



PRE-I

# ENGLISH

PRIMER

Based on Single National Curriculum 2020

One Nation, One Curriculum



# ABC

# abc



Punjab Curriculum and Textbook Board, Lahore

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

# English Primer

Based on Single National Curriculum 2020  
One Nation, One Curriculum



**PUNJAB CURRICULUM AND  
TEXTBOOK BOARD, LAHORE**



# Teachers' Guidelines

An effort has been made to integrate basic language learning with personal, social and physical development, health, hygiene and safety, and knowledge about the world around. For optimum utilization of this primer, teachers are advised to consider the following key points:

- Greet children warmly every morning, begin the day with a warm up activity, give equal opportunity of learning to children, listen to them carefully, respect their views and encourage questions.
- Prepare welcoming, safe (emotionally as well as physically) and joyful learning classroom environment for them.
- Ensure that every child is actively involved in developmentally appropriate playful learning activities.
- Design activities considering learners' individual and collective capabilities and their learning pace.
- Encourage children's imagination, creativity, logical critical thinking and their ability to express themselves.
- Appreciate, recognize and encourage children's initiatives and proactive responses.
- Develop classroom norms and culture in consultation with children so that they take responsibility, take care of their personal and classroom belongings, help and support each other.
- Every ECCE (Early Childhood Care and Education) classroom should have a language and literacy corner equipped with low cost and no cost learning aids for example, pocket charts, sand boxes, colourful flash cards of alphabets, animals, fruits, vegetables, transport, famous places, utensils, big and small story books etc.
- Introduce concepts with warm up activities, brainstorming games, stories, riddles and poems. Circle time is one of the suggested time to introduce new concepts. Concepts and activities are meant to provide foundation for literacy and language development so that every concept is practised sufficiently.
- Develop listening and speaking skills through drills, individualized activities, pair work, group interaction, role plays and language games.
- Develop reading and writing activities through drill and practice.
- Use phonological and phonemic approach to teach alphabet. Help children to learn the sounds of letters and write them through demonstration and practice.
- Introduce each letter with given story, poem, and learning activities.
- Utilize the content on each page of the book to optimum level for vocabulary enhancement, use of language, listening, speaking, reading comprehension and writing.
- Use the content provided in the book as illustrations and text for character building, moral education, civic education, giving awareness about hygiene, child safety, climate change, and efficient use of natural and human made resources in an integrated manner.
- Introduce alphabet and vocabulary through:
  - Naming (Introduction) "Aa" (flashcard)
  - Recognition (Identification) show me the "Aa"
  - Remembering (Cognition) what is this? Answer: "Aa"
  - Tracing and writing
- Prepare and display picture vocabulary wall according to the letter being introduced.
- Use sand-tray, sand-paper letters, moveable-alphabets, play-dough, white/green/black board and slate/takhti etc.
- Use variety of low cost and no cost materials like newspaper, carton, empty bottles, and empty boxes etc.
- Develop portfolio for every child to demonstrate their art and written work.
- Design and carry out assessment activities according to each topic/lesson and use formative assessment and methodologies to enrich and enhance learning.

# SYMBOLS



**Teachers' Note**



**Values and Ethics**



**Safety and Security**



**Patriotism**



**Critical Thinking**



**Activity**



**Story**



**Concept**



**Parental Guidelines**



**ICT**



**Vocabulary**



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Experimental  
Edition

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Published by: Punjab Curriculum and Textbook Board, Lahore

Printed by: Qaumi Kutab Khana, Lahore

PMIU	PEF	PEIMA	MLWC	Special Education Department	Total
1615458	487,258	156555	136	9000	2,268,407



# Greetings

**Good morning, good morning,  
good morning dear  
welcome to the class, have no fear  
be friends and have fun  
learn, play and run  
good morning, good morning,  
good morning dear  
welcome to the class, have no fear**



Greet children warmly. Encourage them to greet their parents, siblings, friends, other family members, elders and each other. Discuss with children how people differently greet each other all around the world.



Do role play in class by bringing two children in the front to greet each other.



Help children learn greetings at home. Exhibit good manners and attitude.





# My Self

## Draw



### I look like

### Things I like



Encourage children to talk about themselves: who they are (boy/girl), their names, their likes and dislikes, and their friends. Discuss with children to keep themselves tidy and clean. Brush their teeth twice a day, take bath everyday and dress neatly. Use appropriate posture while walking, sitting and writing.



Make children look into the mirror and identify self attributes e.g: hair, eye colour, etc.



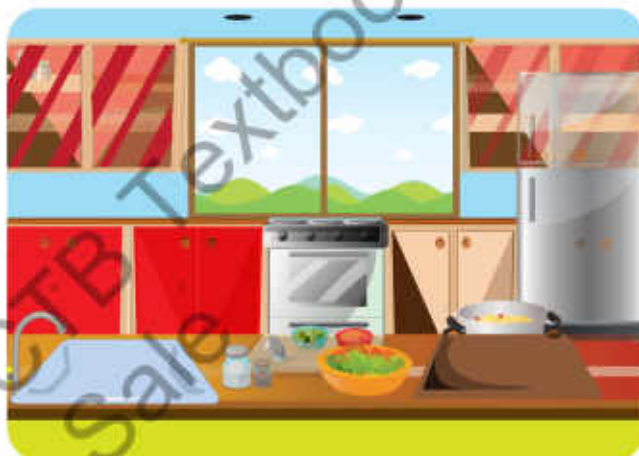
# My Home

## Talk About the Pictures

bedroom



kitchen



living room



washroom



Talk about the pictures and discuss with children about different areas of home and how to keep them clean. Encourage children to help their parents at home. Talk about different types of homes or animal homes.



Let children do role play, e.g. (mother, father, brother, sister, driver and cook).





# My Family

**I am blessed, I am blessed**

**I have so many people to trust**

**some families are big and some are small**

**we have fathers and we have mothers**

**we love them all**

**I am blessed, I am blessed**

**Few have sisters and few have brothers**

**Few have uncles and few have aunts**

**I am blessed, I am blessed**

**I have so many people to trust**



**grandfather**



**grandmother**



**father**



**mother**



**brother**



**sister**



Read the rhyme aloud in class and explain the concept of family. Ask children how many brothers and sisters they have. Explain the relationships (grandmother, uncle, aunts, etc).



Introduce family relationship to children through role play. Celebrate family day/parents day/ grand parents day in school.



Ask children to prepare their family tree with the help of their parents at home and display it in the classroom.



# My School



**library**



**classroom**



Discuss the pictures with the children and talk about the different areas of the school. Tell children how to keep their school and surroundings clean and how to take care of school property.



Read the text for children.



Take children around the school buildings, give them a paper and encourage them to draw whatever they like about their school.





# My Country



**Pakistan, Pakistan, love you Pakistan**

**Your fields are green**

**Your streams are clean**

**Your mountains are high**

**Where eagles fly**

**Your people are brave**

**Courageous and kind**

**Helping others, they don't mind**

**Your cities are buzzing**

**Your villages are humming**

**Your wells are sweet**

**Where birds tweet**

**Pakistan, Pakistan, love you Pakistan**



Sing the rhyme aloud with children. Discuss with children that there are four provinces of Pakistan (Sindh, Balochistan, Khyber Pakhtunkhwa, Punjab). Tell them that our national hero is Quaid-e-Azam Muhammad Ali Jinnah; national poet is Allama Muhammad Iqbal; national language of Pakistan is Urdu and national dress is shalwar kameez.



Celebrate Independence Day (14th August) in school. Make a flag of Pakistan in class.



# My Day



Let's see my day  
Let's see my day  
It is full of fun  
Yeah! Yeah! Yeah!  
I wake up, I wake up  
I pray, pray, pray  
I brush my teeth  
I smile whole day  
I eat my breakfast  
I go to school everyday  
Yeah! Yeah! Yeah!  
Let's see my day  
Let's see my day  
I study, I play, I sleep  
I love my day  
I love my day  
Yeah! Yeah! Yeah!



Sing the poem aloud in the class. Ask children about their daily routine and also tell them why it is important to follow a routine.



Have multiple sets of pictorial flashcards of "My Day" and give them in small groups. Ask children to organize the flashcards in sequence.



Encourage children to follow a healthy routine at home.





# Weather



**Cloudy**



**Windy**



**Rainy**



**Sunny**



Talk about the pictures and ask children what they see. Introduce four kinds of weather to children. Take children outside to discuss weather conditions, (cloudy, windy, sunny and rainy) and talk to them about the use of umbrella, raincoat, sunglasses, etc.



Make a weather wheel with recycled material, observe and mark daily weather on it. Display it in the classroom.



Show video of weather conditions (cloudy, windy, rainy and sunny, where applicable).



# Seasons

## Spring

Spring is pleasant.  
Plants and trees  
grow more leaves.



## Summer

Summer is hot.  
The sun helps  
buds to grow into  
fruits and flowers.







## Autumn

Autumn is dry.  
Leaves turn yellow  
and orange. They fall  
on the ground.

## Winters

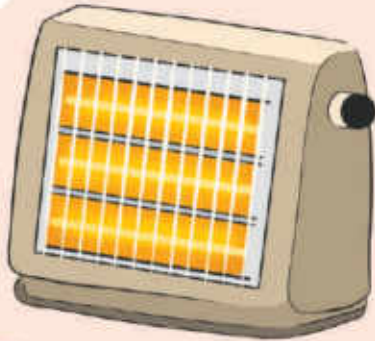
Winter is cold.  
It snows at some  
places.



Encourage children to talk about different seasons and their characteristics. Talk about seasonal clothes, e.g. (coat, shorts, etc), their special food, fruits and festivals. Take children out for a walk and ask few questions, e.g. Is the temperature cold, hot or dry? What do you feel when it rains, hails or there is mist ?



# Hot and Cold



**heater**



**ice-cream**



**iron**



**ice-cube**



Give children the concept of hot and cold with real life examples. Ask children to differentiate between hot and cold things.



Let children draw picture of an ice-cream and guide them to cut it with a pair of scissors.

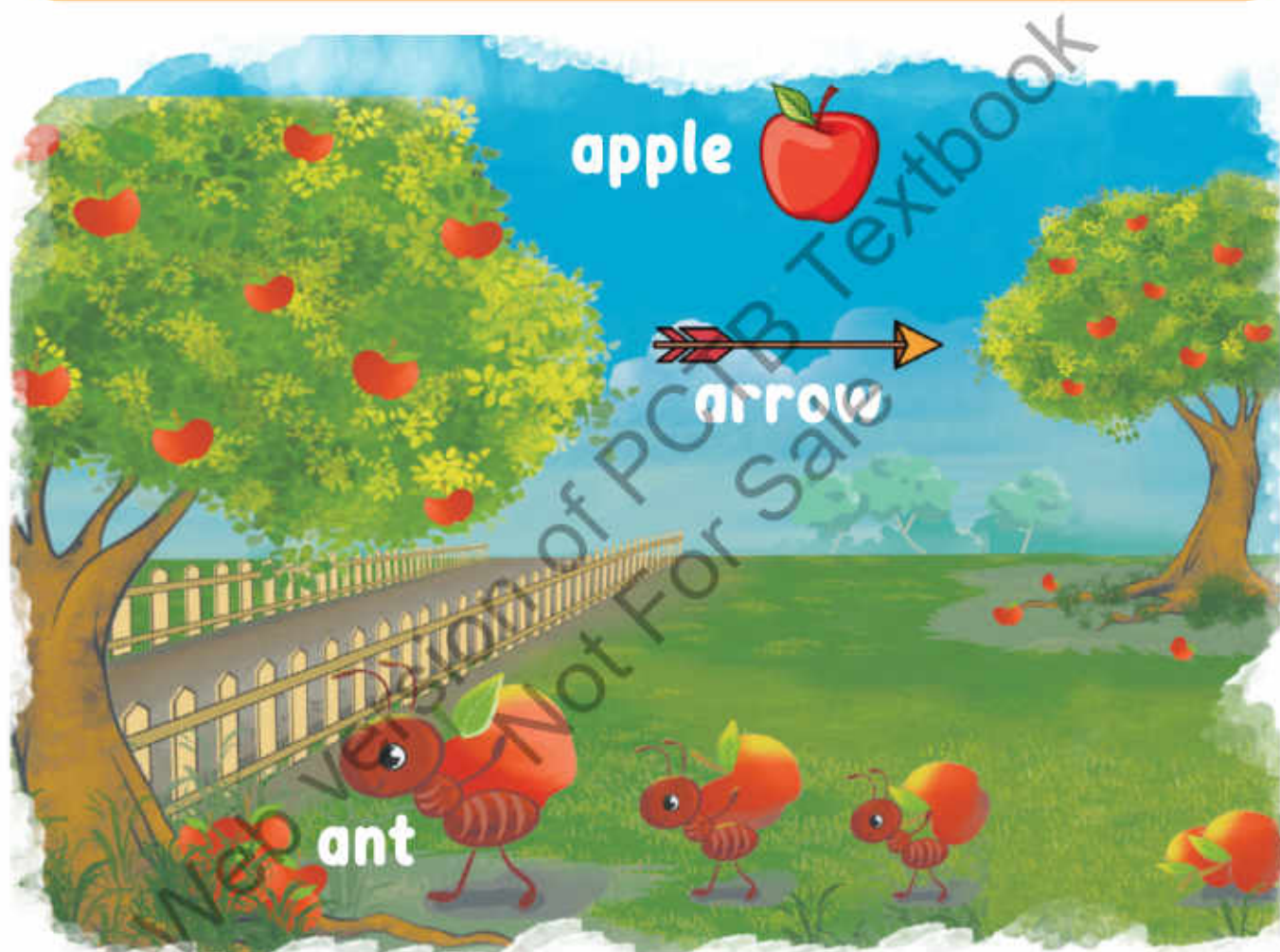


Show video of hot and cold things, if possible.



# Aa

"a" letter, "a" letter, ant, ant, ant  
"a" letter, "a" letter, let's all chant



Introduce letter "Aa" with phonic sound. Talk about ants and apples.



Take children outside, let them observe the environment and spot an ant and make apple in the classroom with paper plate / paper / newspaper / recycled material.

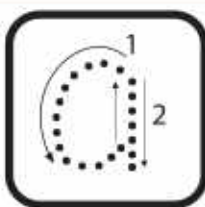
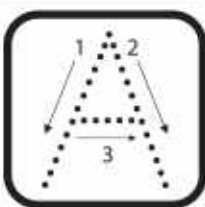


Teach vocabulary as sight words: apple, ant, axe, ape, aunt, arrow, aeroplane, ambulance, astronaut and alligator.

Ask children  
what other things  
they see in  
classroom that  
start with  
letter "a"

# Aa

## Trace and Colour



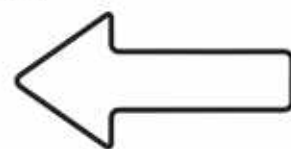
apple



ant



arrow



alligator



Trace the letters and colour the pictures.



# Aa

## Trace and Write



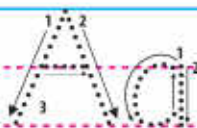
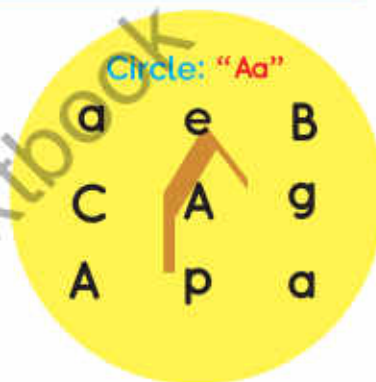
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Handwriting practice lines consisting of three horizontal lines (top blue, middle dashed pink, bottom blue) with a starting dot for independent letter writing.



Teach letter formation Using with sand-tray, air writing, clay, play-dough, slate, and doodle board, etc.

# Bb

"b" letter, "b" letter, ball, ball, ball  
"b" letter, "b" letter, do not fall



Introduce letter "Bb" in circle time with letter story and phonic song. Talk about health benefits of eating banana. Talk about sharing (sharing is caring).



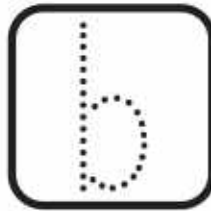
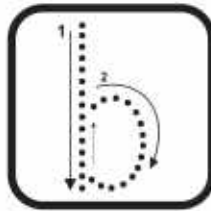
Teach vocabulary as sight words: bag, banana, ball, boy, balloon, butterfly and bat.

**Ask children  
what other things  
start with  
letter "b".**

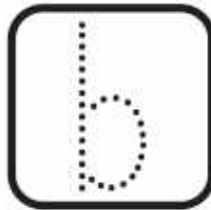


# B b

## Trace and Colour



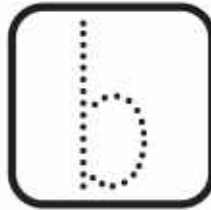
bananas



butterfly



boy



ball



Trace the letters and colour the pictures.

# Bb

## Trace and Write



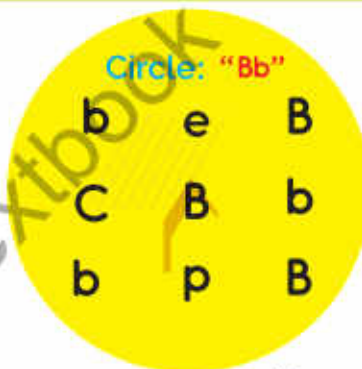
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Tracing practice lines for the letter Bb. The first row shows the letter Bb with numbered arrows indicating stroke order (1 for the main vertical stroke, 2 for the top curve). This is followed by two rows of dotted Bb for tracing. Below these are three rows of empty lines (solid top and bottom lines with a dashed middle line) for independent writing practice.

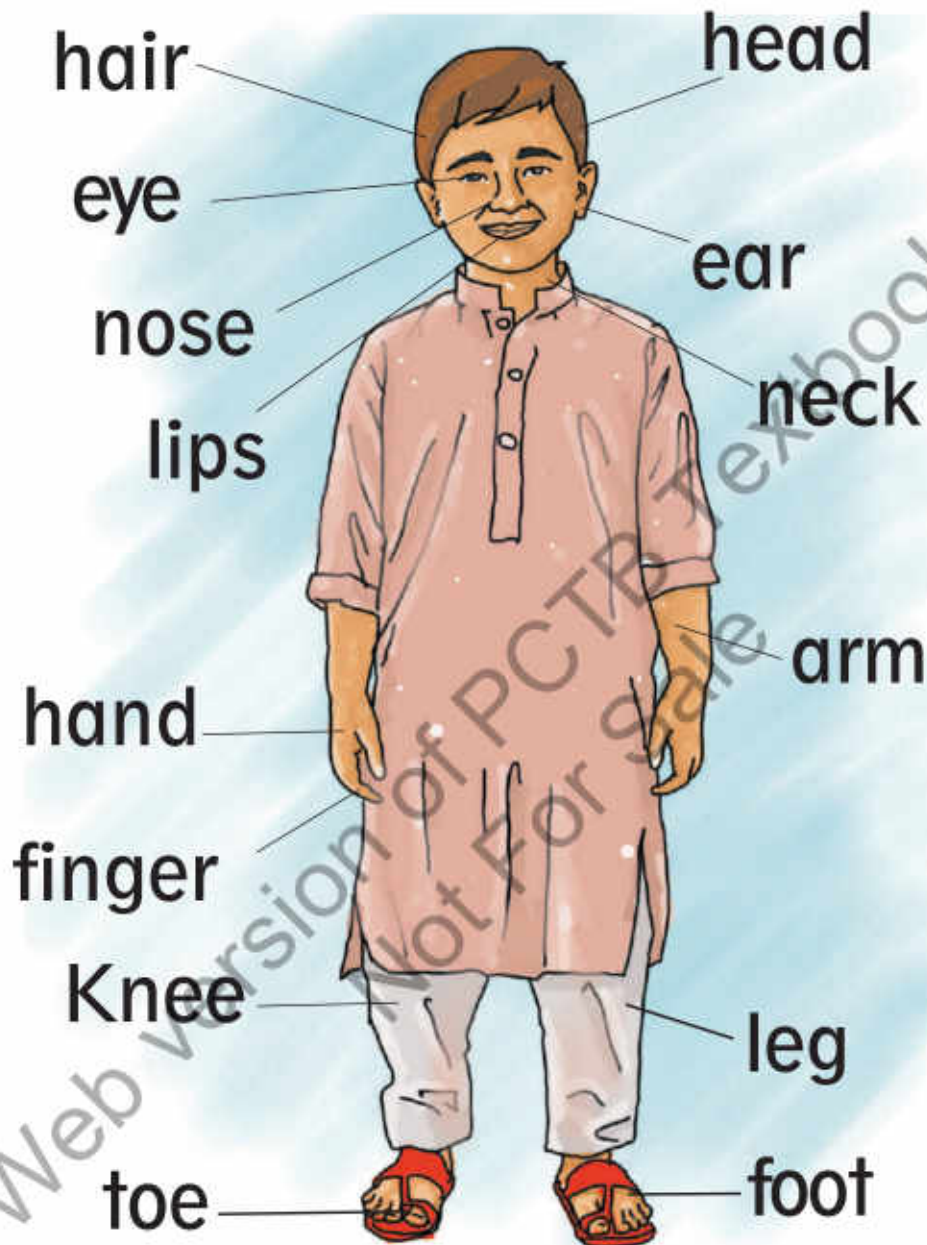


Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.





# Parts of the Body



Name the body parts. Sing the body parts poem with children (head, shoulders, knees, and toes). Discuss with children how to keep their body clean (clipping nails, taking bath, brushing teeth and checking head lice, etc).



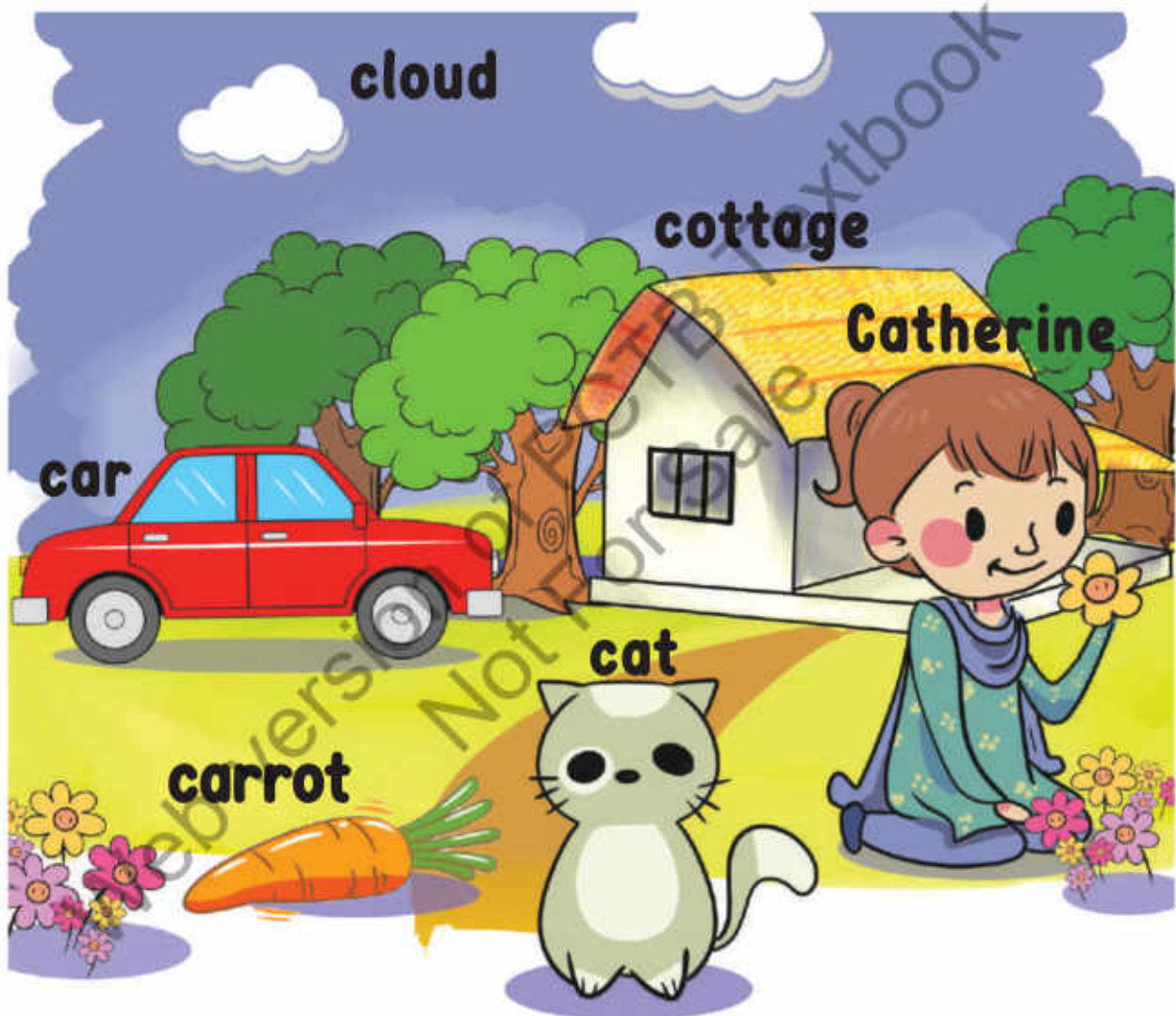
Explain to children what is good and bad touch. If someone tries to grab or hold them, they should shout and seek adult's help.



Make the body part cut outs with chart-paper / newspaper and ask children to match and paste them.

# Cc

"C" letter, "C" letter, cat, cat, cat  
"C" letter, "C" letter, sit on the mat



Talk about the picture with children and ask them to name the given "c" words. Introduce letter "c" with phonic song. Tell children about pet animals, e.g. cat, rabbit, dog, etc.



Help children develop a story with the given words and pictures. Teacher will then write the story on the board and will read it out to the children.

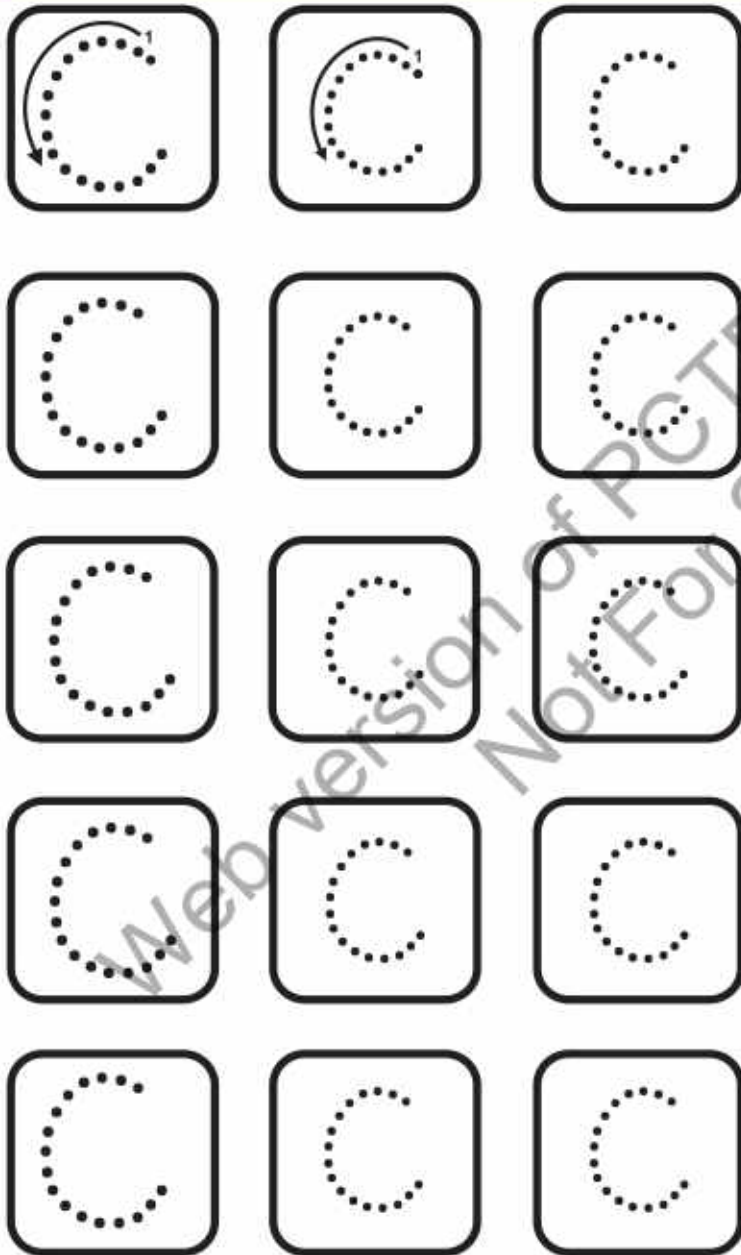


Teach vocabulary as sight words: cat, car, carrot, cottage, corn, cup, candle, can, cabbage and cookie.





## Trace and Colour



cat



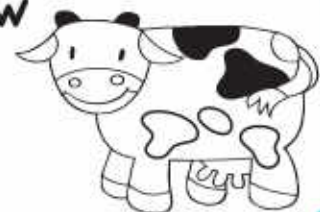
carrot



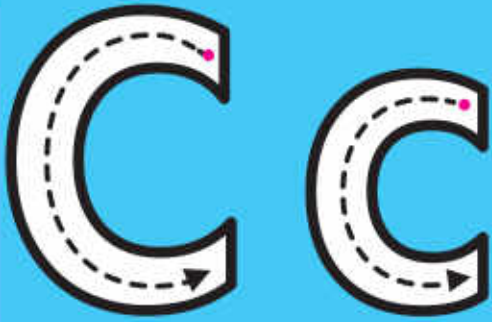
cap



cow



Trace the letters and colour the pictures.



## Trace and Write



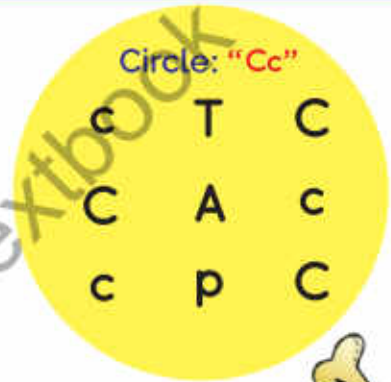
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Tracing practice lines for uppercase 'C' and lowercase 'c'. The first two rows show dotted letters for tracing on three-line guides. The remaining three rows show dotted letters for tracing on three-line guides. The last two rows are empty three-line guides for independent writing practice.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.





# Courtesy Words



**thank you**



**sorry**



**excuse me**



**please**



Discuss the given pictures with children. Explain when and how to use courtesy words. Encourage children to accept their mistakes, say sorry, appreciate and compliment each others' work.



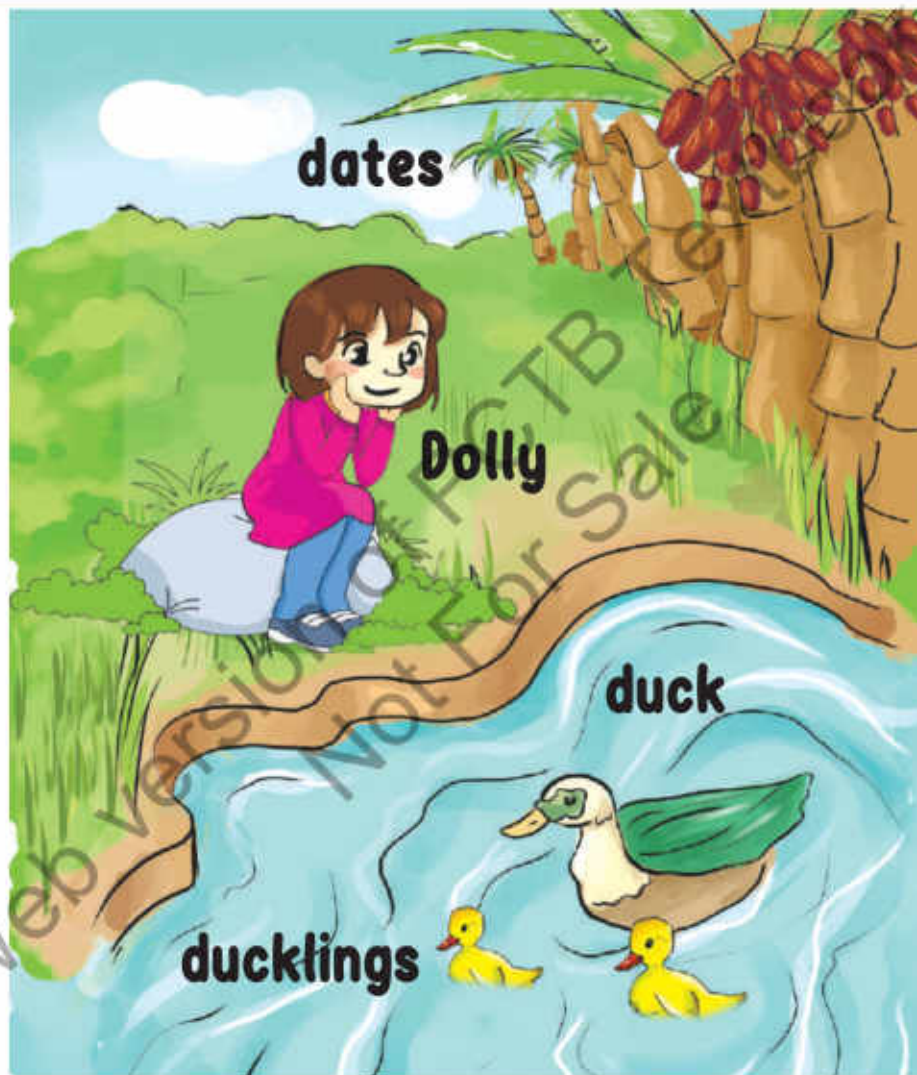
Display courtesy words in the class. Do situational role play with courtesy words.



Remind your children to use courtesy words in their daily routine.

# Dd

"d" letter, "d" letter, drum, drum, drum  
"d" letter, "d" letter, get me a plum



Discuss the picture with children and ask them to name the given "Dd" words. Introduce letter "Dd" with phonic song. Help children make a story with the given picture and words. Explain to children that dates are good for health. Talk to children about taking care of animals and their babies.



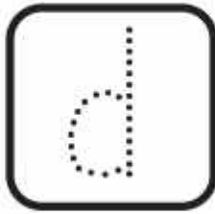
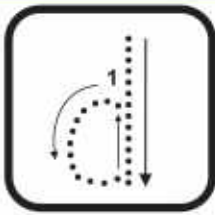
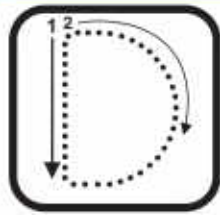
Teach vocabulary as sight words: duck, duckling, date, dough nut, dog, donkey, dolphin, dentist and deer.

**Duck babies  
are called  
ducklings.**



# Dd

## Trace and Colour



duck



doll



drum



door



Trace the letters and colour the pictures.

# Dd

## Trace and Write



Circle: "Dd"

d	X	D
D	u	d
d	N	D

Tracing practice area with two rows of dashed letters 'D' and 'd' on lined paper. The first row shows the letters with numbered arrows indicating stroke direction. The second row shows the letters without arrows. Below these are two more rows of empty lined paper for independent writing practice.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board etc.





# Days of the Week

**Wednesday**

**Thursday**

**Friday**

**Saturday**

**Tuesday**

**Sunday**

**Monday**

Days of the week, Days of the week  
Let's sing together, Days of the week  
Monday, Tuesday  
Wednesday, Thursday  
Friday, Saturday  
Sunday

Days of the week, Days of the week  
Let's sing together, Days of the week



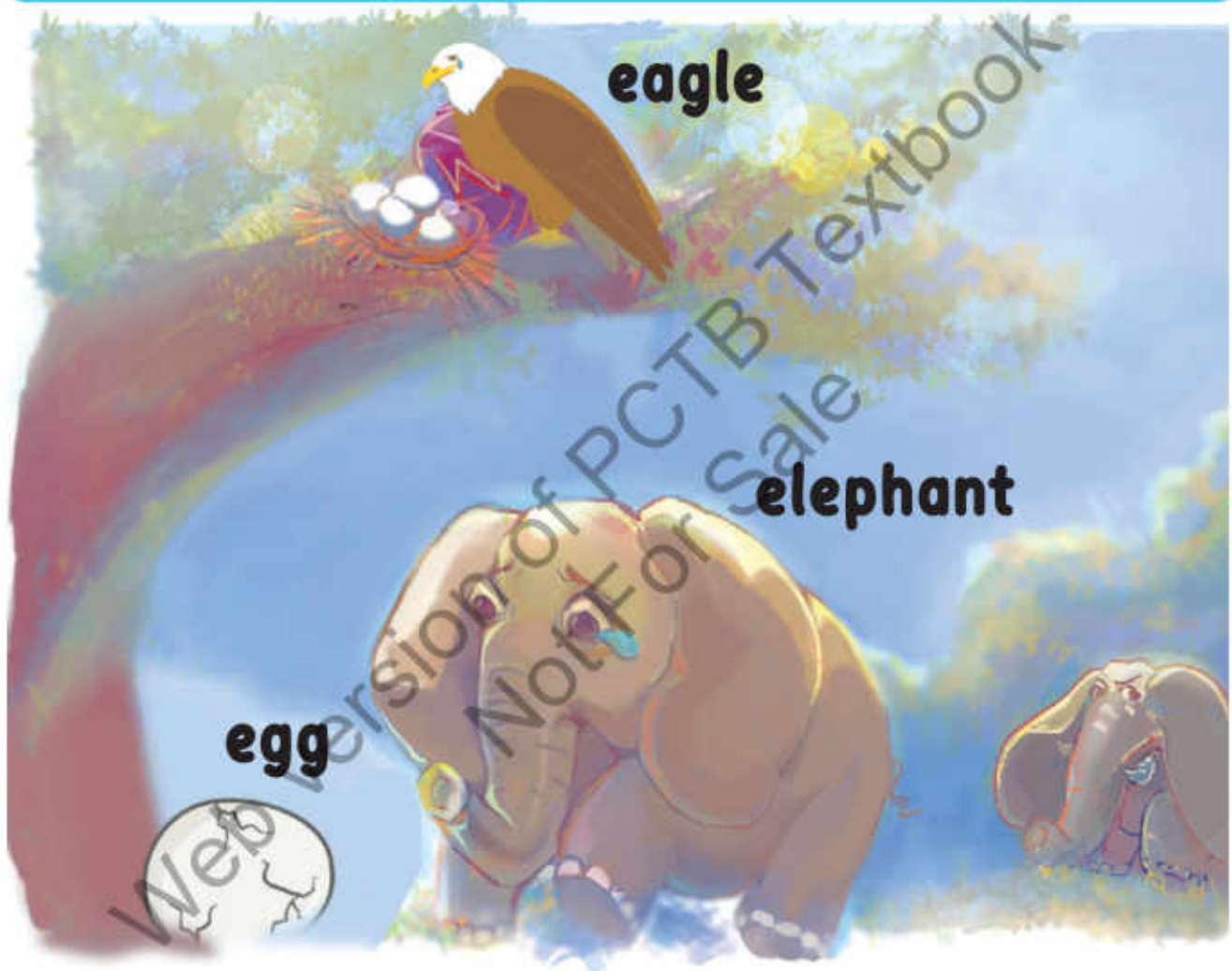
Sing days of the week poem along with children. Tell children that there are seven days in a week. Generate discussion on what children do on each day.



Make a caterpillar showing days of the week with recycled material.

# Ee

"e" letter, "e" letter, eat, eat, eat  
"e" letter, "e" letter, cook some meat



Introduce letter "Ee" with letter story and phonic song. Discuss animals, their habitat and their babies.

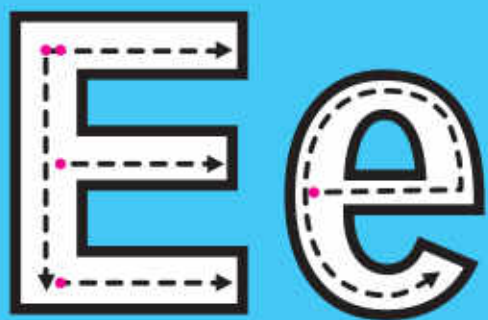


Ask children to bring a boiled egg for lunch. Make them peel the egg and share the health benefits of it.

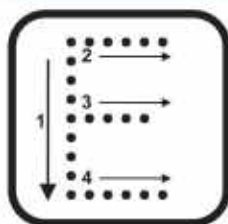


Introduce vocabulary as sight words: egg, elephant, exit, email, eel, eraser, envelope, engine, and electricity.





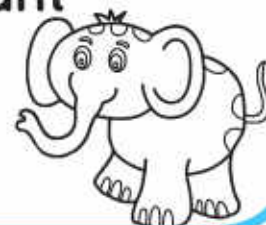
## Trace and Colour



egg



elephant



ear



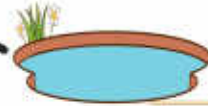
envelope



Trace the letters and colour the pictures.

# Ee

## Trace and Write



circle: "Ee"

E	z	e
e	b	E
E	J	e

Tracing practice area with multiple rows of dashed uppercase 'E' and lowercase 'e' on lined paper. The first row includes numbered arrows (1, 2, 3, 4) showing the stroke order for writing the letter 'E'. Below the tracing rows are several empty rows of lined paper for independent writing practice.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.

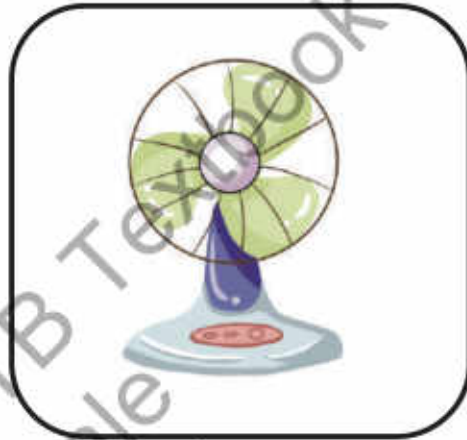


# F f

"f" letter, "f" letter, fan, fan, fan  
"f" letter, "f" letter, wash a pan



**flag**



**fan**



**fish**



**frog**



Introduce letter "Ff" with phonic song. Ask children to name given "Ff" words.

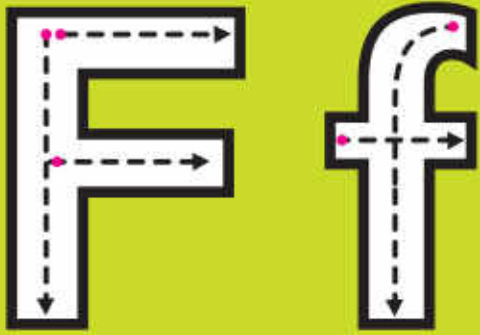


Help children make up a story with the given words and pictures. Teacher will write the story on the board and will read it out to the children.

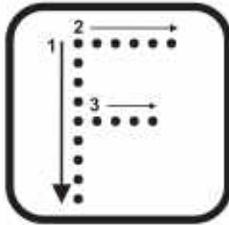


Teach vocabulary as sight words: fan, flag, frog, fish, frock, fork, fort, father, festival and five.

**What colours  
do you see  
on our flag?**



# Trace and Colour



fan



fish



fox

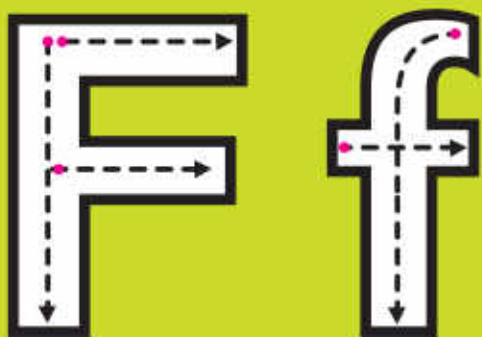


flower



Trace the letters and colour the pictures.





Trace and Write



Tracing practice lines for uppercase 'F' and lowercase 'f'. The first row shows stroke order: 1 (vertical down), 2 (top horizontal right), 3 (middle horizontal right). The next two rows contain dotted letters for tracing. The bottom two rows are blank for independent writing.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board etc.



# Festivals



**Festivals, festivals, on my way**

**I am happy, Hurrah! Hurrah!**

**We celebrate the days in hundred of ways**

**We eat, we meet, we love to greet**

**We dress, we play, we have fun all day**

**Festivals, festivals, on my way**

**I am happy, Hurrah! Hurrah!**



Sing festival rhyme with children and discuss significance of Eid-ul-Fitr and Eid-ul-Azha. Encourage children to share what festivals they celebrate. e.g. (Christmas, Diwali, Nauroz, Baisakhi, etc.) Guide children to respect other religions and their festivals.



Help children make festival greeting card in classroom.



# Reinforcement Activity

f

A



e

B



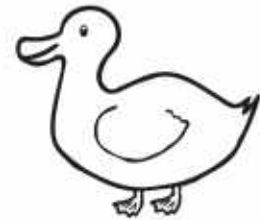
d

C



a

D



b

E



c

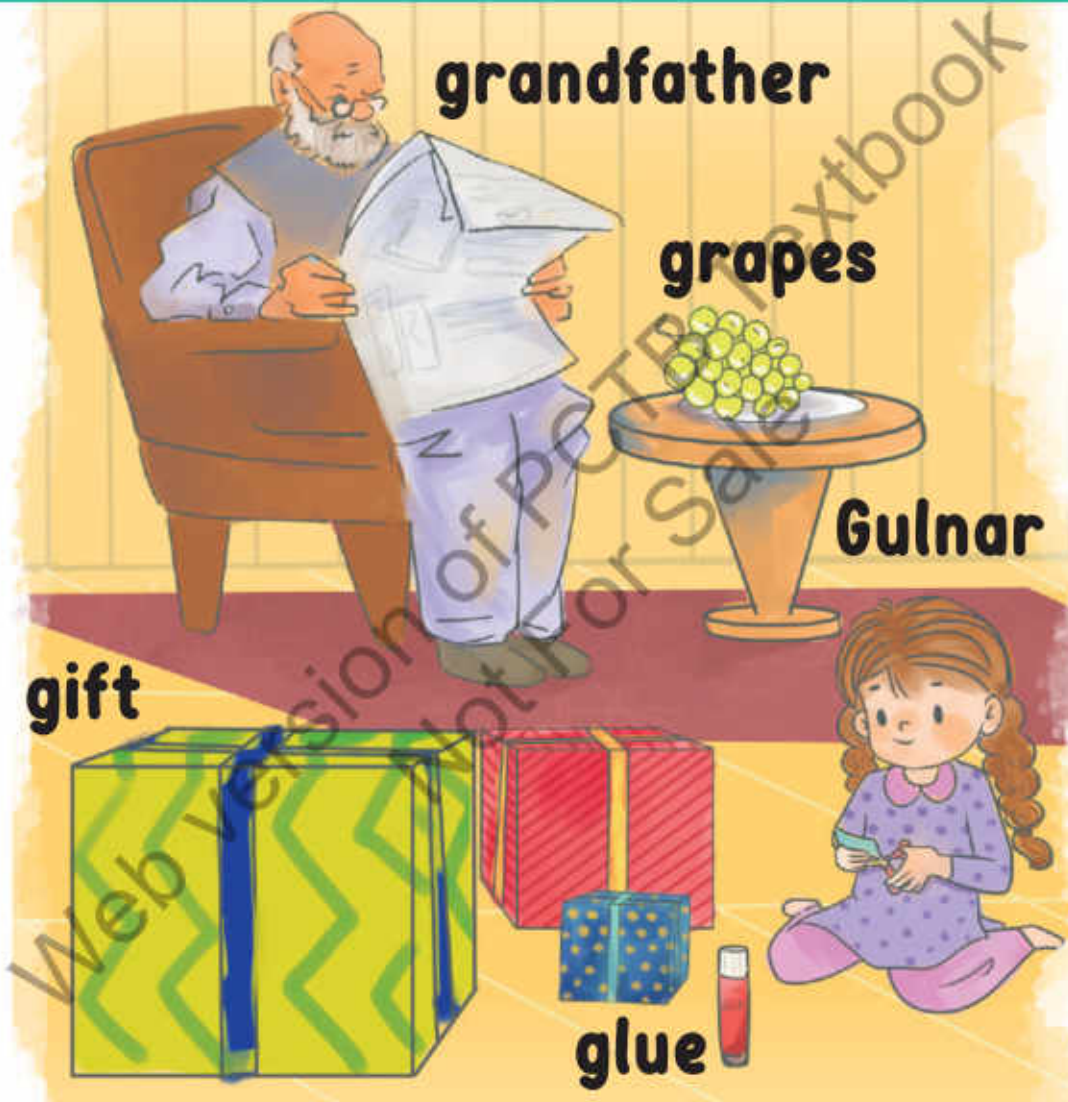
F



Ask the children to match the capital letters with small letters and colour the pictures.

# Gg

"g" letter, "g" letter, glue, glue, glue  
"g" letter, "g" letter, give me a clue



Introduce letter "Gg" with phonic song. Ask children to name "Gg" words. Help children make a story with the help of the given pictures.



Help children make letter "Gg" pictorial vocabulary booklet in class.



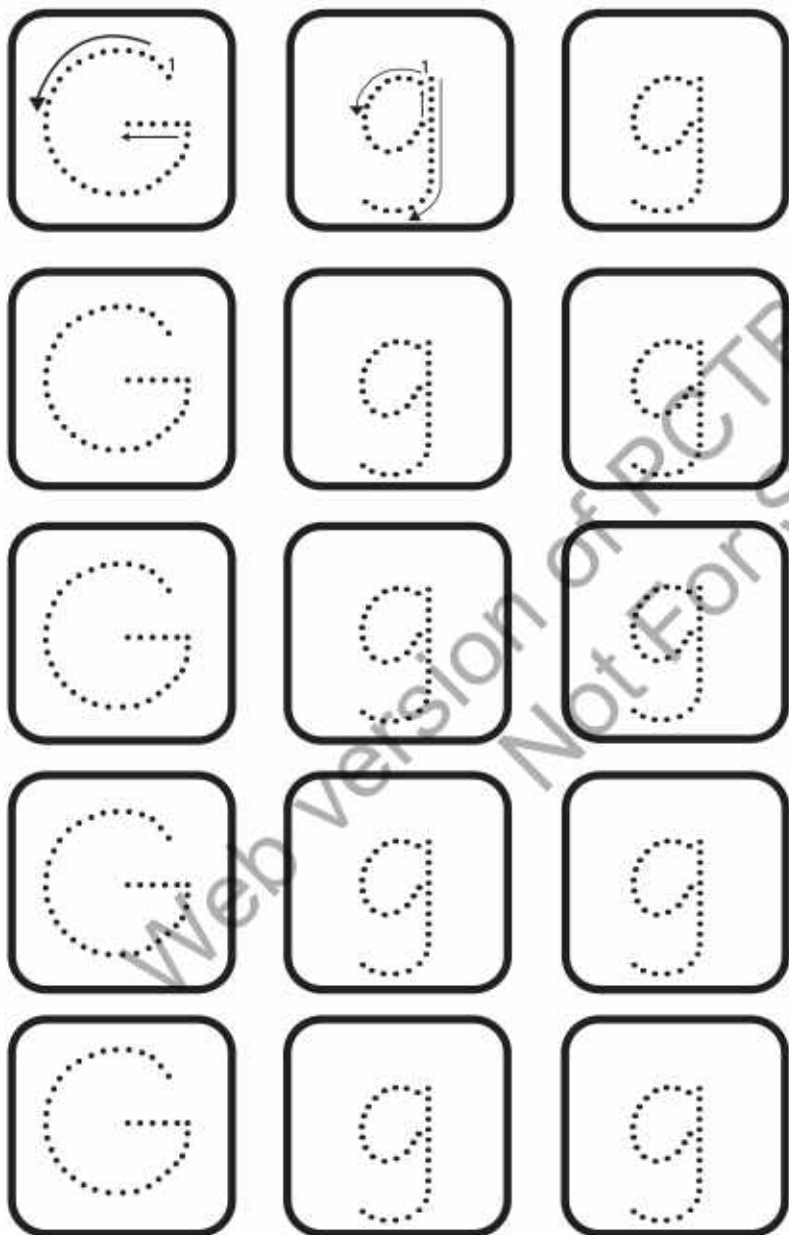
Teach vocabulary as sight words: gift, grapes, glue, grandfather, girl, goat, gorilla, gas and gum.

**Tell health  
benefits of  
eating grapes.**



# G g

## Trace and Colour



grapes



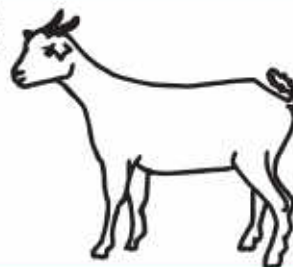
girl



gate



goat



Trace the letters and colour the pictures.

# Gg

## Trace and Write



Circle "Gg"

G	n	g
G	g	T
g	S	G

Tracing and writing practice lines for the letter Gg. The first row shows dotted Gg for tracing, followed by two rows of dotted Gg for tracing, and three rows of empty lines for independent writing.

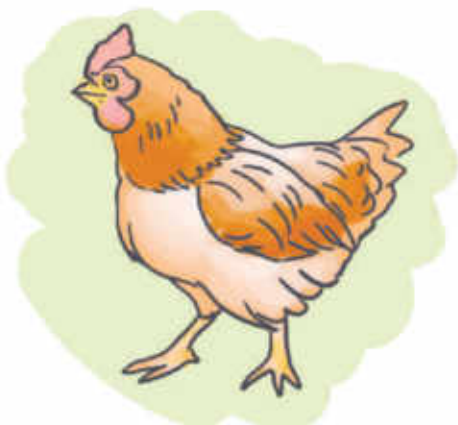


Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Hh

"h" letter, "h" letter, hen, hen, hen  
"h" letter, "h" letter, give me a pen



**hen**



**hat**



**hand**



**hut**



Introduce letter "Hh" with phonic song. Ask children to name "Hh" words.

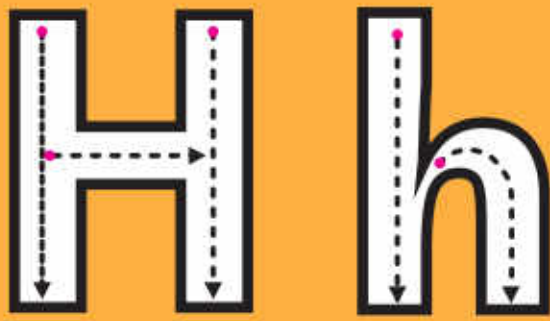


Help children create a story with the given words and pictures. Children will make a small picture book of letter "h".

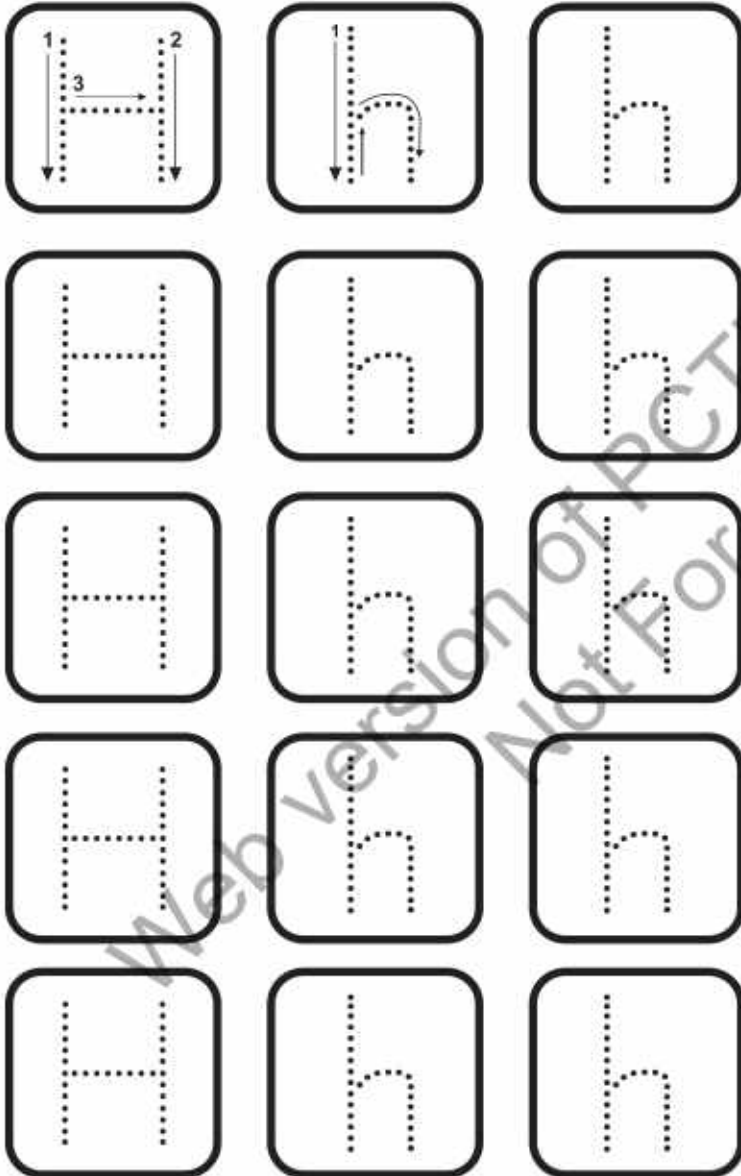


Teach vocabulary as sight words: hand, hen, hut, honey, hook, helmet, hammer, hunter and helicopter.

Ask children  
what other things  
they see in class  
that start  
with letter "h".



# Trace and Colour



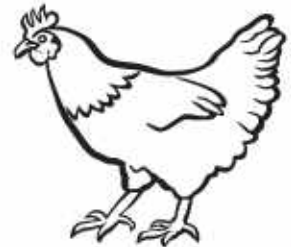
house



horse



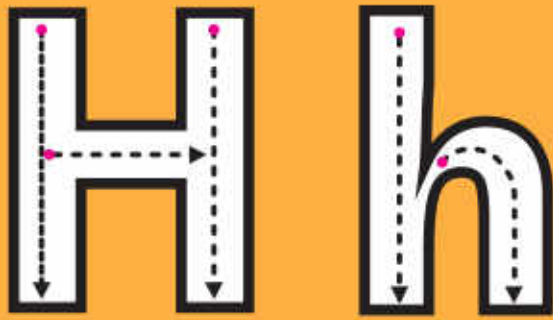
hen



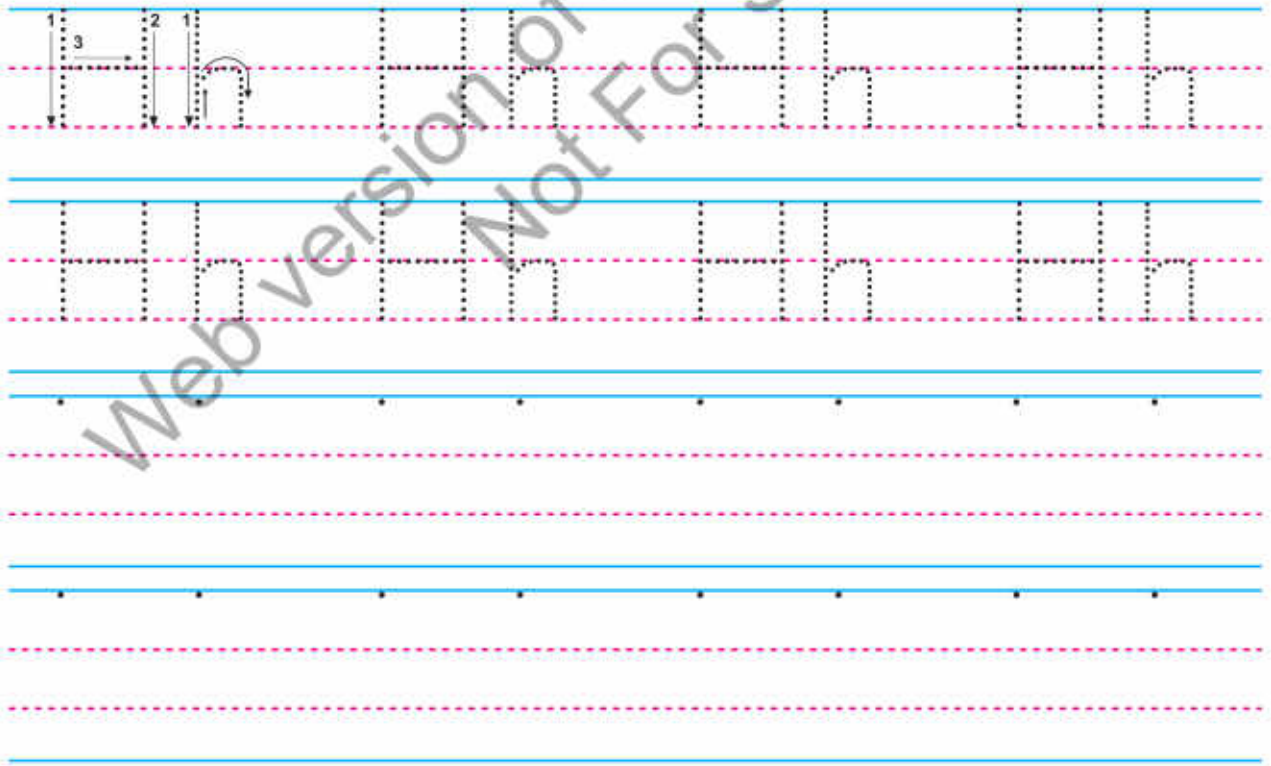
helicopter



Trace the letters and colour the pictures.



## Trace and Write



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.





# Handwashing



Wet your hands with clean running water



Apply soap



Rub your palms



Scrub each finger and between fingers



Rub the back of hands and between fingers



Rub the base of the thumbs



Rub the back of fingers



Scrub your nails on palms



Wash your hands



Dry hands with clean towel or tissue

**Let's wash away  
The germs everyday**

**I rub my palms**

**I rub my hands**

**and wash away**

**From front and back**

**I rotate my thumbs**

**I rotate my wrists**

**and wash away**

**From front and back**

**Let's wash away**

**The germs everyday**



Discuss the given pictures with children and demonstrate the steps of handwashing. Highlight the importance of washing hands and how it keeps us safe from germs. Guide children not to waste water and soap.



Celebrate global handwashing day in school on 15<sup>th</sup> October.

# i i

"i" letter, "i" letter, eat ice-cream  
"i" letter, "i" letter, it's my dream



**igloo**



**inkpot**



**insect**



**ice**



Introduce letter "li" with phonic song. Ask children to name "li" words. Help children make a story with the given words and pictures.

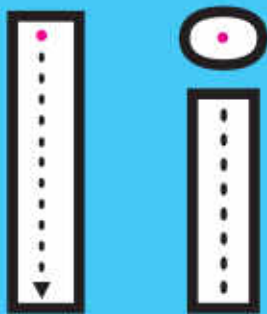


Help children draw a picture of a Ladybug and let them colour it.

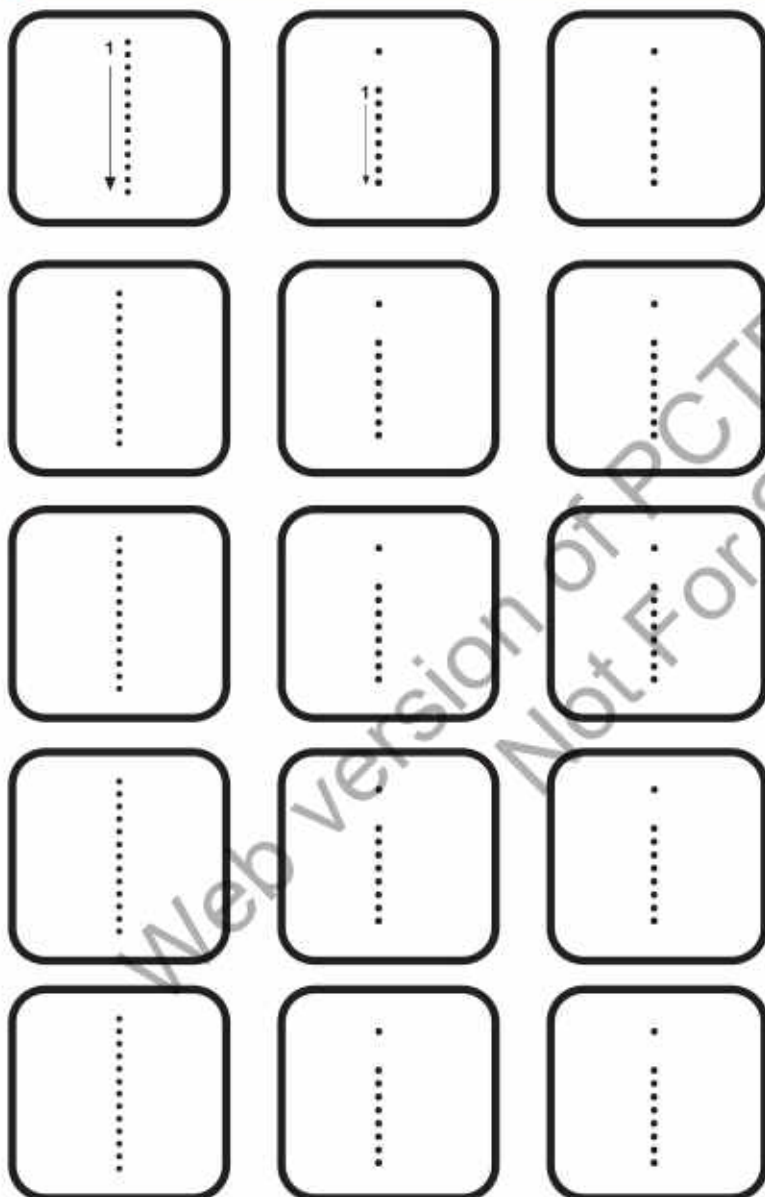


Teacher will read aloud and display words in classroom: igloo, inkpot, insect, iguana, ice-cream and iceberg.

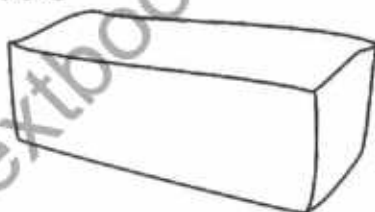
**I spy with my little  
eye, what other  
things start with  
letter "i".**



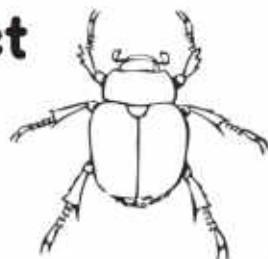
# Trace and Colour



**ice**



**insect**



**inkpot**

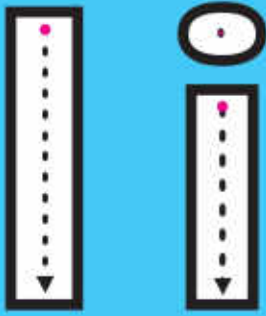


**igloo**



Trace the letters and colour the pictures.





# Trace and Write



Circle: "li"

i	L	I
l	i	O
l	J	i



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l	i			
l	i			



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.

# Jj

"j" letter, "j" letter jump, jump, jump  
"j" letter, "j" letter, have some fun



**jeep**



**joker**



**juice**



**jam**



Discuss the given pictures with children and ask them to name "Jj" words. Introduce letter "Jj" with phonic song. Discuss health benefits of drinking fresh juice.

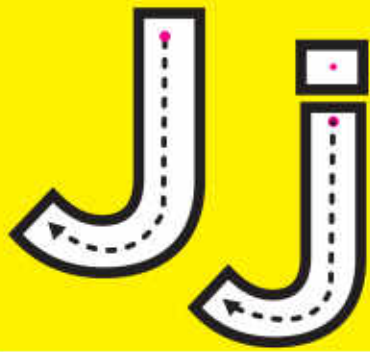


Help children make a Joker mask on a blank page.

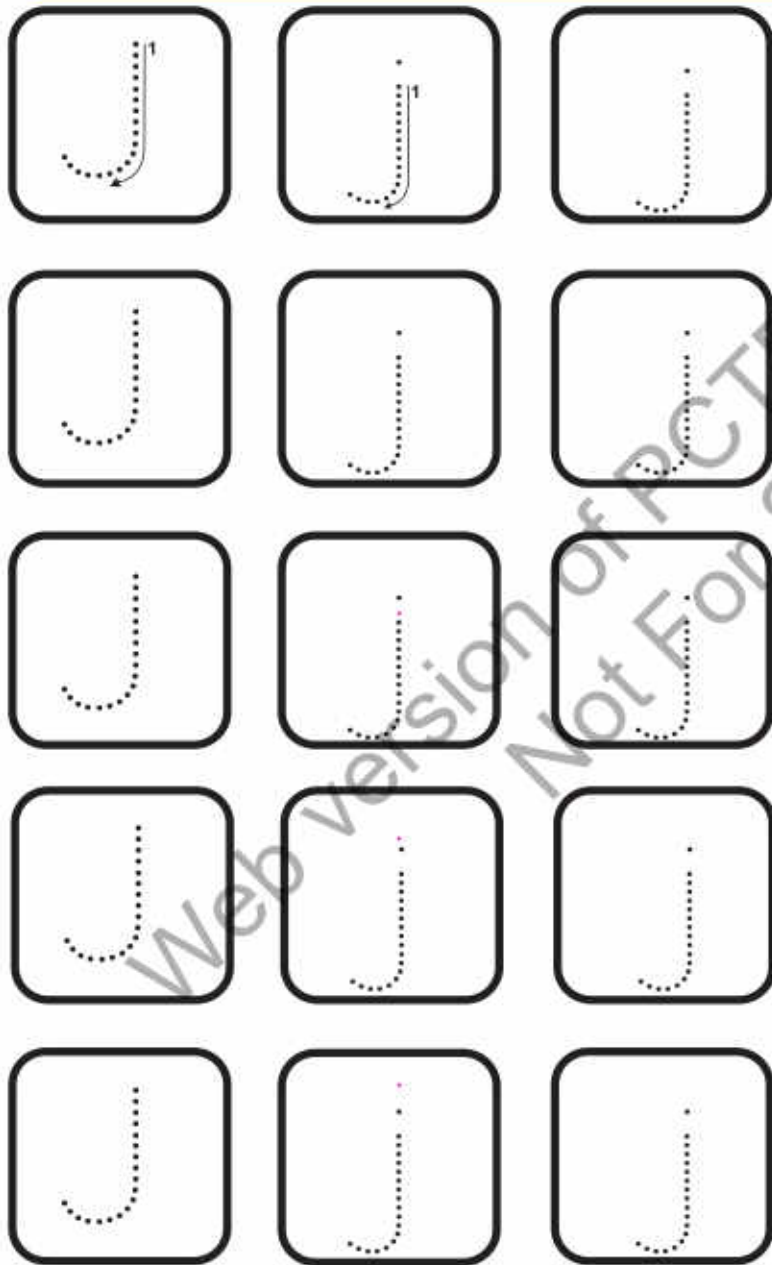


Teach vocabulary as sight words: jam, juice, jelly, jeep, jungle, jail, jar and Japan.

**Which fresh  
juice do you  
like ?**



## Trace and Colour



joker



jug



jeep



jelly



Trace the letters and colour the pictures.



# Jj

## Trace and Write



Circle: "Jj"

J	k	J
I	J	j
J	b	j

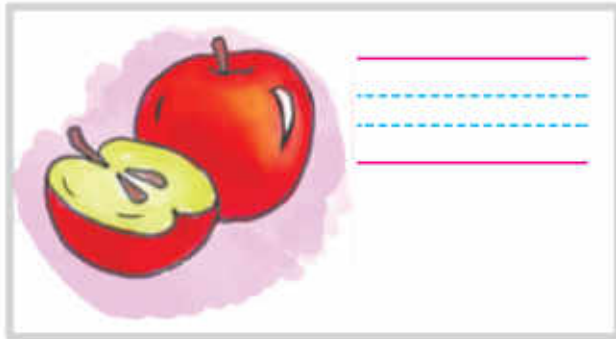
Handwriting practice lines for the letter 'Jj'. The first two rows show dotted 'Jj' for tracing. The following three rows are blank for independent writing.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Junk and Healthy Food



\_\_\_\_\_

\_\_\_\_\_

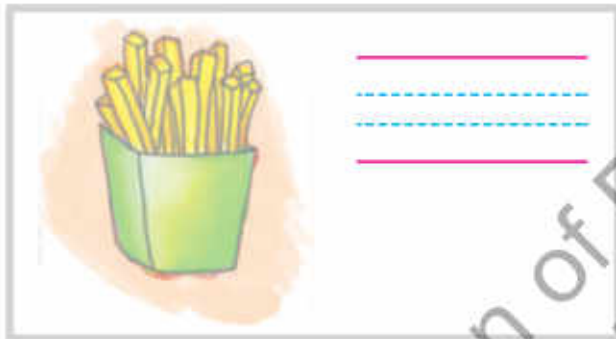
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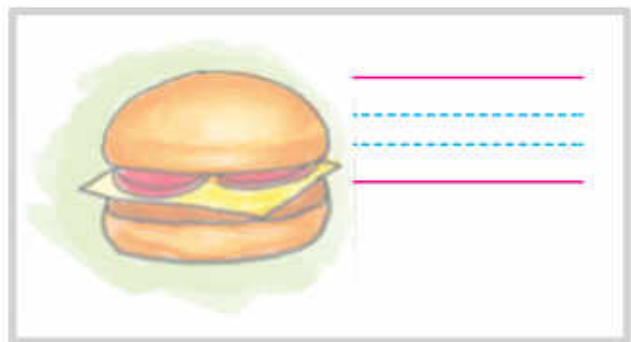
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\_\_\_\_\_



Write "H" on three healthy food and write "J" on three junk food. Discuss with children the benefits of eating healthy food and drinking plenty of water. Always chew the food properly while eating. Do not waste food.



With the help of pictures teacher will make junk and healthy food board.

# Kk

"k" letter, "k" letter, king, king, king  
"k" letter, "k" letter, wear a ring



Introduce letter "Kk" with phonic song. Ask children to name "Kk" words. Teacher will read the story to the children. Ask children what is their favourite part of the story and why. Encourage children to come up with a different end to the story.



Role play the king and the sick person in the class.



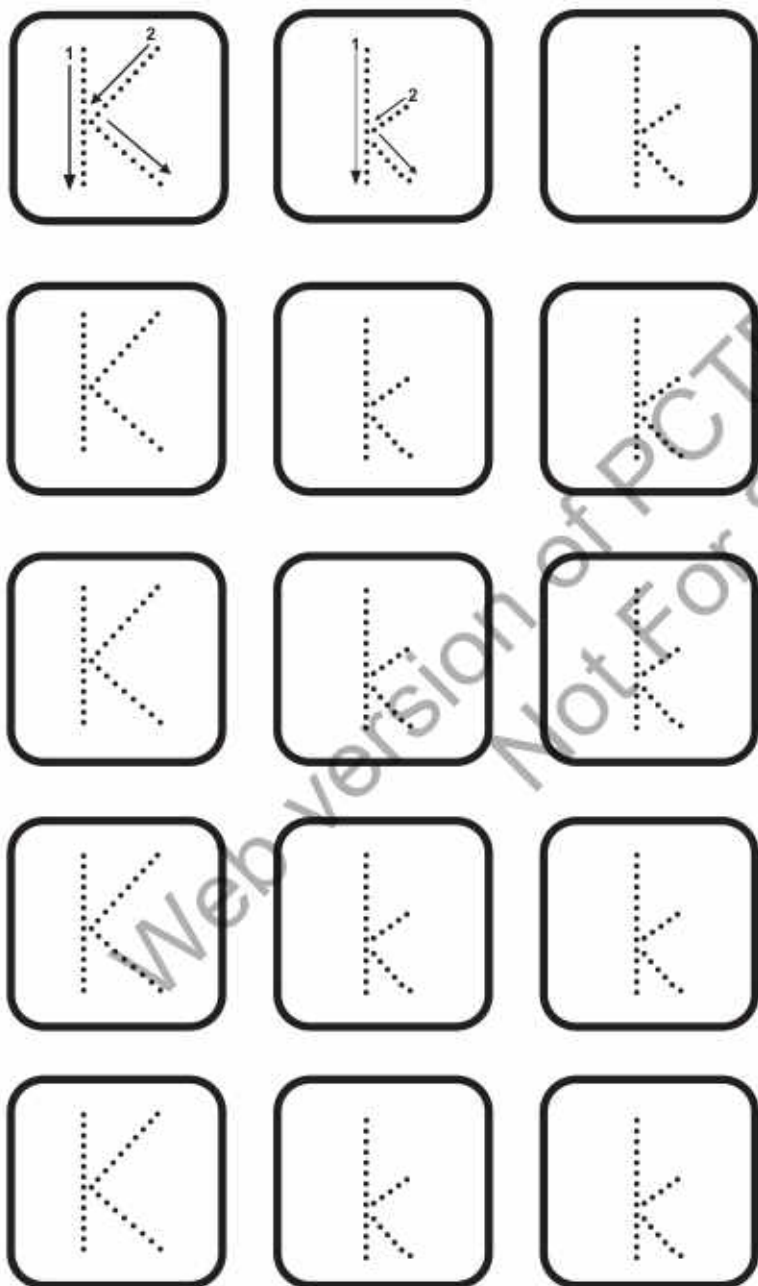
Teach vocabulary as sight words: king, kitten, kettle, kid, kangaroo and kitchen.

Do you think  
people liked the  
king and why?



# K k

## Trace and Colour



key



kitten



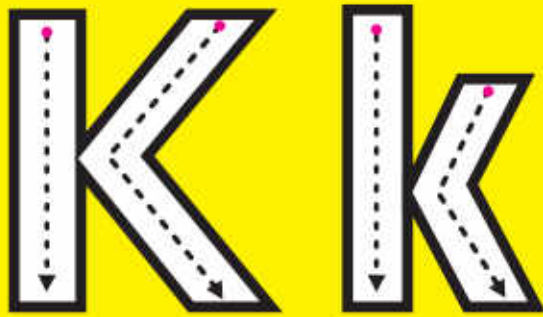
kangaroo



kettle



Trace the letters and colour the pictures.

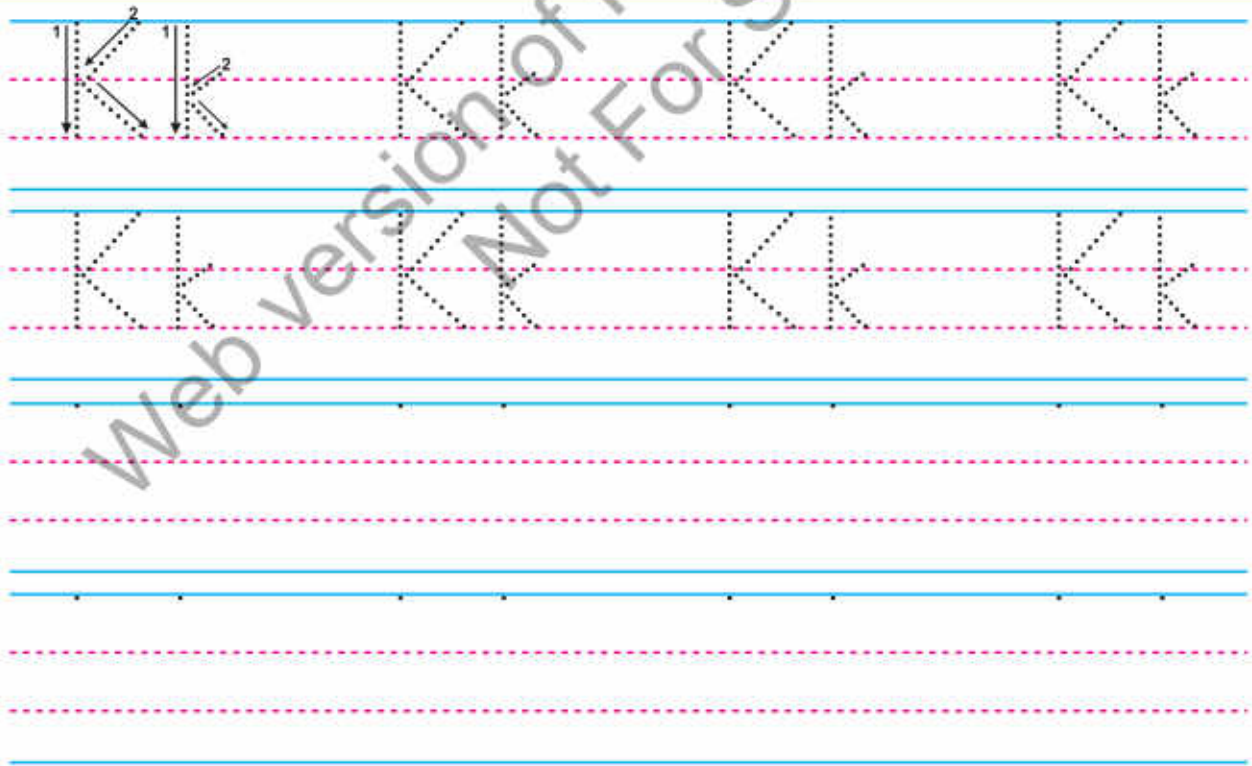


## Trace and Write



Circle: "Kk"

k	t	K
g	K	k
f	c	k



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.

# LI

"l" letter, "l" letter, leaf, leaf, leaf  
"l" letter, "l" letter, eat some beef



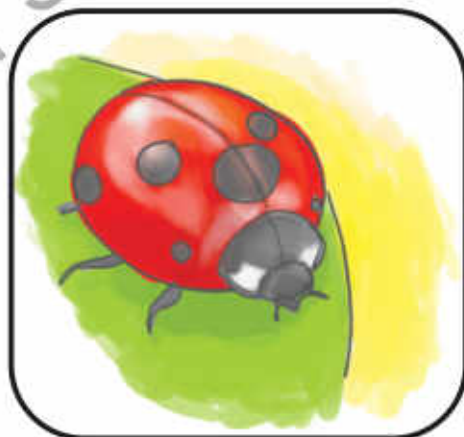
**lamb**



**lemon**



**leaf**



**ladybug**



Ask children to name "LI" words. Introduce letter "LI" with phonic song. Help children develop a story with given words and pictures. Teacher will write the story on the board and will read it out to the children.



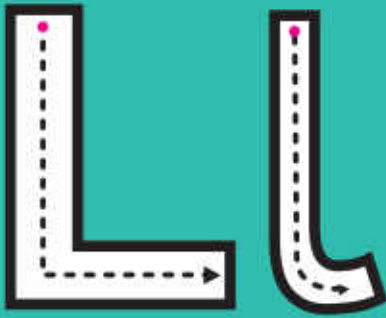
Help children draw leaf on a piece of paper and colour it.



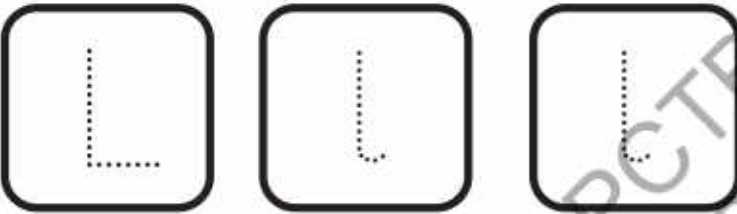
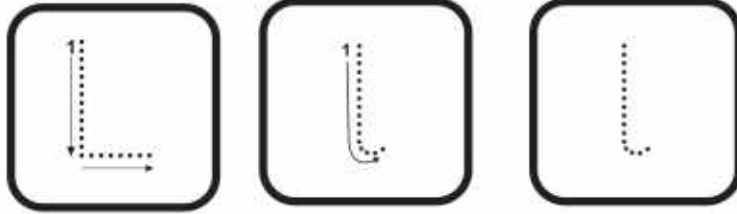
Teach vocabulary as sight words: leaf, lemon, lamb, ladybug, light, line, land, and lamp.

Ask children  
what other  
things start  
with letter "l".





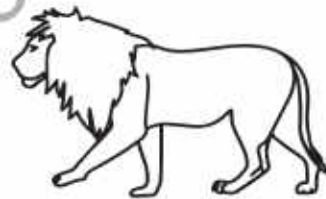
## Trace and Colour



ladybug



lion



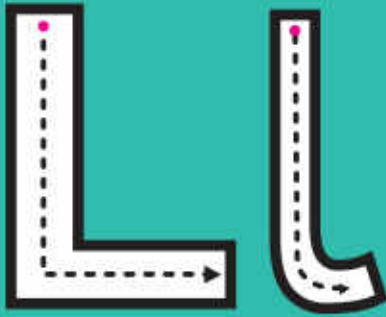
leaf



lemon



Trace the letters and colour the pictures.



## Trace and Write



Circle: "LI"

I	u	L
I	L	n
L	p	i

Handwriting practice lines for uppercase 'L' and lowercase 'l'. The first two rows show dashed letters for tracing on blue and red lines. The next three rows show solid letters for writing practice on blue and red lines.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Living and Non-living Things

**Draw Living and Non-living Things**

**Living**



**Non-living**



Web version of PCTB Textbook  
Not For Sale

Web version of PCTB Textbook  
Not For Sale



Discuss the pictures with children and explain the difference between living and non-living things. Draw two living and two non-living things in the given boxes. Encourage children to identify living and non-living things in the environment.



Play identification game with flashcards of living and non-living



# Reinforcement Activity

Match the Capital Letters With Small Letters  
and Draw Pictures

G	g	
H	l	
I	k	
J	j	
K	i	
L	h	



Guide children to match the capital letters with small letters and draw the pictures in front of the letters.



Make flashcards of capital and small letters from "Aa to Ll" and ask children to find their pair.

# Mm

"m" letter, "m" letter, moon, moon, moon  
"m" letter, "m" letter, give me a spoon



**monkey**



**mango**



**moon**



**mouse**



Discuss the pictures with children. Ask children to read the given "Mm" words. Introduce letter "Mm" with phonic song. Help children develop a story with the given words and pictures.



Draw / paste sticker or picture of a mango.

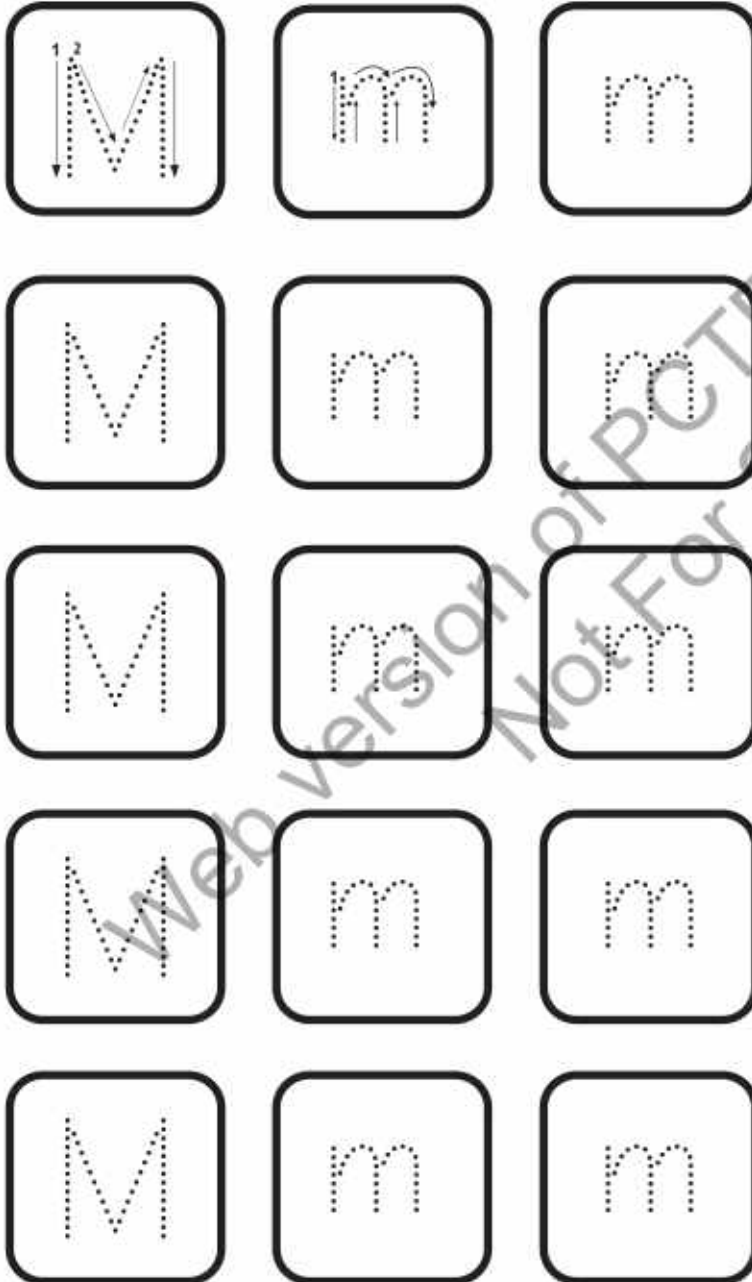


Teach vocabulary as sight words: monkey, mango, moon, mouse, map, mat, and man.

**Do you know  
mango is our  
national fruit ?**

# M m

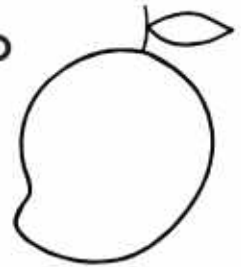
## Trace and Colour



mug



mango



mitten



milk

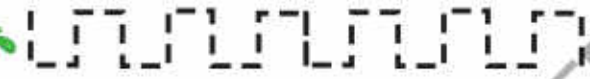
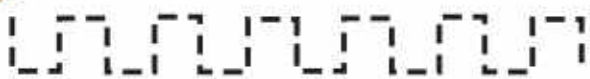


Trace the letters and colour the pictures.



# M m

## Trace and Write



Circle: "Mm"

m	H	M
M	m	W
M	p	m

Mm Mm Mm Mm Mm

Mm Mm Mm Mm

.....

.....

.....

.....



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.

# N n

"n" letter, "n" letter, nine, nine, nine  
"n" letter, "n" letter, the nuts are mine



**notebook**



**net**



**nose**



**nuts**



Ask children to name the given "Nn" words. Introduce letter "Nn" with phonic song. Tell children health benefits of eating nuts.



Help children make paper notebook in class with low cost / no cost material.

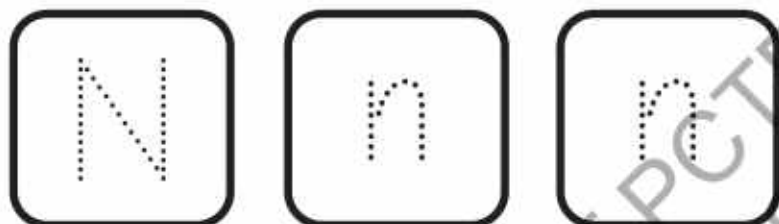


Teach vocabulary as sight words: notebook, net, nose, nuts, nurse, needle and nest.

**Do you know  
that nuts are  
good for  
health ?**

# N n

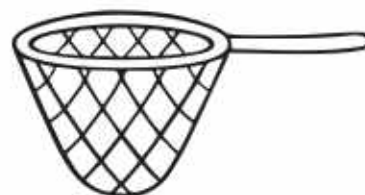
## Trace and Colour



nurse



net



nest



needle

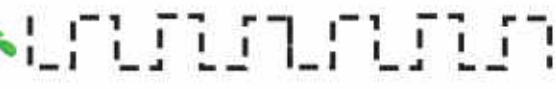
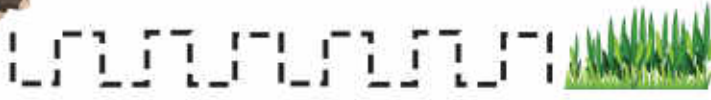


Trace the letters and colour the pictures.



# Nn

## Trace and Write



Tracing practice lines for the letter Nn. The first two rows show the letters Nn on lined paper with dashed lines for tracing. The third row shows the letters Nn on lined paper with solid lines for writing. The fourth row shows the letters Nn on lined paper with solid lines for writing. The fifth row shows the letters Nn on lined paper with solid lines for writing. The sixth row shows the letters Nn on lined paper with solid lines for writing. The seventh row shows the letters Nn on lined paper with solid lines for writing. The eighth row shows the letters Nn on lined paper with solid lines for writing. The ninth row shows the letters Nn on lined paper with solid lines for writing. The tenth row shows the letters Nn on lined paper with solid lines for writing.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Natural and Man-made Resources

## Natural



## Man-made



Discuss with children natural and man-made resources. Explain to children how natural resources are converted into man-made resources.



Guide children match natural resources with man-made resources. Make learning corner in class and let them collect natural and man-made resources, e.g. leaf, pencil, flower etc.

# Oo

"o" letter, "o" letter, ox, ox, ox  
"o" letter, "o" letter, give me a box



**ocean**



**ostrich**



**owl**



**orange**



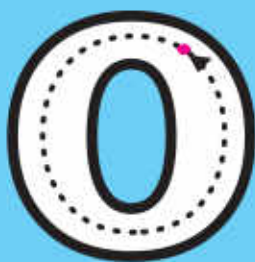
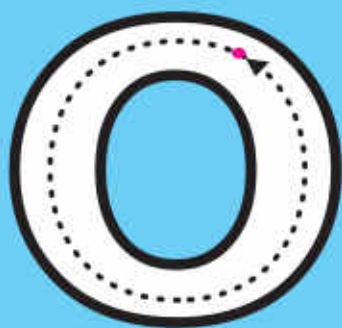
Introduce letter "Oo" with phonic song. Ask children to name given "Oo" words.  
Help children make a story with the given pictures and words.  
Discuss jobs related to ocean. e.g. (fisherman, oceanographer, marine, biologist, etc)



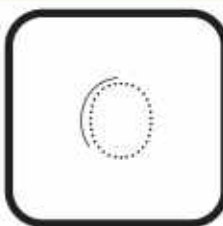
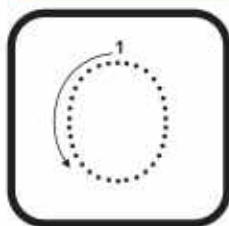
Teach vocabulary as sight words: ocean, ox, owl, octopus and ostrich.

**Do you know  
that owl is a  
night bird ?**

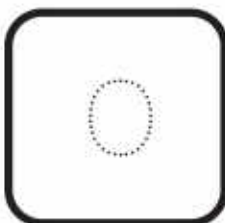




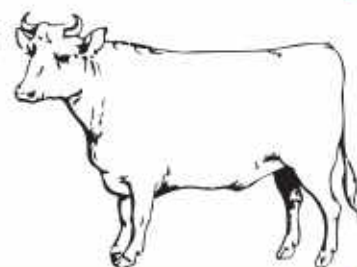
Trace and Colour



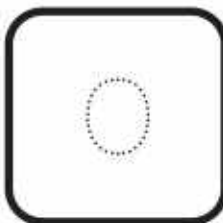
orange



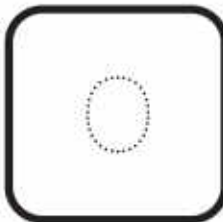
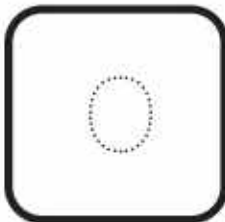
ox



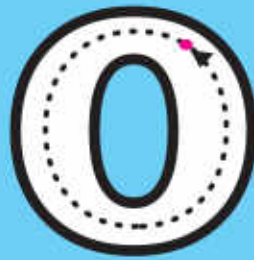
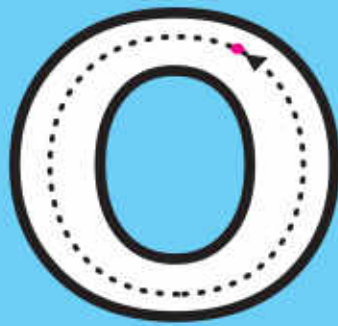
octopus



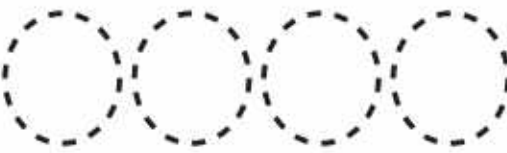
ostrich



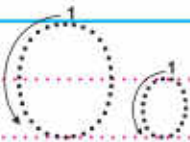
Trace the letters and colour the pictures.



Trace and Write



Circle: "Oo"



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.

# Pp

"p" letter, "p" letter, pen, pen, pen  
"p" letter, "p" letter, count till ten



**peacock**



**pumpkin**



**parrot**



**pen**



Discuss the pictures with children. Introduce letter "Pp" with phonic song. Ask children to name given "Pp" words.



Help children make anything with clay or play-dough beginning with letter "p".



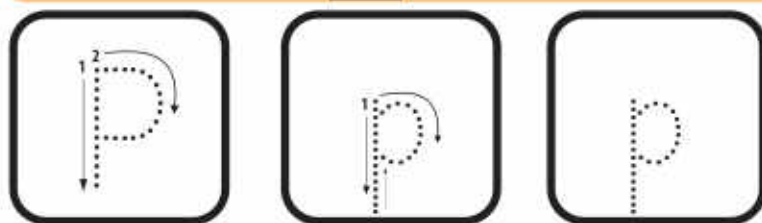
Teach vocabulary as sight words: peacock, parrot, pumpkin, pen, penguin, and pillow.

Do you know  
that parrot is a  
pet bird?



# Pp

## Trace and Colour



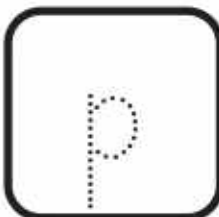
pineapple



penguin



pea



plant



Trace the letters and colour the pictures.

# Pp

## Trace and Write



Circle: "Pp"

p	f	P
P	A	p
f	p	P

Tracing practice lines for uppercase 'P' and lowercase 'p'. The first row shows the stroke order for 'P' (1: vertical line down, 2: curve from top to middle) and 'p' (1: vertical line down, 2: curve from middle to bottom). The following rows contain dashed letters for tracing, followed by blank lines for independent writing.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Professions



Discuss with children that every profession is respectable (nurse, teacher, pilot, doctor, etc.)  
Ask children what they want to be when they grow up.

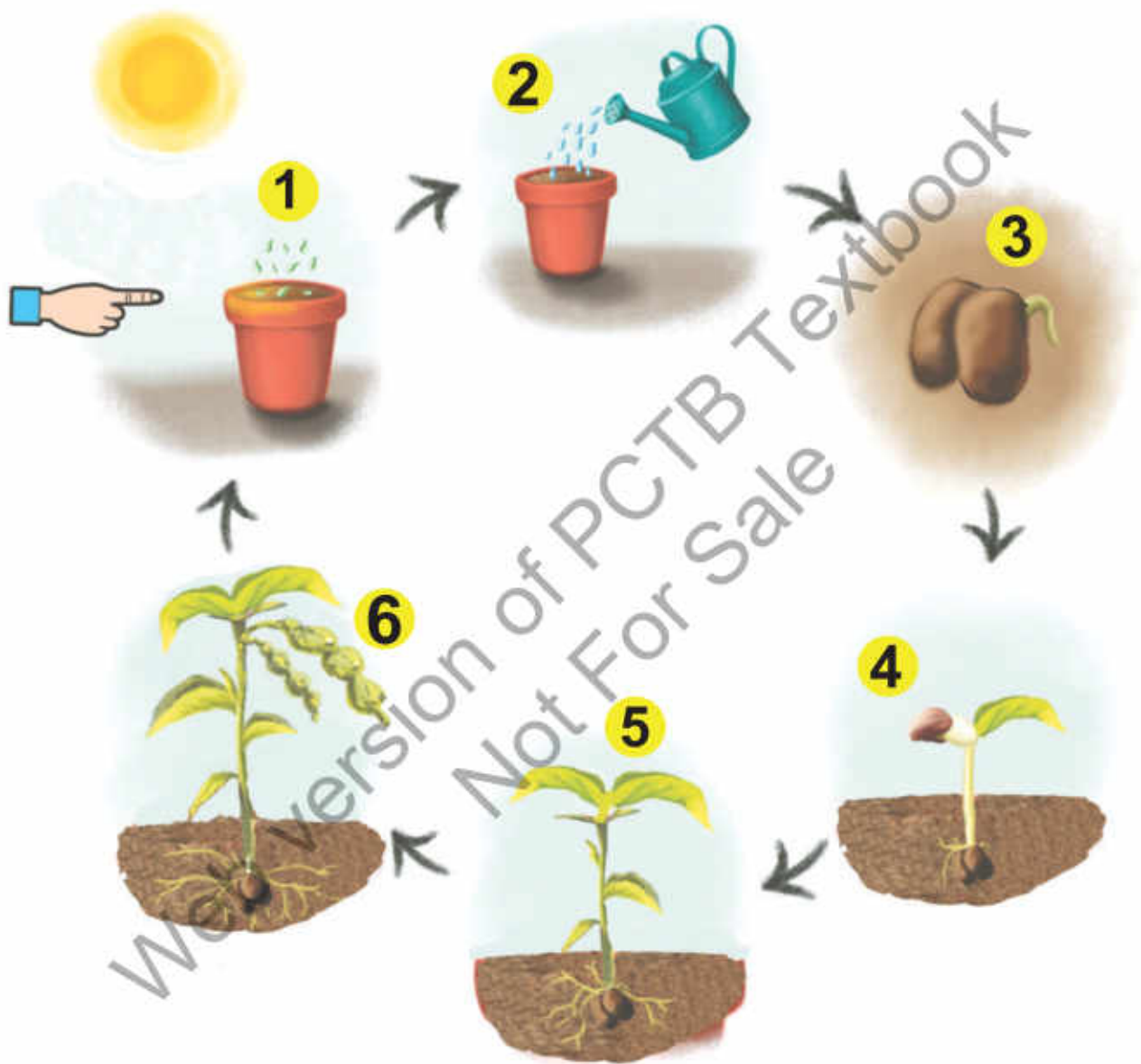


Match pictures with the relevant professions.



# Plant Life Cycle

## Life Cycle of a Bean Plant



Explain the seed germination process, how sun light, water, air and soil are important for the plants. Ask children to name different parts of the plant (stem, leaf, flower, roots). Plants give us food, make the environment beautiful and give us clean air.



Conduct watering plant activity in class and how to take care of plants.

# Qq

"q" letter, "q" letter, queue, queue, queue  
"q" letter, "q" letter, my dress is blue



Introduce letter "Qq" with phonic song. Discuss the given picture with children. Highlight the importance of being patient and waiting for a turn. Guide children to exhibit good manners by giving turn and offering a seat to elderly, sick, and differently abled people.



Help students make a queue in the classroom and show how we stand in a queue to wait for something. Take children outside the class and let them wait for their turn on swings.

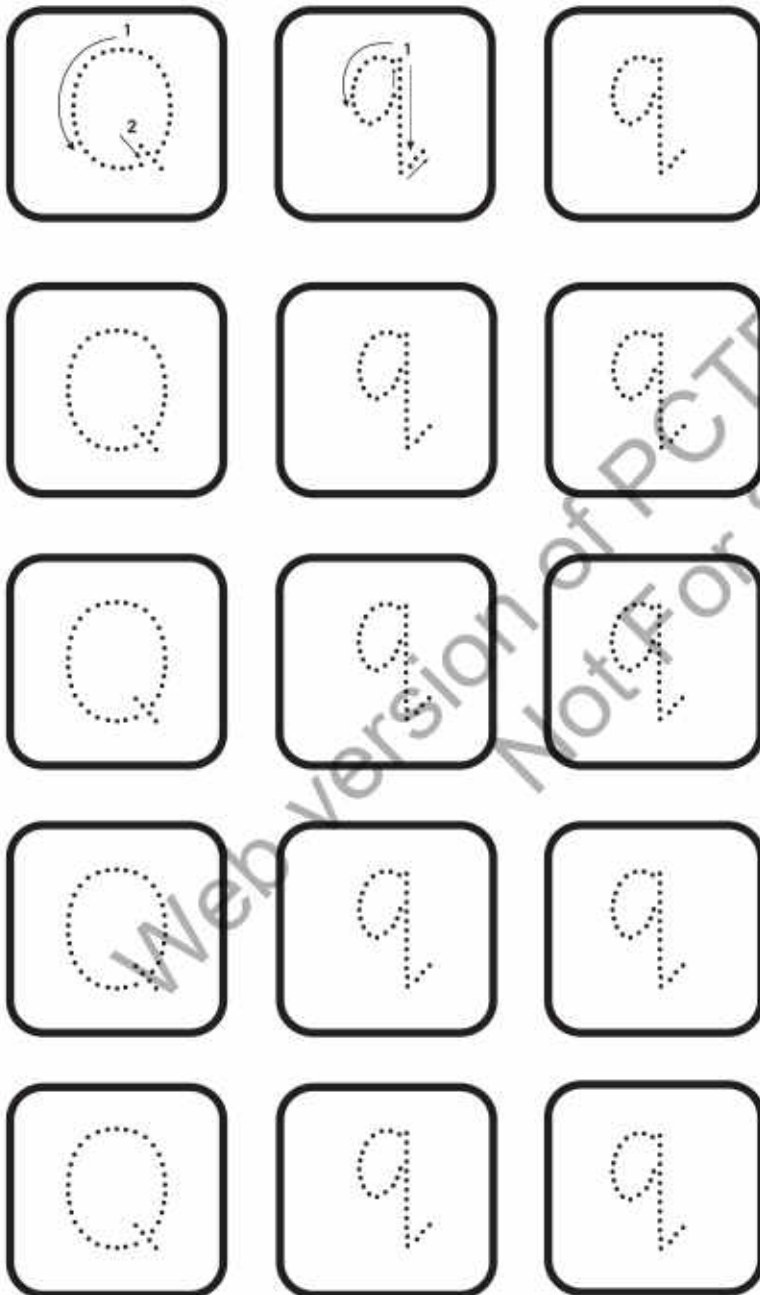


Teach vocabulary as sight words: queue, quilt, question, quail and queen.

Ask children  
why making  
a queue  
is important.



# Trace and Colour



queen



question



quill

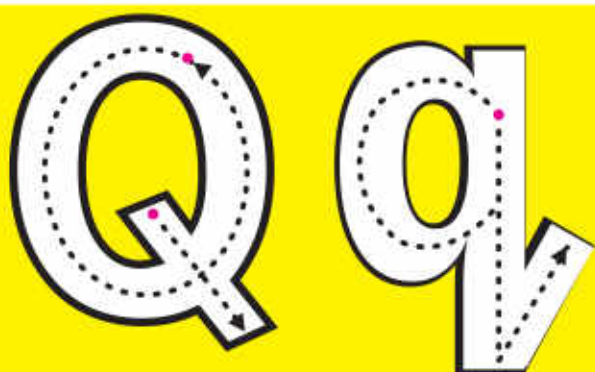


quail

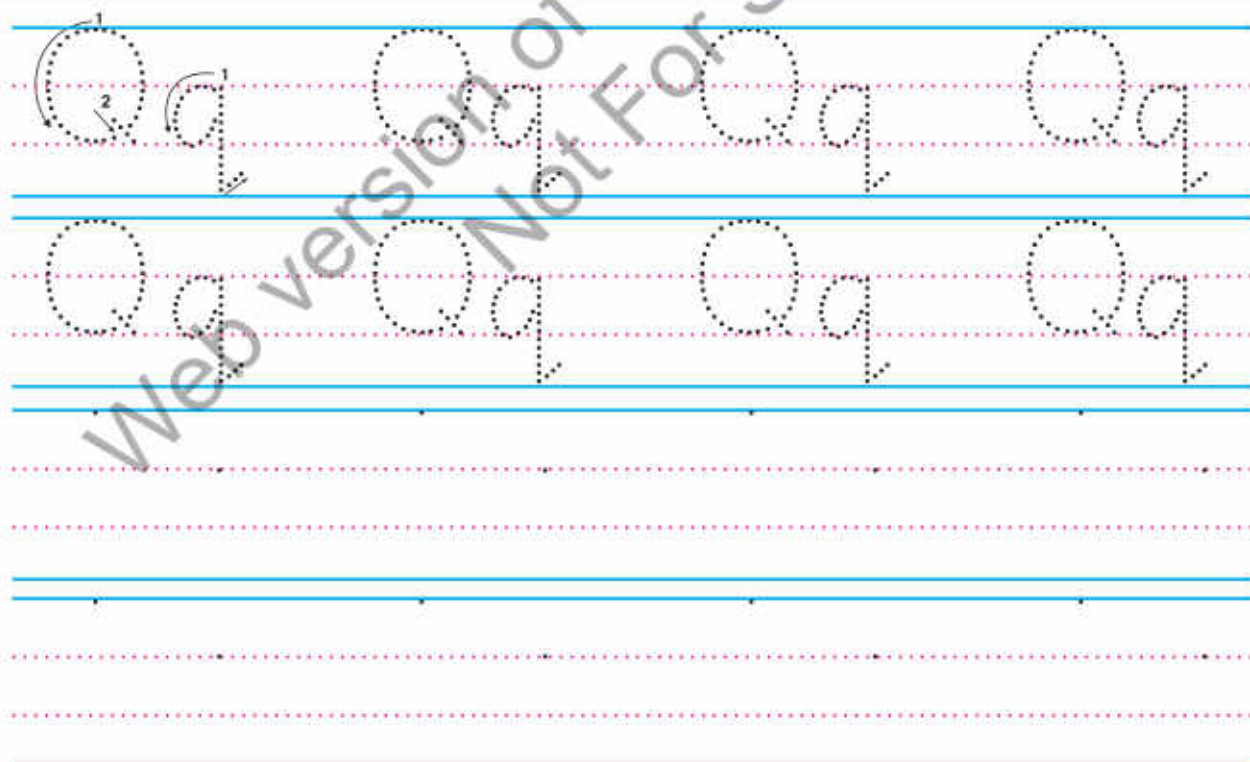
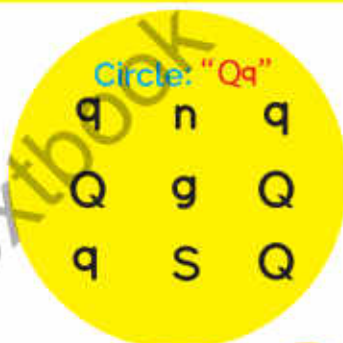


Trace the letters and colour the pictures.





Trace and Write



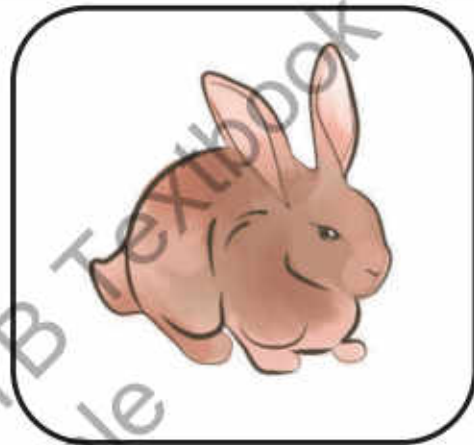
Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.

# Rr

"r" letter, r letter run, run, run  
"r" letter, r letter, have some fun



**rose**



**rabbit**



**rug**



**ring**



Introduce the letter "Rr" with phonic song. Ask children to name given "Rr" words. Help children develop a story with the given words and pictures.



Take children outside to identify things starting with letter "r".



Teach vocabulary as sight words: rose, rabbit, ring, rug, rocket, rainbow and robot.

Do you know that  
rabbit lives in  
burrow?

# R r

## Trace and Colour



rainbow



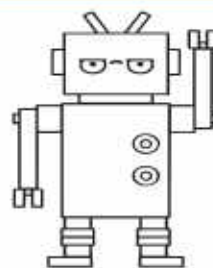
rocket



rose



robot

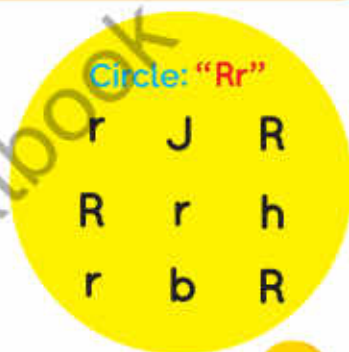


Trace the letters and colour the pictures.





Trace and Write



Handwriting practice lines for the letter 'R'. The first two rows contain dotted 'R' and 'r' for tracing. The third row contains dotted 'R' and 'r' for tracing. The fourth and fifth rows are blank for independent writing practice.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Responsible Citizen



**plant trees**



**save trees**



**throw litter in bin**



**save water**



Guide children not to waste water and throw litter around. Keep the environment clean. Discuss with children various ways of being responsible citizen, e.g. not to cut trees, follow traffic rules, not to damage things, etc.



Do plantation activity in school.

# Reinforcement Activity

Match Capital Letters With Small Letters  
and Draw the Pictures

O	r	
N	m	
R	p	
M	o	
Q	n	
P	q	



Guide children to match capital letters with small letters and draw pictures in front of the matched letter.



Make flashcards of capital and small letters from "Mm to Rr" and ask children to find the pair.



# Ss

"s" letter, "s" letter, star, star, star  
"s" letter, "s" letter, get in the car



**star**



**squash**



**strawberry**



**sunflower**



Discuss pictures with children and introduce letter "Ss" with phonic song. Encourage children to talk about the pictures. Explain how sports bring discipline to our life. Highlight the importance of physical activity and sports for our overall well-being (balance, mobility, strength, speed etc).



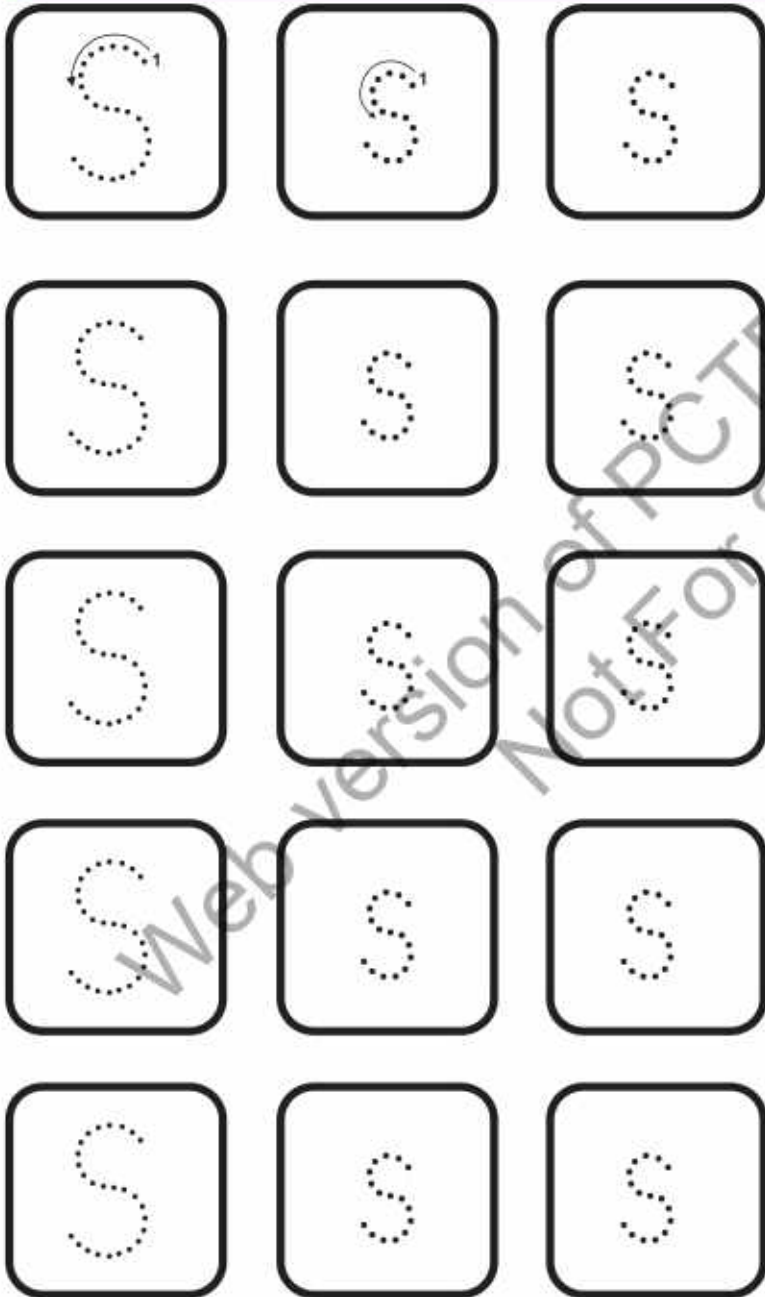
Play games, cocla chapati, hide and seek, ludo, scrabble, etc.



Teach vocabulary as sight words: sunflower, strawberry, star, spider and saw.

# S S

## Trace and Colour



**sunflower**



**spider**



**star**



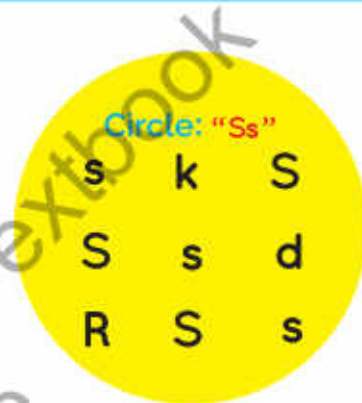
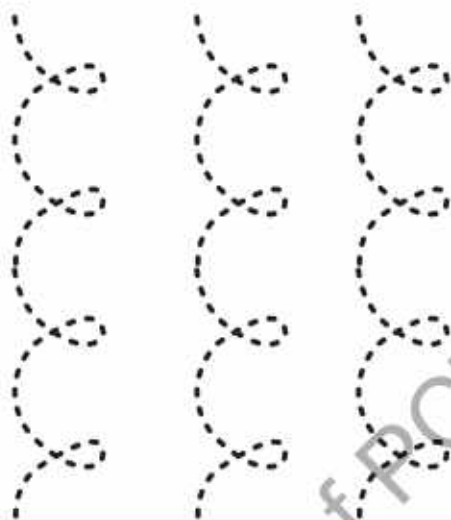
**saw**



Trace the letters and colour the pictures.

# Ss

## Trace and Write



Handwriting practice lines for the letter 'Ss'. The first row contains four pairs of dashed 'Ss' for tracing. The second row contains four pairs of dashed 'Ss' for tracing. Below these are three rows of empty handwriting lines (top blue line, middle red dashed line, bottom blue line) for independent practice.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Tt

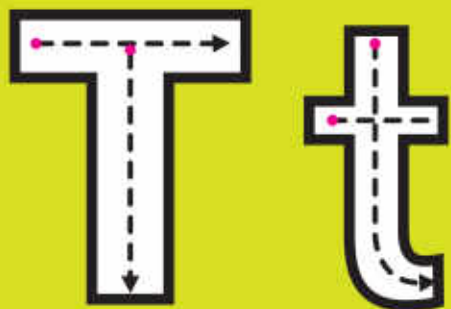
"t" letter, "t" letter, tap, tap, tap  
"t" letter, "t" letter, let's all clap



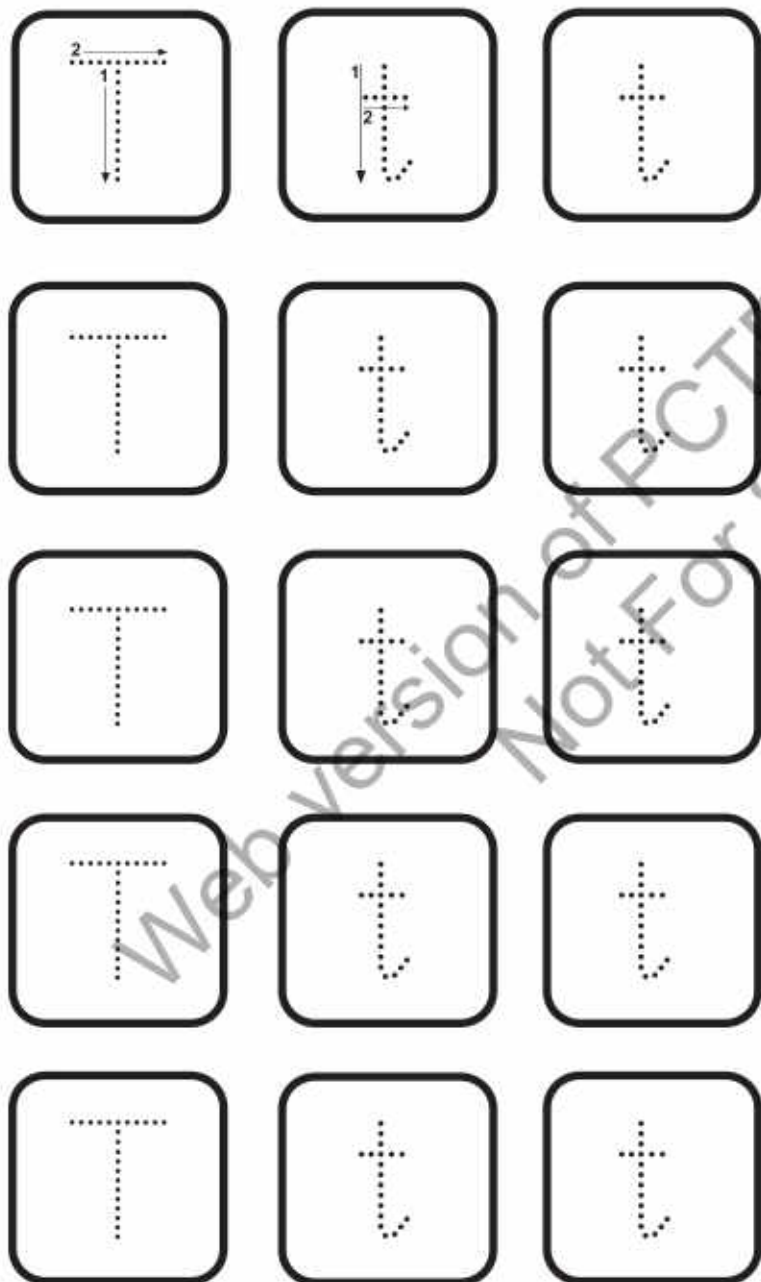
Discuss picture with children and introduce letter "Tt" with phonic song. Ask children to name "Tt" words given in the picture. Discuss advantages and disadvantages of technology.



Teach vocabulary as sight words: television, telephone, tablet, tomato, tree, turtle, tennis-ball and train.



# Trace and Colour



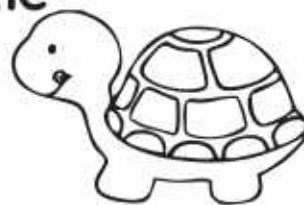
tomato



tub



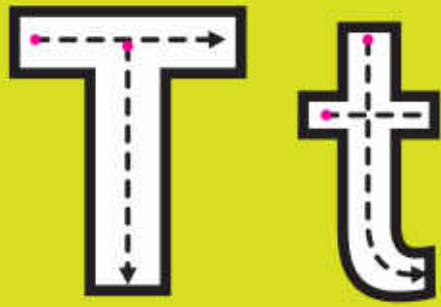
turtle



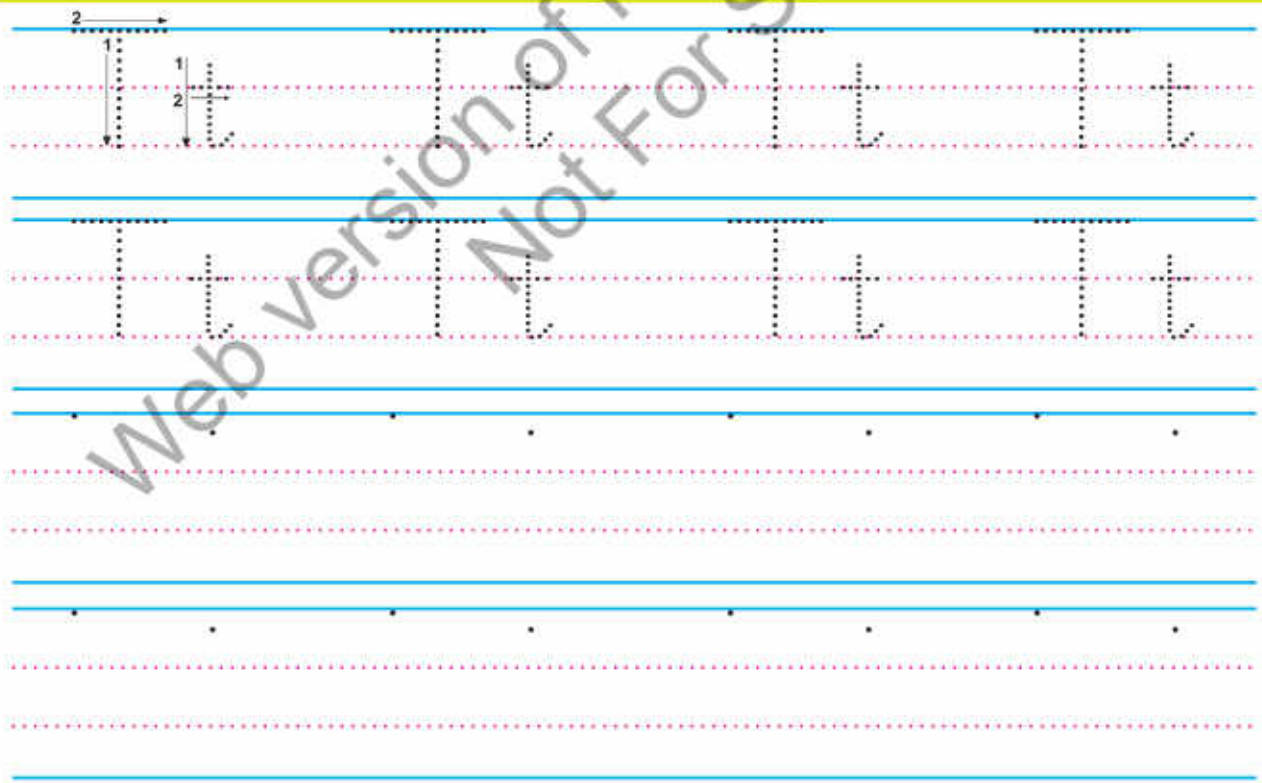
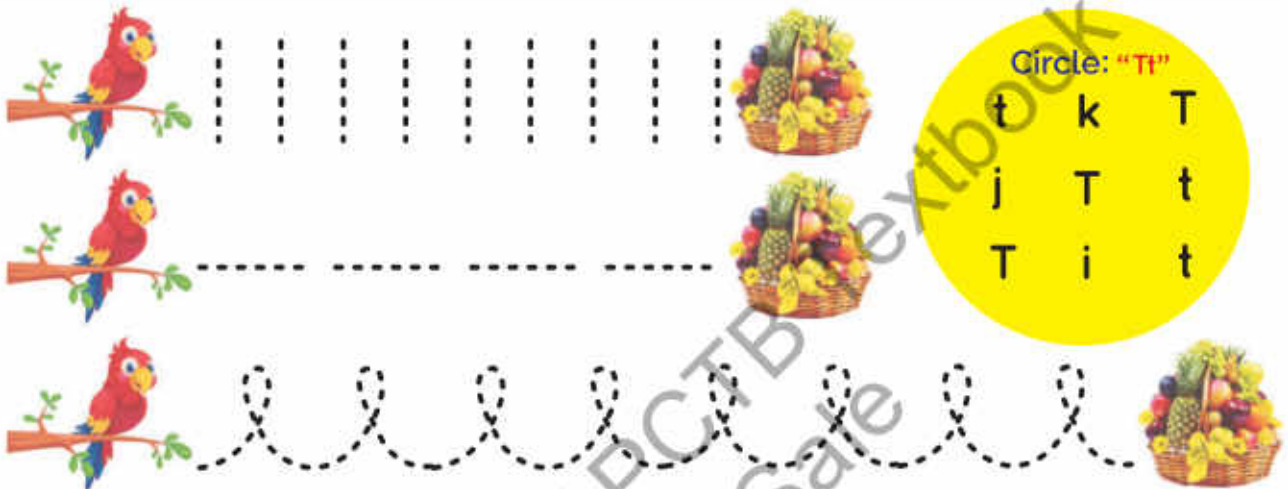
tree



Trace the letters and colour the pictures.



## Trace and Write



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board etc.



# Uu

"U" letter, "U" letter, up, up, up  
"U" letter, "U" letter, pass me a cup



**umbrella**



**umpire**



Introduce letter "Uu" with phonic song. Discuss the pictures with children. Ask children to name given "Uu" words.



Demonstrate children by taking them up and down from stairs to give a concept of up and down.



Teach vocabulary as sight words: umpire, umbrella, unlock, up and uncle.

# U u

## Trace and Colour



uncle



up



umpire



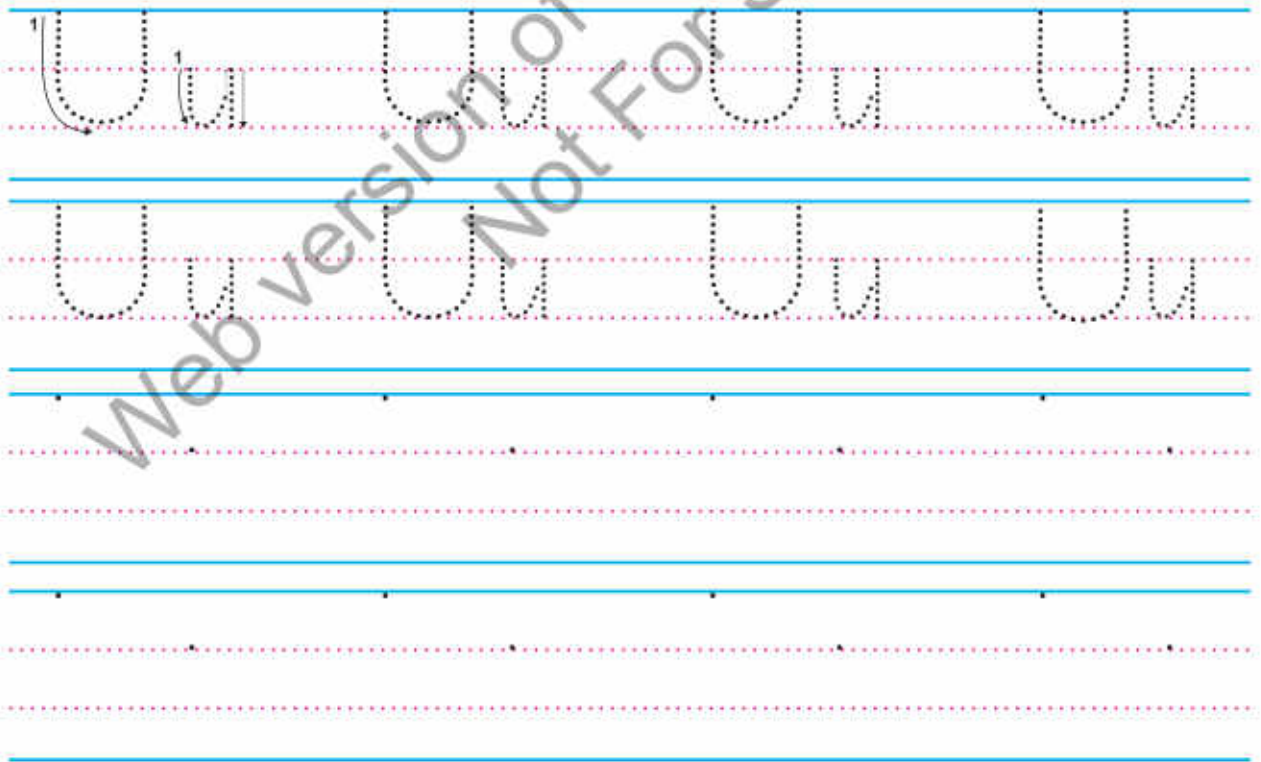
umbrella



Trace the letters and colour the pictures.

# U u

## Trace and Write



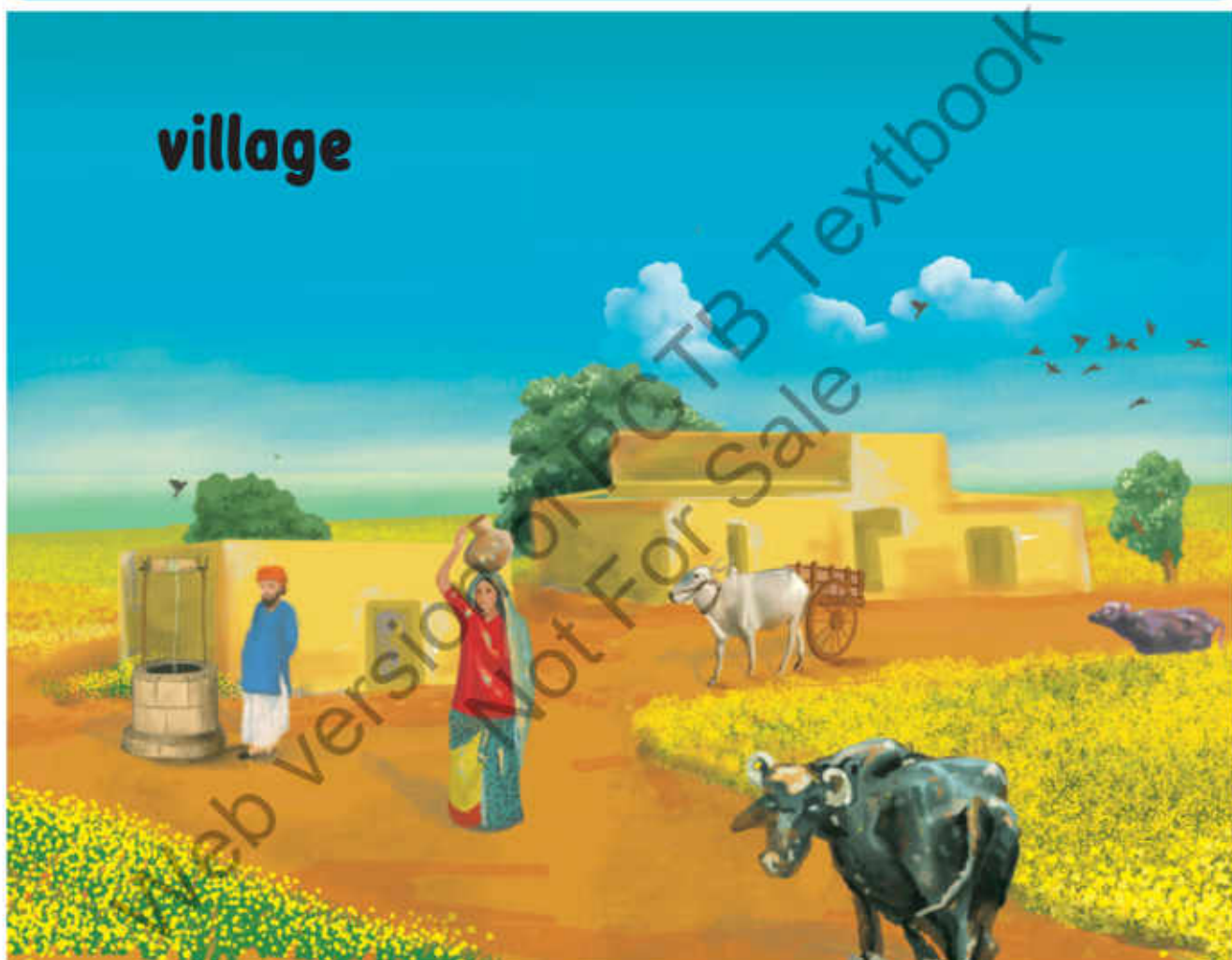
Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Vv

"v" letter, "v" letter, van, van, van  
"v" letter, "v" letter, turn on the fan

## village



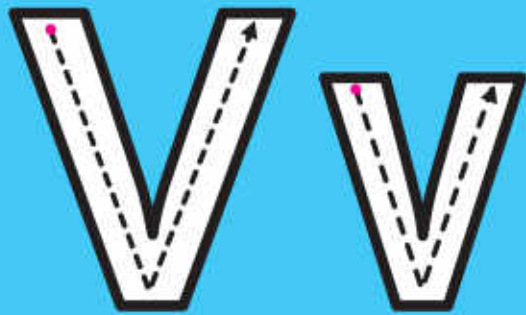
Introduce letter "Vv" with phonic song. Discuss picture with children. Discuss with children similarities and differences between village and city life.



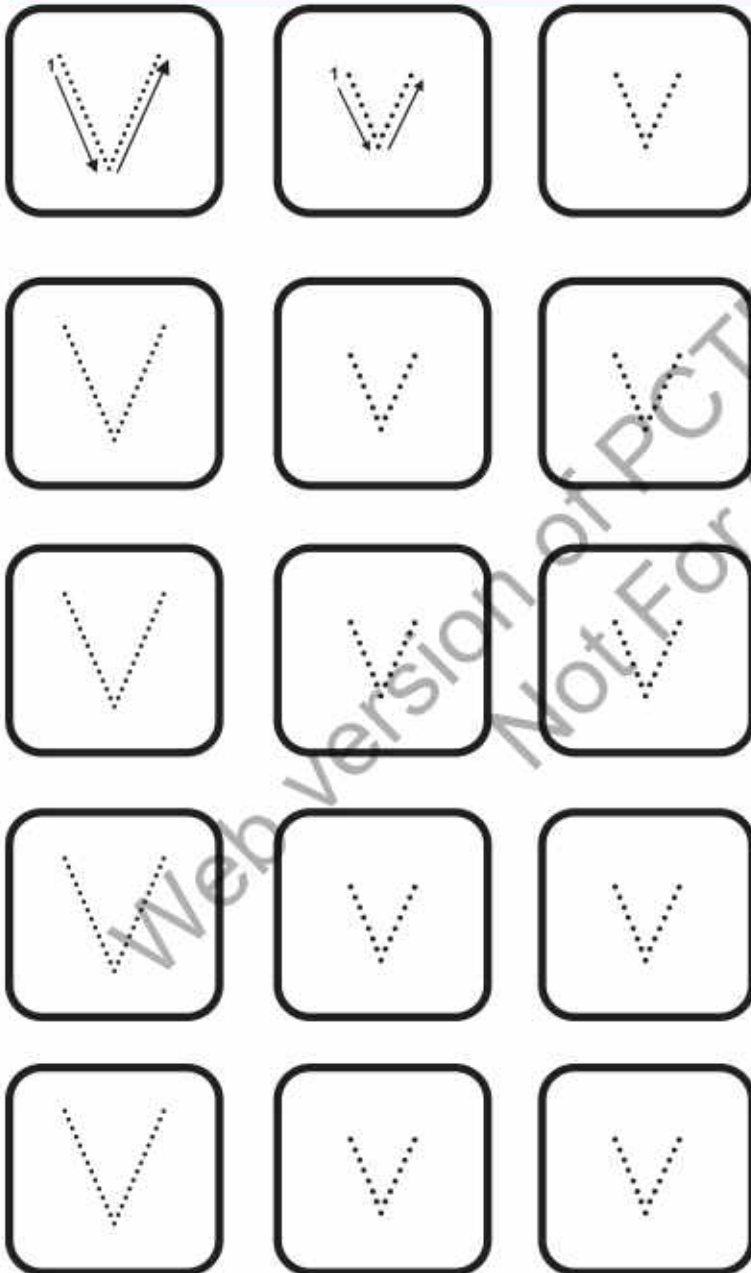
Take children outside the classroom for nature walk and ask them to draw the picture of what they saw in the environment (birds, trees).



Teach vocabulary as sight words: village, vet, vase, vegetable, volcano and vulture.



# Trace and Colour



volcano



vase



vegetables



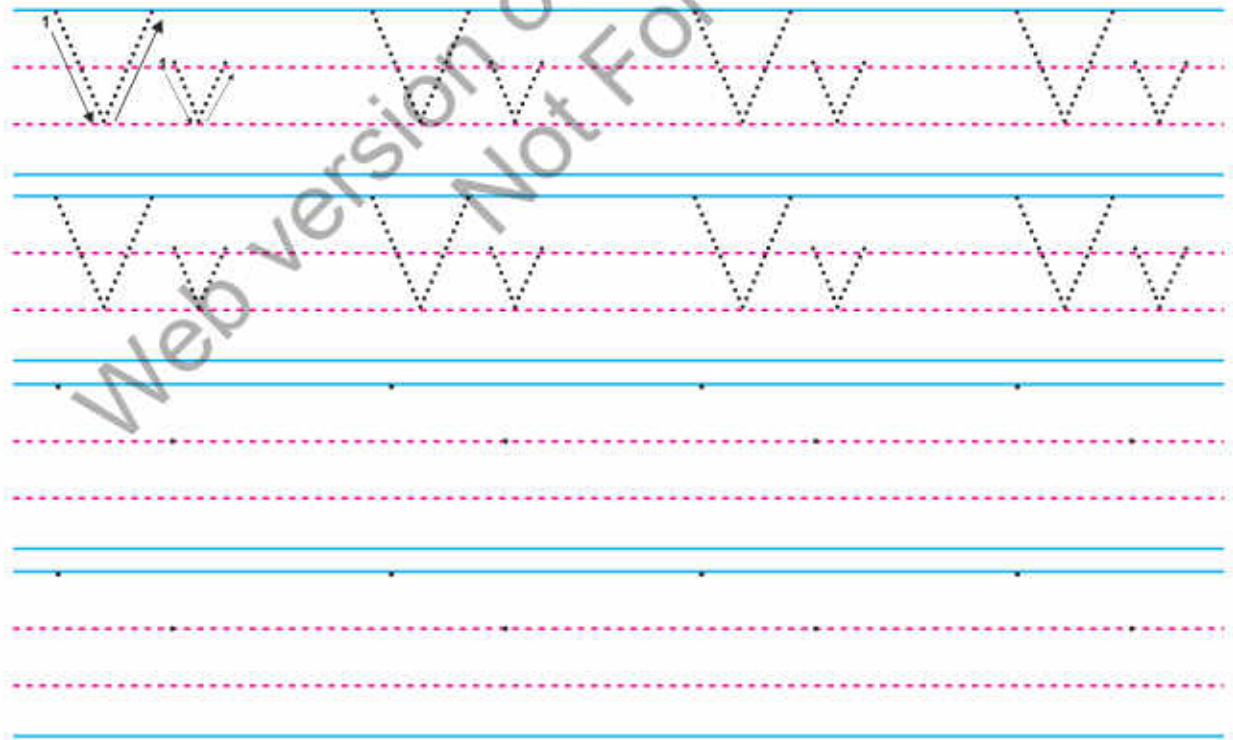
vulture



Trace the letters and colour the pictures.



# Trace and Write



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Ww

"w" letter, "w" letter, well, well, well  
"w" letter, "w" letter, ring the bell



**watch**



**well**



**watermelon**



**window**



Introduce letter "Ww" with phonic song. Ask children to name given "Ww" words. Discuss health benefits of eating a watermelon.



Help children make wrist watch from low cost and no cost material.

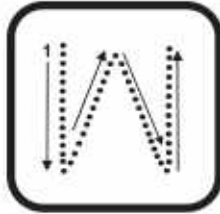


Teach vocabulary as sight words: watch, window, well, whale, watermelon and wheel.

**Do you know,  
watermelon has  
high water  
content ?**

# W w

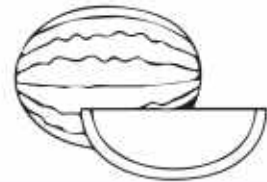
## Trace and Colour



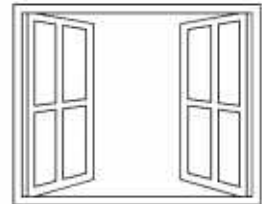
watch



watermelon



window



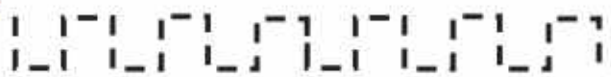
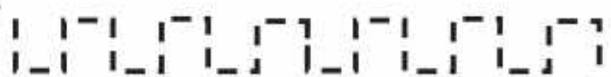
Worm



Trace the letters and colour the pictures.

# W w

## Trace and Write



Circle: "Ww"

w	H	X
X	w	x
w	t	x



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Xx

"x" letter, "x" letter, xylophone  
"x" letter, "x" letter, play the tone



Discuss picture with children and introduce letter "Xx" with phonic song. Ask children what they see in the picture (doctor, nurse, x-ray, etc.). Caution: children should not take any medicine without adult's supervision.



Do role play of doctor and nurse in the classroom.

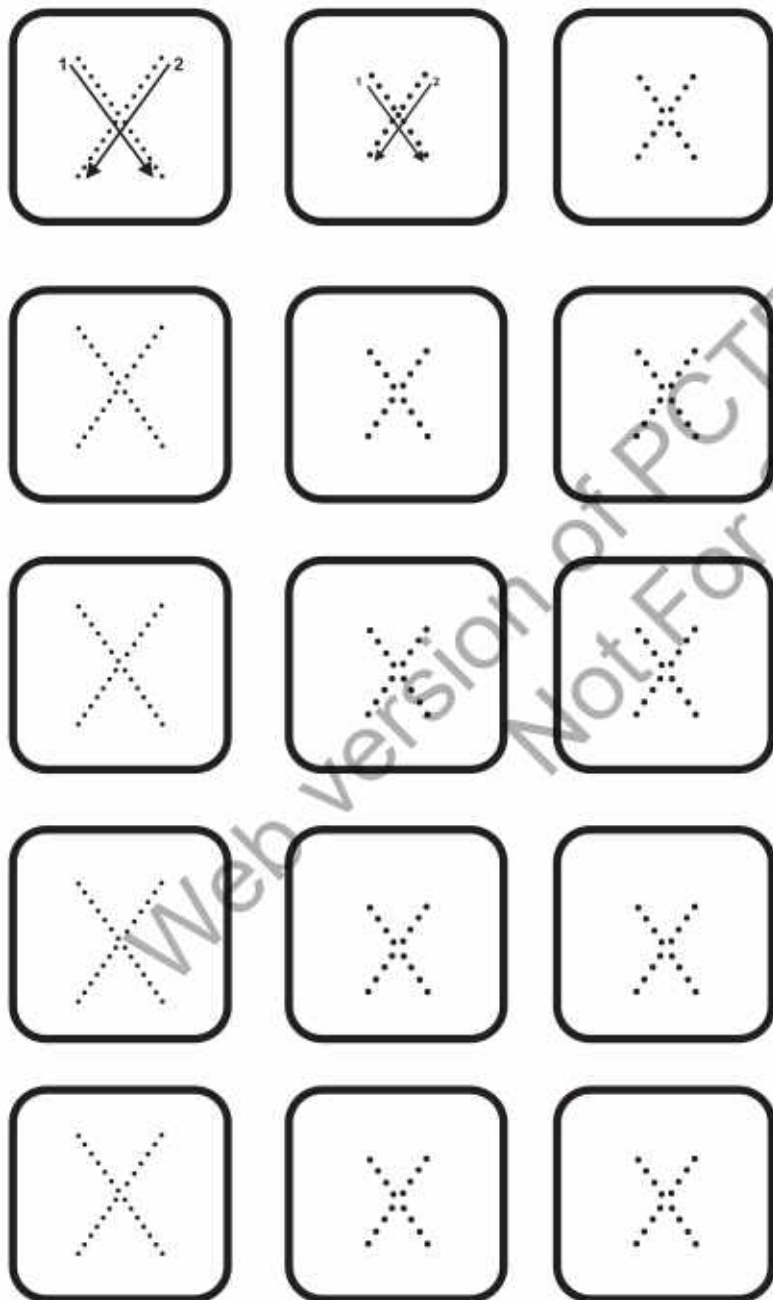


Teach vocabulary as sight words: x-ray, xylophone, xmas-tree.

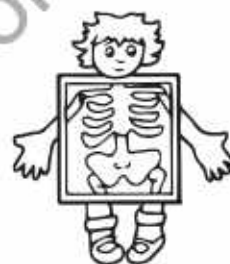
**Taking care of  
sick people is a  
good deed.**



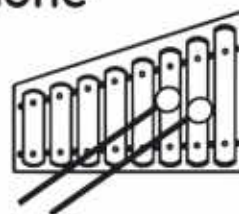
# Trace and Colour



x-ray



xylophone



Draw a hand x-ray



Trace the letters and colour the pictures.



# Trace and Write



circle: "Xx"

x	H	X
X	v	x
X	t	x

Handwriting practice lines for the letter 'X'. The first row shows a large 'X' with numbered arrows indicating stroke order (1: top-left to bottom-right, 2: top-right to bottom-left) followed by several dashed 'X's for tracing. The subsequent rows provide blank space for independent writing practice, each starting with a small dot on the baseline.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Yy

"y" letter, "y" letter, yarn, yarn, yarn  
"y" letter, "y" letter, go to the barn



Discuss picture with children. Introduce letter "Yy" with phonic song. Ask children to name given "Yy" words. Teacher will read the story to children and discuss good habits.



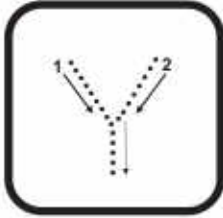
Make yo-yo using low cost and no cost material.



Teach vocabulary as sight words: yo-yo, yellow, yolk, yak, and yawn.



## Trace and Colour



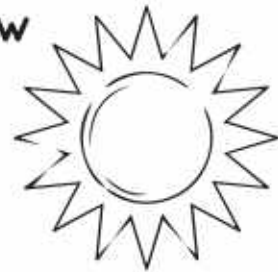
yak



yacht



yellow



yo-yo



Trace the letters and colour the pictures.

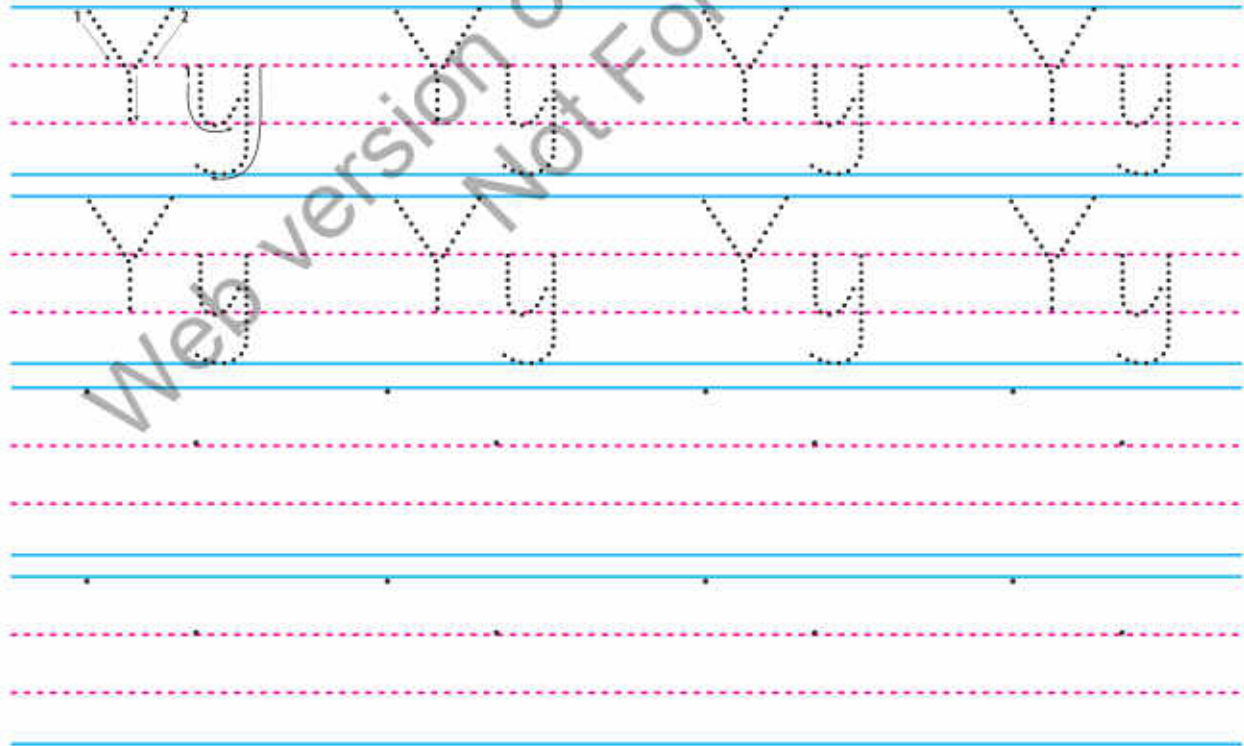


Trace and Write



Circle "Yy"

y M Y  
A Y y  
Y y e

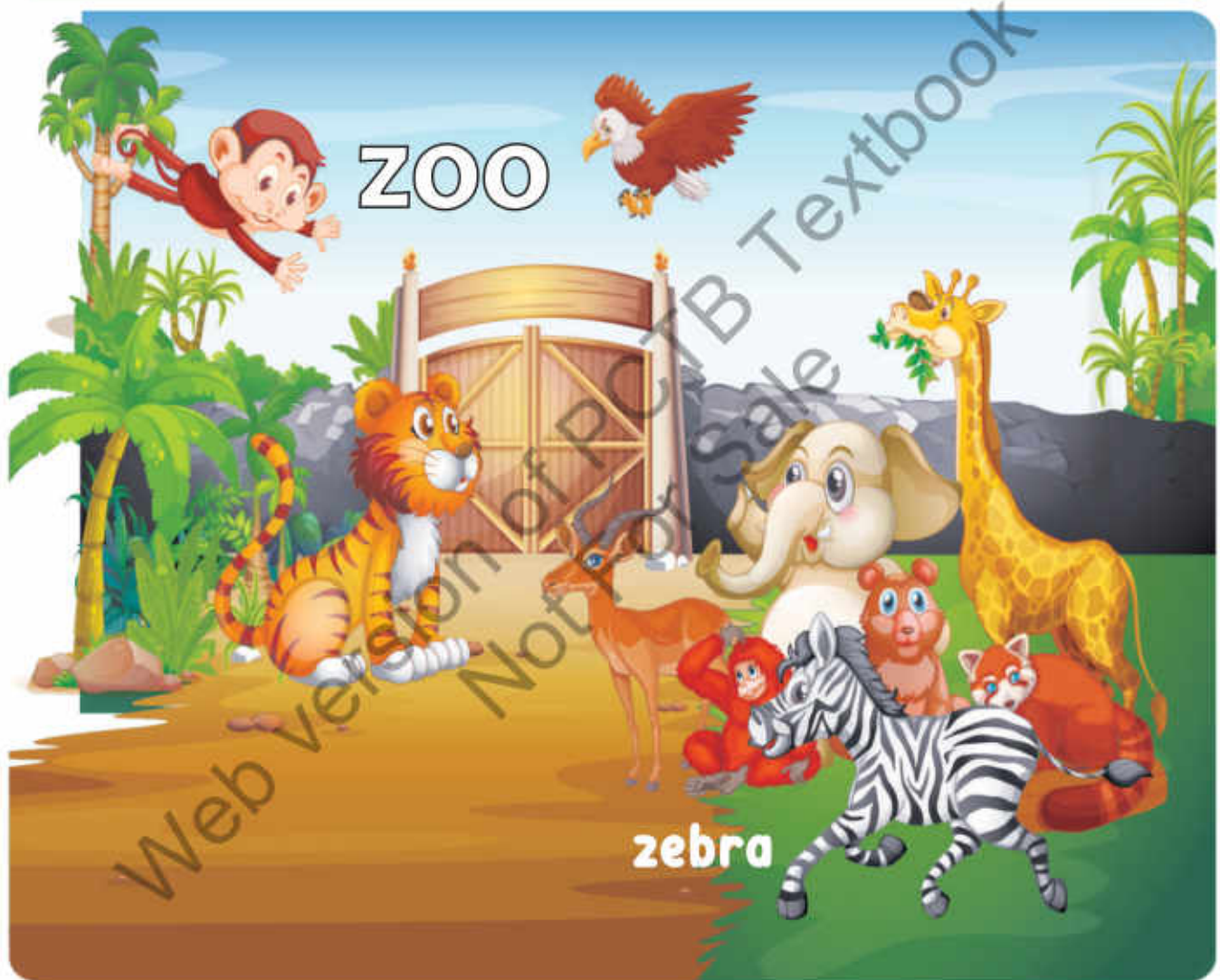


Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Zz

"z" letter, "z" letter, zoo, zoo, zoo  
"z" letter, "z" letter, the cow says moo



Introduce letter "Zz" with phonic song and discuss the picture with children. Ask children to name given "Zz" words and develop a story with given picture.



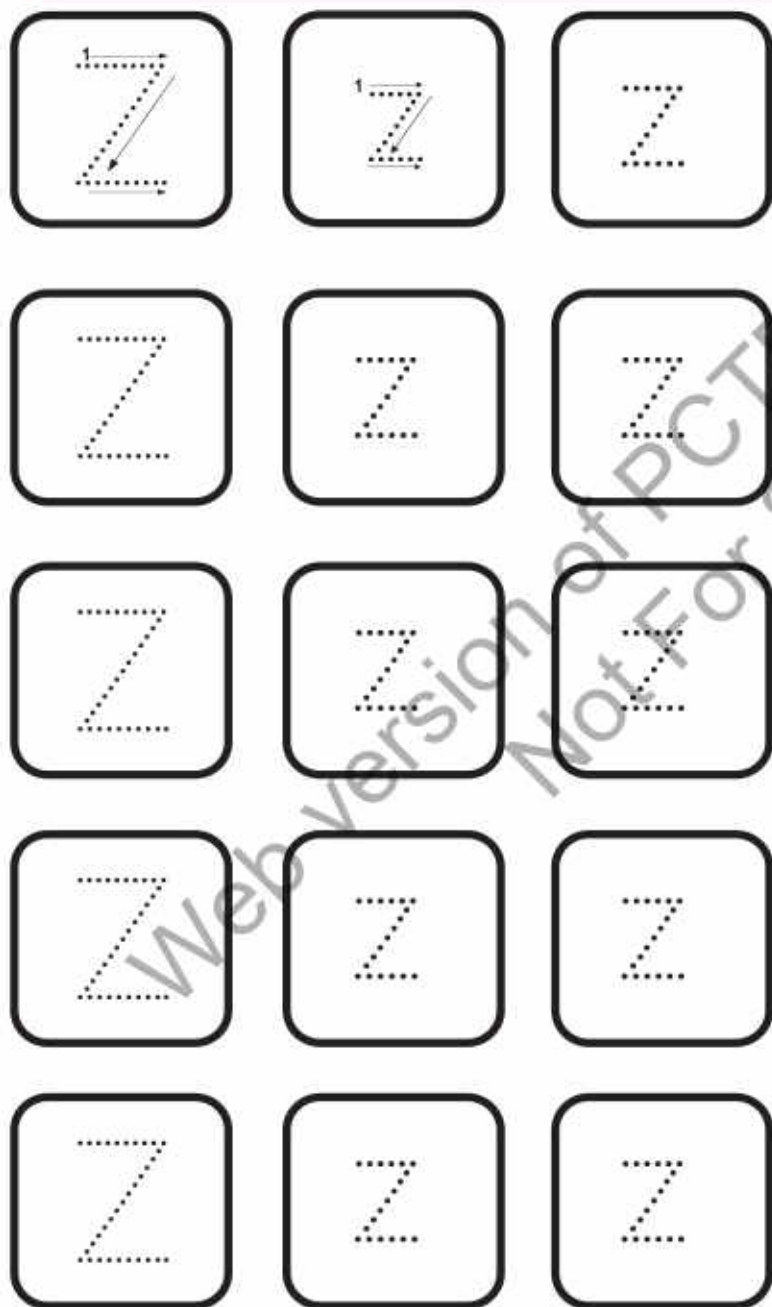
Help children make zoo animals with low / no cost material and set a zoo corner in class.



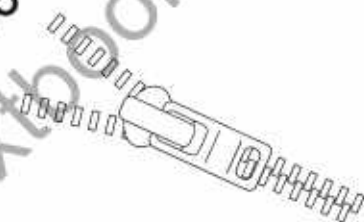
Teach vocabulary as sight words: zoo, zebra, zipper and zero.

# Z z

## Trace and Colour



zip



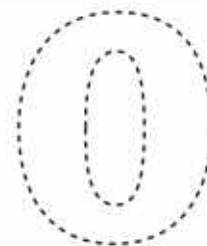
zebra



zigzag



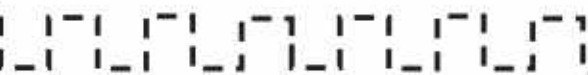
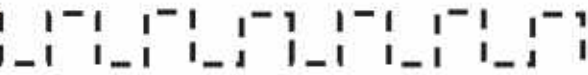
zero



Trace the letters and colour the pictures.

# Z z

## Trace and Write



Circle: "Zz"

Z	L	z
U	Z	Z
z	k	z

Handwriting practice lines for the letter 'Z'. The first row shows the stroke order for uppercase 'Z' (1: diagonal down, 2: horizontal right, 3: diagonal up) and lowercase 'z' (1: diagonal down, 2: horizontal right, 3: diagonal up). The following rows contain dashed outlines of 'Z' and 'z' for tracing, followed by blank lines for independent writing.



Teach letter formation with sand-tray, sand-letters, in the air, on any surface, clay, play-dough, slate, and doodle board, etc.



# Reinforcement

Match Capital Letters with Small Letters  
and Draw the Pictures Formation

S

T

U

V

W

X

Y

Z

y

z

x

t

s

u

v

w



Guide children to match the capital letters with small letters and draw pictures in front of the matched.

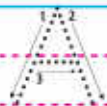


Make flashcards of capital and small letters from "Ss" to "Zz" and ask children to find the pair.

Practice (Aa - Zz)  
**Capital Letters**  
Trace and Write



**A**



**B**



**C**



**D**



**E**



**F**

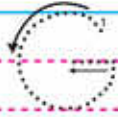


Trace and write the letters.

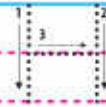
# Trace and Write



G



H



I



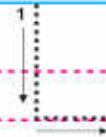
J



K



L



M



Trace and write the letters.



# Trace and Write



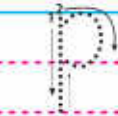
N



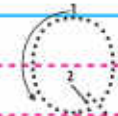
O



P



Q



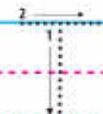
R



S



T

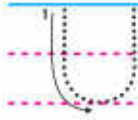


Trace and write the letters.

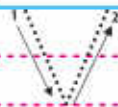
# Trace and Write



U



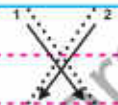
V



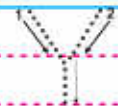
W



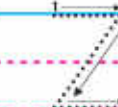
X



Y



Z



Trace and write the letters.

# Trace and Write



**a**

a

**b**

b

**c**

c

**d**

d

**e**

e

**f**

f



Trace and write the letters.



# Trace and Write



g

g

h

h

i

i

j

j

k

k

l

l

m

m



Trace and write the letters.

# Trace and Write



n

n

o

o

p

p

q

q

r

r

s

s

t

t



Trace and write the letters.

# Trace and Write



u

u

v

v

w

w

x

x

y

y

z

z

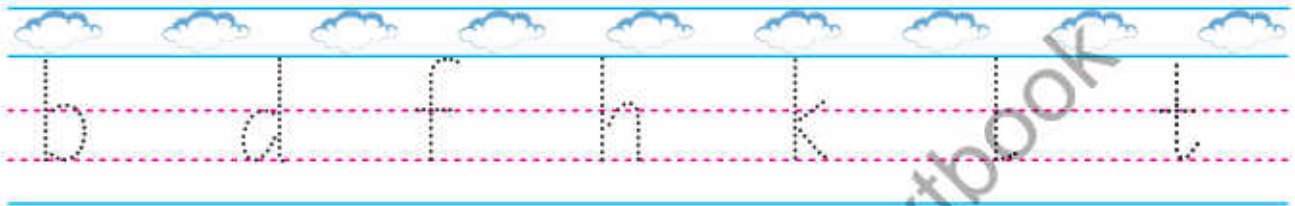


Trace and write the letters.



# Sky, Grass and Root Letters

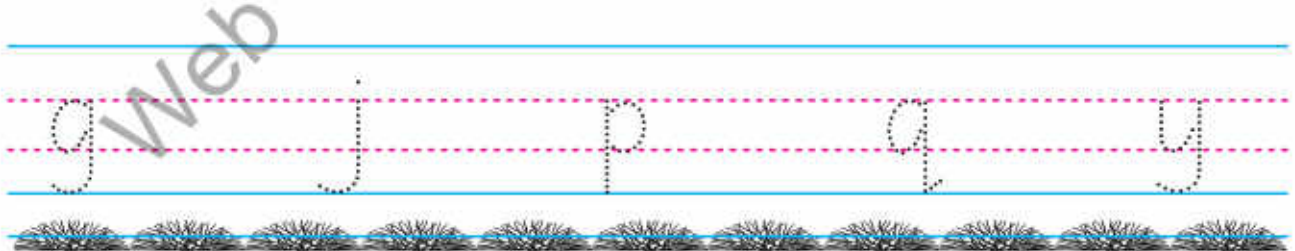
## Sky letters



## Grass letters



## Root letters



Teacher should display sky, grass and root letters in class.

Letters which touch the top line are called sky letters.

Letters which fit exactly between the two middle lines are called grass letters.

Letters which touch the bottom line are called root letters.



Draw four lines for sky, grass and root letters on board and call children one by one to drill the letters by writing on the board.

# Vowels Consonants



## Vowels



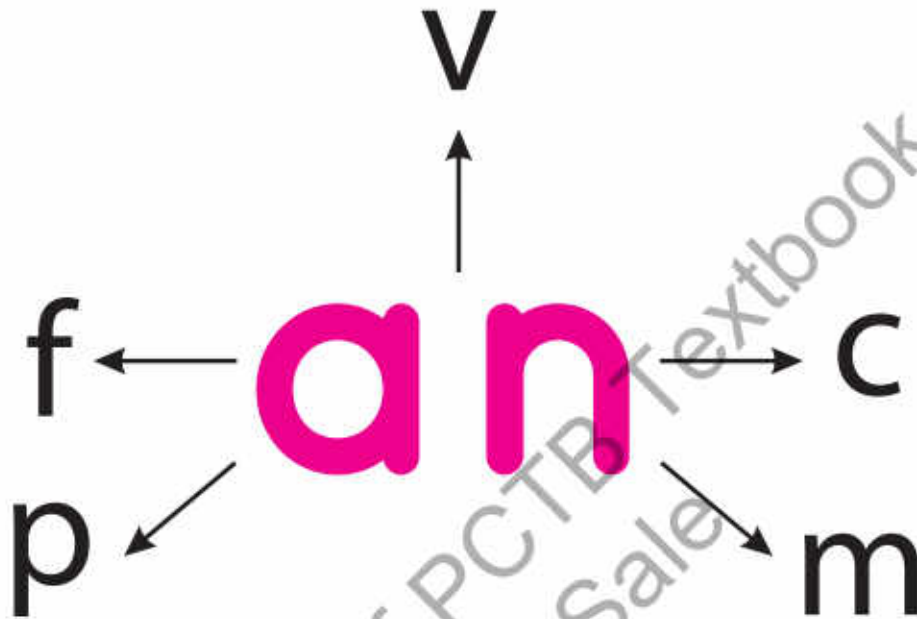
## Consonants

b, c, d, f,  
g, h, j, k,  
l, m, n, p,  
q, r, s, t,  
v, w, x, y,  
z



There are five vowels and there is no word without a vowel.  
Help children learn vowels by saying it aloud. Consonants are all the non-vowel sounds.

# Introduction of "an" Words



				
van	man	can	pan	fan

Write all above words.

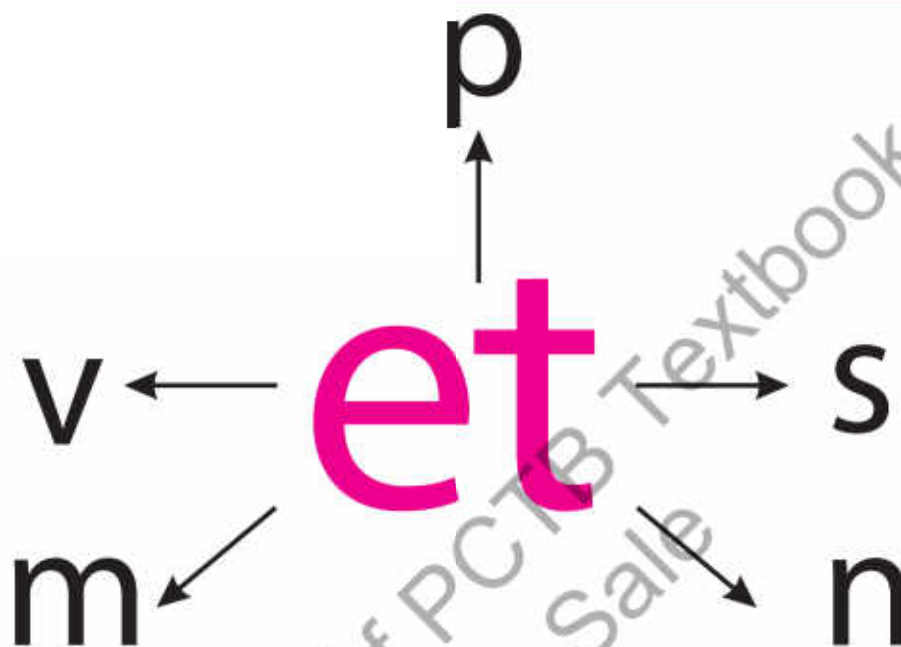
Handwriting practice lines consisting of four sets of three horizontal lines (top, middle dashed, bottom) for writing the words.








Help children learn and write "an" words and colour the pictures.  
Teacher should maintain word wall of the given words with the help of children.



# Introduction of "et" Words



				
net	set	pet	vet	met

Write all above words.

---



---



---



---



---



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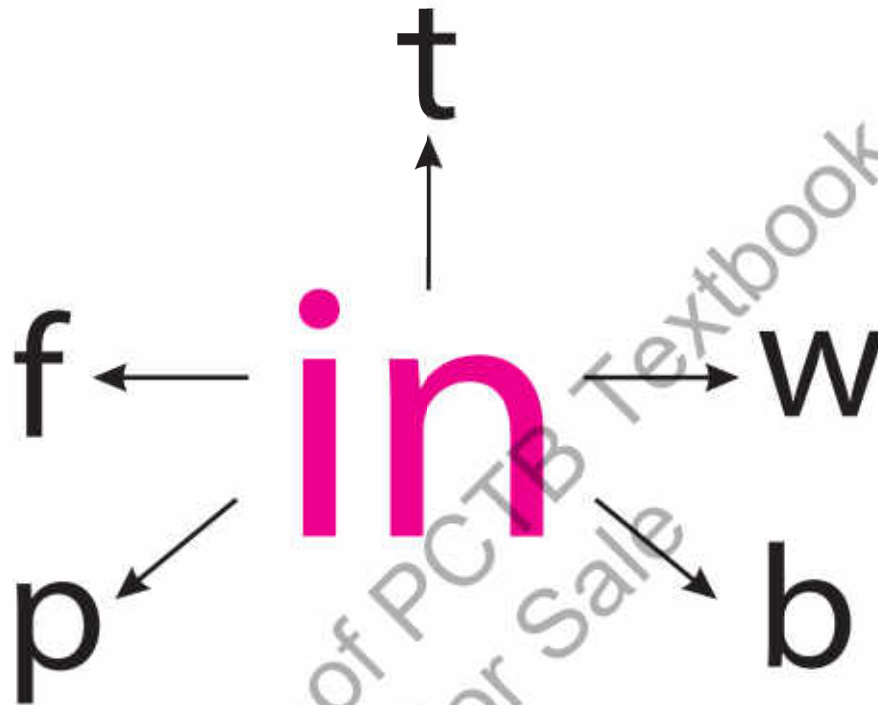







---



Help children learn and write "et" words and colour the pictures.  
Teacher should maintain word wall of the given words with the help of children.

# Introduction of "in" Words



				
bin	pin	tin	fin	win

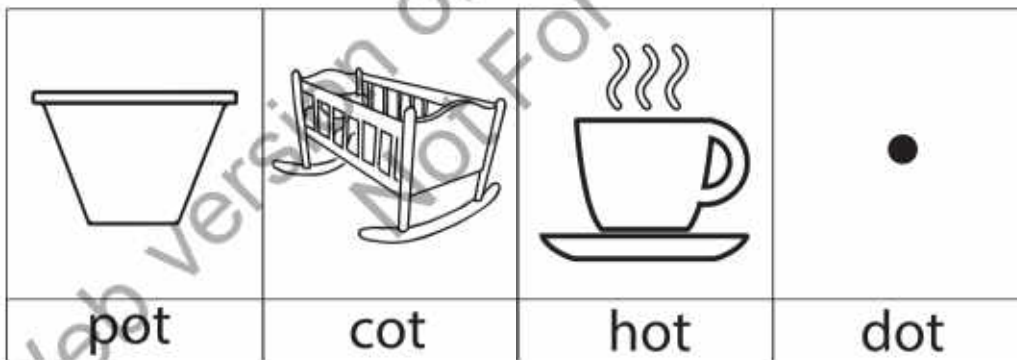
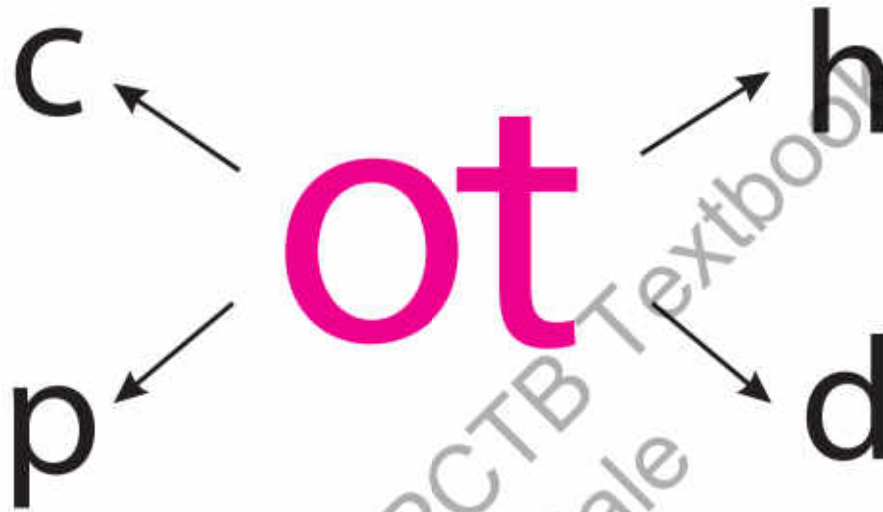
Write all above words.

Handwriting practice lines for the words bin, pin, tin, fin, and win.



Help children learn and write "in" words and colour the pictures. Teacher should maintain word wall of the given words with the help of children.

# Introduction of "ot" Words



Write all above words.

Handwriting practice lines for the words 'pot', 'cot', 'hot', and 'dot'.

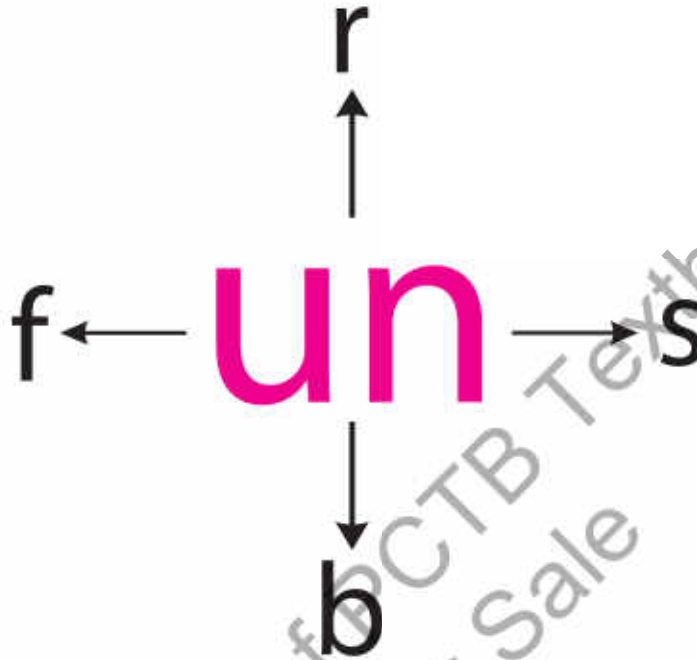






Help children learn and write "ot" words and colour the pictures. Teacher should maintain word wall of the given words with the help of children.





# Introduction of "un" Words



			
bun	fun	run	sun

Write all above words.

Handwriting practice lines for the words bun, fun, run, and sun.



Help children learn and write "un" words and colour the pictures. Teacher should maintain word wall of the given words with the help of children.



# One Vowel Words

(a, e, i, o, u)



r      t



b      d



b      n



d      g



s      n



v      n



p      t



t      n



h      t



Help children write missing vowels and colour the pictures.

# Beginning Sounds

(b, f, j, m, n, p, s)

an



in



an



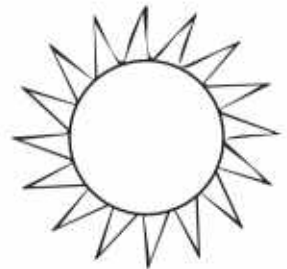
op



et



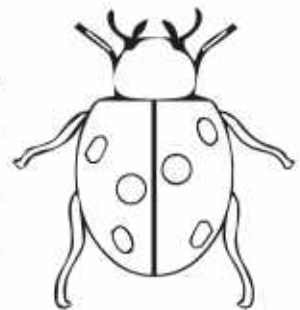
un



et



ug



The teacher will explain and show the vocabulary of short vowels sound of all groups with the help of flashcards, different objects and worksheet.



# Introduction of 'a' and 'an'

a computer



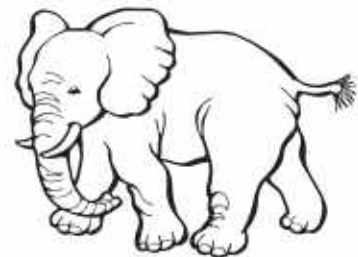
orange



tree



elephant



Help children write "a" or "an" in the beginning of the words and colour the pictures.

# Phrases

cat on a mat



rat in a hat



pin in a bin



Help children learn phrases and draw the pictures. Explain to children that phrase is a group of words which has some meaning.

# Introduction of Full Stop and Capital Letter



What is your name?

My name is \_\_\_\_\_

\_\_\_\_\_

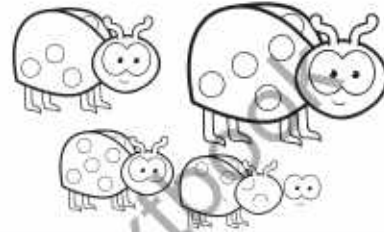
\_\_\_\_\_



Start the sentence with capital letter and put a full stop at the end. Sentence is a group of words which make complete sense.



# Adding "s"



bug



nut



ring



Help children add 's' at the end of words and colour the pictures.

# Sight Words

of

if

that

were

it

up

was

can

on

d

for

use

as

an

with

will

is

be

they

like

in

me

his

into

at

or

her

two

by

to

have

way

go

he

has

see

no

she

from

than

am

this

but

first

my

yes

best

who

so

the

all

what

we

and

yes

hut



Teacher help children learn sight words to build their vocabulary.



Help children paste sight words flashcards on vocabulary wall.

# Introduction of

this is

This is a van



a frog



a dog



a bee



a cat



Add "this is" at the beginning of sentence. Start the sentence with capital letter and put a full stop at the end.



# Introduction of these are

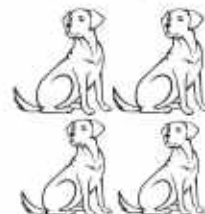
These are



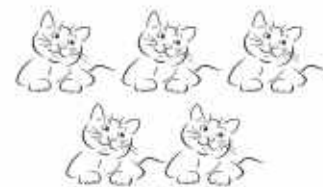
These are



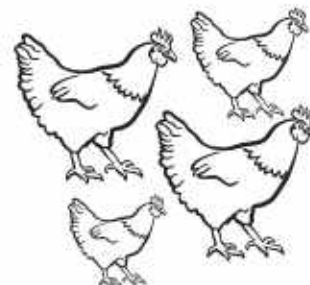
These are



These are



These are



Help children complete the sentence by putting three letter words with 's' at the end (make plural). Start the sentence with capital letter and put a full stop at the end.

# Introduction of Digraphs

th

thanks

ing

th

ick

in



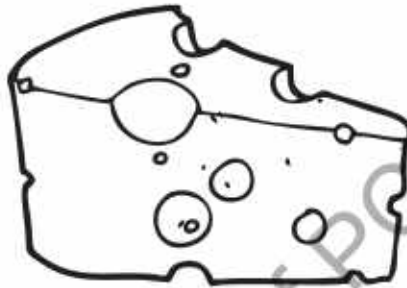
Add "th" in the beginning of word.

# Introduction of Digraphs

**“ch” words**



ips



eese



air



ick

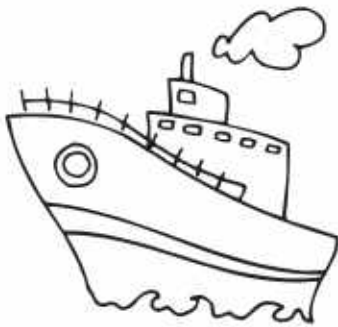


Help children write 'ch' at the beginning of words and colour the pictures. Teacher will teach children with the help of flashcards, alphabet and picture cards.



# Introduction of Digraphs

**“sh” words**



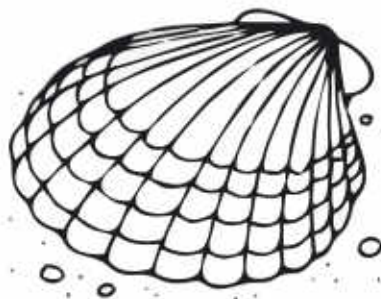
ip



oe



eep



ell



Help children write 'sh' at the beginning of words and colour the pictures. Teacher will teach children with the help of flashcards, movable alphabet and picture cards.

# Action Words

cooking



swimm



writ



jogg



walk



Help children write 'ing' at the end of words and colour the pictures. Teacher will teach children with the help of flashcards, movable alphabet and picture cards.



# In and Out



**in**



**out**



Give children the concept of "in" and "out" with real life examples.



Take a big box and ask children to put a few things inside the box and then take them out to give a clear concept of "in" and "out".



# Learn and Write “ee” words

bee

see

tree

three

knee



Help children learn and write 'ee' words.

# Learn and Write

## "oo" words

boot

root

food

moon

spoon



Help children learn and write 'oo' words.

# Character Sketch

## My Self




Encourage children to talk about themselves.



# Creative Writing

## My Self

Web version of PCTB Textbook  
Not For Sale



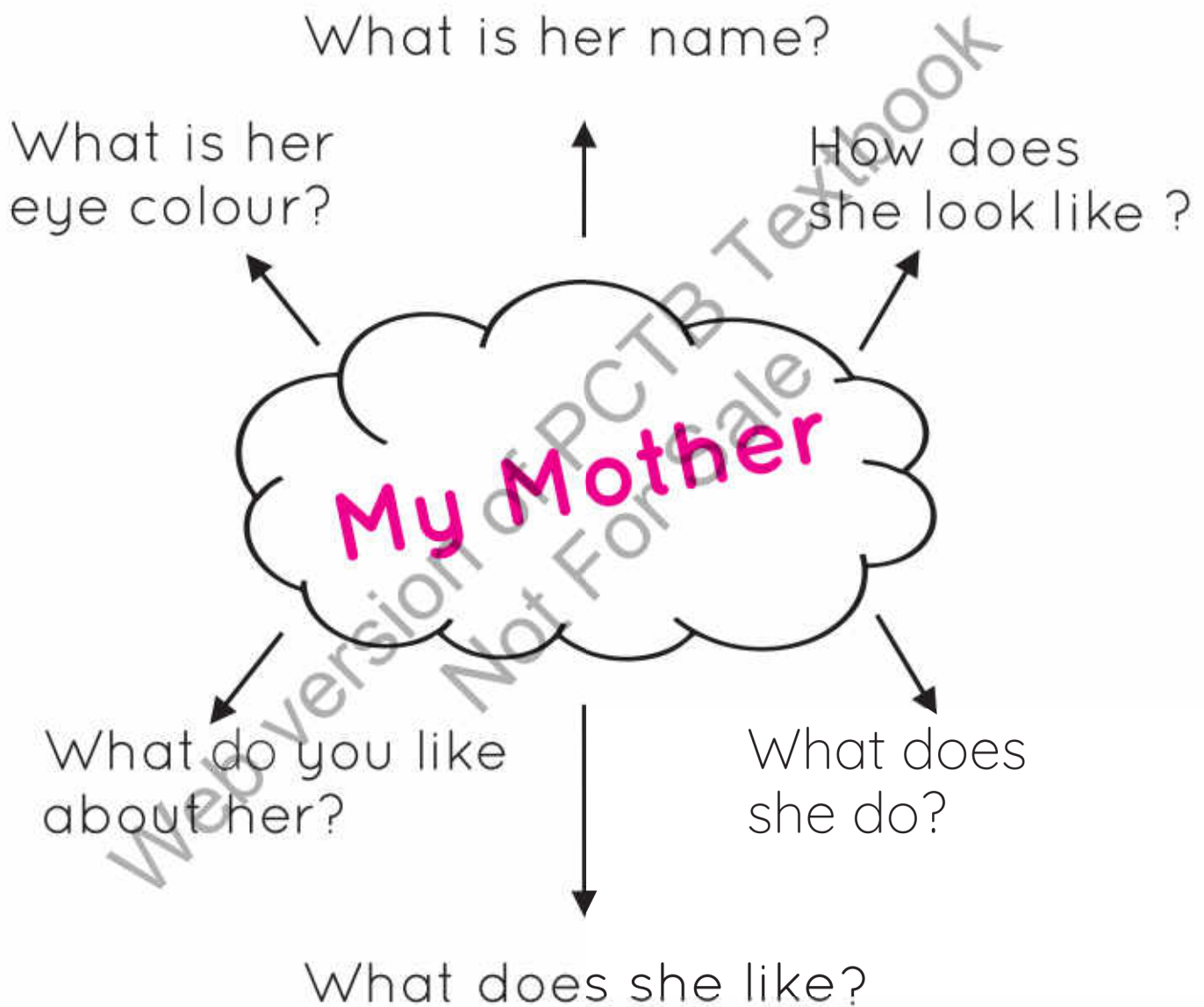
The page contains ten sets of horizontal writing lines. Each set consists of a solid pink top line, a dashed blue middle line, and a solid pink bottom line. A large empty rectangular box with a green border is positioned on the right side of the page, overlapping the first three sets of lines.



Encourage and facilitate children to write few sentences about themselves and draw their sketch.

# Character Sketch

## My Mother




Encourage children to talk about their mothers.

# Creative Writing

## My Mother

Web version of PCTB Textbook  
Not For Sale



The page contains ten sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line. A large empty rectangular box with a teal border is positioned on the right side of the page, intended for drawing a picture of a mother.




Encourage and facilitate children to write few sentences about their mother and draw her picture.



# Creative Writing

## My Toy

Web version of PCTB Textbook  
Not For Sale



Below the drawing box are ten sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Help children write few sentences about their toy and encourage them to draw it.




Show and tell activity.

# Creative Writing

## My Friend

Web version of PCTB Textbook  
Not For Sale



Below the drawing box are several sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Help children write few sentences about their friend and draw his/her picture.

# Creative Writing

One summer morning I  
went for a walk and saw....

Handwriting practice lines (solid top and bottom lines with a dashed middle line) for writing. A large empty rectangular box is provided for drawing an illustration.



Help children write few simple sentences and draw their imaginations.



Teacher will ask children to close their eyes. Teacher will think aloud that what she saw one summer morning. Then teacher will encourage children to share their imaginations too.





## قومی ترانہ

پاک سرزمین شاد باد      کشورِ حسین شاد باد  
تُو نشانِ عزمِ عالی شان      ارضِ پاکستان  
مرکزِ یقین شاد باد  
پاک سرزمین کا نظام      قوتِ اخوتِ عوام  
قوم، ملک، سلطنت      پایندہ تابندہ باد  
شاد باد منزلِ مُراد  
پرچمِ ستارہ و ہلال      رہبرِ ترقی و کمال  
ترجمانِ ماضی، شانِ حال      جانِ استقبال  
سایہٴ خدائے ذوالجلال

