Flucie

English Learning *Book* for Kids

Ten free Flucie printables bound into one book, in the order a child can use them: words first, then everyday phrases, then sentences, then stories.

73 pages

10 parts

A4 print at home

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What is inside

Work through it in order, or jump to any part. A few pages a day is plenty. Page numbers below are for this book; each part also carries its own page numbers.

START WITH WORDS

100 Easy English Words	One hundred everyday words, each with a simple example sentence to say aloud.	p. 3
Colours, Numbers and Shapes	Colours, numbers one to ten, shapes, and a colour hunt around the house.	p. 12
Animal Names and Sounds	Every animal with the sound it makes, plus two animal games.	p. 16
Opposites	Big and small, hot and cold: words learned in pairs.	p. 20

SAY WHAT YOU MEAN

Feelings Words	Words for how a child feels, so they can say it in English.	p. 24
Daily Routine Words	Wake up, brush, eat, go to school: the English of an ordinary day.	p. 28
English Vocabulary, Class 1 to 3	Seventy-five words grouped by school class, each with a plain meaning.	p. 32

READ

Easy English Sentences to Read	Short sentences to read aloud, the first step from words to reading.	p. 40
Short Moral Stories in English	Seventeen short stories with a lesson, key words and three questions each.	p. 44

COLOUR AND NAME

Animals to Colour and Name	Animals to colour in and name in English.	p. 63

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100 Easy English Words for Kids

Simple everyday vocabulary children can see, hear, say and use. Ten topics, ten words each, with a short example for every word.

HOW TO USE THIS SHEET

- You do not need to learn all 100 words at once. Pick three to five that match your child's day.
- Start with words your child can actually see or touch. Real objects make vocabulary meaningful.
- Read the example aloud, then tick the box when your child can say the word.
- Skip the quiz. If your child tries a word, that is enough.

IS THIS THE RIGHT LEVEL?

- Your child can name a few things in English already, even single words like ball or water.
- They can repeat a short word after you, even if the sounds are not exact yet.
- They are happy to point at things and be asked what they are.

These are not school-grade levels and no age is implied. If your child can do most of the above, this list will fit. If not, start with the five or six words they already know and come back to the rest later.

HOW A WORD STICKS

01	02	03	04	05
SEE	UNDERSTAND	SAY	USE	REMEMBER

A 5-minute game: find it, say it, use it

1. Pick one room, such as the kitchen or the bedroom.
2. Ask your child to find three things they already know.
3. Ask them to say each English word.
4. Choose one word and make a short sentence together.
5. Tomorrow, find the same word again and ask a slightly different question.

1 Around the house

SAY IT	WORD	SIMPLE EXAMPLE
☐	**door**	Close the door.
☐	**window**	Open the window.
☐	**chair**	Sit on the chair.
☐	**table**	The book is on the table.
☐	**bed**	My bed is soft.
☐	**pillow**	This is my pillow.
☐	**lamp**	Turn on the lamp.
☐	**floor**	The toy is on the floor.
☐	**wall**	The picture is on the wall.
☐	**room**	This is my room.

2 Food

SAY IT	WORD	SIMPLE EXAMPLE
☐	**apple**	I have an apple.
☐	**banana**	The banana is yellow.
☐	**bread**	I like bread.
☐	**rice**	The rice is warm.
☐	**milk**	I drink milk.
☐	**egg**	The egg is round.
☐	**water**	I need some water.
☐	**cheese**	The cheese is soft.
☐	**cake**	The cake looks good.
☐	**orange**	This orange is sweet.

3 Kitchen words

SAY IT	WORD	SIMPLE EXAMPLE
☐	**plate**	Put it on the plate.
☐	**cup**	My cup is blue.
☐	**spoon**	Use a spoon.
☐	**fork**	Where is the fork?
☐	**bowl**	The soup is in the bowl.
☐	**pan**	The pan is hot.
☐	**fridge**	The milk is in the fridge.
☐	**sink**	Wash it in the sink.
☐	**knife**	The knife is sharp, so be careful.
☐	**bottle**	Fill the bottle with water.

4 Clothes

SAY IT	WORD	SIMPLE EXAMPLE
☐	**shirt**	I am wearing a shirt.
☐	**pants**	These pants are blue.
☐	**dress**	She has a red dress.
☐	**shoe**	Where is my shoe?
☐	**sock**	Where is my other sock?
☐	**hat**	Put on your hat.
☐	**jacket**	My jacket is warm.
☐	**pocket**	The coin is in my pocket.
☐	**belt**	My belt is black.
☐	**bag**	My bag is heavy.

5 Body parts

SAY IT	WORD	SIMPLE EXAMPLE
☐	**head**	Touch your head.
☐	**hair**	My hair is wet.
☐	**eye**	Close one eye.
☐	**ear**	Touch your ear.
☐	**nose**	This is my nose.
☐	**mouth**	Open your mouth.
☐	**hand**	Raise your hand.
☐	**finger**	Point with your finger.
☐	**leg**	My leg is tired.
☐	**foot**	Stamp your foot.

6 Animals

SAY IT	WORD	SIMPLE EXAMPLE
☐	**dog**	The dog can run.
☐	**cat**	The cat is sleeping.
☐	**bird**	The bird can fly.
☐	**fish**	The fish is in the water.
☐	**cow**	The cow eats grass.
☐	**horse**	The horse is brown.
☐	**rabbit**	The rabbit has long ears.
☐	**elephant**	The elephant is big.
☐	**monkey**	The monkey can climb.
☐	**butterfly**	The butterfly has wings.

7 Things children play with

SAY IT	WORD	SIMPLE EXAMPLE
☐	**ball**	Kick the ball.
☐	**doll**	My doll has a dress.
☐	**car**	The toy car is fast.
☐	**block**	Put the block here.
☐	**puzzle**	I finished the puzzle.
☐	**game**	Let's play a game.
☐	**book**	Read the book.
☐	**crayon**	Use a blue crayon.
☐	**bike**	I can ride my bike.
☐	**kite**	The kite is flying.

8 School words

SAY IT	WORD	SIMPLE EXAMPLE
☐	**school**	I go to school.
☐	**teacher**	My teacher is kind.
☐	**student**	She is a student.
☐	**class**	Our class is fun.
☐	**desk**	My book is on the desk.
☐	**pencil**	I need a pencil.
☐	**eraser**	Use the eraser.
☐	**paper**	Write on the paper.
☐	**notebook**	Write it in your notebook.
☐	**lesson**	The lesson starts now.

9 Everyday actions

SAY IT	WORD	SIMPLE EXAMPLE
☐	**eat**	Let's eat.
☐	**drink**	Drink some water.
☐	**walk**	Let's walk outside.
☐	**run**	I can run fast.
☐	**jump**	Jump over the line.
☐	**sit**	Please sit here.
☐	**stand**	Stand up.
☐	**open**	Open the box.
☐	**close**	Close the book.
☐	**help**	Can you help me?

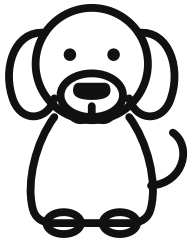
10 Words for talking about the world

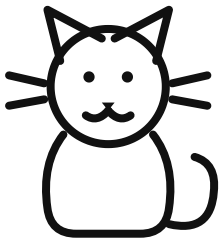
SAY IT	WORD	SIMPLE EXAMPLE
☐	**sun**	The sun is bright.
☐	**moon**	The moon is in the sky.
☐	**star**	I can see a star.
☐	**tree**	The tree is tall.
☐	**flower**	The flower is pretty.
☐	**rain**	It is raining.
☐	**cloud**	The cloud is white.
☐	**road**	We crossed the road.
☐	**sky**	The sky is blue.
☐	**home**	We are going home.

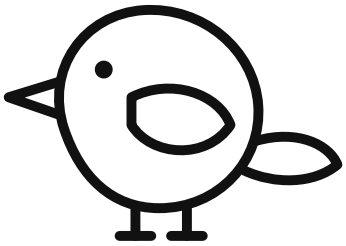
Match the picture to the word

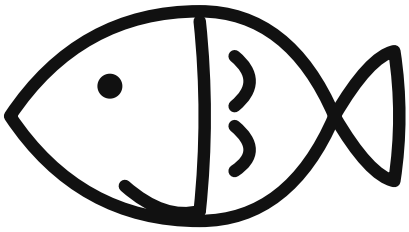
Write the right word on the line under each animal. The words are listed above, and every one of them is on page 4 of this list.

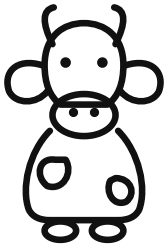
bird **butterfly** **cat** **cow** **dog** **elephant** **fish** **rabbit**

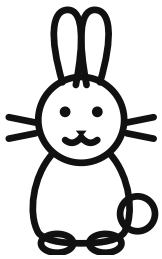


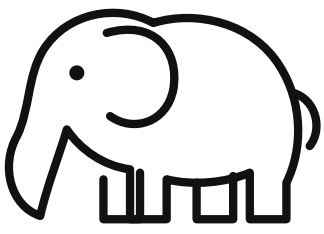


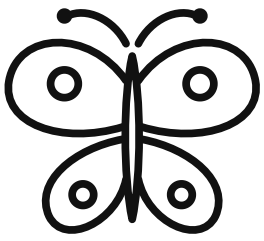












Turn the words into a game

I Spy
"I spy something that starts with b." Banana, bed, bag or ball.

Object hunt
Call out a word and let your child bring you the object.

Sorting
Put things into groups: food, clothes, toys.

Draw and label
Draw a cat or a kite, then write or say the word next to it.

What's missing?
Put three or four objects on a table, remove one while your child looks away, and ask what changed.

Use the words in real life

At breakfast
"Where is the spoon?" "What is this?" "Is the milk cold?"

Getting dressed
"Find your shoes." "What colour is your shirt?" "Where is your pocket?"

At playtime
"Can you find the ball?" "What is the doll wearing?" "Can the car go fast?"

Outside
"Can you see a tree?" "What colour is the flower?" "Where is the sun?"

Progress tracker

One row for each of the ten groups. Tick a column when it is true. There is no deadline and no score; this is here so you can see how far you have come.

GROUP	STARTED	SAYS IT	USES IT
Around the house			
Food			
Kitchen words			
Clothes			
Body parts			
Animals			

GROUP	STARTED	SAYS IT	USES IT
Things children play with			
School words			
Everyday actions			
Words for talking about the world			

IF YOUR CHILD KNOWS A WORD BUT WILL NOT SAY IT

That is common. Build up one step at a time: **apple**, then **red apple**, then **I see a red apple**. Perfect grammar can wait. What matters is that speaking feels easy enough for your child to keep trying.

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Colours, Numbers and Shapes in English

Forty easy words children can see, count and say, with a short example for each.

HOW TO USE THIS SHEET

- Pick one group and three to five words to start with.
- Find the real thing around the house, then say the word together.
- Read the example aloud, then tick the box when your child can say the word.
- Skip the quiz. If your child tries a word, that is enough.

HOW A WORD STICKS

01	02	03	04	05
SEE	UNDERSTAND	SAY	USE	REMEMBER

A 5-minute game: colour hunt

1. Say the colour of the day, for example “red”.
2. Ask your child to find three red things in the room.
3. Ask them to say what each one is: “red apple”, “red shirt”, “red toy”.
4. Tomorrow, pick a new colour and ask about red again at the end.

1 Colours

SAY IT	WORD	SIMPLE EXAMPLE
☐	**red**	The apple is red.
☐	**blue**	My cup is blue.
☐	**yellow**	The banana is yellow.
☐	**green**	The leaf is green.
☐	**orange**	The carrot is orange.
☐	**pink**	She has a pink dress.
☐	**purple**	I like the purple flower.
☐	**brown**	The dog is brown.
☐	**black**	The night sky is black.
☐	**white**	The cloud is white.

2 Numbers 1 to 10

SAY IT	WORD	SIMPLE EXAMPLE
☐	**one**	I have one nose.
☐	**two**	I have two hands.
☐	**three**	There are three chairs.
☐	**four**	The table has four legs.
☐	**five**	I have five fingers.
☐	**six**	I see six birds.
☐	**seven**	There are seven days in a week.
☐	**eight**	I have eight crayons.
☐	**nine**	I see nine stars.
☐	**ten**	Let us count to ten.

3 Shapes

SAY IT	WORD	SIMPLE EXAMPLE
☐	**circle**	The ball is a circle.
☐	**square**	The window is a square.
☐	**triangle**	The roof is a triangle.
☐	**rectangle**	The door is a rectangle.
☐	**oval**	The egg is an oval.
☐	**star**	I can draw a star.
☐	**heart**	She drew a heart.
☐	**diamond**	The kite is a diamond.
☐	**line**	Draw a straight line.
☐	**curve**	The road has a curve.

4 Describing words

SAY IT	WORD	SIMPLE EXAMPLE
☐	**big**	The elephant is big.
☐	**small**	The ant is small.
☐	**long**	The rope is long.
☐	**short**	The pencil is short.
☐	**tall**	The tree is tall.
☐	**round**	The ball is round.
☐	**soft**	The pillow is soft.
☐	**hard**	The stone is hard.
☐	**hot**	The tea is hot.
☐	**cold**	The water is cold.

Turn the words into a game

Colour I Spy
"I spy something blue." Your child guesses what it is.

Count and clap
Clap once for each number as you count, then ask your child to stop at a number you call out.

Shape hunt
Use the shapes page as a tick list and find one thing for each shape.

Mystery bag
Put a small object in a bag. Your child feels it and says what it is like: soft, round, hard.

Sorting
Put toys or socks into groups by colour, then count each group.

Use the words in real life

At the table
"How many spoons?" "What colour is your cup?" "Is the plate round?"

Getting dressed
"What colour is your shirt?" "Is the scarf long or short?" "Find two socks."

At playtime
"Can you find the red block?" "How many blocks?" "Is the ball big or small?"

Outside
"Can you see a tall tree?" "What colour is the flower?" "How many birds?"

PUT TWO WORDS TOGETHER

Once your child can name a colour or a size, join the words: **ball**, then **red ball**, then **big red ball**, then **I have a big red ball**.

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Animal Names and Sounds in English

Twenty eight animals and the sounds they make.

HOW TO USE THIS SHEET

- Pick three or four animals your child already knows.
- Say the name, make the sound, then read the sentence.
- Tick the box when your child can say the animal and its sound.
- Animal sounds are written differently in different languages. Enjoy comparing them with the ones you use at home.

HOW A WORD STICKS

01	02	03	04	05
SEE	UNDERSTAND	SAY	USE	REMEMBER

A 5-minute game: which animal is it?

1. Make an animal sound and ask “Which animal is it?”
2. Your child says the name, for example “A cow.”
3. Say the sentence together: “The cow says moo.”
4. Swap. Your child makes a sound and you guess, and you can guess wrong on purpose.

1 On the farm

SAY IT	ANIMAL	WHAT IT SAYS
☐	**cow**	The cow says "moo".
☐	**sheep**	The sheep says "baa".
☐	**pig**	The pig says "oink".
☐	**horse**	The horse says "neigh".
☐	**hen**	The hen says "cluck".
☐	**duck**	The duck says "quack".
☐	**rooster**	The rooster says "cock-a-doodle-doo".
☐	**donkey**	The donkey says "hee-haw".

2 Pets at home

SAY IT	ANIMAL	WHAT IT SAYS
☐	**dog**	The dog says "woof".
☐	**cat**	The cat says "meow".
☐	**kitten**	The kitten says "mew".
☐	**puppy**	The puppy says "yip".
☐	**mouse**	The mouse says "squeak".
☐	**bird**	The bird says "tweet".

3 In the jungle

SAY IT	ANIMAL	WHAT IT SAYS
☐	**lion**	The lion says "roar".
☐	**elephant**	The elephant makes a "trumpet" sound.
☐	**monkey**	The monkey says "ooh ooh".
☐	**snake**	The snake says "hiss".
☐	**bear**	The bear says "growl".
☐	**wolf**	The wolf says "howl".
☐	**tiger**	The tiger says "roar".

4 In the garden and sky

SAY IT	ANIMAL	WHAT IT SAYS
☐	**bee**	The bee says "buzz".
☐	**frog**	The frog says "ribbit".
☐	**owl**	The owl says "hoot".
☐	**crow**	The crow says "caw".
☐	**pigeon**	The pigeon says "coo".
☐	**cricket**	The cricket says "chirp".
☐	**parrot**	The parrot can say "hello".

More animal games

Animal charades

Act out an animal without a sound and let your child guess.

Farm, jungle or garden

Sort toy animals into the groups from the tables.

Draw and label

Draw a duck or an owl, then say or write the word next to it.

Spot it outside

Count how many birds, dogs or cows you see on a walk.

Use the words in real life

In a book

“What is this?” “It is a duck.” “What does it say?”

On a walk

“Can you see a bird?” “How many dogs?”

With toys

“Where is the lion?” “Make the lion sound.”

At bedtime

“Which animal is sleeping?” “Shh, the owl is sleeping.”

START WITH THE SOUNDS YOUR CHILD LIKES

Choose three or four animals your child already loves. Say the name and make the sound every time you meet that animal this week.

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Opposites in English

Thirty two pairs of opposites with a short sentence for each.

HOW TO USE THIS SHEET

- Pick one group and three or four pairs to start with.
- Show the pair with two real things, then say both words.
- Read the sentence aloud, then tick the box when your child can say the pair.
- Skip the quiz. If your child tries, that is enough.

HOW A WORD STICKS

01	02	03	04	05
SEE	UNDERSTAND	SAY	USE	REMEMBER

A 5-minute game: say the opposite

1. Say one word from the tables, such as “hot”.
2. Ask your child for the opposite.
3. If they are not sure, show them with real things, then say the pair together.
4. Swap roles. You can get one wrong on purpose so your child can correct you.
5. Add actions: stand up and sit down, open and close, push and pull.

1 Size and amount

SAY IT	OPPOSITES	SIMPLE EXAMPLE
☐	**big / small**	The elephant is big and the mouse is small.
☐	**long / short**	The snake is long and the worm is short.
☐	**thick / thin**	The book is thick and the paper is thin.
☐	**wide / narrow**	The road is wide and the path is narrow.
☐	**heavy / light**	The rock is heavy and the feather is light.
☐	**full / empty**	The cup is full and the bowl is empty.
☐	**many / few**	I have many crayons and few pencils.
☐	**more / less**	I want more rice and less water.

2 How things feel

SAY IT	OPPOSITES	SIMPLE EXAMPLE
☐	**hot / cold**	The tea is hot and the milk is cold.
☐	**wet / dry**	My hair is wet and my towel is dry.
☐	**soft / hard**	The pillow is soft and the floor is hard.
☐	**loud / quiet**	The drum is loud and the library is quiet.
☐	**clean / dirty**	My hands are clean and my shoes are dirty.
☐	**new / old**	I have a new bag and an old hat.
☐	**fast / slow**	The car is fast and the turtle is slow.
☐	**sweet / sour**	The mango is sweet and the lemon is sour.

3 Where things are

SAY IT	OPPOSITES	SIMPLE EXAMPLE
☐	**up / down**	The bird goes up and the ball goes down.
☐	**in / out**	The cat goes in and the dog goes out.
☐	**open / close**	Open the door and then close it.
☐	**front / back**	The door is at the front and the garden is at the back.
☐	**near / far**	The shop is near and the park is far.
☐	**top / bottom**	The star is at the top and the box is at the bottom.
☐	**inside / outside**	The toys are inside and the swing is outside.
☐	**left / right**	Raise your left hand and then your right hand.

4 Feelings and actions

SAY IT	OPPOSITES	SIMPLE EXAMPLE
☐	**happy / sad**	I am happy today and my friend is sad.
☐	**day / night**	The sun comes out in the day and the moon comes out at night.
☐	**stop / go**	Stop at the red light and go at the green light.
☐	**give / take**	Give me the ball and take the book.
☐	**push / pull**	Push the door open and pull it shut.
☐	**win / lose**	One team will win and one team will lose.
☐	**laugh / cry**	The baby will laugh and then cry.
☐	**wake up / sleep**	I wake up in the morning and sleep at night.

More opposites games

Opposite hunt

Call out a word and find two real things that show the pair.

Wrong on purpose

Say the wrong opposite and let your child correct you.

Opposite actions

Stand up and sit down, open and close, push and pull.

Draw a pair

Draw a big and a small circle, or a hot and a cold drink.

Use opposites during the day

At the table

“Is the soup hot or cold?” “Is your cup full or empty?”

Getting dressed

“Is your shirt clean or dirty?” “Is the scarf long or short?”

At playtime

“Is the ball big or small?” “Does the car go fast or slow?”

Outside

“Is it day or night?” “Is the park near or far?”

FROM A PAIR TO A SENTENCE

Build up one step at a time: **hot**, then **hot or cold**, then **the tea is hot and the milk is cold**.

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Read the full guide, with tips and FAQs: flucie.com/learning-hub/articles/opposites-in-english-for-kids
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Feelings Words in English

Thirty two feelings words with a short sentence for each.

HOW TO USE THIS SHEET

- Start with the feelings your child shows most often.
- Name your own feelings out loud during the day.
- Read the sentence aloud, then tick the box when your child can say the word.
- Accept any answer. If your child answers in another language, say the English word back and carry on.

HOW A WORD STICKS

01	02	03	04	05
SEE	UNDERSTAND	SAY	USE	REMEMBER

A 5-minute game: feelings faces

1. Make a face for a feeling, such as surprised or sleepy.
2. Ask “How do I feel?” and let your child guess.
3. Say the sentence together: “You feel surprised.”
4. Swap. Your child makes a face and you guess, and you can guess wrong on purpose.
5. Finish by asking “When do you feel surprised?”

1 Happy feelings

SAY IT	FEELING	SIMPLE EXAMPLE
☐	**happy**	I feel happy when I play with my friends.
☐	**excited**	I am excited about the trip.
☐	**proud**	I feel proud of my drawing.
☐	**calm**	I feel calm when I breathe slowly.
☐	**loved**	I feel loved when you hug me.
☐	**silly**	I feel silly when we dance.
☐	**brave**	I was brave at the doctor.
☐	**thankful**	I am thankful for my family.

2 Hard feelings

SAY IT	FEELING	SIMPLE EXAMPLE
☐	**sad**	I feel sad when my toy breaks.
☐	**angry**	I feel angry when someone takes my turn.
☐	**scared**	I feel scared in the dark.
☐	**worried**	I am worried about the test.
☐	**lonely**	I feel lonely when nobody is home.
☐	**jealous**	I feel jealous when my friend gets a gift.
☐	**upset**	I am upset because I lost my pencil.
☐	**frustrated**	I feel frustrated when the puzzle is hard.

3 Feelings in the body

SAY IT	FEELING	SIMPLE EXAMPLE
☐	**tired**	I feel tired after school.
☐	**hungry**	I am hungry before dinner.
☐	**thirsty**	I am thirsty after I run.
☐	**sleepy**	I feel sleepy at bedtime.
☐	**sick**	I feel sick and I need to rest.
☐	**hot**	I feel hot in the sun.
☐	**cold**	I feel cold in the rain.
☐	**full**	I am full after lunch.

4 Other feelings

SAY IT	FEELING	SIMPLE EXAMPLE
☐	**surprised**	I was surprised by the party.
☐	**shy**	I feel shy with new people.
☐	**bored**	I feel bored when it rains all day.
☐	**curious**	I am curious about the moon.
☐	**confused**	I feel confused by this word.
☐	**nervous**	I feel nervous before I sing.
☐	**embarrassed**	I felt embarrassed when I fell.
☐	**relaxed**	I feel relaxed on the sofa.

More feelings games

Feelings faces
Make a face and let your child name the feeling. Then swap.

Story feelings
After a story, ask “How does the character feel now?”

Draw a feeling
Draw a face for each feeling and write the word underneath.

Show me, tell me
Act out a feeling and say “I feel…” with the right word.

My feelings check-in

Draw or write how you feel each day. Pick a word from the tables.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

A NOTE FOR PARENTS

A word list is a way to practise English, not a way to understand how your child is doing. If your child seems very upset or withdrawn for much of the time, talk to a qualified teacher or health professional.

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Daily Routine Words in English

Forty phrases for the day, from waking up to bedtime, with a simple example for each.

HOW TO USE THIS SHEET

- Start with the part of the day you are in right now.
- Say the phrase while your child does the action.
- Read the example aloud, then tick the box when your child can say the phrase.
- Repeat the same phrase at the same moment tomorrow.

HOW A WORD STICKS

01	02	03	04	05
SEE	UNDERSTAND	SAY	USE	REMEMBER

A 5-minute game: what comes next?

1. Pick one part of the day, such as the morning.
2. Say the first action and do it together: “I wake up.”
3. Ask “What comes next?”
4. Let your child answer with a word or a phrase, and say the full phrase back.
5. Swap roles: your child does an action, and you guess what it is.

1 Morning

SAY IT	PHRASE	SIMPLE EXAMPLE
☐	**wake up**	I wake up in the morning.
☐	**get up**	Get up, it is time for school.
☐	**wash my face**	I wash my face with water.
☐	**brush my teeth**	I brush my teeth twice a day.
☐	**take a bath**	I take a warm bath.
☐	**get dressed**	I get dressed by myself.
☐	**comb my hair**	Please comb my hair.
☐	**eat breakfast**	I eat breakfast with my family.
☐	**pack my bag**	I pack my bag for school.
☐	**say goodbye**	I say goodbye at the door.

2 At school

SAY IT	PHRASE	SIMPLE EXAMPLE
☐	**walk to school**	We walk to school together.
☐	**say good morning**	I say good morning to my teacher.
☐	**sit down**	Please sit down.
☐	**open my book**	Open your book, please.
☐	**listen**	I listen to the teacher.
☐	**write**	I write my name.
☐	**raise my hand**	I raise my hand to ask.
☐	**line up**	We line up at the door.
☐	**eat lunch**	We eat lunch at school.
☐	**play with friends**	I play with my friends.

3 After school

SAY IT	PHRASE	SIMPLE EXAMPLE
☐	**come home**	I come home after school.
☐	**take off my shoes**	I take off my shoes at the door.
☐	**wash my hands**	I wash my hands with soap.
☐	**eat a snack**	I eat a snack after school.
☐	**do my homework**	I do my homework at the table.
☐	**play outside**	I play outside in the park.
☐	**read a book**	I read a book before dinner.
☐	**help at home**	I help at home.
☐	**water the plants**	I water the plants.
☐	**set the table**	I set the table for dinner.

4 Evening and bedtime

SAY IT	PHRASE	SIMPLE EXAMPLE
☐	**have dinner**	We have dinner together.
☐	**clear the table**	I clear the table after dinner.
☐	**clean up**	It is time to clean up.
☐	**put on pyjamas**	I put on my pyjamas.
☐	**read a story**	Please read me a story.
☐	**turn off the light**	Turn off the light, please.
☐	**say good night**	I say good night to everyone.
☐	**go to bed**	It is time to go to bed.
☐	**close my eyes**	I close my eyes.
☐	**sleep**	I sleep all night.

Routine games

Act it out

Your child mimes an action and you say the phrase. Then swap.

Spot the mistake

Say the steps in the wrong order: “First I go to school, then I wake up.” Your child corrects you.

Teacher time

Let your child tell you what to do: “Wash your hands.” “Sit down.”

Picture order

Draw four morning actions on separate pieces of paper and put them in order.

My routine chart

Write or draw one step of the day on each line. Tick it when it is done.

First	
Then	
Next	
After that	
Finally	

WORDS THAT PUT STEPS IN ORDER

First, I wake up. **Then**, I wash my face. **Next**, I brush my teeth. **After that**, I eat breakfast. **Finally**, I go to school.

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English Vocabulary for Class 1, 2 and 3

Seventy five words grouped by school class, each with a plain meaning. Class 1 words are things a child can point at, Class 2 covers people and places, Class 3 moves on to ideas.

HOW TO USE THIS SHEET

- Find your child's class, then start at the top of that list. If they sit between two classes, start with the earlier one.
- Twenty five words is a term, not a weekend. Five or six a week is plenty.
- The meaning column is for you, so you can answer quickly when your child asks.
- Tick a word only once your child has used it themselves, not when they can repeat it.

HOW A WORD STICKS

01	02	03	04	05
SEE	UNDERSTAND	SAY	USE	REMEMBER

A 5-minute game: one word, one day

1. Pick one word at breakfast and say it out loud together once.
2. Use the word yourself three times before bedtime, in ordinary sentences.
3. Do not ask your child to repeat it. Children copy words they hear used.
4. At bedtime, ask if they noticed you saying it.
5. Tick the word the first day your child uses it without being asked.

1 Class 1: things around me

USED IT	WORD	MEANING
☐	**book**	Pages joined together that you read.
☐	**bag**	You carry your things in it.
☐	**chair**	You sit on it.
☐	**door**	You open it to go in or out.
☐	**cup**	You drink from it.
☐	**spoon**	You eat with it.
☐	**shoe**	You wear it on your foot.
☐	**clock**	It tells you the time.

2 Class 1: things I do

USED IT	WORD	MEANING
☐	**run**	To move fast on your feet.
☐	**eat**	To put food in your mouth.
☐	**sleep**	To rest with your eyes closed.
☐	**read**	To look at words and understand them.
☐	**write**	To make letters and words.
☐	**play**	To do something fun.
☐	**wash**	To clean with water.
☐	**sing**	To make music with your voice.

3 Class 1: describing words

USED IT	WORD	MEANING
☐	**big**	Not small.
☐	**small**	Not big.
☐	**hot**	Very warm to touch.
☐	**cold**	Not warm at all.
☐	**new**	Made or bought just now.
☐	**old**	Not new, from a long time ago.
☐	**happy**	Feeling good and smiling.
☐	**sad**	Feeling not happy.
☐	**fast**	Moving quickly.

4 Class 2: people and places

USED IT	WORD	MEANING
☐	**teacher**	A person who helps you learn.
☐	**neighbour**	A person who lives near you.
☐	**market**	A place where things are sold.
☐	**hospital**	A place where sick people get better.
☐	**garden**	A place where plants grow.
☐	**village**	A small place where people live.
☐	**city**	A big place with many people.
☐	**station**	A place where buses or trains stop.

5 Class 2: action words

USED IT	WORD	MEANING
☐	**carry**	To hold something and take it somewhere.
☐	**listen**	To pay attention to a sound.
☐	**borrow**	To take something and give it back later.
☐	**share**	To give part of what you have.
☐	**help**	To make something easier for someone.
☐	**build**	To make something by putting parts together.
☐	**repeat**	To say or do the same thing again.
☐	**choose**	To pick the one you want.

6 Class 2: describing words

USED IT	WORD	MEANING
☐	**quiet**	Making very little sound.
☐	**noisy**	Making a lot of sound.
☐	**heavy**	Hard to lift.
☐	**light**	Easy to lift.
☐	**empty**	With nothing inside.
☐	**full**	With no space left inside.
☐	**clean**	With no dirt on it.
☐	**careful**	Doing something slowly so nothing goes wrong.
☐	**kind**	Nice to other people.

7 Class 3: school and learning

USED IT	WORD	MEANING
☐	**answer**	What you say when someone asks a question.
☐	**question**	What you ask when you want to know something.
☐	**lesson**	A part of something you are learning.
☐	**practice**	Doing something again and again to get better.
☐	**mistake**	Something done the wrong way.
☐	**correct**	With nothing wrong in it.
☐	**explain**	To tell someone so they understand.
☐	**remember**	To keep something in your mind.

8 Class 3: feelings and people

USED IT	WORD	MEANING
☐	**nervous**	Worried about something that is going to happen.
☐	**proud**	Feeling good about something you did.
☐	**polite**	Speaking and behaving in a nice way.
☐	**honest**	Always telling the truth.
☐	**patient**	Able to wait without getting upset.
☐	**brave**	Doing something even when you are afraid.
☐	**curious**	Wanting to know more about something.
☐	**friendly**	Nice and easy to talk to.

Class 3: the world around you

USED IT	WORD	MEANING
☐	**weather**	What the sky and air are like outside.
☐	**season**	One of the parts of the year, like summer.
☐	**journey**	Going from one place to another.
☐	**danger**	Something that could hurt you.
☐	**safe**	Away from danger.
☐	**forest**	A big area with many trees.
☐	**river**	Water that flows across the land.
☐	**machine**	A thing built to do a job for you.
☐	**enough**	As much as you need.

Turn the words into a game

Word of the day

One word on the fridge each morning. Whoever uses it first wins.

Say it back

Use a word in a sentence and ask your child what they think it means.

Find the odd one

Read three words from one group and one from another. Which does not belong?

Act it out

Act a word like carry, listen or build and let your child name it.

Class ladder

Once a Class 1 group feels easy, move to the same group in Class 2 and compare the words side by side.

Use the words in real life

On the way to school

“Was the road safe?” “Who was polite to you?” “What was the weather like?”

At the market

“Is this bag heavy or light?” “Is that enough?” “Choose one.”

At homework time

“What is the question asking?” “Was that a mistake or is it correct?” “Can you explain it to me?”

At bedtime

“Were you patient today?” “What made you proud?” “Were you curious about anything?”

CLASS IS A STARTING POINT, NOT A RULE

No two children reach the same word in the same month. A child who spends weekends outdoors will know **forest** and **river** early; a child who has never been asked to wait has little use for **patient** yet. Follow the child in front of you rather than the number on the list.

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Read the full guide, with tips and FAQs: flucie.com/learning-hub/articles/english-vocabulary-for-class-1-2-3

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Easy English Sentences to Read

Thirty two short sentences in four reading levels, each with a question to ask.

HOW TO USE THIS SHEET

- Begin with Level 1. Move up when your child reads a level smoothly and enjoys it.
- Read the sentence to your child, then together, then let your child read it.
- Ask the question. A word, a nod or a pointing finger is a good answer.
- Tick the box when your child can read the sentence. Keep sessions short and kind.

HOW A WORD STICKS

01	02	03	04	05
SEE	UNDERSTAND	SAY	USE	REMEMBER

A 5-minute game: read and act

1. Pick a Level 1 or Level 2 sentence, such as “We run fast.”
2. Your child reads it aloud.
3. Act it out together: run on the spot, wash your hands, put on a jacket.
4. Tomorrow, read the same sentence again and ask the question.

1 Level 1: three or four words

READ IT	READ	ASK
☐	**The cat sat.**	Who sat?
☐	**I see a dog.**	What do you see?
☐	**The sun is hot.**	Is the sun hot or cold?
☐	**I like milk.**	What do you like?
☐	**A bird can fly.**	What can a bird do?
☐	**The ball is red.**	What colour is the ball?
☐	**I am happy.**	How do you feel?
☐	**We run fast.**	Who runs fast?

2 Level 2: five or six words

READ IT	READ	ASK
☐	**The dog is on the bed.**	Where is the dog?
☐	**I can see a big tree.**	What can you see?
☐	**My mum has a red bag.**	Whose bag is red?
☐	**The fish swims in the water.**	Where does the fish swim?
☐	**We eat rice for lunch.**	What do we eat for lunch?
☐	**The baby is sleeping now.**	Who is sleeping?
☐	**I wash my hands with soap.**	What do you wash your hands with?
☐	**The moon is bright tonight.**	What is bright?

3 Level 3: longer sentences

READ IT	READ	ASK
☐	**The little bird sits on a branch and sings.**	What does the little bird do?
☐	**After school, I eat a snack and do my homework.**	What do you do after school?
☐	**My grandmother tells me a story at bedtime.**	Who tells the story?
☐	**The rain stopped, so we went outside to play.**	Why did we go outside?
☐	**I put on my shoes because we are going to the park.**	Why do you put on your shoes?
☐	**The boy shared his apple with his sister.**	Who got a piece of the apple?
☐	**We planted a seed and watered it every day.**	What did we do every day?
☐	**The bus was late, so we waited at the stop.**	Where did we wait?

4 Level 4: two sentences together

READ IT	READ	ASK
☐	**It is raining. I take my umbrella.**	Why do I take my umbrella?
☐	**The shop is open. We buy some bread.**	What do we buy?
☐	**My friend is sad. I give her a hug.**	What do I do for my friend?
☐	**The lights are off. It is time to sleep.**	What time is it?
☐	**I am hungry. I make a sandwich.**	What do I make?
☐	**The dog is dirty. We give him a bath.**	Why do we give him a bath?
☐	**It is cold outside. I wear my jacket.**	What do I wear?
☐	**Today is my birthday. We eat cake.**	What do we eat?

More reading games

Word hunt

Find words from the 100 easy English words list inside the sentences.

Cut and match

Copy a sentence onto paper, cut it into words and put the words back in order.

Change one word

Change “The ball is red” to “The ball is blue” and read it again.

Write your own

Write one sentence about your day and read it aloud.

How to read a sentence together

1. Read it to your child

Point to each word as you say it.

2. Read it together

Say it at the same time, slowly.

3. Let your child read it

Wait. A pause is thinking, not failing.

4. Ask the question

A word or a pointing finger is a good answer.

KEEP IT SHORT AND KEEP IT KIND

Five minutes of reading that ends while your child still wants more is better than twenty minutes that ends in tears. If a sentence is too hard, go back one level.

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17 STORIES

Short Moral Stories in English

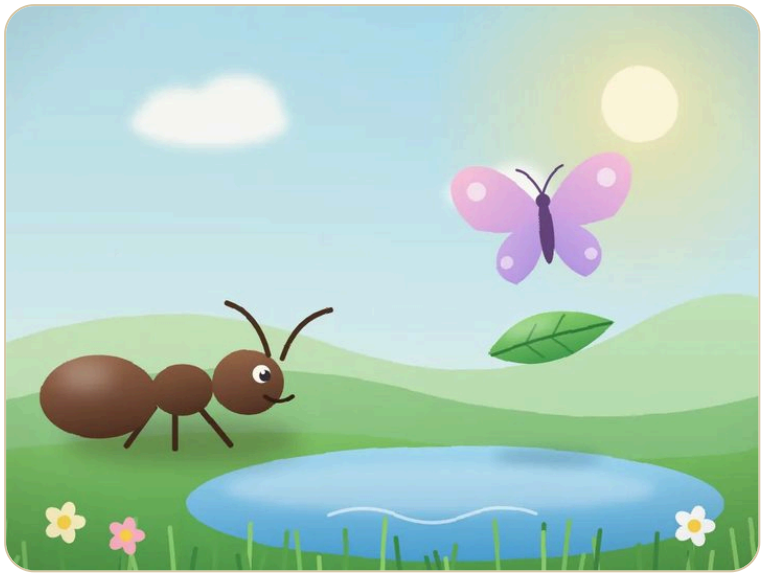
Pictures • Morals • Questions to talk about



Read one story a day, together. A grown-up reads aloud; confident readers can read alone.

Name: _____

The Ant and the Little Leaf



A tiny ant was walking home when she came to a puddle. It was far too wide to cross. She tried to go around it, but the puddle went on and on.

A butterfly saw the little ant sitting at the edge. “Oh dear,” said the butterfly. “I will help.”

She flew off and came back with a little green leaf. She placed it gently on the water.

The leaf became a boat. The ant stepped on, and the water carried her across the puddle, safe and dry.

“Thank you, kind butterfly!” said the ant. The butterfly smiled. It was only a small leaf, but it was a big help.

THE LESSON Kindness makes a big difference.

Key words: **kind** · caring about other people | **help** · to make something easier for someone

Talk about it

1. Why could the ant not cross the puddle by herself?

2. What did the butterfly use to help?

3. Can you think of a small way to be kind to someone today?

The Little Mouse and the Last Berry



Mimi the little mouse was very hungry. She looked and looked, and at last she found one shiny red berry.

“Yum!” said Mimi. She lifted the berry to her mouth.

Then she heard a small sound. Peep, peep. A baby bird was sitting nearby, crying. The baby bird was hungry too.

Mimi looked at the berry. She looked at the baby bird. Her tummy rumbled. But she knew what she wanted to do.

“Here,” said Mimi. “Let us share.” She broke the berry in two and gave half to the baby bird.

They ate together, and both of them felt better than before. Sharing made the little berry feel like a feast.

THE LESSON **Sharing feels better than keeping.**

Key words: **share** · to give part of what you have to someone else **hungry** · wanting food

Talk about it

1. What did Mimi find, and what did she decide to do with it?

2. How do you think the baby bird felt after Mimi shared?

3. Can you think of a time you shared something you really wanted?

The Rainbow Nobody Owned



Tara sat on the grass with her paper and her crayons. She drew a big, bright rainbow, all by herself. She was very proud of it.

Then she noticed another child standing a little way off. The child was watching her draw. He had no paper and no crayons.

Tara looked at her rainbow. It was hers. She had made it. But the child looked so alone.

“Would you like a colour?” asked Tara. She held out a crayon.

The child smiled and took it. Together they added more and more colour, until the rainbow was the brightest one in the whole park.

It was not Tara’s rainbow any more, and it was not his either. It belonged to everyone who looked at it.

THE LESSON **A rainbow belongs to everyone who looks at it.**

Key words: **rainbow** · a curve of many colours in the sky, or in a drawing

share · to let someone else join in or have a turn

Talk about it

1. What did Tara notice while she was drawing?

2. How do you think the other child felt when Tara offered a colour?

3. What is something you made that you could share with someone?

The Little Star That Lied



Twinkle was a little star who lived high in the night sky. One evening she made a mistake. She did not mean to, but it was a real mistake.

Twinkle was frightened. “What if everyone is cross with me?” she thought. When someone asked what had happened, she said, “It was not me.”

That was not true. Twinkle knew it, and her light felt heavy and dim.

Later that night, a group of fireflies lost their way in the dark. “We need a bright light!” they called.

Twinkle wanted to help, but she could not shine her best while she was hiding the truth.

So she took a deep breath. “It was me,” she said. “I am sorry.” And her light grew bright again. She shone down and the fireflies found their way home.

Telling the truth had felt scary. But owning up was its own kind of brave.

THE LESSON Telling the truth takes courage.

Key words: **truth** · what really happened | **brave** · doing the right thing even when you feel scared

Talk about it

1. Why do you think Twinkle was afraid to tell anyone?

2. What changed her mind?

3. Can you think of a time telling the truth felt hard?

The Cloud Who Refused to Share



A cloud drifted across the sky, growing bigger and heavier. Inside it was a lot of rain. “This rain is mine,” said the cloud. “I will keep every single drop.”

Down below, the fields grew dry. The grass turned brown and the little flowers began to droop. “Please,” they whispered, “we are so thirsty.”

But the cloud held on tight. It felt full and heavy, and it was not a happy feeling at all.

Days went by. The flowers drooped lower. The cloud felt more and more tired from holding everything in.

At last the cloud let go. Pitter-patter, pitter-patter, the rain began to fall.

The flowers lifted their heads. The grass turned green. The whole field came back to life. And the cloud felt light and happy, floating free.

THE LESSON **What you hold on to does nobody any good, including you.**

Key words: **rain** · water that falls from clouds **share** · to give some of what you have to others

Talk about it

1. What was the cloud holding on to?

2. What happened to the flowers while it waited?

3. How did things change once the cloud shared?

The Tiny Crab's Big Idea



A starfish had been left on the sand by the tide. "Which way is the sea?" the starfish whispered. "I cannot see it. I do not know the way."

A tiny crab was scuttling past. She was very small, but she knew the way back to the water.

"This way!" called the tiny crab. She walked ahead slowly, so the starfish could keep up.

The starfish followed, one slow step after another, across the warm sand.

Then a wave rolled in. Splash! The starfish slid back into the cool, deep sea.

"Thank you!" said the starfish. The tiny crab waved a claw. She was small, but her big idea had helped a friend get home.

THE LESSON Even a little help matters.

Key words: **way** · the path you go along to get somewhere

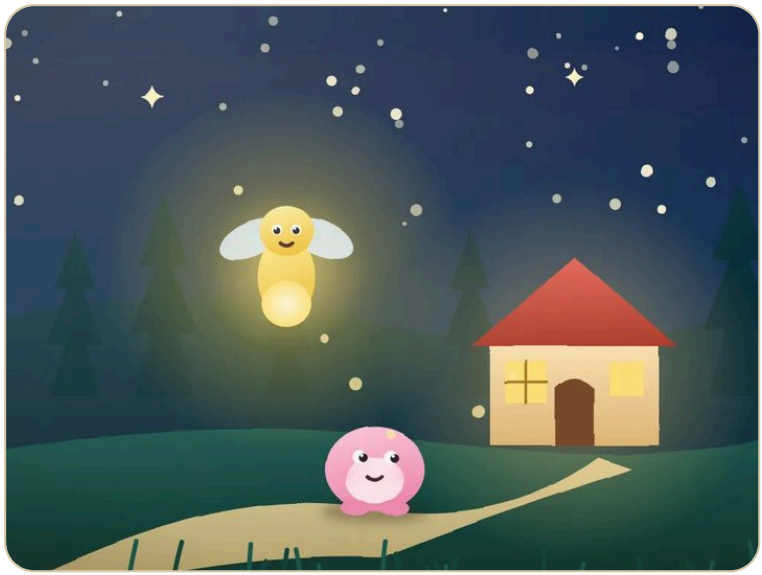
Talk about it

1. What did the crab do for the starfish?

2. Can you think of a time you showed someone the way?

3. Why is even a little help important?

The Firefly Who Hid Her Light



A tiny firefly had a very small light. “It is too small to matter,” she thought. So she tucked it away and hid it.

Then, one magical night, someone far from home could not find the way. It was dark, and every path looked the same.

The little firefly took a deep breath. She let her light shine.

It was tiny, but it was enough. Step by step, it showed the way.

Soon the traveller was safely home. “Thank you for your light,” said the traveller.

The firefly smiled. Even the smallest light can guide someone home.

THE LESSON **Never underestimate yourself. Your little light can make a big difference!**

Key words: **light** · brightness that helps us see | **guide** · to show someone the way

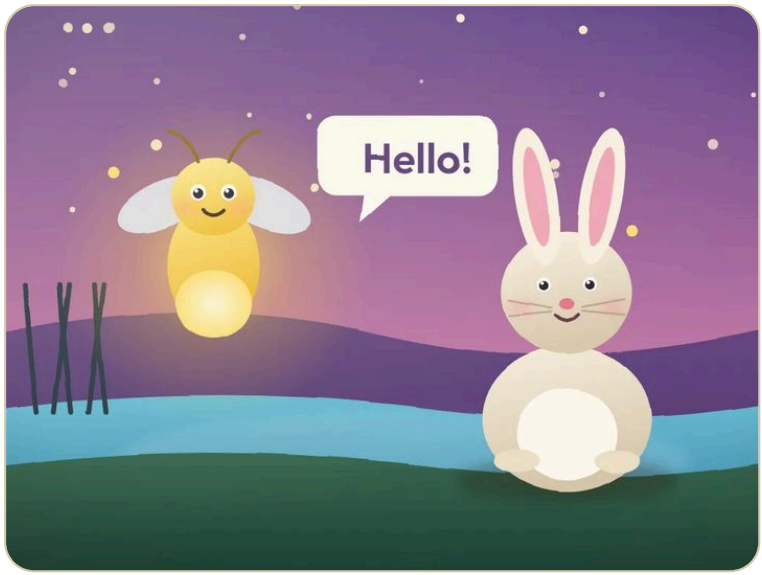
Talk about it

1. Why did the firefly hide her light?

2. What happened on the magical night?

3. Can you think of something small that you can do well?

One Little Hello



Lumi the firefly glowed softly in the evening air. Down by the pond, Lumi saw someone new.

Lumi wanted to say hello, but the words got stuck. “What if they do not want to play with me?” Lumi thought. Lumi’s little light flickered.

Lumi took a deep breath. Then, in a small voice, Lumi said, “Hello! Can I play with you?”

The new friend turned around and smiled. “Yes! I would love that.”

Soon the two of them were laughing together, and Lumi’s light glowed brighter than ever.

One little hello was all it took to make a new friend.

THE LESSON **A little courage can lead to a new friendship.**

Key words: **hello** · a word we say when we meet someone

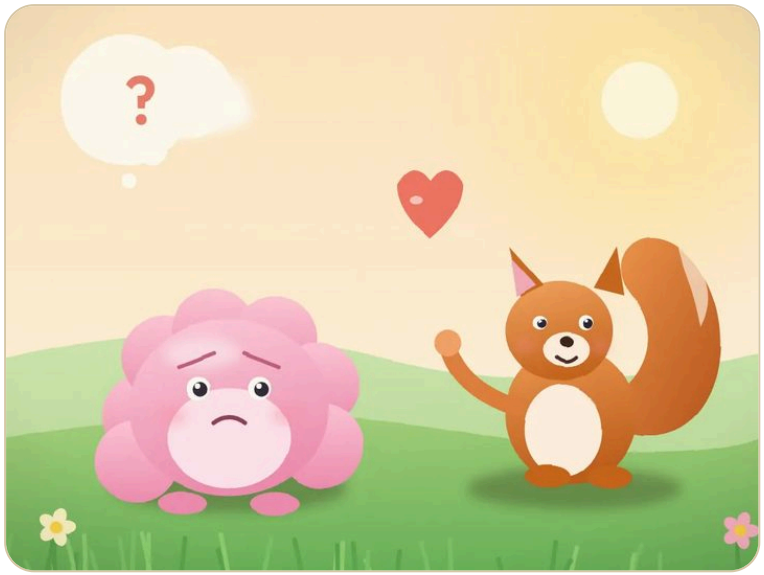
Talk about it

1. Have you ever felt shy about saying hello to someone new?

2. What can you say to ask a new friend to play?

3. What happened when Lumi said hello?

Can You Help Me?



Momo had a little problem. It was too big for Momo to fix alone, and Momo did not know what to do.

A squirrel was nearby and noticed. “Can I help?” asked the squirrel.

Momo felt a little shy. Then Momo took a breath. “Yes, please,” said Momo. “Can you help me?”

“Of course,” said the squirrel. Side by side, they worked on it together.

Soon the problem was solved. “Thank you!” said Momo. Asking for help had not been hard after all.

THE LESSON **Asking for help is a strength.**

Key words: **help** · to make something easier for someone

Talk about it

1. Have you ever needed help with something?

2. What can you say when you need a hand?

3. How did the squirrel help Momo?

The Thirsty Crow



It is a hot day and a crow has been flying for hours. He is very thirsty, and every pond and puddle he finds has dried up.

At last he spots a pitcher. He looks inside and sees a little water, but it is so low that his beak cannot reach it. He tries to tip the pitcher over, but it is too heavy.

The crow could give up. Instead he stops and thinks. Nearby he sees some small pebbles, and an idea comes to him.

He picks up one pebble and drops it into the pitcher. Then another, and another. Slowly the water starts to rise.

When the water is high enough, the crow drinks happily. He solved the problem with patience and a clever idea.

THE LESSON Clear thinking and effort find a way.

Key words: crow · thirsty · pitcher · pebble · water · clever

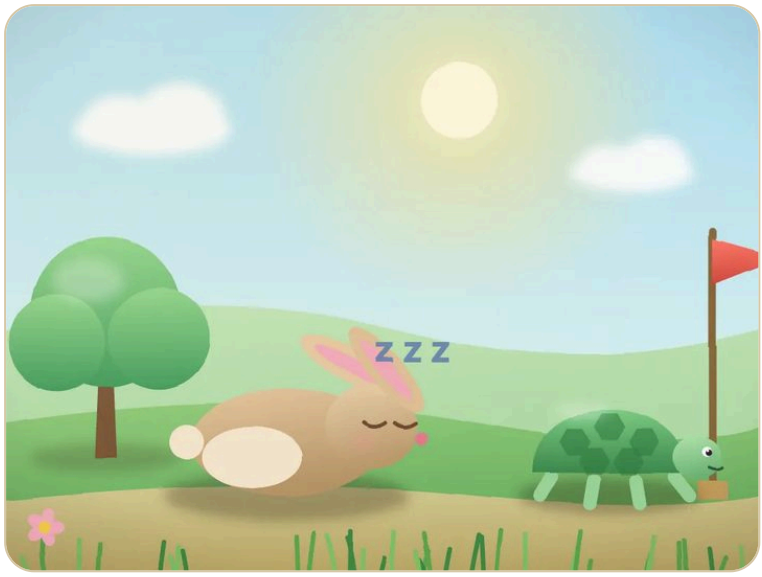
Talk about it

1. Why could the crow not reach the water?

2. What did the crow do instead of giving up?

3. Can you think of a time you solved a problem by thinking in a new way?

The Hare and the Tortoise



The hare is the fastest animal in the forest, and he never stops talking about it. He often laughs at the tortoise for walking so slowly.

One day the tortoise says, "Let us have a race." The hare agrees at once, sure that he will win.

The race begins and the hare shoots far ahead. He is so far in front that he decides to rest under a tree. Soon he is fast asleep.

The tortoise does not stop. Step by step he keeps walking, past the sleeping hare, and on towards the finish line.

When the hare wakes up, it is too late. The tortoise has already won. The hare lost because he was proud and stopped trying.

THE LESSON Go slowly if you need to, but do not stop.

Key words: hare · tortoise · race · fast · slow · win

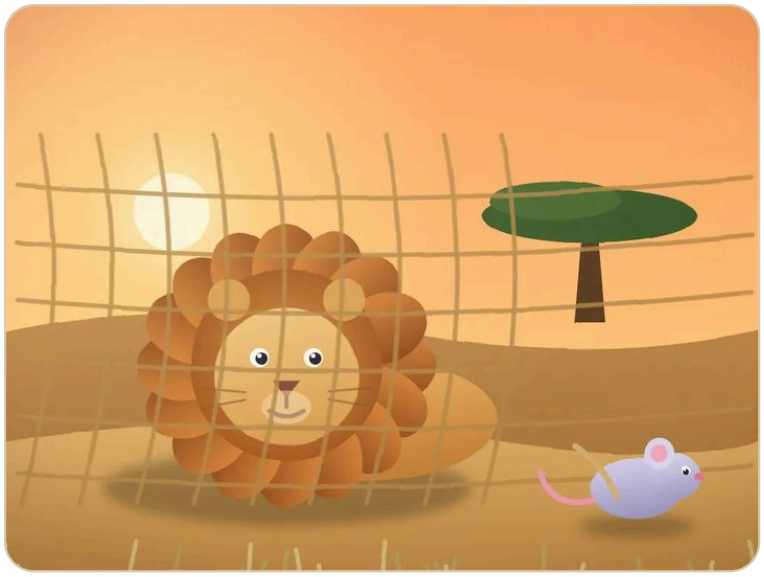
Talk about it

1. Why did the hare lose the race?

2. What did the tortoise do that the hare did not?

3. When is it hard to keep going? What helps you?

The Lion and the Mouse



A lion is sleeping in the forest when a small mouse runs across his paw. The lion wakes up angry and catches the mouse.

The mouse begs for mercy. He promises that one day he will help the lion. The lion laughs, because he cannot imagine a tiny mouse helping someone so strong, but he lets the mouse go.

Some days later the lion is caught in a hunter's net. He roars, but he cannot break free.

The mouse hears the roar and comes running. He chews through the ropes until the lion is free.

The lion learns that even the smallest friend can be a big help.

THE LESSON Never think of anyone as too small. Everyone has something they can do.

Key words: lion · mouse · net · rope · help · free

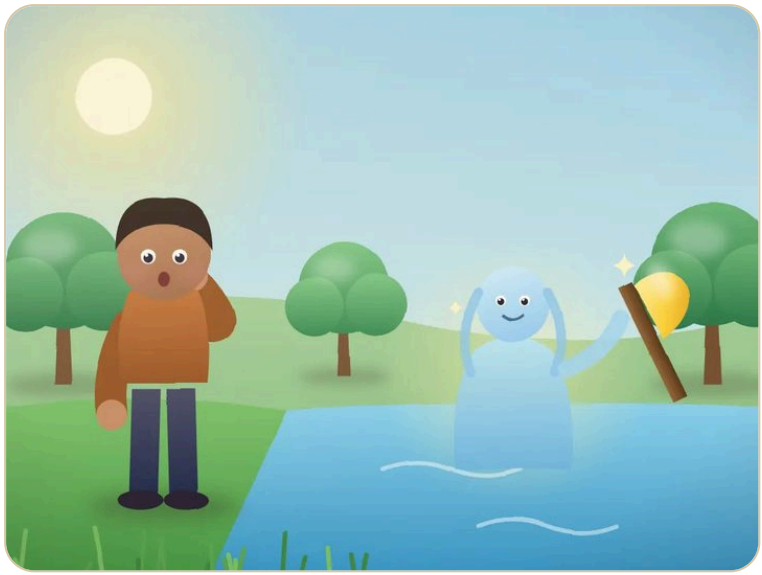
Talk about it

1. Why did the lion let the mouse go?

2. How did the mouse help the lion?

3. Can you remember a time when someone small helped you?

The Honest Woodcutter



A poor woodcutter is cutting wood beside a river when his axe slips from his hand and sinks into the water. It is the only axe he has, and he cannot work without it.

He sits on the bank, very sad. Then someone appears from the river and offers to help him.

The helper holds up a shining gold axe and asks, “Is this yours?” The woodcutter looks at it and says no. The helper holds up a silver axe. Again the woodcutter says it is not his.

At last the helper shows his own plain iron axe. “Yes,” says the woodcutter, “that one is mine.”

In the classic version, the helper is so pleased with the woodcutter’s honesty that he gives him all three axes. The woodcutter was ready to lose everything rather than tell a lie.

THE LESSON Honesty always brings a good result.

Key words: woodcutter · axe · river · gold · silver · honest

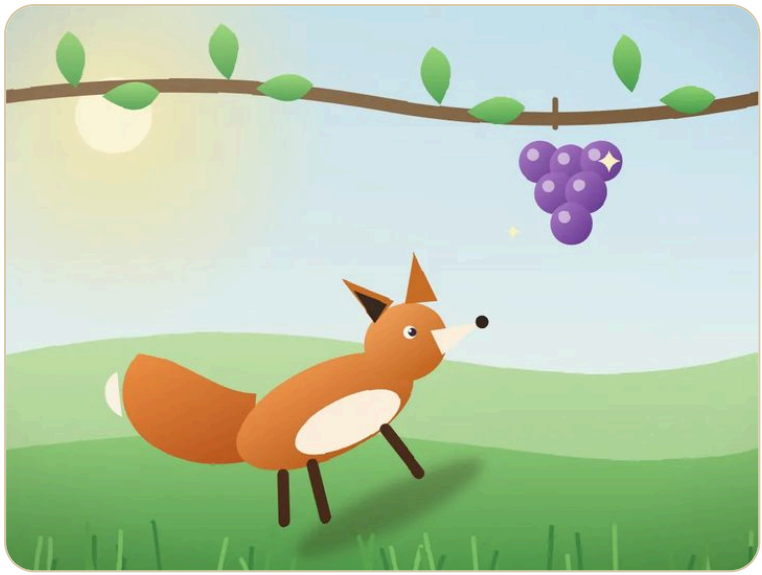
Talk about it

1. Why did the woodcutter say the gold axe was not his?

2. What would you do if you found something that was not yours?

3. How do you feel when someone tells you the truth?

The Fox and the Grapes



A fox is walking through a garden on a hot day when she sees a bunch of ripe grapes hanging from a vine, high above her head. Her mouth waters.

She jumps, but she cannot reach them. She jumps again, higher, and still falls short. She tries again and again until she is tired.

At last she gives up. The grapes are still too high.

As she walks away, she says, “I am sure those grapes are sour anyway!”

The fox could not have the grapes, so she decided they were not worth having. It is easier to blame the grapes than to say, “I could not reach them.”

THE LESSON **It is not right to call something bad just because we could not have it.**

Key words: fox · grapes · high · jump · try · sour

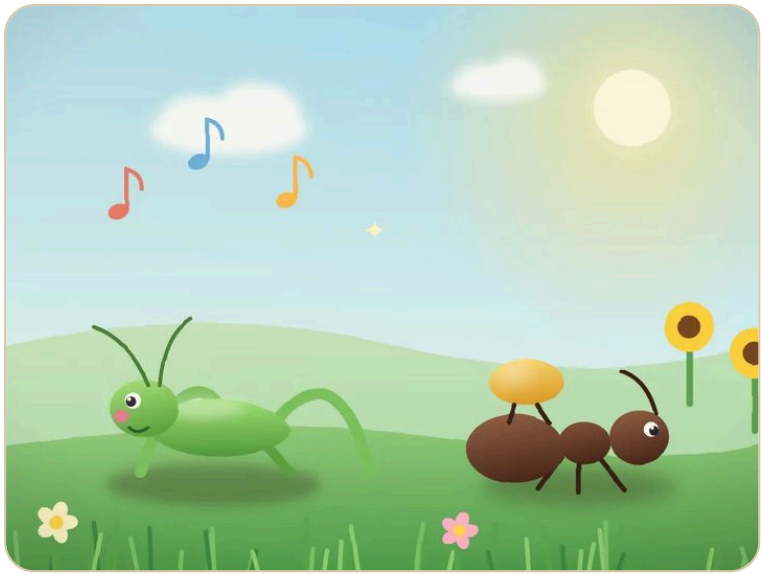
Talk about it

1. Why could the fox not get the grapes?

2. Why do you think the fox said the grapes were sour?

3. What can we say when we cannot have something we want?

The Ant and the Grasshopper



It is a warm, sunny summer. A grasshopper hops about in the fields, playing and singing all day.

Nearby, an ant is hard at work. She carries small grains of food back to her nest, one after another, and stores them away.

“Why are you working so hard?” asks the grasshopper. “Come and play with me!” But the ant keeps collecting her food.

Then winter arrives. The fields are cold and empty, and there is nothing for the grasshopper to eat. He is hungry.

The ant has plenty of food stored. She worked while the sun was shining, so she is ready for the cold days.

THE LESSON **Hard work and preparation always pay off.**

Key words: ant | grasshopper | summer | winter | food | hungry

Talk about it

1. What did the ant do all summer?

2. Why was the grasshopper hungry in winter?

3. What can you do today to be ready for tomorrow?

The Boy Who Cried Wolf



A boy looks after the sheep on a hill near his village. The days are long and he is bored.

One day he shouts, “Wolf! Wolf! The wolf is here!” The villagers drop their work and run up the hill. There is no wolf, and the boy laughs at them.

He plays the trick again, and again the villagers run to help. Again there is no wolf, and they go home unhappy.

Then one day a wolf really does come. The boy shouts, “Wolf! Wolf!” as loudly as he can. But this time nobody comes.

The villagers think it is another trick. Because he lied so many times, no one believes him when he tells the truth.

THE LESSON Lies make people lose trust in you.

Key words: boy · wolf · sheep · help · truth · lie

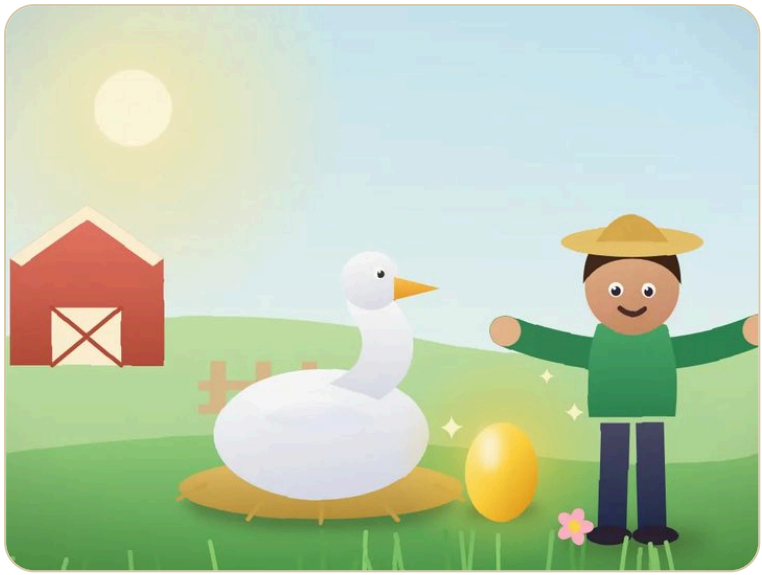
Talk about it

1. Why did the villagers stop coming?

2. How do you think the boy felt at the end?

3. How can we make people trust us?

The Golden Egg



A farmer has a goose, and one morning he finds a shining golden egg in her nest. He sells it and is very pleased.

The next day there is another golden egg, and the day after that, another. Every day the farmer gets a little richer.

But he becomes impatient. One egg a day is not enough for him. He wants all the gold now.

In his greed, he thinks the goose must be full of gold inside. He decides to cut her open and take all of it at once.

There is no gold inside. The farmer has lost the goose and the golden eggs, and he is left with nothing.

THE LESSON Greed brings trouble.

Key words: farmer · egg · gold · every day · greedy · lose

Talk about it

1. What did the farmer find every day?

2. Why was it a mistake to want all the gold at once?

3. Can you think of a time when waiting was better?

My story diary

Which stories have I read?

Tick each story when you have read it, then fill in the boxes below.

- [ ] The Ant and the Little Leaf
- [ ] The Rainbow Nobody Owned
- [ ] The Cloud Who Refused to Share
- [ ] The Firefly Who Hid Her Light
- [ ] Can You Help Me?
- [ ] The Hare and the Tortoise
- [ ] The Honest Woodcutter
- [ ] The Ant and the Grasshopper
- [ ] The Golden Egg
- [ ] The Little Mouse and the Last Berry
- [ ] The Little Star That Lied
- [ ] The Tiny Crab's Big Idea
- [ ] One Little Hello
- [ ] The Thirsty Crow
- [ ] The Lion and the Mouse
- [ ] The Fox and the Grapes
- [ ] The Boy Who Cried Wolf

Draw your favourite part of a story

Draw here

My favourite story is:

The lesson I want to remember:

For parents and teachers. There are no wrong answers on any page. Ask "Why do you think…?" and listen. More stories, videos and printables are free at flucie.com.

FREE PRINTABLE · FLUCIE LEARNING HUB

Animals to Colour and Name

Ten animals to colour, each with its name in English, Hindi and Telugu.
One big drawing to a page, so there is room to colour properly.

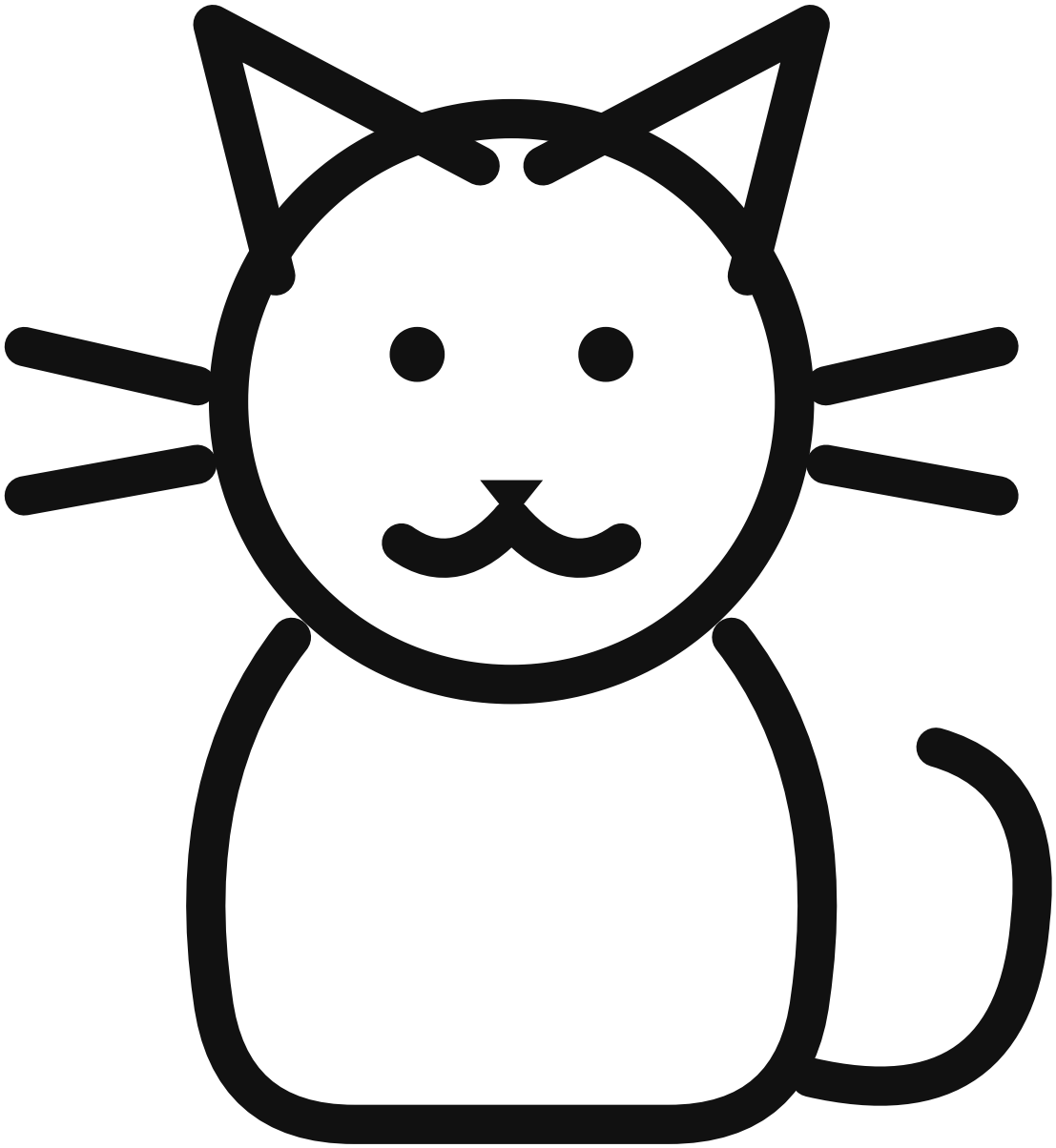
HOW TO USE THESE SHEETS

- Print the sheets you want. There is no need to print all ten at once.
- Let your child colour first and talk afterwards. The colouring is the part they came for.
- When the drawing is done, point at it and say the English word together.
- If your family speaks Hindi or Telugu, say that name too. Hearing both helps the English word stick.
- Pin the finished sheet up where your child can see it for a few days.

A 5-minute game: colour it, name it, find it

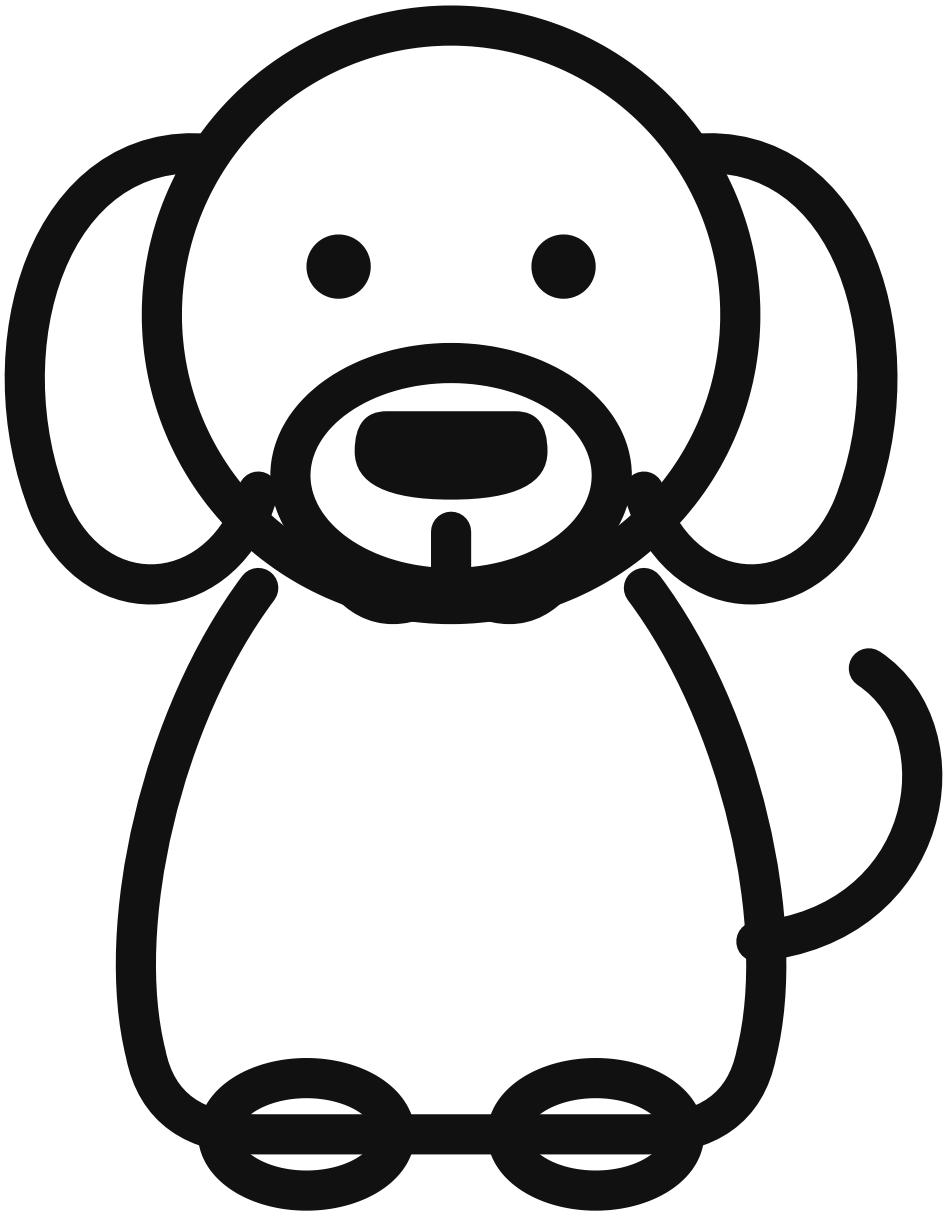
1. Choose one animal and colour it together.
2. Say the English name three times while you colour.
3. Ask your child what colour they chose, in English.
4. Find that animal somewhere else: in a book, out of the window, or in a photo.
5. Tomorrow, hold up the finished sheet and see if the word comes back.

Free to print and share for home and classroom use.
More free printables: flucie.com/printables



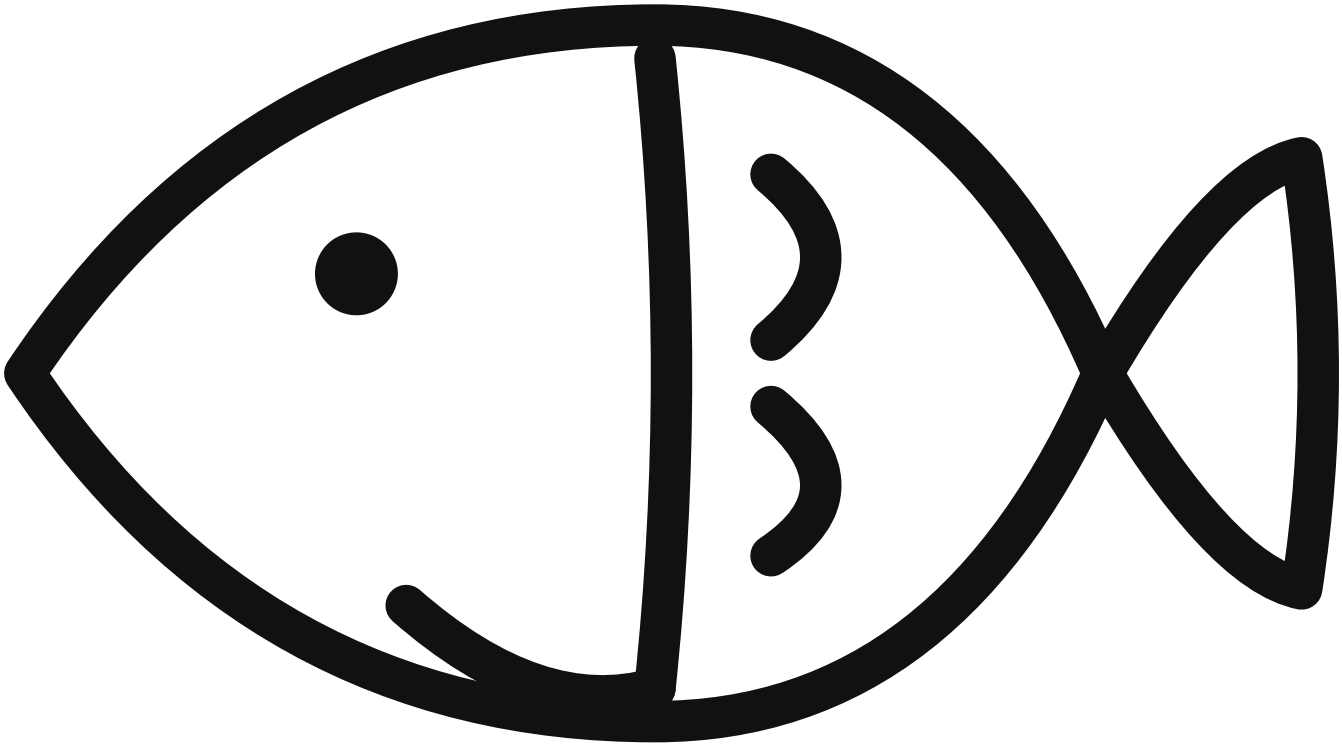
Cat

बिल्ली · పిల్లి



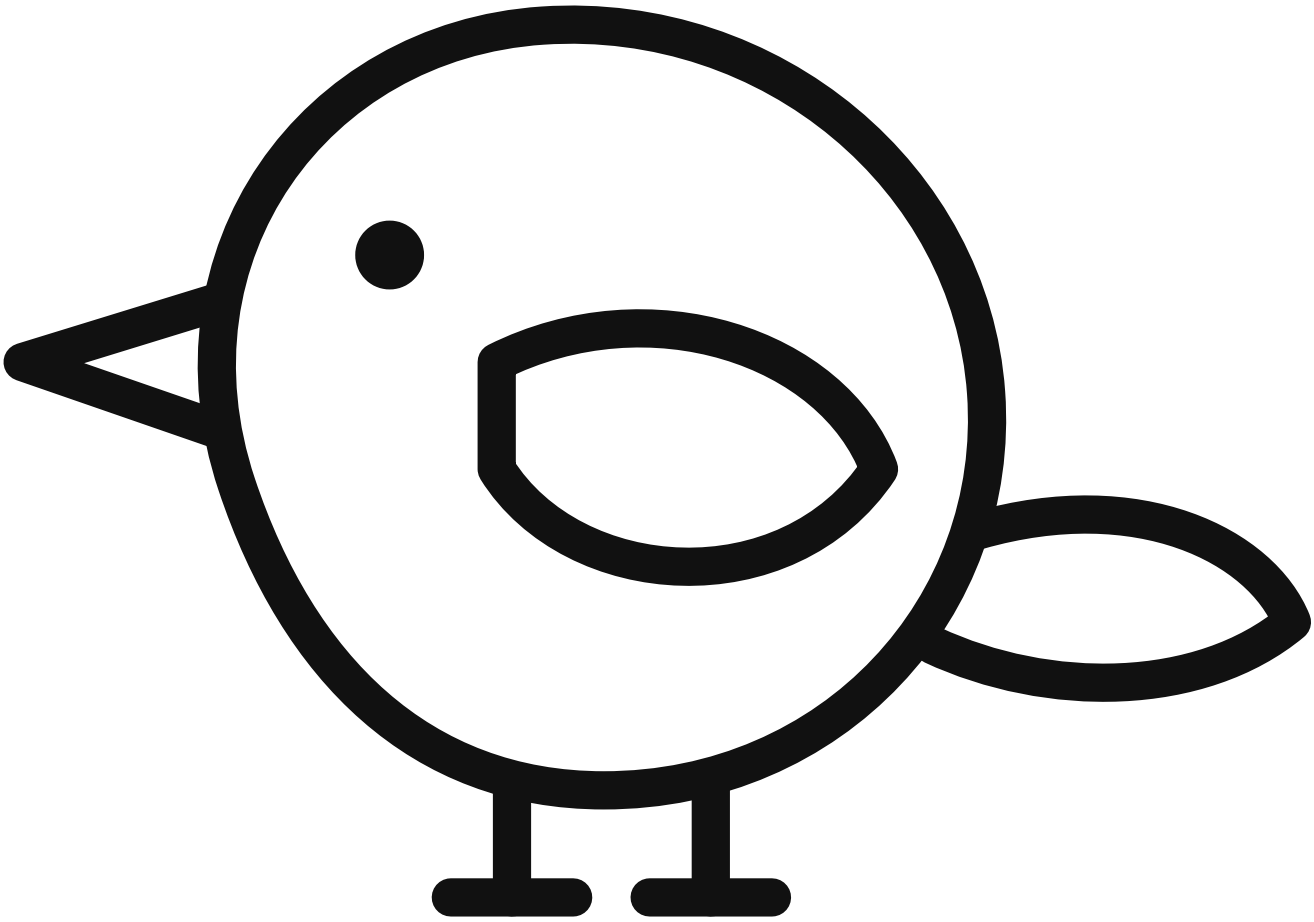
Dog

कुत्ता · కుక్క



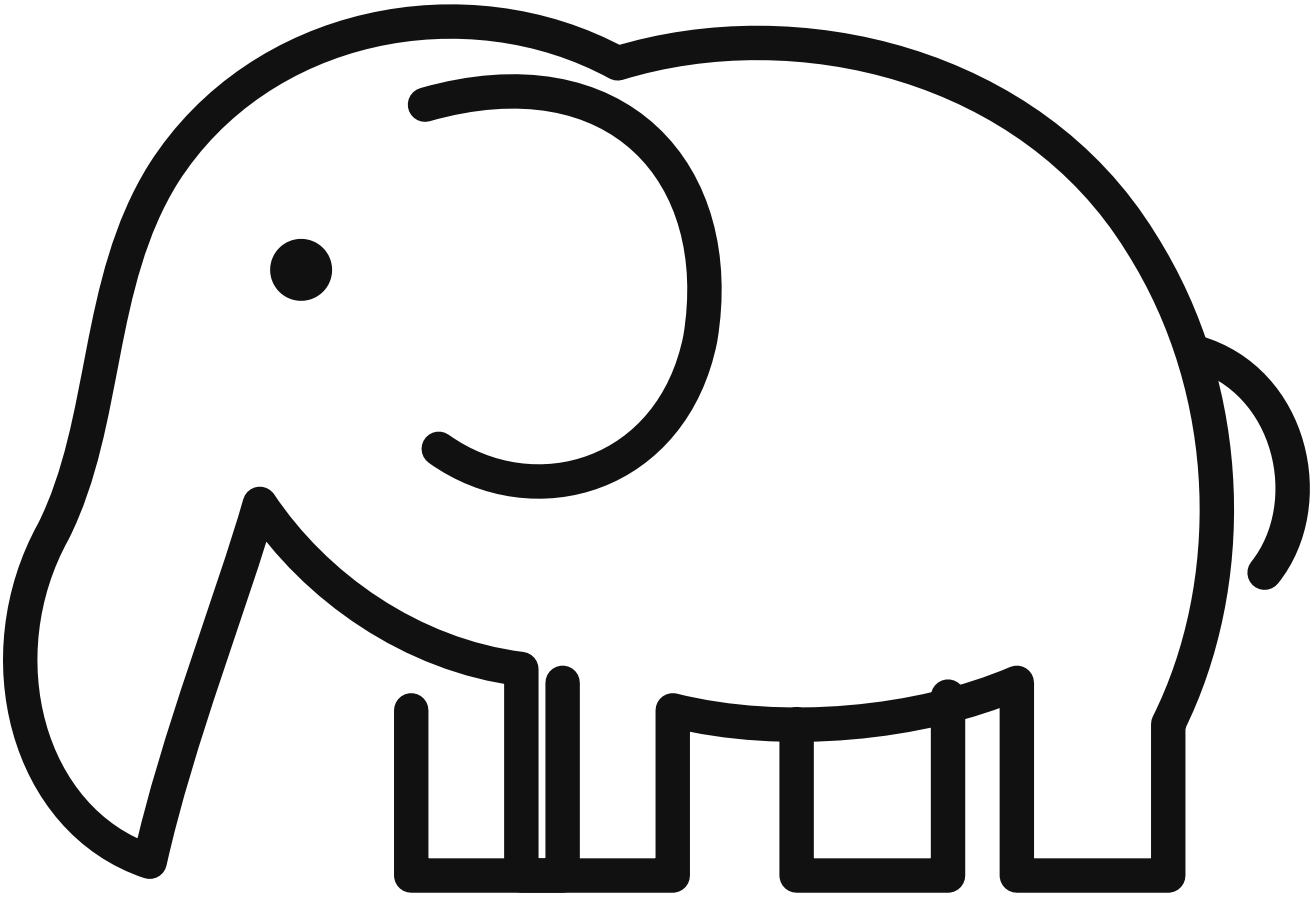
Fish

मछली · చేప



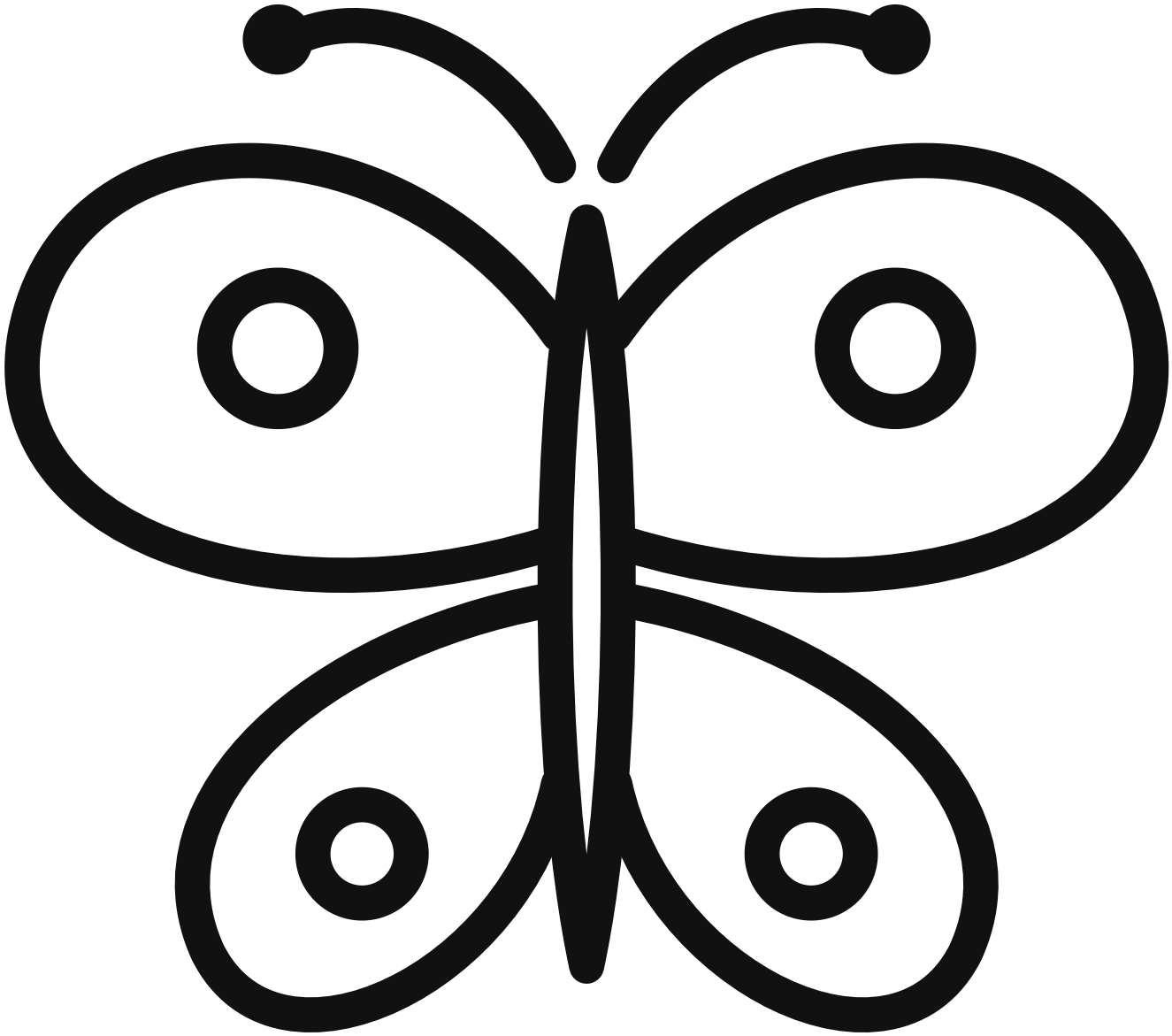
Bird

पक्षी · పక్షి



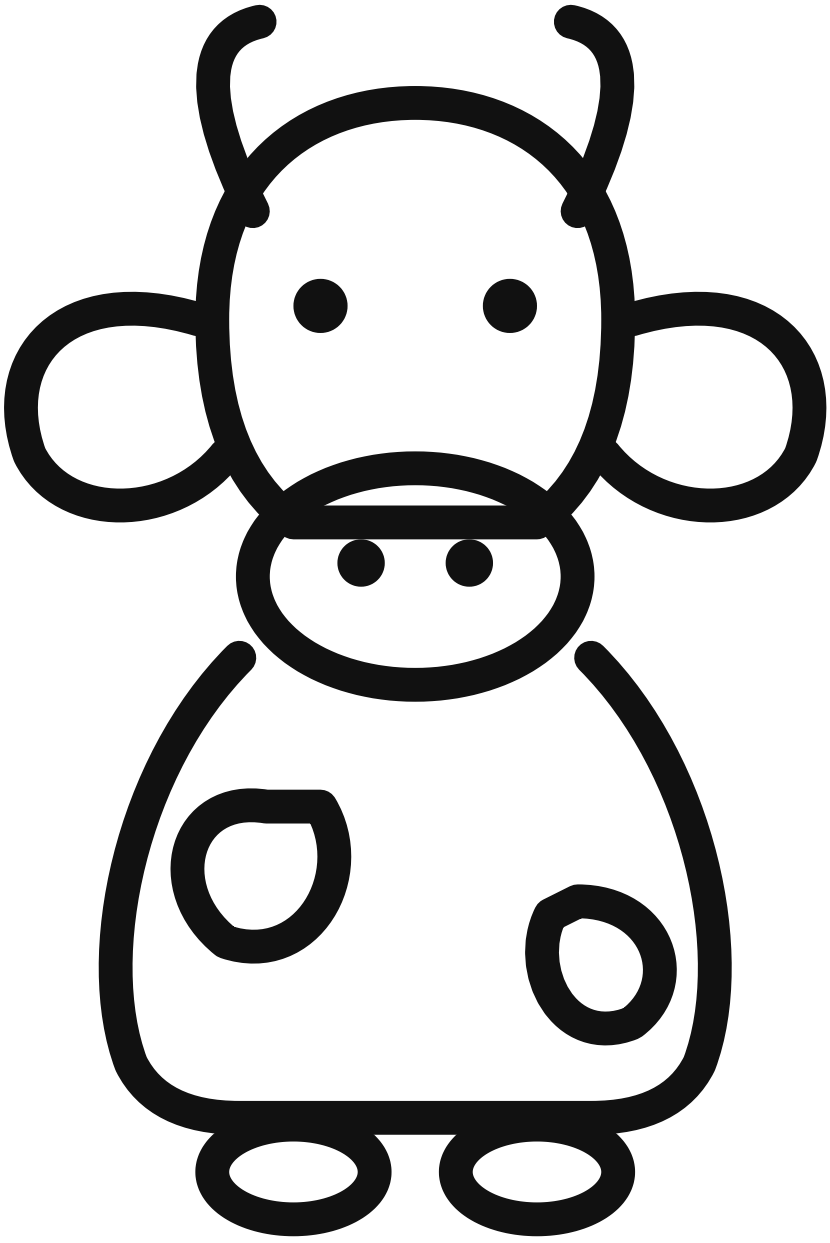
Elephant

हाथी · ఏనుగు



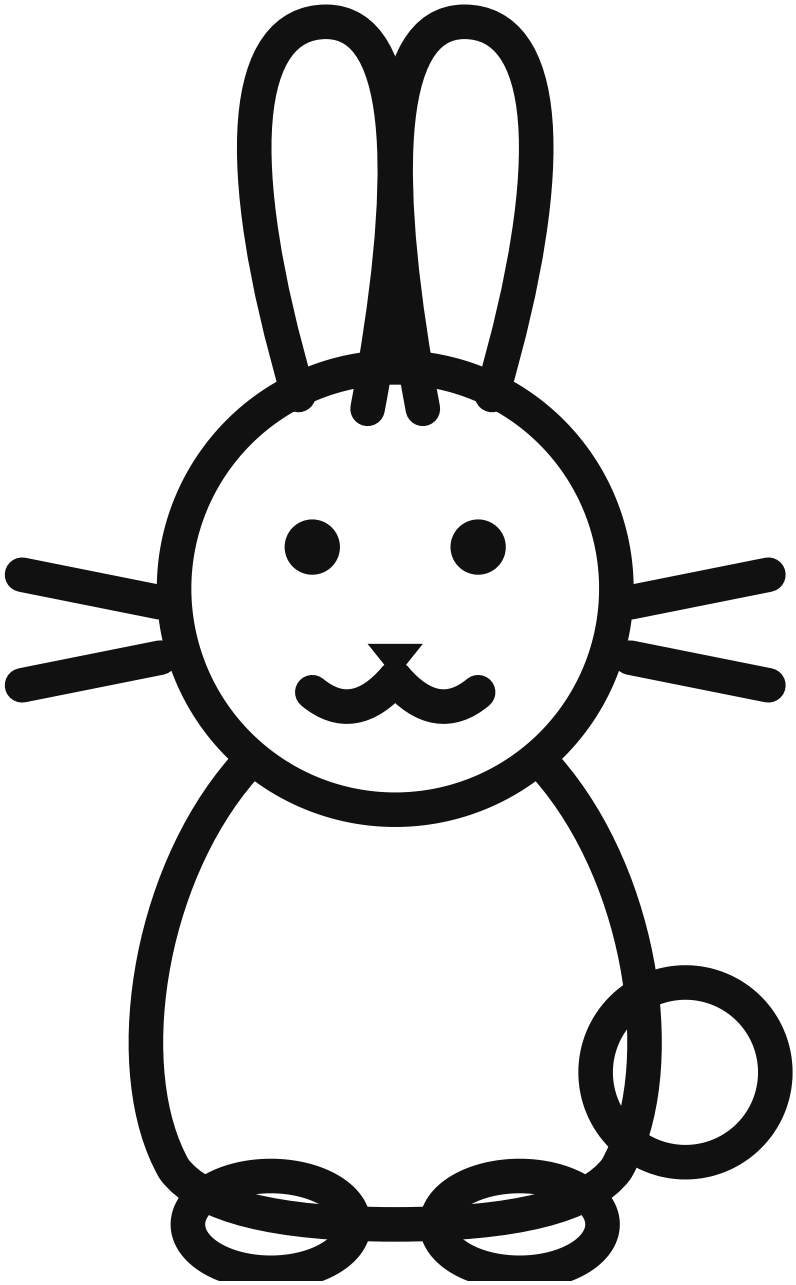
Butterfly

तितली · సీతాకోకచిలుక



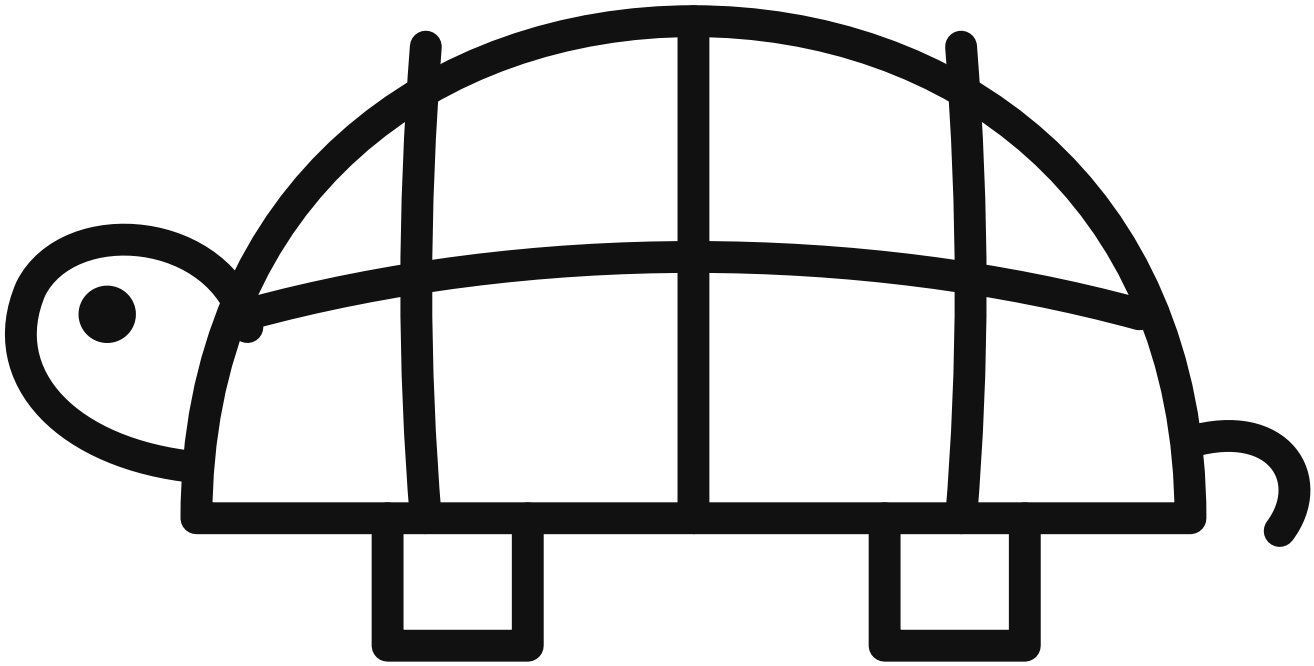
Cow

गाय · ఆవు



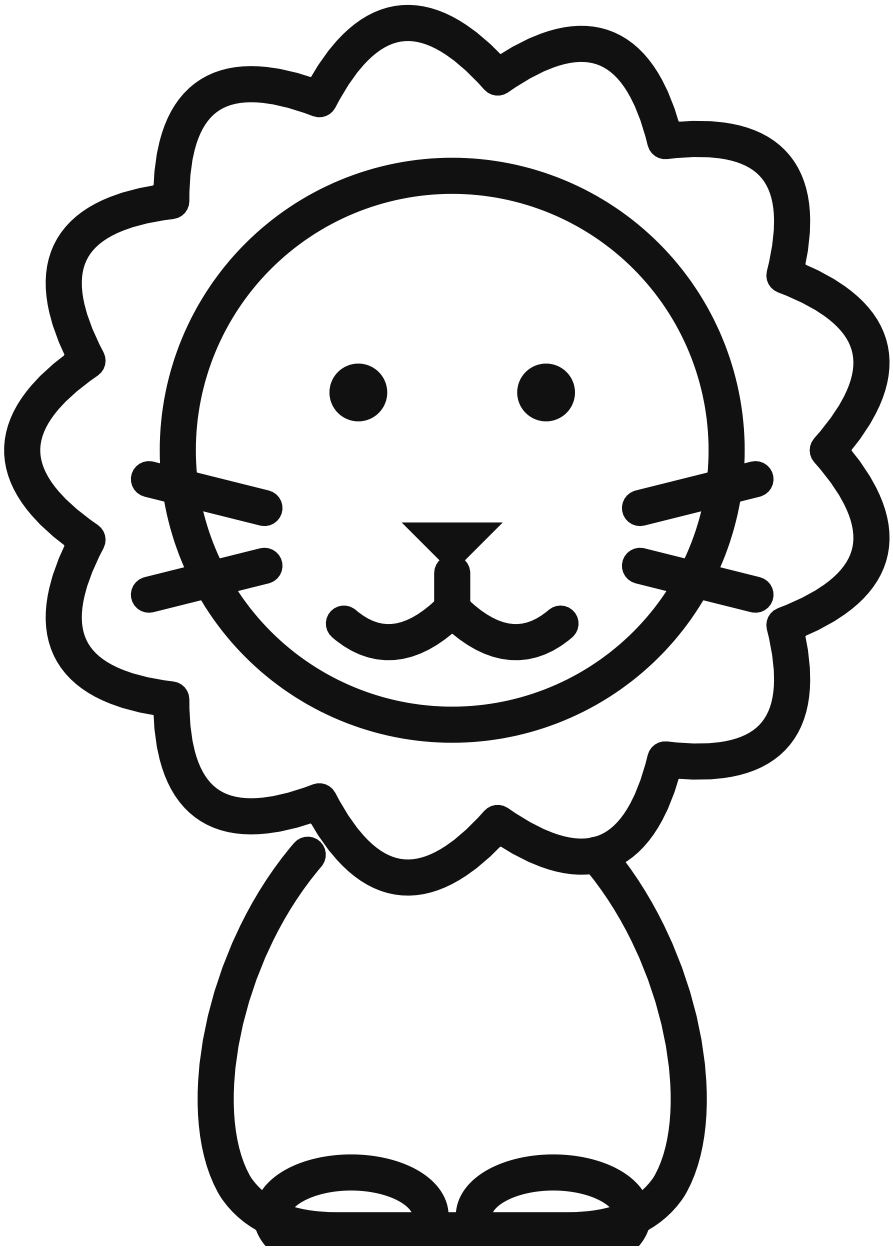
Rabbit

खरगोश · కుందేలు



Turtle

कछुआ · తాబేలు



Lion

शेर · సింహం