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FUN with ENGLISH



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CLASS - LKG



D.A.V. Publication Division
D.A.V. College Managing Committee
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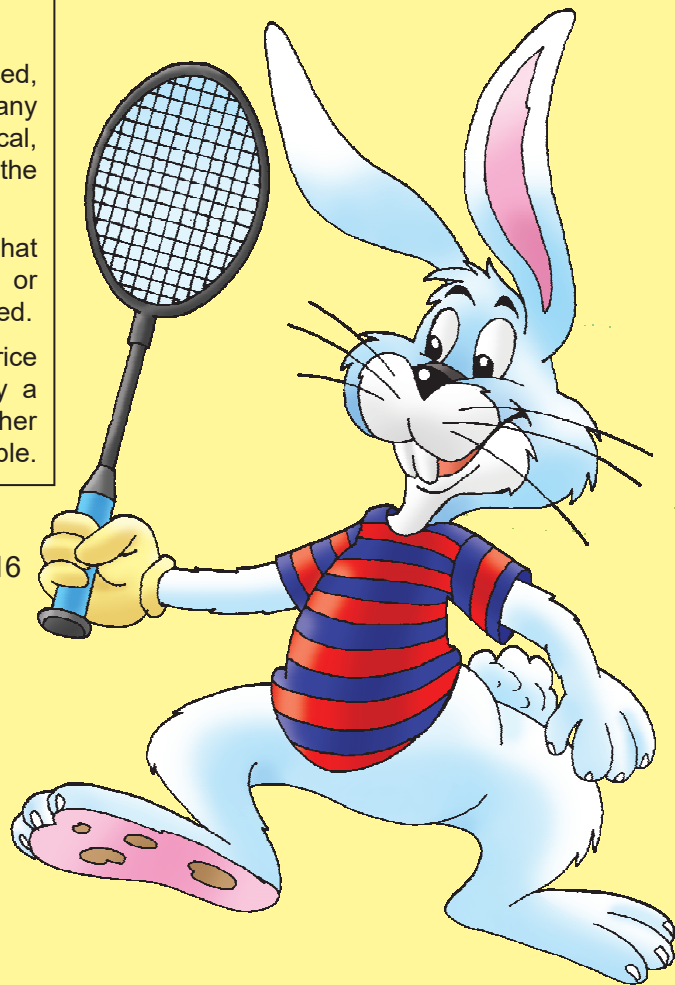
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FOREWORD

D.A.V. College Managing Committee has taken an innovative step by developing a curriculum for Pre-primary Classes. As is well-known, the Pre-primary section of D.A.V. Public Schools provides a learning experience for young children which fully promotes their development. It aims at a broad-based Educational Foundation which will prepare children for Primary Classes. The curriculum has been so designed as to help children grow physically, socially, emotionally and intellectually.

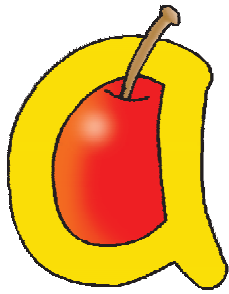
Learning by doing and play way methods are infact, universally recognised methods for the teachers to help the children learn and grow. It is, therefore, natural that the use of books is minimised. But keeping in view the handicaps and the shortcomings of our schools, which are functioning in the far-flung areas of our country, it is necessary to provide teachers with some kind of tools to help them achieve the objectives of this curriculum. Books are the only tools to make the implementation effective. Therefore, the books that have been developed in the light of the new curriculum, are packages of instructional material meant to help the teachers. The emphasis is on encouraging the children to cultivate various skills.

The get-up and format of this book have been finalised in the meetings of the Curriculum Sub-Committee and the working group of experienced Pre-primary teachers formulated by the D.A.V. Centre for Academic Excellence for this purpose.

I am thankful to all those members, who in one or the other form, helped us in the development of this book.

I would welcome suggestions from our teachers and parents for further improvement of this book in order to make it more useful and fruitful for our children.

Director, Publication



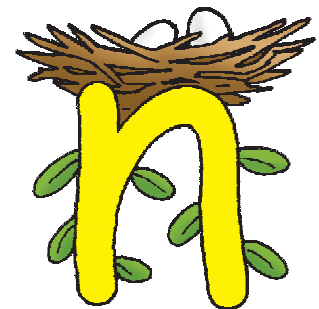
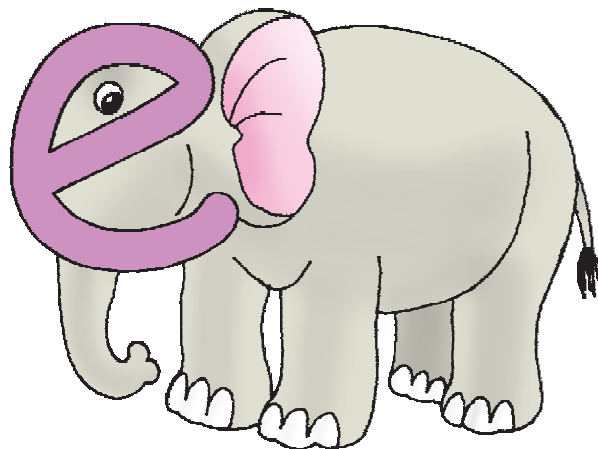
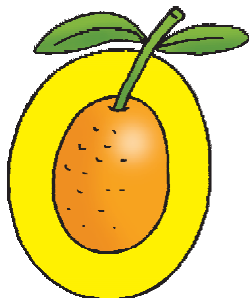
DEAR TEACHER

This is the first year of your pupils in the school. There are many skills and concepts that your pupils will start learning to read.

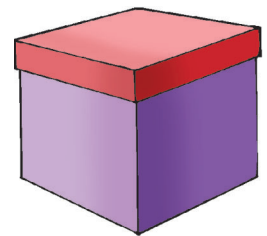
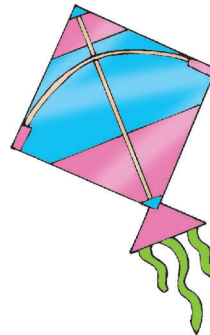
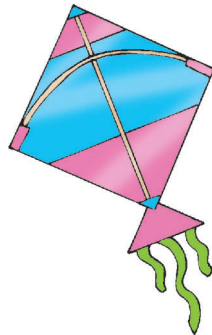
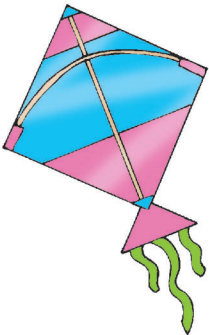
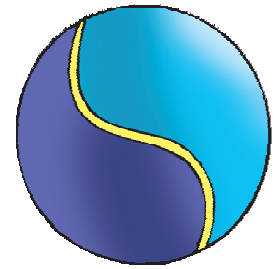
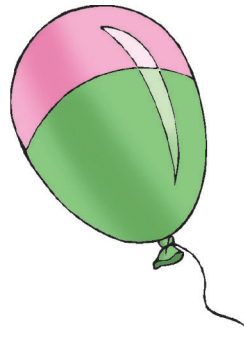
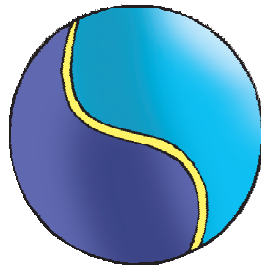
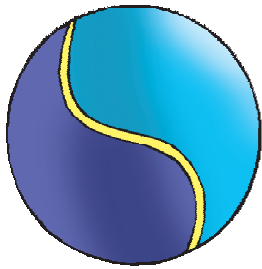
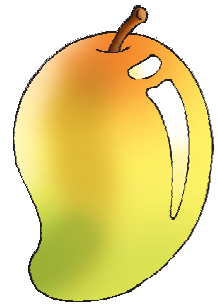
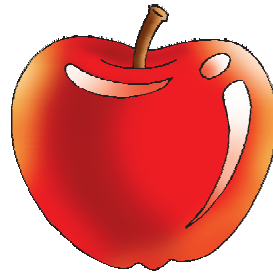
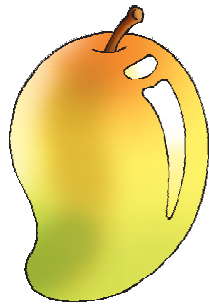
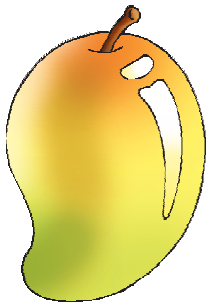
This book provides the pupils with plenty of opportunities for talking together. Talking about the pictures and improvising stories is important. It helps the children to develop their understanding, the language and its usage.

We, as teachers, will have to ensure that sufficient time is given to children to discuss these pictures. This is how, they will unconsciously pick up the language which is our main purpose.

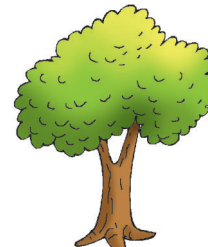
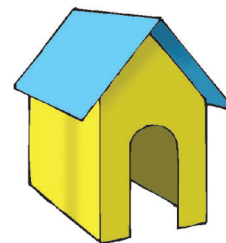
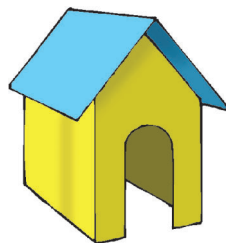
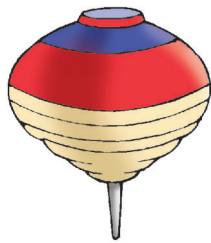
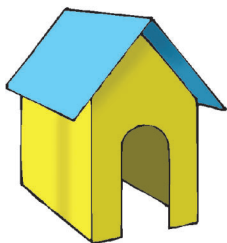
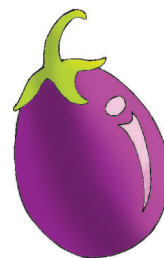
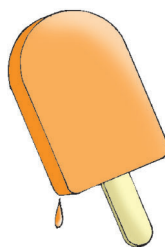
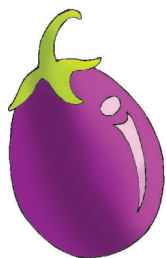
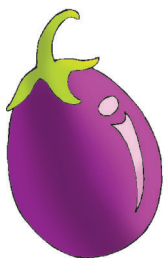
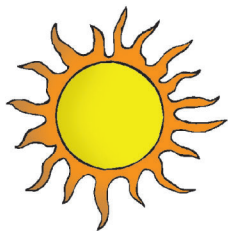
Dr Nisha Peshin
Director (Academics)



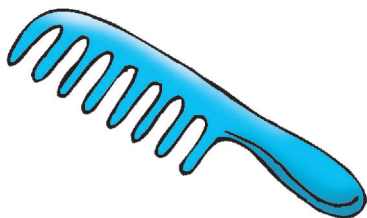
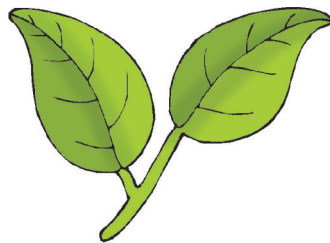
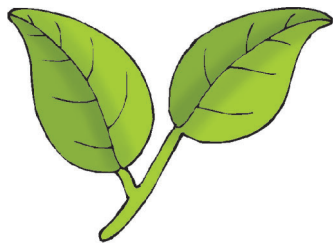
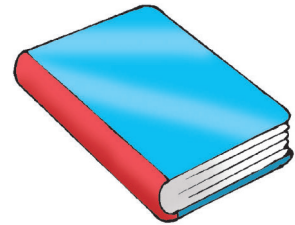
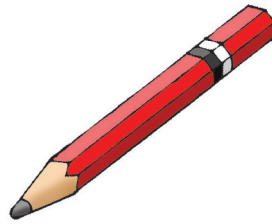
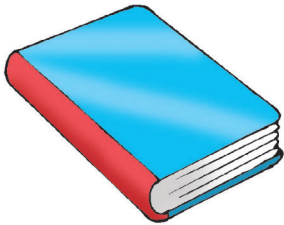
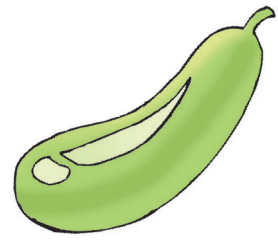
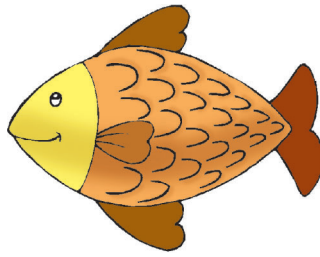
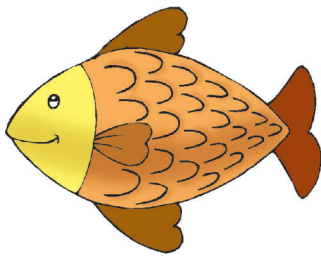
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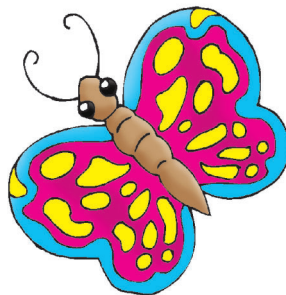
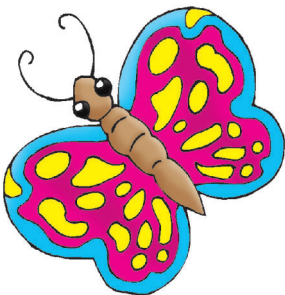
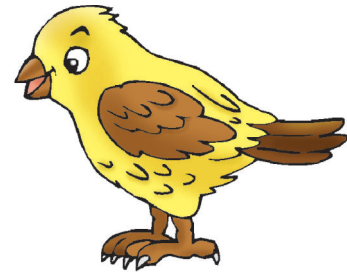
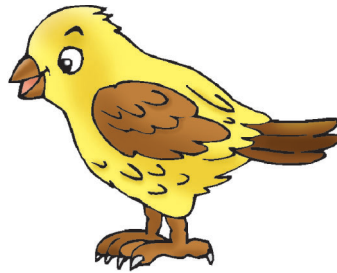
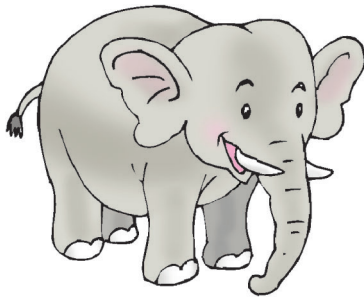
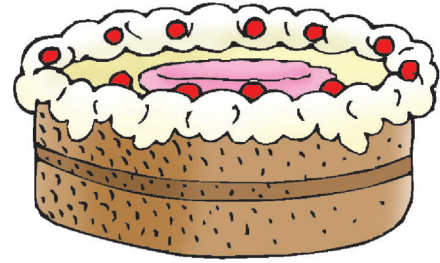
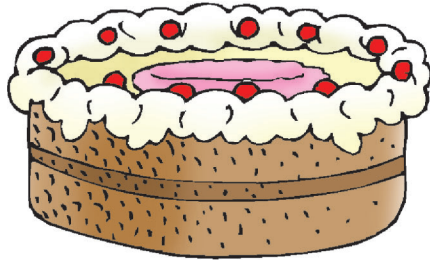
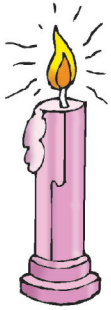
Colour the under the picture that is different.



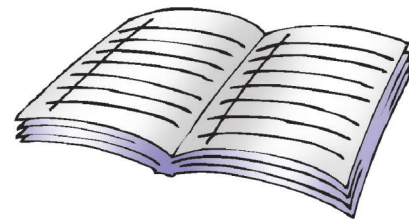
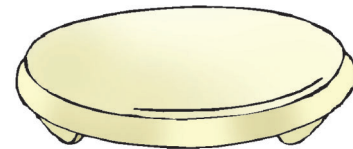
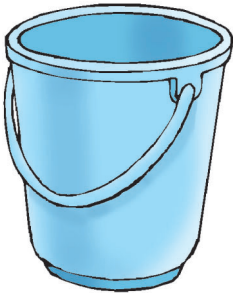
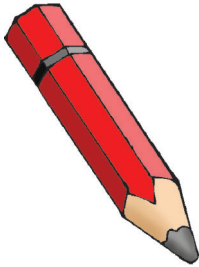
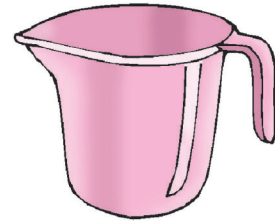
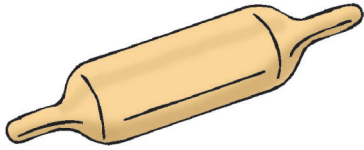
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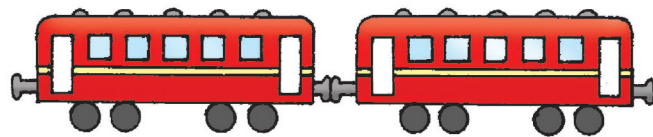
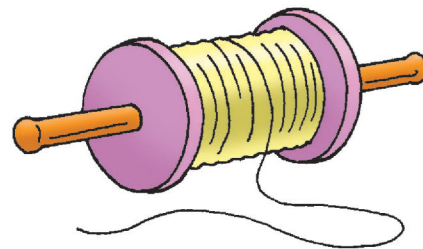
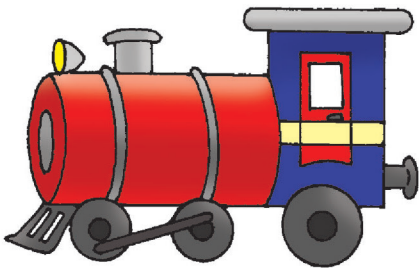
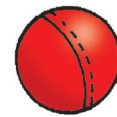
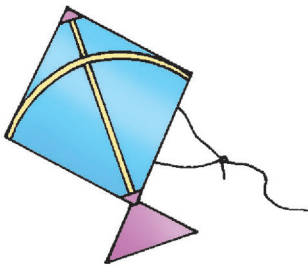
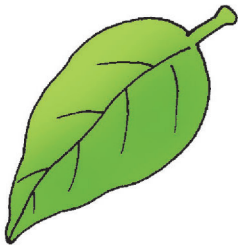
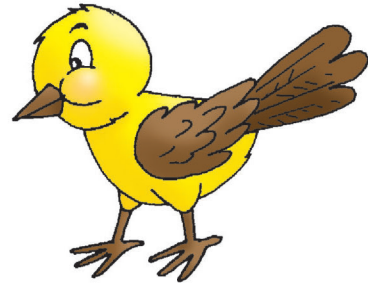
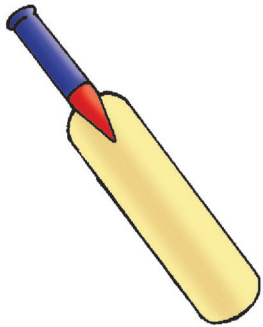
Encircle the pictures that are same.



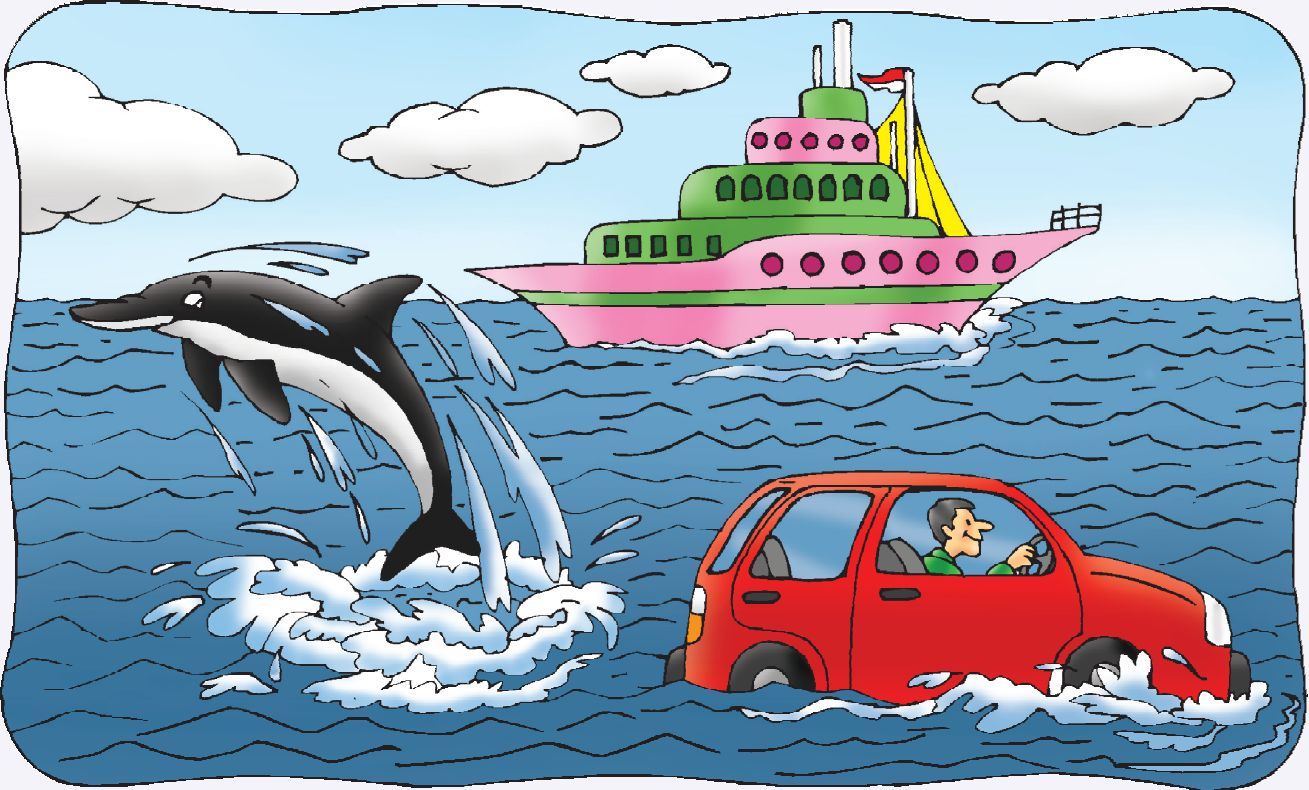
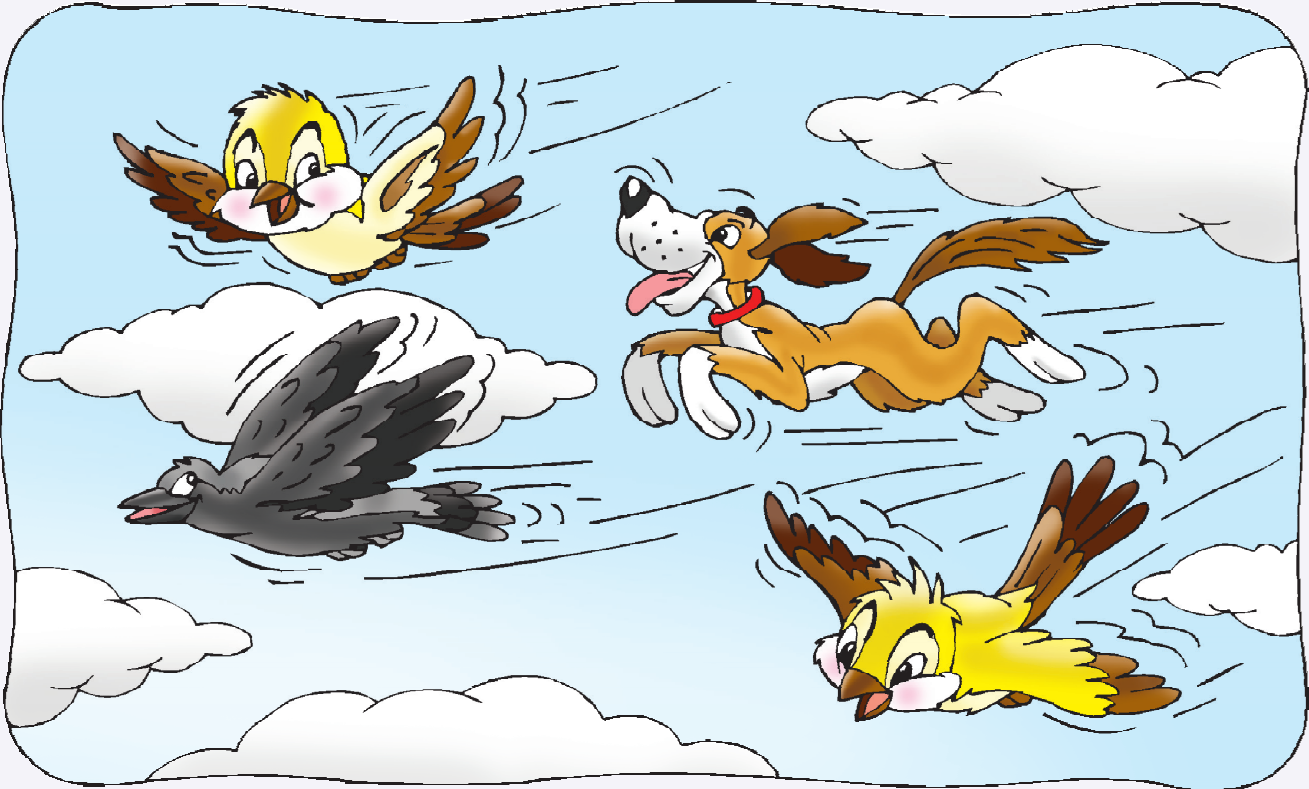
Match the things which are used together.



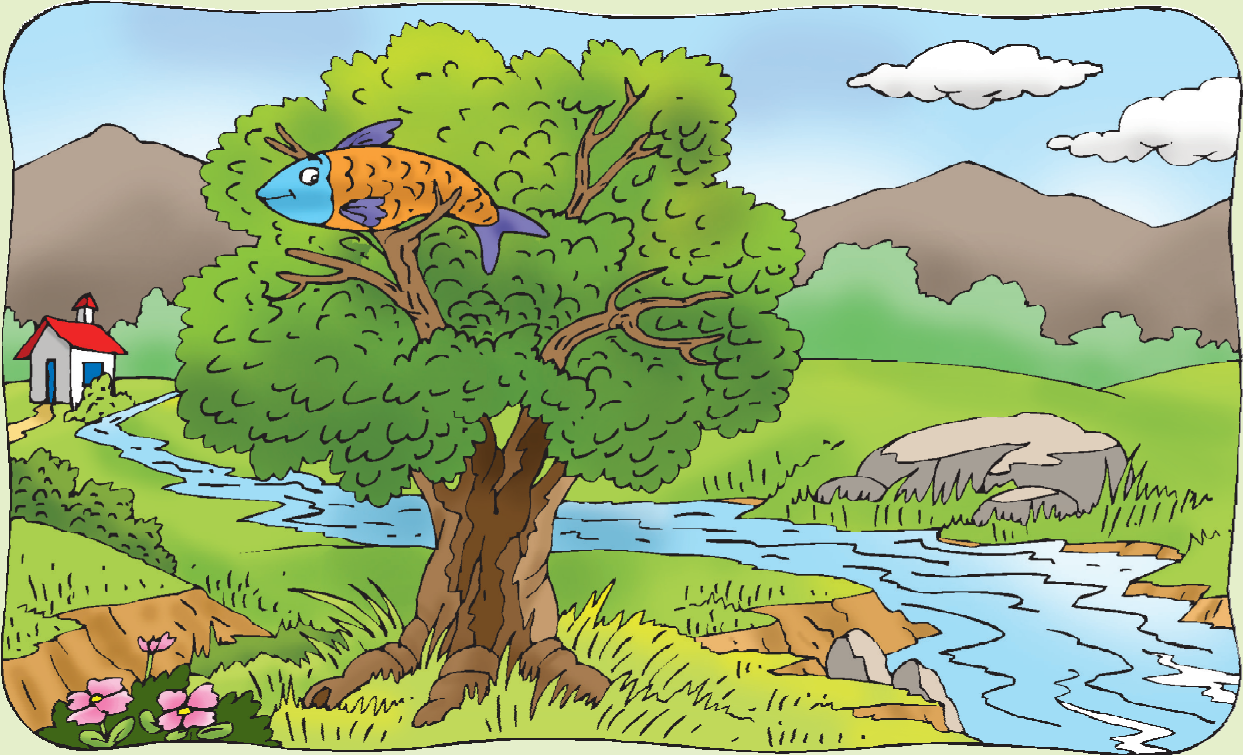
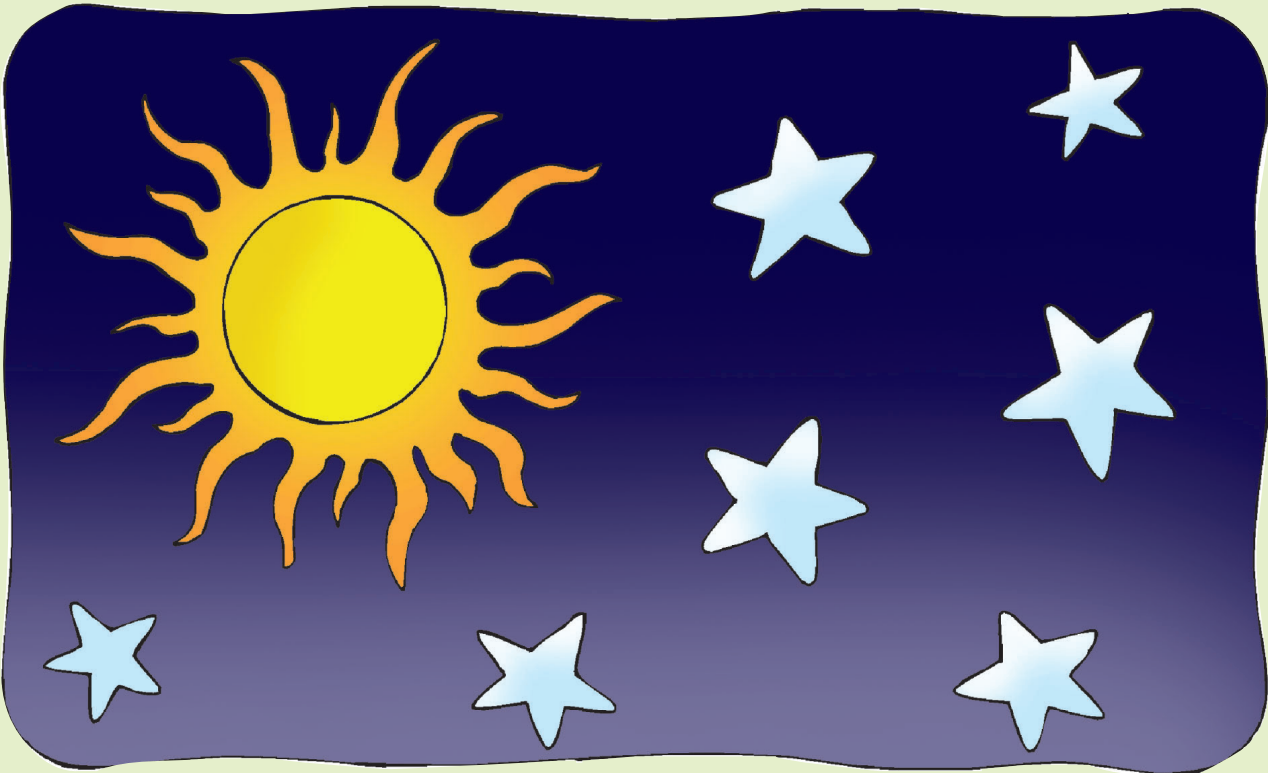
Match the things which go together.



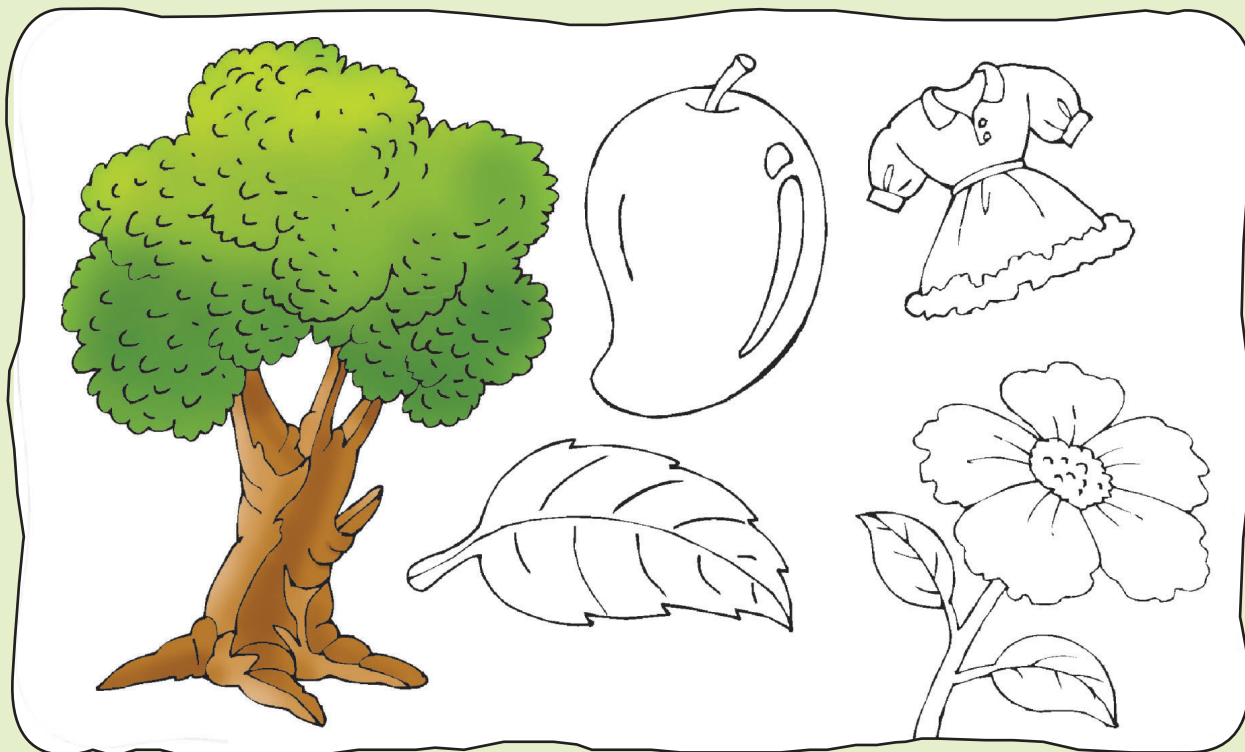
Find what is wrong in each picture. Put a (X) mark on it.



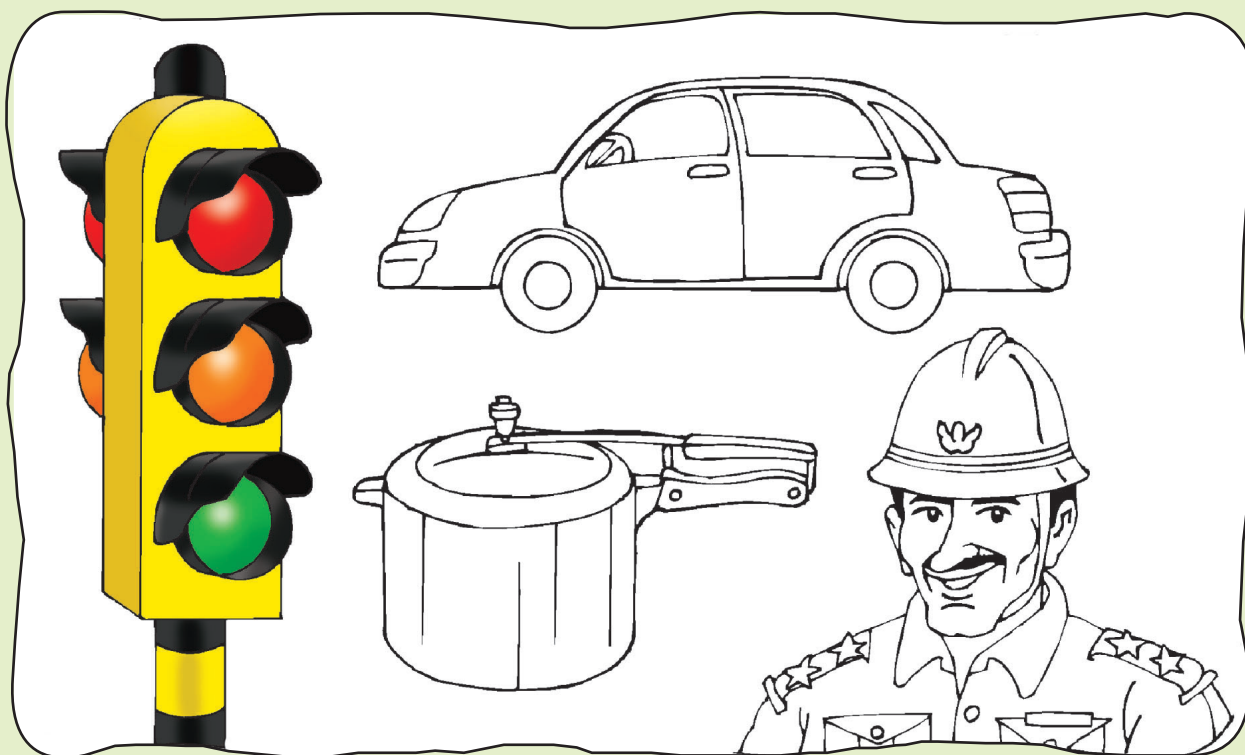
Find what is wrong in each picture. Put a (X) mark on it.



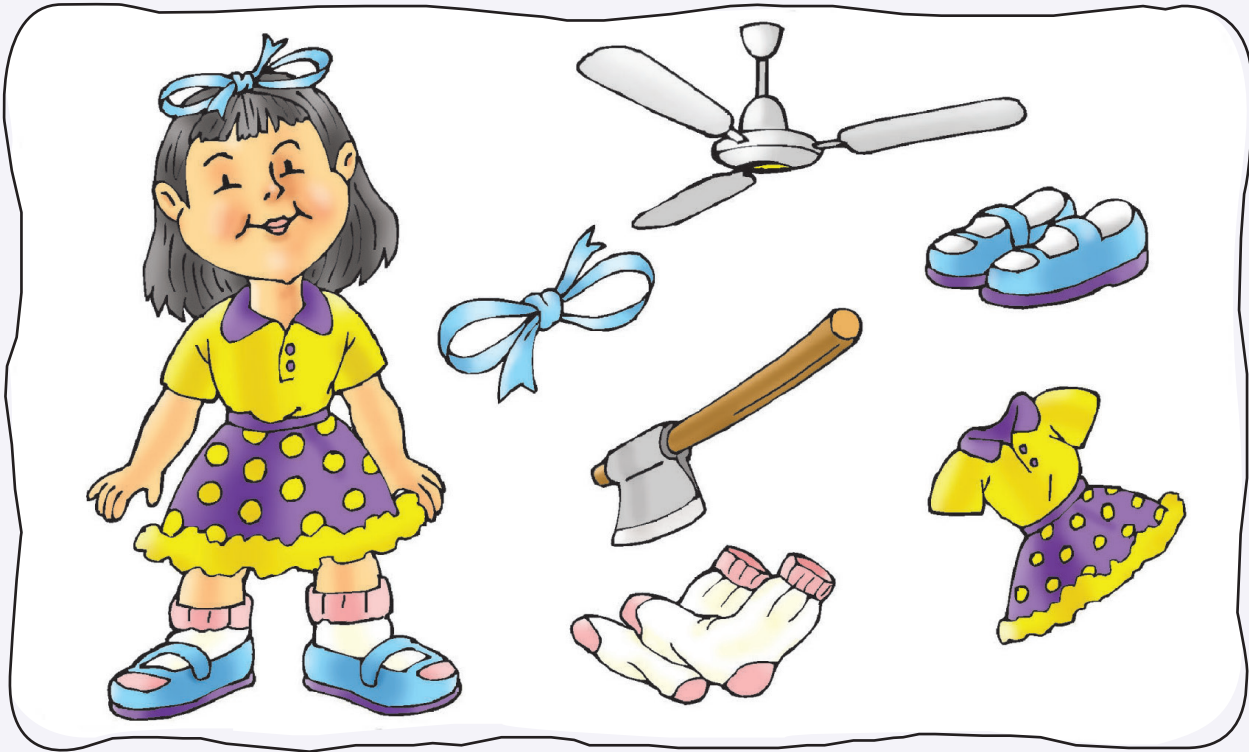
Colour the things that belong to the tree.



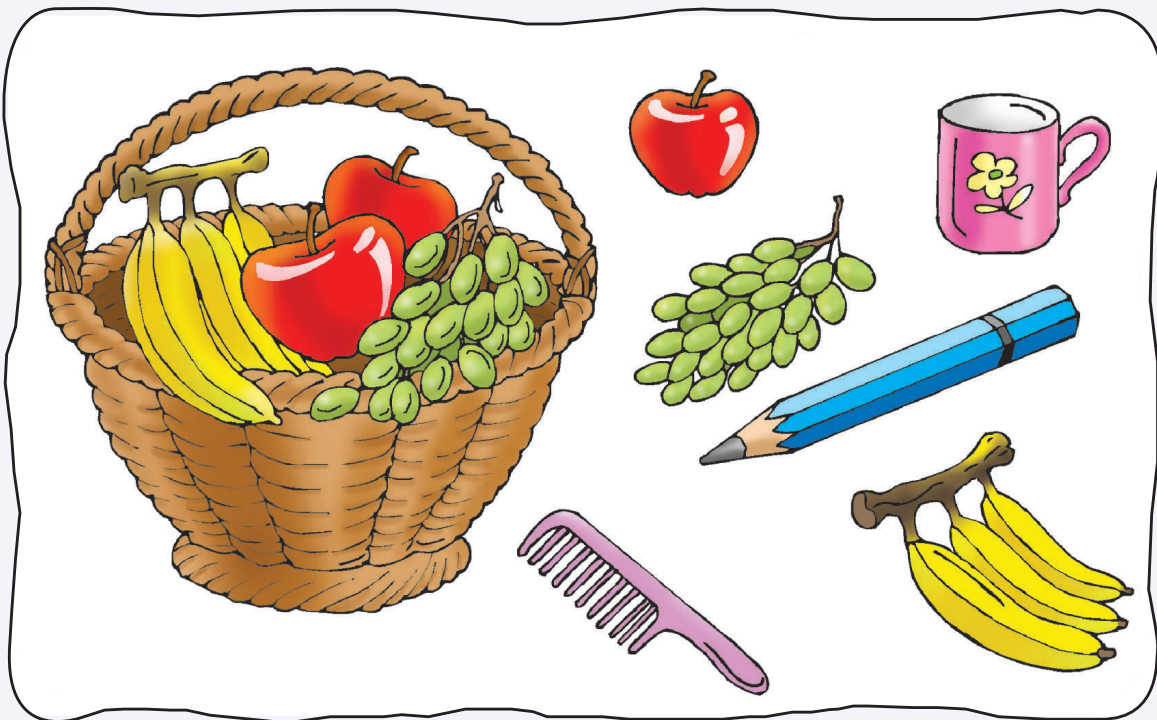
Colour the pictures that are associated with the traffic lights.



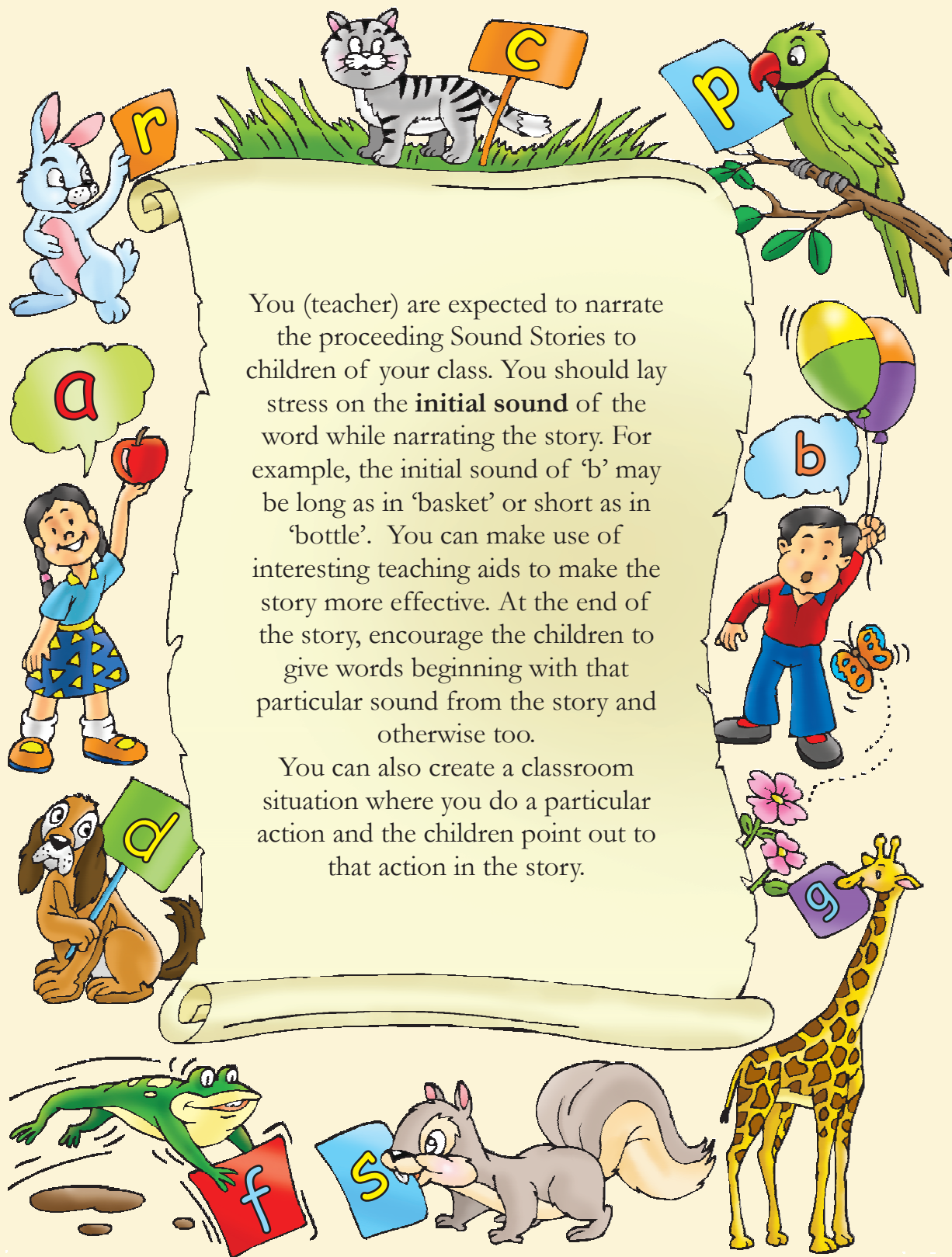
Tick (✓) the things that belong to the doll.



Tick (✓) the things that are also present in the basket.



Important note for the teacher about the Sound Story

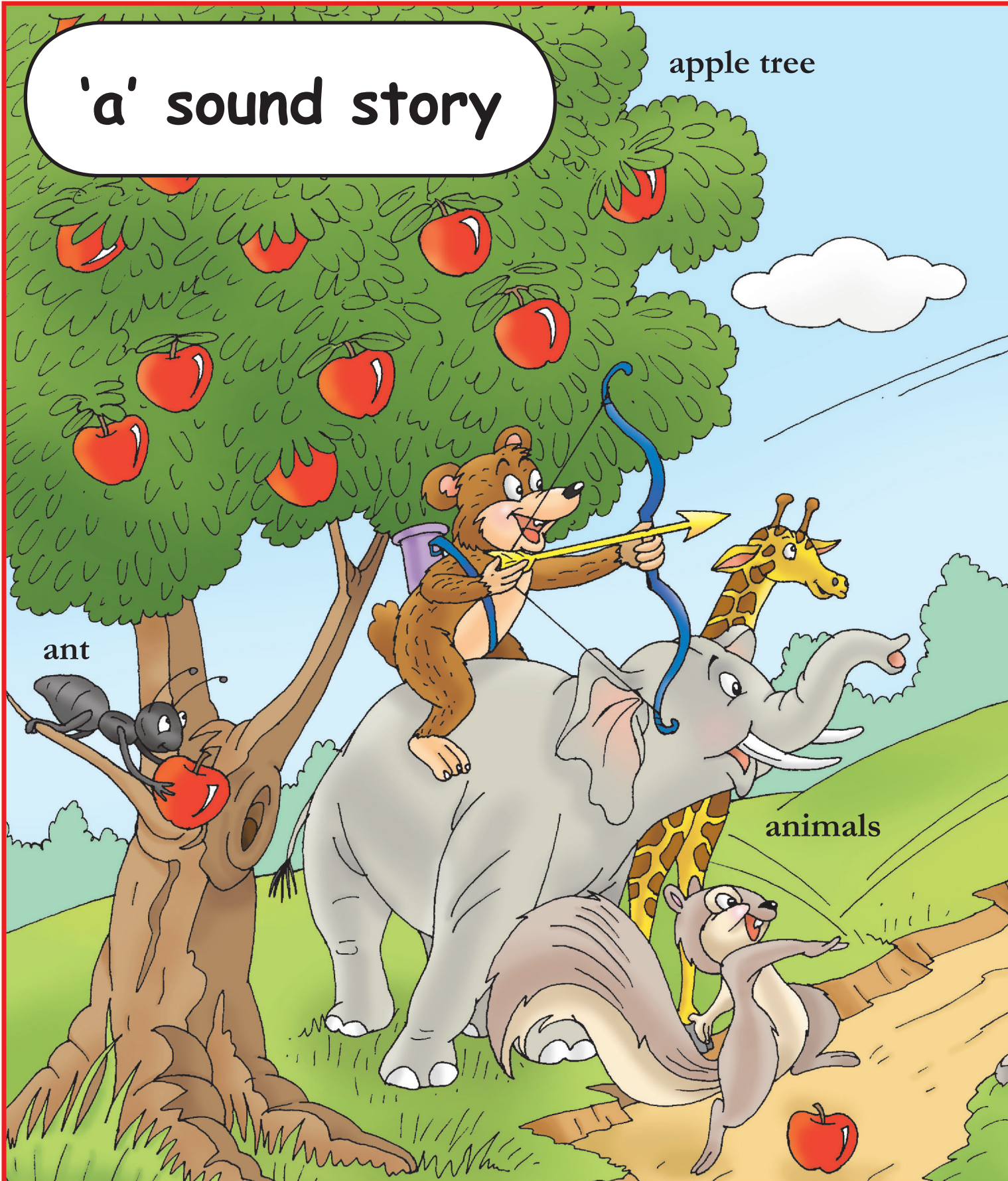


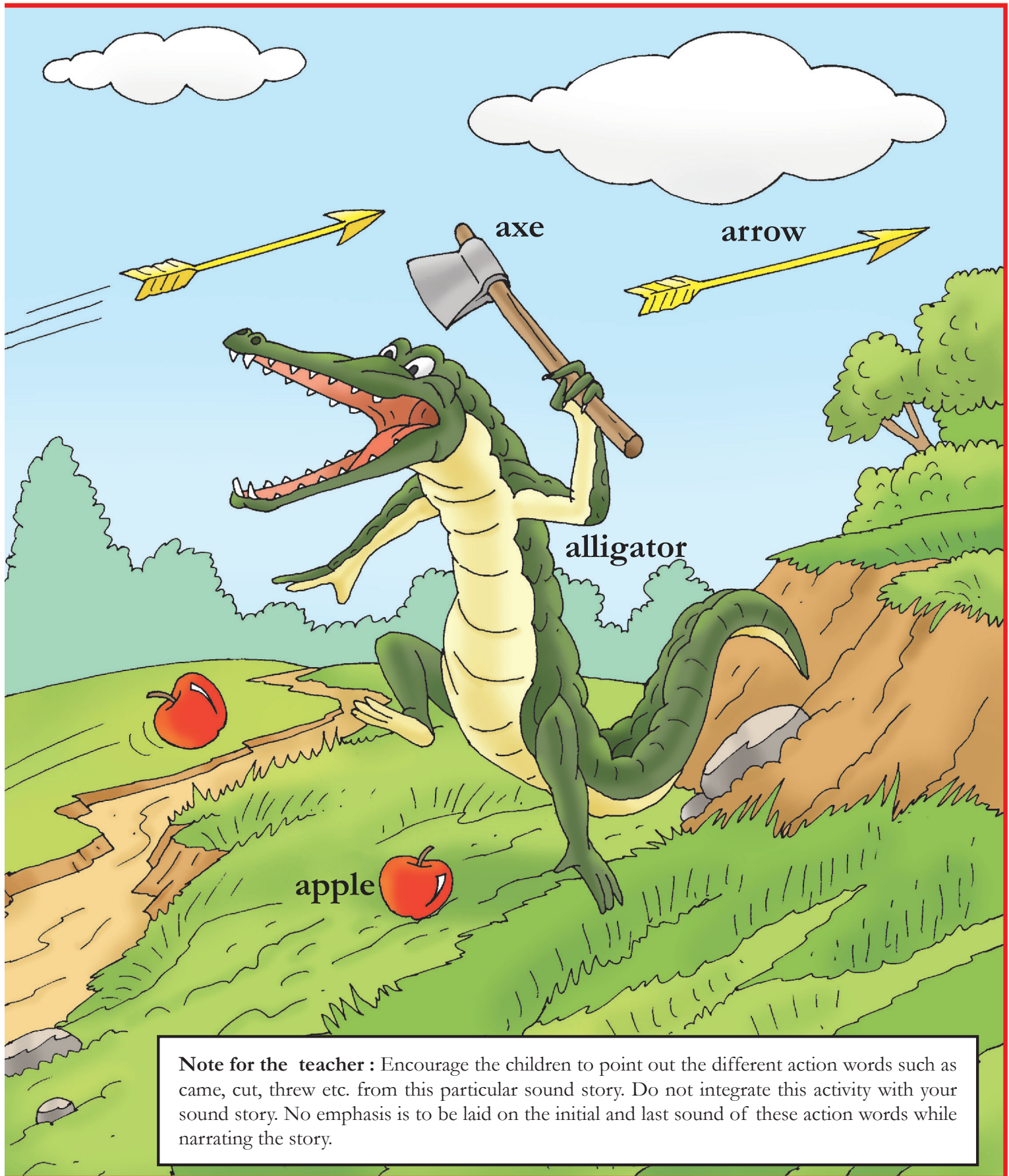
'a' sound story

apple tree

ant

animals



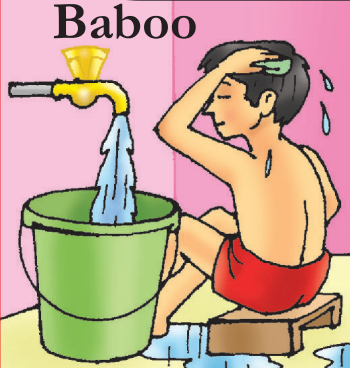


Note for the teacher : Encourage the children to point out the different action words such as came, cut, threw etc. from this particular sound story. Do not integrate this activity with your sound story. No emphasis is to be laid on the initial and last sound of these action words while narrating the story.

'b' sound story

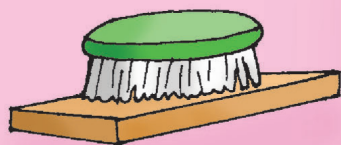


butterfly

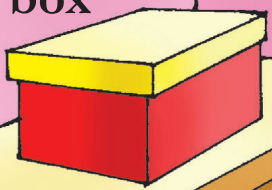


Baboo

bucket



box



Bala

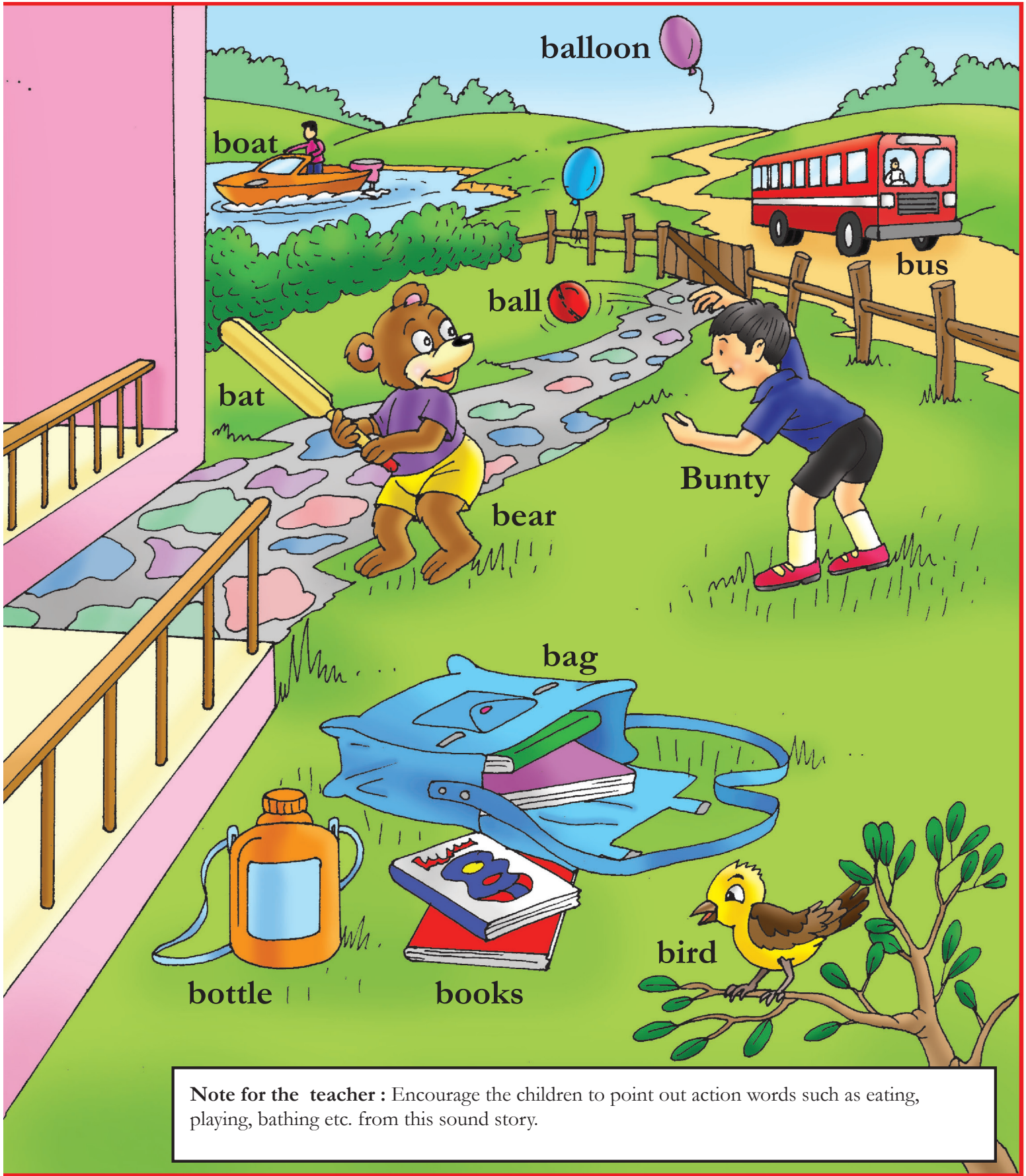
bananas

butter



basket

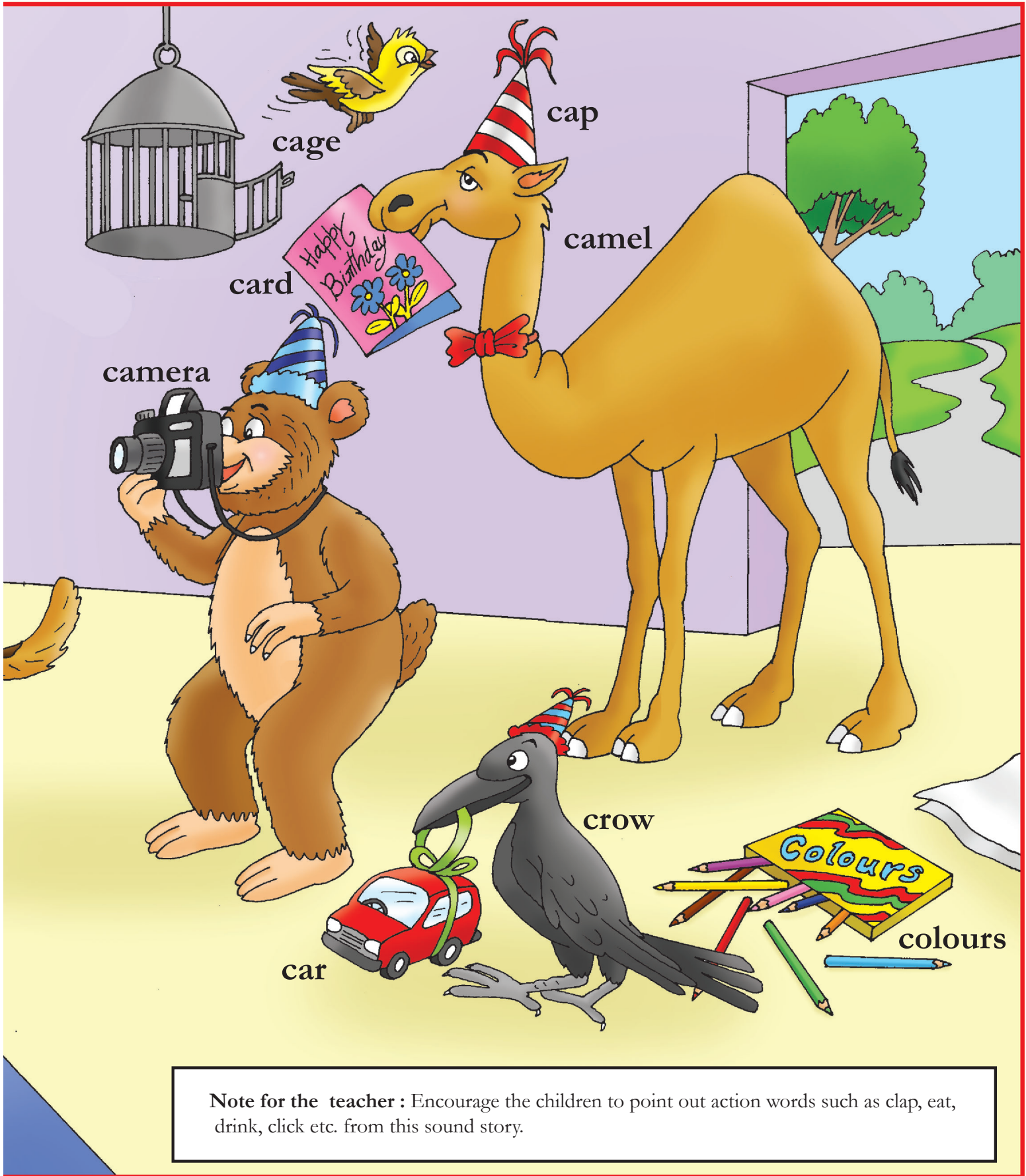




Note for the teacher : Encourage the children to point out action words such as eating, playing, bathing etc. from this sound story.

'c' sound story

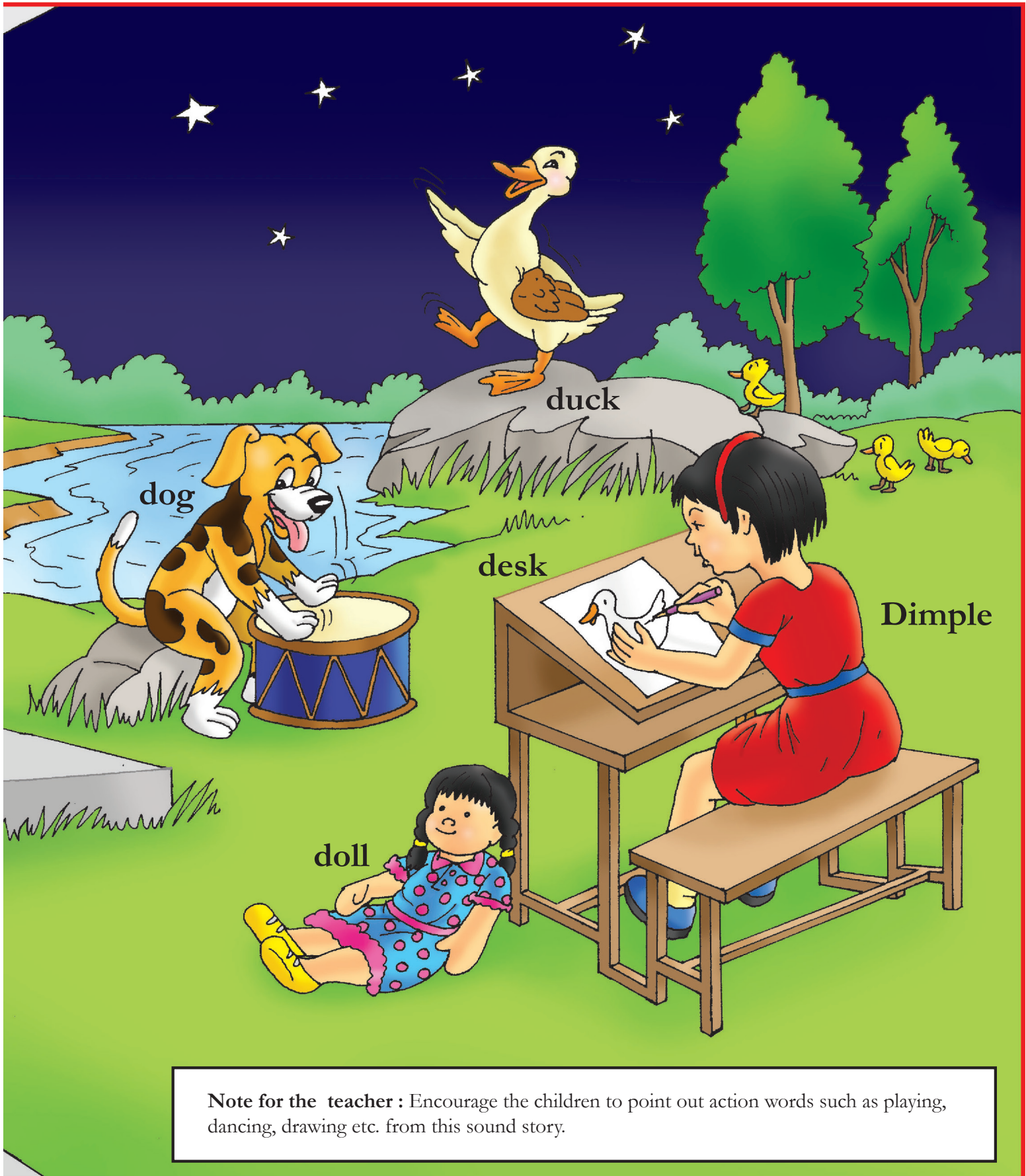




Note for the teacher : Encourage the children to point out action words such as clap, eat, drink, click etc. from this sound story.

'd' sound story

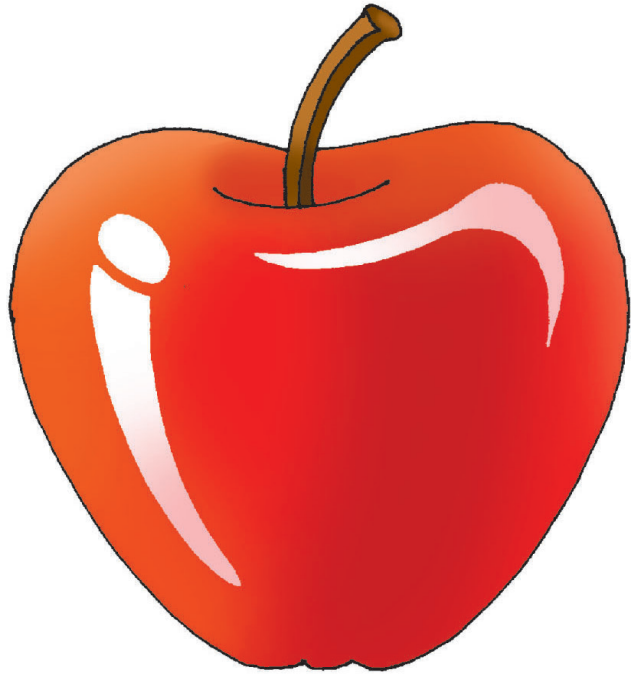




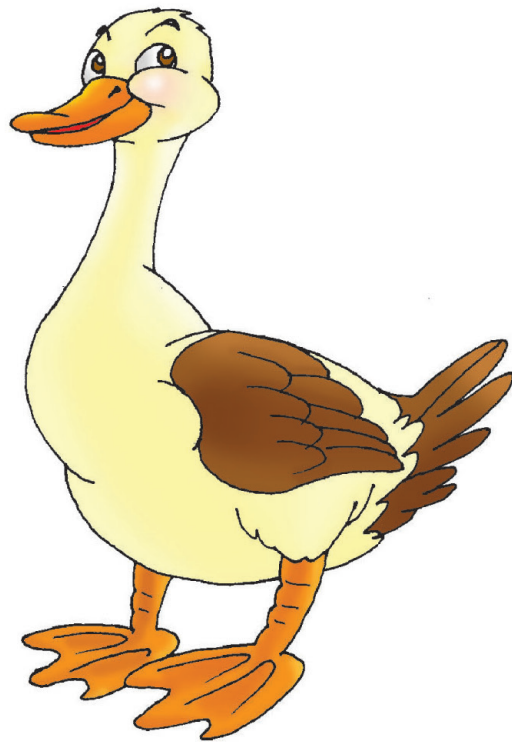
Note for the teacher : Encourage the children to point out action words such as playing, dancing, drawing etc. from this sound story.

Identify the letters in each box. Match the picture with its initial letter sound.

a
b
c
d

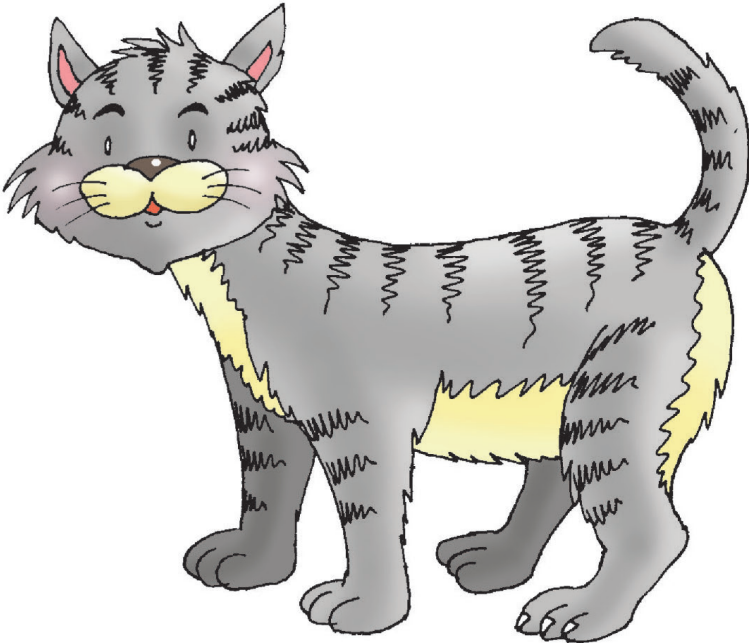


c
b
a
d



Identify the letters in each box. Match the picture with its initial letter sound.

b
a
c
d



d
b
c
a

