# PRIMER-I (ENGLISH)

## CONTENTS

<table>
<thead>
<tr>
<th>Term</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
<td>1-32</td>
</tr>
<tr>
<td></td>
<td>Introduction to Alphabet</td>
</tr>
<tr>
<td></td>
<td>(Lower case – Small Letters)</td>
</tr>
<tr>
<td></td>
<td>Reading and Matching Activities</td>
</tr>
<tr>
<td></td>
<td>Nursery Rhyme</td>
</tr>
<tr>
<td>Second Term</td>
<td>33-48</td>
</tr>
<tr>
<td></td>
<td>Introduction to Alphabet</td>
</tr>
<tr>
<td></td>
<td>(Upper case – Capital Letters)</td>
</tr>
<tr>
<td></td>
<td>Reading and Matching Activities</td>
</tr>
<tr>
<td></td>
<td>(Capital Letters and Small Letters)</td>
</tr>
<tr>
<td></td>
<td>Nursery Rhyme</td>
</tr>
<tr>
<td>Third Term</td>
<td>49-62</td>
</tr>
<tr>
<td></td>
<td>Writing Pattern</td>
</tr>
<tr>
<td></td>
<td>Writing Practice of Alphabet</td>
</tr>
<tr>
<td></td>
<td>Exercises</td>
</tr>
<tr>
<td></td>
<td>Recognition of Colours</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
</tr>
</tbody>
</table>
Nursery Rhyme

Twinkle Twinkle little star
How I wonder what you are
Up above the world so high
like a diamond in the sky.
Instructions:

Introduce letters 'a' and 'b'. Show them as many objects as possible beginning with these letters.
Instructions:
Introduce letters 'c' and 'd'. Show them as many objects as possible beginning with these letters.
Matching

a  b  c  d

Instructions:
First do the matching exercises on the blackboard. Then ask students to match objects beginning with 'a', 'b', 'c' and 'd'.
Read and Match

Draw objects with

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>d</td>
</tr>
</tbody>
</table>
Instructions:

Introduce letters ‘e’ and ‘f’. Show them as many objects as possible beginning with these letters.
Instructions:

Introduce letters 'g' and 'h'. Show them as many objects as possible beginning with these letters.

glass

gate

hand

house
Instructions:
First do the matching exercises on the blackboard. Then ask students to match objects beginning with ‘e’, ‘f’, ‘g’ and ‘h’.
Read and Match

e   h
f   g
e   h

Draw objects with

e f
g h
Introduce letters ‘i’ and ‘j’. Show them as many objects as possible beginning with these letters.
**Instructions:**

Introduce letters ‘k’ and ‘l’. Show them as many objects as possible beginning with these letters.
Matching

Instructions:
First do the matching exercises on the blackboard. Then ask students to match objects beginning with 'l', 'j', 'k' and 'i'.
Read and Match

i  l
j  k
k  i
l  j

Draw objects with

i  j
k  l
Instructions:
Introduce letters 'm' and 'n'. Show them as many objects as possible beginning with these letters.
Instructions:

Introduce letters 'o' and 'p'. Show them as many objects as possible beginning with these letters.
Matching

Instructions:
First do the matching exercises on the blackboard. Then ask students
to match objects beginning with ‘m’, ‘n’, ‘o’ and ‘p’.
Read and Match

m
n
o
p

Draw objects with p

18
Read and Match

m n o p
m n o p

Draw objects with

m n
o p
Introduce letters 'q' and 'r'. Show them as many objects as possible beginning with these letters.
Instructions:

Introduce letters ‘s’ and ‘t’. Show them as many objects as possible beginning with these letters.
Matching

Instructions:
First do the matching exercises on the blackboard. Then ask students to match objects beginning with the ‘q’, ‘r’, ‘s’ and ‘t’.
Read and Match

Draw objects with

<table>
<thead>
<tr>
<th>q</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>t</td>
</tr>
</tbody>
</table>
Instructions:
Introduce letters 'u' and 'v'. Show them as many objects as possible beginning with these letters.
Instructions:

Introduce letters 'w' and 'x'. Show them as many objects as possible beginning with these letters.
Matching

Instructions:
First do the matching exercise on the blackboard. Then ask students to match objects beginning with the ‘u’, ‘v’, ‘w’ and ‘x’.
Read and Match

Draw objects with

\[ \begin{array}{cc}
  u & v \\
  w & x \\
\end{array} \]
Instructions:
Introduce letters 'y' and 'z'. Show them as many objects as possible beginning with these letters.
Instructions:
First do the matching exercise on the blackboard. Then ask students to match objects beginning with the ‘y’ and ‘z’.
Read and Match

yz

zy

Draw objects with

y
z
Read

a b c

d e

g h i

j k l

m n o

p q r

ts

v w x

y z

Instructions:
Help students to write capital and small letters together with correct formation. Encourage them to write neatly in four lines. Extra practice to be done on slates.
Vowels

Instructions:
Introduce vowels in class. Tell them that there are five vowels in the alphabet. Help them to trace their hand on slates and on floor, and write five vowels in it. Ask them to learn them by heart.
Exercise

Read and match letters with the starting sounds.

h  k
b  c
s  l
j  r

Read and match

r  h
n  n
p  r
p  s
s  s

Instructions:
First do similar exercises on blackboard and slates and then in books.
Circle the objects of the given letters of the alphabet.

<table>
<thead>
<tr>
<th>v</th>
<th>![image]</th>
<th>![image]</th>
<th>![image]</th>
<th>![image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>![image]</td>
<td>![image]</td>
<td>![image]</td>
<td>![image]</td>
</tr>
<tr>
<td>j</td>
<td>![image]</td>
<td>![image]</td>
<td>![image]</td>
<td>![image]</td>
</tr>
<tr>
<td>l</td>
<td>![image]</td>
<td>![image]</td>
<td>![image]</td>
<td>![image]</td>
</tr>
</tbody>
</table>

Read and write

```
chrjmgwbq
```

```
afdpkiesz
```

**Instructions:**
First introduce similar exercises on blackboard, then practise on slates, last in books.
Instructions:

Introduce capital letters. Explain students that alphabet has two cases, upper case being capital letters and lower case being small letters. Help them to relate both the cases.

Red
Instructions:
Introduce capital letters. Help them to relate small letters with capital letters. A lot of practice to be done on blackboard.
Instructions:

Introduce capital letters. Help them to relate small letters with capital letters. A lot of practice to be done on blackboard.

Green
Instructions:

Introduce capital letters. Help them to relate small letters with capital letters. A lot of practice to be done on blackboard.

Yellow
Instructions:
Introduce capital letters. Help them to relate small letters with capital letters. A lot of practice to be done on blackboard.

Red
P - parrot
Q - queen
R - rabbit

Instructions:
Introduce capital letters. Help them to relate small letters with capital letters. A lot of practice to be done on blackboard.

Blue
Instructions:

Introduce capital letters. Help them to relate small letters with capital letters. A lot of practice to be done on blackboard.

Green
Instructions:
Introduce capital letters. Help them to relate small letters with capital letters. A lot of practice to be done on blackboard.
Instructions:

Introduce capital letters. Help them to relate small letters with capital letters. A lot of practice to be done on blackboard.

Orange
Read

A   B   C   D

E   F   G   H

I   J   K   L

M   N   O   P

Q   R   S   T

U   V   W   X

Y   Z
Read

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

Instructions:
Help students to write capital and small letters together with correct formation. Encourage them to write neatly in four lines. Extra practice to be done on slates.
Nursery Rhyme

Jack and Jill

Jack and Jill

went up the hill,
to fetch a pail of water.

Jack fell down

and broke his crown,
and Jill came tumbling after.
Read and match with pictures

Instructions:
First practise similar exercises on blackboard. Let students do the exercise independently. Reinforce drawing of pictures with beginning sounds on slates.
Read and match lower case with upper case

Instructions:
First practise similar exercises on blackboard for identification of alphabet. Reinforce the concept on slates.
Nursery Rhyme

Humpty Dumpty

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king’s horses and all the king’s men,

could not put Humpty Dumpty together again.
Pat-a-cake

Pat-a-cake,
Pat-a-cake,
Baker’s man.
Bake me a cake,
as fast as you can.

Pat it and prick it
and mark it with ‘B’.
Put it in the oven
for ‘Baby’ and ‘Me’.
Instructions:

Give students practice of hand and eye coordination by tracing the patterns on the work sheet.
Writing pattern

[Diagram of a bug with dotted lines for tracing]
Instructions:
Start the letters from the green dot given, follow the arrows to trace the letter on the lines. Students will write independently, on the lines given below.

Activity:
Ask students to write the letters in sand and on the floor with fingers. Practise writing on slates.
**Instructions:**

Start the letters from the green dot given, follow the arrows to trace the letter on the lines. Students will write independently, on the lines given below.

**Activity:**

Ask students to write the letters in sand and on the floor with fingers. Practise writing on slates.
**Instructions:**
Start the letters from the green dot given, follow the arrows to trace the letter on the lines. Students will write independently, on the lines given below.

**Activity:**
Ask students to write the letters in sand and on the floor with fingers. Practise writing on slates.
Instructions:
Start the letters from the green dot given, follow the arrows to trace the letter on the lines. Students will write independently, on the lines given below.

Activity:
Ask students to write the letters in sand and on the floor with fingers. Practise writing on slates.
Instructions:
Start the letters from the green dot given, follow the arrows to trace the letter on the lines. Students will write independently, on the lines given below.

Activity:
Ask students to write the letters in sand and on the floor with fingers. Practise writing on slates.
Instructions:

Start the letters from the green dot given, follow the arrows to trace the letter on the lines. Students will write independently, on the lines given below.

Activity:

Ask students to write the letters in sand and on the floor with fingers. Practise writing on slates.
Instructions:
Start the letters from the green dot given, follow the arrows to trace the letter on the lines. Students will write independently, on the lines given below.

Activity:
Ask students to write the letters in sand and on the floor with fingers. Practise writing on slates.
Read and write with correct formation.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>j</td>
</tr>
<tr>
<td>l</td>
<td>m</td>
<td>n</td>
<td>o</td>
<td>p</td>
</tr>
<tr>
<td>q</td>
<td>r</td>
<td>s</td>
<td>t</td>
<td>u</td>
</tr>
<tr>
<td>v</td>
<td>w</td>
<td>x</td>
<td>y</td>
<td>z</td>
</tr>
</tbody>
</table>
Class Test

Write in correct formation

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

Fill in the blanks

a b d g i k

Instructions:
First introduce similar exercises on blackboard and on slates, then take the class test.
Colours

Red

apple

rose

tomato

Yellow

mango

sunflower

chick

Instructions:

Students will learn the names of different colours.
Colours

Blue
- sky
- jeans
- balloons

Green
- frog
- leaf
- peas
<table>
<thead>
<tr>
<th>Colours</th>
<th>Days of the week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Monday</td>
</tr>
<tr>
<td>Blue</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Green</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Yellow</td>
<td>Thursday</td>
</tr>
<tr>
<td>Orange</td>
<td>Friday</td>
</tr>
<tr>
<td>Purple</td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td>Sunday</td>
</tr>
</tbody>
</table>

**Instructions:**

- World around us is full of colours. Help students to know some of the colours for oral practice only.
- There are seven days in a week. Help students to learn days of the week orally.