

## English

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>recites and shares poems, songs, jokes, riddles, tongue twisters, etc.</li> <li>responds to oral messages, telephonic communication in English and communicates them in English or home language.</li> <li>responds to announcements and</li> <li>instructions made in class, school assembly, railway station and in other public places</li> </ul>	<p><b>NCERT Textbook</b></p> <p><b>Honeysuckle</b></p> <p><b>Unit 2: How the Dog found Himself a New Master</b> (week 5,6,7)</p> <p><b>Poem: The Kite</b> (Week 8)</p> <p>The activities are designed based on the learning outcomes. States can also use their own textbooks</p> <p>The themes chosen at the upper primary stage are—</p> <p>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</p> <p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p>	<p><b>WEEK 5</b></p> <p><b>Competency/Skill- Listening and Speaking</b></p> <p>Teacher asks learners to</p> <ul style="list-style-type: none"> <li>listen to (radio) or watch news (TV) in English as a resource for developing listening comprehension.</li> <li>write a summary of the news bulletin in a paragraph.</li> <li>watch English movies, serials, educational channels with subtitles or audio-video materials. (They can also listen to radio plays or refer to talking books.)</li> <li>write a role play inspired by any scene, situation, and dialogue from the materials viewed.</li> <li>participate in individual talk, like, introducing oneself and other persons (family, peers, friends) via video calling applications on smartphones or computers.</li> </ul> <p>(Prompts and learning cues may be shared through group SMSes, mobile calls or direct messaging software like WhatsApp/Telegram. This can be done by directly contacting individual learners or creating groups of learners)</p>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>uses synonyms, antonyms, appropriately deduces word meanings from clues in context while reading a variety of texts</li> <li>refers to dictionary to check meaning and spelling, and looks</li> </ul>	<p>Listen to the audio-enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use a QR code reader on your mobile.</p> <p>Use resources from creative commons</p> <p><b>Online dictionaries</b></p> <p><a href="http://www.macmillandictionary.com">www.macmillandictionary.com</a></p>	<p><b>Competency/Skill — Vocabulary</b></p> <ul style="list-style-type: none"> <li>Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> <li>Give activities so that learners understand the use of antonym (clean/dirty) synonym (indoor/inside) and homonym (tail/tale).</li> <li>Guide learners and their parents on conducting the following activities for enhancing vocabulary</li> </ul> <p><b>Working with Language</b></p> <p>A. Activity on collective nouns</p>



<p>upsuggested websites for information</p> <p><b>The learner</b></p> <ul style="list-style-type: none"> <li>reads a variety of texts in English / Braille and identify main ideas, characters, sequence of ideas and events and relate with their personal experiences</li> <li>reads to seek information from a noticeboard, newspaper, Internet, tables, charts, diagrams and maps etc.</li> </ul>	<p>The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, ...</p> <p><a href="http://dictionary.cambridge.org">dictionary.cambridge.org</a> dictionary</p> <p>QR codes of the textbook have some additional activities.</p> <p>Use ICT (Internet, mobile, website, YouTube, TED talks, etc.) to browse for information, for projects/ PPTs, etc.</p> <p>Do visit NCERT Official the official YouTube channel for lectures, demos and resources.</p> <p>These could be used by all learners.</p> <p><b><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></b></p> <p>Use ICT (Internet, mobile, website, YouTube, TED talks, etc.) to browse for information, for projects/ PPTs, etc.</p>	<p>Example</p> <p>A clump of trees</p> <p>A gaggle of geese</p> <p>A shoal of whales</p> <p>A pile of clothes</p> <p>B. Creating new words by adding suffixes; for example,</p> <p>Create — creativity</p> <p>C. Word Search</p> <ul style="list-style-type: none"> <li>✓ showing a picture/object/illustration and asking for the appropriate word(s)/ term(s)</li> <li>✓ word web</li> <li>✓ crossword</li> <li>✓ word ladder</li> <li>✓ giving synonyms</li> <li>✓ giving antonyms</li> <li>✓ explaining through context</li> <li>✓ using dictionaries</li> </ul> <p><b>WEEK 6</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Having listened to the audio text, teachers ask learners to read the text on their own.</li> <li>Learners proceed with reading each episode or section.</li> </ul> <p><b>Note:</b> NCERT textbooks are divided into sections followed by oral comprehension check.</p> <p>You can draw the attention of the learners towards being sensitive to the animals by asking them the following.</p> <ol style="list-style-type: none"> <li>What are the qualities of a good pet-owner (master)? (You can give them clues like a pet-owner who is kind, gentle, protective, sensitive, loving, generous, and especially one who would never beat or hit the pet).</li> <li>Do you find a reversal of the usual situation in the title - How the dog finds a master? Instead of the master finding a dog, it's the animal who finds a master. Now, imagine a situation where all pets choose their masters on their own, instead of it being the other way around. Describe it in 100-150 words.</li> </ol>
---	---	--



<ul style="list-style-type: none"> <li>• responds to a variety of questions on familiar and unfamiliar texts verbally and in writing</li> </ul> <p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.</li> </ul>	<p>QR codes of the textbook have some additional activities.</p> <p>These could be used by all learners.</p>	<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Have you ever wondered that even animals can have preferences like us? Just as we select pets that are cute or well-mannered, pets could also have their preferences, couldn't they? (Like the dog in the story who wanted a brave master.) Describe the qualities that animals would want in the human beings who keep them as pets.</li> </ul> <p><b>While reading activity</b></p> <ul style="list-style-type: none"> <li>• Depending on the length of the text divide it into sub-parts and while reading the text check the comprehension of the learners for each part.</li> <li>• Comprehension checks can be conducted by using —             <ul style="list-style-type: none"> <li>✓ true/false</li> <li>✓ matching</li> <li>✓ multiple choices</li> <li>✓ short answer</li> <li>✓ gap filling</li> <li>✓ completion type</li> <li>✓ word attack</li> <li>✓ questions and answer</li> <li>✓ table completion type questions, etc.</li> </ul> </li> <li>• End of the text questions can be attempted by the learners for global comprehension check.</li> <li>• This could lead to a discussion on sensitivity towards animals (stray and domesticated), especially in times like these. Encourage reactions and comments.</li> </ul> <p><b>WEEK 7</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>✓ Give learners examples of the grammar item and then ask them to underline those items in the text.</li> <li>✓ You can introduce comparative and superlative cases.</li> </ul> <p>Begin with simple words. For example,</p> <ul style="list-style-type: none"> <li>• Strong, stronger, strongest</li> <li>• Quiet, quieter, quietest</li> </ul>
--	--	--



<ul style="list-style-type: none"> <li>• uses meaningful sentences to describe, narrate factual, imaginary situations in speech and writing.</li> <li>• drafts, revises and writes short paragraphs based on verbal, print and visual clues.</li> <li>• Write coherently with focus on appropriate beginning, middle and end in English.</li> <li>• writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.</li> </ul>		<ul style="list-style-type: none"> <li>• Clever, cleverer, cleverest</li> <li>• Dull, duller, dullest</li> <li>• High, higher, highest</li> <li>• Large, larger, largest</li> <li>• Ask them to look for more examples online and note them. These can be shared on a group chat, email thread, or cloudbased document.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Ask learners to write a dialogue on the given situation.</li> <li>• Imagine a dog is speaking to another. They are discussing their respective masters.</li> <li>• Tell the learners that they must use at least four adjectives that they have read in the story. They should also use the comparative degree of any word learnt in the language exercise.</li> <li>• Share the steps with the learners about the Process Approach to Writing. <ul style="list-style-type: none"> <li>✓ <b>Brainstorming:</b> writing down many ideas that may come to an individual's mind or through discussions, pair work, group work</li> <li>✓ <b>Outlining:</b> organising the ideas into a logical sequence</li> <li>✓ <b>Drafting:</b> writer concentrates on the content of the message (rather than the form).</li> <li>✓ <b>Revisions:</b> in response to the writer's second thoughts, or feedback provided by the peers or teacher, the draft is revised.</li> <li>✓ <b>Proofreading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</li> <li>✓ <b>Final draft:</b> Write the final draft now</li> </ul> </li> </ul> <p><b>WEEK 8</b></p> <p><b>Poem—</b> <i>The Kite</i></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Having listened to the audio text (poems), ask the learners to read the text (poem) on their own.</li> </ul>
---	--	--



	<ul style="list-style-type: none"> <li>Learners are to read the poem aloud with appropriate stress, pauses and intonation. They can be encouraged to record videos of the recitation and share them on the class group on phone via email.</li> </ul> <p><b>While reading activity</b></p> <p>While reading the poem, you may ask learners to make a list of all the action words in the poem, e.g., snaps, soars, rides, climbs, pulls, rest, falls, run, fill, flaps, etc.</p> <p><b>Steps to teach poetry</b></p> <ul style="list-style-type: none"> <li>begin with a warm-up which is thematically related to the poem, such as, encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles, etc., as prompts</li> <li>talk about the background of the poem or poet</li> <li>ask the learners to read the poem aloud</li> <li>ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem</li> <li>ask them to read the poem aloud a second time</li> <li>learners now will listen as well as follow the poem in their books</li> <li>ask one or two questions from the poem</li> <li>ask the learners to read the poem silently</li> </ul> <p>You may help the learners by consulting the notes appended and if necessary, supplement the glossary. Remember that the objective is not 'to teach' vocabulary but to ensure maximum comprehension of the text, which is integral to total appreciation.</p> <p>Explain that a simile is an obvious comparison and that it is characterised by the use of "As fast as light". Sometimes the word 'like' is also used to denote a comparison.</p> <p>Show them how each simile creates a very vivid picture of what the poet is describing.</p> <p>Ask them to find more similes from the text and to share if they know more.</p>
--	--



		<p>Then look at a simile from the poem “Soars like a ship”. This simile compares the kite to a ship and the sea to the blue sky. They may not have seen the sea and ship, but they can think of the clear blue sky and the kite floating or cruising in it, like a ship.</p> <p>End of the text questions can be attempted by the learners for global comprehension check.</p> <p>At the end of the chapter, ask learners to write a letter to a friend, about kites and their experience of flying a kite.</p> <p>Remind them to follow the process approach to writing.</p> <p>Project: Read two stories from the supplementary reader and write reviews.</p>
--	--	---

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise suggested activities (to be guided by parents under the guidance of teacher)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>recites and shares poems, songs, jokes, riddles, tongue twisters, etc.</li> <li>responds to oral messages, telephonic communication in English and communicates them in English or home language.</li> <li>responds to announcements and</li> <li>instructions made in class, school assembly, railway station and in other public places</li> </ul>	<p><b>NCERT/State developed Textbook</b></p> <p><i>Honeysuckle</i></p> <p><b>Unit 2:</b> Taro’s Reward (week 9,10,11)</p> <p>Poem: The Quarrel (Week 12)</p> <p>The activities designed are based on the learning outcomes, therefore these may be contextualised as per the state textbooks. The themes chosen at the upper primary stage are:</p> <p>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace etc.</p>	<p><b>WEEK 9</b></p> <p><b>Competency/Skill</b></p> <p><b>Listening and Speaking</b></p> <p>Teacher asks learners to —</p> <ul style="list-style-type: none"> <li>listen to (radio) or watch news (TV) in English as a resource for developing listening comprehension.</li> <li>write a summary of the news bulletin in a paragraph.</li> <li>watch English movies, serials, educational channels with subtitles or audio-video materials. (They can also listen to radio plays or refer to talking books.)</li> <li>write a role play inspired by any scene/ situation/ dialogue from the materials viewed.</li> <li>participate in individual talk viz. introducing oneself and other persons (family, peers, friends) via video calling applications on smartphones or computers.</li> </ul> <p>(Prompts and learning cues may be shared through group SMSes, mobile calls or direct messaging software like WhatsApp/</p>



<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>uses synonyms, antonyms, appropriately deduces word meanings from clues in context while reading a variety of texts</li> <li>refers to the dictionary to look up meaning and spelling, and browses suggested websites for information</li> </ul>	<p><b><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></b></p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use QR code reader from mobile.</p> <p>Use resources from creative commons</p> <p><b>Online dictionaries</b></p> <p><b>www.macmillandictionary.com</b></p> <p>The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, etc.</p> <p><a href="http://dictionary.cambridge.org">dictionary.cambridge.org</a> , dictionary</p> <p>QR codes of the textbook have some additional activities.</p> <p>These could be used by all learners.</p>	<p>Telegram. This can be done by directly contacting individual learners or creating groups of learners)</p> <p><b>Competency/Skill — Vocabulary</b></p> <ul style="list-style-type: none"> <li>Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> <li>Guide learners and their parents on conducting the following activities for enhancing vocabulary</li> </ul> <p><b>Working with Language</b></p> <p>For example: A word-ladder provides an opportunity for vocabulary building. Elicit the required word from learners by providing a set of synonyms for it.</p> <p>Cross—angry, annoyed, displeased, irked</p> <p>Tiny—small, little, negligible, meagre</p> <p>You can also use the following activities—</p> <ul style="list-style-type: none"> <li>✓ showing picture/object/illustration and asking for appropriate word(s)</li> <li>✓ word web</li> <li>✓ crossword</li> <li>✓ word ladder</li> <li>✓ giving synonyms</li> <li>✓ giving antonyms</li> <li>✓ explaining through context</li> <li>✓ using dictionaries</li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>reads a variety of texts in English/ Braille and identify main ideas, characters, sequence of ideas and events and relate with their personal experiences</li> </ul>	<p><b><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></b></p> <p>use ICT (Net, mobile, website, Youtube, TED talks, etc.) to browse for information, for projects/ PPT, etc.</p>	<p><b>WEEK 10</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Having listened to the audio text, ask the learners to read the text on their own.</li> <li>Learners read each episode/proceed section wise. NCERT textbooks are divided into sections followed by oral comprehension check.</li> </ul> <p>In order to set the mood of the story you may ask the following questions —</p> <ol style="list-style-type: none"> <li>How do you help your parents in day-to-day activities?</li> <li>Do you think love and caring for the family are important in life?</li> </ol>



<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.</li> <li>• uses meaningful sentences to describe/ narrate factual</li> </ul>		<p>Seek their views and learners can share via online media.</p> <p><b>While reading activity</b></p> <ul style="list-style-type: none"> <li>• Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part.</li> <li>• Comprehension check can be conducted by using <ul style="list-style-type: none"> <li>✓ true/false</li> <li>✓ matching</li> <li>✓ multiple choices</li> <li>✓ short answer</li> <li>✓ gap filling</li> <li>✓ completion type</li> <li>✓ word attack</li> <li>✓ questions and answer</li> <li>✓ table completion type questions, etc.</li> </ul> </li> <li>• End of the text questions can be attempted by the learners for global comprehension check.</li> </ul> <p><b>Relate the story to real life situations—</b></p> <ol style="list-style-type: none"> <li>1. Taro shared the sake with the neighbours. What do you do when you get something good? Do you share it with others?</li> <li>2. Do you know a story about someone who was helped by God for being thoughtful, kind and helpful? Narrate the story.</li> <li>3. What did Shravan Kumar do for his parents? Write a letter to a friend comparing it with Taro's story.</li> </ol> <p><b>WEEK 11</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Give learners examples of the grammar item and then ask them to underline these grammar items in the text.</li> <li>• You can introduce the comparative and superlative case.</li> </ul> <ol style="list-style-type: none"> <li>1. Ask the learners to search the text for words that show feelings. For example: Sad, happy, delighted, cold, etc.</li> </ol>
--	--	--





<p>/ imaginary situations in speech and writing.</p> <ul style="list-style-type: none"> <li>• drafts, revises and writes short paragraphs based on verbal, print and visual clues.</li> <li>• drafts, revises and writes short paragraphs based on verbal, print and visual clues</li> <li>• writes coherently with focus on appropriate beginning, middle and end in English.</li> <li>• writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.</li> </ul>	<p>QR codes of the textbook have some additional activities.</p> <p>These could be used by all learners.</p>	<p>2. Ask learners to write adjectives that describe a person—</p> <p>Lazy, cheerful, hard working, obedient, polite, friendly, etc</p> <p>This will help learners understand the character of Taro and write about it.</p> <ul style="list-style-type: none"> <li>• Ask them to look for more examples online and write.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Divide the class into groups and the story into portions.</li> <li>• Assign a portion to each group.</li> <li>• Ask each group to write that section of the story in dialogue form.</li> <li>• Later, all the portions can be put in order and a drama will be ready.</li> <li>• Share the steps with the learners about the Process Approach to Writing.             <ul style="list-style-type: none"> <li>✓ <b>Brainstorming:</b> Writing down many ideas that may come to an individual's mind or through discussions, pair work, group work</li> <li>✓ <b>Outlining:</b> Organising the ideas into a logical sequence</li> <li>✓ <b>Drafting:</b> Writer concentrates on the content of the message (rather than the form).</li> <li>✓ <b>Revisions:</b> In response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.</li> <li>✓ <b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</li> <li>✓ <b>Final draft:</b> Write the final draft now</li> </ul> </li> </ul> <p><b>WEEK 12</b></p> <p><b>Poem: <i>The Quarrel</i></b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Having listened to the audio text (poems), ask the learners to read on their own.</li> <li>• Learners read the poem aloud with appropriate stress, pauses and intonation.</li> </ul> <p>In order to set the mood of the poem or to bring the learners to the topic of the poem, you may ask the following questions:</p>
---	--	--



- Should you ever fight with your brothers/sisters?
- Usually, who begins the fight?
- How do your parents deal with it?

**While reading activity—**

**Steps to teach poetry**

- begin with a warm-up which is thematically related to the poem such as encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles etc as prompts
- talk about the background of the poem or poet;
- ask the learners to read the poem aloud
- ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem
- ask them to read the poem aloud a second time
- learners now will listen as well as follow the poem in their books
- ask one or two questions from the poem
- ask the learners to read the poem silently

You may help the learners by consulting the notes appended and if necessary, supplement the glossary. Remember that the objective is not 'to teach' vocabulary but to ensure maximum comprehension of the text, which is integral to total appreciation.

Find pairs of rhyming words from the poem. Add some of your own.

**For example,**

about-out; sight-right; another-brother;  
black- back

End of the text questions can be attempted by the learners for global comprehension check.

Write a note to a friend apologising for quarrelling with him. Assure him that you won't do it again

**The reason for the quarrel could be—**

- ✓ Quarreled over library book
- ✓ Friend lost it
- ✓ Felt very angry
- ✓ Friend was careless

Remind them to follow the process approach to writing.

**Project:** Read two stories from the supplementary reader and write reviews.

