

Let's learn English

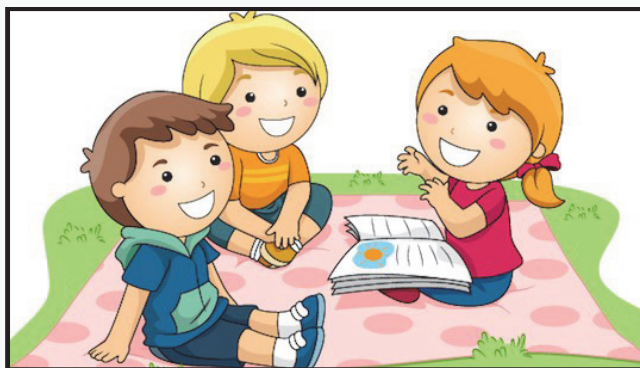
English Foundational Material

Classes 6 to 8



Directorate of Education
Govt. of NCT of Delhi

ENGLISH FOUNDATIONAL MATERIAL



Index of Contents

S. No	Content / Theme	Page Numbers
	Index of Contents	1
	Preface (including guidelines for teachers about how to use this ELEM)	2-4
	Contributors	5
1	Theme One Introduction	6-11
2	Theme Two Family	12-16
3	Theme Three Home sweet Home	17-22
4	Theme Four Greetings	23-27
5	Theme Five Celebration & Festivals	28-35
6	Theme Six Food	36-43
7	Theme Seven Cleanliness & Manners	44-53
8	Theme Eight Neighbourhood	54-60
9	Theme Nine Animals	61-68
10	Theme Ten Transport	69-74
11	Reading Comprehension Material (RCM)	75-88

PREFACE

This foundational course aims at developing the basic skills of English language of our learners. These skills are essential building blocks to communicate in the language. This is a learning material to support and strengthen the teaching learning process for classes 6- 8 in the government run schools of the Directorate of Education, GNCT of Delhi.

The primary focus of the course is an attempt towards developing the five skills – Listening, Speaking, Reading, Writing and Comprehension. The course intends to make the process of language learning joyful through a number of activities taken up inside or outside the classroom. Real life situations and narratives from their daily lives have been chosen for making a connection. Context based learning through different themes to build vocabulary and simple sentence structures would be helpful in better comprehension and thus promote communication in the target language. The activities have been designed to attain the desired learning outcomes which are essential for learners’ readiness for the upper primary classes.

The teachers are requested to make preparations beforehand in order that the activities bring maximum output from the learners. The instructions for teachers are suggestive and may be adapted to the learning needs and levels of the learners. However, attempts should be made to stretch language acquisition beyond the learners’ current level of English language. The teachers may use various media available to build the foundational skills of the learners so that the learners are able to read and comprehend age appropriate reading material.

Guidelines for the Teacher

Dear colleagues, we have been teaching English as a second language (L2) in our schools and have found that students are at different levels of language in the same class. We have realised that making students engage and participate in the classroom meaningfully is essential to acquire the target language. Therefore, our classroom pedagogy has to be devised in such a way that it engages all the students meaningfully in learning the language.

The **English Language Enhancement Material (ELEM)** has been designed to support the first steps of learning for the first-generation learners across our schools. This support material aims at students being **able to read a few lines with comprehension at the end of the course**. So as to strengthen their skills in reading, **it is paramount that they listen to the language in the classroom and are provided opportunities to speak in the language** in a relaxed environment. Along with listening and speaking their reading skills need to be developed. To ensure that there is a gradual, rising incline towards reading with confidence and comprehension, the **activities have maximum input from the teacher in the beginning to handholding** and then **trying to make students independent readers towards the end** of the course.

To accomplish this task the teacher has to **actively engage** the students in **a relaxed and fun-filled environment**. Since the entire learning material is **activity based**, it is suggested that we **think of ways to make pair and group work possible** and create space for movement and constructive noise in the classroom.

The following guidelines would help the teacher understand how to make optimum use of this ELEM:

- It is advised that **L1 (language of medium/ mother tongue) may only be used as a tool and not as a medium**. It would be appreciated if the use of L1 is restricted only to the creation of environment conducive to acquisition of L2.
- The purpose of each activity is to engage learners in enhancing their existing levels of English. Hence, it is suggested **not to rush through any activity** in order to finish it. Rather, it would be fun to pace it in a way that students enjoy and ask for more. Please remember, **comprehension is important than completion**.
- The activities in the themes in the material are **suggestive** and the **teacher may go beyond**, according to the learning needs specific to his/ her students.
- The teacher, according to the needs and levels of the students, may focus on the skills which he/ she thinks are needed for the specific class. However, **auditory and oral skills should be encouraged** for the students to be more participative.
- Under all the themes, activities have been placed for Listening, Speaking, Reading and Writing. However, **writing is not the primary concern**. In most activities students have to pick and copy the words in context.
- **This is not a workbook to be completed and corrected** by filling in the pages. So please ensure that the **focus remains doing the activities in the class** by engaging the students in a **lot of listening and speaking**.
- The teacher will have to invest some time in preparing for the activities to be taken up so that the purpose of the activity is fulfilled. It would be appreciated if the materials required **to enhance student participation** is prepared beforehand.
- The activities have been designed keeping in mind that students are at different levels of language competency from beginner level to word level, so the **Learning Outcomes of all primary classes have to be achieved** before the students are ready for the next level.
- **Teachers need to adhere to the ‘Notes for the Teacher’ given at the beginning of each activity so that the purpose of the activity is met.**
- **The activities suggest a time limit** to complete the activity. However, rigidity of time is not suggested. The **teacher may flex the time** according to individual needs. But, a definite time needs to be fixed at the onset of each activity to come to fruition.

- Try to do around two activities per day and **give time to the students to read** whatever they have listened to or spoken during the day.
- **A lot of repetition is required** not only in listening and speaking but also in reading.
- It would be wonderful if the students learn **at least two words per day** and they become Sight words for them.
- **Recapitulate what the students did the previous day** before moving on to the next day's activities.
- The students will get around **two and half months** to practice with the help of this foundational course material, so they would get time to revisit all the key words learnt during the activities.
- **It is suggested that the teacher builds on the vocabulary pool developed and displays those words written boldly on charts for maximum visibility and revise the words often.** As an extension, students can be encouraged to write the words if they have reached the level where they can write independently.
- **Reading Comprehension Material (RCM)** given at the end of the course expects the students to read with the help of the teacher initially and then independently towards the end. The teacher may **promote pair reading** for better comprehension and reading with confidence.
- More reading material in the form of big picture story books, colourful books are available in the library and book shops. The teachers may use such material in the class. Newspapers and advertisement pamphlets etc. too can be used to identify sight word(s) they have learnt.
- Plenty of **pictures have been included** in the course, **to enable teacher to facilitate/scaffold speaking drills** (picture description/comprehension/composition, etc.) with students in the classroom.
- It is **not meant for formative assessment and homework**. So, ensure that the **process becomes the focus** and not the product to be evaluated at the end.

We hope that this material optimally supports each student acquire proficiency in the target language.

Mentors & Co-Learners

CONTRIBUTORS

Cover Drawing by

Neha Sharma Emp. Id 20092886 (GSV, Sector 6, Rohini 1413004).

Reviewed by

Dr. Meena Sehrawat, Sr. Lecture, DIET, Ghummanhera

Contributions made by the team of Mentors (TGT-English)

Aditi Bhasin	Emp.ID 20111684 (SKV, Vijay Nagar 1309167)
Amita Budhiraja	Emp.ID 20111360 (RPVV, Tyagraj Nagar 1924038)
Antu Sharma	Emp.ID 20111203 (RPVV, Kishan Ganj 1208092)
Kamayani Joshi	Emp.ID 19985031 (RPVV, Hari Nagar 1514023)
Mamta Pandey	Emp.ID 20025113 (RPVV, Shalimar Bagh 1309124)
Neeru Puri	Emp.ID 20040781 (SKV, Chhawla 1821026)
Shilpa Sud	Emp.ID 20091995 (SV, Mansarovar Garden 1516003)

Theme One INTRODUCTION

Warm up activity (oral) : **SPEAK YOUR NAME!**

Time: 15 minutes

FOR THE TEACHER :

1. Ask the students to stand in a circle (8-10).
2. Demonstrate : Clap your hands and say "My name is _____."
3. Tell the first child to do the same.
4. Ask all the other children standing in the circle to do the same one by one.



Speaking Activity (group task) : **WHO AM I? (Poem)**

Time: 15 minutes

FOR THE TEACHER :

1. Recite the given poem line by line.
2. Ask the students to repeat after you line by line.
3. Reinforce the newly introduced vocabulary : sweet, sharp, cool.
4. Ask questions about the words used above.
(For example: "Name the things which are sweet.")

Hello! I am Meena, I am very **sweet**
I like laddoo, it is also sweet.

Hello! I am Raja, I am very **sharp**
This is a knife, it is also sharp!

Hello! I am Faisal, I am very **cool**
I like winter, it is also cool.

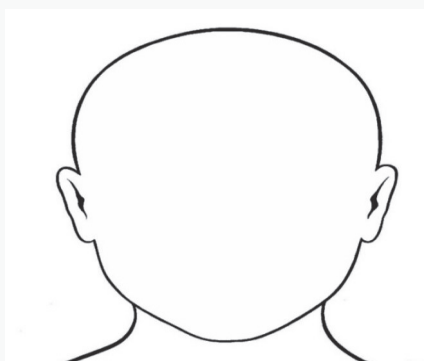
Listening Activity : IT'S ME

Time: 10 minutes

FOR THE TEACHER :

1. Ask the students to:
Colour the nose red, colour the hair black.
Colour the lips red, colour the eyes black.
2. Give the above instructions to the students.
Repeat each instruction twice.
Observe that each student follows your instruction.

❖ In the blank face given below, draw the following parts :


NOSE LIPS EYES HAIR**Reading & Speaking Activity : EXPRESS YOUR CHOICE!**

Time: 10 minutes

FOR THE TEACHER :

1. Read each given sentence aloud.
2. Wait for the students to repeat after you and draw thumbs-up / thumbs-down.

❖ Given below are commonly used phrases for likes and dislikes. Do as said.

1. If you like something: 

- a. I like to cook.
- b. I like my school.

2. If you love something: 

- a. I love mangoes.
- b. I love dancing.

3. If you do not like something: 

- a. I do not like watching T.V.
- b. I do not like lizard.

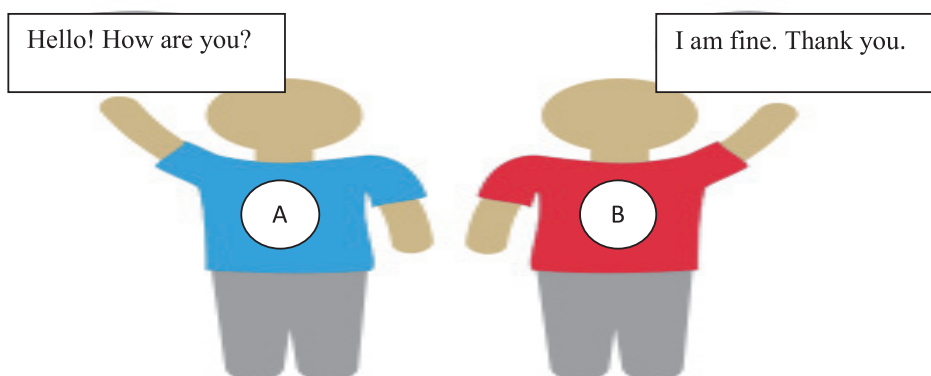
Speaking Activity: WALK AND TALK (pair work)

Time: 15 minutes

FOR THE TEACHER :

1. Call any child to form a pair with you. Talk like A and B to demonstrate.
2. Ask the students to seek any partner, so that all children are now in pairs.
3. In pairs, both students need to talk like A and B above.
4. Make all children change their pairs so that they have a new partner.
5. Repeat this 'change-game' five times.
6. **Change the dialogues in every round.**

e.g. A: My name is _____. B: My name is _____.
 A: I am _____ years old. B: I am _____ years old.
 A: I am a boy/girl. B: I am a boy/girl.
 A: I live in _____. B: I live in _____.

**Writing Activity : MY I- CARD**

Time: 20 minutes

FOR THE TEACHER :

3. Discuss the significance of identity and I-Card.
4. Guide/help students to fill in their details in the I-Card format given below.

❖ **Make your I-Card with the help of your teacher.**

IDENTITY CARD		PHOTOGRAPH
Name	: _____	
Date Of Birth	: ____ / ____ / ____	
Gender	: _____	
Class	: _____	Section : _____
Name Of School	: _____	

Listening Activity: LISTEN AND ENCIRCLE.

Time: 15 minutes

FOR THE TEACHER :

1. Read the given passage aloud line by line . Pause after each line. Read the passage twice.
2. Tell the students to listen carefully as you read the passage .
3. Ask the students encircle the correct picture as they listen to you the second time.

Jasbir is an intelligent boy. He likes potatoes. He likes to cook. He plays cricket with his friends in the evening. His brother Raman is six years old. Raman likes Hindi.

❖ Tick the correct option.

1. Jasbir likes POTATO.



2. He plays CRICKET.

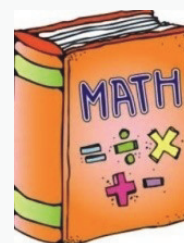
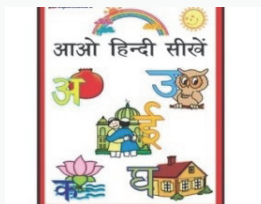


3. Raman is SIX YEARS OLD.

3

6

4. Raman likes MATHS.



READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

1. Read aloud the words given in the box.
2. Ask the students to repeat word by word after you.
3. Discuss the meaning of the words in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the text (in pairs/small groups).
6. Relate the text to the daily life of the students.

FRIENDS

many friends some draw sing dance play



I have **many friends**.



Some like to **draw**.



Some like to **play**.



Some like to **sing**.



Some like to **dance**.

From theme One “INTRODUCTIONS”**Words I have learnt**

Hello	name	like	love	friends

Sentence structure I have learnt

Question :	Hello. How are you ?
Answer :	I am fine, thank you.
I / Name / He / She likes ...	

Theme Two FAMILY

Warm-up Activity: FAMILY TREE

Time : 15 minutes

FOR THE TEACHER :

1. Initiate a talk about 'family' and family tree.
2. Discuss about the significance of family, relations and friends.
3. Recite the given poem line by line.
4. Ask the students to repeat after you line by line.
5. Reinforce the newly introduced vocabulary (names of relations).
6. Ask students to talk to each other (in pairs) about their family size and members.



Who makes up a family ?

A father, a mother
 A sister or brother
 A grandmother, a grandfather
 Uncle and aunt
 Cousin or friend
 Makes up a family in the end.

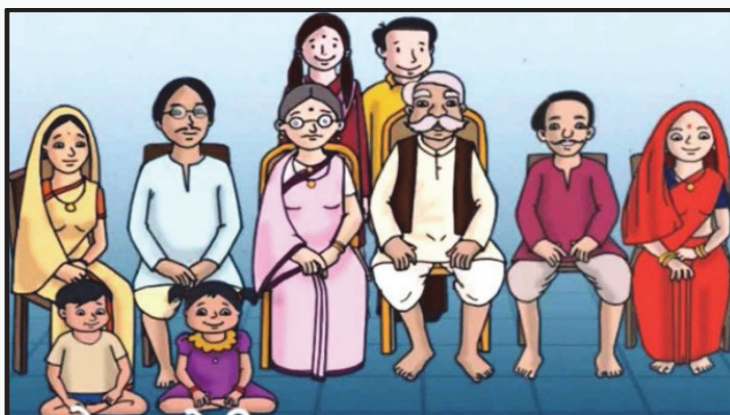
Speaking Activity : WHO'S WHO?

Time : 15 minutes

FOR THE TEACHER :

1. Ask students to observe the two pictures (showing big/joint and small/nuclear family).
2. In pairs, make them compare the two pictures and discuss the features of both.
3. Encourage them to speak on the difference/similarities between the two pictures.
4. Discuss about joint family and nuclear family (pros and cons).
5. Ask students to do the exercises that follow.

❖ Describe the two given pictures (number of members, relations, etc.) orally.

Picture onePicture two**Reading & Writing Activity : PICTURE-TALK**

Time : 10 minutes

❖ Compare the two pictures and fill the blanks.

1. **Picture One** is a _____ family. (big / small)

There are _____ members in it. (ten / four)

3. **Picture Two** is a _____ family. (big / small)

There are _____ members in it. (ten / four)

Reading & Writing Activity : SIBLINGS

Time : 15 minutes

FOR THE TEACHER :

1. Discuss the concept of 'siblings' and 'cousins' (by asking related questions).
2. Encourage students to share about their sibling(s).
3. Read the given sentences aloud. Ask students to keep their pointer fingers on the words as you read.
4. Guide them to do the given exercise.

❖ **Look at the pictures to fill the blanks.**

In this picture, there is one _____ and one _____.

They are _____ and _____.

They are siblings.

In this picture, there are two _____.

They are _____ and _____.

They are siblings.



In this picture, there are two _____.

They are _____ and _____.

They are siblings.

**Question. How many brothers and sisters do you have?****Answer. I have _____ brother and _____ sister .**

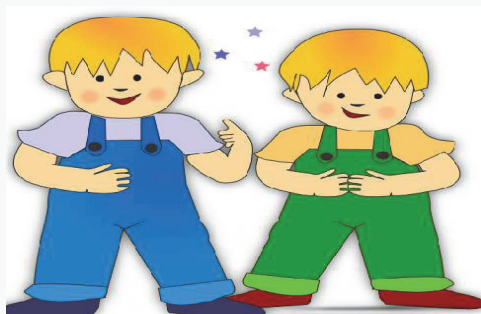
READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

1. Read aloud the words given in the box.
2. Ask the students to repeat word by word after you.
3. Discuss the meaning of the words in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the given text (in pairs/small groups).
6. Relate the text to the daily life of the students.

MY BROTHER AND I

brother school park play playground home



I have a **brother** .



I **play** with him everyday.



In **school**, we play in the **playground**.



After school, we play in the **park**.

From **theme Two** “**FAMILY**”

Words I have learnt

family	father	mother	brother	sister
grandfather		grandmother		siblings

Sentence structure I have learnt

There is ...	There are ...
---------------------	----------------------

Theme Three

HOME SWEET HOME

Speaking Activity : RHYME -TIME

Time: 10 minutes

FOR THE TEACHER:

1. Recite the poem with gestures.
2. Ask the students to repeat after you.
3. Repeat the words (in bold) twice .

Some houses are **big**,

some houses are **small**,

some houses are **wide**,

some houses are **tall**,

one of them is the **best**,

that one is my cosy **nest**.

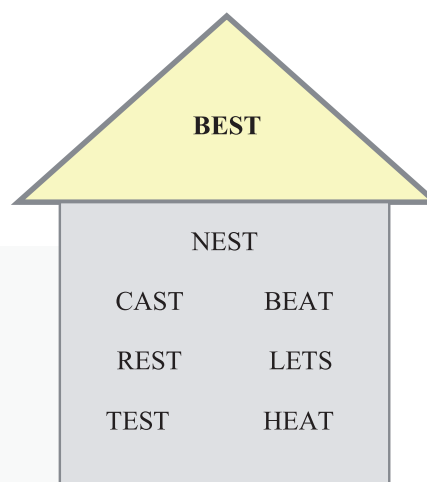
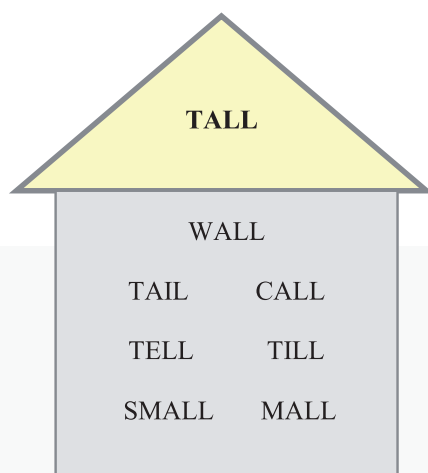
Listening Activity : RHYME -TIME

Time: 15 minutes

FOR THE TEACHER:

1. Read each word given in each house.
2. Ask students to repeat each word clearly twice.
3. Emphasize and repeat the words which rhyme with the word in the roof.

❖ In the given houses, circle the words which rhyme with the words **TALL** and **BEST**.

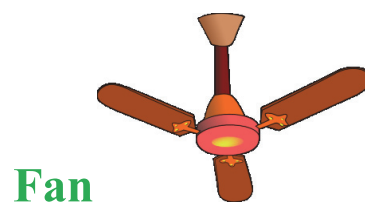
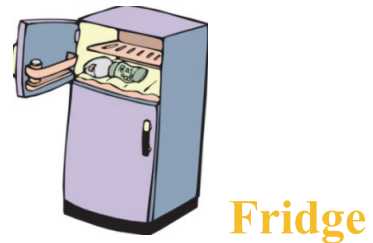
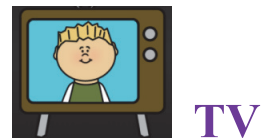


Reading Activity : THINGS IN MY HOUSE

Time: 10 minutes

FOR THE TEACHER:

1. Read each word given below.
2. Ask the students to repeat each word.
3. Discuss the utility of each thing given below.



Reading Activity : WORD-SEARCH

Time : 20 minutes

FOR THE TEACHER:

1. Read aloud the spelling of the words given below.
2. Ask students to repeat .
3. Guide them how to search the words in the grid.

❖ Find the given words in the grid.

STOVE
COOLERALMIRAH
BUCKETTABLE
FRIDGECHAIR
TVFAN
BED

L	P	E	H	S	T	O	V	E	B
P	L	M	L	X	A	K	X	G	U
Q	M	N	M	Y	B	E	D	H	C
R	I	O	N	Z	L	H	Z	J	K
S	R	P	F	Q	E	C	Y	K	E
T	A	Q	R	P	J	D	Q	U	T
C	H	A	I	R	H	E	P	V	Q
U	X	R	D	C	O	O	L	E	R
V	Y	S	G	S	F	F	M	W	Z
W	Z	T	E	F	A	N	N	T	V

Speaking Activity : ROOM-TALK

Time : 15 minutes

FOR THE TEACHER:

Discuss the following concepts and encourage students to talk (in pairs) about :

1. Difference between 'house' and 'home'.
2. Different rooms in a house.
3. Things seen/used in each room.



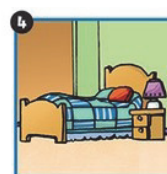
hall



bathroom



living room



bedroom



toilet



kitchen



dining room



garage

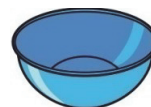
Reading Activity : THINGS I USE IN MY HOME

Time: 15 minutes

FOR THE TEACHER:

1. Read each given word and tell students to identify the picture of that object.
2. Ask students to circle the correct object out of the two given choices.

❖ Identify the object. Circle the correct one.

Spoon**Bowl****Toothpaste****Knife****Pan****Shower****Soap****Towel****Shampoo**

READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

1. Read aloud the words given in the box.
2. Ask the students to repeat word by word after you.
3. Discuss the meaning of the words in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the given text (in pairs/small groups).
6. Relate the text to the daily life of the students.

HOME SWEET HOME

colour house apple red yellow because plants green like these



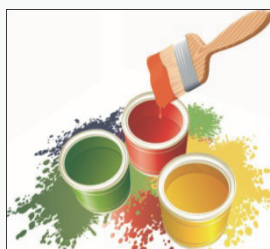
I will colour my house.

I will colour it red because apple is red.



I will colour it yellow because sun is yellow.

I will colour it green because plants are green.



I will colour it red, yellow and green because I like all of these.

From theme Three “HOME SWEET HOME”

Words I have learnt

home	house	big	small	some
things	kitchen		bathroom	

Sentence structure I have learnt

Some houses are...

I will colour it...

Theme Four GREETINGS

Warm up activity (oral) : CHORUS - RECITATION

Time : 10 minutes

FOR THE TEACHER :

1. Recite the poem with gestures.
2. Ask the students to repeat after you.
3. Some words in bold need to be emphasized.

When we meet we say
 "Hello! How are you?"
"I am fine. Thank you. -2"

When I come to school,
 I say **"Good morning"** -2
 When I leave for home
 I say **"Good afternoon"** -2

But when my brother goes to school
 He says, **"Good afternoon"** -2
 And when he leaves
 He says, **"Good evening"**. -2

Reading Activity : LET'S GREET!

Time : 20 minutes

FOR THE TEACHER :

1. Read aloud the four greetings given below.
2. Ask the students to keep a finger on each word as you read.
3. Repeat each greeting three times.

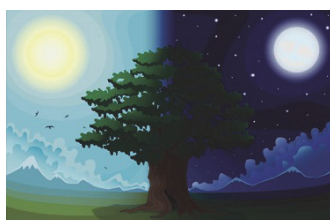
Good Morning

Good Afternoon

Good Evening

Good Night

❖ Write the suitable greeting under its picture.



Speaking Activity : GOLDEN WORDS

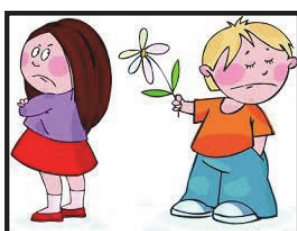
Time: 15 minutes

FOR THE TEACHER :

1. Read the words/phrases aloud .
2. Ask students to repeat in chorus.
3. Read any phrase randomly and ask the students to identify it . Tell them to keep their finger on the word you said.
4. Explain the context in which these words/phrases should be used.
5. Conduct a role play using these words/phrases.



Hello



Sorry



Thank You



Congratulations!



Please



Good Bye



Best Of Luck!



Excuse Me



May I Come In?



May I Drink Water?



May I Go To Toilet?



May I Help You?

Listening Activity : LISTEN AND RESPOND!

Time: 15 minutes

FOR THE TEACHER :

1. Ask the students to listen carefully so that they can respond to your questions after the second reading.
2. Read the passage aloud twice . Emphasize the coloured words/phrases.
3. Ask the given questions (oral activity).



- Tom : **Hello!**
- Jerry : **Hello, How are you Tom?**
- Tom : **I'm fine, thank you.**
- Jerry : **Where are you going?**
- Tom : **I am going to play a cricket match.**
- Jerry : **Best of luck.**
- Tom : **Thank you.**
- Jerry : **You know , I also played the cricket match yesterday and I won.**
- Tom : **Oh wow! Congratulations.**
- Jerry : **Thank you.**
- Tom : **See you later Jerry. Goodbye.**
- Jerry : **Goodbye Tom.**

(The teacher needs to ask the given questions. Students to respond orally.)

1. **Name** the two characters who are talking?
2. **How many times** did you hear the phrase “ **thank you**” ?
3. **Which** match did Jerry win?

READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

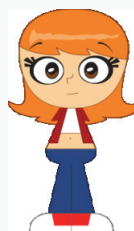
1. Read aloud the words given in the box.
2. Ask the students to repeat word by word after you.
3. Discuss the meaning of the words in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the text (in pairs/small groups).
6. Relate the text to the daily life of the students.

MEETING

how you happened fever thank you goodbye well



Hi Rita .
How are **you**?



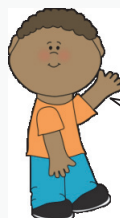
Hello Sahil.
I am not **well**.



Oh!
What **happened**?



I have **fever**.



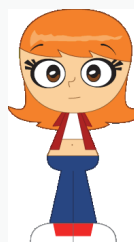
Get well soon.
Take care.



Thank you.



Bye.
See you.



Goodbye.

From **theme Four** “GREETINGS”

Words I have learnt

Good morning		afternoon	evening / night
sorry	please	Thank you	Goodbye
hello	friend	Congratulations	

Sentence structure I have learnt

May I ... ?

Good morning / afternoon/ evening / night.

Theme Five CELEBRATION & FESTIVALS

CELEBRATION

Speaking Activity : LET US CELEBRATE...

Time: 15 minutes

FOR THE TEACHER:

1. Recite the birthday poem given below.
2. Ask the students to repeat after you in chorus.



It's my birthday...
 I'm happy and gay...
 We all will have fun...
 Let's dance and play...
 Mama bakes the cake...
 Papa gets the chips...
 Grandpa gives me presents...
 Dresses, bands and clips...

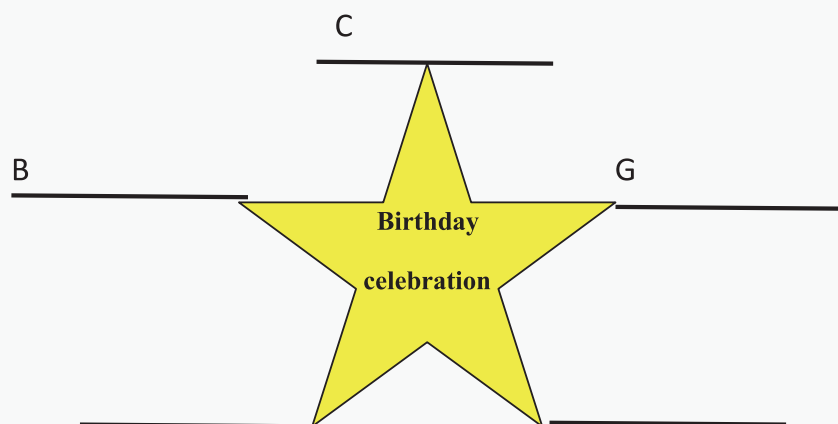
Writing Activity : WORDS I KNOW...

Time: 15 minutes

FOR THE TEACHER:

1. Talk to students about birthday party.
2. Ask students to tell words related to birthday celebration. Write all those words on the board.
3. Ask students to do the given exercise.

❖ Write words to complete the star below.




Reading & Writing Activity (pair work) : LET'S MAKE SENTENCES...

Time: 15 minutes

FOR THE TEACHER:

1. Ask the students to work in pairs.
2. Ask them to read the words given in the table below.
3. Ask students to match column 1, 2 and 3 and write the final sentence in column 4 (An example is given).
4. Do a lot of oral practice in class (on similar structure).

❖ **Match column 1,2 and 3 and write the final sentence in column 4.**

Column 1	Column 2	Column 3	Column 4
Subject	Action word	Object	Final sentence
	cut	games	
	get	sweets	
	feel	candles	I blow candles.
	eat	happy	
	blow	gifts	
	play	cake	

Speaking & Writing Activity : LET'S RHYME

Time: 15 minutes

FOR THE TEACHER:

1. Read aloud (with proper opening of mouth and use of tongue) all the words given in the table below.
2. Ask students to repeat the words after you in the same manner.
3. Tell them to orally identify the rhyming words in pairs.
4. Ask students to colour the rhyming word from column 1 or column 2 (see the example).

❖ **Colour the rhyming word.**

RHYME THIS WORD	COLUMN 1	COLUMN 2
Example : Chips	Clips	Close
Dance	Play	Chance
Cake	Make	Cook
Band	Clock	Hand
Fun	Moon	Sun
All	Basket	Ball

READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

1. Read aloud the words given in the box.
2. Ask the students to repeat word by word after you.
3. Discuss the meaning of the words in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the text (in pairs/small groups).
6. Relate the text to the daily life of the students.

MY BIRTHDAY

birthday party evening parents bought distributed poor



Monu's **birthday** was on 28th August.

He had a **party** with his friends.

In the **evening**, he went with his **parents** to pray to God.

Then, he bought **sweets**.



Monu and his sister **distributed** sweets to the **poor**.

FESTIVALS

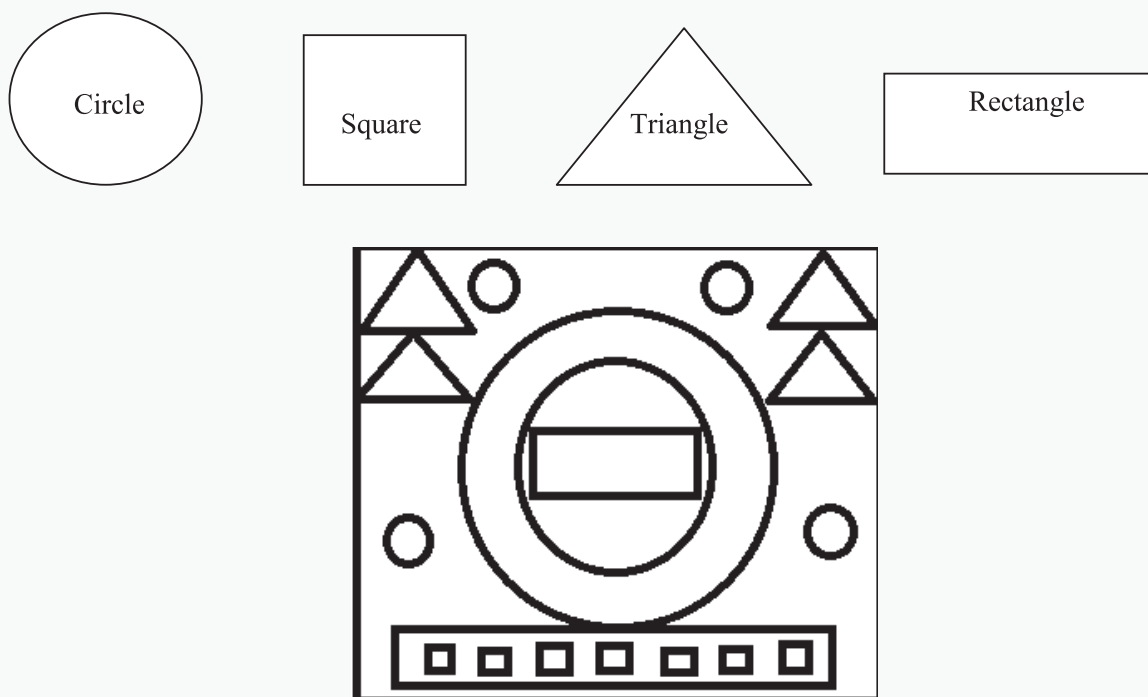
Reading & Writing Activity : RANGOLI TIME

Time:15 minutes

FOR THE TEACHER:

1. Say the names of the four shapes aloud three times and ask students to repeat after you each time.
2. Ask students (in pairs) to identify the four shapes in the rangoli below.
3. Tell students (individual work) to colour the given rangoli (one shape at a time).
4. One shape to be coloured in one colour (Eg. all circles need to be in same colour).
5. Tell students to fill the blanks in Exercise 2.

❖ Colour the given rangoli.



❖ Complete the given sentences.

1. There are _____ (number name) triangles in the rangoli.
2. There are _____ (number name) shapes in the rangoli.
3. Name of colour : I have coloured all the rectangles with _____ colour.
4. Name the four shapes used above: C _____ , S _____ ,
R _____ and T _____.

Vocabulary Enhancement (FESTIVALS)



Holi

march colour
sweets balloons
pichkari gujia
dance gulal



Diwali

rangoli sweets
candles crackers
worship decorate
whitewash gifts



Gurupary

prasad pray
gurudwara crowd
procession happy



Christmas

christmas tree gifts
Santa Claus cake
greeting cards merry



Eid

pray mosque
gifts fast
sewain sweets
happy eidi



Speaking Activity : RHYME-TIME

Time : 15 minutes

FOR THE TEACHER :

1. Recite the poem with gestures.
2. Ask the students to repeat after you.
3. Emphasize the words in bold.

**HAPPY HOLI...**

I see all around
lot of **colours** and **gulal**,

Hoil has come,
all **friends**, let me call.

Rahul, Sonia, Rohit
come see all the **fun**,

Prachi, Manu, Rashmi,
there's **water** in that **drum**.

Spray, splash, swoosh,
see water **everywhere**,

Red, green, blue
so many colours to **share**.

Mummy and Papa
have made many **sweets**,

After playing holi
we will **enjoy** the treat.

Writing Activity : WHAT WE DO ON HOLI ?

Time : 10 minutes

Let's write a few lines on Holi. Fill the blanks using **action words (verbs)**.

- 1) People _____ with colours. (play / sing)
- 2) Mummy and Papa _____ gujia. (sleep / make)
- 3) Children _____ balloons at each other. (throw / keep)
- 4) People _____ each other . (walk / wish)

READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

1. Read aloud the words given in the box.
2. Ask the students to repeat word by word after you.
3. Discuss the meaning of the words in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the text (in pairs/small groups).
6. Relate the text to the daily life of the students.



It was 14th November.

It was Children's day.

It was Chacha Nehru's birthday.

Savita, Rohit and all other children participated in a skit.

Everyone clapped.

Everyone ate sweets.

Everyone got colours as gifts from their teachers.



From **theme Five** “**CELEBRATION & FESTIVALS**”

Words I have learnt

happy	birthday	colour	pray	children
fun	sweets	everyone	family	greet

Sentence structure I have learnt

I /name / He/ She + action word ...

It was ...

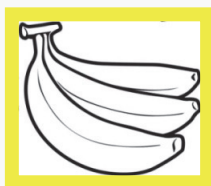
Theme Six FOOD

Reading & Speaking Activity : LET'S GO SHOPPING!

Time : 20 minutes

FOR THE TEACHER :

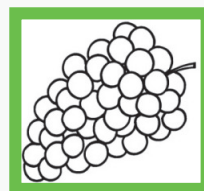
1. Ask students to observe the given pictures by keeping their pointer finger.
2. Read aloud the name of each picture. Ask students to repeat each word twice.
3. Emphasise the repetition of words having blended sounds (**GR**apes, **BR**injal and few more).
4. Conduct the speaking activity in two rounds. Each student speaks in each round :
 First Round (initiate the activity) : I went to the market to buy _____.
 Second Round (speak about the object) : It is _____ (adjective).
5. Ask children to classify the given food items in the table below.



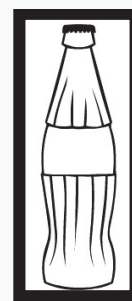
BANANA
Colour it yellow.



TOMATO
Colour it red.



GRAPES
Colour it green.



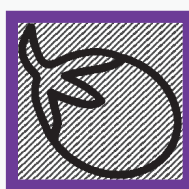
COLD DRINK
Colour it black.



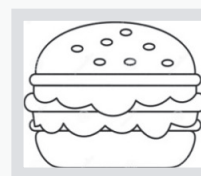
POTATO
Colour it brown.



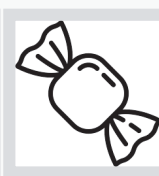
ORANGE
Colour it orange.



BRINJAL
Colour it purple.



BURGER



TOFFEE

Make them colourful.

Writing activity: CLASSIFICATION OF FOOD ITEMS.

Time : 15 minutes

❖ Put the names of the food items (given above) in the table.

	Fruits	Vegetables	Junk Food
1			
2			
3			

Speaking and Reading Activity : VERBS IN THE KITCHEN

Time: 20 minutes

FOR THE TEACHER :

1. Say and demonstrate each action-word given below (in the context of kitchen and cooking).
2. Ask students to follow you (say and do the action).
3. Read aloud the sentences emphasising the action word.
4. Conduct a role-play wherein one student does the action silently, the class guesses the action and says aloud the complete sentence (eg: Raju is rolling the chapatti.) Every student needs to participate in the activity.
5. Ask students to do the given exercises "Identify the picture" and practice exercise "Identify the action word".

❖ **Observe the given pictures and read the sentences. Write the correct picture number.**

- | | |
|---------------------------------------|------------------------|
| 1) Pour water in the cup. | - picture number _____ |
| 2) Peel a potato. | - picture number _____ |
| 3) Wash the dishes. | - picture number _____ |
| 4) Roll the chapatti. | - picture number _____ |
| 5) Spread butter on the toast. | - picture number _____ |
| 6) Mix it well. | - picture number _____ |
| 7) Wash the fruits. | - picture number _____ |
| 8) Chop the vegetables. | - picture number _____ |
| 9) Cut the cake. | - picture number _____ |
| 10) Cook food. | - picture number _____ |
| 11) Eat healthy food | - picture number _____ |
| 12) Drink lot of water. | - picture number _____ |



Writing Activity : PRACTICE EXERCISE

Time:15 minutes

❖ **Identify and write the action word.**

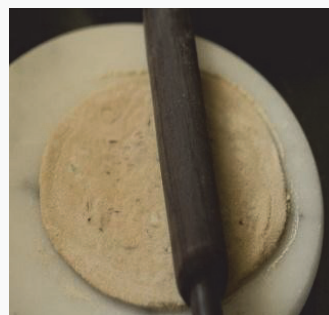
1. _____ tea in the cup (Pour / Cook).



2. _____ a carrot (Cut / Peel).



3. _____ the samosas (Fry / Mix).



4. _____ a parantha (Bake / Roll).



5. _____ jam on bread (Cut / Spread).



6. _____ sugar in tea (Mix / Fry).



7. _____ the vegetables (Wash / Grate).



8. _____ the potato (Cut / Chop) .






Reading Activity – TASTE TEST!

Time : 15 minutes

FOR THE TEACHER :

1. Ask students to observe the given table (having food items) .
2. Encourage them to read the words therein.
3. Discuss with them the different types of tastes and the words used to describe them.
4. Ask students to give examples of the food items of different tastes.
5. Help them to attempt the given exercise.

❖ Look at the food item in Column A and tick the correct option in column B.

COLUMN A		COLUMN B			
CHILLY		sweet <input type="checkbox"/>	sour <input type="checkbox"/>	salty <input type="checkbox"/>	bitter <input type="checkbox"/>
CHIPS		sweet <input type="checkbox"/>	sour <input type="checkbox"/>	salty <input type="checkbox"/>	bitter <input type="checkbox"/>
LEMON		sweet <input type="checkbox"/>	sour <input type="checkbox"/>	salty <input type="checkbox"/>	bitter <input type="checkbox"/>
CHOCOLATE		sweet <input type="checkbox"/>	sour <input type="checkbox"/>	salty <input type="checkbox"/>	bitter <input type="checkbox"/>
ICECREAM		sweet <input type="checkbox"/>	sour <input type="checkbox"/>	salty <input type="checkbox"/>	bitter <input type="checkbox"/>

Reading & Writing activity: MY FAVOURITE FOOD

Time: 10 minutes

FOR THE TEACHER :

1. Ask the students to read the sentences given below.
2. Explain the meaning of words.
3. Supply the English word for the Hindi words they know.

❖ Complete the given blanks.

- 1) My favourite food is _____.
- 2) It is made of _____.
- 3) It tastes _____ (sour/salty/sweet/spicy).
- 4) It is _____ (junk / healthy) food.

Speaking and Reading Activity : KITCHEN UTENSILS

Time: 15 minutes

FOR THE TEACHER :

1. Ask the students to speak the name of each utensil aloud after you (twice).
2. Let them read each word on their own(in pairs).
3. Randomly ask students to identify any utensil.



GLASS



BOWL



SPOON



PLATE



KNIFE



FORK



CUP



TEAPOT



WOK



PAN



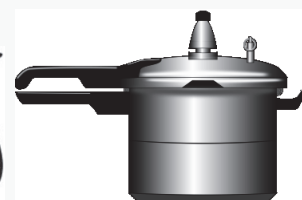
ROLLING PIN -BOARD



TRAY



JUG



COOKER

Reading & Writing Activity: IDENTIFY THE UTENSIL

Time: 20 minutes

FOR THE TEACHER :

1. Read the given sentences aloud (one by one) and ask students to touch the correct utensil.
2. Ask students to write the name of that utensil in the blank.
3. Then go to the next sentence (and so on).
4. Discuss with the students the possible uses of each utensil.

❖ Fill the blanks with names of utensils.

1. I eat dal in a _____.
2. I eat noodles with _____.
3. To eat rice , I use _____ and _____
4. To chop vegetables , I use _____.
5. To drink tea, I use _____.
6. To pour water, I use _____.
7. To cook vegetables, I use _____.
8. To serve water to the guests, I use _____.
9. To put curd in the bowl, I use _____.
10. To roll the chapattis, I use _____.

READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

1. Read aloud the words given in the box.
2. Ask the students to repeat word by word after you.
3. Discuss the meaning of the words in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the text (in pairs/small groups).
6. Relate the text to the daily life of the students.
7. Initiate a talk on the importance of food (to inculcate the value of not wasting food).

THREE MEALS OF A DAY

bread	rice	breakfast	lunch	washes
before	after	vegetables	dinner	

Ali eats **bread** and drinks milk for **breakfast**.



He eats **rice**, dal ,salad and curd for **lunch**.



He eats chapatti and **vegetable** for **dinner**.



Ali **washes** hands **before** and **after** eating food.

From **theme Six** “**FOOD**”

Words I have learnt

fruits	vegetables	junk	salty	spicy
sweet	bitter	sour	meals	food

Sentence structure I have learnt

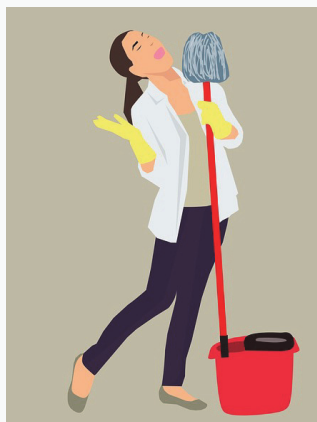
I / name / He / She + action word ...
To + action word , I use ...

Theme Seven CLEANLINESS & MANNERS

Speaking/ Reading Activity: **CLEAN – UP SONG !** (Tune : Twinkle Twinkle) Time: 10 minutes

FOR THE TEACHER :

1. Recite the poem aloud.
2. Ask the students to repeat after you.
3. Discuss about wet waste and dry waste & green bin and blue bin.
4. Discuss about recycling and its uses (with examples).



WET WASTE



DRY WASTE



Twinkle Twinkle little star

Time to clean up, where you are!

Put the things back in place

Keep a smile on your face!

Twinkle Twinkle little star

Time to clean up, where you are!

Twinkle Twinkle little star

Time to clean up, where you are!

Think of the Earth, don't be mean

Keep the surroundings neat and clean

Twinkle Twinkle little star

Time to clean up, where you are!

Things we use to keep our surroundings clean :



Broom



Mop



Dust Bin

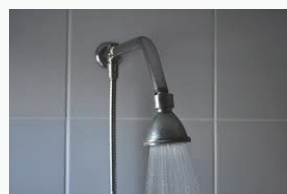
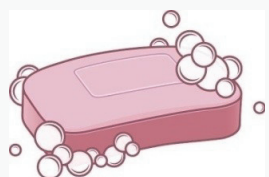
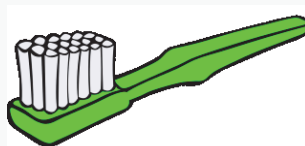
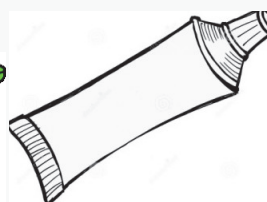
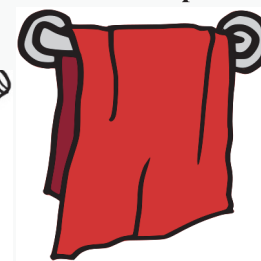
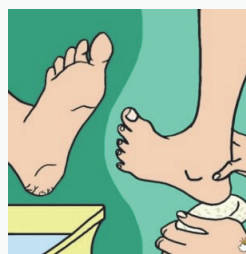


Reading Activity : KEEP YOURSELF CLEAN

Time : 15 minutes

FOR THE TEACHER :

1. Ask the students to read the names of given objects (after you).
2. Tell them to keep their pointer fingers as they read.
3. Ask students to complete the given blanks .

**Comb****Ear-Buds****Water****Shampoo****Soap****Toothbrush****Toothpaste****Towel****Hair Oil****Nail Cutter****Scrubber****Tongue Cleaner**

❖ **Complete the given blanks by using the above words.**

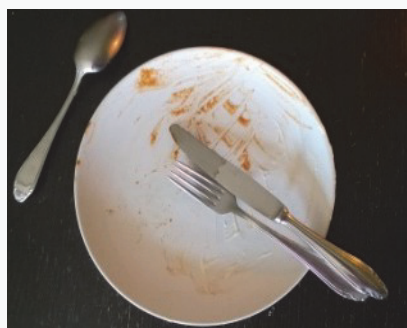
1. I use _____ to trim my nails.
2. I use _____ to clean my teeth.
3. I use _____ to clean my ears.
4. I use _____ to wipe my body.

Reading & Writing Activity : WHAT DOES DIRTY MEAN ?

Time : 15 minutes

FOR THE TEACHER :

1. Discuss the concept of 'dirty and clean' with the children.
2. Ask students to match the picture with the phrase.

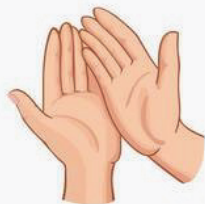
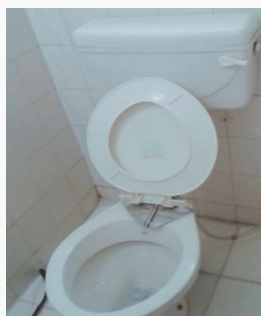
❖ **Read the keywords . Label the given pictures.****Dirty plate****Dirty hands****Dirty road****Dirty river****Dirty clothes****Dirty toilet**

Reading & Writing Activity : WHAT DOES CLEAN MEAN ?

Time : 20 minutes

FOR THE TEACHER :

1. Discuss the concept of 'CLEANLINESS' with the children.
2. Ask students to match the slogan with the picture.

❖ **Match the slogan with the picture.****Take bath everyday.****Wash your hands before/after eating.****We should change clothes everyday.****Sweep and mop to clean your home.****We should flush the toilet after use.**



Do not spit on metro stations.



Clean Delhi, Green Delhi.



Keep the roads clean.



Clean India campaign.



We should not throw garbage in the river.

Reading & Writing Activity : SLOGAN WRITING.

Time : 15 minutes

FOR THE TEACHER :

1. Read aloud each given slogan (complete) twice and ask students to repeat.
2. Ask students (guide them) to complete the sentences (with blanks at different places).

❖ **Complete the following sentences (follow the pattern).**

1. For rivers : We should keep the _____ clean.
2. For roads : We _____ keep the roads clean.
3. For city : We should keep the city _____.

Reading & Writing activity : SPELLCHECK

Time : 10 minutes

FOR THE TEACHER :

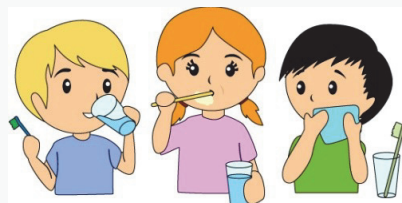
1. Read each sentence and explain the message.
2. Check that all students write the correct spelling.

❖ **Look at the following pictures and fill in the blanks:**

Throw garbage in the d _ s _ b _ n.



Wash hands with s _ _ ap and w _ _ t e _ _.



Use your own t o o t h b _ _ u _ _ _.



Take _ _ a t _ _ everyday.

Writing Activity : VOCABULARY ENHANCEMENT

Time:15 minutes

❖ **Write a few words from the word CLEANLINESS.**

2 or 3 letter words	4 letter words	5 letter words
Eg. NIL	Eg. LANE	Eg. CLEAN

Reading Activity : IDENTIFY THE ACTION.

Time : 20 minutes

FOR THE TEACHER :

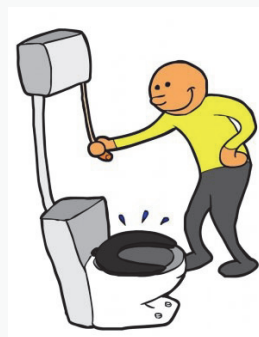
1. Discuss good and bad habits (in the context of cleanliness and hygiene).
2. Read each sentence and explain the message.
3. While taking responses from students, ask students to explain why it is 'good' or 'bad'.

❖ Look at the given pictures of habits. Write BAD or GOOD against each sentence.

Example :



Throwing paper on the floor - BAD



Flush toilet after use - _____



Spitting on road - _____



Biting nails - _____



Smoking - _____



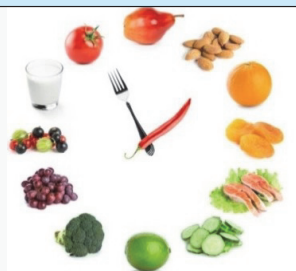
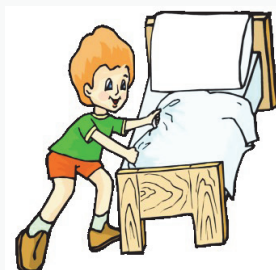
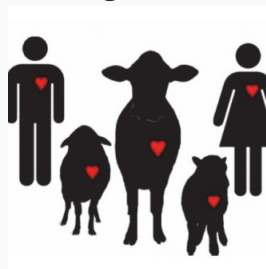
Eating fallen food - _____

Reading Activity : GOOD ACTIONS AND BAD ACTIONS.

Time : 15 minutes

FOR THE TEACHER :

1. Read each phrase/sentence and explain the message.
2. Ask the students to tick or cross the given action.
3. Discuss the significance of the good actions and the consequences of the bad actions.

Example : Eat healthy food. ☒Waking up late. ☐Doing exercise. ☐Making your bed. ☐Praying before eating. ☐Shouting at someone. ☐Harming others. ☐Loving and caring for animals. ☐

READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

1. Read aloud the given phrases and ask students to repeat after you.
3. Discuss the meaning of the words/phrases in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the text (in pairs/small groups).
6. Relate the text to the daily life of the students.
7. Initiate a talk on good habits and bad habits.

Good habits



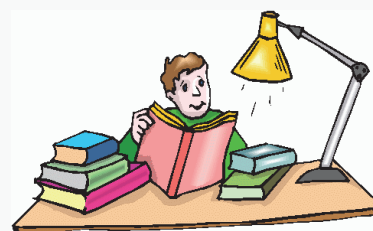
We should help others.



We should take care of plants.



We should respect our elders.

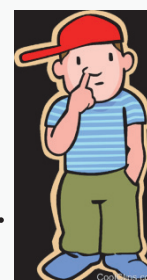


We should read good books.



Bad habits

We should not write on the walls.



We should not pick nose.

From theme Seven “CLEANLINESS & MANNERS”

Words I have learnt

clean	dirty	neat	waste	garbage
spit	school	home	use	keep

Sentence structure I have learnt

Slogans (beginning with an action word).

I use ...

We should...

Theme Eight

NEIGHBOURHOOD

Reading & Writing Activity: LET'S VISIT OUR NEIGHBOURHOOD.

Time: 15 minutes

FOR THE TEACHER :

1. Ask students to observe each picture carefully.
2. Devote two minutes to discuss about each picture (by asking related questions).
3. Encourage students to say words related to the picture.
4. Write all the words discussed on the board (vocabulary-pool).

❖ There are many places where people work to help us. Can you name these places?



(clue : Exchange of money)

B A _ _ _



(Clue : Place to post a letter)

_ _ O S _ _ - O F F _ _ _ C E



(Clue : Place to eat)

R E _ _ T A U R A _ _ T



(Clue : Place to study and learn)

S C H _ _ _ _



(Clue : Here doctors and nurses work)

H O _ _ _ I _ _ A L



(clue : a place to exercise using machines)

G Y _ _ _

Warm-up Activity: LET US GO TO THE MARKET

Time: 15 minutes

FOR THE TEACHER :

1. Ask the students to look at the first picture , initiate a picture-talk about the market scene.
2. Encourage students to say some words related to market , write those words on the board.
3. Ask students to do the given exercise.

❖ **Complete the blanks.**

C R _ _ W _ _



S _ _ _ P S



S H O _ _ I _ G



M _ _ N E _ _ _



M A _ _ _



V _ _ N _ _ O R

Reading & Writing Activity: WHO SELLS WHAT?

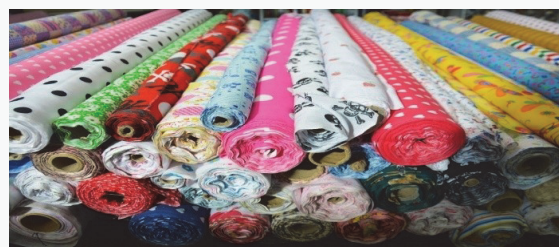
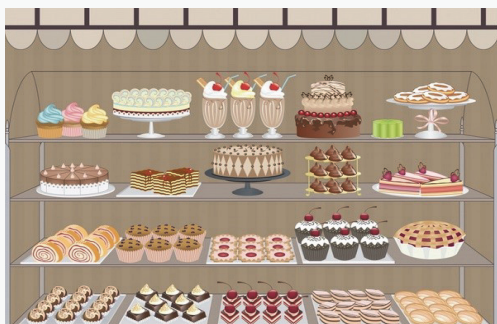
Time: 15 minutes

FOR THE TEACHER :

1. Read the given words aloud and ask students to repeat after you.
2. Ask/Tell the meaning of all the words introduced below.
3. Ask students to do the given exercise.

❖ **Pick the words from the box to complete the sentences.**

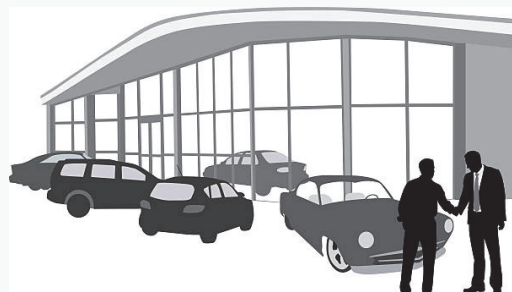
medicines bakery cars flowers clothes grocery

A **florist** sells _____.A **merchant** sells _____.

We get bread, cakes at the _____.

We get _____ at **pharmacy**.

From _____, we buy rice, dal and oil.



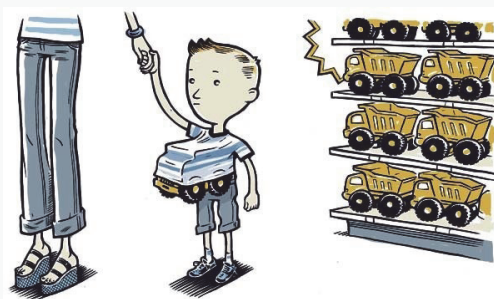
From the dealer, we buy _____.

Reading Activity : MARKET MANNERS

Time : 15 minutes

FOR THE TEACHER :

1. Ask students to observe each picture carefully.
2. Discuss about each picture and phrase (by asking related questions).
3. Encourage students to say related words. Write all the discussed words on the board (vocabulary-pool).
4. Encourage students to read the phrases and do the exercise.

❖ **Tick the good market manner. Cross the bad one.**
☐
Save money. Spend wisely.
☐
Calculate before paying .
☐
Buy more than you need.
☐
Stealing things.

Reading Activity : SPOT THE NOT!

Time : 20 minutes

FOR THE TEACHER :

1. Ask students to read the given words carefully.
2. Explain the contextual meaning of these action-words (as and when required).
3. Guide them to do the given exercise.

❖ Colour the inappropriate action-word according to the place.

Place	Verb 1	Verb 2	Verb 3	Verb 4
Eg : Home	sleep	drive	cook	cry
School	write	learn	play	fly
Market	buy	walk	swim	eat
Hospital	sleep	speak	dance	wait
Bank	withdraw	sing	sign	deposit
Railway station	catch	litter	greet	jump
Park	fight	exercise	play	jog
Road	cross	hit	walk	meet
Library	throw	study	think	read
River	swim	sit	dive	float

READING FOR PLEASURE & PRACTICE

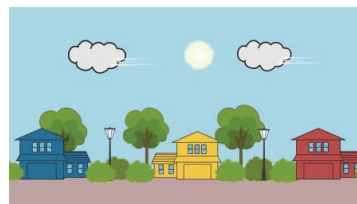
FOR THE TEACHER :

1. Read aloud the words given in the box.
2. Ask the students to repeat word by word after you.
3. Discuss the meaning of the words in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the text (in pairs/small groups).
6. Relate the text to the daily life of the students.

MY NEIGHBOURHOOD

neighbours	friendly	neighbourhood	park
market	everyday	post-office	fruits
vegetables			

I live in Geeta Colony.



My **neighbours** are very **friendly**.

There is a big **park** in my neighbourhood.



I go to **market** **everyday** to buy **vegetables** and **fruits**.

There is a **post-office** near my house.



We all keep our **neighbourhood** clean and green.

From **theme Eight** “NEIGHBOURHOOD”

Words I have learnt

bank	hospital	money	save	spend
vendor	shops	clean	Post office	

Sentence structure I have learnt

There is a ...

Theme Nine ANIMALS

Reading Activity : ANIMALS- OUR FRIENDS !

Time : 10 minutes

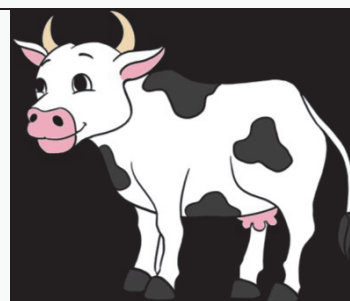
FOR THE TEACHER :

1. Ask students to identify the animals in the given pictures.
2. Discuss about different animals (pet/domestic/wild , herbivorous/carnivorous/omnivorous).
3. Talk to students about the features of different animals (with examples).
4. Guide students to do the given exercise.

❖ **Unjumble the given animal names.**



OKYNEM - _ _ _ _ _



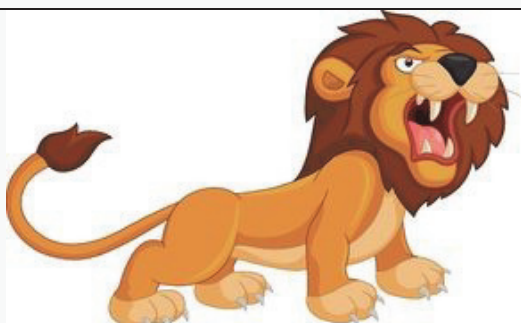
WOC - _ _ _ _



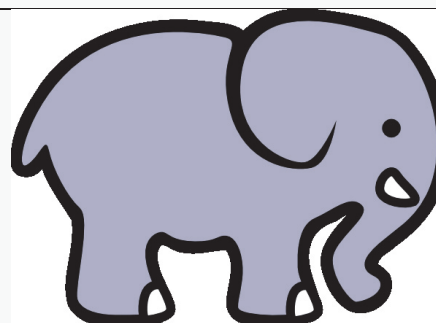
KNSAE - _ _ _ _ _



OGD - _ _ _



NOIL - _ _ _ _



PANTLEHE - _ _ _ _ _

Listening Activity : RIDDLE-TIME!

Time : 20 minutes

FOR THE TEACHER :

1. Talk to students about “What are Riddles?”.
2. Read aloud each riddle, thereby explaining them the meaning of the words (in italics) and ask students to guess the animal as they listen.
3. Ask students to read the sentences in bullets (following the sentence structure given in bold).
4. Discuss about more animals (which have similar/different characteristics).

❖ **Listen to the clues and guess the animal .**

<p>1. Who am I ?</p> <p>I am a <i>domestic</i> animal. I eat <i>grass</i>. I live in a <i>shed</i>. I have two <i>horns</i>.</p> <p>• I am a _____.</p>	<p>2. Who am I ?</p> <p>I am a <i>wild</i> animal. I eat <i>flesh</i>. I live in a <i>den</i>. I have a <i>mane</i>. I am the <i>king</i> of the jungle.</p> <p>• I am a _____.</p>
<p>3. Who am I ?</p> <p>I am a <i>pet</i> animal. I like to eat <i>bones</i>. I live in a <i>kennel</i>. I have a <i>bushy tail</i>. I am very <i>faithful</i>.</p> <p>• I am a _____.</p>	<p>4. Who am I ?</p> <p>I am a <i>wild</i> animal I like to eat bananas. I live on trees. I have a <i>long</i> tail. I am very <i>naughty</i>.</p> <p>• I am a _____.</p>
<p>5. Who am I ?</p> <p>I am a <i>wild</i> animal. I like to eat leaves. I live in the jungle. I have a long <i>trunk</i>. I am very big in <i>size</i>.</p> <p>• I am an _____.</p>	<p>6. Who am I ?</p> <p>I am a <i>reptile</i>. I like to eat <i>frogs</i>. I live in a <i>hole</i>. I have <i>scales</i> on my <i>skin</i>. I am <i>poisonous</i>.</p> <p>• I am a _____.</p>

Reading Activity : MIXED ANIMALS!

Time : 15 minutes

FOR THE TEACHER :

1. Ask the students to carefully observe each given picture (in pairs) and discuss about the mixed-animal.
2. Ask students what have they observed and share the strange characteristics (unusual features) they can see.
3. Guide students to do the given exercise.

❖ **Colour the correct combination .**

Rat & Tiger

Elephant & Gorilla



Dog & Horse

Dog & Fish



Rabbit & Cow

Ant & Zebra



Parrot & Duck

Owl & Butterfly



Camel & Lion

Giraffe & Camel



Bird & Rabbit

Bird & Monkey

Reading & Writing Activity : ANIMAL-SOUNDS!

Time : 20 minutes

FOR THE TEACHER :

1. Read the words in the given table and reinforce the concept of 'verbs'.
2. Ask students to match the animal with the sound it makes.
3. Conduct a role play of the same (with dialogues between animals).

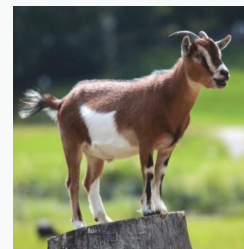
❖ **Match the animal with the verb (sound it makes).**

Animal	Verb	Sound it makes
Example : cat	roars	ghrrrrrrrr...
dog	hisses	bhow-bhow...
horse	bleats	meow-meow...
snake	barks	mehn-mehn...
lion	neighs	sss-ssss...
goat	purrs	eehh-eeeh...

❖ **Re-write the above phrases.**

Example :

A cat purrs.



Reading & Writing Activity : FEEDING THE ANIMALS

Time: 20 minutes

FOR THE TEACHER :

1. Discuss about the different types of foods animals eat.
2. Reinforce the concept of herbivorous, carnivorous and omnivorous animals (with examples).
3. Talk about things we get from animals (how are animals useful).

❖ Write the missing letter to complete the names of animals. Match animals to their food.

Animal

C ___w



Rabb___t



H___rse



Monk___y



C_t

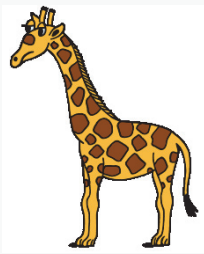
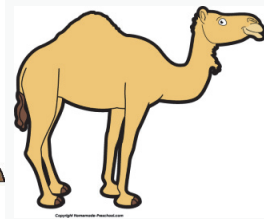
**What it eats ?****Hay****Milk****Grass****Carrot****Banana**

Reading & Writing Activity : CLASSIFY ME!

Time: 20 minutes

FOR THE TEACHER :

1. Ask students to observe the given pictures and read the animal/bird name aloud.
2. Ask students to classify them in the table given.

**Bear****Parrot****Tiger****Eagle****Donkey****Pigeon****Giraffe****Sparrow****Owl****Camel**

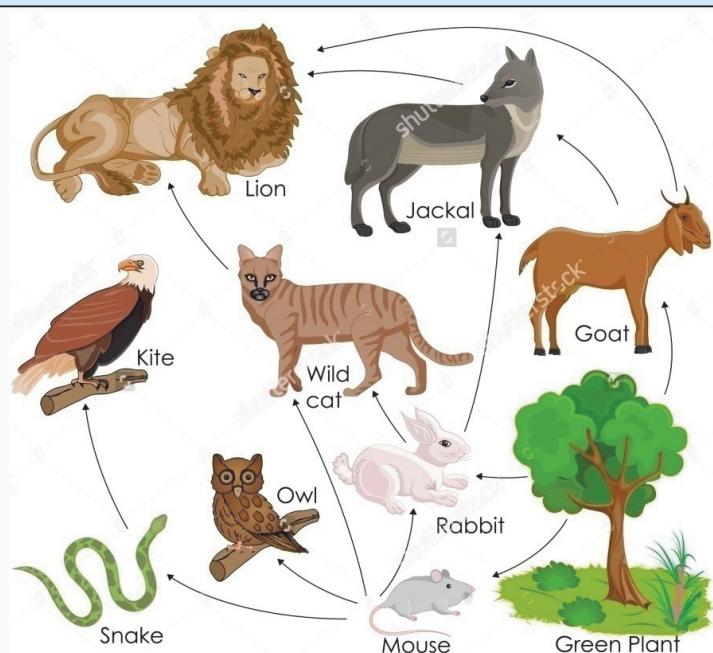
❖ Put the name of the above animals/birds in the correct column.

ANIMAL	BIRD

READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

1. Discuss about the concept of '**food chain**' in different contexts (with examples).
2. Read the text aloud and ask students to keep their fingers on the words being read.
3. Encourage the students to read the text (in pairs/small groups).
4. Relate the text to the world around us.



Food Chain tells us : who eats what ? or who eats whom ?

Some animals eat only plants. Like Monkeys , Cow, Goat , Buffalo Giraffe, Elephant , Rabbit, etc.

Some animals eat other animals/insects. Like Lion, Tiger, Snake, Lizard, Kites, etc.

In the above picture...

The mouse , goat and the rabbit eat plants.

The snake, wild cat and the owl eat the mouse.

The wild cat and the jackal eat the rabbit.

The kite eats the snake. Jackal eats the goat.

The lion eats the jackal and the wild cat.

The lion can also eat the goat.

From theme Nine “ANIMALS”

Words I have learnt

wild	pet	domestic	animals	plants
friends	help	birds	food chain	

Sentence structure I have learnt

<p>I am...</p> <p>I like...</p> <p>I eat...</p> <p>I have...</p>
--

Theme Ten TRANSPORT

Warm Up Activity (Listening) : DIRECTIONS

Time : 10 minutes

FOR THE TEACHER :

1. Give the given instructions (step by step) and wait for the students to follow.
2. Based on your observation, decide the pace to give further directions to students.
3. Explain the concept of directions and positions (through this activity).

Teacher (while demonstrating) gives directions and students do as said.

Instruction 1 : Raise your right arm.

Instruction 2 : Raise your left arm.

Instruction 3 : Raise both your arms.

Instruction 4 : Put left hand down.

Instruction 5 : Touch your right eye.

Instruction 6 : Turn your head to your left.

(continue the activity to include positions like : back , front , side , centre , etc.)

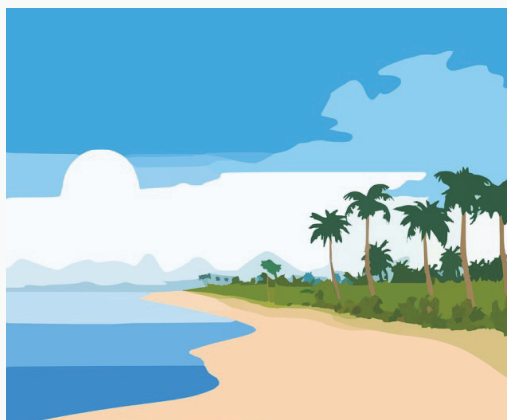
Writing activity : DRAW & LABEL.

Time : 10 minutes

FOR THE TEACHER :

1. Through the given picture, explain the concept of **land , water and air**.
2. Ask students to label LAND , WATER and AIR in the given picture.
3. Discuss about the various means of transportation (land/ water/ air).
4. Ask students to draw and label any one means of transport of all the three types (land, water and air) in the given picture.

❖ **Draw and label any one means of transport of all the three types (land, water and air).**



Writing Activity : SPOT THE MEANS!

Time : 15 minutes

FOR THE TEACHER :

1. Discuss in detail about land transportation (in villages and cities).

Points to include in your discussion :

two/three/four/six/ten wheelers , metro rail, concept of pollution, cabs ,
signboards , traffic rules, traffic policeman , driving licence, etc.

2. Ask the students to speak about the given picture in a complete sentence (for e.g. - I can see a _____) .
3. Write the students' responses (names of means of transport) on the board (vocabulary-pool).
4. Conduct a spelling-drill (on all the means of transport). Read aloud the name of the transport spelling by spelling and ask student s to repeat aloud.

- ❖ **Look at the picture and identify the means of land transport.**
Write the names in the blanks below.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

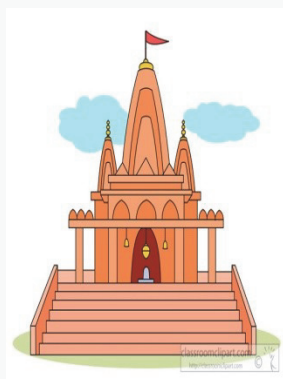
7. _____

8. _____

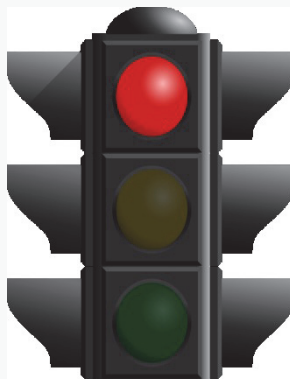
Reading Activity : TOTAL RECALL!

Time : 10 minutes

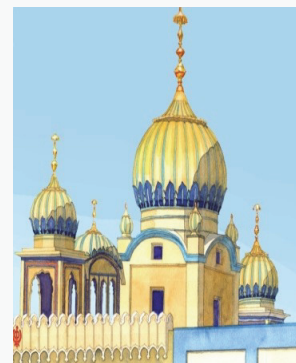
❖ Tick [✓] the box for the things you see while coming to/from your school.



TEMPLE

☐


REDLIGHT

☐


GURUDWARA

☐


METRO STATION

☐


HOSPITAL

☐


SHOP

☐


BUS STOP

☐

Writing Activity (pair work): WORD-BUILDING !

Time : 20 minutes

FOR THE TEACHER :

1. Explain the activity to the students. They need to use the letters of the word 'Aeroplane' to make new words (2 letter, 3 letter, 4 letter, 5 letter, 6 letter or even longer). Each letter can be used as many times as it appears in the word. (for eg. 'A' appears twice , so it can be used twice only to create a particular word).
2. Encourage students to create more words.
3. Discuss the meaning and application/usage of the new words created by them.

❖ **Make as many words as you can from the word 'AEROPLANE'.**

Eg. ROPE

Eg. PLANE

1. _____
3. _____
5. _____
7. _____
9. _____

2. _____
4. _____
6. _____
8. _____
10. _____

Writing Activity (pair work): LETTER-REPLACEMENT !

Time : 15 minutes

FOR THE TEACHER :

1. Explain the exercise to the students and facilitate the conduct of the same.
2. Ask students to read each sentence as a clue.
3. Ask students to change any one letter in each word to make a new word (answer).

❖ **Change any one letter each time to create a new word that fits the next clue.**

1. We travel in it. C A R
2. We wear it on the head. _ _ _
3. It says "meow". _ _ _
4. We sit on it. _ _ _
5. It shows directions/route. _ _ _
6. It helps in cleaning the house. M O P

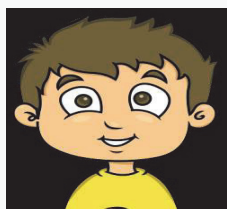
READING FOR PLEASURE & PRACTICE

FOR THE TEACHER :

1. Read aloud the words given in the box.
2. Ask the students to repeat word by word after you.
3. Discuss the meaning of the words in different contexts (with examples).
4. Read the text aloud and ask students to keep their fingers on the words being read.
5. Encourage the students to read the text (in pairs/small groups).
6. Relate the text to the daily life of the students.

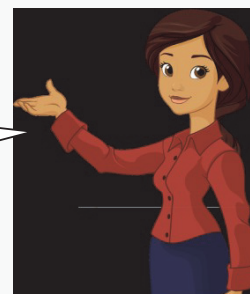
CROSSING A ROAD

cross left road right red again zebra crossing



When should we **cross**
the **road**?

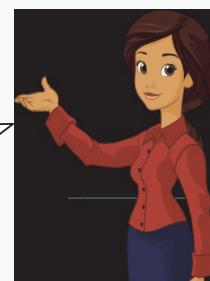
First, look to your **right**.
Then, look to your **left**.
Then look to your right **again**.



What to do when the
road is clear?



To cross the road , walk on the
zebra crossing when the light is **red**.

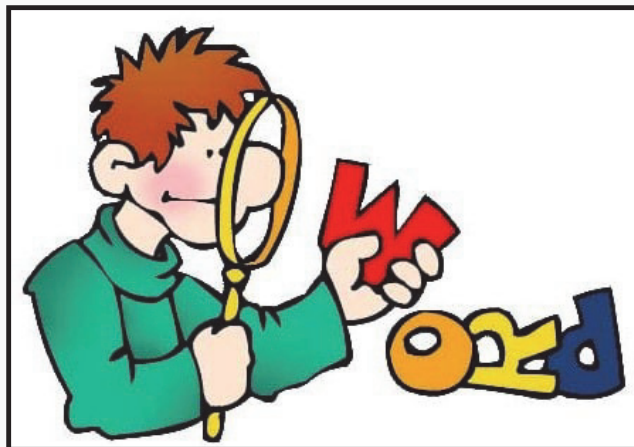


From theme Ten “TRANSPORT”**Words I have learnt**

transport	land	water	air	road
traffic	cross	aeroplane	carefully	

Sentence structure I have learnt**We + action word...**

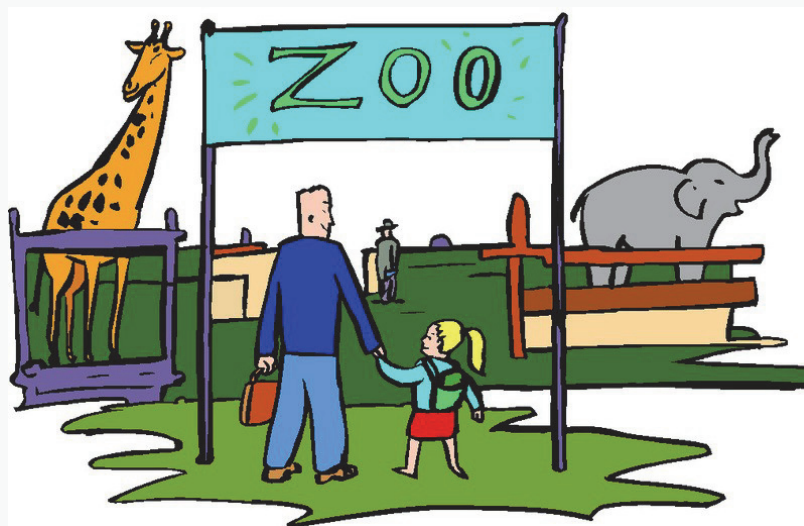
ENGLISH FOUNDATIONAL READING COMPREHENSION MATERIAL (RCM)



**If a learner does not understand
the way we teach...**

**Let us teach the way
the learner understands...**

Reading Comprehension – 1 : Our animal friends!



Sheenu goes to the zoo by a car.

She sees the map of the zoo.

She sees a giraffe on her left.

She sees a big elephant on her right.

She smiles at the deer.

She waves hand at all the animals.

Q1. Write the 'ee' sound words.

1. _____

2. _____

3. _____

Q2. What does she see on her right? _____

Reading Comprehension – 2 : A talk with the moon



Rahul looks at the moon.

He says “You look so cool.”

He eats rice with a spoon.

Then he goes to sleep .

He tells the moon “See you soon.”

Q1. What do you see in the sky? _____

Q2. Write rhyming words of :

- | | |
|---------------|---------------|
| 1. look _____ | 2. good _____ |
| 3. moon _____ | 4. cool _____ |

Reading Comprehension – 3 : About an OWL

An owl is a bird.



It sleeps during the day. It stays awake at night.

It eats insects.



An owl has large eyes and a beak.

It hoots.

Read the given lines and write True or False.

1. An owl is an animal.



2. An owl eats insects.

3. The owl sleeps during the day.

4. The owl has small eyes.

5. The owl has a beak.

Reading Comprehension –4 : Birthday Invitation.



BIRTHDAY INVITATION

Hello everyone ! I am Naina.

It's my birthday on 16 June 2018

You are invited to my birthday party...

at SNACK HUT, Swami Nagar

We will play, dance and have fun from 5 PM to 7 PM!

Fill the given blanks.

1. It is Naina's _____.
2. Naina's birthday is on _____.
3. The party is at _____.
4. The party will be over by _____ pm.

Reading – 5 a) : Music & Dance

I play tabla.

Ritu plays tabla.

Nagma plays tabla

We all play tabla.



I dance well.

Ravi dances well.

Rekha dances well.

We all dance well.

My mother sings classical.

My father sings pop.

My friend sings bhajans.

They all sing songs.



Reading Comprehension – 5 b) : Reading a pamphlet!

MUSIC AND DANCE FESTIVAL

10 MAY TO 12 MAY 2018

in school hall

Attractions:

TABLA By Zakir

RAP SONGS by Gurmeet

POP SONGS by Usha

GROUP DANCE (school boys and girls)

The show will end with delicious snacks.

Come ! Let us all sing and dance together !!!

Q1. Where is the programme?

A1. The programme is in the _____.

Q2. What are the dates of the programme?

A2. The dates of the programme are _____.

Q3. Which kind of songs will be played?

A3. _____ and _____ songs will be played.

Q4. Who will dance?

A4. A group of _____ will dance.

Reading Comprehension – 6 : I love my school !

I go to school everyday.



It has a big **ground** to play.

It has a **science** room to do **practicals**.



It has a **library** to read books.

It has a **computer** room to play games.



It has a **music** room to **learn** music.

It has an **office** for **Principal**.



I love my school.

Match the column



read books



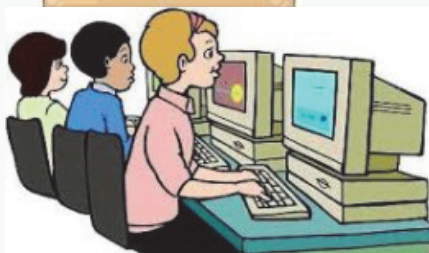
work on computers



do practicals



play



learn music

Reading Comprehension – 7 : Cleanliness



Today, Rani did not go to school. She had **stomach ache**.



She went to the doctor. The doctor **examined** her.



He told that she was not well because she does not **wash** her hands before eating food.



He gave her **medicines** and **advised** her to wash hands before eating anything.



Rani **promised** that she would **follow** his **advice**.

Tick (✓) the correct sentence and cross (X) the incorrect sentence.

1. Rani had head ache. ()
2. She went to the doctor. ()
3. The doctor did not give her medicines. ()
4. The doctor advised her to keep her hands clean. ()

Reading Comprehension – 9 : Father And Mother I Love You (FAMILY)

My name is Meeta.

I live in a big family.

I live with my grandparents, parents, uncle, aunt, siblings and cousins.

My grandfather plays with me.

My grandmother tells me stories.

My father is a plumber. My uncle runs a shop.

My mother sells fruits. My aunt works in an office.

I go to school with my sister and my cousin.

We all spend time together and enjoy a lot.

Complete the sentences given below:

1. The name of the girl is _____.
2. She lives in a _____ family.
3. Her _____ tells her stories.
4. Her father is a _____.
5. She goes to school with her _____ and _____.

Reading Comprehension – 9 : Nature

In monsoon, it rains frequently. \



In summer, it is very hot. The sun shines brightly.

In winter, it is very cold. We wear woollen clothes.



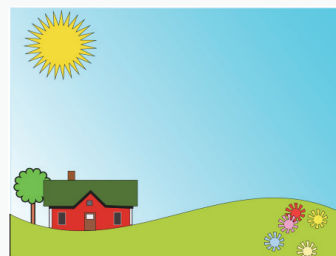
In spring, the flowers bloom. The weather is pleasant.

Identify the season and write its name .









Reading Comprehension – 10 a) : Games

I like **cricket**.

My friends **like** cricket.

My father **dislikes** cricket.

My sister likes cricket.

My brother likes **football**.

My mother likes football too.



I play cricket in the **ground**.

All friends meet at the ground.

We all play in the **evening**.

All go back home at 8 pm.

Fill in the blanks .

1. My _____ likes _____.

2. I play _____ in the ground.

3. We all play in the _____ .

Reading Comprehension – 10 b) : Games

Read the story below and answer the questions.

Ashu and Babu went to the **ground**. They **waited** for their friends. Everyone came and they **divided** the teams. Raju had the ball and Baby had the bat. Sheena had the **coin** to **toss**. She tossed the coin. Raju's team **batted** first. They made 52 runs in five **overs**. Baby's team **batted next**. They made 54 runs in four overs and won the **match**. All went back home in the evening.

Q1. Who had the ball?

A1. _____ had the ball.

Q2. Who had the coin?

A2. _____ had the _____.

Q3. Whose team won the match?

A3. _____ won the match.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

