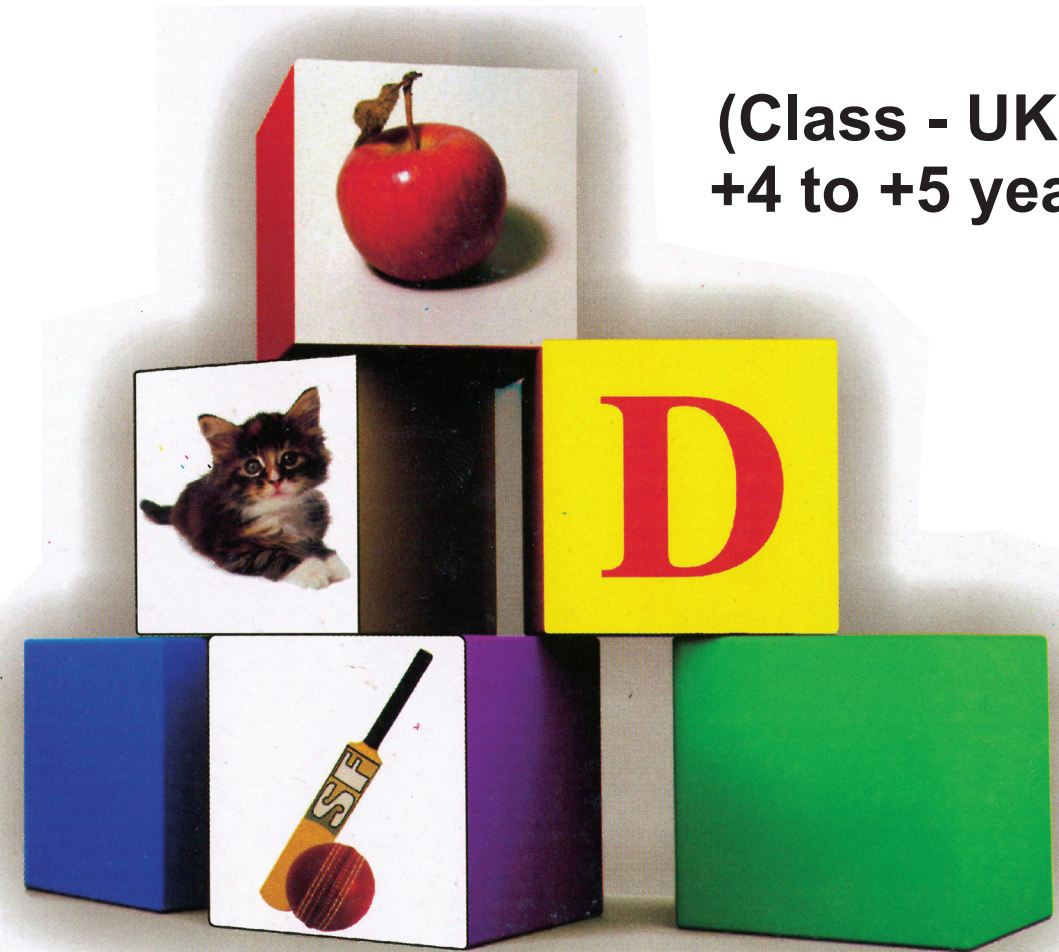




# MY ENGLISH BOOK

(Class - UKG)  
+4 to +5 years



ABCDEFGHIJKLMNOPQRSTUVWXYZ

D.A.V. Publication Division  
D.A.V. College Managing Committee  
Chitragupta Road, New Delhi-110055

# My English Book

Class-UKG



**D.A.V. Publication Division**  
**D.A.V. College Managing Committee**  
Chitragupta Road, New Delhi-110055



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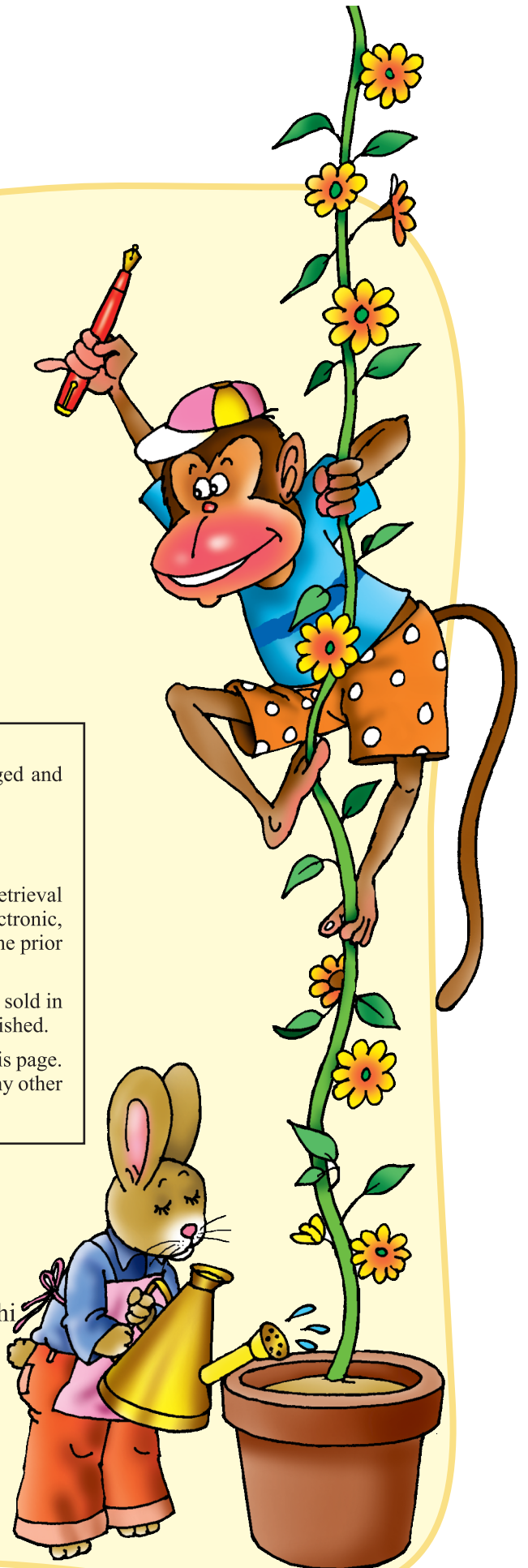
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## FOREWORD

D.A.V. College Managing Committee has taken an innovative step by developing a curriculum for Pre-primary Classes. As is wellknown, the Pre-primary section of the D.A.V. Public Schools provides a learning experience for young children which fully promotes their development. It aims at building 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.

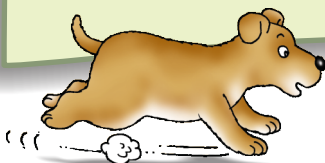
Learning by doing and playway methods are, in fact, universally recognised methods for the teachers to help the children learn and grow. It is, therefore, natural that the use of books is minimised. But keeping in view the handicaps and the shortcomings of our schools, which are functioning in the far-flung areas of our country, it is necessary to provide the 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 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**





# Letter to the teachers

## Dear teacher

This is the second year of your pupils in the school. There are many skills and concepts that your pupils will start learning before really beginning 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 ability of 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)**



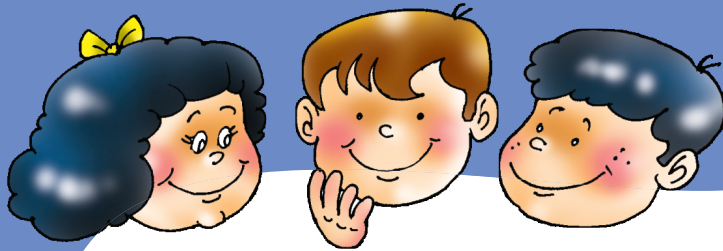


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## Suggestive stories for teachers

Vowel sound stories:

### 'a' vowel story

A **man** and a **lad** go for a picnic in a **van**. The **lad** keeps his **bat** and a **can** of cold water in his **bag**. It is a hot day and the **man** wears a **hat** and sits near a **fan**. The **man** wants to wash his hands but there is no water in the **tap**. The **lad** spreads the **mat**. A **cat** and a **rat** start playing near the **mat**. The **cat** takes out the **can** and pours the cold water on the **rat**. The **rat** enjoys the bath but the **lad** is unhappy. There is no cold water left...

### 'e' vowel story

A little girl has hurt her **leg** and she is lying in the **bed**. Her **pet** dog is sitting under the **bed**. She is wearing a **red** cap. She is looking out of the window. She sees a **jet** in the sky. She then picks up a **pen** and starts drawing a **jet** on paper. She sees a **web** on the wall. She tells her **hen** to **get** a **net**. She looks at the calendar. It is **ten** July today. She smiles as it is her birthday the next day.

### 'i' vowel story

A little baby is wearing a **bib** and playing with a **tin** full of **pins**. Suddenly, he hurts his foot by a **pin**. The baby cries and throws away the **zip** on the floor. His sister opens the **lid** of a **bin** and throws the **pin** in it. His pet **pig** comes and wears a **wig** to make the baby laugh. The **pig** picks up a pen but the **nib** of the pen suddenly falls down. On seeing this, the baby starts laughing.

### 'o' vowel story

A little **boy** is sleeping in a **cot**. His mother is cooking food in a **hot pot**. His **dog** is sleeping in a **box**. The **boy** gets up and starts playing with a **top**. From the window, he sees a **fox** sitting on a **log**. He takes up the **rod** and runs after the **fox**. The **fox** runs away.

### 'u' vowel story

The **sun** shines brightly in the sky. A hunter lives in a **hut** near the forest. Today the hunter wants to go to the city in a **bus**. He drinks some water from the **jug** and then takes a **cup** of tea. His pets, a **pup** and a **cub**, are playing in the **mud**. The **cub** takes the **mud** in a **mug** and throws it on the **pup**. The **pup** starts crying. On seeing this, the hunter becomes very angry and picks up his **gun**...



## Section - 1

### Initial sound of letters of alphabet

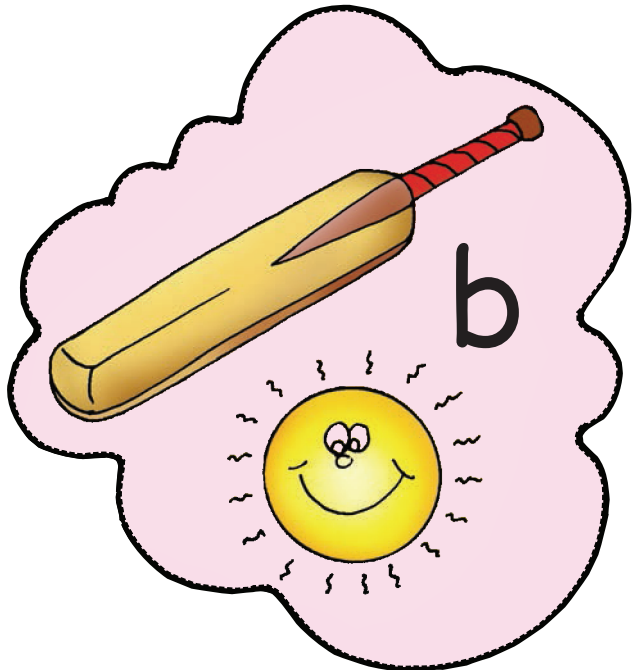
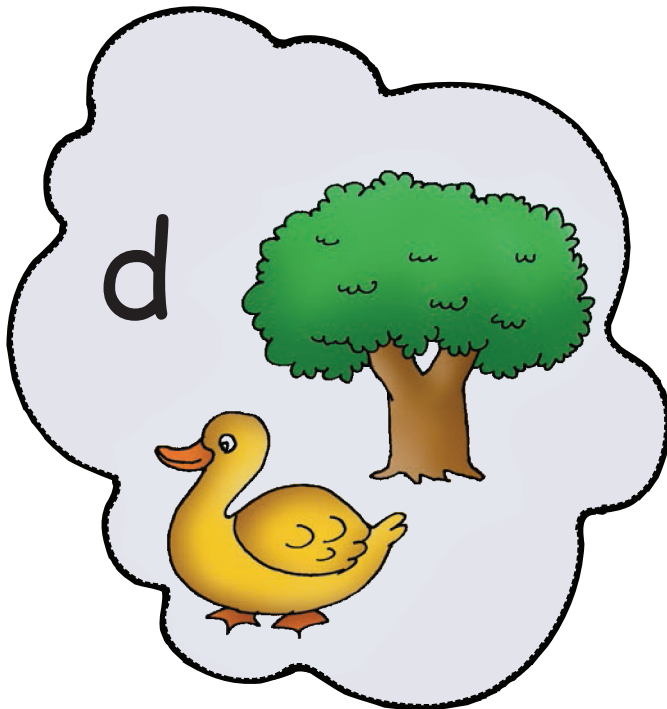
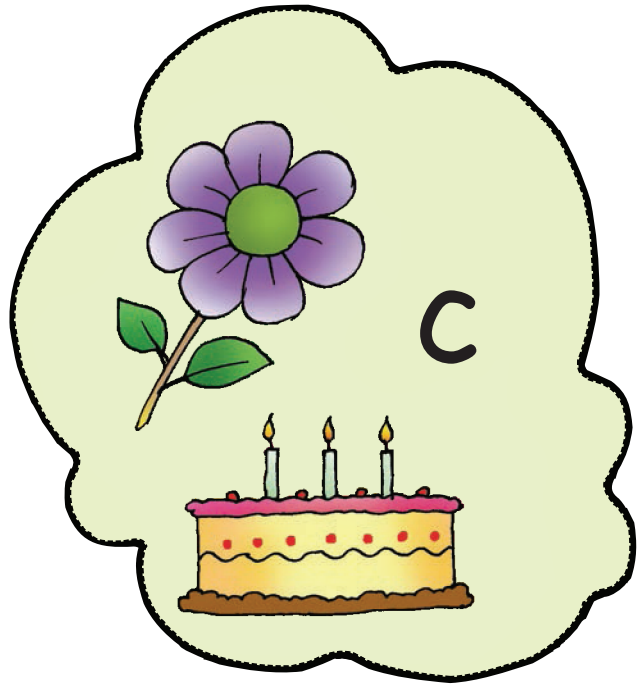
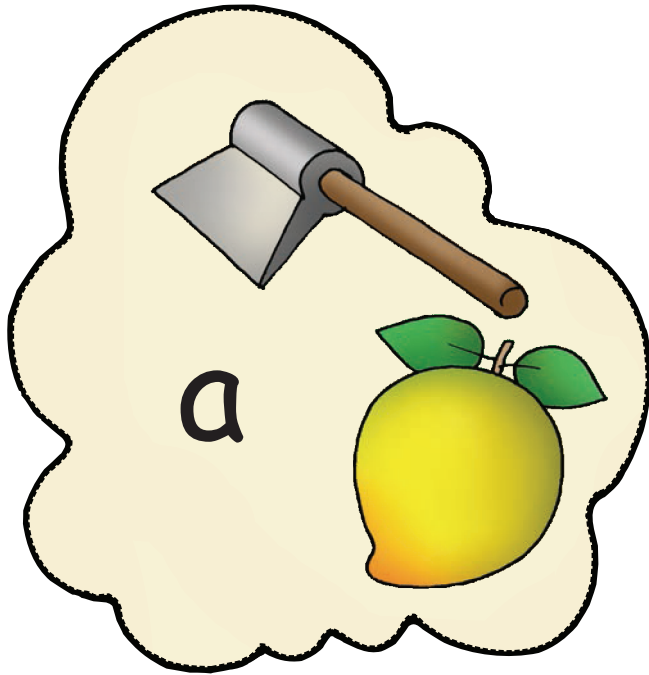
#### FOR THE TEACHER

Just before you take up these activities,  
please list as many words as possible and  
ask the children to identify their initial  
sound.

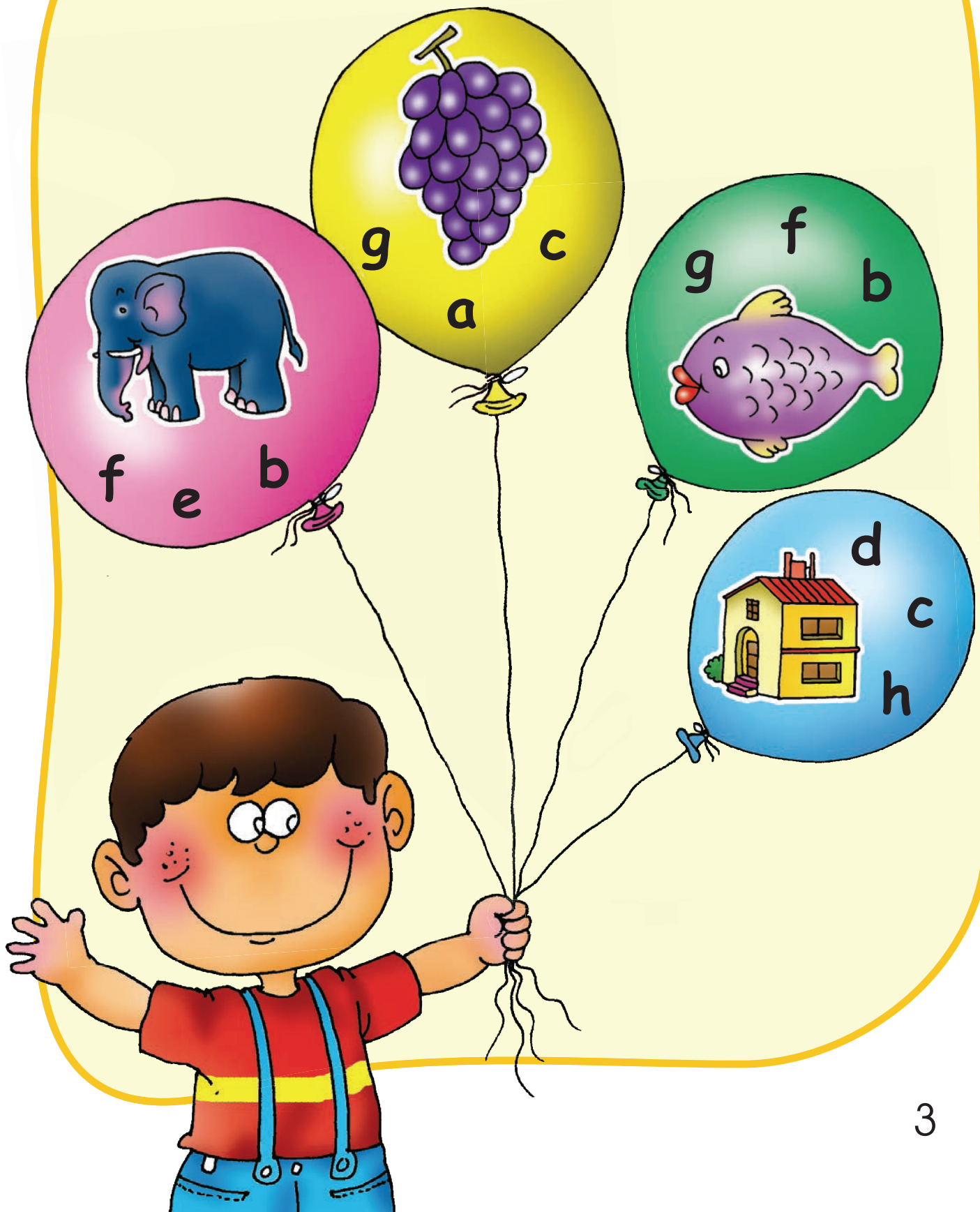




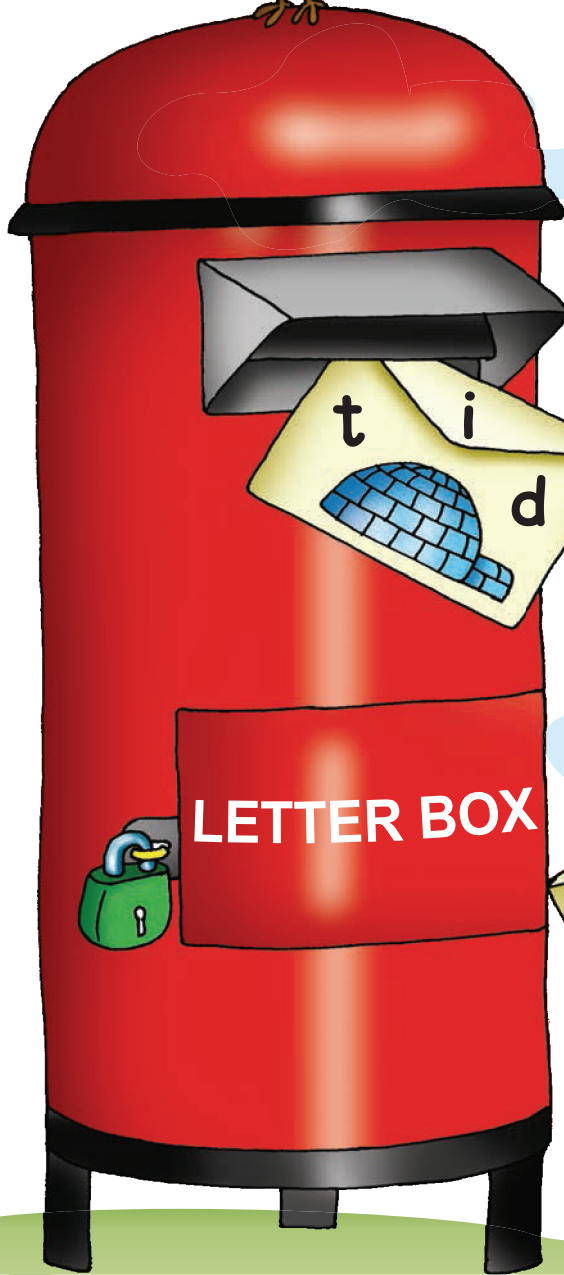
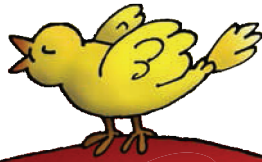
Encircle the picture in each cloud that begins with the letter given in each blurb.



Identify the picture and encircle its initial sound given in each balloon.

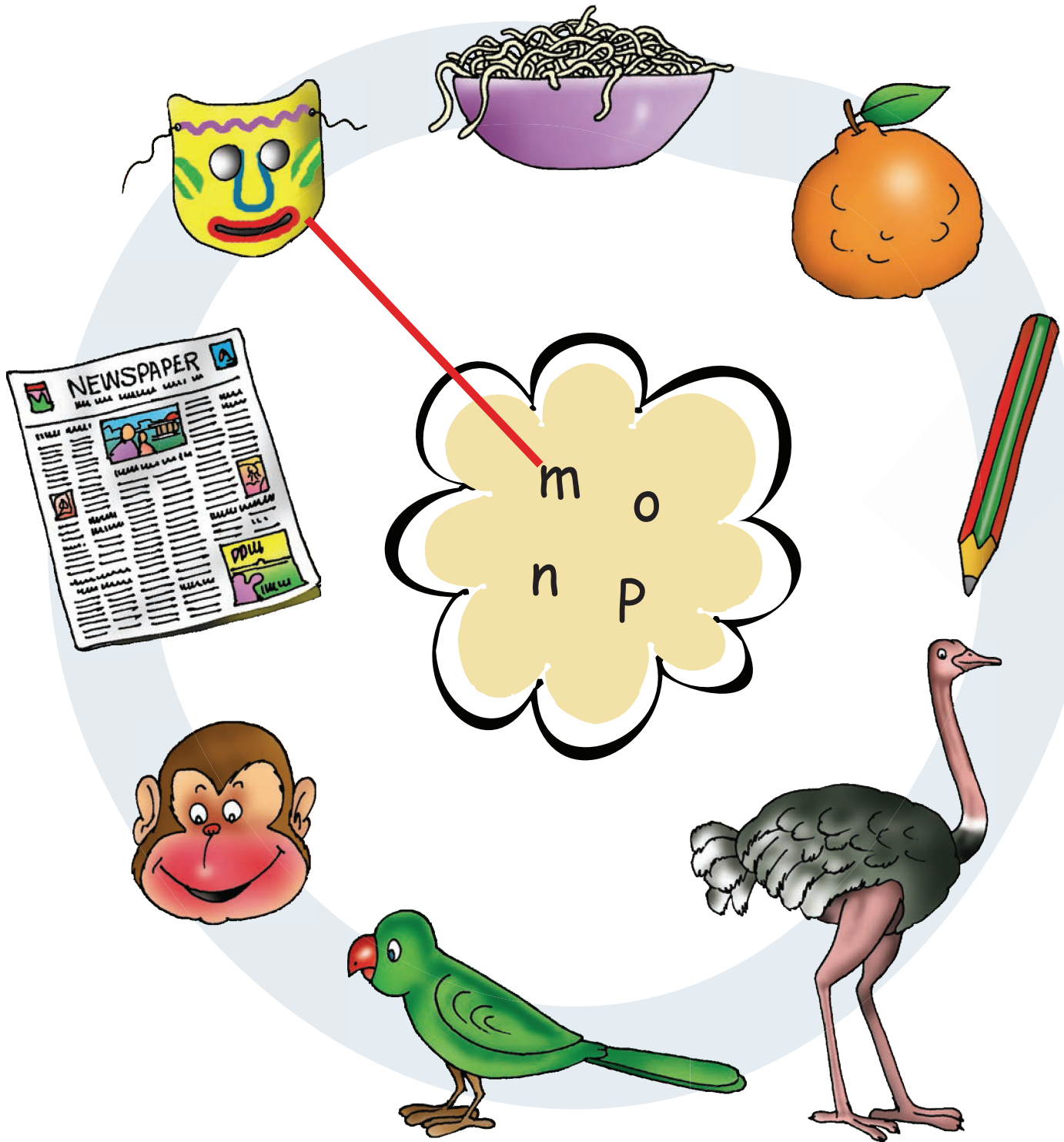


Match the picture with its initial sound.





Match the picture with its initial sound.



Encircle the picture beginning with the given initial sound.

t

A collection of four items: a girl's face, a kite, a dog, and a telephone.

A collection of four items: a flower, an apple, and a mouse.

r

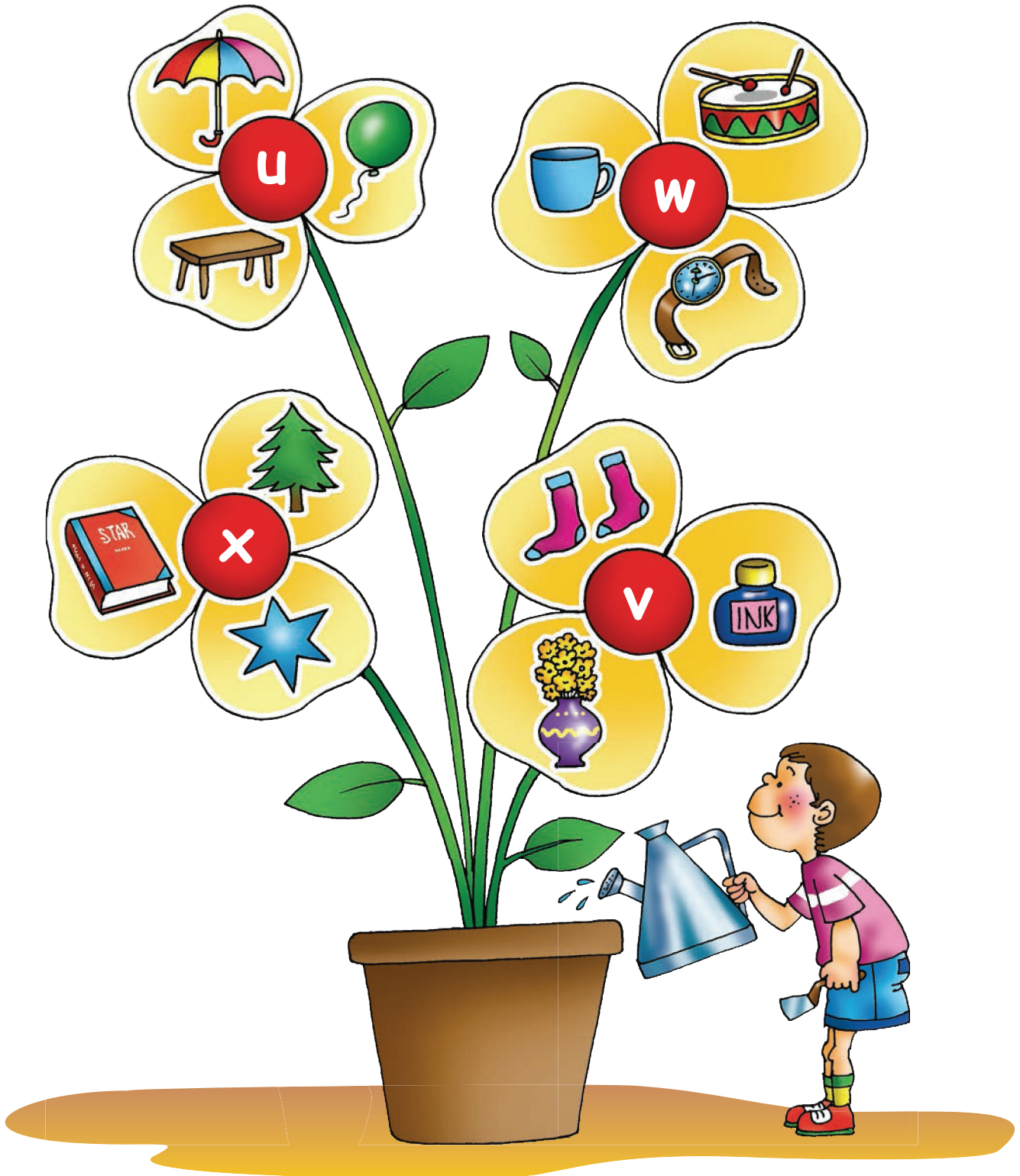
A collection of four items: a bed, a ladder, a lemon, and a boy's face.

q

s

A collection of four items: a beach ball, a snake, and a top hat.

Put a cross on those that do not belong.





Encircle the picture beginning with the given initial sound.





## Section - 2

### VOWELS

#### FOR THE TEACHER

This is the time to differentiate vowels from consonants. Let us take the vowels (a,e,i,o,u) and frame three letter words and their phrases. There is ample scope to narrate interesting stories out of the pictures shown on pages 10 and 11, 16 and 17, 22 and 23, 28 and 29, 34 and 35. Considering the understanding level of a five-year old child, suggestive stories introducing the three letter words are provided as guidelines in the beginning of this book. The remaining pages of this section provide further reading, encircling, matching and other activities to make the children understand vowels.



# 'a' vowel story

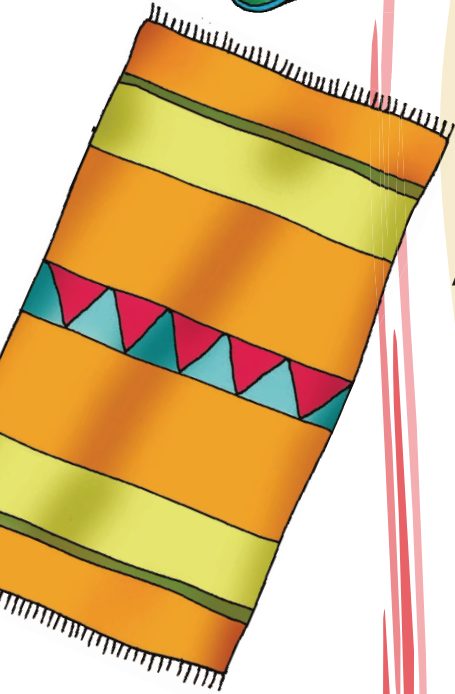
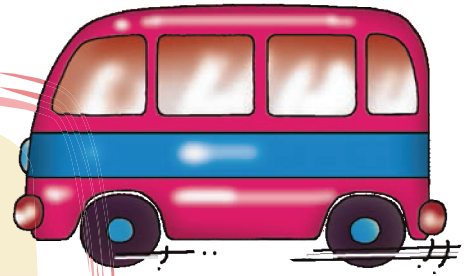






**For the teacher :** (1) with the help of the given picture, narrate a story with words having 'a' vowel sound. (2) when vowel 'a' comes between two consonants, it has short sound of 'a' as in 'tap'.

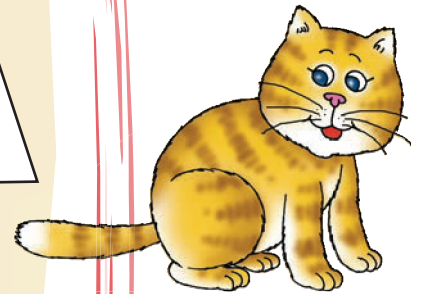
Let us read some more 'a' words.



lap  
tap  
cap  
nap  
map

lad  
sad  
bad  
mad  
pad

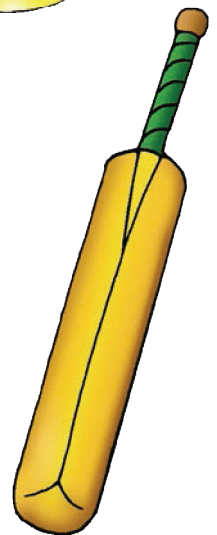
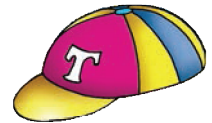
rag  
tag  
bag



fan  
van  
ran  
can  
pan  
man

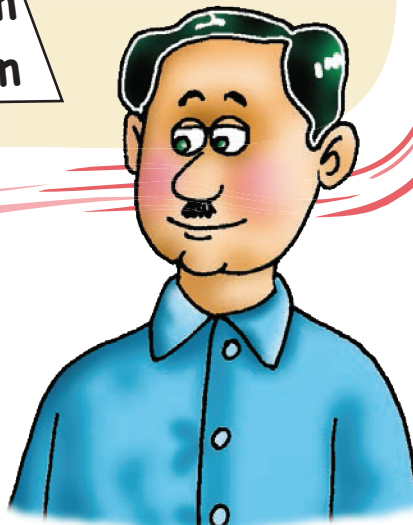
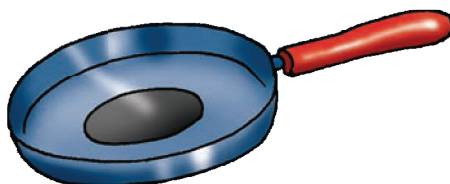
wax

fat  
sat  
rat  
cat  
bat  
hat  
pat  
mat



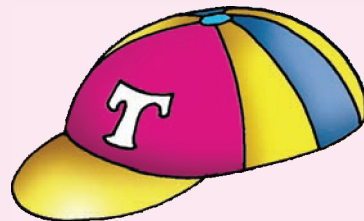
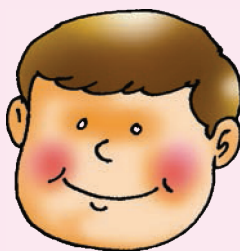
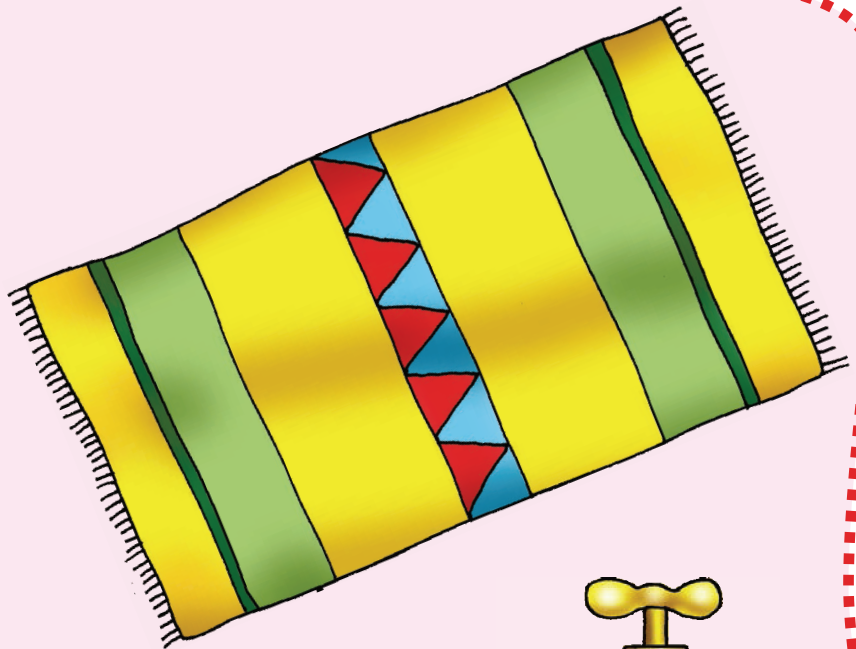
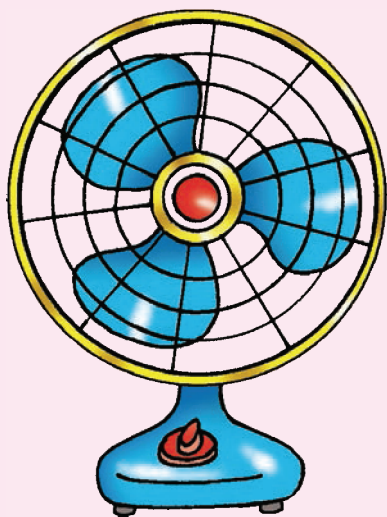
cab

jam  
ham





Match each picture with its name.



cap

bag

tap

mat

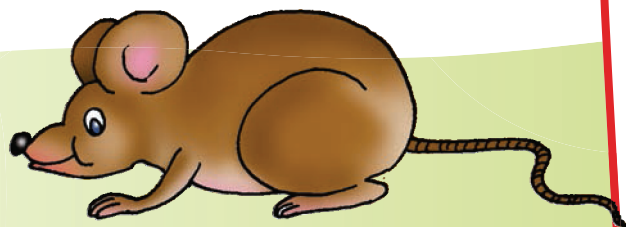
fan

lad

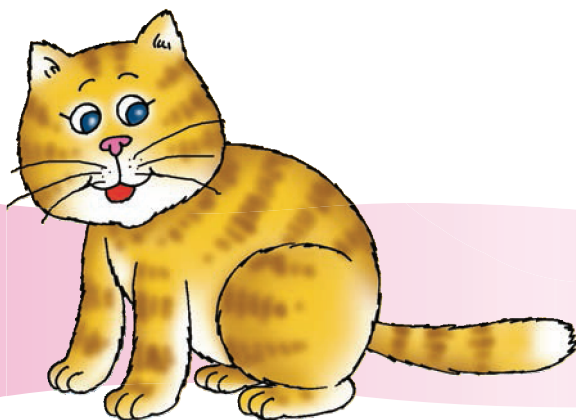
Let us read



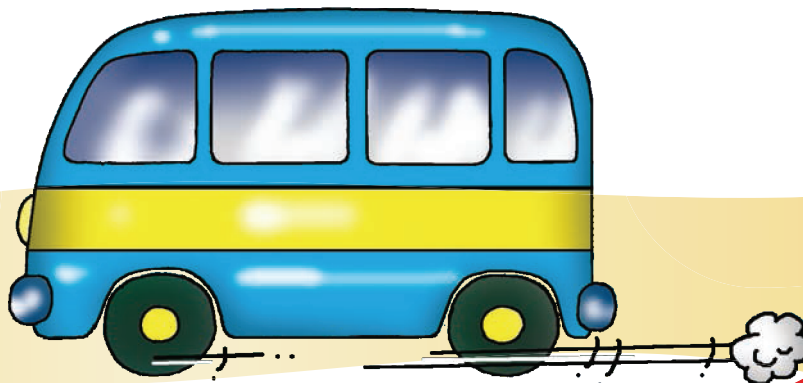
a lad  
a sad lad



a rat  
a fat rat

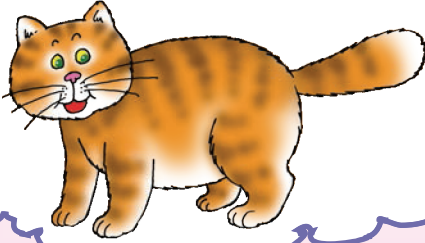


a cat  
a cat sat



a van  
a van ran

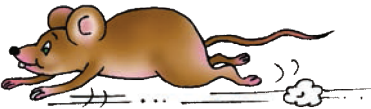
Match the phrase with the picture.



a man sat



a fat cat



a lad ran



a rat ran



# 'e' vowel story

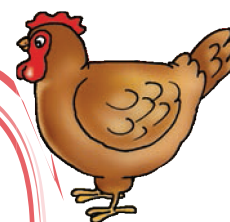
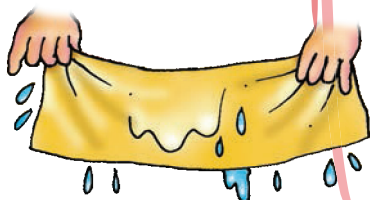
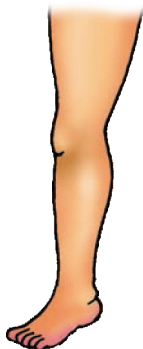
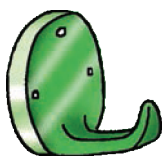




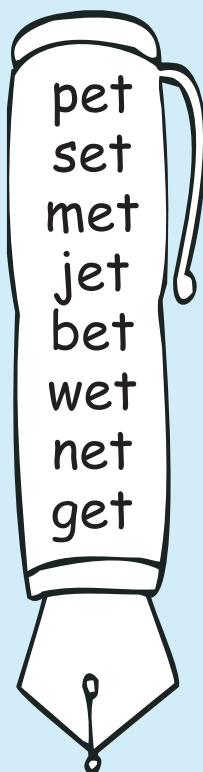


**For the teacher :** (1) with the help of the given picture, narrate a story with words having 'e' vowel sound.  
(2) when vowel 'e' comes between two consonants, it has short sound of 'e' as in 'net'.

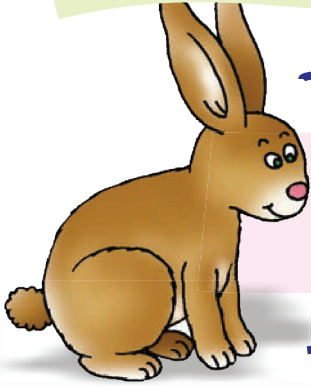
Let us read some more 'e' words.



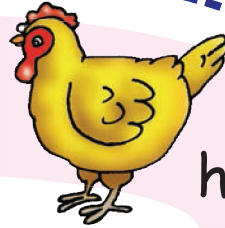
10



Fill in the blanks as you lead the rabbit to the carrot.



c\_n



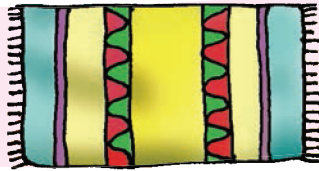
he\_



\_ag



w\_b



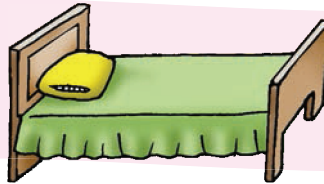
m\_t



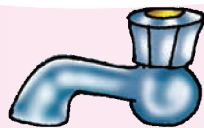
\_ab



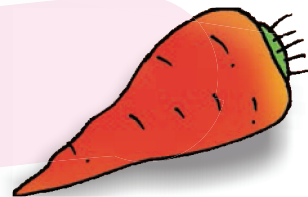
ma\_



b\_d

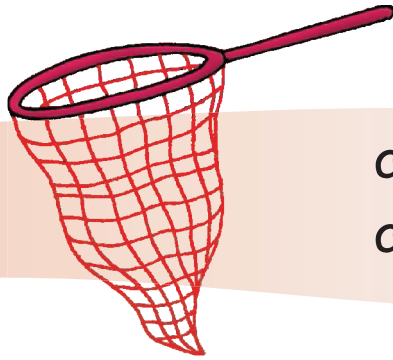


\_ap

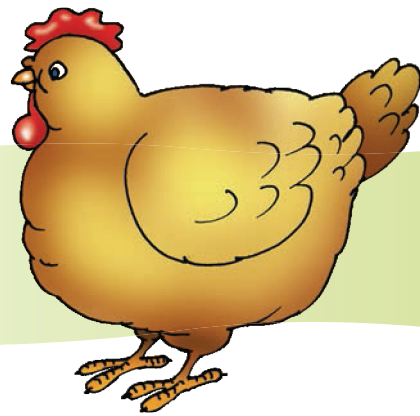




Let us read



a net  
a red net

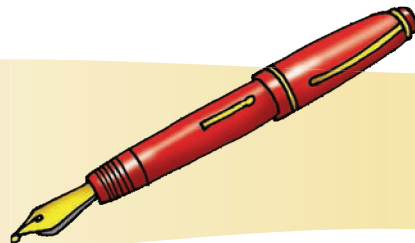


a hen  
a fat hen



a pet  
a wet pet

a pen  
a red pen





Match the phrase with the picture.

a red pen



a bad man



a big bed



a fat hen



a wet net

