

**ALFA** ACCELERATING  
LEARNING  
FOR ALL

**ALFA**

# ENGLISH

## Reading & Writing

**Accelerating Learning for All**

**Boost FLN in 45 Days.**

© Dr. Sunita Gandhi

PhD, Physics, Cambridge University, UK



**DEVI** Sansthan

**Engage. Expand. Embed.**

**A REVERSE WAY OF TEACHING: PICTURE TO SOUND TO WORD**

ALFA pedagogy and program for education is fast and holistic. If taught for just 1 period a day for just 45 days, children excel beyond the NIPUN GOALS goals of foundational literacy and numeracy. They learn 21st century skills as per NEP2020.

5-8 year olds can read their textbooks, develop vocabulary and greater understanding by practice of reading over time, and as they develop greater reading fluency.

ALFA has been developed after many years of research and proven to be effective by Harvard Graduate School of Education, USA.

**Dr. Sunita Gandhi, Conceptualizer ALFA**

Founder, DEVI Sansthan: Dignity Education Vision International

Ph.D. Physics, Cambridge University, UK

Former Economist, The World Bank, USA

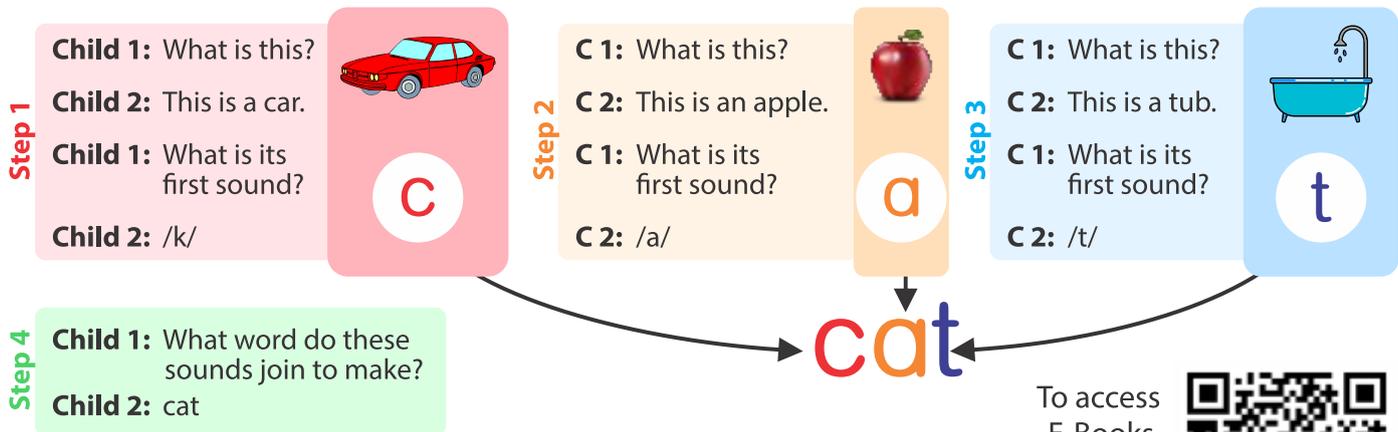
Chief Academic Advisor, CMS, World's Largest School



Read evidence on ALFA

**DO TEACH THIS WAY**

Help the learners form random pairs. Each pair will do the following steps together:



To access E-Books, Scan the QR & open ALfAWay App



www.alfaway.app

The learners swap roles for the next word, thus taking turns to ask each other questions and read.

**DO NOT TEACH THIS WAY**

**Do not** ask the learners to repeat after you: "c for cat." This kind of rote learning is ineffective.

**Do not** teach the letters of the alphabet in sequence. Memorizing the letters does not lead to their better recognition and understanding.

**Do not** focus on the name of the letter 'bee, cee' etc. Instead, ask the phoneme (sound) '/b/, /k/' etc.

**Do not** teach the whole class together. Peer learning is more effective and engaging. Make random pairs.

**THIS BOOK IS DIVIDED INTO 6 UNITS**

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
Lessons 1-7 Decoding & Blending	Lessons 8-18 Phonic Words	Lessons 19-22 Pronunciation Rules	Lessons 23-30 Vocabulary	Lessons 31-39 Reading Comprehension	Lessons 40-45 Writing & Composition

# TABLE OF CONTENTS: 6 UNITS, 45 Lessons

## UNIT 1: DECODING & BLENDING

<b>Lesson 1</b>	Sounds c, a, t, b, m, g
<b>Lesson 2</b>	Sounds j, e, v, y, s
<b>Lesson 3</b>	Sounds k, i, d, w, z, p
<b>Lesson 4</b>	Sounds l, o, r, f, x
<b>Lesson 5</b>	Sounds h, u, n, q

## UNIT 2: PHONIC WORDS

<b>Lesson 6</b>	Reading 'a' words
<b>Lesson 7</b>	Reading 'e' & 'i' words
<b>Lesson 8</b>	Reading 'o' & 'u' words
<b>Lesson 9</b>	Different 'a' sounds
<b>Lesson 10</b>	Vowel Sound Practice
<b>Lesson 11</b>	Sentence Practice 1
<b>Lesson 12</b>	Sentence Practice 2
<b>Lesson 13</b>	'a' & 'e' sound poems
<b>Lesson 14</b>	'i' & 'o' sound poems
<b>Lesson 15</b>	'u' sound poems

## UNIT 3: PRONUNCIATION RULES

<b>Lesson 16</b>	'sh', 'ch' and 'th' words
<b>Lesson 17</b>	'ng', 'ck' and double consonants
<b>Lesson 18</b>	Silent 'e' words
<b>Lesson 19</b>	Short & long 'oo' words

## UNIT 4: VOCABULARY

<b>Lesson 20</b>	Vegetables & Fruits
<b>Lesson 21</b>	Place & Transport
<b>Lesson 22</b>	Household Objects
<b>Lesson 23</b>	Verbs

<b>Lesson 24</b>	This, That, These, Those
<b>Lesson 25</b>	Parts of the Body Professions
<b>Lesson 26</b>	Road Rules, Colours
<b>Lesson 27</b>	Days of the Week My Family

## UNIT 5: READING COMPREHENSION

<b>Lesson 28</b>	Poems
<b>Lesson 29</b>	Introduction Good Manners
<b>Lesson 30</b>	Role Play: Our Home
<b>Lesson 31</b>	Role Play: Our Garden
<b>Lesson 32</b>	Short Stories 1
<b>Lesson 33</b>	Short Stories 2
<b>Lesson 34</b>	Short Stories 3
<b>Lesson 35</b>	About India
<b>Lesson 36</b>	Reading Newspapers

## UNIT 6: WRITING & COMPOSITION

<b>Lesson 37</b>	Letters from lessons 1-2
<b>Lesson 38</b>	Letters from lessons 3-5
<b>Lesson 39</b>	Alphabet
<b>Lesson 40</b>	Word formation
<b>Lesson 41</b>	Sentence construction
<b>Lesson 42</b>	Animals & their homes
<b>Lesson 43</b>	Prepositions, Numbers
<b>Lesson 44</b>	Compare & Contrast
<b>Lesson 45</b>	Asking Questions Picnic with My Family

# ALFA PROCESS-DRIVEN STRUCTURE

## PILLAR A: One Time Preparation

### Make Tina & Toto Puppets

Help learners create Tina and Toto puppets using ice cream sticks or pencils. Each learner makes both puppets, and anyone can play either role (puppets don't have a gender).

Learners will use the puppets for home activities to practice class concepts. These fun pals help consolidate learning and make it more joyful.



### Make Name Chits

Write each learner's name on a slip of paper or an ice cream stick and place them in a box or jar. Use these daily to create random pairs.



## PILLAR B: Everyday Random Pairing

### Make Random Pairs Daily

Each day, as learners arrive, draw two slips or ice cream sticks and call out their names. Ask them to sit together in pairs. Repeat until all learners are seated in random pairs.



## PILLAR C: Don't Teach. Use the 4-Step Process

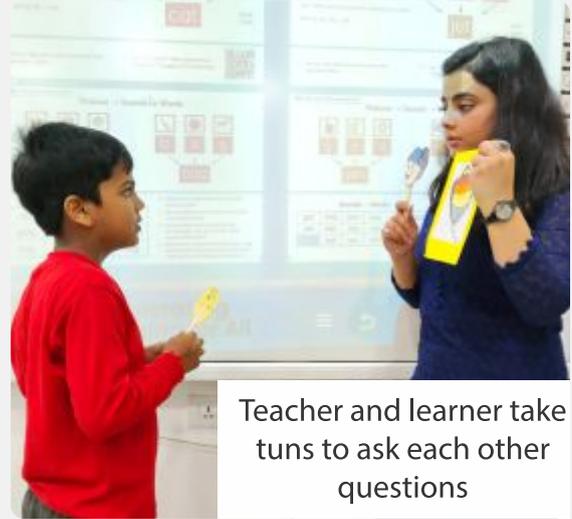
**STEP  
1**

**DEMO**



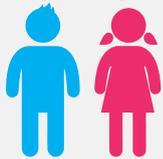
### Teacher-Learner Demo

Teachers are galvanizers in ALfA. They do not teach. Instead, they demonstrate how to learn with each other in random pairs. Draw a slip, call one learner forward. Ask a question, the learner will answer. Say, "Well done!" for correct answer or "Try again," if not. Then swap roles: let the learner ask you a **different** question, and you answer. The learner says, "Well done!" to you.



Teacher and learner take turns to ask each other questions

**STEP  
2**



### Learner-Learner Demo

Draw two slips or name sticks and call these two learners forward. Now, these two learners will demonstrate to the class how to do the activity in pairs. They should take turns asking each other **new** questions and giving answers, and give each other instant feedback with 'well done' or 'try again'!

Learners work together, taking turns



**STEP  
3**



### Whole Class Works in Pairs

Now the whole class will work in random pairs. In pairs, one learner will ask a question, and the other will answer. Then they switch roles and give each other a "High Five!" This brings the learners to the same level and helps them develop not only academic knowledge but also social-emotional skills.

Whole class works together in pairs



They give each other a 'High-Five!'

# ALFA PROCESS-DRIVEN STRUCTURE

STEP  
4



## Practice & Homework

Learners create new questions for each other, which they write in their notebooks. Then, they exchange and answer each other's questions verbally. At home, they keep practicing and fair out answers in their notebooks to review with their partner the next day. This motivates them to complete the homework.



At home, learners practice using Tina & Toto puppets; they often teach their own parents

## PILLAR D: Perfection Loop

### Take Collective Feedback

After each UNIT of work, write multiple-choice questions on board, such as:

**Which of these words does not rhyme?**

- a) cat      b) rat      c) ran      d) bat

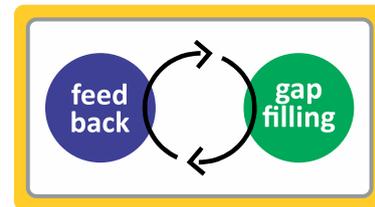
Now ask: "Raise your hands if you think option a) is correct?" Repeat for other options.

### Reflect & Perfect

Write down in your reflection register how many got the answer wrong. If many learners get a question wrong, demonstrate the concept again. If only a few do not, have them ask another peer to explain to them.

Avoid using terms such as slow or fast learners.

### PERFECTION LOOP



Teacher taking collective feedback

## PILLAR E: Weekly GROW Circle

### Meet Once a Week:

1. Share and track who has finished what Unit and Lesson.
2. Share what you aim to cover in the coming week.
3. Share exciting/dolphin moments from your classes.
4. Share your Reflection Registers and samples of your work.

### GROW: Grit, Research, Originality, Work

**Remember to** share frequently your class pictures, videos, and any comments on the WhatsApp group.

Take Turns: Tina ask, Toto answers; then Toto asks, Tina answers

DEMO



 car c	 apple a	 tub t
 bus b	 goat g	 mug m

Prompts: Pair Up and Take Turns

Create your own picture and sound cards to play games. In the **matching game**, pick a picture card and your partner finds the matching sound. Then swap roles. For the **memory game**, place all cards face down. Take turns picking two—if they match, keep them; if not, put them back.

 car	 tub	 apple	 mug	 bat	 goat
b	g	m	c	a	t

Paired Learning Process

 → What is this?     
 → What is the first sound? c a t  
 → What's the new word? **cat**

Prompts: Pair Up and Take Turns

1. Ask your partner the three questions shown on the left. Let them answer, then switch roles for the next word.
2. Use phonic sounds, not letter names: the first sound in car is "k," not "see (c)." Use the picture to derive the sounds.

    
 m a t  
**mat**

    
 b a g  
**bag**

Use Tina & Toto puppets to keep practicing at home



Take turns to read. If needed, refer to the pictures above.

am	at	bam	bat
gag	mac	mag	mam
cab	cam	tab	tag

Prompts: Pair Up and Take Turns

1. Take turns sounding out each word. If a sound is unclear, check the section above.
2. To practice writing, refer to letter formation in Lesson 37.



Take Turns: Tina ask, Toto answers; then Toto asks, Tina answers

### DEMO



 jam j	 egg e	 van v
 yo-yo y	 sun s	

### Prompts: Pair Up and Take Turns

Combine the cards from this module and previous ones to play more games together, for instance, the memory game.

 jam	 egg	 van	 yo-yo	 sun
j	e	v	y	s

### Paired Learning Process

 → What is this?     
 → What is the first sound? j e t  
 → What's the new word? jet

   |     
 y e s | v e t  
 yes | vet

### Prompts: Pair Up and Take Turns

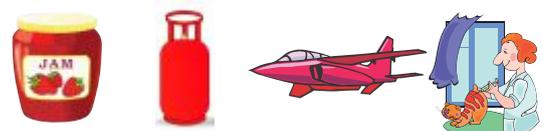
1. Ask each other what the words mean. If you don't know, ask another pair.
2. Make flash cards, with an English word on one side and its meaning or translation on the other.

Take turns to read. If needed, refer to the pictures above.

get	sag	jam	met
sat	beg	jab	sac
jag	vat	yet	yam
bet	set	vac	gas

### Prompts: Pair Up and Take Turns

1. Look at the first picture below. Ask your pair what it is called in English. Can they find where on the page this word is written?
2. Now let your pair ask you for the next picture.



Take Turns: Tina ask, Toto answers; then Toto asks, Tina answers

DEMO



 kite k	 ink i	 dog d	 watch w	 zebra Z	 pot p
---	--	--	---	--	--

These three questions are the key to learning to read

 → What is this?     
 → What is the first sound? k i d  
 → What's the new word? **kid**

**Prompts: Pair Up and Take Turns**

1. Take turns to ask each other questions and read aloud.
2. As you start reading quicker, try reading a whole word without sounding it out.

    
z i p  
**zip**

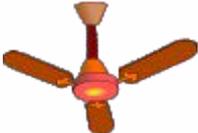
    
w i g  
**wig**

dab	web	gig	lap	wed	dad	wet	mad
gas	rap	dam	sip	zed	bad	nap	kip
dip	gap	wit	bed	keg	sap	tad	mid
pad	cap	bid	peg	win	yak	zap	did
pet	bad	dig	zig	bit	tip	tap	zit
sit	wag	pit	kit	sad	dim	pat	big

Take Turns: Tina ask, Toto answers; then Toto asks, Tina answers

DEMO



 lion      l	 orange      o	 rabbit      r	 fan      f	 x-ray      x
--	--	--	---	---

These three questions are the key to learning to read

→ What is this?   

→ What is the first sound?      l      o      g

→ What's the new word?      log

Prompts: Pair Up and Take Turns

1. Take turns to ask each other questions and read aloud.
2. How many animal pictures are there on this page? Act like the different animals and have your partner guess which animal you are.

f      o      x

fox

r      o      d

rod

lad	fab	let	rob	fin	box	dot	fed
six	fad	bop	rid	gob	rat	cot	got
rot	jog	job	lax	rip	mob	lid	bot
led	pox	rib	jot	mop	lab	wax	rap
fog	lip	fax	red	rag	mom	tax	fat
pal	pop	lot	sob	leg	bog	lag	cop
cog	rig	lap	top	fix	pot	dog	max
fig	mix	cob	vex	tot	rim	ram	fit

Take Turns: Tina ask, Toto answers; then Toto asks, Tina answers

DEMO



 hat h	 umbrella u	 nest n	 queen qu
--	---	--	---

→ What is this?   

→ What is the first sound? h u t

→ What's the new word? hut

**Prompts: Pair Up and Take Turns**

1. Take turns to ask each other questions and read aloud.
2. 'q' always comes with 'u'. 'q' makes the sound /kw/.

b u n

bun



queen

**PERFECTION LOOP**

hip	nut	hub	mud	cud	net	jug	quit
men	gun	pin	nod	hot	sin	bug	gum
hag	cup	ham	mug	rut	man	cub	hum
not	hit	sum	tin	bum	hen	pen	hat
run	tan	but	hug	fun	pan	nap	nun
hid	nib	rug	ten	dug	mum	fan	had
him	pup	quiz	tub	bus	nip	den	ran
bin	tum	bud	ban	cut	pun	tug	can
hog	nil	din	nab	gut	hop	quip	nag

# Reading 'a' Words

DEMO



bag



cat



dad



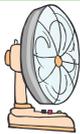
mat



pan



van



fan



jam



hat

**Prompts: Pair Up and Take Turns**

1. Take turns reading each word. Can you think of more rhyming words?
2. Ask each other the meanings. If unsure, check with another pair.
3. Write a poem using these words.
4. 'A', 'e', 'i', 'o', and 'u' are vowels; all other letters are consonants.



Click or scan QR for a compare and contrast between ALFA & traditional classrooms

bat	fat	rat	tat	cat	pat	sat
vat	bad	fad	had	lad	mad	pad
sad	cap	gap	lap	map	nap	rap
sap	tap	yap	zap	rag	gag	nag



Do a fun energizer with the children



### Reading 'e' Words



bed



den



fed



hen



jet



leg



men



net



peg



pen



pet



red



vet



web

ben	ken	men	ten	wen	yen	zen
bet	get	let	set	vet	wet	yet
beg	keg	reg	fed	led	red	wed

### Reading 'i' Words



bin



fin



lip



pit



tin



fig



kid



nib



sip



pin

din	hin	kin	sin	win	big	cig
dig	jig	pig	wig	zig	rig	dip
hip	kip	nip	pip	rip	tip	zip
hit	bit	dit	fit	kit	nit	sit
wit	bid	did	fid	hid	lid	mid

DEMO



### Reading 'o' Words



box



cot



dog



fox



rod



hot



log



mop



pot



top

con

don

fon

yon

cod

mod

pod

sod

god

nod

tod

bot

jot

mot

cot

lot

not

rot

bop

cop

hop

### Reading 'u' Words



bud



bus



bun



cub



rug



hut



jug



mug



nut



tub

bug

hug

rug

cut

gut

lut

dug

pug

tug

hub

pub

rub

fun

gun

nun

sub

bud

cud

run

sun

but

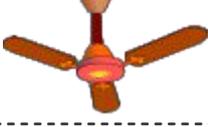
dud

fud

mud

Vowel Sounds: a (🍏) a (☂️)

A man 

A fan 

A van 

A ram 

A hat 

A sax 

A man ran. 

A rat sat. 

A ram ran. 

A man had a hat. 

Sam ran a lap. 

Max had a nap. 

A man had an axe. 

Sam had a sax. 

A man had a van. 

Nan had a fan. 

A man had a hat. 

Pam had a pan. 

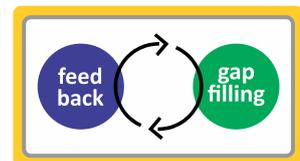
Dan had a cat. 

Pat had a bat. 

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Take turns reading and acting out each sentence.
2. Notice that 'a' can make different sounds: /a/ as in apple and /u/ as in umbrella.

PERFECTION LOOP



Sounds: a (🍎) a (☂️) e (🥚) i (💧) o (🍊) s (🐴)

DEMO



Jeff was <sup>🐴</sup> mad.

Sam was <sup>🐴</sup> in a jet.

Ben was at a lab.

A cat was fed.

Dan was wet.

A pet was fat.

A bag fell.

This <sup>🐴</sup> is an egg.

That <sup>🐴</sup> is red.

Dan has <sup>🐴</sup> less.

A man has a fez.

Meg will sell a fan.

Ned met Meg.

A dog got wet.

Jan is a vet.

Ed fed his dog.

A web is on a bell.

Ken is in bed.

Bess will get a pet.

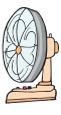
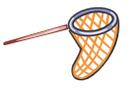
Ben will not get wet.

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. In words like 'is' and 'has', s makes a /z/ sound as in zebra.



	He is a ...		man		dad		lad		boy		cop
	She is a ...		mom		nun		vet				
	It is a ...		dog		cat		hen		bug		fox
	I am a ...		ram		pug		hen		cub		fox

	This is my ...		bat		cat		hat		rat		mat		fan
	That is your		jet		pen		den		net		rod		yen
	This is her ...		cap		bed		pin		mop		nut		
	That is his ...		peg		kit		box		mug		map		

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Take turns reading and acting out each sentence. Try adding more words to complete them.
2. **He** is for males, **she** for females. Here 'e' makes a long /ee/ sound. **I** makes a long sound. **This** and **that** are sight words.

Click or scan QR to explore the power of paired learning



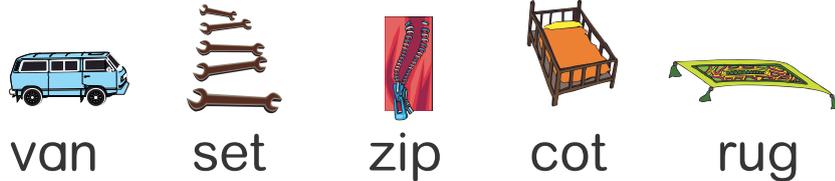
DEMO



I **have** a ...   
I **do not have** a ... 



I **want** a ...  
I **do not want** a ...



I **know** a ...  
I **do not know** ...



I **like** a ...  
I **do not like** a ...



I **wear** a ...  
I **do not wear** a ...



I **feel** ...  
I **do not feel** ...



I **can** ...  
I **can not** ...



I **like to eat** ...  
I **do not like to eat** ...



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Take turns reading and acting out each sentence. Try adding more words to finish them.
2. Green-highlighted words—**have, do, know, like, wear, feel, eat**—are verbs or action words. Ask a peer or teacher if you don't know how to say them.

Click or scan QR to discover how ALfA builds 21st century skills



'a' Sound Words

Pat has a  cat.  
The cat is  fat.  
The fat cat sat.

It sat on a mat.  
It sat on a hat.  
It sat on a rat.  
It sat, sat, sat!

Pat has a \_\_\_\_\_  
1. cat  
2. bat  
3. mat

The cat is \_\_\_\_\_  
1. sad  
2. mad  
3. fat



**Pair Up. Take Turns. Read aloud.**  
**Act it out. Ask each other questions.**

1. Work in pairs and take turns reading the sentences above.
2. Create questions like: "Who sat?" "Where did it sit?" "Who has a cat?" "Who is fat?"
3. Pretend to be a cat—sit like one, purr, and say: "Meow, meow."
4. Find all the vowels in the poem. Which one appears the most?

'e' Sound Words

Ben, Meg, Ted, Ned and Ken had a red hen.  
The red hen had a pen.  
Ted and Ned fed the red hen.

The hen wet the bed.  
Ten men met the pet and put the hen in the pen.  
Meg and Ben wed.

Who fed the hen?  
1. Ted and Ned  
2. Meg and Ken



Who put the hen in the pen?  
1. Ken  
2. Ten men



**Pair Up. Take Turns. Read aloud.**  
**Act it out. Ask each other questions.**

1. Work in pairs and take turns reading the text above.
2. Take turns asking and answering questions about the story.
3. Take out crayons and share 3–5 colours you like.
4. Make puppets like the ones shown and use them to read one line at a time.



DEMO



 This is a bin.  
The bin is big.  
The bin has a fig.

**'i' Sound Words**  
Do you see the big bin?  
Put the pin in the bin.  
Put the fig in the bin.



The bin is \_\_\_\_  
1. fat  
2. big  
3. fit

The bin has a \_\_\_\_  
1. wig  
2. zip  
3. fig

Put the pin in the \_\_\_\_  
1. hole  
2. bin  
3. pit

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Work in pairs and discuss: When and why do we use a dustbin? What can we throw in it?
2. Do we throw away clothes when dirty? What do we do with them?
3. Discuss why cleanliness matters and how to stay clean and keep surroundings clean.



**'o' Sound Words**

Stop! Stop!  
That pot is hot!  
Grab a lid, put it on top!  
There is a lot of pop-pop-pop,  
Hopping popcorn in that pot!



The pot is \_\_\_\_  
1. hot  
2. stop

Put the lid on \_\_\_\_  
1. pop  
2. top

Popcorns are hopping in the \_\_\_\_  
1. top  
2. pot

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

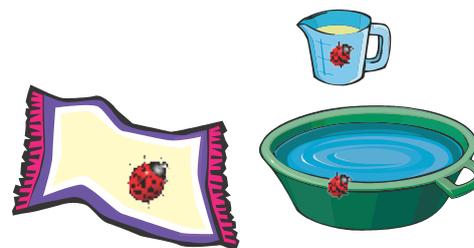
1. Work in pairs and take turns reading the popcorn passage with expression.
2. Hop like popcorn and make popping sounds.
3. Ask your mother how she makes popcorn and share with your buddy tomorrow.



'u' Sound Words

   
 Bug is on a rug.  
 Run Bug! Run!  
 Bug is on a mug.  
 Run Bug! Run!

Bug is on a tub.  
 Run Bug! Run!  
 Run! Run! Run!



First, the bug is on a  
 1. rug  
 2. mug

Then, the bug is on a  
 1. mug  
 2. tub

At last, the bug is on a  
 1. rug  
 2. tub

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Work in pairs and take turns reading the text above.
2. Read all the 'u' words aloud as fast as you can.
3. Ask each other the given questions.



Sam the cat,  
 sat on the mat.



Ted had a red pet.



The pet was a hen.



Sid has a pin and a tin.



Pip has two pens in a bin.



Bam the rat had jam.



Bob's dog is in the box.



The box is on the cot.



Bam, hen and Pip are  
 on the run.



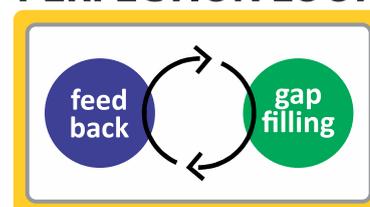
Sam, Ted, Sid and Bob  
 sit in the Sun.



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Do what others are doing above. Replace with I or My: *My cat sat on the mat. I had a red pet.*
2. Change words to make your own sentences—for example: *Sam the rat sat on the rug.*
3. Pretend to lay down your mat and sit on it with your partner in the sun.

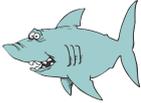
PERFECTION LOOP



**'sh'** Sound Words

DEMO



			
shark	shelf	ship	shop

			
brush	dish	fish	wash

bush	push	splash	wish	shampoo
------	------	--------	------	---------

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

Take turns reading one word at a time, sounding out each syllable. Focus on the 'sh' sound. Words like *shark* and *shampoo* can be tricky—ask a peer or teacher if unsure.

**'ch'** Sound Words

			
chair	cheek	cherry	chin

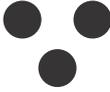
			
bench	lunch	torch	watch

chalk	cheer	cheese	chick	bunch
-------	-------	--------	-------	-------

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

Ask each other the meaning of each word as you read it. Can you think of more words with the 'ch' sound? In *cherry*, *y* makes a long /ee/ sound—like in *berry* and *baby*. Think of others.

**'th'** Sound Words

			
thin	thread	three	thumb

			
bath	earth	moth	teeth

think	thorn	birth	path	tooth
-------	-------	-------	------	-------

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

Look around the classroom—can you spot more words with the 'th' sound?



**'ng' Sound Words**

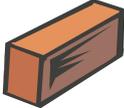
			
king	ring	sing	wing

			
spring	string	swing	sling

bring	hang	song	sting	thing
-------	------	------	-------	-------

**'ck' Sound Words**



			
brick	chick	clock	cock



			
duck	frock	lock	truck

back	black	lick	pick	rock	sick	stick
------	-------	------	------	------	------	-------

**double consonants**

			
bell	chess	cliff	doll

			
egg	glass	hiss	well

bill	dress	kiss	sell	smell	tell	miss
------	-------	------	------	-------	------	------

'a □ e' sound words

DEMO



			
cake	gate	flame	plate

			
spade	slate	snake	whale

bake	cave	crate	frame	game	wave
------	------	-------	-------	------	------

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

Note that the **h** in **whale** is silent. Can you think of other words that have a silent letter? Here are some to start:

- a. **k**now, **k**nife
- b. thumb**b**, tomb**b**

'i □ e' sound words

				
bike	dice	five	hive	kite

				
mice	mike	nine	pipe	pine

bite	dine	fine	mine	side	site
------	------	------	------	------	------

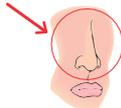
Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

Take turns reading one word at a time, sounding out each syllable.

**Remember:** The final 'e' is silent, but the vowel before it says its full name.

'o □ e' sound words

			
bone	cone	hole	home

			
nose	robe	rope	rose

dote	hope	joke	note	slope	smoke
------	------	------	------	-------	-------

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

Can you make new words by dropping the silent 'e'? How would they sound? For example:

- note** -> **not**
- robe** -> **rob**

Try with more words.

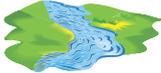
'u □ e' sound words

 cube	 cute	 duke	 dune		
 mute	 mule	 tune	 tube		
muse	fume	fuse	huge	rule	rude

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

Ask each other what each of these words mean. Can you try using them in a sentence?

short 'oo' words

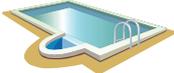
 book	 brook	 cook	 foot	
 hood	 hook	 wood	 wool	
good	look	shook	took	rook

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

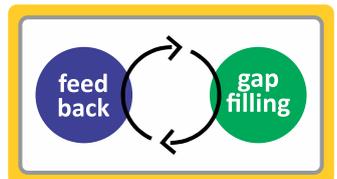
**OO** usually makes a short sound when it comes before the letters **k** or **d**. Can you try using some of these words in sentences?

**OO** usually makes a long sound when it comes before the letters **m**, **n**, or **l**. Can you find some exceptions to this rule though?

long 'oo' words

 boot	 broom	 food	 moon		
 pool	 room	 stool	 spoon		
cool	noon	roof	school	tool	zoom

**PERFECTION LOOP**



DEMO



I like to eat

**VEGETABLES**

I do not like to eat



**1 radish**



5 beans



3 onions



4 lady fingers



**1 brinjal**



**1 potato**



3 carrots



**1 tomato**



2 cabbages

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Take turns identifying the vegetables and reading their English names.
2. Count each type—if there's one, it's singular; if more, it's plural (usually add **s** or **es**):  
1 bean, 2 beans.  
1 tomato, 2 tomatoes.

I like to eat

**FRUITS**

I do not like to eat



apple



grapes



papaya



pear



mango



guava



orange



banana



pineapple



strawberry

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Ask each other questions like:
  - a. What is your favourite fruit?
  - b. What is the biggest vegetable?
2. Compare fruits and vegetables by colour, size, shape, and features (bigger/smaller, with/without seeds, etc.).

My city/village has

**PLACE**

My city/village does not have



the Taj Mahal



a hospital



the Lotus Temple



a railway station



a post office



an airport

I like to travel by

**TRANSPORT**

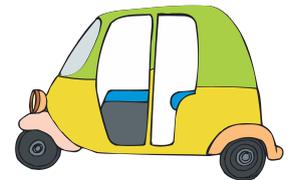
I do not like to travel by



a car



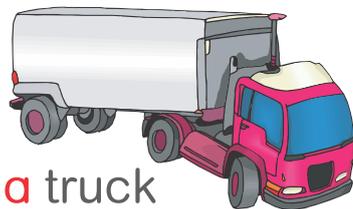
a bus



an auto rickshaw

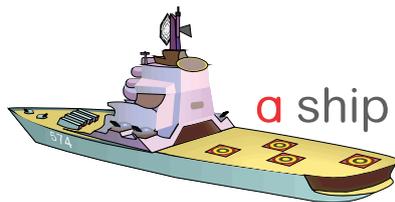
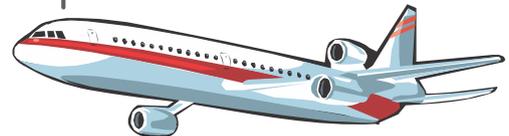


a cycle



a truck

an aeroplane



a ship



a scooter



a helicopter

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Ask and answer questions like:
  - How did you go to hospital?
  - I went by bus.
2. Sort transport types into road, water, or air.
3. Use a before consonant sounds (a ship), an before vowel sounds (an aeroplane). Take turns naming nearby objects with a or an.
4. Use a/an for something mentioned first; use the for something unique.

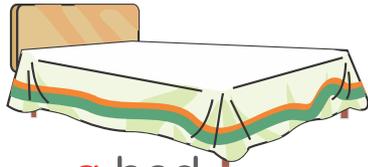
DEMO



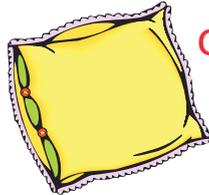
I want

**HOUSEHOLD OBJECTS**

I do not want



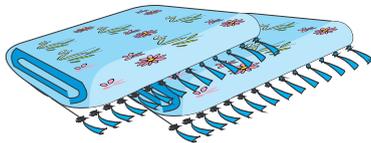
a bed



a pillow



a sofa



the bed sheets



a lamp



a comb



a fan



a chair

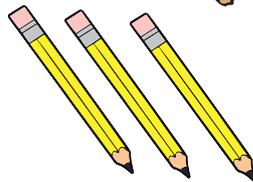
the tables



an almirah



the books



the pencils



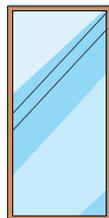
a frying pan



a rolling pin



a stove



a mirror



the buckets



the towels



a toothbrush



a tap

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Ask each other questions about the above objects and respond, for example 'Do you want a \_\_\_\_\_?', 'Yes, I want a \_\_\_\_\_.'

2. Use **a**, **an** or **the** correctly. **The** is always used with plurals.

Yes, I can

VERBS

No, I cannot



catch



dance



cook



cry



ride



swim



drink



climb



eat



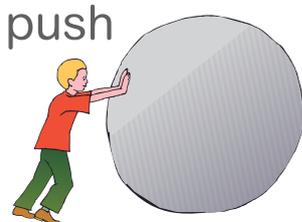
hold



jump



paint



push



wash



throw



sing



write



drive

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Ask each other questions:

- Can you catch the ball?
- Do you eat mangoes?
- Will you sing a song?
- Did you write your homework?

2. Act out each verb (action word) and have your partner guess it. Then switch roles.

3. List more verbs and add -ing to make the continuous tense (e.g., washing, throwing, bathing).

DEMO

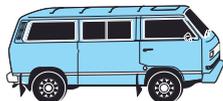


This is

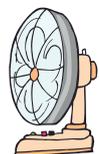
'This' is used for things that are near.



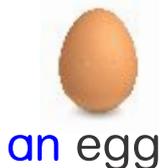
a hat



a van



a fan



an egg



a nut

That is

'That' is used for things that are far.



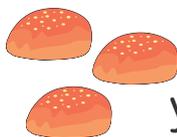
a hen



an elephant

These are

'These' is used for things that are near.



your buns



my hats



your pots

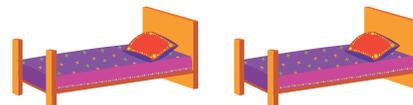


my cats



Those are

'Those' is used for things that are far.



your beds



my pens



your bags

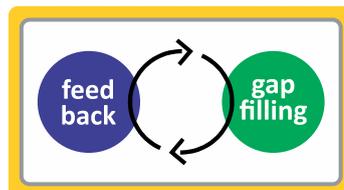
Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Ask questions and answer using 'this' and 'that'. For example:  
 'What is this?' 'This is a pen'  
 'What is that?' 'That is a top'  
 'Whose pins are these?' 'These are my pins'  
 'Whose nuts are those?' 'Those are your nuts'
2. Describe objects with my & this/these or your & that/those (e.g., This is my bag. That is your pen).
3. Look around—if you see something unknown, ask your friend, "What is this?"

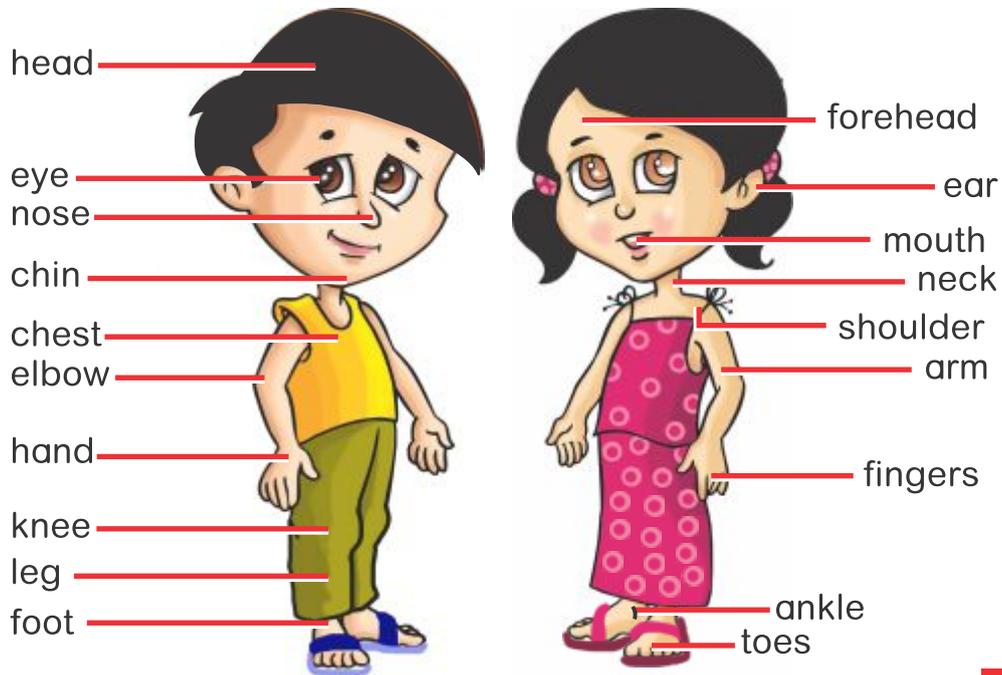
Energizer video



PERFECTION LOOP



PARTS OF THE BODY



Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Point to parts of your body and ask, "What is this?" Your partner answers, e.g., "That is an eye."

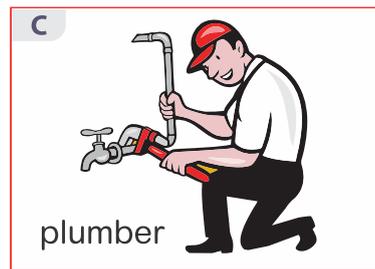
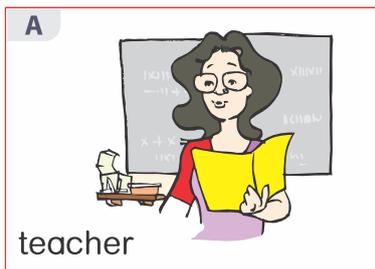
2. Ask each other questions like:  
 • What do we use to see?  
 • What do we use to hear?

Rhyme Time

Sing along with actions:  
 Head and shoulders,  
 knees and toes



PROFESSIONS



Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Use words like teaches, treats, fixes, drives, waters to describe the pictures above. Give each person a name and role, for example:  
 • Zoha is a teacher. She works at a school.  
 • Anam is a doctor. She works at a hospital.

• Arif is a plumber. He fixes taps.  
 • Alim is a driver. He drives a car.  
 • Asad is a gardener. He waters plants.  
 Act out a job and let your friend guess who you are.

DEMO



ROAD RULES



Red = STOP

Yellow = WAIT

Green = GO



Turn left



Stop



Speed limit



School ahead



Bus stop

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Ask your partner about traffic lights:
  - Which colour means stop?
  - Which means go?
  - Which means wait?
2. Why is it important to follow road rules?

3. Ask about road signs:
  - Where should we cross the road?
  - If the sign shows 40 km/h, should we go faster or slower?
  - If there's a school ahead, should we speed up or slow down?

COLOURS



Red



Green



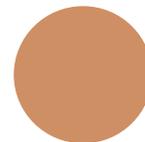
Black



Orange



Blue



Brown



Yellow



Purple



Pink

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Point to a circle and ask your partner its colour.
2. Say a colour and ask your partner to point to it.
3. What are these colours called

- in your mother tongue?
4. Can you think of other colours not listed here?
5. What is your favourite colour?

Do a fun energizer with the children



**DAYS OF THE WEEK**

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Which day comes after Thursday?
2. Which day comes before Sunday?
3. What is your favourite day? Why?



**MY FAMILY**

My sister is 8 years old.  
My father likes to cook.



grandfather



grandmother



father



mother



sister

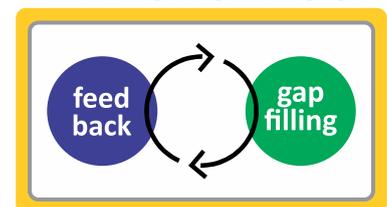


brother

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Ask your pair:
  - How many people are there in your family?
  - Who is the oldest person in your family?
  - Who is the youngest person?
2. Write a sentence about each of your family members.

**PERFECTION LOOP**



DEMO



I can skip, I can hop.  
 I can spin like a top.  
 I can dance, I can jump.  
 I can fall and get a bump.  
 I can walk, I can run.  
 All the things I do are fun!



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Show actions as you say each line of the rhyme.
2. Say the rhyme loud, then soft, then just move your lips (murmur).
3. Tell your partner what the boy can do, e.g., "I can walk. I can tap. I can rap."
4. Change to negatives like "I cannot skip" and talk about other things you cannot do, e.g., "I cannot swim."

Girls run,  
Boys shout,

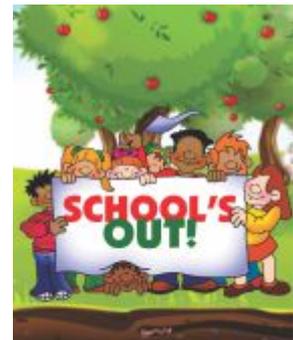
Cats run,  
Horses shy,

Girls run,  
Boys shout.

Dogs bark,  
School's out.

Into trees,  
Birds fly.

Dogs bark,  
School's out!



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Read the poem aloud with expression and intonation.
2. Ask: What do you do after school or during holidays?
3. Ask each other:
  - a. Who all run?
  - b. Where do birds live?
  - c. Where do you live?
4. Add more action words to the circle on the right and make sentences like: We sing. Cats meow. Dogs cannot read.

We cry dance  
 Dogs sing run meow  
 Cats bark play  
 shout

**SELF-INTRODUCTION & ASKING QUESTIONS**

My name is Sarita.

I am seven years old.

I live in India.

I like yellow and red.

I like to play cricket.

I want to be a doctor,  
because I like helping people.



My name is Arif.

I am six years old.

I live in Morocco.

I like purple and  
green.

I like to play football.

I want to be a teacher.



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

- Take turns asking and answering questions like:
  - How** old is Arif?
  - Where** does he live?
  - What** does Arif want to be?
  - Which** colours are Sarita's favourites?
  - Who** likes to play football?
  - When** will Sarita be ten?
  - Why** does Sarita want to be a doctor?
- Use question words (who, what, why, where, which, how) to ask more questions.

Yes, I do.

**GOOD MANNERS**

No, I do not.

I say, "Please" when I ask for something.

I say, "Yes mom" and listen to my mom.

I say, "Hello" when I meet someone.

I say, "Thank you" when I get something.

I pick my nose.

I say, "Sorry," when I hurt someone.

I give up my chair for elders.

I say 'Good Morning' and 'Good Afternoon'

I speak with my mouth full.

I say 'Well Done' and give my pair a High Five.

I wait for my turn.

I say 'Try Again' if my pair doesn't get it right.

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

- Read the statements and answer with "Yes, I do" or "No, I do not."
- Take turns to ask and answer these questions
  - What do you say when you ask for something? (Please)
  - When you receive something? (Thank you)
  - When you hurt someone? (Sorry)
  - When you interrupt? (Excuse me)
  - When you meet someone? (Hello, how do you do?)
  - When asked how you are? (I'm fine, thank you!)

OUR HOME



[Toto and Tina are playing in a playground near their home.]

Toto Hey! Let's play. Are you ready, Tina?

Tina Yes, throw the ball, Toto.

Toto Ok! Catch it if you can.



Suddenly, there is thunder and lightning.

Tina It is going to rain.

Toto Listen to the thunder.

Tina It is raining. Look at the lightning.



Toto Let us run inside the house!

Tina Yes, let us run inside the house.

Toto I feel safe here.

Tina Yes, me too, I am safe here.

Toto We all are safe in our house.



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

- |  |  |
|--|--|
| <p>1. Discuss why having a house is nice.</p> <p>2. Some children don't have homes. What problems do they face? How can we help?</p> | <p>3. Take turns answering:</p> <p>a. Where are Tina and Toto playing?</p> <p>b. Where do we go when it rains?</p> <p>c. Where do we go when it's too hot?</p> <p>d. When do we use umbrellas and raincoats?</p> |
|--|--|



OUR GARDEN

Toto What a lovely smell!  
Where is it coming from?

Mom The smell is coming  
from the flowers.  
Umm...lovely!

Toto Look, how many flowers!

Mom Yes, there are many kinds  
of flowers.  
They are all beautiful!

Toto What is the name of this flower?

Mom This flower is Jasmine.

Toto I want to take it home with me.

Mom No, no, no! We must not pluck flowers.  
Let them grow in the garden.

Toto But Mom! I want this flower.  
It smells so sweet!

Mom No, Toto! Flowers also live.  
We must protect them.

Toto Ok Mom! May we please plant jasmine  
in our garden?

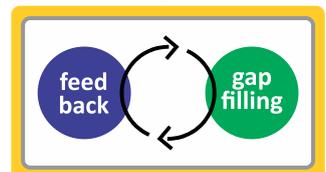
Mom Yes, we sure will do.



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

- |  |   |
|--|---|
| 1. One of you be Toto, the other his mother.     | 3. How can we enjoy flowers without cutting them?   |
| 2. Practice your parts and perform the roleplay. | 4. Discuss other ways to enjoy and care for nature. |

PERFECTION LOOP



DEMO



Rani got new red shoes. She wore them to school. Tap tap, she walked proudly. A puddle came on the way. Rani jumped over it. “Good job!” said her mother. Rani smiled. Her shoes stayed clean! She reached school and greeted her teacher warmly.



QUESTIONS

1. What color were Rani’s new shoes?
2. Where did Rani go wearing her shoes?
3. Who said “Good job”?

A monkey saw ripe mangoes. He climbed the tree. He took one and ran! The gardener came out. “Stop, monkey!” he shouted. But the monkey was gone. He sat on the wall, happily eating the mango. Then he noticed another monkey sitting alone. He shared the mango with his new friend.



QUESTIONS

1. Who saw the mangoes?
2. What did the gardener say?
3. Why do you think the monkey shared his mango?



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Take turns reading the passage line by line. Break tough words into syllables.
2. Ask each other the given questions, then create and ask more of your own.

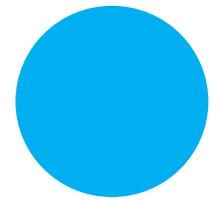
Circle, Square, Triangle and Star were best friends. One day, they decided to play hide-and-seek. Circle rolled and hid behind a tree, Square stacked with boxes, and Triangle nestled in a corner.

Star found Circle first, then saw Square soon after. "There you are!" she laughed.

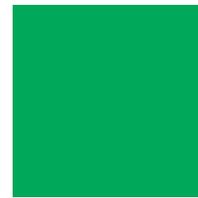
Together, Star, Circle and Square searched high and low for Triangle. Finally, they saw his pointy tip peeking out. "Got you!" they cheered.



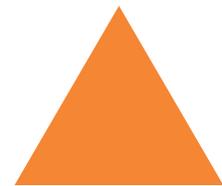
star



circle



square



triangle

**QUESTIONS**

1. Look around you. What things can you see that are circular? What things are square?
2. Can you think of other shapes that are not mentioned in this story?

Sara did not know how to read or write. She asked a friend to teach her. She worked hard and now she can both read and write. She is so happy. Now she can read everything like invitations, road signs, banners, the newspaper and even write letters and fill the forms. Sara feels so good about her new skills, she has started to teach others to read and write. She feels good when she can help other people learn.



**QUESTIONS**

1. Describe Sara.
2. Why does Sara feel good about being able to read and write?
3. Why should a person learn to read and write?

DEMO



Dipu has a new ball but no one to play with. One day, his cousin, Lali, comes over to spend a few days with them. Lali is two years older than Dipu. They have a lot of fun playing together. They get up in the morning at the same time and brush their teeth.



Dipu's mother gives them breakfast. Lali eats her cereal and drinks milk while Dipu eats his toast and jam. They get ready. Dipu's mother takes them to the park. There are many children at the park. Some are swinging and some are sliding. Many children are laughing and running.

Dipu and Lali play with the red ball. Dipu throws the ball to Lali. She tries to catch the ball but falls. She hurts her leg. Lali cannot run any more. Dipu's mother comes to take them. They go home. Dipu's mother wants Lali to be happy. She says, "We will go to the zoo on Sunday. You will be able to walk and run by then." Dipu and Lali spend their evening playing ludo and reading storybooks.



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Skim and list all verbs (action words), e.g., play, comes, brush.
2. Skim again and list all nouns (naming words), e.g., Dipu, ball.
3. Re-read the passage slowly to understand.
4. Ask each other questions like:
  - a. How does Lali get hurt? What do you do when hurt?
  - b. How do we know Dipu's mother is caring?
  - c. What do Dipu and Lali do for fun? What do you enjoy?

The world is home to a rich variety of religions, all of which teach values such as respect, kindness, and understanding towards others. Among these, a few are described below:

**Hinduism**

Hinduism teaches us to love and respect all living things. Hindus believe in Vasudhaiva Kutumbakam, which means the whole earth is one family. One special festival is Diwali, the festival of lights. Diwali is celebrated because it marks the day Lord Rama came home after defeating the bad king Ravana. People light lamps, enjoy fireworks, and decorate their homes. Diwali is bright and happy! Hindus fast and pray on special days.

**Buddhism**

Buddhism teaches us to be calm and kind. Buddhists celebrate Vesak, which is the special day to remember the birth, enlightenment, and death of Buddha, the founder of Buddhism. Buddhists meditate. They try to follow Buddha’s kind and peaceful ways.

**Christianity**

Christianity teaches us to be kind and loving. It was founded by Jesus Christ. Christians celebrate Christmas with family and friends. They exchange gifts and sing carols. Christians try to follow the golden rule: "Do to others what you would like them to do to you."

**Islam**

Muslims believe in one God and worship through prayer and charity. They celebrate Eid to mark the end of Ramadan, a month of fasting to grow closer to God. Muslims pray in mosques. They learn about the teachings of Prophet Muhammad, the founder of the faith.



**Sikhism**

Sikhism teaches us to be brave and help others. Sikhs believe in one God and worship through prayer and service. They learn about the teachings of Guru Nanak, the founder, and try to live with compassion and justice. Sikhs celebrate Guru Nanak Jayanti with prayers, music, and community service.

**Bahá’í Faith (Bahatism)**

Bahá’ís believe in the importance of unity, love, and respect for all religions. The Bahá’í Faith was founded by Bahá’u’lláh and teaches that all people are part of one global family. They fast and celebrate the Baha’i new year with family and friends. Bahá’ís also try to work for the betterment of the world.

**Pair Up. Take Turns. Read aloud.**  
**Act it out. Ask each other questions.**

1. Take turns reading a line each from the passage.
2. Ask each other questions to check understanding.

READING NEWSPAPERS

DEMO



**Educationist & Innovator Develops New Pedagogy - ALfA\***



Travelling from Lucknow to New Delhi, a surprise squadron of Kindergarten to Grade 2 students addressed the Press Club of India, to help the world solve one of its greatest problems in education - that of universal literacy and numeracy.

Speaking on the occasion, Dr Gandhi said: “The ALfA Toolkits counter the notion that it takes 3+ years to make a child capable of reading and basic numeracy. Urgent action is required today, not tomorrow.”

The jaws dropped as these dozen little 5-7-year-olds read out passages randomly selected by the audience from the day’s newspapers in both English and Hindi.

These little ambassadors for literacy demanded that the policymakers treat education as an emergency, and ensure foundational literacy and numeracy for all children.

\*Taken from an article in ANI News, 28 March 2022.

Scan the QR to watch the kids read newspapers.



Click or Scan QR



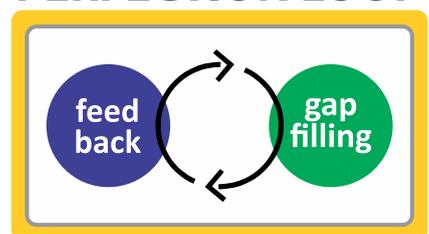
**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Take turns reading a line of the article each.
2. Look up any words you don't understand.
3. Read books, textbooks, and newspapers to build skills up to Grade 5 and beyond. Scan the QR for more stories and role-plays.

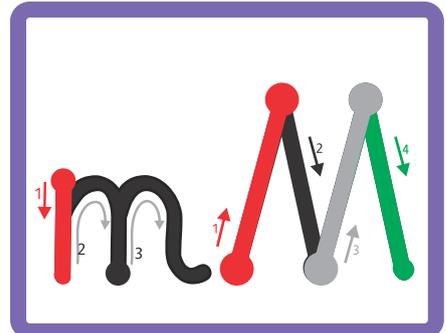
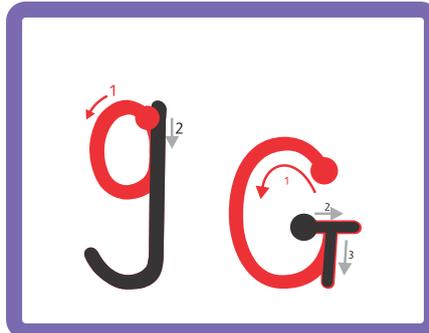
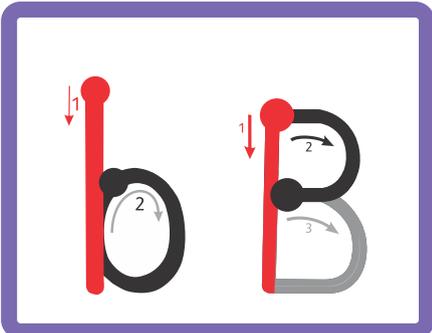
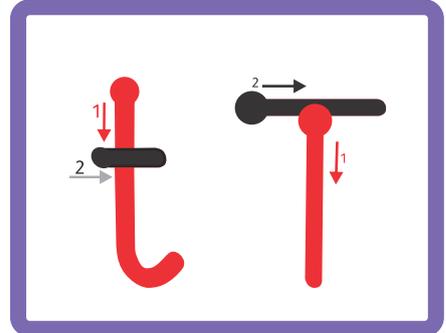
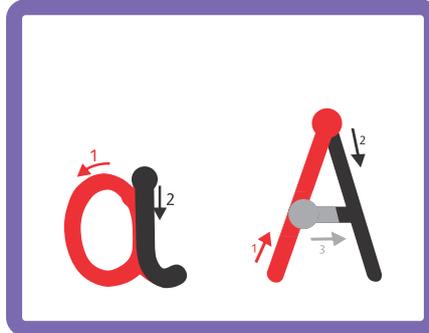
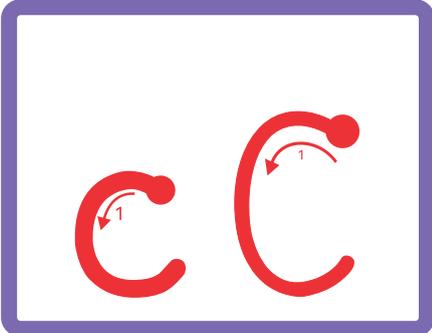


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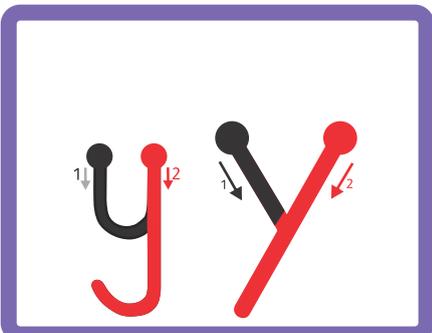
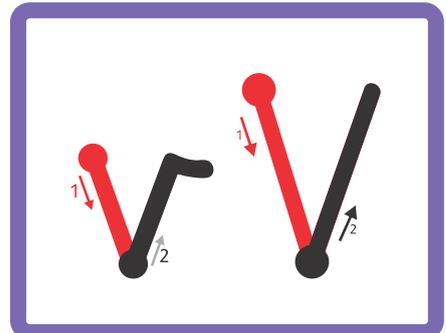
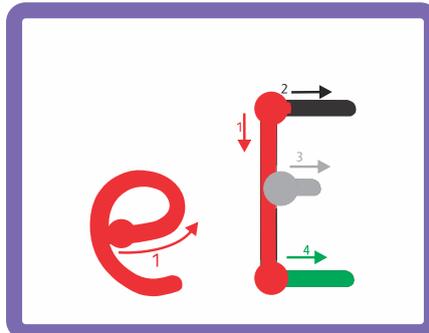
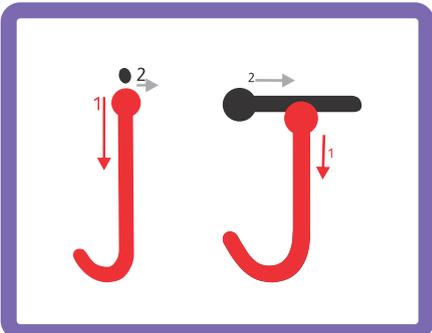
PERFECTION LOOP



Letters from Lesson 1



Letters from Lesson 2



Do a fun energizer with the children



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Fill a tray with sand or flour. Use your fingers to shape each letter, then write on a slate or in a notebook.
2. Use capital letters at the start of sentences and for names like Taj Mahal, Rahul, India.
3. Practice writing your name and your friend's name with capital letters.

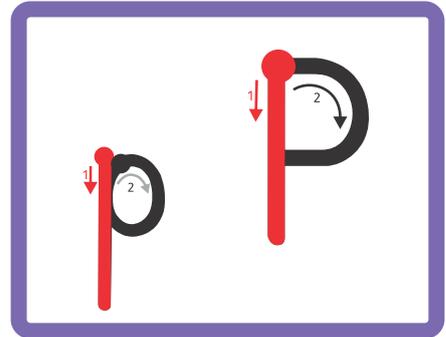
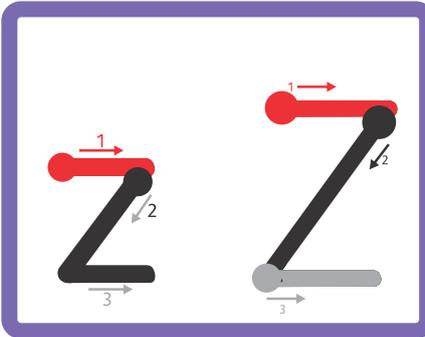
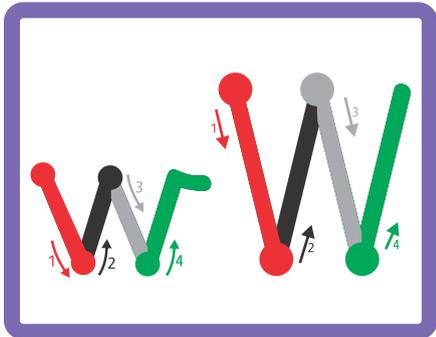
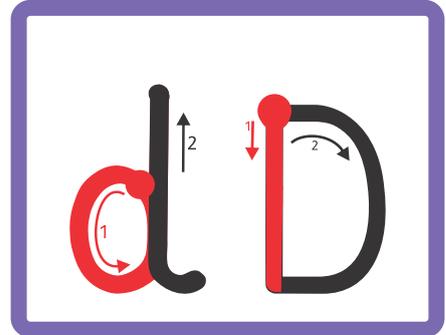
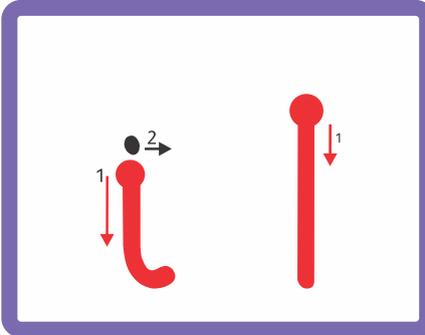
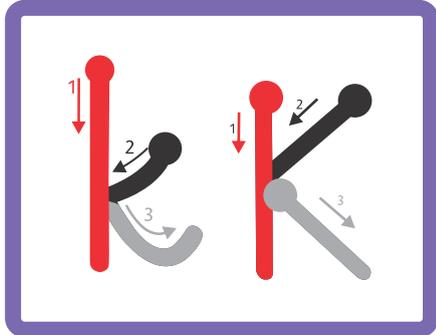


pencil grip

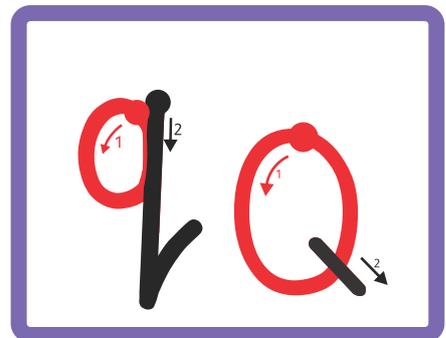
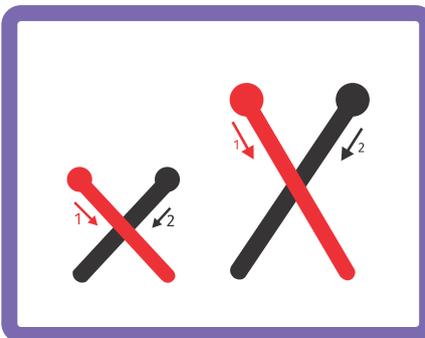
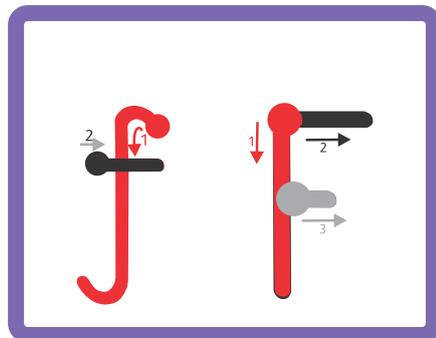
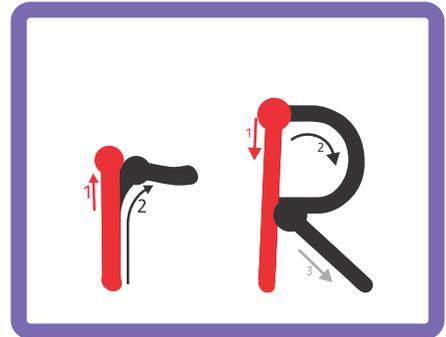
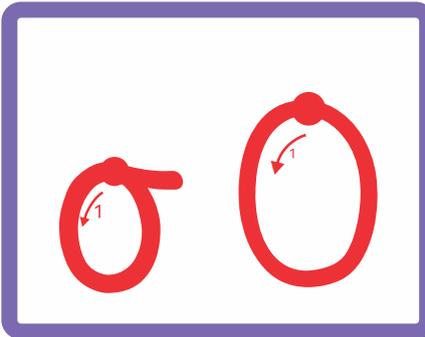
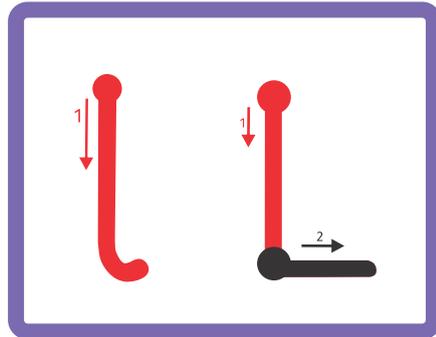
DEMO



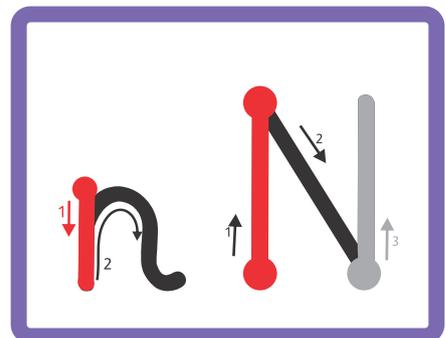
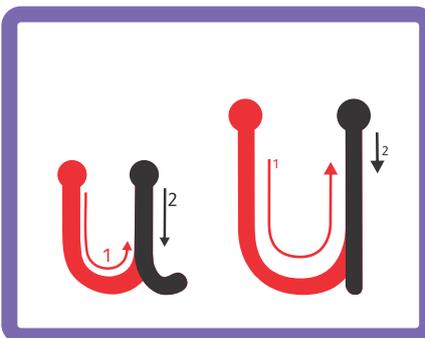
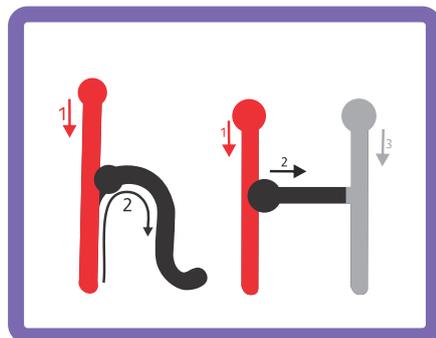
Letters from Lesson 3



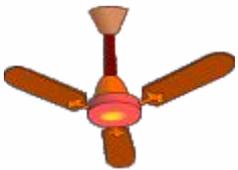
Letters from Lesson 4



Letters from Lesson 5



ALPHABET

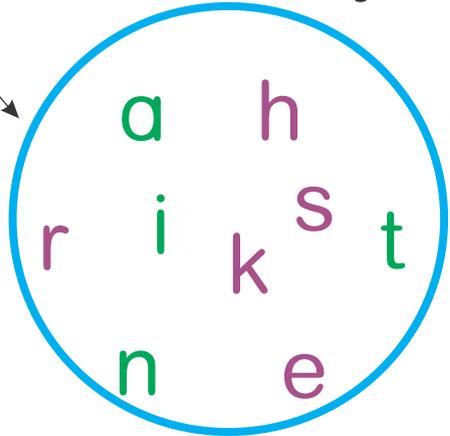
 apple <b>a</b>	 bus <b>b</b>	 car <b>c</b>	 dog <b>d</b>	 egg <b>e</b>
 fan <b>f</b>	 goat <b>g</b>	 hat <b>h</b>	 insect <b>i</b>	 jam <b>j</b>
 kite <b>k</b>	 lion <b>l</b>	 mug <b>m</b>	 nest <b>n</b>	 orange <b>o</b>
 pot <b>p</b>	 queen <b>q</b>	 rabbit <b>r</b>	 sun <b>s</b>	 tub <b>t</b>
 umbrella <b>u</b>	 van <b>v</b>	 watch <b>w</b>	 x-ray <b>x</b>	 yo-yo <b>y</b>
 zebra <b>z</b>	<p><b>Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.</b></p> <ol style="list-style-type: none"> <li>1. Work in pairs and take turns reading the alphabet.</li> <li>2. Think of as many words starting with 'a' as you can, like ant, ape, etc. Then try other letters.</li> <li>3. Alphabetical order is used in dictionaries.</li> </ol>			

DEMO



Anita Rakesh

Take unique letters from these names and put in a circle as below. Then make as many words as you can, as shown on the right.



MAKING WORDS

rat  
hat  
kit  
hen  
net  
sit  
ten



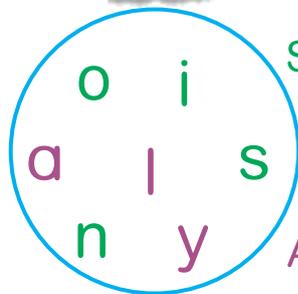
Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Make as many words as you can from the letters in the circle. Letters can be reused. What's your longest word?
2. Compare with a partner and add new words. Do you know their meanings?
3. Create new circles from your and your friend's names. How many words can you find?
4. Proper nouns (names of people or places) start with a capital letter.



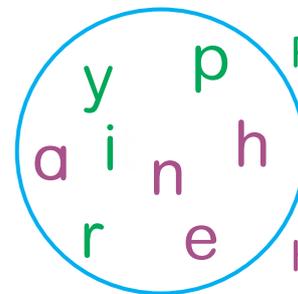
Muskan

Raj



Soni

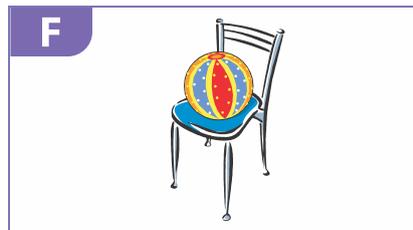
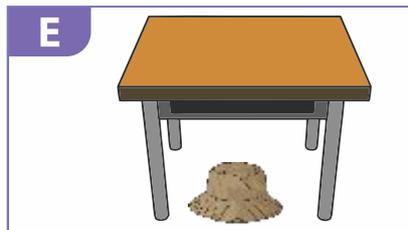
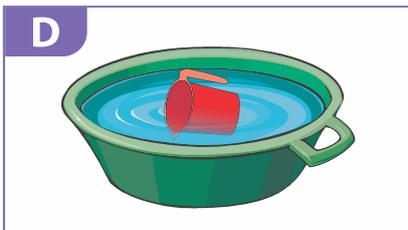
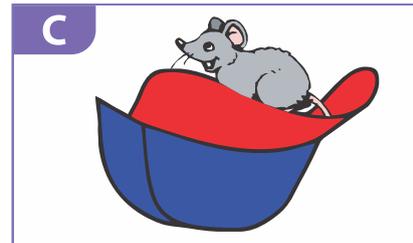
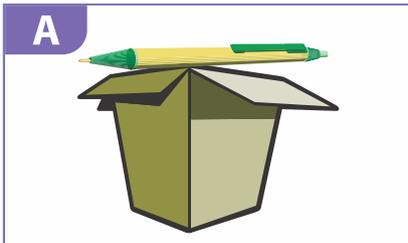
Aliya



Priya

Heena

PREPOSITIONS

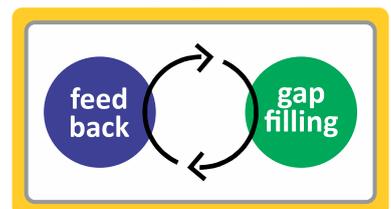


- |     |     |       |       |     |
|-----|-----|-------|-------|-----|
| box | pen | chair | ball  | cap |
| rat | tub | mug   | table | hat |

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Ask questions using 'in', 'on', or 'under' and check your friend's answers (e.g., The mug is in the \_\_\_? The rat is in the \_\_\_?).
2. Make up more questions based on the pictures and things around you.

PERFECTION LOOP



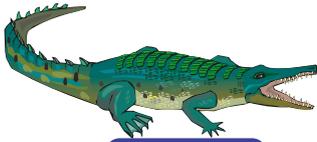
ANIMALS AND THEIR HOMES



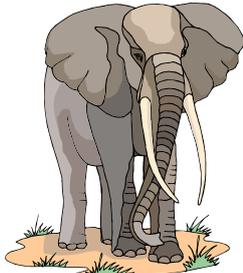
cat



dog



crocodile



elephant



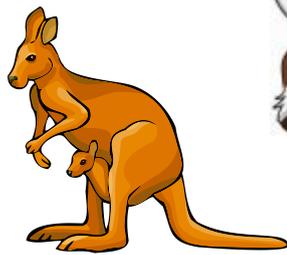
giraffe



eagle



goat



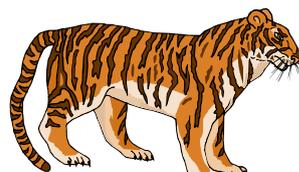
kangaroo



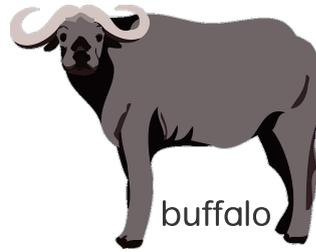
monkey



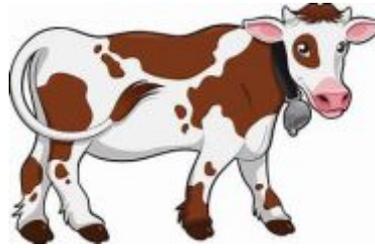
lion



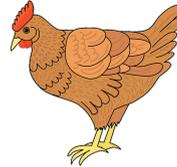
tiger



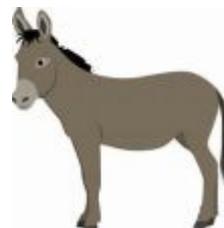
buffalo



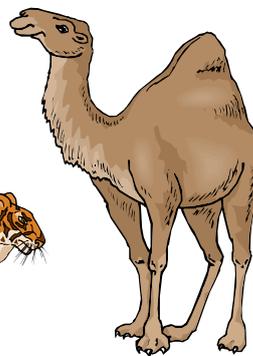
cow



hen



donkey



camel

Habitats



farm



home



river



jungle



fields

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

1. Discuss each animal's position using words like next to, between, left of, above, below, and right of.
2. Match each animal with its habitat using the colour code provided.
3. Make the sounds animals make—roar like a lion, moo like a cow.
4. Take turns making and answering questions like:
  - a. Is the tiger next to the goat?
  - b. What animals are between the giraffe and camel?
  - c. Which animal is above the dog?
  - d. Which animal is beneath the buffalo?

### ASKING QUESTIONS



Question word	Asks about
What	Thing
Who	Person
Why	Reason
Where	Place
When	Time

Choose the right question word to start each question

- \_\_\_\_\_ is your name?
- \_\_\_\_\_ are you?
- \_\_\_\_\_ do you go to school?
- \_\_\_\_\_ do you live?
- \_\_\_\_\_ are you going to Delhi?

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

- Say what each of the five question words means in your mother tongue.
- Write more questions using these words, ask your partner, then swap roles.
- Can you think of other words that questions sometimes start with?



### MAKING SENTENCES

<b>A</b> Naming Words	 This is a <b>bat</b> This is a <b>bat</b> .	 She is a <b>teacher</b>	 It is a <b>table</b>	 He is my <b>dad</b>
<b>B</b> Describing Words	 <b>red</b> <b>rose</b> This is a <b>red</b> rose.	 <b>beautiful</b> <b>car</b>	 <b>big</b> <b>bus</b>	 <b>sweet</b> <b>mango</b>
<b>C</b> Action Words	<b>Jack</b>  <b>throws</b> <b>ball</b> Jack <b>throws</b> a ball.	<b>Mother</b>  <b>cooks</b> <b>food</b>	<b>The monkey</b>  <b>eats</b> <b>bananas</b>	<b>The boy</b>  <b>washes</b> <b>dishes</b>

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

- Make sentences about each picture, e.g., Mother cooks food.
- Write them in your notebook under three headings: A) Describing Words, B) Action Words, C) Our Helpers.
- Adjectives describe nouns, like red rose.
- Find pictures from magazines/newspapers with your buddy, paste them in your notebook, and write two lines using adjectives.

SENTENCE BUILDING

<b>A</b> <b>Nouns 1</b>	<b>B</b> <b>Verbs</b>	<b>C</b> <b>Prepositions</b>	<b>D</b> <b>Nouns 2</b>
A cat A brother The fish The teacher A doctor A friend The grandmother A baby An elephant An aunt	runs eats sleeps plays goes reads writes swims talks helps	in on under at with by near behind next to over	the ball the bike a book dinner a house the car the park school a chair the pond

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. A, an, and the are articles that come before nouns.
2. Take turns making sentences using one word from each column, for example:
  - a. The fish swims in the pond.
  - b. The teacher plays in the park.
3. Create your own lists of nouns and verbs in three columns and form new sentences.
4. Make up a story, like: I live with my mother, father, sister, and Tommy, our pet dog. We like riding in a car. At the beach, Tommy runs after the ball.

NUMBERS 1-100

1 One	21 Twenty one	41 Forty one	61 Sixty one	81 Eighty one
2 Two	22 Twenty two	42 Forty two	62 Sixty two	82 Eighty two
3 Three	23 Twenty three	43 Forty three	63 Sixty three	83 Eighty three
4 Four	24 Twenty four	44 Forty four	64 Sixty four	84 Eighty four
5 Five	25 Twenty five	45 Forty five	65 Sixty five	85 Eighty five
6 Six	26 Twenty six	46 Forty six	66 Sixty six	86 Eighty six
7 Seven	27 Twenty seven	47 Forty seven	67 Sixty seven	87 Eighty seven
8 Eight	28 Twenty eight	48 Forty eight	68 Sixty eight	88 Eighty eight
9 Nine	29 Twenty nine	49 Forty nine	69 Sixty nine	89 Eighty nine
10 Ten	30 Thirty	50 Fifty	70 Seventy	90 Ninety
11 Eleven	31 Thirty one	51 Fifty one	71 Seventy one	91 Ninety one
12 Twelve	32 Thirty two	52 Fifty two	72 Seventy two	92 Ninety two
13 Thirteen	33 Thirty three	53 Fifty three	73 Seventy three	93 Ninety three
14 Fourteen	34 Thirty four	54 Fifty four	74 Seventy four	94 Ninety four
15 Fifteen	35 Thirty five	55 Fifty five	75 Seventy five	95 Ninety five
16 Sixteen	36 Thirty six	56 Fifty six	76 Seventy six	96 Ninety six
17 Seventeen	37 Thirty seven	57 Fifty seven	77 Seventy seven	97 Ninety seven
18 Eighteen	38 Thirty eight	58 Fifty eight	78 Seventy eight	98 Ninety eight
19 Nineteen	39 Thirty nine	59 Fifty nine	79 Seventy nine	99 Ninety nine
20 Twenty	40 Forty	60 Sixty	80 Eighty	100 One hundred

**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Point to a random number and read it aloud. Then ask your partner to do the same. Compare which number is bigger.
2. Count to 30 in your mother tongue, then in English. Can you count backwards too? Thirty, twenty-nine...
3. Write a number and have your partner spell it out. Then swap roles.

COMPARE & CONTRAST

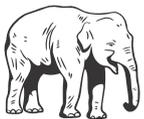
DEMO



	size	colour	number of legs	food	habitat
 A horse	big	brown, black or grey	four	grass hay oats	field stable
 A rabbit	small	brown, white or black	four	grass carrots lettuces	field burrow

Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

- One of you be the horse, the other the rabbit. Write as many lines as you can about your animal using the info:
  - My horse is big. It is brown. It has four legs. It likes to eat \_\_\_\_\_.
  - My rabbit is small. It lives in a \_\_\_\_\_.
- Now put 'and' or 'also' in the middle (without My) and write neatly in your notebook: A horse is big and a rabbit is small. A horse has four legs and a rabbit also has four legs.



Elephant

An elephant is a huge animal. It lives in the plains and eats leaves and plants. It uses his trunk to reach up high and pick leaves. It has a grey wrinkly skin. It moves slowly. A group of elephants is called a herd. A baby elephant is called a calf.



Lion

A lion is a large wild animal but much smaller than an elephant. It lives in the jungle. It eats meat. It has brown coat (skin). It can move very quickly on its four legs. Lions live in groups called prides. A baby lion is called a cub.



size	type of skin	food
habitat (where animal lives)	name of the young one	



Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.

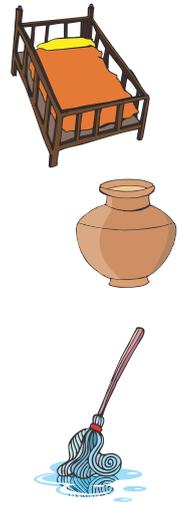
- One of you be the lion, the other the elephant. Use stick puppets to read your parts aloud. Roar like a lion, trumpet like an elephant.
- Write as many lines as you can about your animals in a rough notebook.
- Use 'and' & 'but' to compare, e.g., Elephants and lions are both large animals. A baby elephant is called a calf but a baby lion is called a cub.
- Find more facts about these animals and write what you find interesting.

**POEM: WHAT IF 'O' RAN AWAY**

If 'o' ran away...  
It will not be hot,  
It will not be cold.  
No story will be told,  
Nothing sold, No gold.



There will be no cot,  
There will be no pot.  
There will be no mop,  
There will be no top.  
Oh no! And no mom  
and no pop!



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

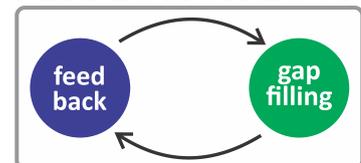
1. Read the poem aloud to each other using expressions and voice changes.
2. Imagine if 'a' ran away. Create your own poem with words that have 'a' in the middle, like cat and rat. Perfect it and share with your class.
3. Ask and answer these in full sentences in your notebook:
  - a. Can you name other 'O' words?
  - b. What hot food or drink do you eat or drink?
  - c. What are your mother's and father's names?

**A PICNIC WITH MY FAMILY**

Where did you go for a picnic?	When did you go?
Who all went for the picnic?	How did you reach there?
What games did you play?	What did you eat?
What all did you do?	Why is going out with family good for us?



**PERFECTION LOOP**



**Pair Up. Take Turns. Read aloud. Act it out. Ask each other questions.**

1. Imagine going on a picnic with your family. Discuss with your partner and answer the questions above.
2. Write a paragraph in your notebook about your picnic. For example: 'My family went out to the park...'



Have Big Dreams

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**1 BILLION LITERATE**

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