

English (Class IV)

<i>Learning Outcomes</i>	<i>Source</i>	<i>Suggested Activities</i>
<p>Child-</p> <ul style="list-style-type: none"> • builds word chains. • uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. • responds verbally/ in writing in English to questions on day to day life. • uses punctuation marks appropriately, such as full stop, comma, question mark and capital letters. • responds verbally / in writing in English, to questions based on day to day experiences, and to a poem heard/read. 	<p>NCERT/State Textbook</p>	<p>WEEK-1</p> <p><i>Theme: The Importance of Time</i></p> <ol style="list-style-type: none"> 1. Students are asked for words associated with TIME to create a word chain. 2. The fun element can be stressed on provided by tongue twisters, through examples such as 'Tiny Tim tells time'. 3. Students can talk about the daily routine that they used to have, from the time of getting up, till the time they reached school and how their routine has changed. 4. Students may write 5-6 sentences on this topic. <p>WEEK-2</p> <p><i>Theme: Appreciation of Nature</i></p> <ol style="list-style-type: none"> 1. Link: https://www.youtube.com/watch?v=CMKU3zHSyT0

<ul style="list-style-type: none"> • enacts different roles in short skits. • writes/takes down dictation of a short paragraph • uses the dictionary for spelling. • infers the meaning of unfamiliar words in context. • presents orally (focus on Speaking skill) • solves simple crossword puzzles • speaks on conservation of water. 		<p>Listening to the poem by students. Students may be asked to notice the words that describe how the birds, flowers, squirrels wake up to welcome the sun: the magic of words. The students listen again, this time focusing on the interesting and beautiful sounds of the words in the poem.</p> <ol style="list-style-type: none"> 2. Students are asked how they get up in the morning--who wakes them, at what time generally, etc. Role play is suggested here: the student should imagine himself/herself to be the parent and enact the role of waking up the student. 3. A short paragraph on 'Nature' is read out for dictation, and students write it down. Chunks of words are repeated twice during the entire dictation. Lastly the whole paragraph is read out so the students can check for the missing words if any. <p>WEEK-3</p> <p><i>Theme: Knowing About the World</i></p> <ol style="list-style-type: none"> 1. An interaction is held with students to emphasise the movement from oral practices to script, then print, followed by electronic media, yet the base remains words. Next the concept of dictionary is introduced and how it helps us to find out the correct spelling. Students are told about the alphabetical order followed. Students are assigned the task of locating words such as 'post', 'poster', 'postman' etc. 2. Teacher/Parent asks students to pick up any newspaper in English and attempt to read the headlines on every page--international news, sports etc. 3. The names of parts of the body are reinforced. Students are then introduced to idiomatic phrases such as 'the arms of a chair', 'the foot of a mountain', 'the head of the family' etc.
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Subject: Language – English (Class IV)

Learning Outcomes	Resource(s)	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation • responds verbally to questions based on day-to-day experiences • writes dictation of words/ phrases • speaks briefly on a familiar issue • uses a dictionary for spelling and meaning • uses punctuation marks appropriately • shares riddles in English • responds verbally to questions based on a story • presents orally the highlights of a narration 	<p>NCERT/State Textbook of English Language for Class I</p> <p>or other resources – Story Books, Links as given, different objects available at home</p>	<p>WEEK 5</p> <p>Theme: Sports and Games</p> <p>Link https://www.youtube.com/watch?v=cPmJILVutwo</p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>The parent interacts with the on a sport that he/ she used to play, and discusses about the learner’s favourite game in detail.</p> <p>The learner may be asked to classify games into indoor/ outdoor and list them.</p> <p>WEEK 6</p> <p>Theme: Good Health</p> <p>The learner may be asked to reflect and speak on how people above 60 years of age can keep themselves healthy.</p> <p>The learner may be encouraged to look up certain terms related to sports in the dictionary.</p> <p>The learner may be encouraged to write short sentences on the theme using punctuation marks appropriately..</p> <p>WEEK 7</p> <p>Theme: Linguistic Diversity</p> <p>Learners interact with parents/ siblings/ grandparents at home/ over the phone to share riddles in English and learn new ones in the mother tongue and in English.</p> <p>The learner listens to a folktale narrated by the parent on how wisdom overcomes a problematic situation. The parent may ask questions in between to ensure that the learner has understood.</p> <p>The learner may re-tell the above story in brief, presenting only the highlights.</p>



<ul style="list-style-type: none"> • responds verbally to questions based on a story read/ heard • recites poems with appropriate expressions and intonation • uses punctuation marks appropriately • solves simple Crossword puzzles • reads subtitles on TV • uses linkers to indicate connectedness • enacts different roles • responds to simple instructions • describes briefly in writing 		<p>WEEK 8</p> <p>Theme: Curiosity and Wonder</p> <p>The parent may facilitate independent and silent reading by the learner by providing opportunities to read picture books/children's stories in magazines/NROER based on adventure and curiosity. The parent may ask questions based on the story to elicit responses in English.</p> <p>Link https://www.youtube.com/watch?v=QMGmHddWQ7Q</p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>The learner is asked to write three questions beginning with 'Why'.</p> <p>WEEK 9</p> <p>Theme: The World of Words</p> <p>The parent may provide clues to the learner, to enable him/ her to arrive at an answer of one word.</p> <p>The learner may be encouraged to watch any English news channel and try to read the subtitles or information provided in a running ribbon below, for a few minutes every day.</p> <p>The learner may be asked to describe a process. The parent may ensure that the learner uses the linkers appropriately.</p> <p>WEEK 10</p> <p>Theme: Fitness</p> <p>The learner may be involved with words, such as, racing, diving, swimming, etc., and either enacts or draws them to express the sense of movement.</p> <p>The learner may be provided with 20 words related to three different sports and asked to classify them.</p> <p>The parent may provide information about a local sportsperson. The parent writes down some points. With these, the learner writes a few sentences on him/ her.</p>
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<ul style="list-style-type: none"> • uses nouns, pronouns, adjectives and prepositions in speech • presents highlights orally in English • builds word chains • reads headlines in the newspaper • reads printed script in advertisements 		<p>WEEK 11</p> <p>Theme: Multilingualism</p> <p>The parent shows an age-appropriate and interesting cartoon, with or without words. The learner responds and describes it briefly in English.</p> <p>The learner collects information on friends and neighbours, their place of origin and the languages they speak at home. He/she presents the information briefly in English.</p> <p>WEEK 12</p> <p>Theme: The World of words</p> <p>The learner is provided the word HAND and asked to write as many related words as he/she can.</p> <p>The parent may encourage the learner to read out the headlines in any English newspaper and say what he/she understood.</p> <p>The parent may encourage the learner to read out the advertisements in any English newspaper.</p>
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