

(iii) Language II English (Classes i to V)

**Class I**

<b>1. Listening</b>			
<b>Competency</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"><li>· Listening to jingles / Nursery rhymes</li><li>· Understanding key words in the rhymes</li></ul>	<ul style="list-style-type: none"><li>· Jingles / Nursery rhymes</li></ul>	<ul style="list-style-type: none"><li>· Teacher sings or plays the recorded cassettes</li></ul>	<ul style="list-style-type: none"><li>· Listen to the tune and sing the rhyme.</li><li>· Respond with the next word or sentence when the teacher pauses while singing the rhyme.</li><li>· Perform actions related to the rhyme.</li></ul>
<ul style="list-style-type: none"><li>· Listening to short, familiar stories or folktales</li><li>· Understanding the main point of short stories told in English</li></ul>	<ul style="list-style-type: none"><li>· Simple short familiar stories</li></ul>	<ul style="list-style-type: none"><li>· Teacher narrates Stories, or folktales. Children listen and respond</li></ul>	<ul style="list-style-type: none"><li>· Do actions related to the story / folktale</li><li>· Reproduce any environmental sounds (Eg. wind blowing, crow cawing) occurring in the story.</li><li>· Listen and respond to simple questions related to the story or folktale.</li></ul>
<ul style="list-style-type: none"><li>· Can follow simple instructions given in English</li></ul>	<ul style="list-style-type: none"><li>· Simple class room instructions</li></ul>	<ul style="list-style-type: none"><li>· Teacher gives instructions during the course of the day and children respond. E.g ' Come here, Sit down '</li><li>· Teacher conducts games/activities to make use of simple commands/requests/ instructions.</li></ul>	<ul style="list-style-type: none"><li>· Listen to instructions and respond appropriately during the course of the day.</li></ul>

<ul style="list-style-type: none"> <li>· Understanding and responding to greetings appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>· Time - specific greetings 'Good morning/ afternoon/ evening'</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher creates different situations for the children to listen and respond to greetings</li> <li>· Teacher displays charts / pictures depicting morning, evening, noon and relates them to the correct form of greeting based on time.</li> </ul>	<ul style="list-style-type: none"> <li>· Listen to the greetings and respond with the correct form of greeting.</li> <li>· Practice greetings through rhymes and action songs</li> </ul>
<ul style="list-style-type: none"> <li>· Listening to sounds in selected words, and discriminating them.</li> </ul>			<ul style="list-style-type: none"> <li>· Children discriminate the sounds and respond appropriately. E.g. Clap your hands every time you hear a word beginning with /b/ - sun, cap, ball, banana, ship, boat.....</li> </ul>
<ul style="list-style-type: none"> <li>· Relating sound and letter.</li> </ul>		<ul style="list-style-type: none"> <li>· Children listen and discriminate the sounds that the letters make.</li> </ul>	<ul style="list-style-type: none"> <li>· Circle pictures beginning or ending with a particular letter.</li> <li>· 'Do the two pictures rhyme?' Say 'yes' or 'no'.</li> </ul>
<ul style="list-style-type: none"> <li>· Listening and responding appropriately to simple questions</li> </ul>	<ul style="list-style-type: none"> <li>· Simple questions What &amp; Where</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher asks simple questions during the course of the day and the children respond.</li> </ul>	<ul style="list-style-type: none"> <li>· Respond appropriately to questions.</li> <li>What is your name?</li> <li>What is this?</li> <li>Where is the bag?</li> </ul>
<p><b>2. Speaking</b></p>			
<ul style="list-style-type: none"> <li>· Singing jingles / rhymes</li> </ul>	<ul style="list-style-type: none"> <li>· Jingles / rhymes</li> </ul>	<ul style="list-style-type: none"> <li>· Children sing along with the teacher or cassettes and reproduce familiar jingles/ nursery</li> </ul>	<ul style="list-style-type: none"> <li>· Sing the jingles / nursery rhymes suggested by the teacher or their favourite one.</li> </ul>

		rhymes	
· Expressing needs and likes	· Needs and likes	· Teacher encourages students to express needs and likes / dislikes / feelings and acknowledges them.	· Express needs / likes / dislikes / feelings spontaneously in response to questions.
· Asking permission	· 'Can I .....' 'May I .....?'	· Teacher encourages children to use questions in relevant situations.	· Use 'Can I .....? /
· Respond to questions	· Words, phrases and sentences	· Teacher asks simple questions during the course of the day and children respond.	· Respond to questions appropriately.
· Speaking using a combination of grammatical forms	· Functional grammar: adjectives, articles, prepositions	· Teacher provides opportunities through activities and informal conversation for children to speak using a combination of grammatical forms.	· Answer questions using phrases / sentences. Where is the book? – On the table.

### 3. Reading

· Recognizing and naming letters	· Letters of the alphabet	· Teacher presents visual and kinesthetic activities for children to recognize and name letters.	· Circle the letter 'e' in these words: apple, ant, am cat, cap, bat
· Letter sound correspondence	· Sounds of the alphabet	· Teacher shows cards with letters of the alphabet and articulates the sound. Children	

		repeat after the teacher.	
· Reading words/sentences	· Words/Sentences	· Teacher provides opportunities for children to read using flash cards. Children label things around the class room.	· Read words · Read simple sentences · Choose the correct word for each picture.
· Picture Reading class room.	· Simple and Composite pictures	· Teacher shows a variety of pictures and asks the students to name the words they know already.	· Children use pictures as an aid for reading.  Summative  · Read and match words with relevant pictures.
· Responding to various types of reading material.	· Books, flash cards, labels, charts, etc	· Teacher makes available different types of reading materials and encourages the children to use them.	· Browse/read the different reading materials available in the class room.
· Reading for fun	· Reading – Graded readers, colourful picture books	· Teacher facilitates children to look at pictures / read books.	· Look at the pictures and enjoy them. · Read books for pleasure.
<b>4. Writing</b>			
· Pre writing activities	· Mazes, Joining dotted lines and writing patterns	· Teacher presents variety of materials such as worksheets, sand box, sand paper, stencils, etc for children to develop fine motor skills for writing.	· Join dots to create shapes / pictures. · Colour a variety of pictures. · Copy basic strokes and patterns.

<p><b>Write</b></p> <ul style="list-style-type: none"> <li>· Upper case and lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>· Letters of the alphabet – In each unit</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher presents a variety of materials such as worksheets, sand box, sand paper, stencils, etc for children to write upper case and lower case letters.</li> </ul>	<ul style="list-style-type: none"> <li>· Trace on dotted letters.</li> <li>· Copy and write letters.</li> <li>· Recall and write letters.</li> </ul>
<p><b>Write with</b></p> <ul style="list-style-type: none"> <li>· Spacing of words, alignment of words in a sentence (Mechanics of writing)</li> </ul>	<ul style="list-style-type: none"> <li>· Words /Sentences</li> </ul>	<ul style="list-style-type: none"> <li>· Children write leaving space in between words and write on a line.</li> </ul>	<ul style="list-style-type: none"> <li>· Copy words and sentences.</li> <li>· Trace over dotted words.</li> </ul>
<ul style="list-style-type: none"> <li>· Recall spelling</li> </ul>	<ul style="list-style-type: none"> <li>· Words ( high frequency words, phonetic words and content words)</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher presents a variety of writing exercises and word building activities such as word grids, jumbled letters, fill ups, dictation to develop spelling skills.</li> </ul>	<ul style="list-style-type: none"> <li>· Arrange jumbled letters to make words.</li> <li>· Look at the picture and fill in the blanks with the correct letter.</li> <li>· Write the first/last letter for each picture.</li> </ul>
<ul style="list-style-type: none"> <li>· Writing words/simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>· Common, familiar words/sentences</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher presents activities such as jumbled words, fill ups, to write words and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>· Arrange word cards to make sentences.</li> <li>· Write one's name.</li> <li>· Write the words for the given pictures.</li> <li>· Fill in the blanks with the correct word.</li> <li>· Put the words in correct order and make a sentence.</li> </ul>
<p><b>5. Vocabulary</b></p>			
<ul style="list-style-type: none"> <li>· Point out parts of body.</li> </ul>	<ul style="list-style-type: none"> <li>· Head, hands, ears, mouth, neck, eyes, nose, legs, toes and fingers.</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher uses action songs, pictures, stories and activities for children to point and name the body parts.</li> </ul>	<ul style="list-style-type: none"> <li>· Sing songs pointing to and naming parts of the body: 'Head, shoulders, knees and toes....'</li> </ul>
<ul style="list-style-type: none"> <li>· Stating the relationship of</li> </ul>	<ul style="list-style-type: none"> <li>· Father, mother, brother, sister,</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher uses songs,</li> </ul>	

family members.	grandfather, grandmother	conversations, stories, pictures and worksheets to use home relationships.	
· Writing the Names of fruits, flowers, vegetables, animals, vehicles, common objects and other things around us.	· Common fruits, flowers, vegetables, animals, vehicles, sun, moon, stars, etc.	· Teacher uses songs, pictures, stories, real objects and activities for children to identify and name them.	
· Naming Colours	· Red, green, yellow and white · Circle, triangle, sphere, rectangle and square	· Teacher uses songs, pictures, children to identify and name the colours.	· Painting and colouring activities.
· Stating number names	· 1 to 10	· Teacher guides the children in reading and writing number and number names through activities like tracing on dotted lines, matching number to number names, etc	· Finger counting and songs. Summative · Count and say how many
· Distinguish singular from plural names.	· Singular and Plural 's'	· Teacher uses classroom objects, pictures, worksheets, charts, children, etc for the children to name one and more than one.	
· Referring to Opposites	· Common words such as big, small, tall, short, up, down, etc.	· Teacher uses classroom objects, pictures, stories, songs, worksheets, charts, etc for the children to compare, contrast and describe them.	· Use words such as big, small, clean, dirty to compare, contrast and describe in a conversation
· Using Action words	· Common actions such as read, jump, eat, walk, play etc	· Teacher uses songs, pictures and other activities for children to identify and name	· Can you hop like a frog? Yes, I can. (Children hop.) · Can you crawl like a

		different actions.	snake? Yes, I can. (Children crawl.) · Play games. Look at the picture. What are they doing?
· Naming Occupations	· Doctor, Teacher, Postman, Traffic Police, Farmer etc	· Teacher uses stories, pictures, flashcards, charts and worksheets for children to identify and name people in different professions.	· Role play. · Name these people · Match the pictures of people to the things they use
· Using Picture Dictionary	· Picture Dictionary	· Teacher guides the children in using a picture dictionary to understand the meaning of words.	· Refer dictionary as and when needed. · Show and name available colours. · State part of a body and its action. · Use singular & plural forms of nouns. · Calling professionals by their occupation.
<b>6. Language Functions</b>			
· Role play	· Personification of objects, animals, fruits and vegetables etc	· Teacher will create role play opportunities for children to dramatise and speak using simple words or sentences.	· Take up different roles and enact using words and simple sentences.
· Talking about oneself	· Name, class, school, likes	· Teacher will create a context such as interactions with people, role play and presentations to talk about themselves.	· Say their name, class, school name, likes as a part of talking about them.
· Speak using Pictures	· Simple and composite pictures, pictures in sequence.	· Teacher uses pictures that depict people in different roles and feelings. · Teacher gives worksheets	· Talk about a simple sequence of events shown in the pictures: Germination of a seed. · Name the pictures. · Who are these people?

		with activities like "Spot the difference," pictures with missing parts to encourage children to talk.	E.g., doctor, carpenter, teacher.
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Note: Grammar is not taught in isolation. It will be integrated in the lessons in a graded manner. A note for teachers on functional grammar with suggested activities will be included wherever relevant in the textbook.

## Class II

<b>1. Listening</b>			
<b>Competencies</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
· Listening to rhymes, jingles and songs	· Rhymes, jingles and songs	· Teacher sings or plays the recorded cassettes. Children listen and sing along.	· Listen to the tune and sing the rhyme · Respond with the next word or sentence, when the teacher pauses while singing the rhyme · Perform actions related to rhyme
· Listening to short stories or folktales	· Longer short stories or folktales	· Teacher narrates story or folktale. Children listen and respond. · Teacher uses questions to test comprehension.	· Do actions related to the story. · Reproduce any environmental sounds (E.g., sound of a train choo-choo, lion roaring Grrrrr....) · Listen to the story and say who or what they like in the story. · Teacher: Who ate the mango? (in the story) · Listen and respond to simple questions related to story
· Listening and responding to instructions and directions.	· Longer instructions and directions. · Directions during indoor or	· Naturally occurring and suitable situations are created in the classroom to follow	· Take out your notebook and write. · Please bring your pencil and sharpener.



	<p>outdoor games.</p> <ul style="list-style-type: none"> <li>· Directions involving two objects or people.</li> <li>· Directions involving two actions</li> </ul>	<p>directions. Gestural prompts may also be used to help children follow directions</p>	
· Listening to questions	<ul style="list-style-type: none"> <li>· Simple questions. What, Where, Who 'Yes' or 'No'</li> </ul>	<ul style="list-style-type: none"> <li>· Simple questions based on classroom situations are asked. E.g., What are you doing? Have you had your breakfast?</li> </ul>	<ul style="list-style-type: none"> <li>· Listen to questions and respond in full sentences. Can you fly in the sky?</li> </ul>
· Listening to pronunciation	<ul style="list-style-type: none"> <li>· Words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher uses words highlighting correct pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>· Sing rhyme with correct pronunciations</li> <li>· Games with rhymes and alliterations. E.g., Ponni plays with a purple pot.</li> </ul>
· Listening carefully to more sounds of the language through chosen words, and discriminating them.	<ul style="list-style-type: none"> <li>· Diagraphs ch, sh, etc.), blends (bl, cr, etc.), rhyming words, blending sounds, coining new words by changing first, last or middle sounds.</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher plays 'sound games' where the children listen to sounds in different positions.</li> <li>· Children listen and discriminate the sounds that specific letters make.</li> </ul>	<ul style="list-style-type: none"> <li>· Click your fingers every time you here a word ending with /sh/ - bath, dish, sleep, fish, watch, crush.</li> <li>· Blend the sounds to make a word. /Po/.../ta/.../to/ - potato /c/... /a/.../t/ - cat</li> <li>· Listen to a song played to music.</li> <li>· Listen to simple stories told in the class.</li> <li>· Act according to given instructions.</li> <li>· Respond to simple questions.</li> </ul>
<b>2. Speaking</b>			
· Reciting more rhymes, jingles, songs	<ul style="list-style-type: none"> <li>· Rhymes, jingles and songs.</li> </ul>	<ul style="list-style-type: none"> <li>· Children sing along with the teacher or</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher sings the first line and the children sing the next line and the same</li> </ul>

		cassettes, and reproduce new and familiar nursery rhymes and songs	procedure is repeated alternatively. · Sing with appropriate actions related to rhyme.
· Communicating a message	· Simple messages.	· Children communicate messages to peers or another adult. They communicate messages from home.	E.g., Ask your classmates to submit their workbooks.
· Responding to questions	· Phrases/sentences.	· Teacher asks questions during the course of the day and children respond	· Respond to questions appropriately
· Expressing one's needs	· Needs	· Teacher encourages students to express needs and acknowledges them.	· I want an eraser. Please, can you give me a pencil?
· Making a request	· "Please"	· Teacher creates familiar situations and encourages children to respond suitably	· Use the word, 'Please' to ask for something in appropriate situations.
· Expressing feelings	· Feelings	· Teacher encourages students to express feelings and acknowledges them.	· Express feelings spontaneously in response to questions
· Participating in simple conversation in English	· Simple conversation	· Children take turns during conversations with adults and	· Initiate and sustain conversation in pairs and in groups.

		peers · Teacher provides different contexts for initiating and sustaining conversations.	
· Speak using a combination of grammatical forms	· Functional grammar: Noun, verbs, singular and plural, construction of sentences, articles, subject – verb agreement, preposition, adjectives	· Teacher provides opportunities through activities and informal conversation for children to speak using a combination of grammatical forms.	· Name some things that you saw on the way to school. “On the way to school, I saw a ....” · Look at the pictures and tell what the children are doing. E.g., The girl is climbing, The old man is painting. · Recite known rhymes. · What do you want. · Can you play cricket. · Ask the elders to help you in some work. · Converse with you friend on a festival.
<b>3. Reading</b>			
· Reading words / sentences (word attack skills, sight reading / phonic reading)	· Words / sentences/connected sentences.	· Teacher provides opportunities for children to read using flash cards. Children label things around the class room, using text book and story books.	· Read words · Read sentences · Read simple passages.
· Picture reading	· Pictures	· Teacher displays a picture which is familiar to them and asks probing	· Children use pictures as an aid for reading · The words are given below a picture. “Circle the things that you see in the picture.” · Look at the picture and

		questions.	answer , 'Yes' or 'No'
· Responding to different kinds of reading materials	· Books, storybooks, flashcards, pictures, self-made books.	· Different kinds of reading materials are displayed in the classroom.	· Browse/read the different reading materials available in the classroom.
· Reading a variety of materials like a calendar and clock	· Days of week	· Teacher shows the calendar / clock and: Names the days of the week.  Tells the time rounded to an hour.	· hat day is it today? · Tomorrow is _____ · Look at the clock and tell the time:
· Reading for fun	· Reading – graded readers, colourful picture stories	· Teacher facilitates children to look at pictures / read books.	· Look at the pictures and enjoy them. · Read books for pleasure.
<b>4. Writing</b>			
· Write with Spacing of words, alignment of words (Mechanics of writing)	· Words / Sentences · Children write legibly leaving space in between the words and write in straight line.	· Write words, sentences on their own.	· Copy words and sentences.
· Recall spelling.	· Words (high frequency words, phonetic words and content words)	· Teacher presents a variety of writing exercises and word building activities such as word grids, jumbled letters, fill ups, dictation to develop spelling skills.	· Make three new words from the given word. "balloon" · Fill in the blanks with correct letter. · Write the first/last letter for each picture. · Write the spelling for simple dictated words.

<ul style="list-style-type: none"> <li>· Writing of words / sentences</li> </ul>	<ul style="list-style-type: none"> <li>· Text book sentences, small journal notations (eg. Write three words/small sentences or draw and colour what you liked best about school/class today.), creative writing (five word poem on My favourite colour, Mother, Tree etc.</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher presents activities such as jumbled words; fill ups, creative writing activities to write words and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>· Draw yourself and write a few words/ sentences about your picture.</li> </ul>
<ul style="list-style-type: none"> <li>· Write using a combination of grammatical forms</li> </ul>	<ul style="list-style-type: none"> <li>· Functional grammar: Noun, verbs, singular and plural, construction of sentences, articles, subject – verb agreement, preposition, adjectives</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher provides opportunities through written activities for children to write using a combination of grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>· Match the words in column A and column B and make sentences.</li> <li>· Fill in the blanks with 'a', 'an' ____ apple. ____ red apple.</li> <li>· Look at the picture and fill in the blanks. E.g., The boy _____ water (drink/drinks).</li> </ul>

## 5. Vocabulary

<ul style="list-style-type: none"> <li>· Name more parts of my body</li> </ul>	<ul style="list-style-type: none"> <li>· Elbow, neck, feet, stomach, fingers and toes</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher uses action songs, pictures and activities for children to point, name and understand the functions of body parts.</li> </ul>	<ul style="list-style-type: none"> <li>· Draw yourself and a person you like and talk about some things you like to do together.</li> <li>· Fill in the blanks: I use my ____ to write. (feet/fingers)</li> </ul>
<ul style="list-style-type: none"> <li>· Express Feelings in words.</li> </ul>	<ul style="list-style-type: none"> <li>· Shy, scared, kind</li> </ul>	<ul style="list-style-type: none"> <li>· Children express their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom discussion: I am scared of.....</li> </ul>
<ul style="list-style-type: none"> <li>· Identify School spaces</li> </ul>	<ul style="list-style-type: none"> <li>· Places within the school.</li> </ul>	<ul style="list-style-type: none"> <li>· Children learn the names of different places in the school and their purpose by actively using them.</li> </ul>	<ul style="list-style-type: none"> <li>· Use different areas in the school and perform errands.</li> </ul>
<ul style="list-style-type: none"> <li>· Write Names of birds, insects,</li> </ul>	<ul style="list-style-type: none"> <li>· Birds, insects, vegetables, fruits,</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher uses songs, pictures,</li> </ul>	<ul style="list-style-type: none"> <li>· Watch the crows around your home. What were they</li> </ul>

vegetables, fruits, vehicles and other things around us.	vehicles and other things around us.	stories, real objects and activities for children to identify, name and learn about them.	doing? Have you seen a crow's nest? Circle all the insects you see around your home.
· Say Action words	· Variety of actions	· Teacher uses songs, pictures, stories and other activities to identify and name different actions.	· Name three activities that you do at home and three activities that you do in school. · Match the words to the action shown in each picture.
· Form Plurals Noun number	· Singular and Plural 'es'	· Teacher uses classroom objects, pictures, stories, worksheets, charts, children, etc., for children to name one and more than one.	· Use correct singular or plural forms in conversation · Fill in the blanks with correct word. There are five_____. (mango/mangoes)
· Say Numbers	· 1 to 50	· Teacher guides the children in reading and writing numbers and number names through activities like tracing on dotted lines, matching number to number names, etc.	· Make a picture by connecting the numbers. · Look at the number and fill in the missing letter for number name.
· Name Days of the week	· Days of the week	· Teacher uses the calendar in the classroom to talk about day, date and	· Look at the calendar everyday and find out what day it is today. · How many days are there in a week?

		month.	· Name the days of the week
· Using Picture Dictionary	· Picture Dictionary	· Teacher guides the children in using a picture dictionary to understand the meaning of words.	· Refer picture dictionary as and when needed. · Show & Point to body parts. · Express anger, sympathy, respect. · From the pictures point to some birds and name them. · Showing and number name it. · Which is the fifth of a week?
<b>6. Language Functions</b>			
· Introducing oneself	· Name, class, school	· Teacher creates a context such as interaction with people, role play and presentations for students to talk about themselves.	· Introduce oneself to adults, peers and neighbours when required.
· Using a picture, talk about it.	· Simple, a composite picture, pictures in a sequence.	· Children look at the picture and respond by observing, comparing, associating, inferring and relating to self.	· Picture of three little pigs building a house – How would you build your house? · Picture of outdoors – What are some of the things the birds would use to make a nest?
· Making a presentation (Show and tell)	· Objects in nature, things created by children.	· Children say a few sentences about the work they created or something that they found, how they made it, where they found it etc.	· Make a presentation. A little book I made about myself (with drawings, pictures, and small sentences) A paper boat that I made.
· Act simple role play	· Roles based on small stories, simple poems, pictures,	· Children enact a variety of simple roles	· The scene is a market place. Children take up roles as

	real life situations, feelings etc.	and use songs, sounds, movements, gestures, dialogues etc as a part of role playing.	shopkeepers selling different things. Others go to the market and pretend to buy. Introduce yourself to a guest. <ul style="list-style-type: none"> <li>· Look at the picture and say what you see.</li> <li>· Describe what someone did on a particular occasion.</li> <li>· Stage an act from a known story.</li> </ul>
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Note: Grammar is not taught in isolation. It will be integrated in the lessons in a graded manner. A note for teachers on functional grammar with suggested activities will be included wherever relevant in the text book.

### Class III

<b>1. Listening</b>			
<b>Competencies</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
· Listening to rhymes , thematic songs , poems	· Rhymes, thematic Songs, Poems	· Teacher sings, thematic songs or recites poems and plays recorded cassettes	· Teacher sings, recites poems, or plays cassettes. Children sing along, recite and listen. <ul style="list-style-type: none"> <li>· Listen and perform actions related to rhyme.</li> <li>· Give him the notebook and give her this pencil.</li> </ul>
· Listening to dual instructions and directions	· Dual instructions (classroom) <ul style="list-style-type: none"> <li>· Directions involving two different objects.</li> <li>· Directions involving places within the school</li> </ul>	· Students listen to classroom instructions and directions and respond appropriately.	· Go straight and take a left turn to reach office room. <ul style="list-style-type: none"> <li>· When do you go to bed?</li> <li>· Based on a narrated story: 'Why is the girl running?'</li> </ul>
· Listening and responding to questions	· Questions 'When' 'Why'	· Teacher asks simple questions and children respond.	· Can you think of another name for the story? <ul style="list-style-type: none"> <li>· Listen to incidents told by a peer.</li> <li>· Listen to the story and</li> </ul>



			illustrate. · Listen and respond to simple questions related to the story
· Listening to stories, incidents	· Stories, incidents	· Teacher narrates stories. Children listen and respond. · Teacher uses questions to test comprehension.	· Listen to words with slight differences in vowel and consonant sounds. (ship-sheep, plank-blank) · Change the first, middle or the last letter(s) and make a new word. (Play-clay, cot-cut, bit-bite)
· Listening to pronunciation of different words	· Words, sentences	· Teacher models pronunciation and children listen and repeat.	
· Listening and responding, in peer group discussion	· Simple common ideas	· Teacher gives a topic to the children to discuss.	· What is your favourite game? Why?
<b>2. Speaking</b>			
· Singing rhymes, poems, songs	· Rhymes, poems, songs	· Children sing or recite along with the teacher or cassette and reproduce the rhymes, poems or songs	· Listen to the tune and sing, or listen to and recite the rhyme or poem. · Respond with the next word or sentence when the teacher pauses while singing or reciting the rhyme. · Perform actions related to the rhyme where initiated.
· Communicate a message	· Simple messages	· Children communicate messages to peers or another adult.	· Stand in line to go to the playground. · My teacher wants a box of chalks
· Expressing regret	· "Sorry"	· Children express regret in naturally occurring situations.	The child says 'Sorry' when she/he accidentally bumps into someone.

· Responding to questions	· Phrases/sentences	· Teacher asks questions during the course of the day and children respond.	· Respond to questions appropriately.
· Narrating	· Short stories/incidents	· Children narrate any incident they have experienced, parts of stories or an entire simple story.	· I went to the zoo with my brother and ..... Narrate the story of – The thirsty crow.
· Participating in discussion	· Simple common ideas.	· Teacher gives a topic to the children to discuss. · Children discuss topics of common interest on their own.	· Have you been to a beach? What do you see? What are some fun things we can do in beach?
· Speak using a combination of grammatical forms	Functional grammar: Articles, Nouns, Verbs, Singular and Plural, Adjectives, Comparison of adjectives, Subject – verb agreement Personal pronouns, Possessives, Verb forms	· Teacher provides opportunities through spoken activities for children to speak using a combination of grammatical forms.	· Is this Mala's pencil? Yes, it is Mala's pencil. · Look at your bag and your friend's bag. Talk about what looks the same and what is different.
· Asking questions	· 'Wh' questions	· Children ask a variety of questions during the course of the day.	· Where is the black dog? · Who is your friend?
<b>3. Reading</b>			
· Reading sentences / longer text	· Any passage from text or other books	· Teacher provides opportunities for children to read individually, in	· Underline the unfamiliar words. · 'Round Robin' reading – reading one sentence each from a

		<p>pairs and in small groups.</p> <ul style="list-style-type: none"> <li>· Children read and answer simple questions.</li> <li>· Children pause at the end of sentences.</li> <li>· Children use word attack skills to read.</li> </ul>	<p>given passage.</p> <ul style="list-style-type: none"> <li>· Read the sentence and illustrate.</li> <li>· Read the given passage.</li> <li>· Read the passage and choose the correct answer.</li> </ul> <p>The rat ran into a _____. pipe hole house</p>
	<ul style="list-style-type: none"> <li>· Simple rules of spelling. E.g., Magic 'e'</li> </ul>	<ul style="list-style-type: none"> <li>· Children identify magic 'e' words and pronounce them accordingly. E.g., kite, late, cute</li> </ul>	<ul style="list-style-type: none"> <li>· Read aloud. Bake, Cake, Like, Write, Whole, Hole</li> </ul>
<ul style="list-style-type: none"> <li>· Use Spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>· Road Signs / maps</li> </ul>	<ul style="list-style-type: none"> <li>· Road signs and simple maps are introduced to children.</li> </ul>	<ul style="list-style-type: none"> <li>· List out the road signs you see while coming to school.</li> <li>· Create your own road sign and talk about it.</li> <li>· Draw a map from your home to school.</li> </ul>
<ul style="list-style-type: none"> <li>· Reading different genres</li> </ul>	<ul style="list-style-type: none"> <li>· Reading – Graded readers, colourful picture books</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher facilitates children to look at pictures/read books.</li> </ul>	<ul style="list-style-type: none"> <li>· Look at the pictures and enjoy them</li> <li>· Read books for pleasure</li> <li>· Convey a message to a friend.</li> <li>· Express regret for a mistaken act.</li> <li>· Narrate an incident.</li> <li>· Ask your friend question.</li> <li>· Read a few sentences.</li> </ul>
<ul style="list-style-type: none"> <li>· Reading for fun</li> </ul>			
<b>4. Writing</b>			
<ul style="list-style-type: none"> <li>· Transcription of print text</li> </ul>	<ul style="list-style-type: none"> <li>· Words / sentences</li> </ul>	<ul style="list-style-type: none"> <li>· Children copy sentences/passages from the text book/black board, etc.,</li> </ul>	<ul style="list-style-type: none"> <li>· Copy down the passage</li> <li>· Finds hidden words in word grids</li> <li>· Write two other rhyming words for each word.</li> </ul>

<ul style="list-style-type: none"> <li>· Recall spelling</li> </ul>	<ul style="list-style-type: none"> <li>· Words (high frequency words, phonetic words and content words)</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher presents a variety of writing exercises such as jumbled letters, sentences, fill ups and dictation to develop spelling skills.</li> </ul>	<ul style="list-style-type: none"> <li>· Fill in the blanks with correct word: Monkeys climb_____. (stere/ reest/ trees)</li> </ul>
<ul style="list-style-type: none"> <li>· Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>· Writing rhyming sentences, Writing on a topic, Drawing and writing, Making a list</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher presents a simple rhyme with missing sentences.</li> <li>· Children draw, colour and write.</li> </ul>	<ul style="list-style-type: none"> <li>· Write two sentences that rhyme using the given words. ball, wall</li> <li>· Make a list of things that you would like to do this Sunday.</li> <li>· Read and Answer the following questions</li> <li>· Make a question for the following sentences. The question words are given. What _____ This is a train.</li> </ul>
<ul style="list-style-type: none"> <li>· Writing sentences/longer passages</li> </ul>	<ul style="list-style-type: none"> <li>· Text, creative writing</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher writes on the blackboard and the children copy it.</li> <li>· Children read a passage and answer questions.</li> <li>· Children write a few sentences using their own ideas.</li> </ul>	
<ul style="list-style-type: none"> <li>· Using punctuations</li> </ul>	<ul style="list-style-type: none"> <li>· Text comma, apostrophe and question mark</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher helps the children to mark the punctuations correctly in a passage</li> </ul>	<ul style="list-style-type: none"> <li>· Punctuate: - she is in delhi - where is my sister - ravi gita and anwar are playing football</li> </ul>
<ul style="list-style-type: none"> <li>· Write using a combination of grammatical forms</li> <li>· [Consolidation of functional learning through usage]</li> </ul>	<ul style="list-style-type: none"> <li>· Functional grammar: Nouns, Verbs, prepositions, Articles, Adjectives, Comparison of</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher provides opportunities through written activities for children to write</li> </ul>	<ul style="list-style-type: none"> <li>· Fill in the blanks with correct word. This is my shirt. ____ (It/His) is red in colour.</li> <li>· Make the sentences bigger choosing from the</li> </ul>

	adjectives, Subject – verb agreement Personal pronouns, Possessives, Verb forms, Singular and plural · [Learnt and interpreted only as usage]	using a combination of grammatical forms.	words given. (tall, blue, two) I have bottles. A boy is running. My bag is lost. · Copy a news item in your note book. · form two or three rhyming sentences. · Use punctuations as directed by the teacher.
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## 5. Vocabulary

· Forming Singular and Plural Names.	· Irregular nouns 'ies', 'ves'	· Teacher guides children with vocabulary games and activities	· Match the following: Knife – Loaves Story – knives Loaf – stories
· Using Picture Dictionary	· Picture Dictionary	· Teacher guides the children in grasping the meaning from the picture dictionary	· Know how to refer to picture dictionary as and when needed.
· Months of the year	· Months of the year	· Teacher uses the calendar for children to learn the months of the year and to know what month they are in. E.g., Today is Friday, September 26 <sup>th</sup> , 2009.	· Sing a rhyme- 'January, February, ...' · What is the first month of the year? · What is the last month of the year?

## 6. Language Functions

· Make a Role play (pair work)	· Themes from text, story books, real life situations	· Teacher initiates discussion and guides children to play different roles	· Take up roles as butterfly, bee, tree, peacock and speak one or two lines about yourself
· Act in a drama (Dramatization)	· Content from the text / stories	· Teacher facilitates in dramatizing the	· Take up roles to enact a short story. Akbar and Birbal

		story	
· Making lists	· Shopping list, list of items in the classroom, list of children	· Teacher presents topics for lists or uses naturally occurring opportunities to make lists.	· Make a list of things you bring to school.
· Making a presentation (Show and tell)	· Things found or created by children.	· Children say a few sentences about the work they created or something that they found, how they made it, where they found it etc.,	· Make a presentation A scrap book- flowers A fish made with shells.
· Talking about a theme	· Simple / Common/familiar themes	· Teacher enables children to talk about a familiar theme.	· Talk about: My school. My pet cat · Act like a doctor. · Prepare a list of thing you want from your father. · Describe what you made of waste paper / rags / clay / plastic items.
Note: Grammar is not taught in isolation. It will be integrated in the lessons in a graded manner. A note for teachers on functional grammar with suggested activities will be included wherever relevant in the textbook.			

### Class IV

Competencies	Content	Mode of Transaction	Evaluation
<b>1. Listening</b>			
· Listening to songs / poems	· Songs / Poems	· Teacher sings / plays the recorded cassettes. Children sing part or the whole song / poem.	· Listen to the tune and sing the songs and poems. · Sings the whole song or poem after listen to the title or

			first sentence.
· Listening to stories/ prose content	· Short stories/prose content	· Teacher narrates stories / incidents / folk tales. Children listen and respond	· Give a suitable title · Think of a different ending for the story. · Listen and respond to the questions
· Listening to pronunciation, stress and intonation	· Words/ Sentences / Passages E.g., Words with silent letters, multi syllable words, homophone, vowel clusters etc.	· Teacher models pronunciation. Children repeat after the teacher	· Repeat after me "She sells sea shells on the sea shore."
· Listening to riddles	· Simple riddles	· Teacher tells a riddle. Children guess the answer. · Children make up their own riddles.	· When I was a baby I looked like a fish. Now I say, "Croak, croak." Who am I?
· Listening and responding in discussions	· Themes on personal experiences, common interests and age-appropriate themes.	· Teacher initiates discussions for children to listen and participate. · Children bring up topics to discuss and listen to each others ideas.	· Children go outdoor to listen to the sounds around them and come back and discuss what they heard. · Reflect and illustrate what you have heard in various ways
· Listening and responding to questions	· Questions: "How"?	· Children listen and respond to questions relevantly.	· Listen to question and respond in full sentences. · Listen to a story told in a TV Channel. · Listen to a good speaker as recorded in a Cassette · Listen to questions asked by your friends.

## 2. Speaking

· Sings Songs and poems	· Poems / thematic Songs	· Teacher sings and children sing part or the whole song / poem.	· Sing the song/ poem suggested by the teacher or their favourite one. · Sings the whole song or poem after listening to it
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			<p>carefully.</p> <ul style="list-style-type: none"> <li>· Sing the song with actions slowly eliminating words or vice versa.</li> </ul>
<ul style="list-style-type: none"> <li>· Communicate an idea/opinion</li> </ul>	<ul style="list-style-type: none"> <li>· Creating something planning an event, talking about some event, day-today activities</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher presents opportunities for children to communicate their ideas and acknowledges them.</li> <li>· Children plan as a part of different club activities.</li> </ul>	<ul style="list-style-type: none"> <li>· What do you think about the movie we saw today in school?</li> </ul>
<ul style="list-style-type: none"> <li>· Talking about a theme</li> </ul>	<ul style="list-style-type: none"> <li>· Common familiar topics : E.g, Railway station, forest animals</li> </ul>	<ul style="list-style-type: none"> <li>· Children talk about a given topic. Teacher prompts then by asking leading questions.</li> </ul>	<ul style="list-style-type: none"> <li>· Talk about the uses of tree.</li> <li>· Draw some of the trees you see around you.</li> </ul>
<ul style="list-style-type: none"> <li>· Participating in discussion</li> </ul>	<ul style="list-style-type: none"> <li>· Specific topic E.g.: Our school Saving water My pet</li> <li>· General discussions</li> <li>· Sentences (Questions and answers)</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher involves the children to participate in the discussion about a specific topic in small/large groups.</li> <li>· Teacher asks questions during the course of the day and children respond.</li> <li>· Children ask how something is done or how something happened.</li> </ul>	<ul style="list-style-type: none"> <li>· Talk about the different ways you can save water.</li> <li>· Respond to questions appropriately.</li> <li>· How did the mouse save the lion?</li> </ul>
<ul style="list-style-type: none"> <li>· Responding to questions</li> </ul>	<ul style="list-style-type: none"> <li>· "How?" questions</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher provides opportunities through spoken activities for children to use a combination of grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>· Throw the ball on the black board and make a sentence with the word you hit with the ball.</li> </ul>



<ul style="list-style-type: none"> <li>· Asking questions</li> <li>· Speaking using a combination of grammatical forms. [Consolidation of functional learning through usage]</li> </ul>	<ul style="list-style-type: none"> <li>· Functional grammar: Noun, adjective, verb forms, degrees of adjectives, personal pronoun, possessive pronoun, affirmative, interrogative and negative sentences, adverbs, conjunctions [Learnt and interpreted only as usage]</li> </ul>		<ul style="list-style-type: none"> <li>· Look at the six pictures and tell the story of the 'Ant and the Dove'.</li> <li>· Sing your favourite English song</li> <li>· Describe the magic show you saw.</li> <li>· Say a few sentences about your village / town</li> <li>· Ask a sportsman how he own the prize.</li> <li>· Speak for two minutes on a topic of your liking.</li> </ul>
<p><b>3. Reading</b></p>			
<ul style="list-style-type: none"> <li>· Reading a longer and level appropriate text (familiar / unfamiliar text)</li> </ul>	<ul style="list-style-type: none"> <li>· Text/other reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>· Children read longer texts silently and aloud.</li> <li>· Children read with a degree of fluency.</li> </ul>	<ul style="list-style-type: none"> <li>· Read a passage and illustrate.</li> <li>· Read the passage and talk about two things you liked about it.</li> <li>· Read the given passage and answer the questions based on cause-effect, Inference.</li> <li>· Recall answers based on text</li> <li>· Read the passage and find the author, the title, the main idea and the ending.</li> <li>· Read the question and choose the best answer (choice of three answers)</li> <li>· Read the letter and circle the address and the place you sign.</li> </ul>
<ul style="list-style-type: none"> <li>· Reading with attention to pronunciation, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>· Text</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher models reading a passage from the text with attention to pronunciation, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>· Divide yourselves into small groups and read two lines each, one after the other.</li> <li>· Take up different roles in a written play and read aloud</li> </ul>

<ul style="list-style-type: none"> <li>· Reading different genres</li> </ul>	<ul style="list-style-type: none"> <li>· Narratives, Poems, Billboards, Newspapers, Maps.</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher provides materials such as narratives (stories and non-fiction), poems, billboards, poster, newspapers, letters, plays, maps.</li> </ul>	<ul style="list-style-type: none"> <li>· Make a small model bill board of a product and read it aloud and share.</li> <li>· Read the given passage and answer the questions based on cause-effect, inference.</li> </ul>
<ul style="list-style-type: none"> <li>· Reading for fun</li> </ul>	<ul style="list-style-type: none"> <li>· Supplementary Reading-Graded series and a wide range of reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher provides a variety of reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>· Read, enjoy and recommend the book to a friend!</li> <li>· Read a letter written by your relative.</li> <li>· Read a news item.</li> <li>· Locate a place on the given map.</li> </ul>
<p><b>4. Writing</b></p>			
<ul style="list-style-type: none"> <li>· Dictation of words/sentences</li> </ul>	<ul style="list-style-type: none"> <li>· Text / General</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher presents a variety of writing exercises and word building activities.</li> </ul>	<ul style="list-style-type: none"> <li>· Build a word pyramid. a, an, ant, pant</li> <li>· Write words and sentences with correct spelling.</li> </ul>
<ul style="list-style-type: none"> <li>· Writing sentences/passages</li> </ul>	<ul style="list-style-type: none"> <li>· Question/answers, journal notations, creative writing, letter writing (informal).</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher presents a variety of writing activities for children to do.</li> </ul>	<ul style="list-style-type: none"> <li>· Word pyramids</li> <li>· Draw the things you saw during a bus journey and write 2/3 lines about it.</li> <li>· Look at the picture and write about it.</li> <li>· Choose a sentence from Column A and a sentence from Column B and join them to write a sentence using 'and' or 'but'.</li> </ul>
<ul style="list-style-type: none"> <li>· Writing using a combination of grammatical forms. [Consolidation of functional learning through usage]</li> </ul>	<ul style="list-style-type: none"> <li>· Functional grammar: Noun, verb, article, adjective, verb forms, degrees of adjectives, personal pronoun, possessive pronoun, affirmative, interrogative and</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher provides opportunities through written activities for children to use a combination of grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>· Order jumbled sentences to make a story.</li> <li>· Answer the given questions.</li> <li>· Read and answer questions.</li> <li>· Complete the</li> </ul>

	negative sentences, adverbs, conjunctions. [Learnt and interpreted only as usage]		<p>passage in your own words.</p> <ul style="list-style-type: none"> <li>· Write a letter to a friend inviting her for Pongal /any other festival (using the clues given)</li> <li>· Fill in the blanks choosing the correct word. The child is crying _____ (loudly/fast)</li> </ul>
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### 5. Vocabulary

· Identifying synonyms, compound word, homophones, antonyms	· Glossary from Text Crosswords, Puzzles, Vocabulary games	· Children play language games in groups, to learn pronunciation, spelling and meaning of new words.	· Play in small groups. (Word search , Boggle and Scrabble may be given. )
· Using Picture Dictionary	· Picture Dictionary	· Teacher guides the children in grasping the meaning from the picture dictionary	<ul style="list-style-type: none"> <li>· Make use of dictionary, to find out the meaning and spelling with your peers.</li> <li>· Solve a crossword puzzle.</li> <li>· Play a word – building game.</li> <li>· Use a picture book for developing a sequence of events.</li> </ul>

### 6. Language Functions

· Filling labels and simple forms, class time-table (where simple personal data is required)	· Name, class, address, phone number, subject areas in labels, simple forms and timetable	· Children fill name, class, address, phone number, subject areas in labels, simple forms and timetable as appropriate.	<ul style="list-style-type: none"> <li>· Fill in labels, simple forms and time-table correctly</li> <li>· Eg. Go with your parent and enquire about price of one kg of sugar</li> </ul>
· Making an enquiry Other language functions for continued practice are: · Making	· Enquiry at shop	· Children practice these skills in real life and simulated situations	<ul style="list-style-type: none"> <li>· Fill a simple application form.</li> <li>· Ask for materials you want from the shops.</li> <li>· Describe a game you</li> </ul>

announcements · Describing a person / object · Role play · Presentation			have played or witnessed. · Announce to a group of your friends a rare achievement of one of your relatives.
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Note: Grammar is not taught in isolation. It will be integrated in the lessons in a graded manner. A Note for teachers on functional grammar with suggested activities will be included wherever relevant would be given in the Text book. Activities are proposed to inclusion in the textbook.

### Class V

<b>1. Listening</b>			
<b>Competencies</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<b>1. Listening</b>			
<ul style="list-style-type: none"> <li>· Listening to songs</li> <li>· Enjoying the tune and responding with actions where appropriate or required.</li> </ul>	<ul style="list-style-type: none"> <li>· Songs</li> </ul>	<ul style="list-style-type: none"> <li>· Children listen and respond to songs</li> </ul>	<ul style="list-style-type: none"> <li>· Listen to the song</li> <li>· Sing the song with actions</li> <li>· Give the theme of the song</li> </ul>
<ul style="list-style-type: none"> <li>· Listening to poems</li> <li>· Appreciating rhythm and rhyme</li> <li>· Making meaning of the words heard</li> <li>· Following sequence</li> <li>· Locating the Main and the Supporting ideas</li> <li>· Appreciating various simple level appropriate images</li> </ul>	<ul style="list-style-type: none"> <li>· Poems</li> </ul>	<ul style="list-style-type: none"> <li>· Children listen to the poem</li> <li>· Understand the meanings of difficult words [may use dictionary]</li> <li>· May be facilitated in their understanding through appropriate actions</li> <li>· Facilitated to discuss the feelings and values expressed by the poet and evolve the sequence</li> <li>· Grasp the</li> </ul>	<ul style="list-style-type: none"> <li>· What do you feel after reading this poem?</li> <li>· Does is poem tell you of something sad or happy?</li> <li>· Fill up the speech bubbles to indicate understanding of main and supporting ideas.</li> <li>· Answer the following questions using the clues given.</li> </ul>

		central theme of the poem	
<ul style="list-style-type: none"> <li>· Listening to stories / folk tales</li> <li>· Making meaning of the words heard</li> <li>· Following sequence</li> <li>· Locating the Main and the Supporting ideas</li> </ul>	<ul style="list-style-type: none"> <li>· Stories &amp; folktales</li> </ul>	<ul style="list-style-type: none"> <li>· Children listen to the story</li> <li>· Understand the meanings of difficult words [may use dictionary]</li> <li>· Facilitated to discuss the narrative and evolve the sequence</li> <li>· Grasp the central theme of the story / folk tale</li> </ul>	<ul style="list-style-type: none"> <li>· What is the meaning of _____?</li> <li>· Arrange the sentences in order of sequence.</li> <li>· Answer comprehension questions using the clues given.</li> </ul>
<ul style="list-style-type: none"> <li>· Listening to correct pronunciation, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>· Passage from the text, or audio cassettes</li> </ul>	<ul style="list-style-type: none"> <li>· Through various facilitative activities, children listen and repeat words with correct pronunciation, stress and intonation – Small or Large group.</li> </ul>	<ul style="list-style-type: none"> <li>· Listen to the passage and repeat suggested words</li> </ul>
<ul style="list-style-type: none"> <li>· Participating in discussion</li> </ul>	<ul style="list-style-type: none"> <li>· Simple topics Eg; Toys, Cartoon characters, Comic strips</li> </ul>	<ul style="list-style-type: none"> <li>· Children may be facilitated to listen carefully to their peers, and discuss in small groups</li> </ul>	<ul style="list-style-type: none"> <li>· Form group and discuss following the topic.</li> <li>· What do you think about helping others.</li> <li>Give a opinion about wearing school uniforms.</li> </ul>
<ul style="list-style-type: none"> <li>· Listening to words that sound the same (<b>homophones</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Homophones presented in a passage</li> </ul>	<ul style="list-style-type: none"> <li>· Children listen to teacher reading the passage</li> <li>· identify the homophones in small groups</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the words which have the same sound but different meaning and spelling.</li> <li>· Scan a given text for a set of points.</li> <li>· Say aloud what you understood from a text.</li> </ul>

## 2. Speaking

<ul style="list-style-type: none"> <li>· Reciting / singing poems</li> </ul>	<ul style="list-style-type: none"> <li>· Poems – Text</li> </ul>	<ul style="list-style-type: none"> <li>· Children are facilitated to recite the poem through various learning activities, which may include actions</li> </ul>	<ul style="list-style-type: none"> <li>· Recite the poem</li> <li>· Sing the song with the teacher.</li> <li>· Pick out the rhyming words in the poem.</li> </ul>
<ul style="list-style-type: none"> <li>· Expressing one preferences</li> </ul>	<ul style="list-style-type: none"> <li>· Sharing/Interaction Time; day to day situations</li> </ul>	<ul style="list-style-type: none"> <li>· Children in groups make a portfolio depicting their likes, dislikes, preferences and other such personal explorations</li> </ul>	<ul style="list-style-type: none"> <li>· Tell the class about the you're your like best and why?</li> <li>· How would you like your friend to behave? Tell the class.</li> <li>· Discuss and make a list of what you like doing alone or in groups, etc</li> </ul>
<ul style="list-style-type: none"> <li>· Exchanging ones ideas with peers on a particular object / place / person /event / situation</li> </ul>	<ul style="list-style-type: none"> <li>· Sharing/Interaction Time; day to day situations Eg; Encounter with a person one doesn't know well.</li> </ul>	<ul style="list-style-type: none"> <li>· Children in groups discuss and exchange ideas around any particular object / place / person /event /situation</li> </ul>	
<ul style="list-style-type: none"> <li>· Speaking on common experiences</li> </ul>	<ul style="list-style-type: none"> <li>· Sharing/Interaction Time; day to day situations Eg; Lost in a crowd</li> </ul>	<ul style="list-style-type: none"> <li>Children in groups discuss and exchange ideas around any particular experience which they discover to have been common</li> </ul>	<ul style="list-style-type: none"> <li>· Practise rhymes and rhythms in a few songs given.</li> <li>· Say what you like and you don't in eating, drinking, reading.</li> </ul>

## 3. Reading

<ul style="list-style-type: none"> <li>· Reading text</li> <li>i) Understanding sequence</li> <li>ii) Understanding content</li> <li>iii) Finding answers to questions on the given passage</li> </ul>	<ul style="list-style-type: none"> <li>· Text/ Supplementary materials</li> </ul>	<ul style="list-style-type: none"> <li>· Children read the text both silently and aloud</li> <li>· The teacher facilitates the following activities and</li> </ul>	<ul style="list-style-type: none"> <li>· Read and list out the unfamiliar words.</li> <li>· Raise questions</li> <li>· Engage in comprehension activities</li> <li>· Choose the correct answers.</li> </ul>
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		<p>skills for each student:</p> <ul style="list-style-type: none"> <li>· Underlines main facts</li> <li>· Uses dictionary or vocabulary list (put up on board) to find meaning of unfamiliar words, and understands in context through individual and small group activities</li> <li>· Uses the reading material to answer questions</li> <li>· Teacher facilitates the understanding of selected spelling rules through a range of exercises and play activities</li> </ul>	<ul style="list-style-type: none"> <li>· [Objective Questions]</li> </ul>
<ul style="list-style-type: none"> <li>· Using simple spelling conventions correctly</li> </ul>			
<ul style="list-style-type: none"> <li>· Reading with attention to pronunciation, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>· Spelling rules emphasized through a relevant passage</li> <li>· Text / Additional material</li> </ul>	<ul style="list-style-type: none"> <li>· Children are facilitated to read words with correct pronunciation, Stress and Intonation – Small or Large group.</li> </ul>	<ul style="list-style-type: none"> <li>· Play a spelling game.</li> <li>· Read a letter, an essay and a poem.</li> <li>· Read a story with suitable difference from a picture sequence.</li> </ul>
<ul style="list-style-type: none"> <li>· Reading for fun</li> </ul>	<p>Reading Time</p> <ul style="list-style-type: none"> <li>· Supplementary Reading – Graded series V</li> <li>· Colourful picture stories</li> </ul>	<p>Children read in large groups, small groups and individually – aloud or silently</p>	

#### 4. Writing

<ul style="list-style-type: none"><li>· Simple projects</li></ul>	<ul style="list-style-type: none"><li>· Provided with materials and ideas</li></ul>	<ul style="list-style-type: none"><li>· Teacher helps children to evolve their own work plans, and facilitates their execution</li><li>· Children also discuss their plans in the small group</li></ul>	<ul style="list-style-type: none"><li>· Prepare a project on the given topic.</li><li>· Display your project and explain how you worked on it.</li></ul>
<ul style="list-style-type: none"><li>· Filling in forms</li></ul>	<ul style="list-style-type: none"><li>· Forms of bank challans, reservation forms, M.O. forms, School application form</li></ul>	<ul style="list-style-type: none"><li>· Teacher guides children to learn to fill up forms.</li></ul>	<ul style="list-style-type: none"><li>· Fill up a bank challan for a Children's Saving Account.</li></ul>
<ul style="list-style-type: none"><li>· Developing a story</li></ul>	<ul style="list-style-type: none"><li>· Story – clues, Story – pictures are given</li></ul>	<ul style="list-style-type: none"><li>· Teacher explains steps in developing a story</li><li>· Children frame stories</li><li>· Discuss them in small groups</li></ul>	<ul style="list-style-type: none"><li>· Objective Questions, VSA, SA [2 to 4 lines]</li></ul>
<ul style="list-style-type: none"><li>· Reading between the lines</li></ul>	<ul style="list-style-type: none"><li>· Text</li></ul>	<ul style="list-style-type: none"><li>· Teacher provides opportunities for children to read and analyze text through simple graphic organizers</li><li>· Error analysis in reading, inference and conclusion</li><li>· Children are facilitated to link thoughts and ideas to facts</li><li>· They discuss their questions in small groups</li></ul>	<ul style="list-style-type: none"><li>· Look at the given diagram and answer the questions that follow.</li></ul>



· Writing simple poems	· Simple topics or free choice	· Teacher encourages children to write simple poems.	· Use the given rhyming words and form a poem of your own.
· Completing simple passages	· Text and back of chapter questions	· Teacher facilitates children to complete the passage with suitable sentences, after discussion in small groups.	· Complete the story
· Writing letters (Informal)	· Themes, Model letters	· Teacher encourages children to write informal letters	· Write a letter to your Uncle / Dad / Friend
Reference Skills · Referring to Junior Encyclopaedia/ any other relevant information source/ reference material · Making small notes	· Passage with questions · Encyclopaedia/ any other relevant information source/ reference material	· After initial large group reading, children are facilitated collectively to search for answers to the questions	· Describe a project done by you. · Write simple pomes. · Complete the story half of which was only given. · Write a casual letter to your parents. · Use an encyclopaedia to find out some rare events.

## 5. Grammar

Nouns and Verbs – Exploring the types through spotting use Common Noun, Proper Noun Verbs – Present tense – Simple, Continuous Simple past, Simple Future	Text / Additional material such as magazines, newspapers	After explanation, children are facilitated to identify the naming and doing words in small groups with different materials	
Parts of speech [Introduction to formal naming of the different parts of speech – already explored	Text / Additional material such as magazines, newspapers	Teacher guides the children through usage to identify various	

as use, in the earlier classes]  [Naming seen as a tool to build formality and awareness in learning at this level]		parts of speech. Exercises and activities are utilized for this.	
Types of Sentence [Affirmative, Interrogative]	Exercises, Worksheets	Children are facilitated to use these sentence types in contexts of their own	<ul style="list-style-type: none"> <li>· Correct the given wrong sentences.</li> <li>· Reorder the words in the given sentence to make it a question.</li> <li>· Use correct tense forms in describing a series of activities.</li> </ul>
<b>6. Vocabulary</b>			
· Using Antonyms/Synonyms	· Text / poetry	· Exercises, activities and games	· Games, children do various exercises
<ul style="list-style-type: none"> <li>· Forming Compound words.</li> <li>· Identify Prefix / Suffix</li> <li>· Say the homophones</li> <li>· State kinship terms</li> </ul>	· Text, Puzzles, Supplementary material, back of chapter questions	· Exercises, activities and games	<ul style="list-style-type: none"> <li>· Games, children do various exercises</li> <li>· Use correct alternative to the identified word in a sentence.</li> <li>· Identify the prefixes and suffixes of any five words.</li> <li>· State the English equivalents for local relationship words.</li> </ul>
· write similes / metaphors			· Compare any two objects using simile / metaphor.