



Mom smiles and says, "Why, you are just big enough to go to school."



"And you are just small enough for me to carry you on my shoulders," says dad.

"You are just big enough to take me for my morning walks," says grandpa.



"And you are just small enough for me to tell stories to," says grandma.

"You will always be the perfect size for our hug," all say and give him a warm, wonderful hug.

**Note to the teacher:** Focus on the describing words **big** and **small**. Encourage children to practise the words in context.

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## Let us understand



1. Tick (✓) the correct one.

a.



Too **small** to make dosa.

☐

Too **big** to make dosa.

☐

b.



Too **small** to wear his old shirt.

☐

Too **big** to wear his old shirt.

☐

c.



Too **big** to carry the baby.

☐

Too **small** to carry the baby.

☐

2. Who said these words? Choose and write.

mom

Mano

grandpa

a. "What am I the right size for?"

b. "I can't lift you up."

c. "You can't sleep in the cradle."

3. Listen, think and say.

a. Is Mano big enough to walk to school alone?

b. Why can't Mano make dosa?

c. Why can't Mano climb on grandpa's back?

d. Are you big or small?



## Let us know



Valli and Chittu are very good friends.

Today they are counting the things they have.

I have ...



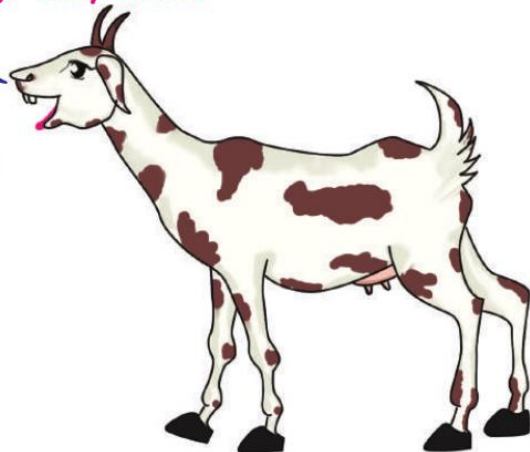
one banana.



one cap.



one toy.



I have ...



four bananas.



two caps.



three toys.

Chittu: Why do you add 's' with your words?

Valli: I have more than one of each.

**Note to the teacher:** Explain to children that we add 's' to a noun to make it more than one.

## Let us practise



1. Match the words with the pictures.



two vans

four ships

one cat

three cats

one van

one ship



2. Add "s" to make one into many.

ball

egg

apple

frog

cap

pig

dog

hut

Spell check Fill in the missing letters.



c \_ t



s \_ i \_ t



b \_ b \_





## Let us do

### Word wall



- Make one set of flashcards with the words.
- Make children sit in a circle.
- Distribute the cards to all children.
- Let one child show a card to the next child.
- If the child can read, then he / she wins the card.
- Now, the child will show another card to the next child.
- Follow these steps in clockwise direction with all children.
- The child with the most cards wins.

Read aloud and circle the words you see in the word wall.

1. I like them.
2. He was a good old man.
3. I just saw him.
4. Can you see the fish?
5. Give me some jam.
6. Take us to the zoo.

Find and circle the words.

j g i v e o l d a y  
f o r e x s g s a w  
j g e t o t a k e s  
c o m e e k m u c h  
i i o p u t t m e s  
h s z x t o n g t r  
t h e n c w z b y c  
f o r c o m e j w n  
t u g j u s t s e e

get	see
give	much
me	old
or	then
put	take
saw	come
just	by
for	to






## Circle time - Let us talk



A) Display pictures of a rat, giraffe, dog, pig, snake and an elephant. Ask children to name the animals. Reinforce the structure - "This is a rat." Let children repeat the structure.

B) Display pictures of a rat and an elephant. Ask children, "Is the rat small or big?" Say, "The rat is small." Practise with all pictures using the structure. Use the pictures in pairs like - small rat and big elephant, tall giraffe and short dog, fat pig and thin snake.

## Let us practise


The tree is big. The plant is small.	
The boy is tall. The girl is short.	
The book is thick. The kite is thin.	


Read and trace the words.



The  is big.

The  is small.

The  is tall.

The  is short.

The  is thick.

The  is thin.



Let us say



Listen to the sound and repeat.

br -  
as in

brick



broom

dr -  
as in

drink



drum

cl -  
as in

clock



cloud

fl -  
as in

flower



flute

-ft  
as in

gift



soft

-st  
as in

list



fist

-nd  
as in

pond



bend

-nk  
as in

tank



pink

Read aloud.

bring

drop

clap

flip

shift

must

sand

bank

brim

dress

click

flag

left

rest

wind

think

brass

drag

cloth

flop

loft

west

land

link

brick

drip

cluck

flash

craft

cost

bond

rank

Listen and repeat.



Flip the cloth.



Bring the drum.

Dust the nest.



Lend a hand.



Thank the monk.



Lift the gift.

**Note to the teacher:** Help children read the consonant clusters given above by blending the sounds of the letters e.g. c /k/ + l /l/ = cl /kl/. Teach children to blend letters to read the letter clusters.





## Let us do

### Word wall



- Make 4 sets of flashcards.
- Divide the class into four groups.
- Each group has a box with words and an empty box.
- You will read the word from the word wall.
- One child from each group will find the word and put it in the empty box.
- The group that finishes first wins.
- Practise with all children.

### Circle the correct one.



\_\_\_ock  
cl pl fl



po \_\_\_  
nd nk ft



\_\_\_ag  
pl cl fl



ne\_\_\_  
st nk nd



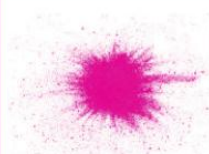
\_\_\_ush  
cr br fr



gi\_\_\_  
nd nk ft



\_\_\_op  
dr cr br



pi\_\_\_  
nk ft nd

### Circle the odd one.







Let us read



## The Fat Dog

He is a thin king.  
The thin king has a fat dog.  
The thin king and the fat  
dog go for a walk.



The fat dog sees a cat. The fat dog runs to catch the cat.



The king runs  
to catch the fat dog.

They run  
and run  
and run.

Now the fat dog is thin.



**Note to the teacher:** This is a supplementary reading material. Read out the story to children. Make them read the story on their own.

## Let us think and do

### 1. Circle the correct word.



queen / king



dog / cat



cat / dog

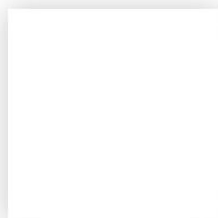
### 2. Tick (✓) Yes or No.

- |                                   |                              |                             |
|-----------------------------------|------------------------------|-----------------------------|
| a. The king is fat.               | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. The king has a fat dog.        | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c. The dog sees a rat.            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d. The dog runs to catch the cow. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e. The king runs with the dog.    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

### 3. Arrange the story in the correct order using numbers from 1 to 5.



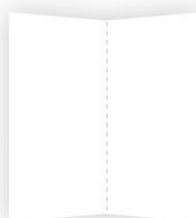
## Let us make



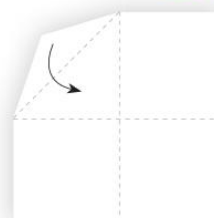
1. Take a piece of square paper.



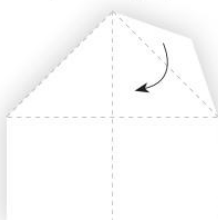
2. Fold the paper into half.



3. Open it.



4. Fold the left corner.



5. Fold the right corner.



6. Turn it and stick it in the space given below.

7. Colour and decorate your house.

This is my \_\_\_\_\_.

**Note to the teacher:** Demonstrate the steps to make the house. Read the instructions one by one. Encourage children to make the house by listening to your instructions.















## I can do



1. Tick (✓) the correct picture for the sentence.

The shirt is small.	<input type="checkbox"/> 	<input type="checkbox"/> 
The cot is big.	<input type="checkbox"/> 	<input type="checkbox"/> 
The tree is tall.	<input type="checkbox"/> 	<input type="checkbox"/> 
The ribbon is long.	<input type="checkbox"/> 	<input type="checkbox"/> 
The rat is fat.	<input type="checkbox"/> 	<input type="checkbox"/> 

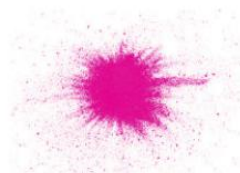
2. Choose and write the correct blend. br- cl- -st -nk



ap



ush











pi






ne



### 3. Add 's' to make one into many.

 one pot		three _____
 one cap		four _____
 one bag		two _____
 one pen		five _____

### 4. Circle the correct word for the picture.

	sofa		tap		clock
	chair		mug		pillow
	door		soap		lamp

### 5. Listen to the teacher read the story and circle the words the teacher repeats.

Rhino had walked for a long time.

She saw an old man resting under the tree.

She asked the man to give some water.

Rhino was happy to get the water from him.



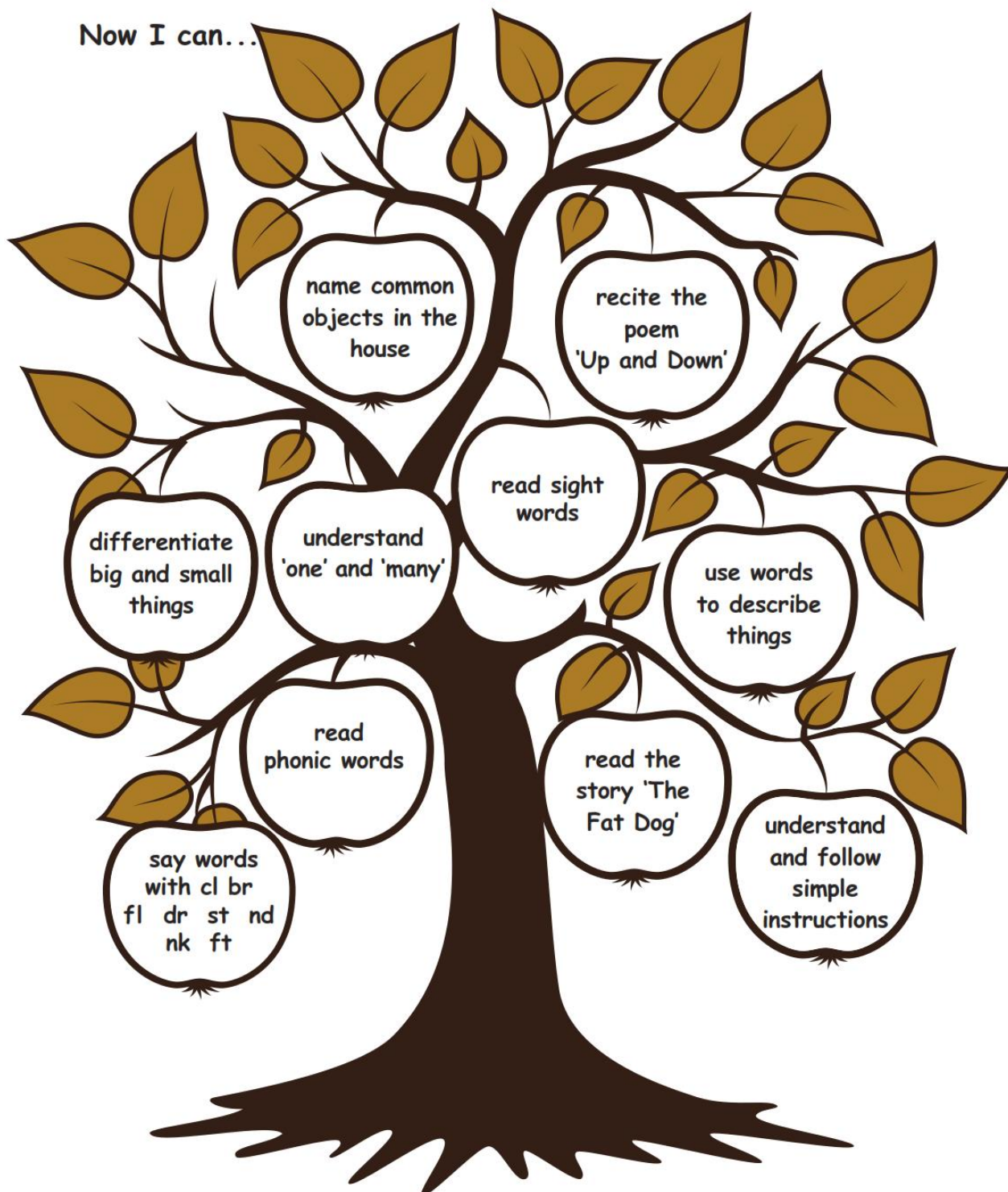
**Note to the teacher:** Read the words - long saw old get give

### 6. Recite the poem, 'Up and Down'.



## Learning outcome

Now I can...



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



Let us recall

1.Name the colours.



2.Circle the picture.

a.Who is jumping?



b.Who is clapping?



3.What will the girl say? Tick (✓).



Sorry ☐ Thank you ☐

4.Read these words.

brush

flag

clock

drum

nest

bend

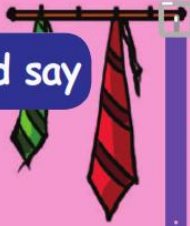
bank

lift





Look and say



red tie



violet belt



red skirt

blue  
handkerchief

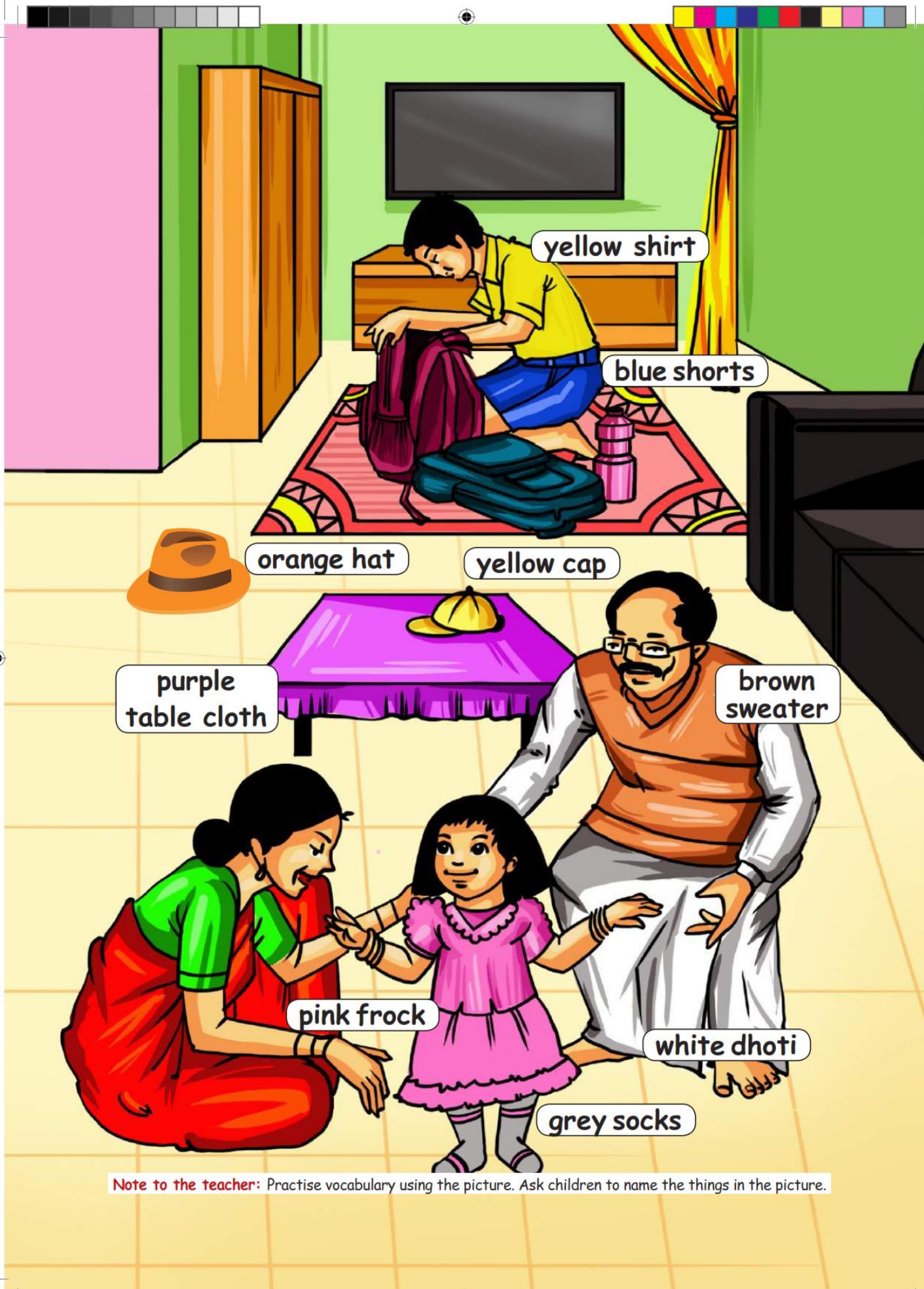


black coat



green saree





**Note to the teacher:** Practise vocabulary using the picture. Ask children to name the things in the picture.



Let us sing



EG1HW1

## The Magic Words



When we want someone to help  
What do we say?  
Please, please, please.

When someone helps us out  
What do we say?  
Thank you, thank you, thank you.

When we make someone cry  
What do we say?  
Sorry, sorry, sorry.

Please, thank you and sorry  
Please, thank you and sorry  
Say them as you need.  
Say them to make it all good.



**Note to the teacher:** Sing the song with actions. Encourage children to listen and do the actions first, then repeat the song after the teacher. Emphasize the use of magic words in the class.





Let us learn



### Nina Wonders...

**Nina:** Today I am not going to school.

It is a holiday! I am not going out to play.

It is too hot anyway!

What am I going to do?

**Nithin:** Nina! Nina! Nina!



*Nina does not reply. Nithin goes near her and shakes her head.*

**Nithin:** I called you three times!

**Nina:** Sorry, I didn't hear you.

**Nithin:** Let's play a game. It's called 'Listen to your body'.

**Nina:** Really? How do we play that game?



Nithin: Sit down and do what I do.

*Nithin breathes in and out. Nina breathes in and out.*



Nithin: Can you hear your breath?

Nina: Yes!

Nithin: I can make my breath louder...  
ssssssssssssssssssss

Nina: I can make it even louder... SSSSSSSSSSSSSSS

*Nithin places his hand on his chest and so does Nina.*

Nithin: Listen, do you hear anything?

Nina: Lup tup. Lup tup. Lup tup.  
Someone is playing a drum.

Nithin: That's your heart.  
It beats all the time.  
It beats all day.  
It beats all night.



*Nithin claps his hand and so does Nina.*



Nithin: I can make a song with my hands.

*Nina stands up and stomps her feet.*

Nina: Ha! I can make one with my feet!  
Tippity-Tappity-Toe  
Stamp! Stamp! Stamp!





*Nithin places his hand on his tummy and so does Nina.*

**Nina:** I can hear Guddu...  
Guddu... Guddu...

**Nithin:** Ha ha! Are you  
hungry?

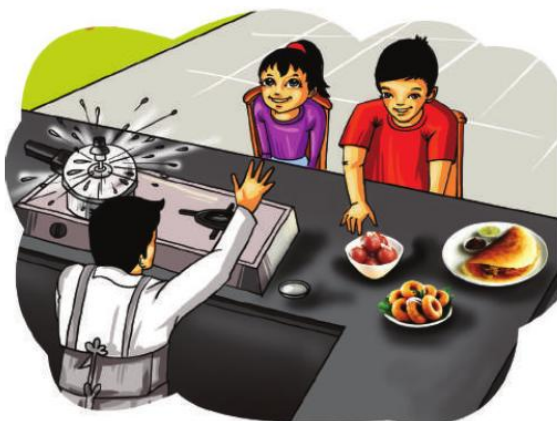


*Whoossshhh...went the cooker. Nina turns to the sound.  
They both walk to the kitchen.*

**Nithin:** I think food is ready.

**Nina:** How do you know?

**Nithin:** My nose says so!



**Nina:** One for me?

**Father:** What are you both  
doing in the kitchen?

**Nina:** We heard the  
cooker.

**Nithin:** We saw the jamuns.  
The jamun is so sweet.

**Father:** Oh no! No more jamuns before lunch! Off you go!

**Note to the teacher:** Focus on naming different parts of the body and verbs related to them.  
Encourage children to practise the words in context.



## Let us understand



1. Tick (✓) the correct word.



five ☐ three ☐



bell ☐ drum ☐



garden ☐ kitchen ☐

2. Match the words with the pictures and write them.

foot



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---

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head



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---

---

ear



---

---

---

hand



---

---

---

3. Listen, think and say.

- Who did not go to school?
- What game did Nina and Nithin play?
- Why did Nithin place his hand on his tummy?
- Can you name the parts of your body?



## Let us know

Chittu looks outside and says,



I can see...



a boy



a car



a dog



a frog



a tree

Valli looks inside the house and says,

I can see...



an apple



an egg



an ice cream



an onion



an umbrella



Chittu: Why do you say "an"?

Valli: If the first letter of a 'one' word is a, e, i, o, u, we say "an".

**Note to the teacher:** Explain to children that we add "an" before vowel sounds (sounds of a,e,i,o,u) and "a" before the sounds of other letters.



## Let us practise

1. Circle a / an.



a / an ant

a / an duck

a / an book

a / an orange

2. Fill in the blanks with a / an.

a. This is \_\_\_\_\_ bell.



b. This is \_\_\_\_\_ ox.



c. This is \_\_\_\_\_ tub.



d. This is \_\_\_\_\_ axe.



e. This is \_\_\_\_\_ eagle.



f. This is \_\_\_\_\_ fan.



Spell check Fill in the missing letters.



t\_e



b\_l\_



f\_o\_k



Let us do

### Word wall

- Display the words on the word wall.
- Make children repeat it as you say each word.
- Invite a child to the front of the class.
- Whisper a word. Let the child say it to the class and the class will repeat.
- Remove the word as the child says it.
- Continue it till all the words are called out.

Tick (✓) the words you see in the word wall.

- |         |       |       |
|---------|-------|-------|
| 1. home | hum   | hut   |
| 2. sun  | sack  | soon  |
| 3. shut | stand | stack |
| 4. can  | came  | come  |
| 5. take | tick  | talk  |

Read aloud and circle the words you see in the word wall.

1. I came home soon.
2. Find the pen.
3. Ring the bell first.
4. Stand in a line.
5. Off you go!
6. It was a long day.

Circle the odd pair.



leg



feet



head



## Circle time - Let us talk



- A) Display a few pictures of action words like dance, read, write, run, jump, skip, sing, swim, draw etc. Ask students to name the actions as you show them. Say "I can dance" and demonstrate.
- B) Now distribute the pictures to the class. Let children hold it up. Ask each child, "What can you do?" Encourage them to answer, "I can \_\_\_\_\_." Point to a girl/boy and say "She/He can \_\_\_\_\_." Let children repeat it. Practise it with all.

## Let us practise

 I can run.	 He can jump.	 She can lift.
 She can climb.	 He can sing.	 She can ride.

Choose and write the correct one.



He can \_\_\_\_\_ . (read / write)

\_\_\_\_\_ (He / She) can swing.



I can \_\_\_\_\_ . (swim / jump)



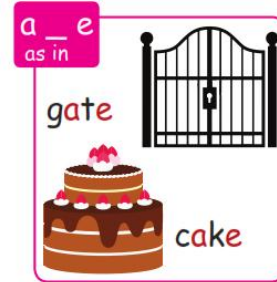




Let us say



Listen to the sound and repeat.



Read aloud.

maid paid hail pail gain rain bait wait

bay day hay lay may pay ray say

cake make name same gate hate cave save

Listen to the teacher and circle the words with long 'a' sound.

It was a May day. Jake the snake was hungry.

It ate the snail in the pail.

It ate the cake made by Kate.

It ate the crane near the lake.

A maid had some hay.

It ate all the hay.

An ape saw the snake.

It took a cane to chase the snake.

But the snake got into a train and made an escape.



**Note to the teacher:** First, teach the sound /ei/ to the children. Then, introduce the three different letter clusters for the same sound. Help children relate the sound to the letter clusters.



## Let us do

### Word wall



- Display the words on the word wall.
- Distribute the word cards to all students.
- Show word with "ai".
- Let all the students with that letter combination stand up and say the words they have.
- Practise with "a\_e" and "ay" words also.
- Make all the students say the words.

## Let us practise



Add 'e' and write the words: e.g. can - cane

man - \_\_\_\_\_

tap - \_\_\_\_\_

rat - \_\_\_\_\_

mad - \_\_\_\_\_

pan - \_\_\_\_\_

fat - \_\_\_\_\_

Fill in the blanks.



r \_ \_ n



c \_ k \_



w \_ y



g \_ t \_

### Try to read these!

b + l = bl-

black

c + l = cl-

clip

f + r = fr-

frog

n + t = -nt

tent





Let us read



### What Do You See?

Blue bird, blue bird, what do you see?

I see a yellow duck.

Yellow duck, yellow duck, what do you see?

I see a green frog.

Green frog, green frog, what do you see?

I see a red fish.

Red fish, red fish, what do you see?

I see a small boy.

Small boy, small boy, what do you see?

I see

a blue bird, a yellow duck,  
a green frog and a red fish.

That is what I see.

**Note to the teacher:** This is a supplementary reading material.  
Read out the story to children. Make them read the story on their own.

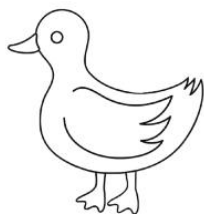




## Let us think and do



1. Match, colour and write the colours.

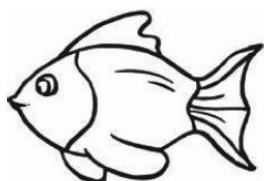


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2. Choose and write the correct word.

ducks fish frogs trees



I see four 

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I see two 

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---

I see three 

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---

I see one 

---

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## Let us make



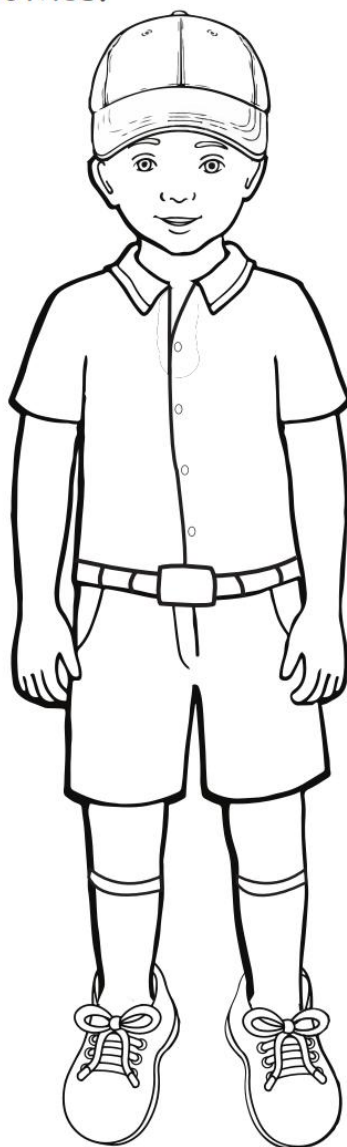
Colour the boy's cap **red**.

Colour the boy's shirt **yellow** and shorts **blue**.

Colour the boy's belt **black**.

Colour the boy's shoes **brown** and socks **grey**.

Name the boy's clothes.



**Note to the teacher:** Read the instructions one by one. Encourage children to colour by listening to the instructions.



# I can do



## 1. Circle the correct picture.

hat			
shoes			
pants			
tie			

## 2. Listen and write the correct one.

We see with our \_\_\_\_\_ . (eyes / ears)

We smell with our \_\_\_\_\_ . (ears / nose)

We walk on our \_\_\_\_\_ . (hands / legs)

We clap with our \_\_\_\_\_ . (hands / legs)

## 3. Tick (✓) things that are yellow.


☐

☐

☐

☐

☐





#### 4. Listen to the teacher read the story and circle the words the teacher repeats.

A girl was going home. Soon, it started to rain. She had to stand under the tree. Then, a bus came and she went home.

**Note to the teacher:** Read the words - girl home stand came soon

#### 5. Read and match.

tail	pale
pay	blame
male	pail
flame	brain
train	say

#### 6. Can you do these? Say it to your teacher.

I can...



#### 7. Fill a / an.

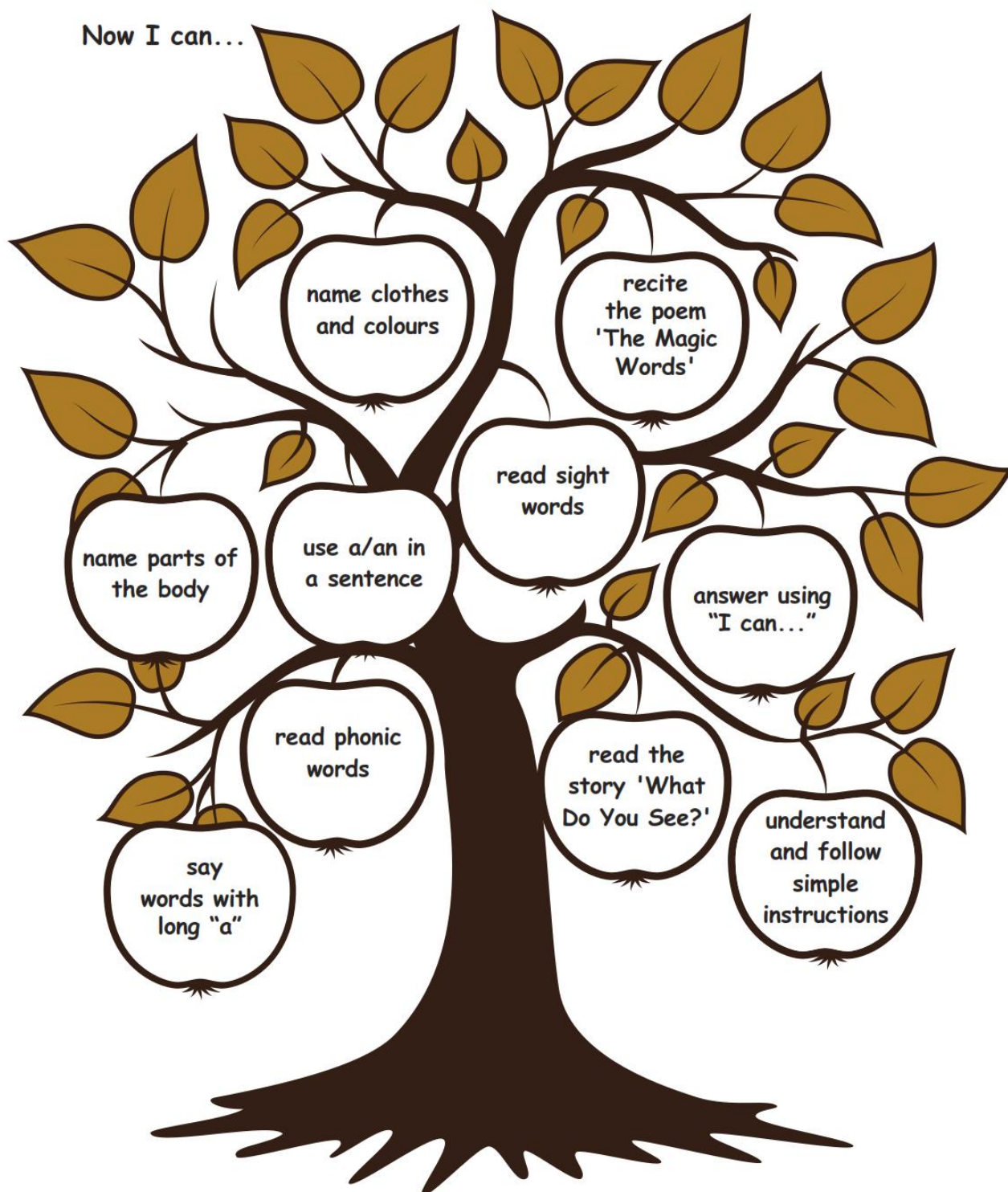
_____	apple	_____	box	_____	tap	_____	egg
_____	jug	_____	ox	_____	kite	_____	van

#### 8. Recite the poem, 'The Magic Words'.



## Learning outcome

Now I can...



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



Let us recall

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



jump ☐ sit ☐



hop ☐ sit ☐

2. Make one into many.



- one cap



two

3. Fill a / an.

This is \_\_\_\_\_ bun.

This is \_\_\_\_\_ kite.

This is \_\_\_\_\_ axe.





Look and say



happy



angry



sleepy



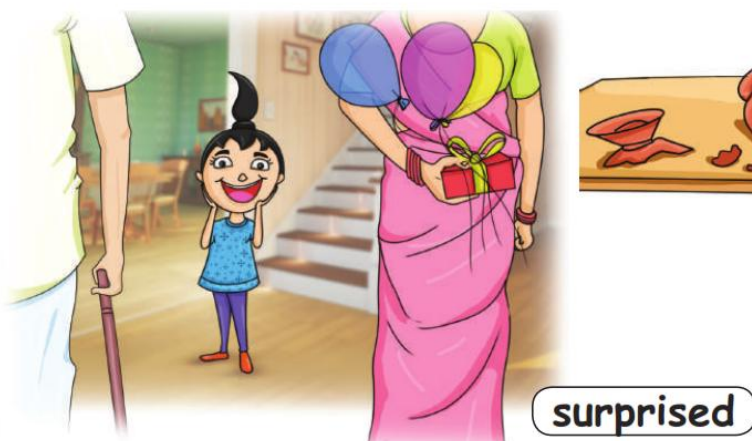
hungry



tired



lazy



**Note to the teacher:** Practise vocabulary using the pictures. Ask children to name the feelings in the pictures.



Let us sing



### How Do I Feel?



When I am happy,  
I laugh... ha, ha, ha.

When I am sad,  
I cry... boo, hoo, hoo.



When I am angry,  
I yell... ah, ah, ah.

Any way I feel, I can show it to you.  
Do you ever feel the same way too?

When I am hungry,  
I eat... chew, chew, chew.



When I am thirsty,  
I drink... gulp, gulp, gulp.



When I am tired,  
I sleep... zzz, zzz, zzz.



Any way I feel, I can show it to you.  
Do you ever feel the same way too?

**Note to the teacher:** Sing the song with actions. Encourage children to listen and do the actions first, then sing the song with the teacher.





Let us learn

## Not That One



It was a holiday.

Gopi wanted to do...  
**SOMETHING!**

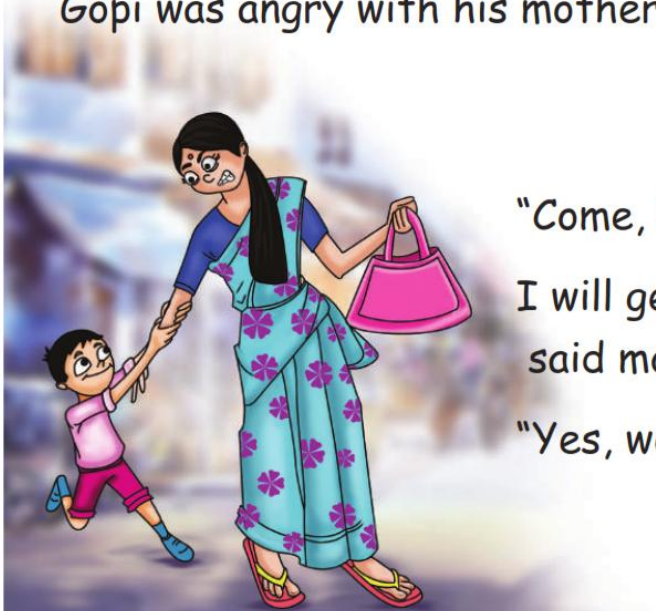
"Mom, what is in that  
green box?" said Gopi.  
Mom was reading.

Gopi put a stool over a chair.

He climbed up to get the box down.

"No, no! Not that one! All those  
boxes will fall on our heads, Gopi!"  
said mom.

Gopi was angry with his mother.



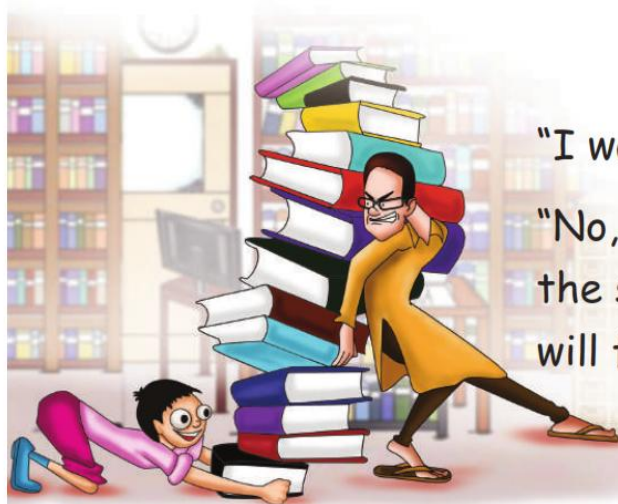
"Come, let's go to the market.  
I will get you something,"  
said mom.

"Yes, we will," said Gopi.

They went to the market.  
Gopi was still angry.

"I want that one!" he said,  
pointing to an apple.

"No, no, not that one!  
The fruits will fall down!" said  
the shopkeeper.



"I want that book!" said Gopi.

"No, no, not that one!" said  
the shopkeeper. "The books  
will fall down."

"I want that one!" shouted  
Gopi, almost pulling out a  
samosa from a high stack  
of samosas.

"No, no, not that one!"  
warned the shopkeeper.  
"All my samosas will fall  
down!"







He was now in  
a very, very bad mood.

"I want that one!" said Gopi loudly.

"No, no, not that one! The flowers  
will fall down." said the flower seller.

By now, Gopi was crying loudly.  
Everyone was looking at Gopi.



"I want that one! The black one!"  
said mom loudly.

Gopi stopped crying suddenly.

What was the black one?

He saw a basket of puppies.

"Mom, no, no! Not that one!"

"Let's take this brown one!" said Gopi.

Then, Gopi gently took the brown puppy.

It was on top of the pile.

Mom smiled. Gopi was smiling too.

He was happy.



**Note to the teacher:** Focus on the characters and their feelings. Help children make connections with their everyday life. Practise the structures used in the story in context.





## Let us understand



### 1. Circle the correct word.



angry / happy



angry / happy



box / book



apples / samosas

### 2. Choose and write the correct word.

1. Gopi pulled the \_\_\_\_\_ (green / red) box.

2. Gopi and Mom go to the \_\_\_\_\_. (market / park)

3. Gopi wants an \_\_\_\_\_. (orange / apple)

4. Mom wants a \_\_\_\_\_ (brown / black) puppy.

### 3. Listen, think and say.

- Who was reading a book?
- Why was everyone looking at Gopi?
- What did Gopi say to the shopkeeper?
- Why was Gopi angry?
- How would you feel if you were Gopi?



## Let us know

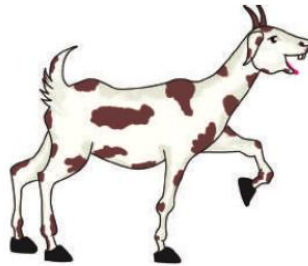


Valli talks about her pet and friends.



I am Valli.

You are Chittu.



We are friends.

You are a boy.



You are boys.



Chittu: Why do you say  
I 'am' but You 'are'?

Valli: We should use  
am after I and  
are after you and we.

**Note to the teacher:** Explain to children that we use "am" after "I" and "are" after "You" and "We" in present tense.

## Let us practise

### 1. Read aloud

I am a girl.



We are brothers.



You are a boy .



You are boys.



### 2. Fill in the blanks.

I \_\_\_\_\_ a boy.



You \_\_\_\_\_ a girl.



We \_\_\_\_\_ sisters.



You \_\_\_\_\_ girls.



### Spell check Fill in the missing letters.



b \_ \_ k

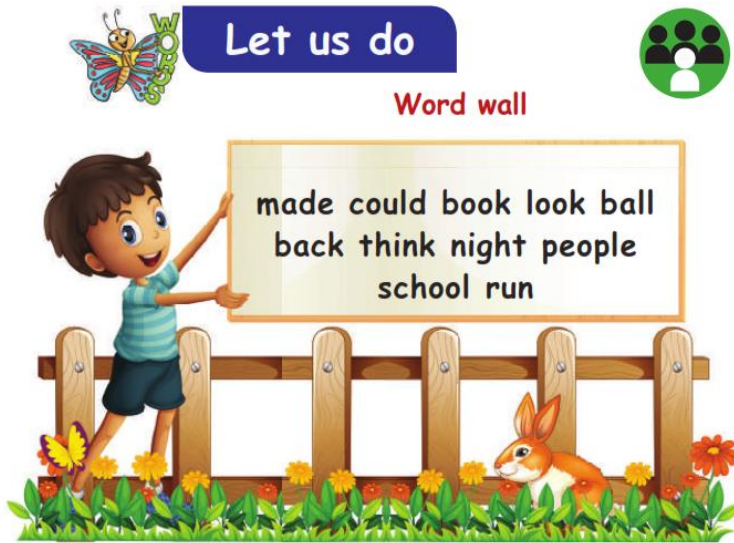


b \_ \_ e



pu \_ \_ y





Let us do

Word wall



- Divide the class into 4 groups and ask each group to form a line.
- Display four sets of words on the board.
- Ask the first child from each group to read the first word and move to the back of the line.
- If the child can read correctly, erase the word.
- The group to finish reading first is the winner.
- Practise till children can read all the words.

Read aloud and circle the words you see in the word wall.

1. Look into my bag.
2. Let us go back.
3. I brush my teeth at night.
4. Run to school.
5. He made a pot.

Read and trace the words.

I made a cake.

The book is on the cot.

I like my new ball.

My school is very near.

I sleep at night.

Could you help me?



## Circle time - Let us talk



A) Display pictures of emotions in flashcards.(e.g. happy, sad, angry, tired, sleepy, shocked, surprised, scared).Hold each card and say "I feel \_\_\_\_."

B) Now, distribute the flashcards to children. Ask a child, "How do you feel?". Encourage children to say, "I feel \_\_\_\_."Make children ask and answer in groups.

## Let us practise

			
I feel happy.	I feel sad.	I feel angry.	I feel shocked.
			
I feel sleepy.	I feel tired.	I feel scared.	I feel surprised.

Now say how you feel.



I feel happy. / I feel angry.



I feel scared. / I feel happy.



I feel sad. / I feel happy.



I feel angry. / I feel sleepy.



Let us say

Listen to the sound and repeat.



ee  
as in



bee



tree



sheep

ea  
as in



tea



leaf



wheat

Listen and repeat.

see fee deep jeep meet feet seed weed

cheek sleep wheel leech fleet green free teeth

sea bead read seat heat neat meal deal

cheap wheat cream clean teach treat bleach breath

Listen to the teacher and circle the words with long 'e' sound.

Don't keep your feet on the seat.

The green leaf is on the tree.

We see the sea from the beach.

The green jeep is clean and neat.

The green leech is in deep sleep.

Clean the cream on your cheek.

**Note to the teacher:** First teach the sound /i:/ to the children. Then, introduce the two letter clusters for the sound. Help children relate the sound to the letter clusters.





## Let us do



### Word wall



- Display the words on the word wall.
- Divide the class into two groups A and B.
- Make them sit in a circle.
- Assign the letter cluster 'ee' to group A.
- Assign the letter cluster 'ea' to group B.
- Read out a word from word wall.
- The group with assigned letter cluster will stand up and the other group will remain seated.
- Practise with all the words.

## Let us practise

Match the words with the pictures.



tea



wheat



leaf



bee

Circle the odd one.

1. keen beep make seed
2. beak clay bean feat
3. main weep clean team
4. seat bead made leech

Try to read these!

p + l = pl-  
plate

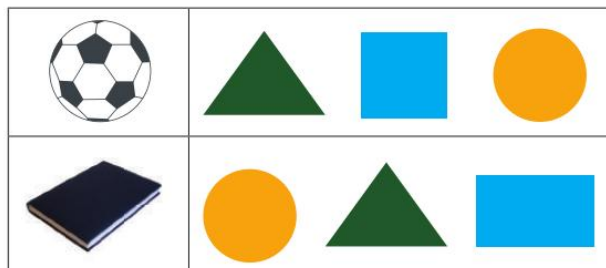
s + l = sl-  
sleep

p + r = pr-  
pray

s + p = -sp  
wasp

s + k = -sk  
desk

Tick (✓) the correct shape for the picture.





## Let us learn



### No... No... Not Now

Shall I hop on this tub?

No... No... Not now.

Shall I sit by that cup?

No... No... Not now.



Shall I jump on your bed?

No... No... Not now.



Shall I get your cap?

No... No... Not now.



Shall I run to the shop?

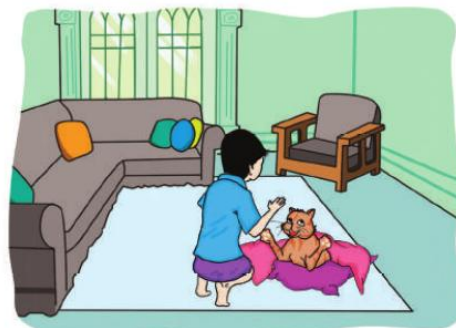
No... No... Not now.

Shall I have a nap?

No.. No... Not now.

But then what shall I do?

Come! Let us go out and play.



**Note to the teacher:** This is a supplementary reading material. Encourage children to read the story on their own.

## Let us think and do

### 1. Match the words with the actions.



eat

sit

run

nap

jump

sing



### 2. Tick (✓) the correct sentences.



☐ He jumps on the bed.

☐ He jumps on the tub.

☐ She runs to the shop.

☐ She runs to the park.



☐ He plays with food.

☐ He plays with toys.

☐ He gets the box.





☐ He gets the pen.

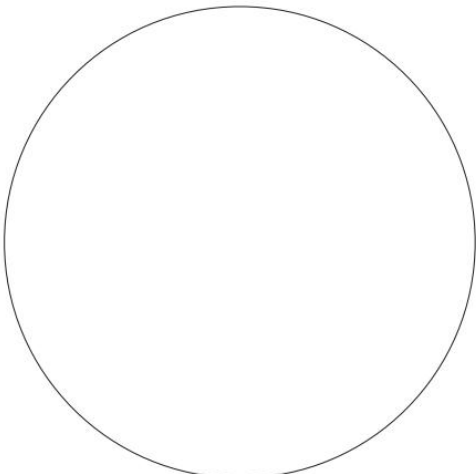
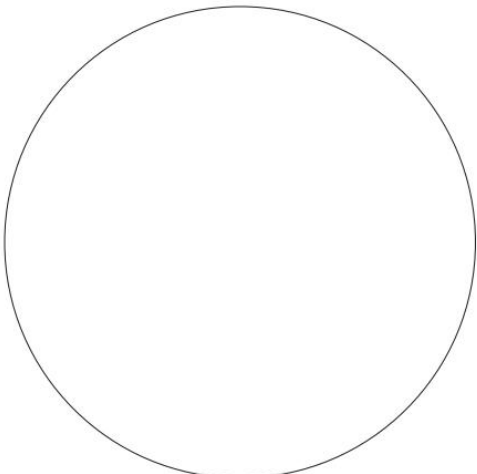
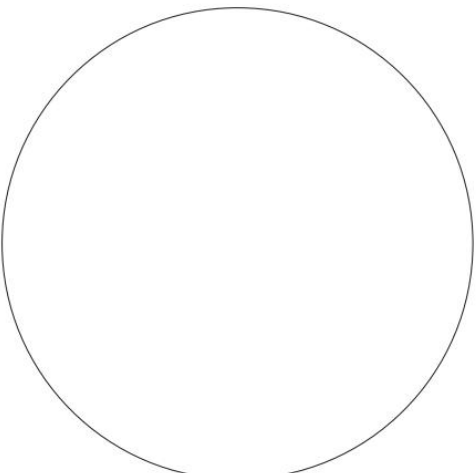
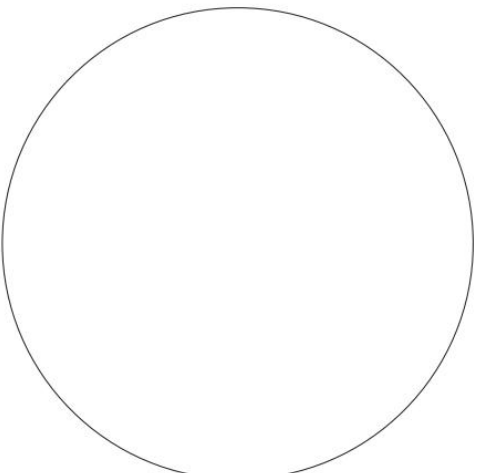




## Let us make



- Draw a happy face  and colour it **yellow**.
- Draw a sad face  and colour it **blue**.
- Draw an angry face  and colour it **red**.
- Draw a surprised face  and colour it **green**.

 happy	 sad
 angry	 surprised

**Note to the teacher:** Read the instructions one by one. Encourage children to draw and colour by listening to the instructions.



## I can do



### 1. Tick (✓) the correct word.



scared lazy



sad angry



lazy angry



tired surprised



shocked happy

### 2. Circle the odd one.

- a. sheep    deep    peep    tape
- b. bead    clay    bean    beak
- c. see    bee    flee    pay
- d. feed    seed    tail    deed

### 3. Fill in the blanks with am / are.



Who are you?



I \_\_\_\_\_ a cat. You \_\_\_\_\_ a dog.



Yes, we \_\_\_\_\_ dogs. You \_\_\_\_\_ cats.



We \_\_\_\_\_ all friends.



4. Tick (✓) the correct one and say it to your teacher.



I feel happy. ☐

I feel angry. ☐



I feel sad. ☐

I feel thirsty. ☐



I feel scared. ☐

I feel bored. ☐



I feel tired. ☐

I feel shocked. ☐



I feel surprised. ☐

I feel hungry. ☐

5. Listen to the passage and underline the words that your teacher says.

The boy drew a ball.

He stuck it in his book.

He put the book back into his bag at night.

He took it to school the next day.



**Note to the teacher:** Read the words - book ball back night school

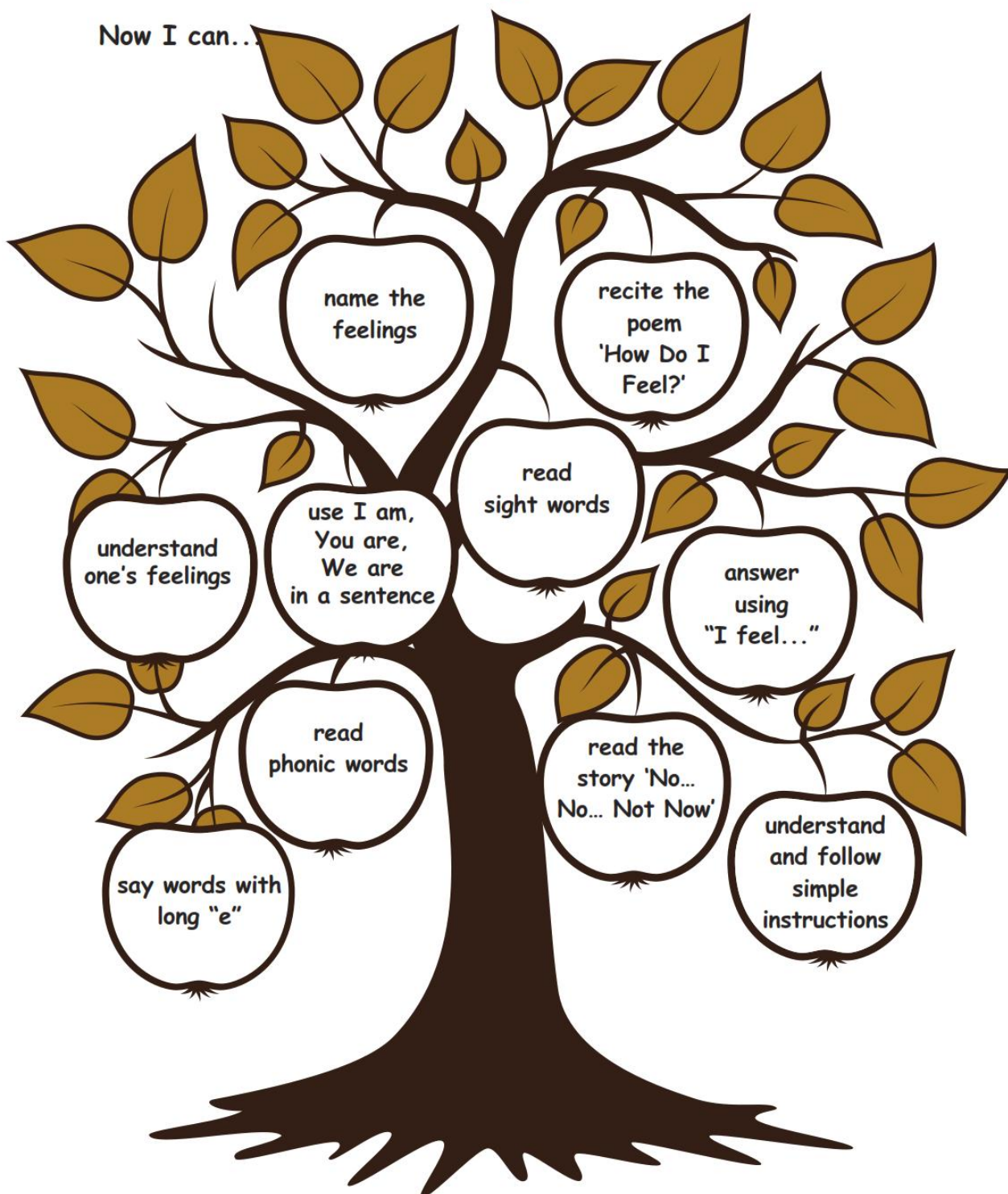
6. Recite the poem, 'How Do I Feel?'





## Learning outcome

Now I can...



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

## Acknowledgement

We express our gratitude to the writers and publisher whose contributions have been included in the book. These stories are openly licensed under Creative Commons. The content that has been used is licensed under CC BY4.0. This license allows us to distribute, remix, tweak, and build upon their work.

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