

Resource Pack

CSS Early Standard

ENGLISH A

First Term

- Division of Syllabus
- Teacher's Guide

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HOLDING AND POURING ACTIVITY

Objective:

Students should be able to hold different objects accordingly. This activity will improve the gross motor skills of the students.

Material Required:

- A glass
- A jug
- Water
- CSS Early Standard English Book A (page # 3)

Introduction:

Invite a child to come by telling them you have something to show to the rest of the class. Have the child bring the glass; jug and water have them place it on a specific spot on the table you will be working at. Tell the child that you will be showing him how to hold a glass and after that how to pour water jug to glass.

How it works?

- Hold the glass as shown in step 1 and step 2 of the book.
- Now leave the glass and hold the jug into your right hand. Follow the given style to hold the jug.
 - a. Wrap your right index and right middle finger through the handle of the jug.
 - b. Place your right thumb on the top of the handle.
 - c. Place your left index finger and left middle finger on the same jug under the spout, in the middle of the jug's height.
 - d. Pick up the jug so the base of the jug is at the top level of the glass.
 - e. Tilt the jug slowly in a continuous and steady manner.

- f. Continue this movement until all the water has been poured into the glass.
- g. Bring the jug into the erect position.
- h. Lift your two left fingers off of the jug.
- i. Lift your right thumb and unwrap your two right fingers from through the jug's handle.

Review:

Ask 3 or 4 more students to come and do the same activity in front of the class.

Teacher's note:

Help students to hold glass and pour water from the jug.

PEGGING ACTIVITY

Objective:

Students should be able to hold pencil in tripod position to improve their gross motor skills.

Material Required:

- Pegs with loose springs, 1 basket container.
- A pencil
- CSS Early Standard English Book A (page # 4)

Direct Aim:

To peg and unpeg with the plastic pegs.

Indirect Aim:

Eye hand co-ordination, develop pincer grip, patience and concentration, dexterity, strengthen fingers and arm.

Introduction:

Kids love pegs, they are bright, colourful and attract the interest of children. Pegs are perfect for play ideas, activities and crafts! They are great for building strength of fine motor muscle and coordination. They also encourage the pinching action between the thumb and finger which helps in the development of good finger grip.



How it works?

1. Invite the child to begin Work Cycle.
2. The teacher will show the child and rest of the class about applying pressure and opening the mouth of the peg. The adult will apply the pressure on the rear side of the peg to open the mouth of the peg. His hand position would be as.



3. Now the teacher will release the pressure on the rear side of the peg and his hand position will be as given in Step 2.



4. Now the teacher will again apply the pressure on the rear side of the peg to open its mouth. Look at his hand position again.



5. Now the teacher will ask the child to do the same activity, i.e. opening and closing the mouth of the peg. After that the teacher will call 3,4 more children to come and do the same activity in front of the class.

6. After a reasonable practice of this activity, the teacher will relate this activity with the tripod position in pencil holding skills.

**Review:**

Ask for more students to come and do the same activity in front of the class.

Teacher's note:

Help students to follow the given instructions from step 1 to step 5.

SAND TRAY ACTIVITY

Objective:

Students would be able to scribble in the sand using two fingers in order to know the correct formation of the required letters / numbers.

Material Required:

- Sand.
- Any tray of big size.
- Table to put tray on.
- CSS Early Standard English Book A (page # 5).

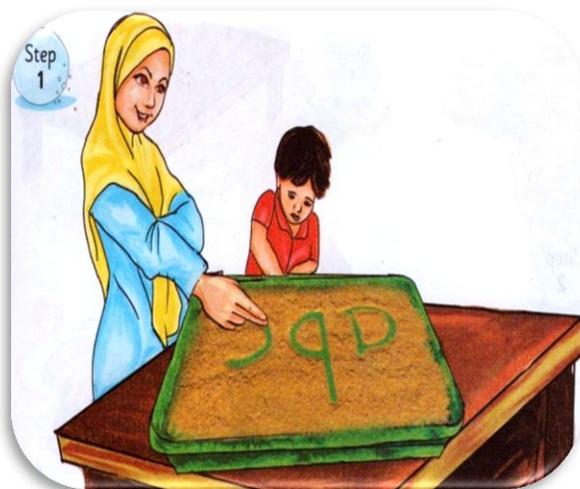
Introduction:

Making a sand tray is simple. Take any tray and fill it with enough sand to just cover the bottom. Add just enough sand to cover the bottom of the tray. Too much sand will make it difficult for your child’s letters to be seen.

How it works?

Step 1: Show your child how to write letters in the salt tray using their pointer finger (index and neighbouring finger).

(Sand trays are an awesome and low-stress way to practicing writing letters, because if the child makes a mistake they simply have to give the tray a small shake to “erase” their letter, and then they can try again!)



Step 2: Allow the child to experiment with the sand tray by making basic shapes or lines.



Step 3: Select a letter to practice. Trace the sandpaper letter, and then make the same letter in the sand.



Additional Steps:

- Show the child how to rub their fingers together over the tray to clean them.
- Show the child how to gently shake the tray side-to-side to clear it.

Review:

Ask for more students to come and do the same activity in front of the class.

Teacher's note:

Help students to follow the given instructions and scribble in sand using two fingers only.

WIPING TABLE ACTIVITY

Objective:

Students would be able to wipe the table using cloth to improve gross / small motor skills (personal grooming).

Material Required:

- Cleaning spray.
- Duster or cloth to wipe.
- Table to wipe.
- CSS Early Standard English Book A (page # 6).

Introduction:

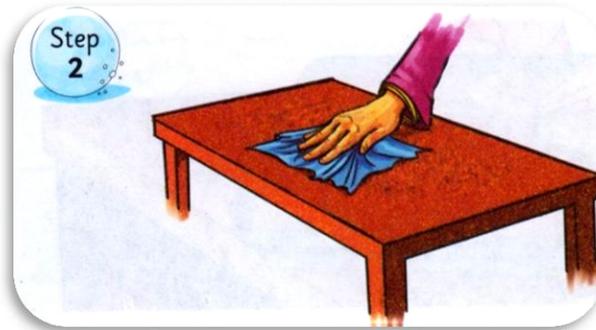
Cleanliness is the state of keeping clean and remains away from dirt to achieve and maintain the good physical and mental health. Cleanliness is not a work which we should do forcefully. It is a good habit and healthy way of our healthy life. All type of cleanliness is very necessary for our good health. We all should be highly aware about how to maintain cleanliness in our daily lives. It is very simple to include cleanliness in our habit.

How it works?

Step 1: Spray some cleaner or spill some cleaning liquid on the table and spread it with the help of your hand.



Step 2: Wipe table back and forth. Start from one side and ends at the other.



Step 3: Dry the table with a dry cloth.



Review:

Ask for more students to come and do the same activity in front of the class.

Teacher's note:

Help students to follow the given instructions and in wiping their tables.

HAND WASHING ACTIVITY

Material:

- One Basin
- One Jug
- One Soap Dish
- Soap
- One Bucket
- One Drying Cloth
- One Apron
- CSS Early Standard English Book A (page # 7).

Purpose:

Direct: Care of the person and giving a sense of cleanliness.

Indirect: Growth in the child's ability to work in a sustained and concentrated way.

Points of Interests: Seeing dirty hands become clean.

Age: 2 - 4 years

Introduction:

Prepare the washing hands table by making sure there are every object needed and enough soap. Invite a child to come by telling them you have something to show them. Stand in front of the washing hands table and have the child stand to your left. Tell the child that you are going to show him how to wash your hands.

Preparation:

- Put on the apron and have the child put on an apron as well.
- Roll up your sleeves.
- Pick up the jug and fill it 3/4 full of tap water.

Presentation:

1. Come back to the table and fill the basin with half of the water from the jug.
2. Set the jug down in its spot of the table.
3. Place your right hand down into the water and then your left hand.
4. Turn your hands over to wet the backs of your hands.
5. Scoop water with your right hand and rinse your entire left hand.
6. Repeat for your right hand.
7. Raise your hands out of the water and pointing your fingers down; let the water drip from your fingertips.
8. Pick up the soap with your left hand and place it flat in the palm of your right hand.
9. Place your left hand flat on your right hand.
10. Rub your hands back and forth until you can see some lather.
11. Replace the soap on the soap dish with your left hand.
12. Turn your right hand palm down and bring your left palm on top of the back of your right hand.
13. Rub your left hand back and forth to create lather.
14. Open your right fingers wide and using the tips of your left fingers, lather in between each finger.
15. Then wrap your left hand around your right thumb and lightly rotate your left hand back and forth around your thumb.
16. Repeat this for each of your right fingers.
17. Then place your left thumb and index finger around your right wrist and rotate back and forth to create lather.
18. Repeat all these movements of cleaning your right hand for your left hand.
19. Replace both hands back into the basin.
20. Rinse your hands in the same manner as when you had begun this exercise.

21. Pat your right hand and then your left hand dry on the hand cloth.
22. Pick up the water bin from under the table with both hands and place it next to the table.
23. Pick up the basin by placing both hands around opposite edges for balance.
24. Pour out the water into the water bin by pouring away from you and at a slight angle so you can see the water as it is being poured.
25. Replace the basin on the table.
26. Fill the basin with the remainder of the water from the jug.
27. Re-rinse your hands as you had done before.
28. Let the extra water drip from off of your fingertips.
29. Dry your hands with the hand cloth. This time instead of soap, use the cloth.

Review:

Ask for more students to come and do the same activity in front of the class.

Teacher's note:

Help students to follow the given instructions and wash their hands properly.

SANDPAPER ACTIVITY

Material:

- 1 Sandpaper
- 1 Smooth paper
- 1 Table
- Sand
- CSS Early Standard English Book A (page # 8)

Purpose:

Direct: To differentiate between smooth and rough surfaces with the help of this sandpaper activity.

Indirect: Students will be able to feel and identify the smooth and rough surface through their sensorial sense.

Points of Interests: Students should develop the curious nature of observing the things around.

Age: 2 - 4 years

How it works?

Arrange two sheets of a paper. One sheet should be of a smooth surface and the other should be of sandpaper. Put these two sheets on the table and paste these sheets with the help of a tape pasted on the corners. Now ask a student to come forward and move his hand on the sheet 1 and then on sheet 2. Ask the student if there is any difference in his feelings.

Now take that student to the neighbouring table and pour some sand on that table and ask the student to rub his hands on smooth surface of the table and on sand and now express his feelings. Repeat this activity with more students in the class and then explain them the difference of smooth and rough surfaces by giving different examples.

Review:

Ask for more students to come and do the same activity in front of the class.

Teacher’s note:

Help students to follow the given instructions and feel the smoothness and roughness of the given material.

FEELY-BAG ACTIVITY

Material:

- A cloth bag
- A variety of familiar household object like comb, plastic spoons, ball, pencil, eraser, sharpener etc.
- CSS Early Standard English Book A (page # 9).

Purpose:

Direct: Students will be able to feel objects by using their sense of touch.

Indirect: This is a game that will encourage your child to use different senses to identify and describe familiar things in his environment. Spend some Comfort, Play & Teach with your child exploring and talking about the variety of things he uses.

Points of Interests: Students should develop the curious nature of observing the things around.

Age: 2 - 4 years

Introduction:

Put all the above things in a bag and ask the students to touch and guess about the things.

Review:

Ask for more students to come and do the same activity in front of the class.

Teacher’s note:

Help students to identify the objects through their sense of touch.

CONVERSATIONAL ACTIVITY

Material:

CSS Early Standard English Book A (page # 10, 11).

Direct:

Teaching the children grace and courtesy in the classroom.

Indirect:

To have the children greet each other, visitors, and guests.

Points of Interests:

Looking in each other's eyes as they are greeting each other.

Age:

2 1/2 - 3 1/2 years

Introduction:

Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all.

Preparation:

Ask the children that we use some special words while speaking in the class. You will explain that:

When we enter into somewhere, we say *Asslam-o-Alaikum*

When we give order to someone, we say "**Please**":

- Please stand up
- Please sit down
- Please open the door
- Please shut the door

When we ask for permission, we say “**May**”:

- May I come in?
- May I go to play?
- May I drink water?
- May I go to washroom?

Review:

Ask for more students to come and do the same activity in front of the class.

Teacher’s note:

The teacher will ask questions and students will reply. The students must be encouraged to ask questions. After this activity, the students would be able to ask and reply daily routine questions.

PATTERNS

Book Pages: 12, 13, 14 and 15

Teaching objectives:

- To help the students develop fine motor control skills
- To show students how to hold a pencil correctly
- To show students how to sit correctly in order to write
- To help students follow verbal and printed instructions

Learning outcomes:

Students should be able to:

- Demonstrate the correct sitting position for writing.
- Demonstrate and maintain a correct pencil grip.
- Follow verbal and printed instructions.
- Trace given patterns with a degree of accuracy.

Materials required:

- Pages # 12,13,14,15 of CSS Early Standard English Book A.
- Writing Pencil, Eraser and Sharpener.

Introduction:

Draw one or two horizontal lines on the board and bring about that the lines go from one side of the board to the other. Ask a student to come to the board and draw a different line and compare it with yours. You may want to repeat this several times with different students.

Student activity:

Ask the students to open their books at pages 12, 13, 14 and 15 and look at the different lines. Talk about what they look like and how they are

similar or different; you may want to introduce the terms straight, vertical, horizontal, curved, slanted and zig-zag.

Draw a large copy of the vertical line on the board. (Alternatively, copy the lines onto a large sheet of paper before the lesson, and display these on the board in turn). Ask the students to trace your line in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class. Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the line. Finally, ask the students to draw the line on the palm of their hand.

Before asking the students to trace the line in the book, make sure that each student has a thick pencil or crayon, and that they all know how to sit straight at the desk, how to place their book straight in front of them, and how to hold a pencil correctly.

Again, this can be done by asking students who do this well to demonstrate to the other students. Ask the students to trace the first line carefully, starting at the “Start” point and ending at the “End” point.

Stress that there is no need to hurry; a slower approach will produce neat, accurate results. Repeat all steps of this activity for each of the other lines on the page.

Review:

Ask the students to draw big lines in the air according to your instructions, for example, side to side, up and down, zig-zag, etc.

LETTER “A” TO “E”

Letter “a”

Introduction:	"a" is the first letter of the alphabet!
Formation:	“a” is make a “c”, go up and come down.
Sound of “a”:	The sound of “a” is “Aa”
Demonstration of Sound:	Wiggle fingers above elbow as if ants crawling on you, and say Aa, Aa, Aa!
Targets:	Listening and Speaking

Objectives:

- ✧ To understand that listening and speaking is a two way process.
- ✧ Follow instructions.
- ✧ To identify small “a”, its sound, action and vocabulary.

Reading:

- ✧ To interpret the idea with the help of the pictures.

Writing:

- ✧ To recognize the name, sound and graphical representation of letter “a”.
- ✧ To pronounce the words starting with “a” correctly.
- ✧ To draw curved lines using fine motor skills in preparation of writing letter “a”.
- ✧ To hold or grip a pencil in a correct way to form letter “a”.

Material Required:

- CSS Early Standard English Book A (pages # 16, 17)

Vocabulary: Ant, apple, ankle

Teaching Methodology:

- ✧ Show the flash cards of letter “a” to the children and introduce its sound.
- ✧ Show the ‘a’ flash card; repeat the short /a/ sound in a lively sing-song voice (Song of “a” of book page # 16) and encourage the children to join in.
- ✧ Show the ant picture card. Stress the /a/ through repetition as you say the word: a-a-nt. (repeat the same activity for apple and ankle as well).
- ✧ Place some objects or pictures of the objects beginning with “a” sound in the class such as ant, ankle and apple.
- ✧ Ask a child at a time to find an object or a picture which begin with the “a” sound.
- ✧ Ask the child to name the object while stressing on the beginning sound.
- ✧ Ask the children to open page # 16 of the CSS Early Standard English (Book A) and say the sound of the letter “a” loudly along with its vocabulary. Involve all the class in this activity.
- ✧ Hold the sandpaper letter “a” and show it to the children. Ask them to identify the letters. Then demonstrate the correct formation of the letter by “Tripod Pencil Grip” method.
- ✧ Go to each student to ask each student to come and trace the letter on sandpaper.
- ✧ Ask the children to open page # 17 of the book and do the colouring activity.
- ✧ After that repeat the formation of letter “a” once again and ask the students to do the “Trace a” activity as guided through arrows in the book at page # 17.
- ✧ Provide necessary guidance to the children and ask them to complete the page. Children will be given related worksheets as homework or as class assignment.

LETTER "A" TO "E"

Letter "b"

Introduction:	"b" is the second letter of the alphabet!
Formation:	"b" is down and down, goes up, and then turns around.
Sound of "b":	The sound of "b" is "Ba"
Demonstration of Sound:	Place hands together, as if batting away a cricket ball, and say Ba, Ba, Ba... Pretend to hit a ball with a bat, and say Ba, Ba, Ba...
Targets:	Listening and Speaking

Objectives:

- ✧ To understand that listening and speaking is a two way process.
- ✧ Follow instructions.
- ✧ To identify small "b", its sound, action and vocabulary.

Reading:

- ✧ To interpret the idea with the help of the pictures.

Writing:

- ✧ To recognize the name, sound and graphical representation of letter "b".
- ✧ To pronounce the words starting with "b" correctly.

- ✧ To draw curved lines using fine motor skills in preparation of writing letter “b”.
- ✧ To hold or grip a pencil in a correct way to form letter “b”.

Material Required:

- CSS Early Standard English Book A (pages # 18,19)

Vocabulary: Bag, Balloon, Banana.

Teaching Methodology:

- ✧ Show the flash cards of letter “b” to the children and introduce its sound.
- ✧ Show the ‘b’ sand letter card; repeat the short /b/ sound in a lively sing-song voice (Song of “b” of book page # 18) and encourage the children to join in.
- ✧ Show the bag picture card. Stress the /b/ through repetition as you say the word: b-ag.(Repeat the same activity for balloon and banana as well).
- ✧ Place some objects or pictures of the objects beginning with “b” sound in the class such as bag, balloon and banana.
- ✧ Ask a child at a time to find an object or a picture which begin with the “b” sound.
- ✧ Ask the child to name the object while stressing on the beginning sound.
- ✧ Ask the children to open page # 18 of the CSS Early Standard English (Book A) and say the sound of the letter “b” loudly along with its vocabulary. Involve all the class in this activity.
- ✧ Hold the sandpaper letter “b” and show it to the children. Ask them to identify the letters. Then demonstrate the correct formation of the letter by “Tripod Pencil Grip” method.
- ✧ Go to each student to ask each student to come and trace the letter on sandpaper.

- ✧ Ask the children to open page # 19 of the book and do the colouring activity.
- ✧ After that repeat the formation of letter “b” once again and ask the students to do the “Trace b” activity as guided through arrows in the book at page # 17.
- ✧ Provide necessary guidance to the children and ask them to complete the page. Children will be given related worksheets as homework or as class assignment.

LETTER "A" TO "E"

Letter "c"

Introduction:	"c" is the third letter of the alphabet!
Sound of "c":	The sound of "c" is "Ck".
Demonstration of Sound:	Raise hands and snap fingers, as if playing castanets, saying ck, ck, ck...
Targets:	Listening and Speaking

Objectives:

- ✧ To understand that listening and speaking is a two way process.
- ✧ Follow instructions.
- ✧ To identify small "c", its sound, action and vocabulary.

Reading:

- ✧ To interpret the idea with the help of the pictures.

Writing:

- ✧ To recognize the name, sound and graphical representation of letter "c".
- ✧ To pronounce the words starting with "c" correctly.
- ✧ To draw curved lines using fine motor skills in preparation of writing letter "c".
- ✧ To hold or grip a pencil in a correct way to form letter "c".

Material Required:

- CSS Early Standard English Book A (pages # 20, 21).

Vocabulary: cap, coat, clock

Teaching Methodology:

- ✧ Show the flash cards of letter “c” to the children and introduce its sound.
- ✧ Show the ‘c’ soft board display; repeat the short /c/ sound in a lively sing-song voice (Song of “c” of book page # 20) and encourage the children to join in.
- ✧ Show the cap picture card. Stress the /c/ through repetition as you say the word: c-ap. (repeat the same activity for coat and clock as well).
- ✧ Place some objects or pictures of the objects beginning with “c” sound in the class such as cap, coat, clock.
- ✧ Ask a child at a time to find an object or a picture which begin with the “c” sound.
- ✧ Ask the child to name the object while stressing on the beginning sound.
- ✧ Ask the children to open page # 20 of the CSS Early Standard English (Book A) and say the sound of the letter “c” loudly along with its vocabulary. Involve all the class in this activity.
- ✧ Hold the sandpaper letter “c” and show it to the children. Ask them to identify the letters. Then demonstrate the correct formation of the letter by “Tripod Pencil Grip” method.
- ✧ Go to each student to ask each student to come and trace the letter on sandpaper.
- ✧ Ask the children to open page # 21 of the book and do the colouring activity.
- ✧ After that repeat the formation of letter “c” once again and ask the students to do the “Trace c” activity as guided through arrows in the book at page # 21.
- ✧ Provide necessary guidance to the children and ask them to complete the page. Children will be given related worksheets as homework or as class assignment.

LETTER "A" TO "E"

Letter "d"

- Introduction:** "d" is the fourth letter of the alphabet!
- Formation:** "d" is make a "c", go up and up, come down and down.
- Sound of "d":** The sound of "d" is "Da".
- Demonstration of Sound:** Pretend to hold drumsticks and beat up and down saying "Da, Da, Da"...
- Targets:** Listening and Speaking
- Objectives:**
- ✧ To understand that listening and speaking is a two way process.
 - ✧ Follow instructions.
 - ✧ To identify small "d", its sound, action and vocabulary.
- Reading:**
- ✧ To interpret the idea with the help of the pictures.
- Writing:**
- ✧ To recognize the name, sound and graphical representation of letter "d".
 - ✧ To pronounce the words starting with "d" correctly.
 - ✧ To draw curved lines using fine motor skills in preparation of writing letter "d".
 - ✧ To hold or grip a pencil in a correct way to form letter "d".
- Material Required:**
- CSS Early Standard English Book A (pages # 22, 23)
- Vocabulary:** dog, drum, doll

Teaching Methodology:

- ✧ Show the flash cards of letter “d” to the children and introduce its sound.
- ✧ Show the ‘d’ soft board display; repeat the short /d/ sound in a lively sing-song voice (Song of “d” of book page # 22) and encourage the children to join in.
- ✧ Show the “dog” flash card. Stress the /d/ through repetition as you say the word: d-og. (repeat the same activity for drum and doll as well).
- ✧ Place some objects or pictures of the objects beginning with “d” sound in the class such as dog, drum and doll.
- ✧ Ask a child at a time to find an object or a picture which begin with the “d” sound.
- ✧ Ask the child to name the object while stressing on the beginning sound.
- ✧ Ask the children to open page # 22 of the CSS Early Standard English (Book A) and say the sound of the letter “d” loudly along with its vocabulary. Involve all the class in this activity.
- ✧ Hold the sandpaper letter “d” and show it to the children. Ask them to identify the letters. Then demonstrate the correct formation of the letter by “Tripod Pencil Grip” method.
- ✧ Go to each student to ask each student to come and trace the letter on sandpaper.
- ✧ Ask the children to open page # 23 of the book and do the colouring activity.
- ✧ After that repeat the formation of letter “d” once again and ask the students to do the “Trace d” activity as guided through arrows in the book at page # 23.
- ✧ Provide necessary guidance to the children and ask them to complete the page. Children will be given related worksheets as homework or as class assignment.

LETTER "A" TO "E"

Letter "e"

Introduction:	"e" is the fifth letter of the alphabet!
Formation:	"e" is make an eye and turn around.
Sound of "e":	The sound of "e" is "Eh".
Demonstration of Sound:	Pretend to hold egg in one hand and crack it against the side of a pan. Use both hands to open shell saying "eh,eh,eh"
Targets:	Listening and Speaking

Objectives:

- ✧ To understand that listening and speaking is a two way process.
- ✧ Follow instructions.
- ✧ To identify small "e", its sound, action and vocabulary.

Reading:

- ✧ To interpret the idea with the help of the pictures.

Writing:

- ✧ To recognize the name, sound and graphical representation of letter "e".
- ✧ To pronounce the words starting with "e" correctly.
- ✧ To draw curved lines using fine motor skills in preparation of writing letter "e".
- ✧ To hold or grip a pencil in a correct way to form letter "e".

Material Required:

- CSS Early Standard English Book A (page # 24, 25)

Vocabulary: egg, eggplant, elephant

Teaching Methodology:

- ✧ Show the flash cards of letter “e” to the children and introduce its sound.
- ✧ Show the ‘e’ soft board display; repeat the short /e/ sound in a lively sing-song voice (Song of “e” of book page # 24) and encourage the children to join in.
- ✧ Show the “egg” sandpaper card. Stress the /e/ through repetition as you say the word: e-gg.(repeat the same activity for eggplant and elephant as well).
- ✧ Place some objects or pictures of the objects beginning with “e” sound in the class such as egg, eggplant and elephant.
- ✧ Ask a child at a time to find an object or a picture which begin with the “e” sound.
- ✧ Ask the child to name the object while stressing on the beginning sound.
- ✧ Ask the children to open page # 24 of the CSS Early Standard English (Book A) and say the sound of the letter “e” loudly along with its vocabulary. Involve all the class in this activity.
- ✧ Hold the sandpaper letter “e” and show it to the children. Ask them to identify the letters. Then demonstrate the correct formation of the letter by “Tripod Pencil Grip” method.
- ✧ Go to each student to ask each student to come and trace the letter on sandpaper.
- ✧ Ask the children to open page # 25 of the book and do the colouring activity.

- ✧ After that repeat the formation of letter “e” once again and ask the students to do the “Trace e” activity as guided through arrows in the book at page # 25.
- ✧ Provide necessary guidance to the children and ask them to complete the page. Children will be given related worksheets as homework or as class assignment.

Review:

Do the assessment given on page # 26.