



# Vidhyasetu Syllabus for Recovery of Learning

## Mission Koshish - 2

## Teacher Manual

# English

(Class 1 to 5)

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**Message**

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## 1. Context and Background

### a) Learning Loss Context and Expectations from a Teacher

By the end of the year 2019, the COVID-19 pandemic started engulfing the world. The pandemic affected all the processes, for example, business, daily lifestyle, employment, and medical, among others. The teaching-learning processes were also severely affected, due to which there has been an unprecedented loss of learning of the students across all the grades. Hence, this has resulted in an immediate need to make systemic and systematic efforts to recover the loss in students' learning in the classrooms. Therefore, to overcome this crisis, we need to prepare our action plans keeping in mind the present conditions, so that we can recover the loss of learning of students.

Now that schools have reopened, it is essential that the teachers assess the actual learning loss of each student. All the students have progressed to the next grades, where the level of expectations for learning competencies has become even higher but their achieved competencies remain that of the previous grades. For example, a student, at present, studying in Grade 5 did not study Grades 4 and 3 due to the pandemic and has a level of competencies equivalent to that of a student in Grade 2. Therefore, to address this, it is necessary that a very thoughtful and planned approach is adopted both at the level of the education system and the teacher.

Focusing on this issue, this document attempts to address in detail an approach and principles for prioritizing learning outcomes, refurbishing the curriculum, and suggesting pedagogical processes for elementary grades for recovery of learning loss.

Additionally, during the 18 months of school closure due to the COVID-19 pandemic, children have faced dire consequences – family deaths, parents losing their livelihoods, domestic violence, loss of learning opportunities – co-learning, classroom teaching etc. Without understanding their emotional state and their readiness to learn, any effort toward educational processes would be in vain. Hence, teachers, must understand the socio-emotional needs of children.

Similarly, the socio-emotional needs of teachers also need to be recognized and acted upon. Many teachers must have been deeply affected during the pandemic, either due to some personal loss or the challenges of sustaining student learning in the online medium as well as being continuously engaged for one and a half years in COVID-19 related work.

### b) Why this Manual is Important for a Teacher?

The learning loss in the English Language needs our attention because quite often English language teaching and learning takes a backseat in our context. The reasons for the same range from English language exposure to students outside the classroom to their language competencies in their first language. COVID-19 situation has compounded the crisis further and in the present scenario, English language learning seems like a distant dream as even grade 6 students in classrooms are struggling with foundational literacy, for example, identification of letters (A-Z).

Since this Manual is at the center stage of recovery of learning loss, it is important for a teacher to understand the framework of this manual. Some important points have been considered in designing this manual:

1. The essential learning outcomes have been selected for each grade.
2. From the textbooks, most appropriate lessons have been selected through which can help achieve the essential learning outcome. Although, activities are designed in a way that teacher is free to choose chapters beyond the textbooks.
3. The essential learning outcomes are further supported with sample pedagogical practices for a classroom. This has been done to enable teachers to derive principles for aligning the essential learning outcomes, pedagogical practices, and assessment in their classrooms.

4. Additionally, it would be a practical and effective approach to group students of certain grades. Such an approach will work where there are fewer teachers and a small number of student enrolments. Higher grade students can also help in peer tutoring. Following grades can be grouped based on the similarity in level of syllabus and learning outcomes-

#### **Primary School:**

Group 1-Foundational literacy level students: Grades 1,2, and 3, and a few students of grades 4, and 5.

Group 2- Grade level students: Grade 4, and 5 students who are at the level of their grades.

#### **Upper Primary School:**

Group 1- Foundational literacy level students: Grade 6,7, and 8 students who are the level of grades 1,2, and 3.

Group 2- Developing level students: Grade 6,7, and 8 students who are at the level of grades 4, and 5.

Group 3- Grade level students: Grade 6,7, and 8 students who are at the level of their grades.

5. Assessment is an important aspect of teaching-learning process and has also been detailed suggestively in the Manual. In the present scenario, it will be fruitful if learners are assessed on the learning outcomes of their assigned group (Foundational, Developing, and Grade level) rather than on the current grade learning outcomes.

### **c) Approach to English Language Teaching**

The English language is the second or maybe the third language in the context of our students. However, its presence is not as scarce as often described. Students are familiar with various words, and phrases of the language in everyday life, without realizing that they are speaking English.

In the times of covid-19 pandemic, learning of English language becomes more essential, given that on 'normal' days English does not receive much attention. For our purpose of bridging the learning loss in students in recent times, we propose a twofold action plan. Teachers may decide which module they want to choose with whom.

- Students of every grade will receive a module on 'foundational literacy, based on their requirements.
- Certain essential grade-level learning outcomes are selected, and they may be attempted with students if a teacher feels that students have acquired the foundational literacy.

The foundational literacy module covers all the four major linguistic competencies (listening, speaking, reading, and writing) up to a level that a learner may understand & use the language meaningfully (orally and in writing). However, though we acknowledge that there may be certain students in every grade who are struggling with these basic competencies in English, we understand that their overall cognitive development would be age-appropriate, along with increased linguistic exposure. Therefore, the approach, with which the foundational literacy is taken up in different classes, varies according to the context & content.

## **2. Objectives**

### **a) What to Focus on (Prioritized Learning Outcomes and Content Mapping)**

For each grade, there are clearly defined learning outcomes (LOs) for all subjects. In the wake of Covid-related school closure, students' learning levels might be at one or two grades lower than their current grade. Therefore, one has the difficult task of starting from the current learning level of students and striving hard

to arrive at the current grade-level expectations in terms of LOs. Such loss of learning is difficult to bridge within a timeframe of 1-2 months.

|   |                                    | Children of Grade |   |   |   |   |   |   |   |
|---|------------------------------------|-------------------|---|---|---|---|---|---|---|
|   |                                    | 1                 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|   | Foundational Literacy and Numeracy |                   |   |   |   |   |   |   |   |
| Prioritized Learning outcomes of Grades | LOs of Grade 3                     |                   |   |   |   |   |   |   |   |
|   | LOs of Grade 4                     |                   |   |   |   |   |   |   |   |
|   | LOs of Grade 5                     |                   |   |   |   |   |   |   |   |
|   | LOs of Grade 6                     |                   |   |   |   |   |   |   |   |
|   | LOs of Grade 7                     |                   |   |   |   |   |   |   |   |
|   | LOs of Grade 8                     |                   |   |   |   |   |   |   |   |

- Grades 1-3 – The focus would be largely on Foundational literacy.
- Grades 4-5 – Strengthening foundational literacy along with selected LOs of the current grade as well as two previous grades.
- Grades 6-8 – Foundational literacy for those who are still struggling in this area and selected LOs, concepts of current as well as two previous grades.

After having a list of essential LOs, the next logical step is to align them to the textbook lessons and key concepts that are discussed in them. Though it is important for teachers to see the connection between syllabus and essential learning outcomes, teachers should not just depend on the textbooks and should be able to achieve learning outcomes through different kinds of activities based on texts outside the school syllabus also. Below is an example of this linkage:

| Grade | Learning Outcome  | Chapter   | Activity from Text Outside the Chapter                  |
|-------|---|---|---|
| 1,2,3 | Listening and speaking level 1 (LS1) <ul style="list-style-type: none"> <li>• Listening and enjoys listening to and singing English songs and rhymes with actions.</li> <li>• Recites poems individually/in groups.</li> <li>• Responds orally (in any language including sign language) to comprehension questions related to stories/poems.</li> <li>• Recognizes letters and their sounds (a-z) (Additional).</li> </ul> | After Bath' - unit 2, Grade 1.                            | Activity: It's Raining<br><br>Rhyme- Rain, Rain Go Away |
| 6,7,8 | Reading <ul style="list-style-type: none"> <li>• Reads storybooks in English, with support from teachers/peers.</li> <li>• Reads a variety of texts in English / Braille and identifies main ideas, characters,</li> </ul>  | An Indian American Woman in Space: Kalpana Chawla Grade 6 | Activity 1: Reading for Understanding                   |

|  |  |  |  |
|--|--|--|--|
|  | <p>sequence of ideas and events and relates with his/her personal experiences.</p> <ul style="list-style-type: none"> <li>• Infers the meaning of unfamiliar words by reading them in context.</li> <li>• Refers to the dictionary to check meaning and spelling.</li> </ul> |  |  |
|--|--|--|--|

## b) Rationale Behind Prioritizing Learning Outcomes

Here are a few principles for identifying essential learning outcomes:

1. The learning outcomes which act as a pre-requisite for attaining learning outcomes in subsequent grades should be included. For example, in grades 1 to 3, there are a total of 42 learning outcomes suggested by the NCERT. Out of these 42 learning outcomes, 25 essential learning outcomes have been kept in Refurbished Curriculum.
2. These essential learning outcomes should suggest a progression in complexity across grades. This will help the teacher to address multilevel learners in each grade. Here is an example where the progression of essential LOs is shown for the 'Listening' content domain:

| Content Domain | Grades 1,2, and 3   | Grades 4, and 5  | Grade 6   | Grade 7  | Grade 8   |
|----------------|---|--|---|--|---|
| Listening      | <ul style="list-style-type: none"> <li>• performs in events such as role-play/skit in English with appropriate expression.</li> </ul> | <ul style="list-style-type: none"> <li>• responds to simple instructions, and announcements in English made in Grade/school.</li> <li>• describes briefly, orally about events, places and/or personal experiences in English.</li> <li>• engages in everyday conversation.</li> <li>• Can comprehend instructions and respond appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>• responds to announcements and instructions made in Grade, school assembly, and in other public places.</li> <li>• responds to a variety of questions on familiar and unfamiliar texts (short paras of 5-7 sentences) verbally and in writing.</li> </ul> | <ul style="list-style-type: none"> <li>• answers questions orally and in writing on a variety of texts.</li> <li>• uses appropriate grammatical forms in communication.</li> </ul> | <ul style="list-style-type: none"> <li>• engages in conversations in English in formal situations, such as dignitaries, principal, and teachers in school.</li> </ul> |

3. The learning outcomes that will be addressed in the next grade in greater detail can be dropped. For example,

*“The learning outcome that focuses on using a dictionary to find the meaning of unknown words and using punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop can be dropped in Grade 5 as it comes in Grade 6.”*

## 5. Monthly Calendar

| Calendar for Grades 1 to 3 |  |  |  |
|----------------------------|--|--|--|
| Month                      | Learning Outcomes  | Chapter  | Activities for School Processes  |
| July                       | <ul style="list-style-type: none"> <li>• Listening and enjoys listening to and singing English songs and rhymes with actions.</li> <li>• Recites poems individually/in groups.</li> <li>• Responds orally (in any language including sign language) to comprehension questions related to stories/poems</li> <li>• Recognizes letters and their sounds (a-z)</li> <li>• Produces words with common blends like “br” “fr” like 'brother', 'frog', etc.</li> </ul>   | <b>After Bath, Unit 2, Grade 1</b>   | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Letting children recite a poem during assembly.</li> <li>• <b>Reading Corner:</b> sharing of books one by a teacher and one by a student.</li> <li>• <b>Print-Rich Environment:</b> hanging their work on the wall.</li> <li>• <b>Creating Opportunities for Expression:</b> letting them share their experiences on the summer holidays.</li> </ul> <p><b>Monthly Assessment</b></p>  |
| August                     | <ul style="list-style-type: none"> <li>• Carries out simple instructions such as 'Shut the door', 'Bring me the book', etc.</li> <li>• Responds appropriately to oral messages</li> <li>• Listens to English words, greetings, polite forms of expression, simple sentences; and responds in English like 'How are you?', 'I'm fine, thank you.', etc.</li> <li>• Recognizes letters and their sounds (a-z) (Additional)</li> <li>• Names familiar objects seen in pictures.</li> <li>• Associate words with pictures.</li> <li>• Reads print on the classroom walls: words, poems, posters, charts, etc.</li> <li>• Can draw a picture with the help of oral instructions</li> <li>• Responds to poems and stories in the form of drawings and scribbling</li> <li>• Differentiates between small (a-z) and capital letters (A-Z) in print</li> </ul> | <b>Once I Saw a Little Bird, Unit 4, Grade 1</b><br><br><b>Circle, Unit 5, Grade 1</b> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> narrating story during assembly time.</li> <li>• <b>Reading Corner:</b> celebrating library day (12th August).</li> <li>• <b>Print-Rich Environment:</b> labelling the classroom.</li> <li>• <b>Creating Opportunities for Expression:</b> asking them to write their experiences of the Independence Day celebration.</li> <li>• <b>Special Day Celebrations:</b> Independence Day celebration.</li> </ul> <p><b>Monthly Assessment</b></p> |

|           |  |   |  |
|-----------|--|---|--|
| September | <ul style="list-style-type: none"> <li>• Expresses verbally her opinion and asks questions about the characters, storyline, etc. in English or home language.</li> <li>• Identifies characters and sequence of a story and asks questions about the story.</li> <li>• Talks about self/ situations/ pictures in English/bilingually.</li> <li>• Recognizes letters and their sounds (a-z)</li> <li>• Reads aloud with adequate pauses a text appropriate to her age and context.</li> <li>• Reads short texts in English with comprehension, i.e., can identify main idea, details, and sequence in a story, etc. and draws conclusions using key words in English</li> <li>• Writes simple words like fan, hen, rat, etc.</li> <li>• Writes/types of dictation of words/phrases/ sentences</li> </ul> | <p><b>Curly Lock and Three Bears, Unit 6, Grade 2</b></p> <p><b>Lalu and Peelu, Unit 3, Grade 1</b></p> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> role play during assembly time.</li> <li>• <b>Reading Corner:</b> Narration of children literature by a guest speaker.</li> <li>• <b>Print-Rich Environment:</b> Deewar Patrika creation.</li> <li>• <b>Creating Opportunities for Expression:</b> creating thanking cards for teacher’s day.</li> <li>• <b>Special Day Celebrations:</b> Teacher’s Day celebration.</li> </ul> <p><b>Monthly Assessment</b></p>   |
| October   | <ul style="list-style-type: none"> <li>• Recognizes letters and their sounds (a-z)</li> <li>• Produces words with common blends like “br” “fr” like 'brother', 'frog', etc.</li> <li>• Writes a few words or short sentences in response to poems and stories</li> <li>• Writes 5-6 sentences in English on personal experiences/ events using verbal or visual clues</li> <li>• Composes and writes simple, short sentences with space between words</li> </ul>   | <p><b>Rain, Unit 4, Grade 2</b></p>   | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> playing phonics songs for the children and working on sound awareness.</li> <li>• <b>Reading Corner:</b> Watching cinema based on a famous book (e.g., blue umbrella).</li> <li>• <b>Print-Rich Environment:</b> Using wrappers for language teaching.</li> <li>• <b>Creating Opportunities for Expression:</b> creating invitation cards for Diwali.</li> <li>• <b>Special Day Celebrations:</b> Diwali and Eid celebrations.</li> </ul> <p><b>Half Yearly Assessment</b></p> |

|          |  |  |  |
|----------|--|--|--|
| November | <ul style="list-style-type: none"> <li>• Listening and enjoys listening to and singing English songs and rhymes with actions.</li> <li>• Recites poems individually/in groups.</li> <li>• Responds orally (in any language including sign language) to comprehension questions related to stories/poems</li> <li>• Recognizes letters and their sounds (a-z)</li> <li>• Names familiar objects seen in pictures.</li> <li>• Associate words with pictures.</li> <li>• Reads print on the classroom walls: words, poems, posters, charts, etc.</li> <li>• Can draw a picture with the help of oral instructions</li> <li>• Responds to poems and stories in the form of drawings and scribbling</li> <li>• Differentiates between small (a-z) and capital letters (A-Z) in print</li> </ul>   | <p><b>On my Blackboard I can Draw, Unit 7, Grade 2</b></p> <p><b>Mouse and the Pencil, Unit 7, Grade 2</b></p> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> organizing a nature walk for the students.</li> <li>• <b>Reading Corner:</b> Sharing folk tales from their village.</li> <li>• <b>Print Rich Environment:</b> hanging their drawings from the poem on walls.</li> <li>• <b>Creating Opportunities for Expression:</b> drawing based on their feelings on children's day.</li> <li>• <b>Special Day Celebrations:</b> celebrating children's day.</li> </ul> <p><b>Monthly Assessment</b></p> |
| December | <ul style="list-style-type: none"> <li>• Carries out simple instructions such as 'Shut the door', 'Bring me the book', etc.</li> <li>• Responds appropriately to oral messages</li> <li>• Listens to English words, greetings, polite forms of expression, simple sentences; and responds in English like 'How are you?', 'I'm fine, thank you.', etc.</li> <li>• Recognizes letters and their sounds (a-z)</li> <li>• Expresses verbally her opinion and asks questions about the characters, storyline, etc. in English or home language.</li> <li>• Identifies characters and sequence of a story and asks questions about the story.</li> <li>• Talks about self/ situations/ pictures in English/bilingually.</li> <li>• Recognizes letters and their sounds (a-z) (Additional)</li> <li>• Writes simple words like fan, hen, rat, etc.</li> <li>• Writes/types of dictation of words/phrases/ sentences</li> </ul> | <p><b>Funny Bunny, Unit 5, Grade 2</b></p> <p><b>Nina and the Baby Sparrow, Unit 2, Grade 3</b></p>            | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> role play during assembly.</li> <li>• <b>Reading Corner:</b> Mini book fair in the school: displaying books for children to explore.</li> <li>• <b>Print Rich Environment:</b> Deewar Patrika creation.</li> <li>• <b>Creating Opportunities for Expression:</b> asking about their plans for the winter holidays.</li> <li>• <b>Special Day Celebrations:</b> Christmas day celebration.</li> </ul> <p><b>Monthly Assessment</b></p>        |

|          |  |   |  |
|----------|--|---|--|
| January  | <ul style="list-style-type: none"> <li>• Reads aloud with adequate pauses a text appropriate to her age and context.</li> <li>• Reads short texts in English with comprehension, i.e., can identify main idea, details, and sequence in a story, etc. and draws conclusions using key words in English</li> </ul>  | <b>Storm in the Garden, Unit 4, Grade 2</b> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Simon says activity to be done.</li> <li>• <b>Reading Corner:</b> Poster making on the books read.</li> <li>• <b>Print Rich Environment:</b> displaying the work of children on walls.</li> <li>• <b>Creating Opportunities for Expression:</b> asking about how they spent the winter holidays.</li> <li>• <b>Special Day Celebrations:</b> Makar Sankranti celebration.</li> </ul> <b>Monthly Assessment</b>                                       |
| February | <ul style="list-style-type: none"> <li>• Recognizes letters and their sounds (a-z)</li> <li>• Produces words with common blends like “br” “fr” like 'brother', 'frog', etc.</li> <li>• Writes a few words or short sentences in response to poems and stories</li> <li>• Writes 5-6 sentences in English on personal experiences/ events using verbal or visual clues</li> <li>• Composes and writes simple, short sentences with space between words</li> </ul> | <b>I want, Unit 2, Grade 2</b>              | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Inventive spellings activity to be done.</li> <li>• <b>Reading Corner:</b> creating a new story based on the book read from the reading corner.</li> <li>• <b>Print-Rich Environment:</b> Deewar Patrika creation.</li> <li>• <b>Creating Opportunities for Expression:</b> writing letters to their family members.</li> <li>• <b>Special Day Celebrations:</b> celebrating mother language day (21 February).</li> </ul> <b>Monthly Assessment</b> |
| March    | <b>Yearly Assessment</b>   |   |  |

### Calendar For 4th & 5th Foundational Level

| Month | Learning Outcomes   | Chapter                              | Suggested Resources/processes  |
|-------|---|--------------------------------------|--|
| July  | <ul style="list-style-type: none"> <li>• Listening and enjoys listening to and singing English songs and rhymes with actions.</li> <li>• Recites poems individually/in groups.</li> <li>• Responds orally (in any language including sign language) to comprehension questions related to stories/poems</li> <li>• Recognizes letters and their sounds (a-z)</li> </ul> | <b>Good Morning, Unit 1, Grade 3</b> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Letting children recite a poem during assembly.</li> <li>• <b>Reading Corner:</b> sharing of books one by a teacher and one by a student.</li> <li>• <b>Print-Rich Environment:</b> hanging their work on the wall.</li> <li>• <b>Creating Opportunities for Expression:</b> letting them share</li> </ul> |

|           |  |   |  |
|-----------|--|---|--|
|           | <ul style="list-style-type: none"> <li>• Produces words with common blends like “br” “fr” like 'brother', 'frog', etc.</li> </ul>  |   | <p>their experiences on the summer holidays.</p> <p><b>Monthly Assessment</b></p>  |
| August    | <ul style="list-style-type: none"> <li>• Carries out simple instructions such as 'Shut the door', 'Bring me the book', etc.</li> <li>• Responds appropriately to oral messages</li> <li>• Listens to English words, greetings, polite forms of expression, simple sentences; and responds in English like 'How are you?', 'I'm fine, thank you.', etc.</li> <li>• Recognizes letters and their sounds (a-z) (Additional)</li> <li>• Names familiar objects seen in pictures.</li> <li>• Associate words with pictures.</li> <li>• Reads print on the classroom walls: words, poems, posters, charts, etc.</li> <li>• Can draw a picture with the help of oral instructions</li> <li>• Responds to poems and stories in the form of drawings and scribbling</li> <li>• Differentiates between small (a-z) and capital letters (A-Z) in print</li> </ul> | <p><b>Curly Lock and Three Bears, Unit 6, Grade 2</b></p> <p><b>Nina and the Baby Sparrows, Unit 2, Grade 3</b></p> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> narrating story during assembly time.</li> <li>• <b>Reading Corner:</b> celebrating library day (12th august).</li> <li>• <b>Print-Rich Environment:</b> labelling the classroom.</li> <li>• <b>Creating Opportunities for Expression:</b> asking them to write their experiences of the Independence Day celebration.</li> <li>• <b>Special Day Celebrations:</b> Independence Day celebration.</li> </ul> <p><b>Monthly Assessment</b></p> |
| September | <ul style="list-style-type: none"> <li>• Expresses verbally her opinion and asks questions about the characters, storyline, etc. in English or home language.</li> <li>• Identifies characters and sequence of a story and asks questions about the story.</li> <li>• Talks about self/ situations/ pictures in English/bilingually.</li> <li>• Recognizes letters and their sounds (a-z)</li> <li>• Reads aloud with adequate pauses a text appropriate to her age and context.</li> <li>• Reads short texts in English with comprehension, i.e., can identify main idea, details, and sequence in a story, etc. and draws conclusions using key words in English</li> <li>• Writes simple words like fan, hen, rat, etc.</li> <li>• Writes/types of dictation of words/phrases/ sentences</li> </ul>   | <p><b>Little Tiger, Big Tiger, Unit 7, Grade 3,</b></p>   | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> role play during assembly time.</li> <li>• <b>Reading Corner:</b> Narration of children literature by a guest speaker.</li> <li>• <b>Print-Rich Environment:</b> Deewar Patrika creation.</li> <li>• <b>Creating Opportunities for Expression:</b> creating thanking cards for teacher’s day.</li> <li>• <b>Special Day Celebrations:</b> Teacher’s Day celebration.</li> </ul> <p><b>Monthly Assessment</b></p>                             |

|          |   |   |  |
|----------|---|---|--|
| October  | <ul style="list-style-type: none"> <li>Recognizes letters and their sounds (a-z)</li> <li>Produces words with common blends like “br” “fr” like 'brother', 'frog', etc.</li> <li>Writes a few words or short sentences in response to poems and stories</li> <li>Writes 5-6 sentences in English on personal experiences/ events using verbal or visual clues</li> <li>Composes and writes simple, short sentences with space between words</li> </ul>  | Sundari, Unit 7, Grade 2  | <ul style="list-style-type: none"> <li><b>Morning Assembly:</b> playing phonics songs for the children and working on sound awareness.</li> <li><b>Reading Corner:</b> Watching cinema based on a famous book (Blue Umbrella)</li> <li><b>Print-Rich Environment:</b> Using wrappers for language teaching.</li> <li><b>Creating Opportunities for Expression:</b> creating invitation cards for Diwali.</li> <li><b>Special Day Celebrations:</b> Diwali celebration.</li> </ul> <p><b>Half Yearly Assessment</b></p>   |
| November | <ul style="list-style-type: none"> <li>Responds to simple instructions, announcements in English made in grade/school</li> <li>Describes briefly, orally about events, places and/or personal experiences in English</li> <li>Uses meaningful short sentences in English – orally</li> <li>Reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries</li> <li>Writes dictation of short sentences</li> </ul>   | Teamwork, Unit 1, Grade 5<br>Going to Buy a Book, Unit 9, Grade 4 | <ul style="list-style-type: none"> <li><b>Morning Assembly:</b> Games on naming wild animals.</li> <li><b>Reading Corner:</b> Organizing mini book fair.</li> <li><b>Creating Opportunities for Expression:</b> Using wrappers for language teaching.</li> <li><b>Print-Rich Environment:</b> Letting children draw/ write around the poem and display it in the classroom.</li> <li><b>Special Day Celebration:</b> Children’s Day.</li> </ul> <p><b>Monthly Assessment</b></p>   |
| December | <ul style="list-style-type: none"> <li>Responds to simple instructions, announcements in English made in grade/school</li> <li>Describes briefly, orally about events, places and/or personal experiences in English</li> <li>Reads text with comprehension locates details and sequence of events</li> <li>Reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries</li> <li>Describes briefly in writing about events, places and/or personal experiences in English</li> </ul> | Wonderful Waste, Unit 1, Grade 5                                  | <ul style="list-style-type: none"> <li><b>Morning Assembly:</b> Talk about their favourite dish and its recipe in simple English.</li> <li><b>Reading Corner:</b> Creating a book on ‘My Favourite Character’: Writing about their favourite characters from two-three story books.</li> <li><b>Creating Opportunities for Expression:</b> Creating cards for Christmas day.</li> <li><b>Print-Rich Environment:</b> Writing/Drawing on the story and pasting it in the classroom.</li> <li><b>Special Day Celebration:</b> Christmas Day.</li> </ul> <p><b>Monthly Assessment</b></p> |

|          |  |   |   |
|----------|--|---|---|
| January  | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Describes briefly, orally about events, places and/or personal experiences in English</li> <li>• Reads storybooks in English, with the support of teachers/peers.</li> <li>• Reads text with comprehension locates details and sequence of events</li> <li>• Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li> <li>• Answers coherently in written or oral form to questions in English based on day-to-day life experiences, stories, poems, heard or read.</li> <li>• Writes informal messages with a sense of audience</li> <li>• Describes briefly in writing about events, places and/or personal experiences in English.</li> </ul> | <b>Alice in Wonderland, Unit 4, Grade 4</b> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Roleplay by the students.</li> <li>• <b>Reading Corner:</b> Narration of children literature by a guest speaker.</li> <li>• <b>Creating Opportunities for Expression:</b> Writing letters to their friends.</li> <li>• <b>Print-Rich Environment:</b> Pasting of wrappers and writing details like name of the product, expiry date, its use etc.</li> <li>• <b>Special Day Celebration:</b> Republic Day.</li> </ul> <p><b>Monthly Assessment</b></p>        |
| February | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Reads text with comprehension locates details and sequence of events</li> <li>• Answers coherently in written or oral form to questions in English based on day-to-day life experiences, stories, poems, heard or read.</li> <li>• Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li> <li>• Writes messages and short paragraphs with support from teachers/ peers.</li> <li>• Uses punctuation marks appropriately in writing such as question marks, comma, full stop, and capital letters</li> </ul>  | <b>Talkative Barber, Unit 6, Grade 5</b>    | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Speaking about their favourite festival.</li> <li>• <b>Reading Corner:</b> Creating posters on their favourite books.</li> <li>• <b>Creating Opportunities for Expression:</b> Creating an advertisement on a product.</li> <li>• <b>Print-Rich Environment:</b> Writing about their favourite cartoon character and displaying in the classroom.</li> <li>• <b>Special Day Celebration:</b> Mother Language Day.</li> </ul> <p><b>Monthly Assessment</b></p> |
| March    | <b>Yearly Assessment</b>   |   |   |

## Grade Level Calendar For 4th and 5th

| Month     | Learning Outcomes: Grade Appropriate  | Chapters  | Suggested Activities  |
|-----------|---|---|---|
| JULY      | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Describes briefly, orally about events, places and/or personal experiences in English</li> <li>• Uses meaningful short sentences in English – orally</li> <li>• Reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries</li> <li>• Writes dictation of short sentences</li> </ul>   | <b>Wake Up, Unit-1, Grade 4</b><br><b>Activity: Picture Talk</b>  | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Poem recitation by students.</li> <li>• <b>Reading Corner:</b> Sharing of a storybook by teacher and student.</li> <li>• <b>Creating opportunities for expression:</b> Sharing experiences of summer vacation orally.</li> <li>• <b>Print-Rich Environment:</b> Labelling the objects in the classroom.</li> <li>• <b>Special Day Celebration:</b> Jim Corbett Birthday-Giving opportunities to children to draw/talk about something related to wildlife.</li> </ul> <b>Monthly Assessment</b> |
| AUGUST    | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Describes briefly, orally about events, places and/or personal experiences in English</li> <li>• Reads text with comprehension locates details and sequence of events</li> <li>• Reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries</li> <li>• Describes briefly in writing about events, places and/or personal experiences in English</li> </ul> | <b>The Little Fir Tree, Unit 2, Grade 4</b><br><b>Activity: Creating Advertisement</b>                            | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Storytelling by students.</li> <li>• <b>Reading Corner:</b> Watching a movie based on a book.</li> <li>• <b>Creating Opportunities for Expression:</b> Letting students write their experience of the movie.</li> <li>• <b>Print-Rich Environment:</b> Pasting small instructions in school like -this is the library, don't make noise etc.</li> <li>• <b>Special Day Celebration:</b> Independence-day celebration.</li> </ul> <b>Monthly Assessment</b>                                      |
| SEPTEMBER | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Describes briefly, orally about events, places and/or personal experiences in English</li> <li>• Reads storybooks in English, with the support of teachers/peers.</li> <li>• Reads text with comprehension locates details and sequence of events</li> </ul>   | <b>Flying Together, Unit 2, Grade 5</b><br><b>Activity: Feel your Feelings</b><br><b>Activity: Letter Writing</b> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Role play by the students.</li> <li>• <b>Reading Corner:</b> Reading of folk tales and their sharing.</li> <li>• <b>Creating Opportunities for Expression:</b> Creating greeting cards for teacher's day.</li> <li>• <b>Print-Rich Environment:</b> Creating Dewar Patrika.</li> </ul>  |

|          |   |  |   |
|----------|---|--|---|
|          | <ul style="list-style-type: none"> <li>• Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li> <li>• Answers coherently in written or oral form to questions in English based on day-to-day life experiences, stories, poems, heard or read.</li> <li>• Writes informal messages with a sense of audience</li> <li>• Describes briefly in writing about events, places and/or personal experiences in English.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• <b>Special Day Celebration:</b> Teacher’s Day celebration.</li> </ul> <p><b>Monthly Assessment</b></p>   |
| OCTOBER  | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Reads text with comprehension locates details and sequence of events</li> <li>• Answers coherently in written or oral form to questions in English based on day-to-day life experiences, stories, poems, heard or read.</li> <li>• Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li> <li>• Writes messages and short paragraphs with support from teachers/ peers.</li> <li>• Uses punctuation marks appropriately in writing such as question marks, comma, full stop, and capital letters</li> </ul> | <p><b>Wonderful Waste, Unit 1, Grade 5</b><br/> <b>Activity: Play with Pauses</b></p>    | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Playing Simon says with the students.</li> <li>• <b>Reading Corner:</b> Making posters on the books read.</li> <li>• <b>Creating Opportunities for Expression:</b> Preparing greeting cards on Diwali.</li> <li>• <b>Print-Rich Environment:</b> Displaying the experiences of students on Diwali celebration.</li> <li>• <b>Special Day Celebration:</b> Diwali celebration.</li> </ul> <p><b>Half Yearly Assessment</b></p> |
| NOVEMBER | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Describes briefly, orally about events, places and/or personal experiences in English</li> <li>• Uses meaningful short sentences in English – orally</li> <li>• Reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries</li> <li>• Writes dictation of short sentences</li> </ul>   | <p><b>Teamwork, Unit 1, Grade 5</b><br/> <b>Going to Buy a Book, Unit 9, Grade 4</b></p> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Games on naming wild animals.</li> <li>• <b>Reading Corner:</b> Organizing mini book fair.</li> <li>• <b>Creating Opportunities for Expression:</b> Using wrappers for language teaching.</li> <li>• <b>Print-Rich Environment:</b> Letting children draw/ write around the poem and display it in the classroom.</li> <li>• <b>Special Day Celebration:</b> Children’s Day.</li> </ul> <p><b>Monthly Assessment</b></p>      |

|          |  |   |  |
|----------|--|---|--|
| DECEMBER | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Describes briefly, orally about events, places and/or personal experiences in English</li> <li>• Reads text with comprehension locates details and sequence of events</li> <li>• Reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries</li> <li>• Describes briefly in writing about events, places and/or personal experiences in English</li> </ul>  | <b>Wonderful Waste, Unit 1, Grade 5</b>     | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Talk about their favourite dish and its recipe in simple English.</li> <li>• <b>Reading Corner:</b> Creating a book on 'My Favourite Character': Writing about their favourite characters from two-three story books.</li> <li>• <b>Creating Opportunities for Expression:</b> Creating cards for Christmas day.</li> <li>• <b>Print-Rich Environment:</b> Writing/Drawing on the story and pasting it in the classroom.</li> <li>• <b>Special Day Celebration:</b> Christmas Day.</li> </ul> <p><b>Monthly Assessment</b></p> |
| JANUARY  | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Describes briefly, orally about events, places and/or personal experiences in English</li> <li>• Reads storybooks in English, with the support of teachers/peers.</li> <li>• Reads text with comprehension locates details and sequence of events</li> <li>• Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li> <li>• Answers coherently in written or oral form to questions in English based on day-to-day life experiences, stories, poems, heard or read.</li> <li>• Writes informal messages with a sense of audience</li> <li>• Describes briefly in writing about events, places and/or personal experiences in English.</li> </ul> | <b>Alice in Wonderland, Unit 4, Grade 4</b> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Roleplay by students</li> <li>• <b>Reading Corner:</b> Narration of children literature by a guest speaker.</li> <li>• <b>Creating Opportunities for Expression:</b> Writing letters to their friends.</li> <li>• <b>Print-Rich Environment:</b> Pasting of wrappers and writing details like name of the product, expiry date, its use etc.</li> <li>• <b>Special Day Celebration:</b> Republic Day.</li> </ul> <p><b>Monthly Assessment</b></p>  |

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|---|---|---|---|
| <p style="text-align: center;">FEBRUARY</p> | <ul style="list-style-type: none"> <li>• Responds to simple instructions, announcements in English made in grade/school</li> <li>• Reads text with comprehension locates details and sequence of events</li> <li>• Answers coherently in written or oral form to questions in English based on day-to-day life experiences, stories, poems, heard or read.</li> <li>• Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li> <li>• Writes messages and short paragraphs with support from teachers/ peers.</li> <li>• Uses punctuation marks appropriately in writing such as question marks, comma, full stop, and capital letters</li> </ul> | <p><b>Talkative Barber, Unit 6 Grade 5 Activity: Play with Pauses</b></p> | <ul style="list-style-type: none"> <li>• <b>Morning Assembly:</b> Speaking about their favourite festival.</li> <li>• <b>Reading Corner:</b> Creating posters on their favourite books.</li> <li>• <b>Creating Opportunities for Expression:</b> Creating an advertisement on a product.</li> <li>• <b>Print-Rich Environment:</b> Writing about their favourite cartoon character and displaying in the classroom.</li> <li>• <b>Special Day Celebration:</b> Mother Language Day.</li> </ul> <p><b>Monthly Assessment</b></p> |
| <p style="text-align: center;">MARCH</p>    | <p><b>Yearly Assessment`</b></p>  |   |   |

## 4. How to Achieve these Learning Outcomes?

### a) Processes and Objectives of Subject Content, Pedagogy, and Assessment

Studies and general observations suggest that the development of oral language in learners is the key to their success in learning the language. Listening and speaking support the development of learners' reading, writing, and thinking skills. Spoken and written language work together to develop language and literacy competence from childhood to adulthood. It has also been noticed that learners who struggle with oral language often have difficulties with reading and writing. This calls for a good number of opportunities for talk, conversations, read-aloud, songs, rhymes, stories, games, etc. in the English class.

Normally in the classroom, English is taught as a subject and not as a language that requires exposure and opportunities for usage. Language and thought are interdependent. Hence, in teaching processes, a teacher must include activities that allow learners to think and connect with their daily life. For example, during reading and writing if thinking does not happen, and if learners are not able to connect it with their daily life, the meaningfulness of reading and writing will be in question. On many occasions, learners fail to pick up reading and writing because they are engaged in rote learning based exercises that do not have a connection with meaning-making. Copying text from the board to the notebooks is one such example.

Similarly, in upper primary, literature is an integral part of language teaching. However, in most cases, the focus is on finishing the syllabus and doing some textbook-based exercises given at the end of the lesson. Thus, most children fail to develop literary skills as it requires a nuanced understanding of different modes of expression and appreciation of the text. For this, students should be given opportunities to experience the beauty and range of literature. There should be opportunities for group discussions and question answers. Children should be able to write their thoughts freely without the fear of grammar and correct spelling, the objective should be that students pick up the purpose of writing. If the teacher decides to include a variety of activities for speaking and writing, then there will be opportunities for them to broaden their knowledge of the world and its various issues. Another important point to remember is the alignment among learning outcomes, pedagogy, and assessment. There needs to be alignment between the LOs, classroom processes (pedagogy) and assessment. If even one of the three is misaligned, the learning outcomes will neither be successfully achieved nor assessed.

Let us understand this with the help of an example –Imagine a primary-level English classroom where an important learning outcome is: 'Expresses verbally her opinion and asks questions about the characters, storyline, etc. in English or home language.' The teacher makes efforts to tell stories using a few English words. She makes sure that her students know the meaning of each story in the textbook. She even writes the questions and answers on the board which children copy into their notebooks.

However, she does not plan any opportunities for children to express themselves and their views/opinions in relation to the story, its characters, etc. The whole year goes by, and children have learnt new English words. They know all the stories of the textbooks. However, they find it difficult to express their opinions when asked infernal or evaluate questions about even one of the stories, for example, "What do you think the story is about? Why was the little boy so naughty? What was the reason for the mother to get angry?"

The only questions they can answer are the ones dictated by the teacher or comprehension questions which require the ability to read and find out the literal meaning. These are also the kinds of questions/tasks the teacher puts in the worksheets and oral questions for assessment. Such assessments inform the teacher that most of her learners have understood the story well. This satisfies her to some extent, and she moves on. This example shows a misalignment of the learning outcomes, classroom pedagogy and assessment. If the teacher makes more efforts to align her pedagogy to the learning outcomes, her students might be able to

use language in richer ways, as desired. She may even be inspired to create more robust assessment tasks in her classroom which give a better indicator of her children's development as language learners.

### **Conducive Environment in Classroom**

The process of language learning is the same for home language and second language (here English) provided adequate comprehensible input in English is provided to the children. The input given in English does not immediately result in the use or production of English by the students. The errors made by the student in the process of learning English reflect the developmental stage of the student and are often self-corrected when the student moves to the next stage.

Oral language forms the foundation for learning to read and write the language. It is important to create a variety of experiences and opportunities for using oral language in the English language class. Such exposure should include the students' knowledge and experience of the world outside school. For example, the use of conversation around pictures, poems and stories improves their ability to engage with the content and connect it with their daily lives.

### **Some Practices that Help in Creating a Conducive Environment in the School:**

- **Morning Assembly**
  - Establish routines in school to give space to the students to use the language, even outside the English classroom. For example, reading and discussing an interesting English rhyme or story during the morning assembly; giving instructions in English, performing short skits etc.
  - Play different rhymes or songs (not included in the textbook) during assembly time. Use assembly time where the students are encouraged to recite rhymes or narrate stories (read in the reading corner). Encourage the other students to ask questions on the story or rhyme.
  - Dedicate some time for developing awareness of sounds (phonological awareness) and sound-letter correspondence (phonics). Play phonics songs for the students during assembly/break time to expose the students to the various sounds of the alphabet.
- **Reading Corner**
  - Explore and avail opportunities outside the textbooks, for example, establishing reading corners or a library where students get exposed to different print material, like storybooks and comics in English, which relates to their interests and contexts.
  - Use story books available in the reading corner. Questions based on these stories can be posed in code-mixing in the beginning. Children should be allowed to respond in their home language(s) and slowly encouraged to use more English.
- **Print Rich Environment**
  - Create a print-rich classroom where the text written by the students is hung on the walls. Deewar Patrika should be given space on the wall involving the students in the whole process of making it.
  - Displaying wrappers (toffee, chips, Maggi!), student's work on the notice board; labelling the school.
- **Creating Opportunities for Expression**
  - Encourage students to simply enjoy and use any language to talk about English rhymes, songs and stories used in class. Use more English during classroom interaction – words, short sentences and instructions, short stories, songs, and rhymes.
  - Encourage students to talk in detail about what they like or do not like in a story, poem, rhyme, or song. Encourage them to sing songs in the classroom and outside the classroom. After telling stories, give sufficient time and space for creating role-plays using a few English words and expressions.

Involve students in meaning-making exercises – converse with them about English words, songs and stories used in the classroom.

- Initially, do not focus too much on spelling errors made by learners. Let them invent their own spellings. Once their spellings become closer to the conventional spellings, expose them to the correct spellings by writing them on the board or pointing at a chart.
- Some writing exercises like creating invitations, birthday cards, letter writing, notices, messages, etc. should be done during ‘**Bagless Day**’. Give the children freedom to write in the way they wish to – drawing-cum-writing, code-mixed writing, etc. For upper primary, writing rituals such as daily/weekly diary, wall magazine of small, daily-life observations of children or appealing news from the classroom, school, or village/neighborhood should be done.

- **Special Days Celebrations**

- Include activities like role play, formal conversations with some invited guests, narrating stories connected with their lives, express their feelings about the special day through drawing or writing (code-mixed writing can be encouraged).

### Common Steps of Teaching Methods

#### Storytelling:

| Pedagogical Process   | Activities   |
|---|--|
| <ul style="list-style-type: none"> <li>▪ <b>Context Setting</b></li> </ul>                    | <p><b>Step 1:</b> The teacher will be engaging the students around the theme of the poem through some questions/informal talk.</p> <p><b>Step 2:</b> After asking the questions the teacher will be introducing the theme of the poem.</p>   |
| <ul style="list-style-type: none"> <li>▪ <b>Storytelling</b></li> </ul>                       | <p><b>Step 1:</b> The teacher will tell the story in simple English with proper voice modulation and probing questions. Considering the learning level of students, the teacher can tell the story in mixed language using targeted English words and sentences.</p>   |
| <ul style="list-style-type: none"> <li>▪ <b>Discussion Around the Target Words</b></li> </ul> | <p><b>Step 1:</b> The teacher will discuss the target words-</p> <ul style="list-style-type: none"> <li>✓ enacting the action words and asking students to guess the word,</li> <li>✓ Talking about the noun, picture words- rain, tree, umbrella, garden, bird, etc.</li> </ul> <p>Then the teacher will instruct students to write these words in their notebooks.</p>   |
| <ul style="list-style-type: none"> <li>▪ <b>Reading the Text</b></li> </ul>                   | <p>The teacher will write the poem on a chart and read aloud with students. He/she can also encourage students to do pretended reading. In case students have started reading a few of the words slowly, teacher can help children read sentences by giving attention to each child individually.</p>  |
| <ul style="list-style-type: none"> <li>▪ <b>Letter-Sound Correspondence</b></li> </ul>        | <p><b>Step 1:</b> The teacher will write the targeted words of the rhyme and ask students to identify the words that start with the same initial sound. Some students may recognize it, and some may not. The teacher will stress the sound herself/himself.</p> <p><b>Step 2:</b> The teacher will do this exercise multiple times to see whether students are able to recognize the sound and letter or not.</p> |

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|   | <p><b>Step 3:</b> The teacher will ask the students to write down the letter and the words starting with its sound in their notebooks.</p> <p><b>Step 4:</b> The teacher will now create flash cards of these words starting with the targeted letters/sound.</p>  |
| <ul style="list-style-type: none"> <li>▪ <b>Comprehension Questions</b></li> </ul>  | <p><b>Step 1:</b> The teacher will discuss the targeted words of the poem through questions to let the students revise and use them while responding orally.</p> <p><b>Step 2:</b> The teacher will interact with the students using the targeted English words and sentences and encourage them to use these words and sentences by appreciating their responses.</p> |
| <ul style="list-style-type: none"> <li>▪ <b>Writing</b></li> </ul>  | <p><b>Step 1:</b> The teacher will ask the students to draw a picture of introduced words and label it.</p> <p><b>Step 2:</b> The teacher will ask the students to write some words/letters based on rhyme like (B from Bath) / (Bath, Wake).</p>  |
| <ul style="list-style-type: none"> <li>▪ <b>Use of Platforms Outside the Classroom like Morning Assembly, Special Days etc. Use of Books other than Textbooks.</b></li> </ul> | <p>The teacher will provide each student the opportunity to tell the story in the morning assembly.</p> <p>The teacher will also encourage the students to take books from the library/ reading corner and then share with others the experience of reading the book.</p>  |

### Rhyme Recitation:

| Pedagogical Process                         | Activities  |
|---|---|
| <b>Context Setting</b>                      | <p><b>Step 1:</b> The Teacher will be engaging the students around the theme of the poem through some questions/informal talk.</p> <p><b>Step 2:</b> After asking the questions the teacher will be introducing the theme of the poem.</p>  |
| <b>Rhyme Recitation</b>                     | <p><b>Step 1:</b> The teacher will be reciting the poem through actions and gestures, playing stress on the targeted words.</p> <p><b>Step 2:</b> The teacher will then ask the students to recite the poem using actions and gestures in a group.</p>  |
| <b>Discussion Around the Targeted Words</b> | <p>The Teacher will discuss the targeted words-</p> <ul style="list-style-type: none"> <li>✓ enacting the action words and asking students to guess the word,</li> <li>✓ Talking about the noun, picture words- rain, tree, umbrella, garden, bird, etc.</li> </ul> <p>Then the teacher will instruct students to write these words in their notebooks.</p> |
| <b>Reading the Text</b>                     | <p>The teacher will write the poem on a chart and read aloud with students. He /she can also encourage students to read. In case students have started reading a few of the words slowly, teacher can help children to read the sentences by giving attention to each child individually.</p>   |
| <b>Letter-Sound Correspondence</b>          | <p><b>Step 1:</b> The teacher will write the targeted words of the story and ask students to identify the words that start with the same initial sound. Some</p>  |

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|---|--|
|   | <p>students may recognize the sound, and some may not. Teacher will stress on the sound herself/himself.</p> <p><b>Step 2:</b> The teacher will do this exercise multiple times to see whether students are able to recognize the sound and letter or not.</p> <p><b>Step 3:</b> The teacher will ask the students to write down the targeted letter and the words starting with its sound in their notebooks.</p> <p><b>Step 4:</b> The teacher will now create flash cards of these words starting with the initial letter, for example 'R from Rain'.</p> |
| <b>Comprehension Questions</b>  | <b>Step 1:</b> The teacher will discuss the targeted words of the story through questions to let the student revises and use them while responding orally.   |
| <b>Writing</b>  | <p><b>Step 1:</b> The teacher will ask the students to draw a picture of introduced words and label it.</p> <p><b>Step 2:</b> The teacher will ask the students to write some words/letters based on rhyme like (B from Bath) / (Bath, Wake).</p>  |
| <b>Use of Platforms Outside the Classroom like Morning Assembly, Special Days etc. Use of Books other than Textbooks.</b> | <p>The teacher will provide each student the opportunity to recite poems in the morning assembly.</p> <p>The teacher will also encourage the students to take books from the library/ reading corner and then share with others the experience of reading the book.</p>  |

### Reading:

| Stages                | Process  |
|-----------------------|--|
| <b>Read Aloud</b>     | <p><b>Step 1:</b> The teacher will set the context of the selected story/rhyme by interacting with its theme and using a picture reading activity.</p> <p><b>Step 2:</b> The teacher will recite the rhyme/tell the story.</p> <p><b>Step 3:</b> The teacher will have a discussion with the students around the comprehension questions and words.</p> <p><b>Step 4:</b> Now the teacher will write the rhyme or summary of the story on a chart and read aloud the text to children with proper voice modulation, pauses and pronunciation. During this activity, the teacher will involve students by following finger-reading of the text.</p> <p>The teacher reads using techniques, like finger-pointing. The teacher involves children in reading different words and asks children to repeat after her or read alongside her. It is of tremendous help to children if all forms of reading take place repeatedly using familiar texts.</p> |
| <b>Shared Reading</b> | <p><b>Step 1:</b> The teacher will introduce letter-sound association and then the written form of words by using flashcards of the introduced targeted words or writing these words on board.</p> <p><b>Step 2:</b> The teacher will read the text with students and involve them in finger reading to make them recognise the words that they comprehend.</p> <p><b>Step 3:</b> The teacher will write the list of sight words on a chart and encourage children to read and identify these words in the text.</p>   |

|                               |  |
|-------------------------------|--|
| <b>Guided Reading</b>         | <p><b>Step 1:</b> The teacher will encourage students to read the text by identifying the targeted words. In this process, the teacher will help the child in pronouncing unfamiliar words.</p> <p><b>Note:</b> <i>The teacher will appreciate each step of the student on her recognition of the words.</i></p> <p><b>Step 2:</b> The teacher will guide the students to read other texts by creating interest and assisting them to read the unfamiliar words.</p> <p><b>Step 3:</b> The teacher will do the activity of ‘<b>Wrapper Reading</b>’ by asking children to bring the wrapper of toffees, chips, biscuits, etc. and read them.</p> |
| <b>Independent Reading</b>    | The teacher will provide exposure to different types of children’s literature and encourage them to read the books independently.  |
| <b>Uses of Reading Corner</b> | The teacher will organize the children’s literature books through Reading Corner, Potli Library, etc. and schedule a time for reading. The teacher will encourage children to read the books and tell stories, recite poems, or perform role play in ‘Morning Assembly’, ‘Pratibha Diwas’ or other school-level events.  |

### Writing:

| Stages                        | Process   |
|-------------------------------|---|
| <b>Drawing and Scribbling</b> | After the storytelling or rhyme recitation activity, the teacher will instruct students to scribble or draw pictures of some objects.   |
| <b>Alphabet Writing</b>       | The teacher will instruct students to write alphabets after doing the activity of letter- sound association, blending sound activities and other activities related to letter-sound association.  |
| <b>Word Writing</b>           | <p><b>Step 1:</b> The teacher will involve children to do <b>inventive writing activities</b> by following the ‘Onset and Rime’ activities.</p> <p><b>Step 2:</b> The teacher will involve students in labelling activities to write the words of different objects around them.</p> <p><b>Step 3:</b> The teacher will introduce words through rhyme and story and instruct students to write the words in their notebooks.</p>                                |
| <b>Sentences</b>              | <p><b>Step 1:</b> Imitative writing: After rhyme recitation, the teacher will involve students in writing the text of the poem on a chart.</p> <p><b>Step 2:</b> Sentence Pattern: The teacher will introduce different sentence patterns after storytelling and rhyme recitation and ask children to follow the same pattern to write sentences.</p> <p><b>Step 3:</b> The teacher will instruct students to write the introduced instructions in English.</p> |
| <b>Structured Writing</b>     | <p><b>Step 1:</b> The teacher will discuss a topic and involve children to write on a topic in a structured way, such as introducing their family members in sentences, writing an essay on school, festivals, etc.</p> <p><b>Step 2:</b> The teacher will instruct students to summarise a story in a few sentences after reading the story.</p> <p><b>Step 3:</b> The teacher will instruct students to write the dialogue for role play.</p>                 |

|  |   |
|--|---|
| <b>Independent Writing</b>                           | The teacher will instruct students to express themselves in written form independently by encouraging them to write diaries, book reviews, movie reviews etc.                       |
| <b>Use of Other Platforms for Writing Activities</b> | The teacher will encourage students to write the reports of a school-level event such as Independence Day celebration, Republic Day celebration, 'Sapno Ki Udan', SMC meeting, etc. |

### Bilingual/Multilingual Approach in the English Language Classrooms

In the initial years using children's home language has advantages for the child as her initial understanding of the world around her is shaped through her home language. Home language should be seen as a resource and not as a hindrance in the English language classroom. For this, the teacher can use bilingualism in the classroom without directly translating.

For example, a child who speaks Garhwali and some Hindi at home looks at the picture of a village and identifies many objects, persons, and actions in her known languages. She even talks about the picture with her friends and independently describes it in front of the class. But she is not able to do all this in English yet. The teacher allows the child to use her home language and supplements the child's responses using a mix of Garhwali, Hindi, and a few keywords in English, for example, house, tree, shop, dog, and bus. The teacher points at the picture when using these English words (in Garhwali and Hindi sentences or questions) for example, "Picture *mein kya-kya dikh raha hai?* Shop *kahaan hai?* *Kitne tree hain?* Dog *ka colour kya hai?* *Sabse favourite animal kaunsa hai?* Tell me? *Iss picture mein five cheezein count karo jo tumhein sabse acchi lagi. Unke baare mein kuch batao? In sab cheezon ko apne gaon, apne village mein dekha hai?"*

This gives children a lot of meaningful exposure to English. The teacher does not force the child to produce English but encourages her to slowly use a few English words of her own. The teacher encourages the child with questions like – "What is this word called in your language? I will ask the question in English, but you can answer in Garhwali or Hindi or both." This enables the child to know that English is just another language and is not learnt at the cost of forgetting languages she already knows. Teachers should also try to provide input in simple English as much as possible.

### b) Grades 1-3 - Suggested Activity/Task/Pedagogy

#### Foundational Level

##### Learning Outcomes: Listening and speaking level 1 (LS1)

- Listening and enjoys listening to and singing English songs and rhymes with actions.
- Recites poems individually/in groups.
- Responds orally (in any language including sign language) to comprehension questions related to stories/poems.
- Recognizes letters and their sounds (a-z).

#### Activity 1: Let's Recite

**Reference to the textbook- Rhyme:** 'After Bath' - Unit 2, Grade 1.

**Step 1:** With the help of pictures of the lesson the teacher will set the context and check the prior knowledge of the students.

- What are the objects in the picture?

**Expected Response:** '*bachcha*' (if the student is responding in their home language or in Hindi, the teacher will introduce the English vocabulary).

- What is this child doing in the picture?

**Expected Response:** '*dance kar rha hai, naha rha hai, nahane ke baad towel se pani sukha rha hai.*' (The teacher will take the response of students and introduce the English words- bath, dry, wipe.)

### Step 2: Poem Recitation

- The teacher will introduce the poem by instructing them in English: 'Let's sing and dance, like this child in the picture'. And then the teacher will recite the poem, 'After a Bath' with actions, gestures, and by involving students in a group.
- The teacher will encourage and help students to recite the poem in groups with actions and gestures.
- The teacher will then ask one student to recite one line and the next student will continue with the second line and the third student will say the third line. This will be continued until each student has recited the poem once.

**Step 3:** The teacher will write the poem on a chart and read aloud with the children.

**Step 4:** The teacher will discuss the target words in the poem through questions such as:

- When do you take a bath?
- Who has taken a bath in a river, or spring?
- What do you use to wipe your hands after washing?

The teacher will refer to the section of 'Let's Talk' and will explain the questions using simple English (or using English words from the rhyme) and encourage students by appreciating their responses.

**Step 5:** The teacher will ask the students to draw a picture or write some words/letters based on rhyme like (B from Bath) / (Bath, Wake).

**This activity should also be done with Paddling Pool page-12, Unit 1, Grade 2**

### Activity 2: It's Raining

**Reference to the link- Rhyme:** Rain, Rain Go Away <https://www.youtube.com/watch?v=Zu6o23Pu0Do>

**Step 1:** The teacher will set the context and check the prior knowledge of students through the rhyme by asking: "What will you do if it starts raining suddenly during break time?"

This will be followed by:

- **Question:** Then how will you feel?
- **Question:** What will you do?

The teacher will then show the video of rhyme to students by instructing: "Children! Let us watch, what the children are doing in the video."

**Step 2:** Once the students have watched the video, the teacher will play the rhyme again and encourage the students to sing and dance.

**Step 3:** The teacher will talk about the words 'rain' and 'play' using some questions such as:

- When does it rain?
- When it rains what sound does it make? When it rains what game do you play?
- What do you do when it rains?

- Where does the sun go when it rains?
- Why does it rain?
- If there is no rain, what will happen?

**Step 4:** The teacher will ask the students to draw a picture or write some words/letters based on rhyme like (R from Rain) (Rain, Go).

#### **Learning Outcomes: Listening and Speaking Level 2 (LS2)**

- Carries out simple instructions such as 'Shut the door', 'Bring me the book', etc.
- Responds appropriately to oral messages.
- Listens to English words, greetings, polite forms of expression, simple sentences; and responds in English like 'How are you?', 'I'm fine, thank you.', etc.
- Recognizes letters and their sounds (a-z).

#### **Activity 1: Simon says, "Recite a Rhyme!"**

**Step 1:** The teacher will introduce action words-dancing, singing, jumping, bending, etc. through the 'Simon says' activity where the teacher will say aloud- 'Simon says to dance' and children will dance.

**Step 2:** Then, the teacher will ask the students to stand in a circle with the teacher in the middle of the circle. The teacher will instruct the students:

- "Touch your head",
- "Touch your eyes",
- "Jump high",
- "Sing a song".

After this, the teacher will explain the rules to the students.

**Rule:** *The person standing in the middle will say a word, and others will have to do the action. Then the person standing in the middle will shake hands with anyone standing in the circle and this person will come in the middle and repeat the process.*

- The teacher will then start the activity by giving any action word, for example, "dance".
- Once all have done the action, the teacher will shake hands with any student standing in the circle. This student will be the second participant.
- Then this student will come in the middle of the circle and say another action word.
- Once all have done the action, the student will shake hands with any student standing in the circle. This student will be the third participant.
- This whole process will be repeated until each student gets an opportunity to come in the middle of the circle.

**Step 3:** The teacher recites a rhyme (related to instructions on body movements) and asks the students to repeat it energetically: for example

- This is my right hand; I'll raise it up high (raise the right hand).  
This is my left hand; I'll touch the sky (raise the left hand).  
Right hand left hand; roll them around (rolls hand in a circle).  
Left hand, right hand; pound, pound, pound (pound hands on top of each other).

**Step 4:** The teacher will now ask students to describe what happened during the circle activity and the rhyme.

**Step 5:** The teacher will ask the students to draw a picture or write some words/letters based on rhyme.

### Activity 2: Talking with the Bird

**Reference to the textbook- Rhyme:** Once I saw a little bird, Unit-4, Grade 1

**Step 1:** The teacher will set the context and check the prior knowledge of students by asking questions, such as, do birds fly? Do birds talk? How do they talk?

**Step 2:** Now the teacher recites the poem 'Once I saw a little bird' to the student multiple times, involving each one of them so that everyone gets the opportunity to recite.

**Step 3:** The teacher will now ask questions to students based on the rhyme like: What did the child see? What was the little bird doing? What was the child going to say? The teacher will also summarize the poem.

**Step 4:** Once the recitation is done teacher will start a role play with the students (one student as a bird and one as a child) using the given below dialogues:

Child: Little bird, stop, stop!

Child: How do you do?

Bird: I am fine, I am flying in the sky.

Child: Where will you fly to?

Bird: I will fly to meet my friends.

Like this, dialogues can be extended.

**Step 5:** Taking this conversation to daily life, the teacher will ask students to do the role play by dividing the students into pairs and giving each pair a situation and asking them to act it out. Some examples of situations are:

a) Situation 1: You go out in the market, and you meet your friend. How will you greet them?

b) Situation 2: You go to a wedding and meet your relative. How will you greet them? etc.

**Step 6:** Connection with the reading/writing: Ask students to either draw a picture on the character of the rhyme or write the initial letters of the main characters of the rhyme (Example: B from Bird) or read/write the main words of the rhyme (Birds, child, fly).

#### Learning Outcomes: Listening and Speaking Level 3 (LS3)

- Expresses verbally her opinion and asks questions about the characters, storyline, etc. in English or home language.
- Identifies characters and sequence of a story and asks questions about the story.
- Talks about self/ situations/ pictures in English/bilingually.
- Recognizes letters and their sounds (a-z).

### Activity 1: I can act!

**Reference to the textbook- Story:** Curly Locks and the Three Bears, Unit 6, Grade 2

**Step 1:** The teacher will ask questions to the students to initiate dialogue around the story. Like: Who has curly locks in the class? Anyone in your neighbourhood who has curly locks? How many of you have seen bears? Do you like bear or dislike bear?

**Step 2:** The teacher will now tell the story to the students by using props, actions, and gestures in simple English. If students are not able to follow, the teacher can also do it in mixed language.

**Step 3:** After storytelling teacher will ask questions to students to help them comprehend the story. Like: Where did the girl go? Why did she go to the forest? Why did she eat food at the bear's house? If you were in the girl's place, would you also sleep in the bear's house?

**Step 4:** After discussing the question, the teacher will ask students to perform role play enacting the character of the girl and three bears through the impromptu dialogue in simple English or using the introduced English words.

**Example of a script:**

- **Curlylocks:** Main Curlylocks hu. Main ek Girl hu.
- **Papa Bear:** Main Papa Bear hu.
- **Mama Bear:** Main Mama Bear hu.
- **Baby Bear:** Main Baby Bear hu.
- **Papa, Mama and Baby Bear:** Chalo Market chalte hai.
- **Curlylocks:** Yaha ek house hai. Andar chal kar dekhti hu. Are waah yaha toh bahut sara food rakha hua hai bowls mein. Main kha kar dekhti hu. Ab khane ke baad main sleepy feel kar rahi hun. Thoda sa so leti hu. Yeh toh bahut hard bed hai. Ye toh bahut soft bed hai. Ye vala bed sahi hai, yahi so jati hu.
- **Papa Bear:** Mera food kisi ne kha liya.
- **Mama Bear:** mera food bhi kisi ne kha liya.
- **Baby bear:** mera food bhi kisi ne kha liya.
- **Papa Bear:** Mere bed pe koi soya tha.
- **Mama bear:** mere bed par bhi koi soya tha.
- **Baby bear:** mere bed par koi so raha hai. Tabhi Curlylocks apni sleep se uthti hai aur bears ko dekh kar bed se neechे jump karti hai aur bahar bhag jati hai.

**Step 5:** The teacher will give the student space and time to perform role play in the classroom/assembly time/SMC meeting/Pratibha divas without pointing out the errors.

**Note:** *The teacher should give space for impromptu dialogue-making to the students. If the students are adding dialogues from their side, it should be encouraged.*

## Activity 2: What Happens Next?

**Reference to the textbook- Story:** Nina and the Baby Sparrows, Unit 2, Grade 3

**Step 1:** The teacher will generate conversation/informal talk with the students by asking questions like:

- Where do you live?
- Who all live in your house? (The responses will come in their home language, the teacher will write the English vocabulary on the blackboard)
  - Expected responses: “papa, mummy, dadi, behen, etc.”
- What is around your house?
  - Expected responses: “road, dukaan, etc.”

The teacher will also be using the pictures given in the chapter “Nina and the Baby Sparrow” and generate discussion around it: example



- What can you see in the picture?
  - Expected responses: “Ek girl, kapade, mummy, bag, etc.”
- What is the girl doing?
  - Expected responses: “Vo ro rahi hai”
- Why is she crying?

The teacher will build the context to the story before going towards storytelling.

**Step 2:** Using the live objects (nest, toy bird, etc.) and pictures, the teacher will tell the story, and stress on some target words from the story (Market, dress, wedding, sparrow, mother, window, nest, room, upset). The teacher can use code-mixing while telling the story.

**Step 3:** The teacher will ask questions to see whether children have comprehended the story or not. Like: Where did Nina’s mother take her? Why was Nina worried? What new things you would like to wear for the wedding?

**Step 4:** The teacher will be referring to the NCERT textbook Grade 3, pg. 18 ‘Picture Story’ activity to work on sequencing the story.

**Step 5:** The teacher will then ask the students to imagine ‘if a bird came into their room what will they do?’; ‘Which kind of dress will they buy if their mother takes them to the market?’

**Step 6:** Connection with the reading/writing: Ask students to either draw a picture on the character of the story or write initial letters of the main characters of the story (Example: N from Nina, B from Baby sparrow) or read/write the main words of the story (Nina, mother, baby sparrow etc).

#### **Learning Outcomes: Listening and Speaking Level 4 (LS4)**

- Recognizes letters and their sounds (a-z).
- Produces words with common blends like “br” and “fr” like 'brother', 'frog', etc.

#### **Activity 1: Letter and Sound Association**

**Step 1:** The teacher will introduce ten to fifteen words orally to students. There should be some words that all start from the same sound (for example: Dog, Doll, Donkey, Date, Daddy, Dev, Devendra, Disha, Dance) and a few random words (for example: Knife, cat, boy, apple, orange) and talk about these words.

**Step 2:** The teacher will ask the students to identify the words that start with the same sound. Some students may recognize, and some may not. The teacher will stress on the sounds of the first letter which is in focus.

**Step 3:** The teacher will now spread out the flashcards of these words in the classroom and show them that all these words start from the common letter 'D'. The teacher will do this exercise multiple times to see whether students are able to recognize the sound and letter or not.

**Step 4:** The teacher will ask the students to write down the letter 'D' and the words starting from /d/ in their notebook.

### Activity 2: Onset and Rime

**Step 1:** The teacher will bring a set of three letters words with common vowel sounds such as bit, fit, hit, sit, and will ask students to clap after listening to the initial sound /b/ (onset) and the remaining part of the word 'it' (rime) of the word bit. The teacher will use similar words for practice.

**Step 2:** The teacher will write the already introduced words on board and pronounce these words clearly so that students can catch each sound in the word. For example, break the word bit into individual sound /b/, /i/, /t/. The teacher can do similar kinds of practices with other words as well.

**Step 3:** The teacher will write 'it' on the board asking students to add various initial sounds like /s/, /f/, /h/ etc. and pronounce the words. Teachers will appreciate if students create some non-sensical words such as cit, dit, git, jit, etc. **(Note: Here the teacher will let the students invent words irrespective of their meaning.)**

**Step 4:** The teacher will encourage each student to write the introduced words in their notebook and read them.

### Activity 3: Awareness of Blending Sounds

**Step 1:** The teacher will introduce the words that have blending sounds and will discuss these words with the students. For example: Frog, Frock, Train, Tree, Tray, Sleep, Sheep, Sparrow, Crow, Rat, Run, Lion, Parrot. A few questions like: Have you seen a lion? Where does a Frog live? -to check the understanding of these words.

What is the first letter sound in Lion, Parrot? What is the sound of the first letter in Crow? The Sound of the second letter of the Train is...? The last letter sound in Run is...?

**Step 2:** Once students can guess individual sounds, help them in segmenting the sounds in a word...run =/r/ /u/ /n/, rat= /r/ /a/ /t/. Keep this step only for simple sounds.

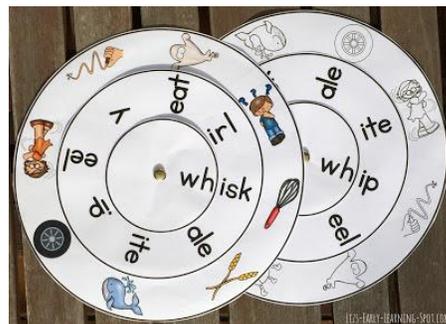
**Step 3:** The teacher will now ask students to mix two sounds like /f/ and /r/, /s/ and /l/, /s/ and /p/ and pronounce the blending sounds /fr/, /sl/, /sp/.

How is the sound of 'fr' different than 'sl' and /sp/?

If the expected response shows that students have picked up blending, then the teacher can do the same activity with other blending sounds.

**Step 4:** The teacher will now introduce the blending wheel to the students and play a blending sound game with the students. The teacher will ask the whole class to repeat the whole word that comes in the blending wheel.

**Step 5:** In the next step the teacher will ask the students to invent the spelling of the words being spoken by the teacher. E.g., to invent the spelling of the word 'Purple' and the students can pick up the cards and arrange like 'PRPL'. In this activity, students will be given space to form wrong spellings without forcing the conventional spelling on them.



### Learning Outcomes, Reading 1

- Names familiar objects seen in pictures.
- Associate words with pictures.
- Reads print on the classroom walls: words, poems, posters, charts, etc.

### Activity 1: What's in My Bag?

**Step 1:** The teacher will play the game 'Guess the objects' with the students. The teacher will carry a bag with some objects and ask the students to guess the name of objects that might in the bag and write their responses on the board. In case the students are not able to guess the objects, the teacher will give clues such as-

'It is round, we play with it, and its bounces'. (Ball)

Now the teacher will take out the ball from the bag.

Follow this step with some of the objects.

**Step 2:** Now the teacher will talk about other objects from the bag and will ask the following questions:

- What is this?
- Why do you use it?
- Do you have it in your home?

**Step 3:** The teacher will ask students to draw pictures of the object and label it.

**Step 4:** The teacher will ask each student to come in front and talk about the object drawn by the students.

### Activity 2: Poem on the Wall

**Reference from the textbook:** On My Blackboard I can Draw, Unit 7, Grade 2.

**Step 1:** The teacher will check the prior knowledge of the students by asking questions such as – 'Where is the window in our classroom?'

'How many doors are there?'

'What is the colour of window?'

**Step 2:** The teacher will recite the poem with actions and gestures.

**Step 3:** The teacher will discuss following questions with students to work on the comprehension:

"How many windows are there in the house?"

"What is the colour of chimney?"

"Where does the marigold grow?"

"How many brown goats are in the house?"

**Step 4:** The teacher will write the poem on the chart and will read aloud the poem with the students.

**Step 5:** With the help of students, teacher will label the objects in the classroom using English words.

### Learning Outcomes, Reading 2.

- Reads aloud with adequate pauses a text appropriate to her age and context.
- Reads short texts in English with comprehension, i.e., can identify main idea, details, and sequence in a story, etc. and draws conclusions using key words in English.

### Activity 1: Reading a Story

**Reference to the textbook- Story:** Lalu and Peelu, Grade 1 Unit 3

**Step 1: Context Setting-** The teacher will show the picture to the students and encourage them to describe the picture. Teacher will also ask questions to the students related to the picture.

**Step 2: Storytelling –** The teacher will narrate the story in mix language by using the voice modulation, appropriate pronunciation, and pauses.

**Step 3: Reading the story in mixed language -**The students will be instructed to read the story in mixed language written on the chart.

**Step 4: Discussion around the story:** The teacher will discuss the story with the students around some comprehension question of the story.

- How does red chilli taste?
- What did Peelu bring for Lalu?

**Step 5:** The teacher will write students' response on the board and ask the students to read them.

**Step 7:** Reading the story in English (summarized/abridged version) - Write the story in summarized form in English and write it in chart and paste it in the classroom teacher will read it aloud for kids with proper pauses, stress, and clear pronunciation.

**Step 8: Retelling the story -** Students will be asked to narrate the story in their own words in the morning assembly in English or mixed language.

### Activity 2: Storytelling Time!

**Reference to the textbook-** Storm in the Garden, Unit-4, Grade 2

**Step 1: Vocabulary Building**

- List out the target words in the text and introduce them to students through different activities.  
Examples of Target words: Storm, Garden, Snail, Friends, Climbed, Clouds, Dark, Trees, White, Light, Mother, Home, Flower
- Show the picture of the words and ask students to guess



- Display the picture of Snail and ask students to guess, whose picture is it?
- If students respond in their home language, introduce the English word Snail for the same.
- Ask questions such as “Have you seen a Snail”?



- Display the picture of a lightning and dark clouds, and ask the students what is the happening to the cloud?
- Ask the students to give a name to the cloud?
- Write the new vocabulary on a chart paper along with pictures (wherever possible) and paste it in the classroom so that students see it daily and read it.

### Step 2: Talk around pictures

Show the picture given in the textbook to the students and ask them to name the objects which they can see and list them down in the board.

**Step 3: Storytelling-** The teacher will narrate the story in mixed language by using target words.

**Step 4: Reading the story in mixed language-** The students will be asked to read the story in mix language written on the chart and following questions could be asked to check the comprehension:

- Who was Sunnu Sunnu?
- Where were the ants hiding?
- Have you ever seen ants in the garden?

**Step 5:** Reading the story in English (summarized/abridged version)

Write the story in summarized form in English and write it in chart and paste it in the classroom. The teacher will read aloud the story for the kids with proper pauses, stress on right pronunciation. Following link can be referred to: <https://www.youtube.com/watch?v=tZ2rL0eByfc>

The teacher will then ask the kids to read aloud the abridged version of the story written on the chart.

**Step 6:** Retelling the story- Students will be asked to narrate the story in their own words in the morning assembly in English or mixed language.

### Learning Outcomes, Writing Level 1

- Can draw a picture with the help of oral instructions.
- Responds to poems and stories in the form of drawings and scribbling.
- Differentiates between small (a-z) and capital letters (A-Z) in print.

### Activity 1: Let's Play with Capital and Small Letters!

**Reference to the textbook- Story:** Circle, Unit 5, Grade 1

**Step 1:** The teacher will check the prior knowledge of the students by asking few questions:

- How does roti look like?
- What are other things that are round?

**Step 2:** The teacher will narrate the story 'Circle' with students.

**Step 3:** Ask a few comprehension questions to students:

- What did grandmother and Mohini draw first?
- What was the colour of balloon that Mohini drew?
- What is the shape of wheel?

**Step 4:** Now the teacher will ask the students to find capital 'C' and small 'c' in the story. Similar activity can be done with other letters as well.

**Step 5:** The teacher will then write some words on the blackboard and ask the students to find two words beginning/ending with the same letter. The words can be from the story or from outside. For example: Else, Eye, Pop, Shops, Dad, Mom

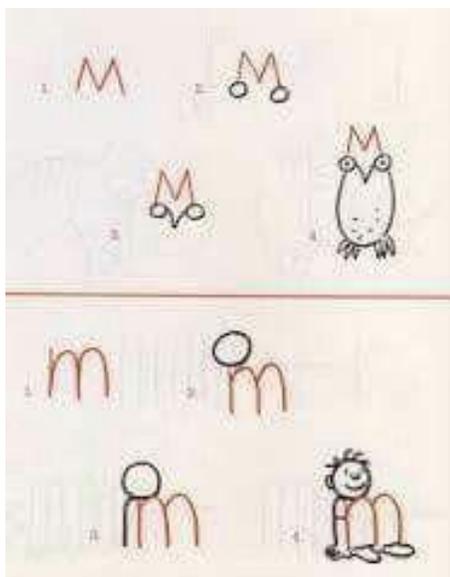
**Step 6:** The teacher will ask students to draw objects that are round.

### Activity 2 – I will Say, You Draw!

**Reference from the text:** The Mouse and the Pencil, Page no.- 115, Grade 2.

**Step 1:** The teacher will instruct the students to draw a capital letter 'M'.

**Step 2:** Then the teacher will give instructions to use letter 'M' to make an owl (as given in the picture).



**Step 3:** The teacher will give simple instructions:

- 1) Draw two circles at the end of each line.
- 2) Connect the circles using a curve.
- 3) Draw the stomach of the owl.
- 4) Draw its legs.

The teacher will also be drawing on the board while giving instructions to the students.

**Step 4:** Similar activity the teacher will do with small letter 'm' (as given in the picture).

**Step 5:** The teacher will then use the picture story “The Mouse and the Pencil”. While telling the story the teacher will also let the students guess what the pencil is drawing.

**Step 6:** After listening the story the teacher will ask the students to draw the cat.

#### Learning Outcomes, Writing Level 2

- Writes simple words like fan, hen, rat, etc.
- Writes/types of dictation of words/phrases/ sentences.

### Activity 1: Writing through Story!

**Reference from the text:** Funny Bunny, Unit-5, Grade-2

**Step 1:** The teacher will ask the students a few questions to set the context:

- Do you know who is the king of the forest?
- Have you seen a rabbit?
- Do you have hen at home?

**Step 2:** The teacher will narrate the story, 'Funny Bunny' to the students in mixed language using target words.

**Step 3:** Reading the story in mixed language: Students will be asked to read the story in mixed language written on the charts and following questions will be asked to check the comprehension:

What was the thing that fall on Funny Bunny?

Where did Funny Bunny go?

Do you think it was good decision by Funny Bunny to meet the king?

**Step 4:** Reading the summarised version of story: Write the story in summarized form in English on chart and paste in the classroom. The teacher will read aloud the story with proper pauses.

**Step 5:** The teacher will now discuss each word with the student.

**Step 6:** Once the students will have understood the words, the teacher will now ask the students to write some key words from the story like nut, Funny Bunny, hen, king, sky, Foxy and draw pictures of these words.

### Activity 2: Collage of the Words

**Step 1:** The teacher will ask the students which animal do they like the most?

Expected responses: *"dog, cat, sheep, cow, etc"*

From their responses the teacher will write one word, example, 'dog' on the board. It is important to keep in mind that chosen words should be drawn from the context of the students.

**Step 2:** The teacher will then ask the students to list out various words that rhyme with the word 'dog', example, 'fog, log, mog, etc'. Words told by the students will be written on the blackboard.

**Step 3:** The teacher will then ask the students to write the words written on the blackboard in their notebooks.

**Step 4:** The teacher will then ask the students to make a collage of the words on a chart paper. Each student will be dictated a word by the teacher, and they will have to write the word on the chart paper after listening to the dictation.

### Learning Outcomes, Writing Level 3

- Writes a few words or short sentences in response to poems and stories.
- Writes 5-6 sentences in English on personal experiences/ events using verbal or visual clues.
- Composes and writes simple, short sentences with space between words.

### Activity 1: Pat, Pat, Pattern.

**Reference to the textbook- Rhyme:** Rain, Grade 2, Unit 4.

**Step 1:** The teacher will set the context of the poem by talking to the students around the poem using the picture of the rhyme:

- What are the objects in the picture?

**Expected Response:** girl, *chhata* (if the student is responding in the home language or Hindi, the teacher will introduce the word umbrella)

- What are Students doing in the picture?

**Expected Response:** “*barish me school se ghar ja rahe hain*” (The teacher will take the responses of the students and introduce the English words- rain, cloud, raincoat, etc)

**Step 2:** The teacher will introduce the poem by saying “Let’s sing and dance”. And then the teacher will recite the poem, ‘Rain’ with actions and gestures by involving Students in a group. She can use the YouTube link <https://www.youtube.com/watch?v=IPbjh-XnwtE>

**Step 3:** The teacher will encourage and help students to recite the poem in a group with actions and gestures. Thereafter s/he will encourage a student to recite the first four lines of the poem individually with actions and gestures.

**Step 4:** The teacher will discuss the targeted words in the poem through the codemixed questions such as:

- Do you like to play in rain?
- What game do you play?
- What do you use to keep yourself dry in the rain?

**Step 5:** The teacher will write the poem on a chart and use finger reading while reciting the poem. Students will follow the same.

**Step 6:** The teacher will instruct students to write words that come in the rhyme like- rain, umbrella, tree, field, and sea in their notebooks.

**Step 7:** Here teacher will introduce three words sentence patterns- like ‘I like \_\_’, ‘I love \_\_’, ‘I dislike \_\_’ and explain the use of these sentences with an example- ‘I like school.’ ‘I love school.’ ‘I dislike school.’

**Step 8:** The teacher will now ask students to join these sentence patterns with the words learnt in the rhyme. For example...I like rain, I like umbrella, I like tree, I love rain, I love umbrella, I love tree, I dislike rain, I dislike umbrella, I dislike tree. Teachers should appreciate and encourage the efforts made by students.

**Step 9:** Once kids start picking the pattern with these words, new words from their lives can be brought. For example: I like ice cream. Later new three words patterns can also be introduced. Like:

I enjoy.... I want....

## Activity 2: What do I Want?

**Reference to the Story:** I want, Grade two, Unit two.

**Step 1:** The teacher will set the context of the story by talking to the students around the picture. Taking their responses, teacher will introduce the story- “Today, we will read a story about a monkey who got a magic wand. So, let’s see what he does with it.”

**Step 2:** The teacher will tell the story repeating the sentence – ‘I want \_\_’, and targeted words, magic wand, monkey, long neck, trunk, elephant, happy, stripes, zebra.

**Step 3:** The teacher will encourage and help students for role play and preparing sentence strips-

I am monkey.

I have a magic wand.

Oh, I am sad, I want a long neck like giraffe.

I want a long trunk just like this elephant.

Now I am happy.

Oh, I am sad. I want stripes like zebra.

Now I am happy.

Oh, I look awful.

I want to be normal.

Now I am happy.

**Step 4:** The teacher will discuss the target words in the story through the questions such as:

- What do the monkey want?
- How is he fulfilling his wishes?
- What will you want if you get a magic wand?

**Step 6:** The teacher will instruct students to write target words from the story like- monkey, magic wand, trunk, elephant, neck, giraffe, stripes, zebra, happy, sad, etc in their notebooks.

**Step 7:** Now here, the teacher will introduce three words sentence pattern- like 'I want \_\_', 'I don't want \_\_', and explain the use of these sentences with examples- 'I want pencil.' 'I don't want book'

**Step 8:** The teacher will now ask students to join these sentence patterns with the words learnt in the story. For example...I want long neck, I don't want long neck, I want stripes, I don't want stripes, I want trunk, I don't want trunk. The teacher should appreciate the efforts made by the students.

**Step 9:** Once students start picking the pattern with these words, new words from their lives can be brought. For example: I want ice-cream. I don't want milk.

## Sample Teaching Plan

**Lesson:** After Bath, Unit-2, Grade-1

| Pedagogical Process                  | Activities   |
|--------------------------------------|--|
| 1. Context Setting                   | <p><b>Step 1:</b> Teacher will be engaging the students around the theme of the poem through some questions/informal talk.</p> <ul style="list-style-type: none"><li>• What activities you do before coming to school? (Aap kya <b>activities</b> karte hain school aane se phele?)</li><li>• Do you like to take a bath? (Kya aapko bath lena pasand hai?)</li><li>• How do you feel after taking a bath? (Aapko bath lene ke baad kaisa feel hota hai?) (Teacher can refer to the Happy Student poem here where work on expressions has already been done.)</li></ul> <p><b>Step 2:</b> After asking the questions, the teacher will be introducing the theme of the poem, introducing body parts and hygiene to the students.</p> |
| 2. Rhyme Recitation/<br>storytelling | <p><b>Step 1:</b> The teacher will be reciting the poem through actions and gestures. Playing stress on the target words, using clear diction and intonation.</p> <p>The teacher will then ask the students to recite the poem using actions and gestures in the group.</p> <p>Link for the poems: <a href="https://www.youtube.com/watch?v=NW4QvPPSksU">https://www.youtube.com/watch?v=NW4QvPPSksU</a></p> <p><b>Note:</b> These links to the poems are only given for the teacher to refer to the pronunciation of the words. The audio-visual aid can also be used for giving further exposure.</p>  |

|  |  |
|--|--|
| <b>3. Discussion around the targeted words</b>   | <p>The teacher will discuss the targeted words-</p> <ul style="list-style-type: none"> <li>✓ enacting the action words and asking students to guess the word-bath, dry, wipe, shake.</li> <li>✓ Talking about the noun, picture words- rain, tree, umbrella, garden, bird, etc.</li> </ul> <p>Then the teacher will instruct students to write these words in their notebooks.</p>   |
| <b>4. Reading the text</b>   | <p>The teacher will write the poem on a chart and read aloud with students. Also encourage students to do pretend reading. In case students have started reading a few words, slowly teacher can help children to read the sentence by giving attention to every child individually.</p>   |
| <b>5. Letter -Sound Correspondence</b>   | <p><b>Step 1:</b> The teacher will write the targeted words rain, umbrella, tree, field, run, red. The teacher will ask the students to identify the words that start with the same sound. Some students may recognize, and some may not. The teacher will stress on the sound of /r/.</p> <p><b>Step 2:</b> The teacher will do this exercise multiple times to see whether students are able to recognize the sound and letter or not.</p> <p><b>Step 3:</b> The teacher will ask the students to write down the letter ‘R’ and the words starting with /r/ in their notebooks.</p> <p><b>Step 4:</b> The teacher will now create flash cards of these words starting with the initial letter ‘R’.</p> |
| <b>6. Comprehension Questions</b>  | <p>The teacher will discuss the target words in the poem through questions such as:</p> <ul style="list-style-type: none"> <li>▪ When do you take a bath?</li> <li>▪ Who has taken a bath in river, or spring?</li> <li>▪ What do you use to wipe your hand after washing?</li> </ul> <p>The teacher will refer to the section of ‘Let’s Talk’ and will explain the questions using simple English (or using English words from the rhyme) and encourage students to reply by appreciating their responses.</p>  |
| <b>7. Writing</b>  | <p><b>Step 1:</b> The teacher will ask the students to draw a picture.</p> <p><b>Step 2:</b> The teacher will ask the students to write some words/letters based on rhyme like (B from Bath) / (Bath, Wake).</p>   |
| <b>8. Use of platforms outside the classroom like Morning Assembly, special days etc. Use of books other than textbooks.</b> | <p>The Teacher will provide each student opportunity to recite poems in the morning assembly. The Teacher will also encourage the students to take books from library/ reading corner and then share with others the experience of reading the book.</p>   |

For Foundational Level

**Learning Outcomes: Listening and speaking level 1 (LS1)**

- Enjoys listening to and singing English songs and rhymes with actions.
- Recites poems individually/in groups.
- Responds orally (in any language including sign language) to comprehension questions related to stories/poems.
- Recognizes letters and their sounds (a-z).

**Activity 1: Move through Meaning**

**Reference of Textbook: Good Morning, Unit 1, Grade 3**

**Step 1:** The teacher will ask questions based on the picture to set the context and check the prior knowledge of students.



- What do you see in this picture? (Through this question teacher will be introducing target words: Sun, Girl, Trees, Birds, Sky, Flowers, River, Mountain, Window, Honeybee, Branch)
- What is the girl doing?
- Where is she standing?
- What time of the day it is?

**Step 2:** The teacher will then recite the poem multiple times through actions and gestures involving each student.

**Step 3:** Discussion around target words- The teacher will discuss around the new words coming in the rhyme such as- creeping, awake, gone away through different activities and write them in the chart paper and paste it in the classroom.

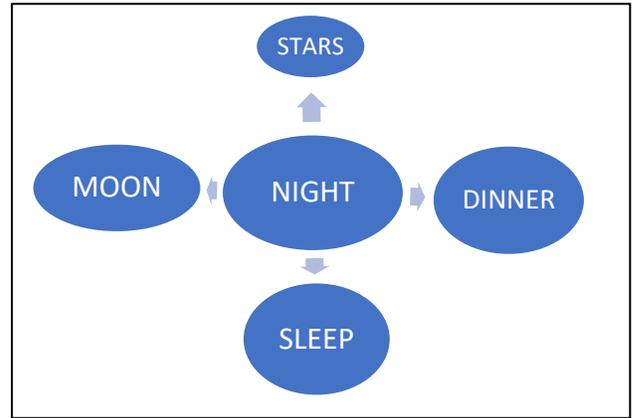
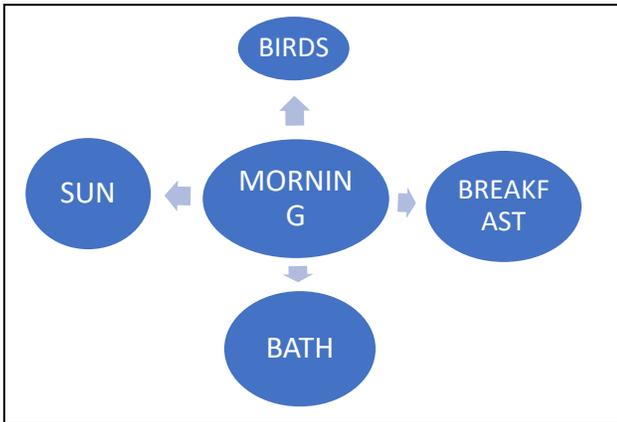
**Step 4:** The teacher will ask questions to assess the comprehension and will also explain the points that are still not clear to students.

- To whom does the child say, “Good Morning?”
- Why is the child happy?



- How do you wish people when you meet them?

**Step 5:** The teacher will create a word web using the words from the rhyme and will discuss with the students.



**Step 6:** The teacher will write the rhyme on chart and paste it in the classroom and will read aloud with the students. The teacher will use this rhyme chart to introduce the letters.

1. What is the first letter of 'Good Morning'? The teacher will introduce letter Gg from this word.
2. Ask the students to find out more words beginning with the same letter in the rhyme- grass, gone etc.
3. What is the first letter in sun? - 's'.
4. What are the more words beginning with the same letter?

**Step 7:** The teacher will ask the students to draw the things which they see in the sky during day and night-time. Students will label the picture with the help of teacher.



**For more activities, refer to foundational section of Grade 1,2,3.**

**Learning Outcomes: Listening and speaking level 2 (LS2)**

- Carries out simple instructions such as 'Shut the door', 'Bring me the book', etc.
- Responds appropriately to oral messages.
- Listens to English words, greetings, polite forms of expression, simple sentences; and responds in English like 'How are you?', 'I'm fine, thank you.', etc.

## Activity 1- Bus and Conductor

**Step-1: Setting the context:** Teacher will enquire the students about bus journey by asking following questions:

- How many of you have travelled by bus?
- What is the bus fare from your village to bus stop?
- What happens at the bus stand/bus stop?

The teacher will tell the students about the rules of the game that will be played out.

**Rules of the game:** One person will be conductor of the bus and bus will walk through the school and will stop at three different stops. At each stop, there will be one person (sports coach in the playground, cook in the kitchen and yoga teacher in veranda) who will interact with the conductor. For the first time, the teacher will be the conductor of the group followed by different students in different rounds. In different 'stops' of the school, conductor will say few instructions. Students who follow the instructions will continue to come in the bus. Those who do not follow will get down from the bus and will remain in the same place.

**Step-2** Drive through the stops with the instructions

| Stop                  | Instructions to be used  | Polite expressions  |
|-----------------------|--|---|
| Playground            | Stop. Keep quiet. Stand on one foot. Bend down. Jump high. Move your body. Turn your back. Make a que. | (One student will play the role of sports coach)<br>Sports coach: Hello sir! how are you?<br>Conductor: I am doing fine, what about you? What are you doing?<br>Sports Coach: I am exercising with my students. |
| Kitchen               | Smell the food. Tell names of items you see. Pick up a glass.  | One student will play the role of cook<br>Cook: Hello sir! how are you?<br>Conductor: I am doing fine, what about you? What are you doing?<br>Cook: I am cooking food for my students.                          |
| Veranda for yoga time | Close your eyes. Take a deep breath. Bring smile on face. Look at my nose. Move your wrist.            | One student will play the role of yoga teacher<br>Yoga teacher: Hello sir! How are you?<br>Conductor: I am doing fine, what about you? What are you doing?<br>Yoga Teacher: I am doing yoga with my students    |

Conductor of the bus will make multiple rounds so that students who do not follow instructions will get in the bus in next round.

**Step-3 Discussion around the instructions-** Once activity is finished, then the teacher will discuss the instructions used by conductor and will explain the instructions that were not clear. Encourage students to use these instructions.

**Step-4** Opportunities for students to practice instructions themselves.

This time the teacher will be an observer and other students will become conductor and same activity will be carried out. The teacher will observe the responses of the students.

**For more activities, refer to foundational section of Grade 1,2,3.**

### Learning Outcomes: Listening and speaking level 3 (LS3)

- Expresses verbally her opinion and asks questions about the characters, storyline, etc. in English or home language.
- Identifies characters and sequence of a story and asks questions about the story.
- Takes interest in performing in events such as role-play/ skit in English.
- Talks about self/ situations/ pictures in English/bilingually.

Refer to the activity from foundational section of Grade 1,2,3

#### Activity 1: I can act!

#### Activity 2: What happens next?

### Learning Outcomes: Listening and speaking level 4 (LS4)

- Recognizes letters and their sounds (a-z).
- Produces words with common blends like “br” “fr” like 'brother', 'frog', etc.

#### Activity 1: Bear ka Birthday

**Step 1:** Context setting and checking prior knowledge- The teacher will ask the following questions to check the prior knowledge and set the context of the story

- i) How many of you celebrate your birthday?
- ii) What do you do on your birthday?
- ii) What gifts do you get on your birthday?

**Step 2:** Storytelling- The teacher will tell the below story using the target words that begin with the sound /b/.

#### ***Bear ka Birthday!***

*Ek Big Bear tha jiska naam, Bablu tha. Uska Birthday a raha tha, aur uski best friend Butterfly jiska naam Babli tha, bohot door se, samundar paar karke, boat pein bethke aa rahi thi. Butterfly ne bear ke liye ek big basket mein big bear ke liye bohot saare bananas laye. Birthday party ke liye Bear aur Butterfly ne bohot balloons daale aur house ko decorate kiya. Paar, bear aur butterfly ko akela lag raha tha, issliye unhone birthday ke liye, bohot saare blue birds ko bhi bulaya. Phir, Birds and Butterfly ne Bear ke liye, Happy Birthday gaana gaya. Phir, Bear, Butterfly aur birds ne bohot saara dhamal kiya.*

**Step 3:** Conversation around target words and focusing on the sound /b/.

After the story is narrated, the teacher will ask children about the characters in the story.

- Who is the main character in this story? (Bear, Bablu, Butterfly, Babli, Birds)
- What is happening in the story? When is your Birthday? (Birthday)
- Who is best friend of Bear? (Butterfly)
- What gift did butterfly give to Bear? Banana? Do you also eat Banana? (Banana)
- What would you do if you were invited to the Bear’s birthday party?

The teacher will then ask children to think of other words that will begin with the letter B in classroom and a Capital ‘B’ and a small ‘b’ will be written on the board, to ensure that children can associate the sound with the word.

**Step 4:** Pass the ball and say words that begin with the sound /b/

After focusing on the word and the sound /b/, the teacher will make a big circle. A ball will be passed, the children will have to say words that will begin with the sound /b/. Objective of this game is to allow students to think of words in their surrounding that has /b/ sound.

**Step 5:** Letter-sound correspondence rhyme

This Rhyme will be sung (flash cards for the words, charts for the rhyme can be used). This will ensure that children focus on target words in English as well as pick up the sound /b/.

/b/ is for Ball, /b/. /b/ Ball  
/b/ is for Bear, /b/ /b/ Bear  
/b/ is for Basket, /b/ /b/ Basket.  
/b/ is for Banana, /b/ /b/ banana.  
B is for Book, /B/ /B/ Book.

While singing this, the teacher will ask them to add other words that they know starting with the word B and students will keep on singing it.

**Step 6:** Introduction to script B for sound /b/

In this activity children will write a capital B and small b, in a huge script. Then they will be given buttons to the children, they will have to stick it on the B. This will give them a sense of direction and it will also ensure that children do not make the mistake of mirroring.

**For more activities refer to foundational section of Grade 1,2,3.**



### Learning Outcomes, Reading 1

- Names familiar objects seen in pictures.
- Associate words with pictures.
- Reads print on the classroom walls: words, poems, posters, charts, etc.

### Activity 1: Picture Talk

**Step1:** Context setting and checking prior knowledge: The teacher will collect pictures of different themes such as “fair”, ‘classroom’, ‘station’, ‘jungle’ etc. The pictures should be colourful and clear. The teacher will divide the class into groups and distribute one picture to each group, and to each group, following questions will be given for discussion:

1. What is the picture about?
2. Objects in the picture.
3. Events taking place in the picture.



**Step 2:** Discussion on the pictures: The teacher will call each group and with the questions discussed in the previous step, teacher will discuss each picture with whole class.

**Step 3:** In this step, the teacher will be asking each group to write key words from the picture on the board. These words will be discussed by the teacher with whole class and a story will be created collectively by the whole class.

**Step 4:** Students will be asked to write the story based on the words coming in the picture on chart paper. Chart will be pasted in the classroom and students will be reading stories prepared by each group. (*Deewar Patrika*)

**For more activities refer to foundational section of Grade 1,2,3.**

### Learning Outcomes, Reading 2

- Reads aloud with adequate pauses a text appropriate to her age and context.
- Reads short texts in English with comprehension, i.e., can identify main idea, details, and sequence in a story, etc. and draws conclusions using key words in English.

### Activity 1: Let's Hear a Story

**Reference to the textbook- Story:** Little Tiger, Big Tiger, Grade 3 Unit 7

**Step 1: Context setting and checking of prior knowledge:**

The teacher will play an animated story 'Plans of Animals' for the students to set the context and check their prior knowledge. <https://www.youtube.com/watch?v=GP9QMID5EW8> After the story teacher will ask the following questions to the students:

1. What was happening in the story?
2. Who were the characters in the story?

**Step 2:** The teacher will now narrate the story to the students in simple English or mix language. Suggestive steps for storytelling are given below:

i) Discussion on the title: **Little Tiger, Big Tiger**

Introduce the title to the students and ask them to guess the meaning. Use actions to help the students guess the meaning. Ask the students to predict the story based on the title.

ii) Teacher will now narrate the story to the students, using actions and gestures. For effective storytelling, use picture cards of animals while narrating. Sample of summarized story in simple English is given below which could be used for narration.

"There was a big jungle where lots of animals lived. In that jungle there was a mother tiger and her small tiger cub. In the night, mother tiger goes for hunting. (*Can you name the animals hunted by mother tiger?*) She hunts for deer, pig, fowl, pheasant, frog, fish. If the moon was bright, the mother tiger lay down and play with her cub (*Can you name the games played by mother tiger and her cub?*) The tiger cub did not like to stay near her mother in the night. One day the mother was tired and closed her eyes. The tiger cub saw a tiny frog hopping, the tiger cub pounced but the frog hopped away. He chased the frog and caught it and turned to show his mother. But her mother was not there, there was another tiger, bigger than her mother. The tiger cub was very scared, the tiger came near the little cub (*Can you tell what happened next in the story?*) But then there was a huge roar. It was the mother tiger!! She faced the other tiger, and he went away."

*Narrate the story with voice modulation and pauses to ask question so that students could take interest in the story. There are lots of action words such as hopped, pounced, roared, chased which should be told through actions.*

**Step 3:** The teacher will ask the students questions to check the comprehension

1. What did the tiger cub catch one night?
2. What happened to the little tiger cub when he chased the frog?
3. Who comes first in the story- frog or tiger?
4. When was huge roar- beginning/middle/end.
5. When does another tiger come?
6. Why do you think tiger cub does not like to stay near her mother in the night?
7. Share an incident from your life when you did not listen to your parents and found yourself in trouble.

**Step 4:** Use the summarized version of the story for reading purpose. Write the story on a chart and display in the classroom.

**Step 5:** Ask the students to write about their favourite character/incident from the story.

**Step 6:** Students will be asked to narrate the story in their own words in the morning assembly in English or mix language (for conducive environment)

**For more activities refer to foundational section of Grade 1,2,3.**

#### **Learning Outcomes, Writing Level 1**

- Can draw a picture with the help of oral instructions.
- Responds to poems and stories in the form of drawings and scribbling.
- Differentiates between small (a-z) and capital letters (A-Z) in print.

**Refer to the below activities from foundational section of Grade 1,2, 3**

#### **Activity 1- Let's play with capital and small letters!**

#### **Activity 2 – I will say, you draw!**

#### **Learning Outcomes, Writing Level 2**

- Writes simple words like fan, hen, rat, etc.
- Writes/type dictation of words/phrases/ sentences.

#### **Activity 1: Match the Word with People, Place, Things**

#### **Reference-Chapter Sundari, Unit 7, Grade 2**

**Step 1:** Context setting and checking the prior knowledge: The teacher will ask questions to check the prior knowledge of the students

- i) How many of you fly kite?
- ii) Where do you buy it from?
- iii) String is made up of-----?

**Step 2:** The teacher will read the chapter from the book. From each paragraph s/he will pick the target words- mostly noun. For example: Sundari, Bobby, kite, fair, band, grass, dog, string. The teacher will write these words on the board and discuss each word one by one.

**Step 3:** The teacher will ask the students to divide the words that come in the category of People, place, animal, and things from the story.

| Category | Words               |
|----------|---------------------|
| People   | Sundari, Bobby      |
| Place    | Fair                |
| Animal   | Dog                 |
| Things   | Band, grass, string |

**Step 4:** Expanding each group with new words - Once students can categorize the words that are discussed from the chapter, give them opportunity to add new words in writing in these groups. Let them bring words from their lives.

**Step 5:** Now the teacher will dictate words and ask them to write words as per table above. The teacher can give words both from chapter and outside the text also.

### **Activity 2: Collage of the Words**

*Refer to this activity in foundational section of Grade 1,2,3.*

*For more activities refer to foundational section of Grade 1,2,3.*

#### **Learning Outcomes, Writing Level 3**

- Writes a few words or short sentences in response to poems and stories.
- Writes 5-6 sentences in English on personal experiences/ events using verbal or visual clues.
- Composes and writes simple, short sentences with space between words.

*Refer to the below activities from foundational section of Grade 1,2, 3*

#### **Activity 1: Pat, Pat, Pattern.**

#### **Activity 2: What do I want?**

**Learning Outcomes (Listening and Speaking)**

- Responds to simple instructions, announcements in English made in Grade/school.
- Describes briefly, orally about events, places and/or personal experiences in English.
- Uses meaningful short sentences in English – orally.

**Activity 1: Sounds of Animals****Reference from the text: Poem- ‘Wake up!’ Unit-1, Grade-4**

In the poem ‘Wake up’, following animal names are given- Bees, Cows, Horse, Duck, Sheep, Birds, Chicken

**Step 1: Context setting and checking prior knowledge**

The teacher will give the following instruction to the students:

“I am going to produce some sounds and you will guess the name of the animal, raise your hand if you are able to guess the name of the animal”.

**For example, Hissing sound of snake,**

**Roaring sound of lion etc.**

(The teacher could also use the audio of animal sounds for this activity)

In case, students do not know the names of animals in English, the teacher will tell the names in English.

**Step 2:** The teacher will introduce the sounds in English.

| Name     | Sounds          |
|----------|-----------------|
| Bees     | Buzz            |
| Cows     | Moo             |
| Horses   | Neigh           |
| Ducks    | Quack           |
| Sheep    | Bleat           |
| Chickens | Cheep           |
| Birds    | Chirp           |
| Dogs     | Bow- Bow (Bark) |

**Step 3:** Students will be asked to come forward, select one animal and describe it in a few sentences in simple English. (Model Speaking)

An example could be given to the students by the teacher.

**Snakes:** It is black.

Snakes are poisonous animals.

They produce a hissing sound.

I am very scared of snakes.

**Step 4:** Refer to sample plan on ‘Wake up’ for poem recitation and other activities.

## Activity 2: Picture Talk



**Step 1:** Context setting and checking prior knowledge of the students: Teacher will ask questions to students about their villages.

- i) What is the name of your village?
- ii) Do you have pukka houses in the village?
- iii) Does your village have roads?
- iv) What animals are there in the village?

**Step 2:** Teacher will now show the picture to the students and instruct them to observe the picture for some time. Following instructions can be given:

1. Students, pay attention to the picture.
2. What do you see in the picture? Repeat the responses of the students.
3. How many houses can you see?
4. Can you spot any animal in the picture?
5. Is there any vehicle in the picture?
6. What are the different objects in the picture?

**Step 3:** Discussion on the key words from the picture.

Ask students to mention some key words that are in the picture. For example: Huts, Buffalo, Scarecrow, Trees, Motorcycle, Handpump etc. Write these words in the chart or the word and discuss around this.

Ask students to imagine their own village and name the things which may be similar as shown in the picture or something new. List down the things mentioned by the students on board in English.

**Step 4:** Ask the students to draw the picture of their own village and describe it in simple sentences. They can use the words written on the chart in step 3.

### Learning Outcomes (Reading)

- Reads storybooks in English, with the support of teachers/peers.
- Reads text with comprehension locates details and sequence of events.
- Reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries.
- Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences.

## Activity 1: Move with Meaning

### Reference from textbook: The Little Fir Tree, Unit 2, Grade 4

**Step 1: Context Setting and Checking Prior Knowledge:** The teacher will show the picture of the story and ask the following questions:

- What can you see in the picture?
- Name different trees around you.
- Who can be the man in the picture?
- What is he holding in his hand?

The teacher will talk about all the pictures and encourage students to predict the story.

### Step 2: Storytelling

The teacher will narrate the story in an interesting manner using actions and gestures in mixed language by stressing on target words and phrases in English.

“There was a Magician named Shetty. One day, he was returning home and it began to rain suddenly. Shetty looked around for a shelter and he found a little fir tree. Shetty was happy that he did not get wet, and he asked the fir tree to ask for four wishes. The fir tree said, “I wish I had green leaves like other trees”. Shetty granted this wish. A goat came and ate all his green leaves. The fir tree said, “I want gold leaves which the goat can’t eat”. Shetty turned his leaves into golden. A man came and stole the gold leaves. The fir tree was sad, and now he wanted glass leaves. At night the wind blew, and all the glass leaves broke. The fir tree said, “I want my needle-like leaves which goat cannot eat, man cannot steal, and wind cannot blow them away”. Finally, the fir tree got his old leaves back.”

**Step 3:** The teacher will ask the following questions to assess the comprehension of students

1. Why was the fir tree sad?
2. What were the four wishes of fir tree?
3. Arrange the sentences in sequence as per story:
  - i) The leaves of the fir tree changed back into fir leaves.
  - i) The leaves of the fir tree changed into gold leaves.
  - ii) The leaves of the fir tree changed into green leaves.
  - iii) The leaves of the fir tree changed into glass leaves.

### Step 4: Developing reading comprehension through read aloud

The teacher will read aloud the story to students with proper voice modulation and students will follow in their textbooks. The students will listen to the teacher’s reading and not follow the teacher. The purpose of read-aloud is to model fluency and listen to the target words in the text. Hence, the teacher will not stop in between while reading to explain the meaning.

<https://www.youtube.com/watch?v=tZ2rL0eByfc> (Refer to the link for a sample read-aloud)

### Step 5: Developing reading comprehension through shared reading

The teacher will read the text with proper voice modulation and the student will repeat after the teacher in the same manner. The teacher will not explain the text but ask students what the text is saying.

**“Shetty, the magician was returning home, when suddenly it began to rain. It rained heavily. Shetty looked around for shelter and saw a little fir tree. He ran towards it as fast as he could”.**

In case students are not able to provide the closest meaning of the text, the teacher will then remind them of the story narrated in the previous step and bring their attention to target words that helped in meaning-making for example, shelter, rained heavily.

The purpose of shared reading is to help students understand how to read with proper voice modulation and understand the meaning of the text using keywords. The teacher will continue asking questions for building comprehension like – What was Shetty looking for? Why did he run towards the fir tree?

<https://www.youtube.com/watch?v=UvwDUorz6sw> (Refer to the link for sample shared reading)

### **Step 6: Guided Reading**

In this stage, students can be divided into small groups. While students are reading the text, the role of the teacher is to listen and guide the students to connect with the meaning of the text and use prior knowledge and experiences from the surrounding. The teacher will also focus on voice modulation, pauses, and stops as per the punctuation marks and will guide them to retell what they have read.

<https://www.youtube.com/watch?v=YFinY2fQEo0> (Refer to the link for sample guided reading)

### **Step 7: Independent Reading**

In this stage, students will take charge of reading and should be aware of the text they are reading. The teacher should check whether they are able to read for different purposes, analyse the text, read the text from different points of view, and expand their comprehension and vocabulary as they read complex texts.

### **Step 8: Let's write**

Just like the four wishes of the fir tree, teacher will ask the students to share their wishes which they want to come true. Teacher will help the students to write their wishes in a sheet and then will display them in the classroom which other students can read.

## **Activity 2: Reading Time**

### **Reference from textbook: Flying Together, Unit 2, Grade 5**

**Step 1: Context setting and checking prior knowledge:** The teacher will show the picture of the story and ask the following questions

1. What can you see in the picture?
2. Which tree is this? Is it a short or tall tree?
3. Can you name the birds sitting on the tree?
4. Have you seen these types of birds around you?
5. What is the small plant growing near the foot of the tree?
6. Have you seen any creepers growing on other trees?

Make a list of target words from the story which could be introduced through pictures.

Target Words: **Tree, Forest, Branches, Flock, Geese, Creeper, Hunter, Net.**

### **Step 2: Predicting the story based on picture**

The teacher will ask students to predict the story using the pictures and narrate it using the target words. They can tell the story in mixed language. However, they should use the target words while narrating.

### **Step 3: Storytelling by the teacher**

The teacher will tell the story in mixed language using the target words:

एक deep forest था, जिसमें एक बहुत tall tree था with very leafy branches। उस tree में wild goose रहते थे, उनमें से एक goose बहुत wise था। Wise goose ने एक creeper को notice किया जिसने अभी grow करना start किया था। उसने और birds को पूछा: Do you see that creeper? हम उसे destroy कर देते हैं। But बाकी birds ने बोला- It is very small. What harm it can do? Wise goose बोला: यह creeper बहुत जल्दी grow कर जाएगा और बहुत thick and strong हो जाएगा। और इस creeper की help से कोई hunter tree पर climb कर सकता है and हमें kill कर सकता है। अभी यह young and tender है, so we can cut it easily। But बाकी birds ने old wise goose की advice पर ध्यान नहीं दिया और creeper को destroy नहीं किया। जैसे creeper grow करता गया, बहुत strong हो गया and tree पर wind करने लगा। एक दिन जब सभी birds अपने लिए food लेने गए थे, एक hunter आया और वह creeper की help से tree पर climb कर गया, वहाँ उसने अपना net spread किया and then he climbed down। Evening में जब geese वापस आए, उन्होंने net को notice नहीं किया और उसमें trap हो गए। Help! Help! cried the geese। Wise old bird बोला- don't make a fuss now. I have told you to destroy the creeper but आपने नहीं किया। Birds बोले 'We are very sorry, please tell us what to do?' Wise bird बोला, जब hunter आएगा, हम सब pretend करेंगे की हमारी death हो चुकी है, hunter को dead birds नहीं चाहिए होंगी, वो हमें ground में throw करेगा, और we will lie still। जब वो हम में से last bird को throw करेगा, हम quickly fly करेंगे। Hunter जब वापस आया, तो उसने देखा की net में सारी birds की death हो चुकी है। उसने one by one सबको नीचे throw करना start कर दिया। सारी birds पड़ी रही without any movement जब तक की hunter ने last bird को नहीं throw किया। Finally, they got up, flapped their wings and flew away.

**Note:** Use actions, gestures and voice modulation while narrating the story.

Allow the students to predict the meaning of the words coming rather than translating in Hindi.

Ask questions based on prediction while narrating- for example, do you think that the plan of wise bird will work?

#### **Step 4: Developing reading comprehension through read aloud**

Teacher will read aloud it for students with proper voice modulation and students will follow in their textbook. Let the students listen to the teacher reading and ask them not to follow the teacher. The purpose of read aloud is to model fluency and listen to the target words in the text, hence the teacher will not stop in between while reading the text to explain.

<https://www.youtube.com/watch?v=tZ2rL0eByfc> (Refer to the link for sample read aloud)

#### **Step 5: Developing reading comprehension through shared Reading**

Teacher will divide students in group (4-5 students in each group) and provide them one paragraph from the story. The group will be reading the paragraph assigned to them and will summarize their understanding on the main event taking place in that section.

After every group has shared the main points from the paragraph, teacher will ask the students, if we try to put the groups as per sequence of story, which will be the first group?

**Note:** When students are reading in group, teacher will monitor each group and will observe where the students are struggling and provide them guidance wherever required.

## Step 6: Developing reading comprehension through guided Reading

Teacher will ask individual students to read the text and will guide wherever they are facing difficulty. After reading students will be asked to record their observations in the below format. Teacher will help the students to write their responses.

- Write the title of the story:
- Write the name of author of the story:
- Main Characters of the story:
- Summarize the story the filling in each of the boxes below:

| FIRST   | NEXT   | THEN   | LAST   |
|---|--|--|--|
| The wild old geese notice a creeper growing and asks the birds to destroy it. The birds did not listen to the advice of geese | The hunter came and climb the tree with the help of creeper and spread his net. The birds got trapped. | The old wise goose planned where the birds have to pretend that they are dead so that the hunter will throw them down. | The hunter came and thought that the birds are dead and started throwing them in the ground. When he threw all the birds, they got up and flew away. |

**Step 7:** Create the same format as in step 5 in the chart and fill it with the help of students and paste it in the classroom where students can read it.

## Step 8: Independent Reading

In this stage, students will take charge of reading and should be aware of the text they are reading. The teacher should check whether they are able to read for different purpose, analyse the text, read a text from different points of view, and expand their comprehension and vocabulary as they read complex texts.

**Step 9:** Ask the students to share their experiences around the situation in their life where they got stuck in some problem and the method, they used to save themselves.

## Activity 3: Creating Advertisement

**Step 1:** Context setting and checking the prior knowledge: The teacher will ask the following questions to the students:

- How many of you see the advertisements in the paper? Any example?
- How many of you watch the advertisements on the television? Any example?
- Did you see any posters, or pamphlets during elections?
- Can anyone talk about wedding cards? What is mentioned in the wedding cards?

**Step 2:** The teacher will now show a few pictures of the advertisement given below and will discuss these advertisements by asking following questions:



1. Which product is shown in the advertisement?
2. What is the theme of the poster?
3. How much percentage of discount is given?
4. What is the cost of milk?

Note: Some more questions could be framed around these posters and advertisements.

The teacher will now ask students to share what is the purpose of an advertisement? Some questions like: which advertisement did you like the most? Any other advertisement would you like to mention?

**Step 3:** The teacher will now ask the students to create their own advertisements by using simple sentences. They can be encouraged to use pictures and colours also.

| Old shoes on discount price   | Milk, Milk, Milk:         |
|-------------------------------|---------------------------|
| 1. Action shoes on less price | 1. Buy milk from out cow. |
| 2. Black colour shoes         | 2. Very tasty milk.       |
| 3. Sports shoes               | 3. Pure milk.             |

### Learning Outcomes (Writing)

- Writes dictation of short sentences.
- Writes informal messages with a sense of audience.
- Describes briefly in writing about events, places and/or personal experiences in English.

### Activity 1: Explore the Picture

**Step 1:** Context setting and checking the prior knowledge of the student: The teacher will ask a few questions to the students to set the context for the activity.

- How many of you have seen ducks?
- Where do ducks live?
- How is the egg of a duck different from the egg of a hen?

**Step 2:** The teacher will show a picture to the students and ask students to name the familiar objects. If students are struggling with English vocabulary, the teacher will help and tell the English names. The teacher will note down all the words that have come during the discussion on the board.



The teacher will discuss the words/things that have come in the picture and will ask questions based on the picture and encourage the students to respond:

1. What is the colour of the duck?
2. How many trees are there in the picture?
3. What are the children doing in the picture?
4. What are the objects on the mat?
5. Is there a pond in your village/town?
6. What do people do near a pond/river/lake?

If the students are not able to understand, the teacher will explain the questions and ask the students to share their responses.

**Step 4:** The teacher will share the questions discussed with students in writing on board and ask students to write answers using key words of the picture.

**Step 5:** The teacher will now involve students in describing the picture using a sentence. S/he will ask students some questions related to the picture and rephrase students' replies in English using one sentence. For example:

1. What is the colour of the duck?

Expected response: Yellow

Dictation for students: The colour of the ducks is yellow.

2. What do people do near a pond/river/lake?

Expected response: Swim /Wash clothes

Dictation: People swim and wash clothes near a pond/river/lake.

**Step 6:** Now the teacher will ask students to write about the picture by using the introduced sentences.

1. The children are having a picnic near the pond.

2. There are two ducks in the pond.

3. The colour of the ducks is yellow.

4. There is a ball, bananas, and containers on the mat.

**Step 7:** The teacher will ask the students to write a story using the words from the pictures and sentences mentioned above. The stories written by the students can be given space in Deewar Patrika that will add to create a conducive environment for language learning.

### Activity 2: Letter Writing

**Step 1:** Context setting and checking the prior knowledge: The Teacher will ask the following questions to the students: How many of you write letters to your friends? When did you last write letter? Do you send messages through phone to your friends?

**Step 2:** The Teacher will show the students a sample of informal letter and ask them to read it. Neha has written a letter to her friend Ritu who has moved to Junior school this year.

UPS Talad,

Almora

253601

Date: 31 March 2022

Dear Ritu,

How are you? I miss you at school. Do you have new friends? Out monthly exams are starting from tomorrow.

In the holidays, I am going to my grandmother.

Please come to meet me here.

Your friends

Neha

The teacher will discuss on letter with the students by asking following questions:

1. Who has written this letter/Name of the sender.
2. What is the name of the receiver?
3. What is written on the top left side of the letter?
4. Is it the address of receiver or sender?
5. What is written below the address?
6. What is the message in the text?

**Step 3:** The teacher will guide the students in writing a letter using the below format. Write a letter to your friend inviting him/her for your elder brother's wedding party.

House no. \_\_\_\_\_

Gali # \_\_\_\_\_

\_\_\_\_\_

Dear \_\_\_\_\_ (friend's name),

How are you? How are your mummy and papa? Please say my Namaste to them.

I am writing this letter to invite you to my elder brother's \_\_\_\_\_ (wedding party/birthday party). It is on Sunday, \_\_\_\_\_ (date) at \_\_\_\_\_ (time), the venue is \_\_\_\_\_ (place). \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ (write your other friends' names) are coming as well. There is going to be lots of \_\_\_\_\_ (music, test) and tasty \_\_\_\_\_ (cool drinks, snacks, Gulab Jamun) have been arranged. Do not miss the fun.

Awaiting to see you.

Lots of Love,

\_\_\_\_\_ (Your name)

**Step 4:** The teacher will provide some themes to the students and will ask them to choose a theme and write a letter. (Few sentences in English)

1. Inviting a friend to the birthday party.
2. To a senior who has moved to another school.
3. Sending a letter to a teacher on teacher's day.
4. Sharing experiences of visiting a fair with a friend.

### Learning Outcomes (Writing)

- Answers coherently in written or oral form to questions in English based on day-to-day life experiences, stories, poems, heard or read.
- Writes messages and short paragraphs with support from teachers/ peers.
- Identify and uses punctuation marks appropriately in writing such as question marks, comma, full stop, and capital letters.

### Activity-1 Feel Your Feelings

**Step 1:** Context setting and checking prior knowledge of the students: The teacher will ask a few questions to students to set the context for the activity.

When do you feel happy at school? When do you feel sad at school? How do you feel when your parents scold you?

**Step 2: Discussion on Words and Feelings:** The teacher will discuss with students the role of emotions/ feelings in our lives, stating that emotions/ feelings are an important part of our lives, and we all experience different kinds of emotions/ feelings. These feelings can be expressed through words. Here teachers will share a few words that express feelings like happy, sad, angry, excited, down, jealous, low, high, very angry, disappointed, shattered, surprised, shocked etc.

The teacher will now ask students to share a few incidents where they could easily notice feelings inside them. For example ---

- A student may share about a new thing purchased by a family that made him or her feel good.
- Mother scolded a child, and she is not happy
- There is a fight between two students and both students feel bad about it.

**Step 3:** Write about incidents and feelings: The teacher will now ask them to write a few lines on incidents and associate feelings related to them in table form by using words discussed earlier.

| Incident   | Feeling       |
|--|---------------|
| I played cricket. I scored fifty runs. I took two wickets.   | Happy         |
| I ate ice cream at home. I spent ten rupees.   | Happy         |
| Father scolded me. I came out of the house.  | Sad           |
| Holidays in school. I said goodbye to my teacher and hugged my friends. I ran jumping home after school. | Mixed feeling |

### Activity 2: Play with Pauses

**Reference Textbook-** Any chapter which is already taught.

**Step 1:** Setting the context and checking the prior knowledge of the students:

The teacher will ask the following questions to the students:

- Do you speak nonstop, or do you take pauses in the middle?
- What happens if you do not stop while speaking?
- How do you identify stops while reading and writing any text?

## Step 2: Identify Punctuation

The teacher will pick any paragraphs from the chapter that is taught and ask students to look at full stops, commas, question marks, exclamation marks, and apostrophes in the text? Once students identify these in three-four different paragraphs, the teacher will discuss them with the students.

**Step 3:** The teacher will then give the same text in the unpunctuated form and ask the students to punctuate it.

Deep in a forest stood a very tall tree Its leafy branches spread out like strong arms this tree was the home of a flock of wild geese they felt safe there one of the geese was a wise old bird he noticed a small creeper at the foot of the tree he spoke to the other birds about it.

## Step 4: Comparing unpunctuated and punctuated text

The teacher will write both kinds of text on the board and ask the students to discuss how both are different. A few things should be summarized:

1. Without punctuation, we cannot understand the start and end of the sentence.
2. Without it, the meaning of the text is not clear.
3. Without punctuation, it is difficult to understand the intent of the writer.
4. Sometimes the meaning of the sentence completely changes because of the punctuation.

## Sample Plan

### Reference from Textbook: Wake up, Unit 1, Grade 4

| Pedagogical Process                         | Activities  |
|---|---|
| <b>Context Setting</b>                      | <p>The teacher will set the context of the rhyme by showing the picture given in the poem and ask the following questions to the students:</p> <ol style="list-style-type: none"><li>1. Which time do you think is shown in the picture- Morning/Night/Afternoon?</li><li>2. Asking the reason for their response (why it is morning/afternoon).</li><li>3. What do you do in the morning?</li><li>4. What are the different animals you can see in the picture?</li></ol> <p>The teacher will introduce the target words of the rhyme through this exercise:<br/>Duck, Sheep, Horse, Birds, Chicken, Honeybee.</p> |
| <b>Rhyme Recitation</b>                     | <p>The teacher will be reciting the poem through actions and gestures paying stress on the target words and using clear diction and intonation. The teacher will then ask the students to recite the poem using actions and gestures in the group.</p>  |
| <b>Discussion Around the Targeted Words</b> | <p><b>Step 1:</b> The teacher will write the name of animals and birds on the board and ask the students to tell their sounds. Introduce the sounds in English:</p>   |

|                                    | <table border="1"> <thead> <tr> <th data-bbox="506 121 760 195">Name</th> <th data-bbox="760 121 1019 195">Sounds</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 195 760 268">Bees</td> <td data-bbox="760 195 1019 268">Buzz</td> </tr> <tr> <td data-bbox="506 268 760 342">Cows</td> <td data-bbox="760 268 1019 342">Moo</td> </tr> <tr> <td data-bbox="506 342 760 415">Horse</td> <td data-bbox="760 342 1019 415">Neigh</td> </tr> <tr> <td data-bbox="506 415 760 489">Duck</td> <td data-bbox="760 415 1019 489">Quack</td> </tr> <tr> <td data-bbox="506 489 760 562">Sheep</td> <td data-bbox="760 489 1019 562">Bleat</td> </tr> <tr> <td data-bbox="506 562 760 636">Chicken</td> <td data-bbox="760 562 1019 636">Cheep</td> </tr> <tr> <td data-bbox="506 636 760 709">Birds</td> <td data-bbox="760 636 1019 709">Chirp</td> </tr> <tr> <td data-bbox="506 709 760 772">Dog</td> <td data-bbox="760 709 1019 772">Bow-bow (bark)</td> </tr> </tbody> </table> | Name | Sounds | Bees | Buzz | Cows | Moo | Horse | Neigh | Duck | Quack | Sheep | Bleat | Chicken | Cheep | Birds | Chirp | Dog | Bow-bow (bark) |  |
|------------------------------------|--|------|--------|------|------|------|-----|-------|-------|------|-------|-------|-------|---------|-------|-------|-------|-----|----------------|--|
| Name                               | Sounds   |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| Bees                               | Buzz   |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| Cows                               | Moo  |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| Horse                              | Neigh  |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| Duck                               | Quack  |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| Sheep                              | Bleat  |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| Chicken                            | Cheep  |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| Birds                              | Chirp  |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| Dog                                | Bow-bow (bark)   |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| <b>Reading the Poem</b>            | <p>The teacher will write the poem on a chart and read aloud with students. Also, encourage students to do pretend reading. In case students have started reading a few words slowly and slowly, the teacher can help children to read the sentence by giving one-to-one attention to each child.</p>  |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| <b>Letter-Sound Correspondence</b> | <p>Words from the Rhyme: Wake, come, Day, late.</p> <p><b>Activity 1: Identifying the first sound</b></p> <p><b>Step 1:</b> Select a word.<br/>Word: WAKE.</p> <p><b>Step 2:</b> identify the first sound<br/>Initial sound: /w/</p> <p><b>Step 3:</b> list out words beginning with the similar sounds: Water, Wall, Window</p> <p><b>Activity 2: Substituting the First Sound</b></p> <p>Step 1: Select a word: LATE.</p> <p>Step 2: Identifying the first sound /l/.</p> <p>Step 3: Replacing it with other sounds.</p> <p><b>Replace with New Word</b></p> <table data-bbox="506 1780 803 1948"> <tr> <td>/f/</td> <td>FATE</td> </tr> <tr> <td>/m/</td> <td>MATE</td> </tr> <tr> <td>/d/</td> <td>DATE</td> </tr> </table>  |      | /f/    | FATE | /m/  | MATE | /d/ | DATE  |       |      |       |       |       |         |       |       |       |     |                |  |
| /f/                                | FATE   |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| /m/                                | MATE   |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |
| /d/                                | DATE   |      |        |      |      |      |     |       |       |      |       |       |       |         |       |       |       |     |                |  |

|   |  |
|---|--|
| <b>Comprehension Questions</b>  | <p>The teacher will ask the questions based on the rhyme:</p> <ol style="list-style-type: none"> <li>1. Which creatures wake up in the morning before the child does?</li> <li>2. What do you think birds say to each other in the morning?</li> <li>3. Imagine that a cow, a horse, a duck, and a chicken are meeting for a morning meal. What would they say to each other?</li> </ol> <p>Refer to let's listen and talk activity from the NCERT textbook.</p> |
| <b>Writing</b>  | <p>The teacher will ask the students to select an animal, draw its picture, colour it and write three to four sentences on it in simple English. The teacher will guide the students in writing by providing a writing sample:</p> <p>Cow: This is a cow<br/>It is of brown colour<br/>It gives milk<br/>I have a cow in my house.</p>   |
| <b>Use of Platforms Outside the Classroom like Morning Assembly, Special Days etc. Use of Books other than Textbooks.</b> | <p>The teacher will provide each student opportunity to recite poems in the morning assembly. The teacher will also encourage the students to take books from the library/ reading corner and then share with others the experience of reading the book.</p>   |

## 5. Assessment (Formative & Summative)

Assessment is an integral part of school processes. It has broadly two objectives wherein it gives a sense of students' learning pace, learning levels, and learning needs and helps teachers to revise their teaching plans, strategies, and resources to ensure the learning of students. Assessment is broadly of two kinds: formative assessment, and summative assessment.

**Formative Assessment** is done in an integrated manner during the teaching-learning process which is child-centred and uses activity-based pedagogy. It gives an opportunity to the students to analyse, and for self-correction. It should be done in an integrated and interactive manner around the content.

**Summative Assessment** periodically showcases the overall learning of students. Although, both kinds of assessments should be student-friendly where the focus should be on achieving learning outcomes rather than checking content memorization.

### Approach:

- ❖ The purpose of assessment should be to know the learning level of students and plan accordingly to recover their learning loss.
- ❖ Assessment should be an integral part of teaching-learning processes.
- ❖ The focus should be on Learning Outcomes rather than completing the chapters.
- ❖ Question should be framed to know student's comprehension, application, and analysis rather than memory.

- ❖ Summative assessments like monthly, half-yearly, and yearly tests must include all the stages (foundational learning level, developing level and grade level). Refer to table 1 for the level-wise distribution of assessment in each grade.

| Grade  | Foundational Learning Level | Developing Level | Grade Level |
|--|-----------------------------|------------------|-------------|
| <b>Percentage of LOs dealt in Assessment</b> |                             |                  |             |
| <b>1 to 3</b>                                | <b>100%</b>                 |                  |             |
| <b>4 and 5</b>                               | <b>60%</b>                  |                  | <b>40%</b>  |

**Table 1**

### **1) Teacher Observation:**

Through observation, different learning outcomes related to listening and speaking can be assessed. This is a formative assessment, which is a part of the daily classroom process for the teacher. The teacher will document the observations done.

#### **Example of teacher’s observation-based assessment:**

- Teacher will instruct the student and observe their responses:  
How are you?  
Please, open the window.  
Bring your book.  
Let’s go for the mid-day meal.
- The teacher will write down the anecdotal comments for the students:  
e.g., the student can tell she is ok using the home language. The student can understand instructions but is confused between the object names.

### **2) Oral Interviews:**

Oral interviews are a good example of an integrated test which helps in testing more than one skill. This is also formative in nature and is part of the teachers’ classroom processes. The teacher will document the observations done.

#### **Example of Oral Interview-Based Assessment:**

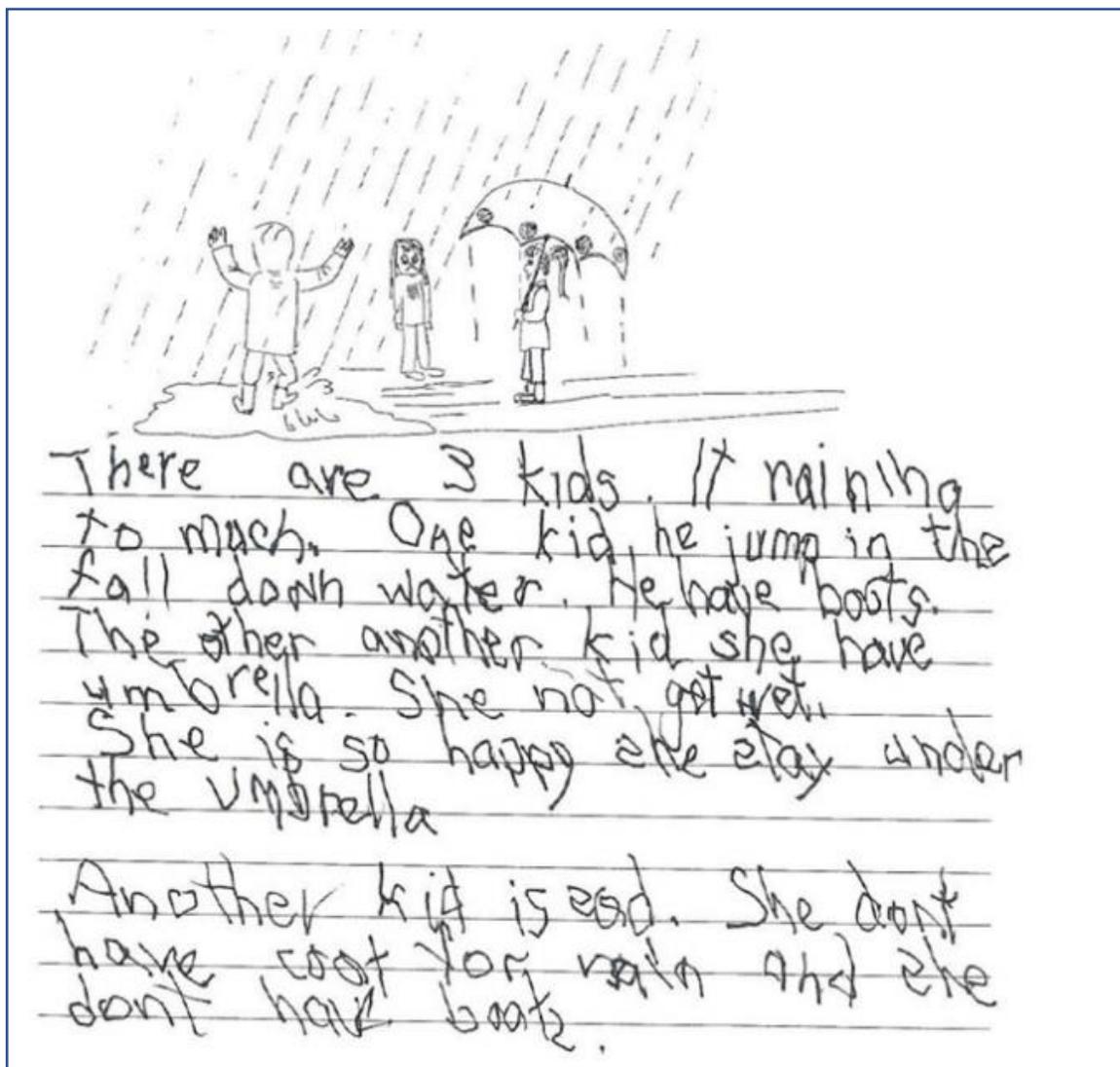
- The teacher asks the students about their families:  
How many people are there in your family?  
What is the name of your father/mother/brother/sister?  
How many brothers/sisters do you have?
- The teacher will write down the anecdotal comments for the students:  
e.g., The student can talk, about her family using simple English.

### **3) Drawings, Pictures, Writing Samples and Journal Activities:**

The teacher will get to know the writing level of the students through the drawings, pictures or their writing samples that are a part of their daily classroom teaching. This is also formative in nature and the observations should be documented by the teacher.

### Example of this Assessment:

- The teacher will ask the students (of upper primary) to draw and write some lines on the drawing/picture below.



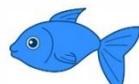
- The teacher will write down the anecdotal comments for the students:
- E.g., The student can express in writing through simple sentences. The sentences are not grammatically correct.
- Similar activity can be done by the primary teachers. While writing the comments, the primary teachers can focus if the student is able to express through drawing or writing simple sentences.
- For journal activities, the teacher can ask the students to document their day in a diary in the form of drawing and some simple sentences in English.

#### 4) Written Test- Objective Questions, Match the Following, Fill in the Blanks:

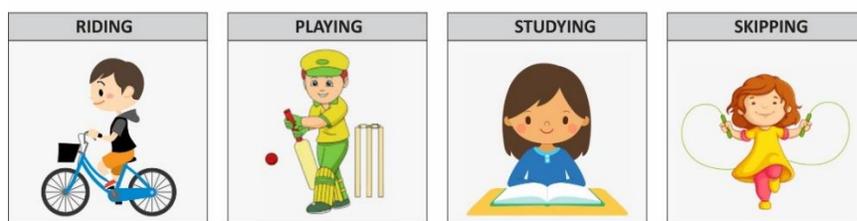
This is a summative assessment where the teacher gets to know if the students have understood what has been taught in the classroom.

### Example of this Assessment:

Q1. Write the first letter of the name of the objects you see in the picture.

- a)  \_\_\_\_\_
- b)  \_\_\_\_\_
- c)  \_\_\_\_\_
- d)  \_\_\_\_\_
- e)  \_\_\_\_\_

Q2. Complete the sentences the given words.



- a) I am \_\_\_\_\_ cricket.
- b) I am \_\_\_\_\_ the rope.
- c) I am \_\_\_\_\_ a bicycle.
- d) I am \_\_\_\_\_ in the class.

### Written Test- Comprehension Based Test:

This is a summative assessment where the teacher gets to know if the student has comprehended the text that is being taught.

#### Example of this Assessment:

- The teacher will ask the student to read the below story independently and answer the questions.  
***Once a cunning jackal jumped into a big tub of blue dye. "I am your king," he said. All the animals, big and small, believed him and bowed before him. The clever jackal smiled. Now he was the most powerful animal in the forest. He was proud to be a king.***  
***Once, the jackal woke up in the middle of the night. The jackals in the forest were howling at the full moon in the sky. The blue jackal forgot he was a king. He, too, began to howl. "Hu...aah! Hu...aah!" he cried. The animals ran out to see. "He is not a king. He is just a jackal!" they shouted. They rushed to attack him. "Stop, stop! I am sorry I tricked you. Please do not kill me!" said the blue jackal. The animals forgave him, but only after giving the jackal a good beating.***
- Write the answer to story-based questions:
  - Who jumped into a big tub of blue dye?

- How did the jackal become blue?
- How did the animals know that the king was just a jackal?
- When did the jackal wake up?
- Find out the opposites of the following words from the passage?
  - Big
  - King
- Write the name of any colour mentioned in this passage.
- Who beat the jackal?

### 5) Descriptive Test:

This will be a summative test. The teacher will encourage students to closely observe the picture. Grammatical mistakes made by students will be avoided and their attempts of writing in full sentences will be appreciated.

#### Example of this Assessment:

- The teacher will give to students a picture to describe it in five sentences:



### 6) Project Based Assessment

Tasks like projects are extremely popular among children of all age groups as they cover a range of skills, like collecting and organizing information, presenting, demonstrating, designing etc. Projects also encourage children to seek the support of different sources, many of which they may be using for the first time, for example, an encyclopedia or a thesaurus. In this assessment, the teacher ensures that all children are involved in the project, so, this could be done as an individual task or group task. The teacher will need to give clear instructions to the students for completing the project, since this assessment is a formative one, hence teacher may need to support students during the process as well.

#### Example of this Assessment:

- **Collage**- “Different Kinds of Trees around the world / India/ locality” or “Birds of India” or “Natural Disasters around the world”, “Languages of India” etc.
- **Interview**- “Interviewing Community Members to know the history of the area” or “Interviewing People of Different Occupations about their work and challenges” or “Interviewing Teachers and Headteachers to know their journey” etc.
- The teacher will assess using the following indicators:
  - Students are referring to books from Library/Reading Corner, Encyclopedia, Internet.

- Students are organizing information in sequence, with a focus on appropriate beginning, middle and end in English.
- Student is sharing the information in a proper sequence in English or a mix of home language. They are using correct sentence structure, and appropriate use of vocabulary in English during the presentation.
- Students are making and using charts, roleplay, pictures etc. for their presentation
- Students are giving a title to the project.

## 7) Group Discussion

8) Tasks like group discussions are important in building social skills like teamwork, conversations, patiently listening to others' views, the inclusion of different ideas, respecting, acknowledging differences in opinions, and building arguments. It also works effectively in developing language skills like presenting ideas in sequence with clarity. In this assessment the teacher ensures that all students participate in this activity, the main objective is to observe the participation of the individual student in a group. The group could be of students at the same learning level or could be a mix of students at different learning levels, this will be decided by the teacher.

### Example of this Assessment:

- The teacher will give the following image and ask:
  - How do you feel by looking at this picture?
  - Would you like to live in this area? If no/yes, why?
  - Why do people dump garbage in open areas?
  - Whom would you talk to, in order to solve this problem?
  - What is your (individual student) role in solving this problem?
- The teacher will assess using the following indicators:
  - Students can pick the main points /ideas in a speech/article etc.
  - Students are taking interest in listening to other and waiting for their turn to share.
  - Students are expressing thoughts and views coherently/sequentially both in oral and written forms using English or mixed language.
  - Students are displaying a reasonable degree of accuracy while using English for the purpose of communication/expression etc. (in both oral and written forms).



## Sample Monthly Assessment:

### For Grades 4, and 5:

In this assessment, 60% foundational level LOs and 40% Grade level LOs will be considered while developing the test.

| Foundational Level Questions   | Grade Level Questions   |
|--|---|
| 1) Match the sound with the letter.<br>2) Labelling the picture.<br>3) Fill in the blanks.<br>4) Color the given picture (mentioning the specific color to be used).<br>5) Complete the drawing.<br>6) Sequencing the picture. | 1) Read the unseen passage and answer the given questions.<br>2) Writing 5 to 6 sentences on a given picture.<br>3) Questions based on the story/poem.<br>4) Sequencing sentences of a story. |



उत्तराखण्ड सभी के लिए शिक्षा परिषद

प्रकाशित-

राज्य परियोजना कार्यालय, समग्र शिक्षा अभियान

तपोवन मार्ग, ननूरखेड़ा, रायपुर, देहरादून