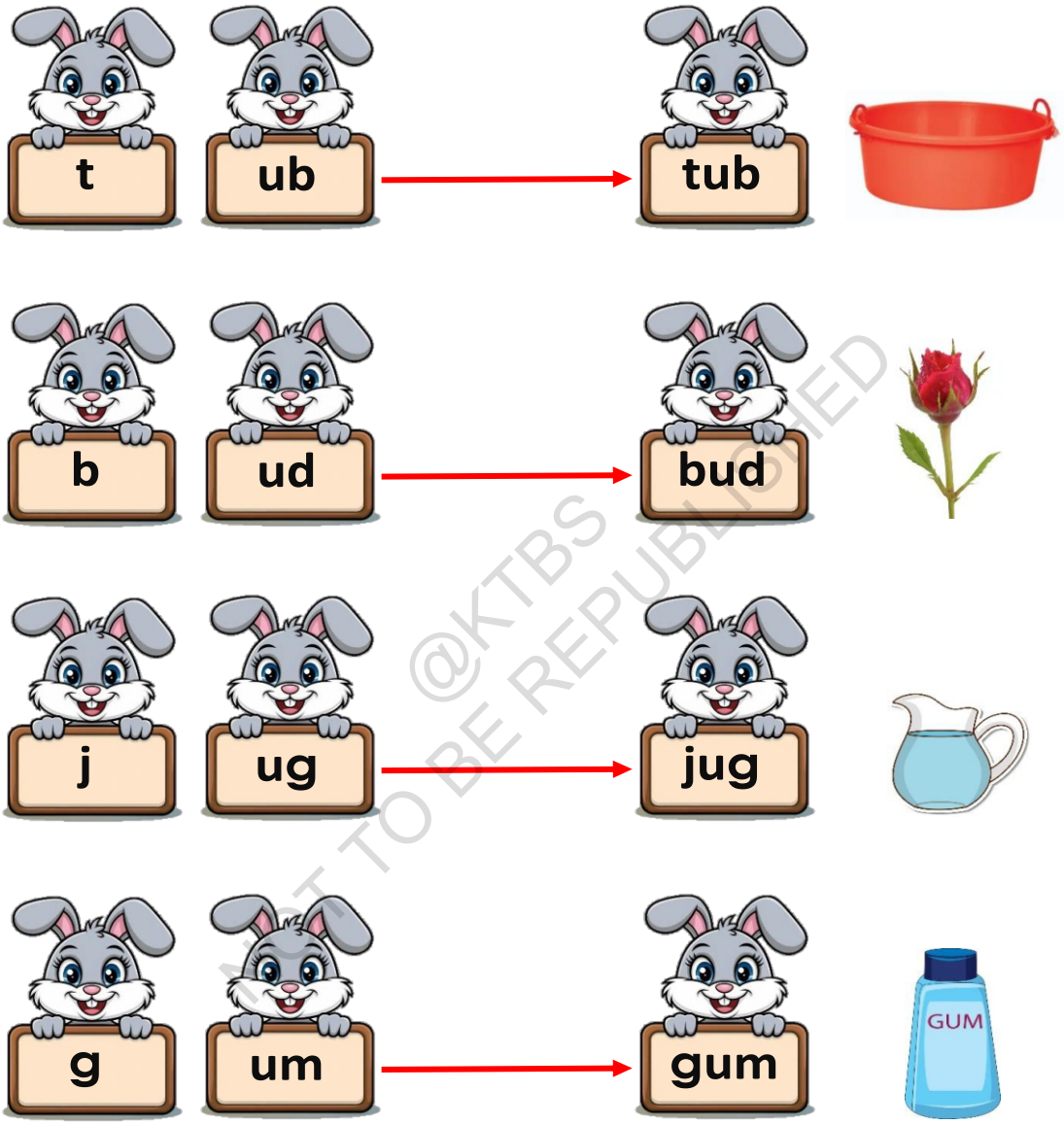
	j	j	j	j

8.4 Let's blend

u	b	ub
u	d	ud
u	g	ug
u	m	um
u	n	un
u	p	up
u	s	us
u	t	ut

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Read aloud – Family words

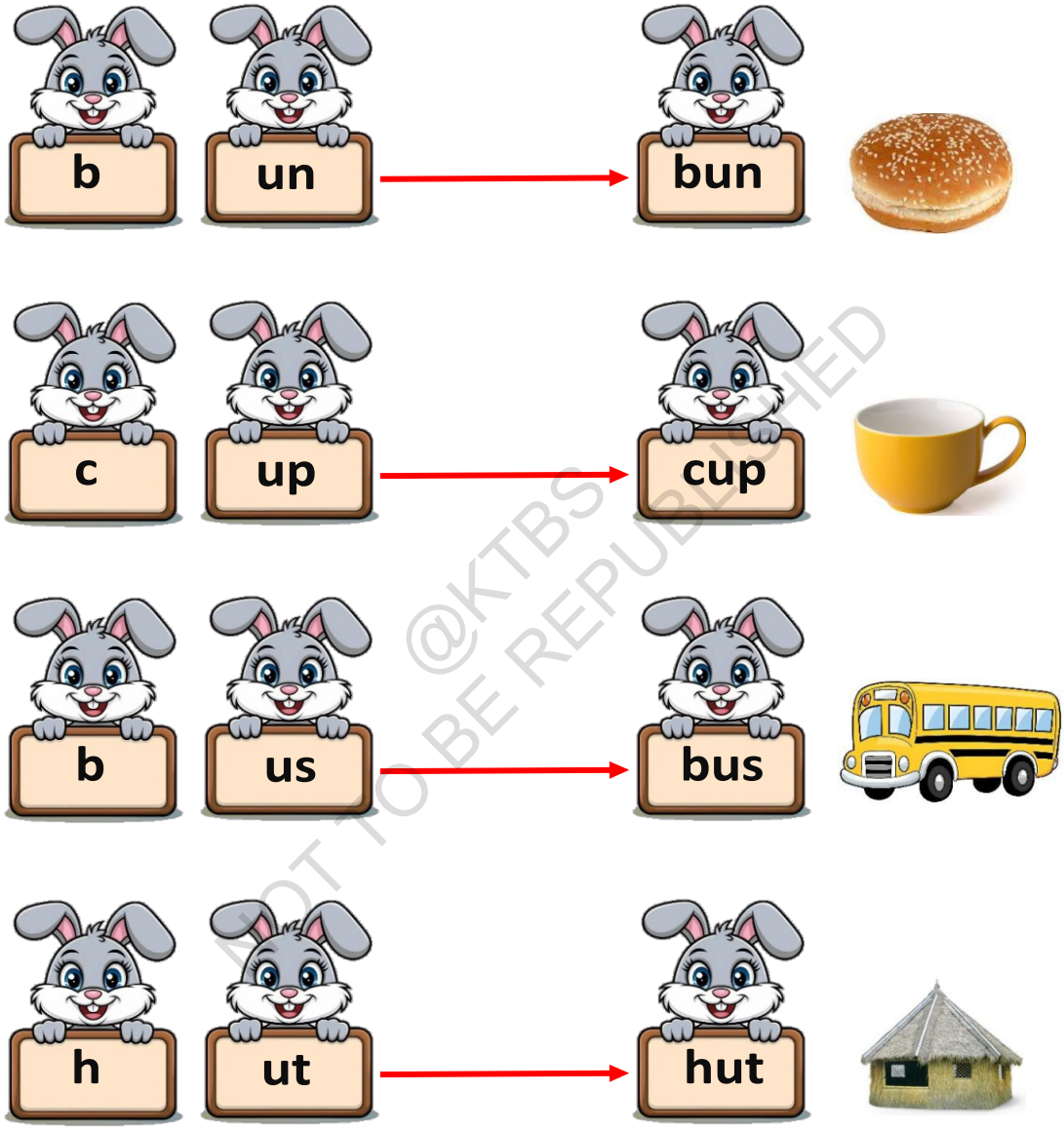


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Read aloud – Family words



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9 Lowercase letters - Set6 (e, k, x, z), VC blends & CVC words



9.1 It's Game time – Let's get moving!

Freeze like an animal

- Roar like a lion!
- Move like a butterfly!
- Hop like a frog!
- Sway like an elephant!
- Walk like a duck!
- Fly like a bird!
- Crawl like a snake!















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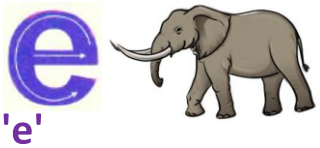
Note: Ask the children to enact as per the given instructions.

9.2 Letters, Letter Sound & Letter Writing

Letter 'e'

Song **What is the first sound in the word elephant? - /e/**

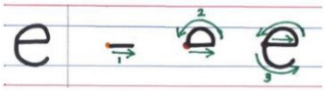
Elegant elephant /e/ /e/ /e/
/e/ is the sound of 'E'.



Trace and write the letter 'e'

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I can do



	e	e	e	e

Letter 'k'

What is the first sound in the word king? - /k/

Song

King in the kingdom /k/ /k/ /k/
/k/ is the sound of 'K'.

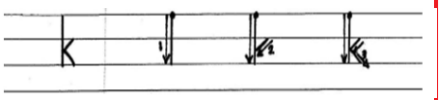


Trace and write the letter 'k'

	k	k	k	k

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I can do



	k	k	k	k

Letter 'x'

What is the first sound in the word x-mas? - /ks/



Song

X in the X mas / ks //ks//ks/

/ks/ is the sound of 'X'.

Trace and write the letter 'x'

	X	X	X	X

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I can do



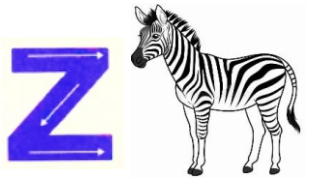
	X	X	X	X

Letter 'z'

What is the first sound in the word zebra? - /z/

Song

Zebra in the zoo /z/ /z/ /z/
/z/ is the sound of 'Z'.



Trace and write the letter 'z'

	z	z	z	z

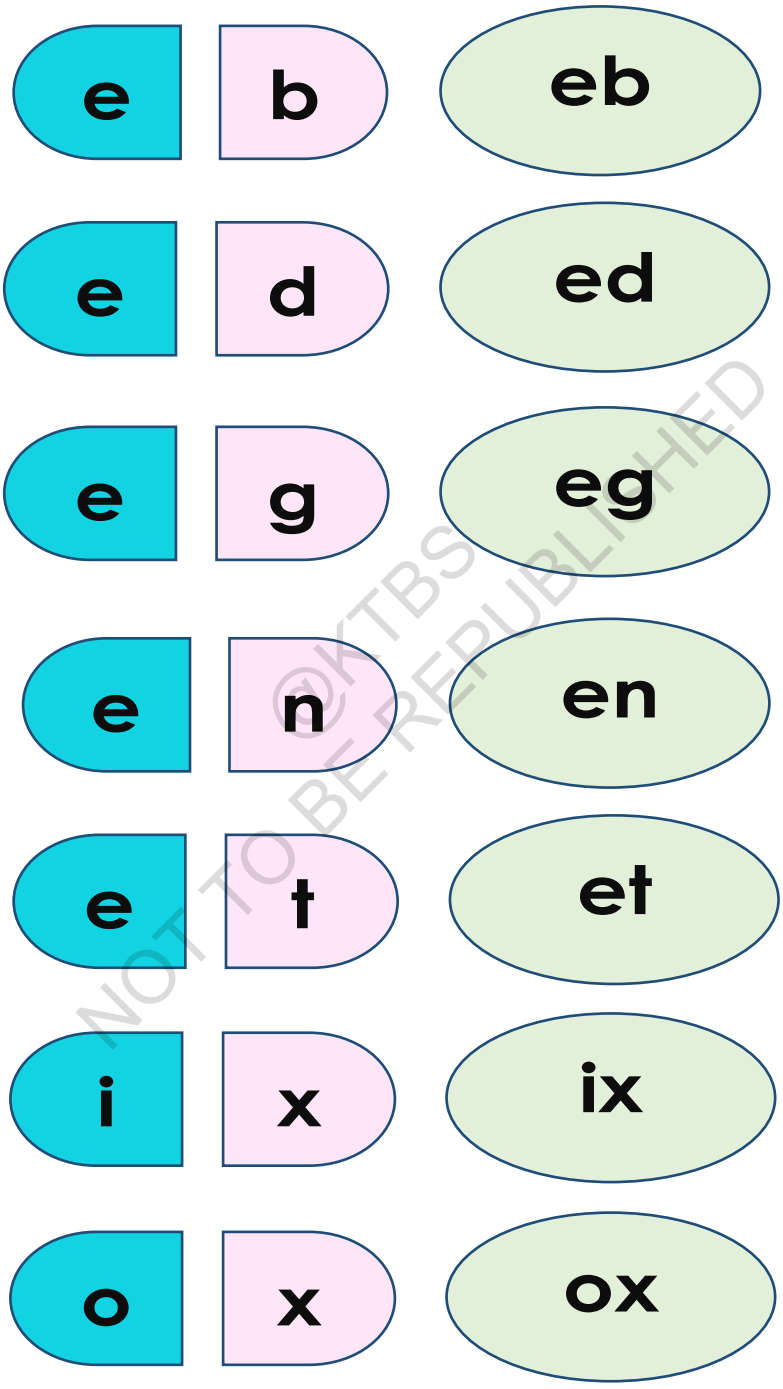
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I can do



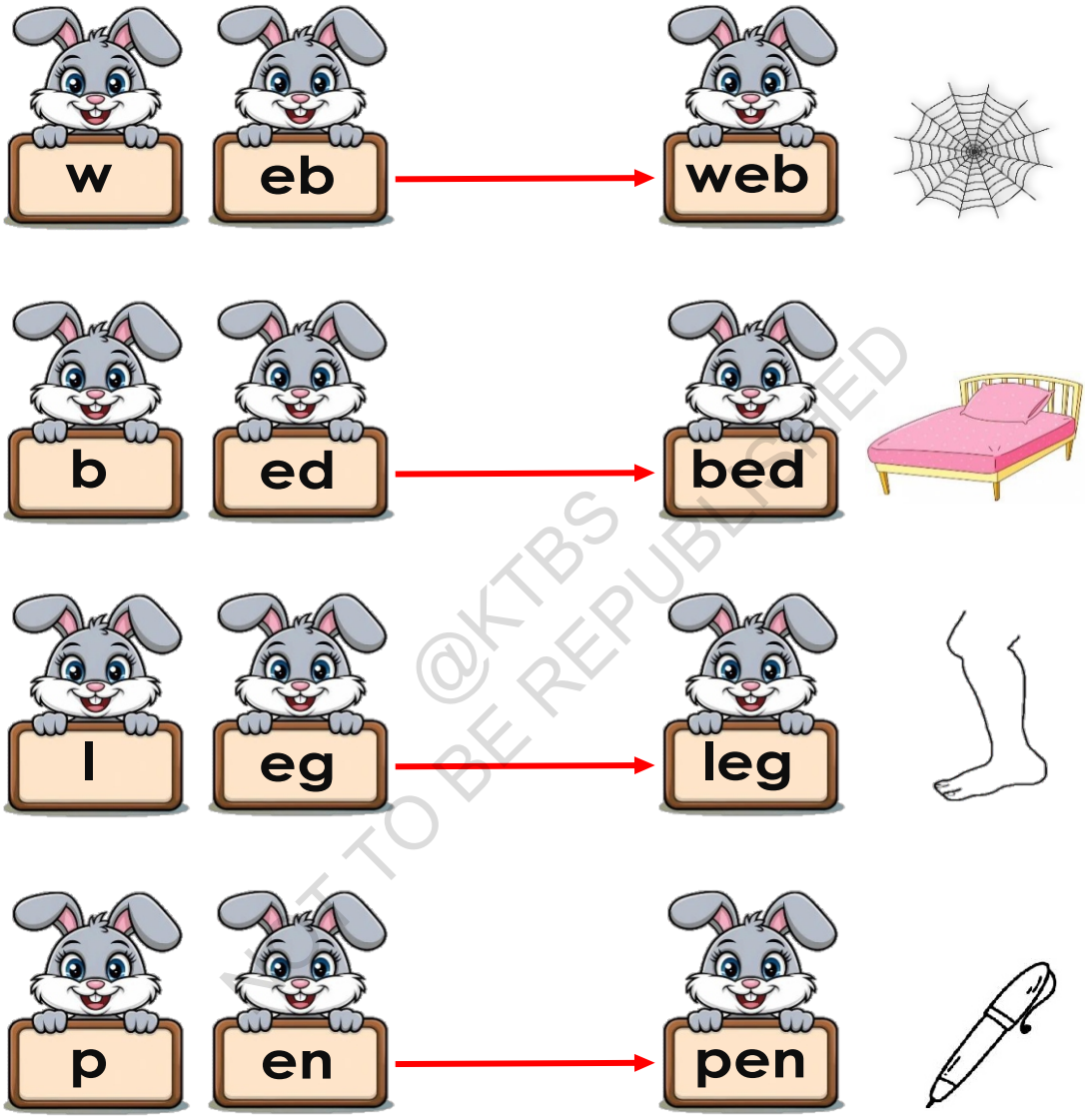
	z	z	z	z

9.3 Let's blend



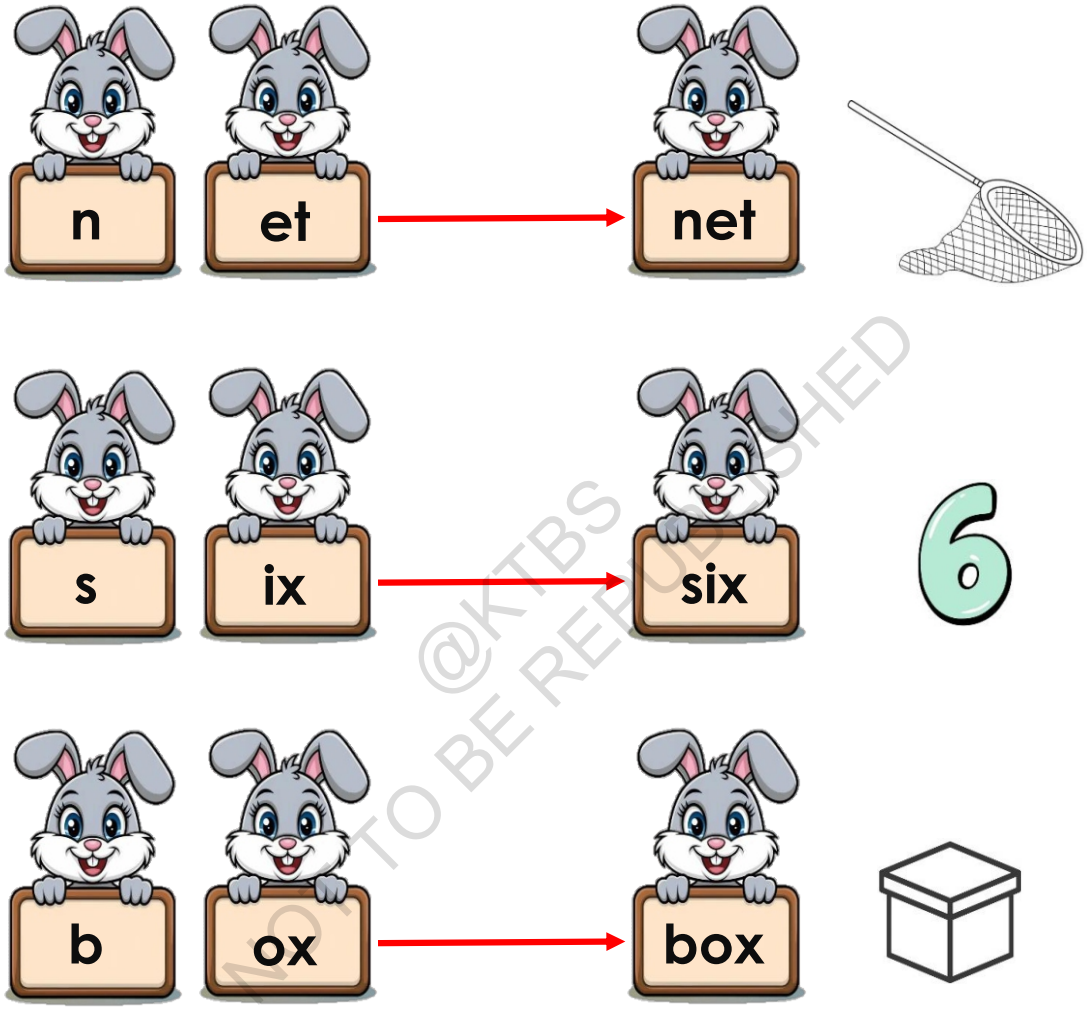
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Read aloud – Family words



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Read aloud – Family words



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9.4 Story time

Lalu and Peelu

Lalu was a red chick.
He liked red things.
Peelu was a yellow chick.
She liked yellow things.

One day, Lalu saw a red chilli.
He ate it.
It was very hot!
Lalu cried, "Help! Help!"

Peelu ran to him.
She gave him a yellow ladoo.
Lalu ate it.
He felt better.
Lalu said, "Thank you, Peelu!"

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Note: Teachers can also narrate stories from Library Books and Books from Reading Corner.



10 Lowercase Letters – Set7 (y, q), VC Blends, CVC Words & Sight Words Set2



10.1 Sing and Enjoy

On my head

On my head, my hands I keep
On my shoulders, on my cheeks,
On my hips and at my sides,
Then behind me, they'll hide
I'll hold them up so high,
Make my fingers swiftly fly,
I'll hold them in front of me,
Swiftly clap 1, 2, 3, (2)

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Note: Ask the children to sing some more rhymes with actions.

10.2 Letters, Letter Sound & Letter Writing

Letter 'y'

What is the first sound in the word yoyo? - /j/

Song

Yellow YoYo /j/ /j/ /j/
/j/ is the sound of 'Y'.



Trace and write the letter 'y'

	y	y	y	y

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I can do



	y	y	y	y

Letter 'q'

What is the first sound in the word quilt? - /qwuh:/

Song

Queen on the quilt /qwuh://qwuh://qwuh:/
/qwuh:/is the sound of 'Q'.



Trace and write the letter 'q'

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I can do

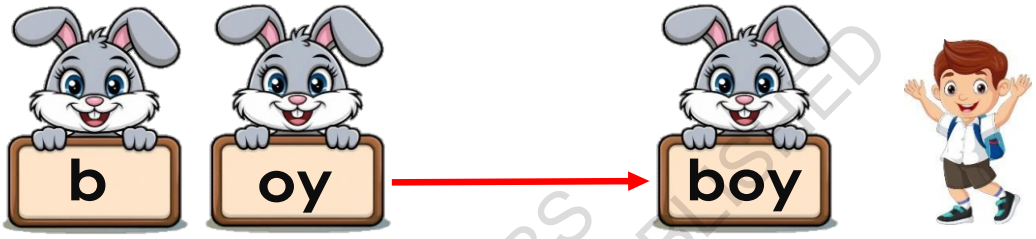


q q q q

10.4 Sight words

o y oy

Read aloud – Family words



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10.4 Sight words

Repeat these words loudly with proper pronunciation.

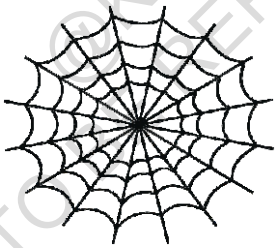
he	his	my
she	her	the

10.5 Find the words in the grid and circle them

bud web gum net bus bed

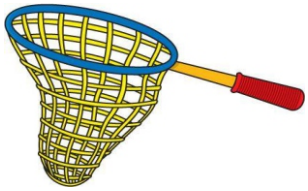
a	b	r	x	g	w
b	u	d	n	u	o
c	w	j	f	m	v
n	e	t	b	o	b
d	b	h	u	z	e
s	q	c	s	m	d

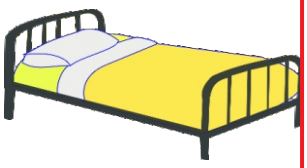












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Note: Ask the children to find and circle the given words in the grid with the help of words and picture clues.

10.6 One big word – Many small words!

Make as many words as you can using the letters in the given big word.



can

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11.1 Copy the letters

	a	b	c	d
	e	f	g	h
	i	j	k	l

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Copy the letters

	m	n	o	p
	q	r	s	t
	u	v	w	x

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Copy the letters

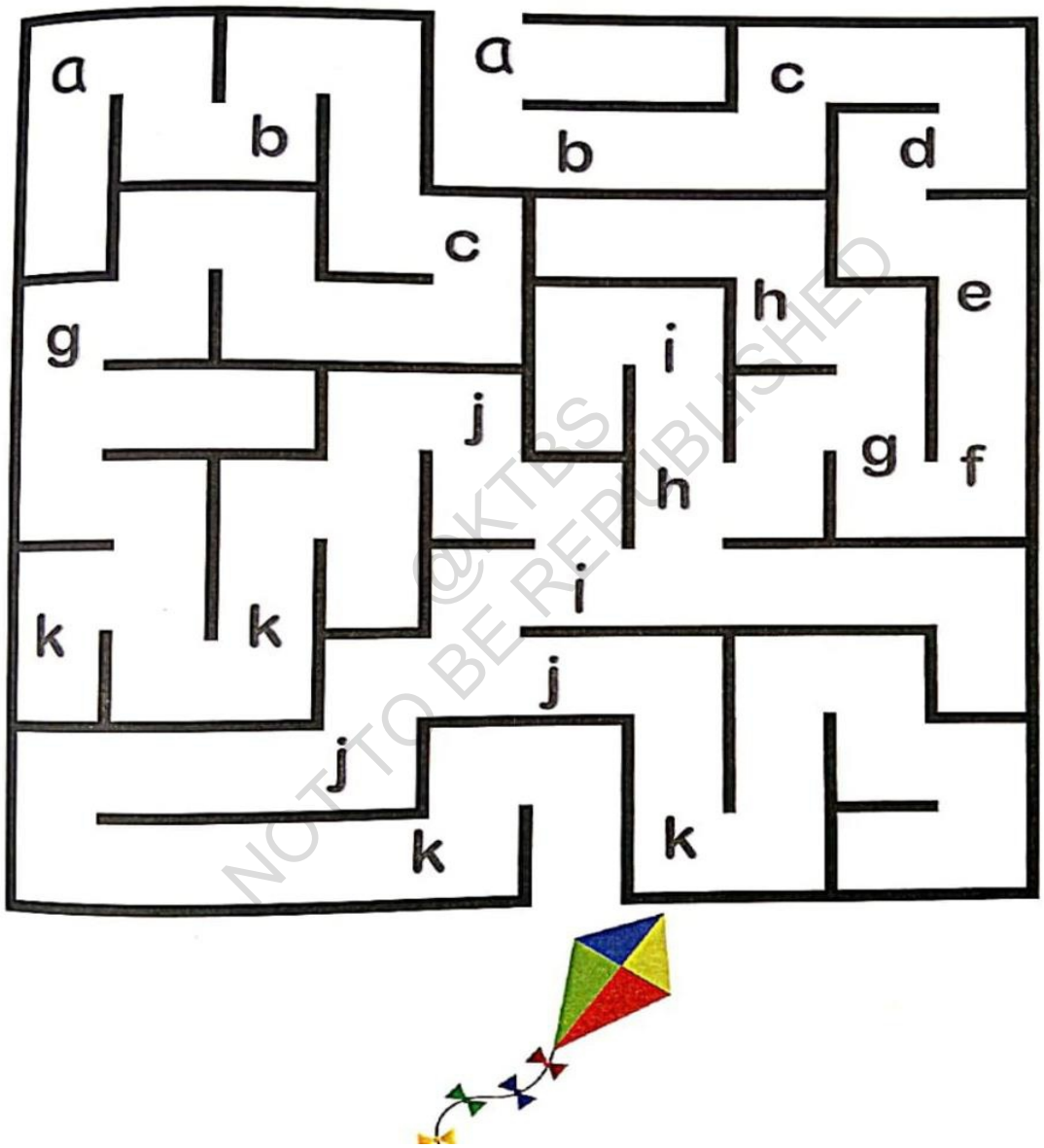
	y	z		

11.2 Write the lowercase letters for the given uppercase letters

O	_____	K	_____
Q	_____	E	_____
S	_____	V	_____
W	_____	C	_____
R	_____	X	_____
T	_____	M	_____

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11.3 Find the way from a – k to take the kite and fly



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11.4 Write the letters from a to z

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Note: Encourage the children to write the letters from a – z in sequence.

Teacher can use this sheet for assessment or home activity.



12.1 Let's sing
Flowers in my garden

Flowers in my garden, oh what fun! (2)
Thank you, rain and thank you,Sun.
Orange and red, pink and blue
Pretty as me and lovely as you.

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Note. Hold real flowers while you sing.
Use the picture cards of the sun and rain.

12.2 Blend and read

Blend the sounds and read the family words

a



i



e



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Blend the sounds and read the family words

o



u



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12.3 Match the words of the same family

bat .	. hen
den .	. dip
sip .	. hug
jog .	. cat
bug .	. dog

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12.4 Fill in the blanks with a, e, i, o, u



c __ p

s __ n



p __ d



t __ y



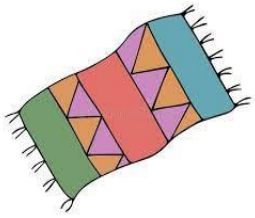
m __ n



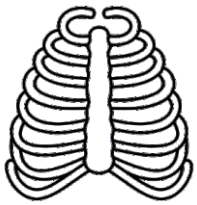
p __ n



g __ n



m __ t



r __ b

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Note: Fill in the blanks with a, e, i, o , u using the picture clues.

12.5 Colour the words of the same family

lap		map	nap	tab
got		cob	rot	not
did		tip	hid	kid
hug		rug	fun	tug
fed		web	red	wed

Circle the correct sight word



she
he



his ball
her ball



she
he



his ball
her ball

Note: Revise all the sight words using the flash cards.

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12.6 It's story time

The Cap seller and the Monkeys

Once there was a cap seller.
He sold colourful caps.
One day, he was walking through a forest.
He felt tired and sat under a big tree.
He put his bag of caps beside him and slept.
There were many monkeys on the tree.
The monkeys came down and took the caps.
They wore the caps and climbed back up.
When the cap seller woke up, he saw his caps were gone.
He looked up and saw the monkeys wearing them.
He thought for a while.
Then he threw his own cap on the ground.
The monkeys copied him and threw their caps too.
The cap seller quickly collected all the caps.
He smiled and walked away happily.

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Moral: Every problem has a smart solution.

Note: Teachers can also narrate stories from Library Books and Books from Reading Corner.



13 Phrases and Sentences



13.1 Phrases

Let's read and say!

- a cat on the mat
- dig a pit
- a hot pot
- pin in the bin
- her big cap
- fun in the sun
- cap in his bag
- a boy and his dad
- a pup and a dog
- a red big bus
- pig in the pit
- box on the cot

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Reading phrases is easy and fun!

Note: Ask the children to repeat phrases with proper pronunciation.

13.2 Sentences

Let's read simple sentences!

- The pot is on the cot.
- She pat her cat.
- The hat is on the bat.
- My hut is big.
- The bun is in the pan.
- He is a kid.
- It is her toy.
- A fox is on the log.
- His top is in the pot.
- I am in the van.












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I can read sentences!

Note: Encourage the children read simple sentences. Ask the children point to the picture that matches the sentence.

13.3 Story time

The Boy and the Mango Tree

One day, a little boy was playing near a big mango tree.
The tree was full of sweet, yellow mangoes.
The boy looked up and smiled.
He picked one mango and tasted it.
It was very sweet and juicy.
His friend was standing nearby and watching.
The boy thought for a moment.
Then he picked more mangoes and shared them with his friend.
They both sat under the tree and ate happily.
They thanked the tree and went home with smiles.









Moral: Sharing brings happiness.

Note: Teachers can also narrate stories from Library Books, and Books from Reading Corner.

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I see, I think and I say!









NOT FOR SALE

Never give up!

Note: Teachers can also narrate stories from Library Books and Books from Reading Corner.

13.4 I can read these sight words

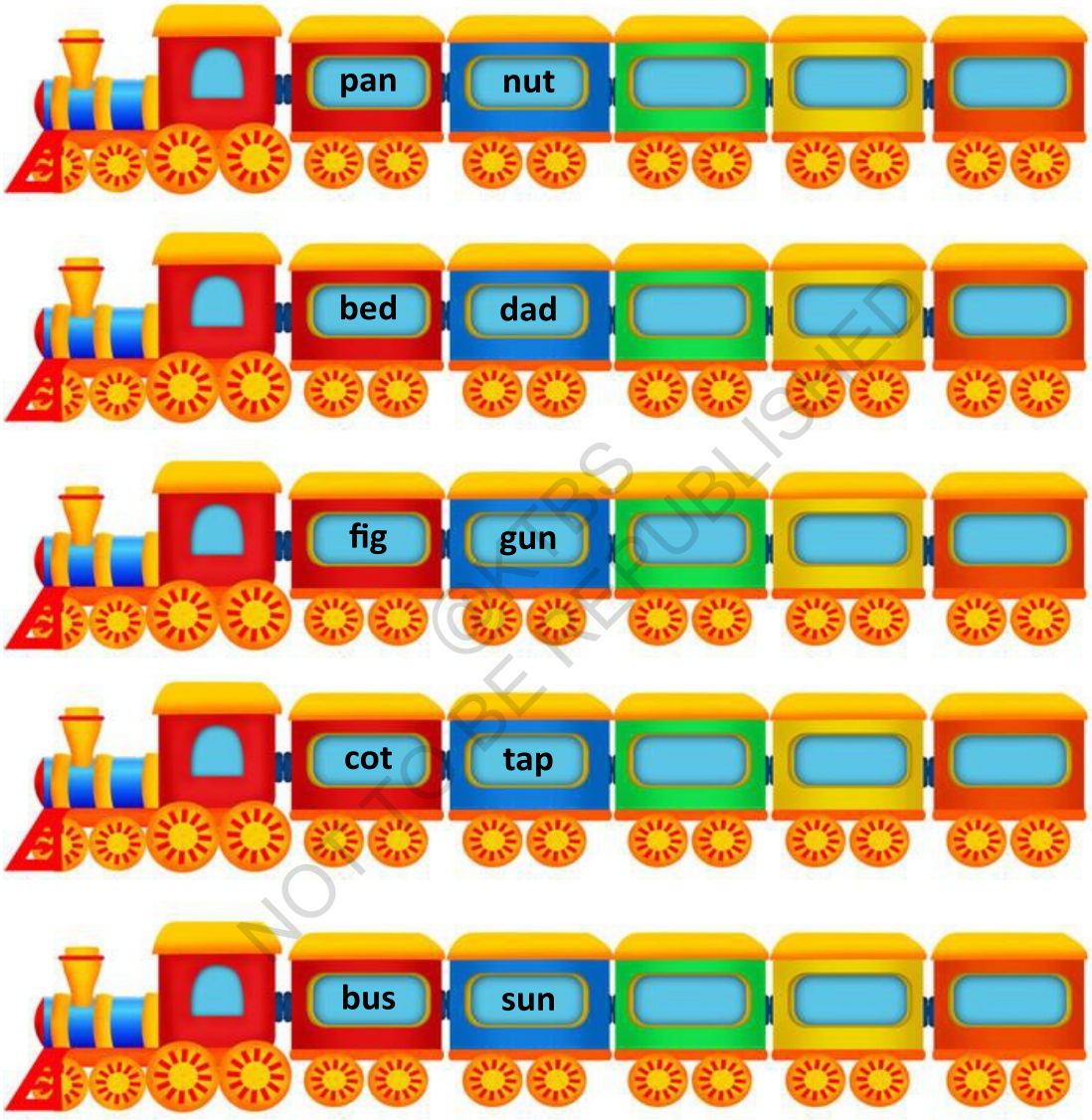
I	my	am	it	is
In	on	at	can	he
she	his	her	at	a

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Note: Encourage the children to practice reading the sight words.

13.5 Game time

Word Train - Let's build words



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Note: Use the CVC (Consonant Vowel Consonant) words Flash cards.
Guide the children to build words that start with the
last letter sound of the previous word.(orally)

13.6 Let's read and practice CVC words!

CVC Words				
a family	**e family**	**i family**	**o family**	**u family**
bag	bed	bib	box	bud
bat	den	big	boy	bug
cab	fed	bin	cob	bun
cap	hen	did	cod	bus
car	jet	dip	cot	cub
cat	leg	fin	dog	cup
dad	men	hid	dot	cut
dam	net	hip	fog	fun
dot	peg	kid	fox	gum
hat	pen	kit	got	gun
lab	red	lid	hop	hug
lad	ten	lip	hot	hum
lap	web	nib	job	hut
man	wed	pig	jog	jug
map		pin	log	mud
mat		pit	mop	mug
nap		rib	nod	pup
rat		sip	not	rug
tab		sit	pod	sun
tag		six	pot	tub
tap		tin	rot	tug
van		tip	toy	
		wig		

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Note: Encourage the children to practice reading the sight words.

MY LEARNING JOURNEY

Sl. No.	UNITS	LEARNING OUTCOMES	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH
1	**Magic of uppercase letters**	-Listens attentively to longer stories and songs.(This LO is applicable to all stories and songs in each unit.) - Answers familiar questions related to daily life or story content using simple sentences (e.g., "What is your name?" - My name is Akshaya.). - Traces and writes letters (Uppercase) more independently.										
2	**Vowels and consonants**	- Speaks short sentences in English to express thoughts, needs or responses. - Understands sequencing and directionality in books. - Identifies vowels and consonants. - Writes their full name.										
3	**Strokes (Lowercase letters)**	- Understands simple questions and storytelling sequences. - Follows two- to three-step instructions in English (e.g., "Pick up your book, open page number 16, and write the date). - Develops fine motor skills through pre-writing activities (e.g., tracing lines, patterns, finger tracing, air tracing, etc.) - Identifies and traces strokes in four lines - writes strokes and patterns confidently.										
4	**Lowercase letters – Set 1 (o, c, d, a), VC blends & CVC words**	- Recognizes the Lowercase letters and their sounds.(Applicable for all set of letters.) - Writes lowercase letters in the following order - o, c, d, a - Blends vowel and consonant sounds. (Applicable for all set of letters.) - Reads three-letter words (CVC) with emphasis on the sounds of each letter. .(Applicable for all set of letters.)										
5	**Lowercase letters – Set 2 (l, t, r, n), VC blends & CVC words**	- Speaks short sentences in English to express thoughts, needs or responses. - Writes lowercase letters in the following order - l, t, r, n										
6	**Lowercase letters – Set 3 (m, b, i, s), VC blends & CVC words & Sight words set 1**	- Listens to rhymes in English. - Associates pictures with corresponding words. - Reads the sight words. - Writes lowercase letters in the following order - m, b, i, s										

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Parent's Signature

Teacher's Signature & Date

7	**Lowercase letters – Set 4 (g, p, v, w), VC blends & CVC words**	- Follows two- to three-step instructions in English. - Writes lowercase letters in the following order - g, p, v, w - Does activities like find/circle the words in a grid (word search), etc.										
8	**Lowercase letters – Set 5 (u, h, f, j), VC blends & CVC words**	- Uses social expressions ("please and thank you") - Writes lowercase letters in the following order - u, h, f, j										
9	**Lowercase letters – Set 6 (e, k, x, z), VC blends & CVC words**	- Follows two- to three-step instructions in English. - Understands simple questions and storytelling sequences. - Writes lowercase letters in the following order - e, k, x, z										
10	**Lowercase letters – Set 7 (y, q) , VC blends & CVC words & Sight words set 2**	- Listens to rhymes in English. - Writes lowercase letters in the following order - y, q - Reads the sight words. - Completes activities like finding and circling words in a grid (word search), etc.										
11	**Lowercase time**	- Writes the lowercase letters in sequence. - Recognises and names familiar letters in print.										
12	**Fun with Activities**	- Identifies and names, letters when shown, and begin to write familiar words (family words) - Matches the words with the picture.										
13	**Phrases and sentences**	- Identifies the structure of a sentence (Beginning the sentence with a capital letter and ending with a full stop). - Reads phrases and simple sentences using CVC and sight words. - Shows interest in storybooks and tries to "read" pictures.										

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Note: Tick (✓) according to the progress of the children for each unit activities.