

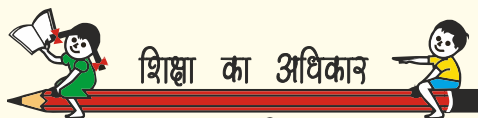
English is Fun

(Textbook based on Bridge Course)

(Level-1)

Class 2 and 3

2022

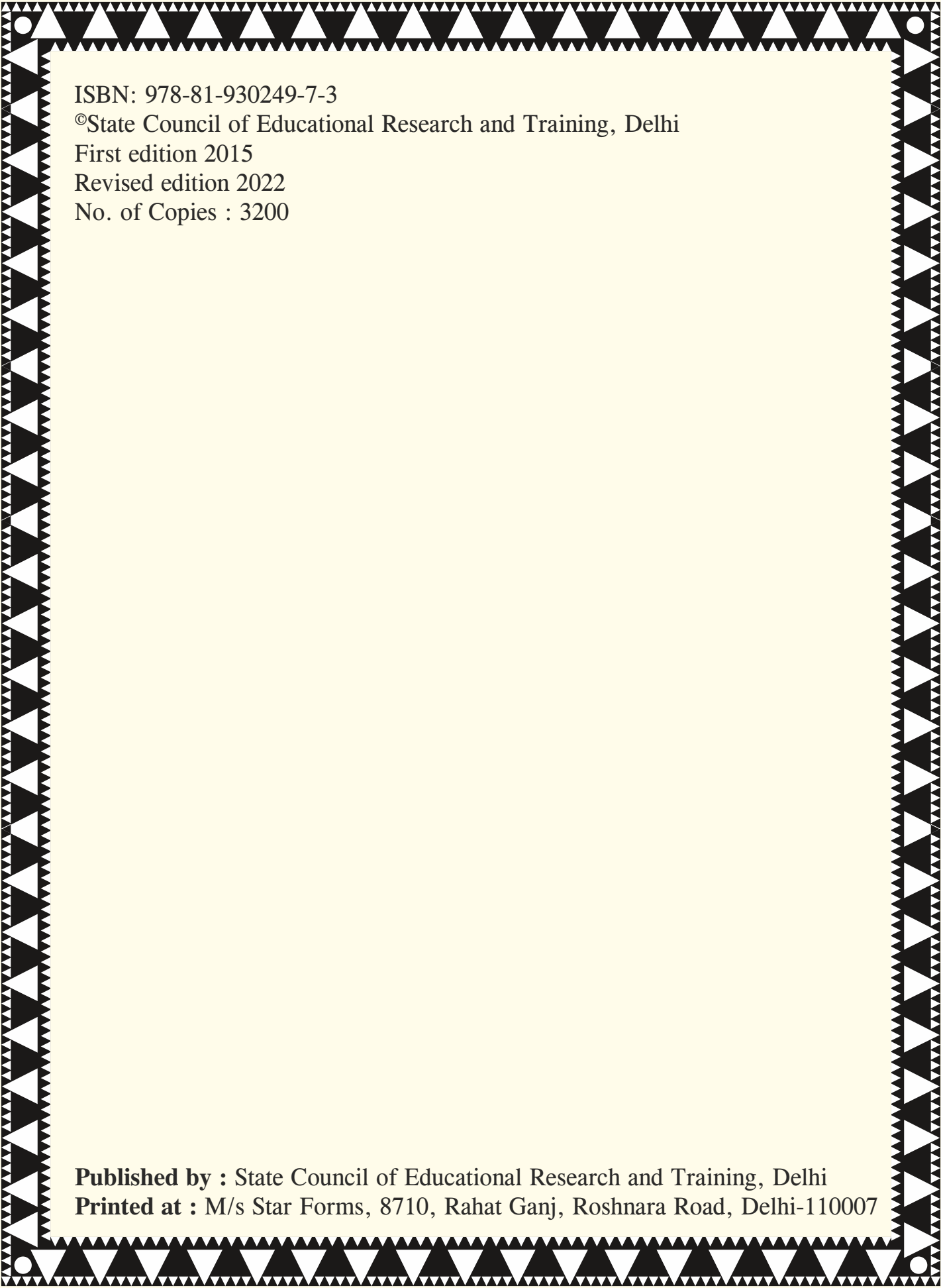


समग्र शिक्षा
सबको शिक्षा, अच्छी शिक्षा



स्वाध्यायान्मा प्रमदः

State Council of Educational Research and Training
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Message

Education is the fundamental right of all children. Quality education always creates a bright future for the children. It also helps in improving the mental, physical and spiritual level of the child along with providing cognitive information to the children. Books play an important role in achieving the objectives of education.

Keeping this in mind, the State Council of Educational Research and Training, New Delhi has prepared 18 text books for the students of Special Training Centers. The main objective of these textbooks is to encourage children to learn 'within the school' and 'outside the school' and to inculcate a sense of self-confidence among the children. Some important changes have been made in these books according to the needs of the children, so that the children find learning easy and interesting.

Hope this learning material will guide the children and help in their holistic development.

(Rajanish Singh)



Dr. Nahar Singh
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Message

Right to Education Act 2009 provides for free and compulsory education for children in the age group of 6 to 14 years. According to the Section 4 of RTE Act 2009, there is a provision of Special Training Center for the out-of-school children, to provide opportunities to learn and prepare for age-appropriate class. According to the National Education Policy 2020, the state government has the responsibility of providing quality and equitable education to every child in the age group of 3 to 18 years.

National Education Policy 2020 lays emphasis on foundational literacy and numeracy and also on developing higher level cognitive and problem solving abilities among children. It also focuses on developing the life skills among the children.

The learning material developed for the students of Special Training Centers by State Council of Educational Research and Training, Delhi has been updated keeping in mind the provisions laid in NEP 2020. This will enhance their knowledge and skills and lead to holistic development of children, so that they become responsible citizens.

I extend my best compliments to all the teachers for making the text relevant to the context of the implied goals as envisaged by the National Education Policy 2020.

I sincerely hope that these text books will be useful for the students studying at Special Training Centers.

Best wishes for the bright future of our students.

(Dr. Nahar Singh)

Preface

It is important to master the essential skills for the 21st century with ethics, rationality, empathy and sensitivity in the context of the broad objectives of the National Education Policy, 2020. The National Education Policy 2020 and the Sustainable Development Agenda is in front of us today with the overarching goal of ensuring "inclusive and equitable quality education for all and promoting opportunities for lifelong education by 2030". Extensive reforms have been made in the school education system through this policy. The policy envisages the 5+3+3+4 structure of school education including 12 years of schooling and 3 years of Anganwadi/Pre-school education. The policy envisages that it will be a top priority to bring out-of-school children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.

Under Section 4 of the Right to Education Act, 2009, there is a provision for the out-of-school children to get education in special training centers. Its purpose is to prepare them for admission to the age-appropriate class. Stepping towards achieving this goal, the State Council of Educational Research and Training, New Delhi has made necessary reforms in the text books developed for the students studying in the Special Training Centers so that the objectives of the National Education Policy can be achieved.

Based on the curriculum developed by the State Council of Educational Research and Training, New Delhi, these books have been prepared using very simple language. These textbooks have been kept in the basic form according to the curriculum which is prepared at four levels. Level one and Level two are for primary classes and Level three and Level four are for upper primary classes. The books for four subjects (Hindi, English, Mathematics and Environmental Studies) have been prepared for primary level and for five subjects (Hindi, English, Mathematics, Social Studies and Science) have been prepared for upper primary level.

I express my gratitude to all the teachers who contributed in the preparation and revision of these books. I hope that these textbooks will prove useful to the teachers and students of the Special Training Centers, these books can play an active role in the holistic development of the students studying in the centers.

Your valuable suggestions for improving the books are always welcome.

Dr. Bindu Saxena
Assistant Professor
Department of Science
Division of Curriculum and Pedagogy
SCERT, Delhi

ABOUT THE BOOK

The Right to Education (RTE) 2009 places different demands and expectations on the part of school and teachers. So, a teacher needs to be prepared to cater to the needs and demands arising in out of the school context. The Out of School curriculum in Special Training Centre, therefore, needs to be in consonance with the curriculum framework for school education. The following bridge course has been developed for the learners of Special Training Centre (STC). It aims to give learners and opportunity to have pace with mainstream by bridging their gaps.

The selection of the pieces has been made keeping the interest, cognitive level, context and needs of the out of school children enrolled in special training centre. The book has been developed keeping in view their age appropriateness and level before coming to school

The book is totally activity based giving scope for the learners to work individually on worksheets and teachers to involve them in learning by doing to enhance their skills. There are different sections in each unit with subheadings such as: Let's Get Ready, Let's Read, Let's Explore, Words and Fun, Let's Listen, Let's Talk, Let's Write to develop and focus on different skills.

The book is based on some themes which are well graded and are closely linked to the lives of the learners at primary level. The major themes for the book in level I are Things Around Us: this unit is to link learners with their surroundings and giving them a feel that the things which are there in their English book is not unfamiliar but relates them to their immediate environment. Unit II is Helpers: this unit maniliarize them with the people who help them in their daily life. Unit III Family aware learners about their family, they can identify and relate to them. Unit IV is on Animals which in itself is very interesting for the learners; Unit V on Body Parts; Unit VI Clothes; Unit VII on Games on fo their favourite topic and Unit VIII School : to which they are becoming familiar as it is a diverse mix of social, language and cultural situations.

Notes for the teacher are given in each unit with suggestions and guidelines, which serve as an icebreaker, allowing teachers and learners to connect to the topic.

Dr. Meena Sehrawat
Assistant Professor

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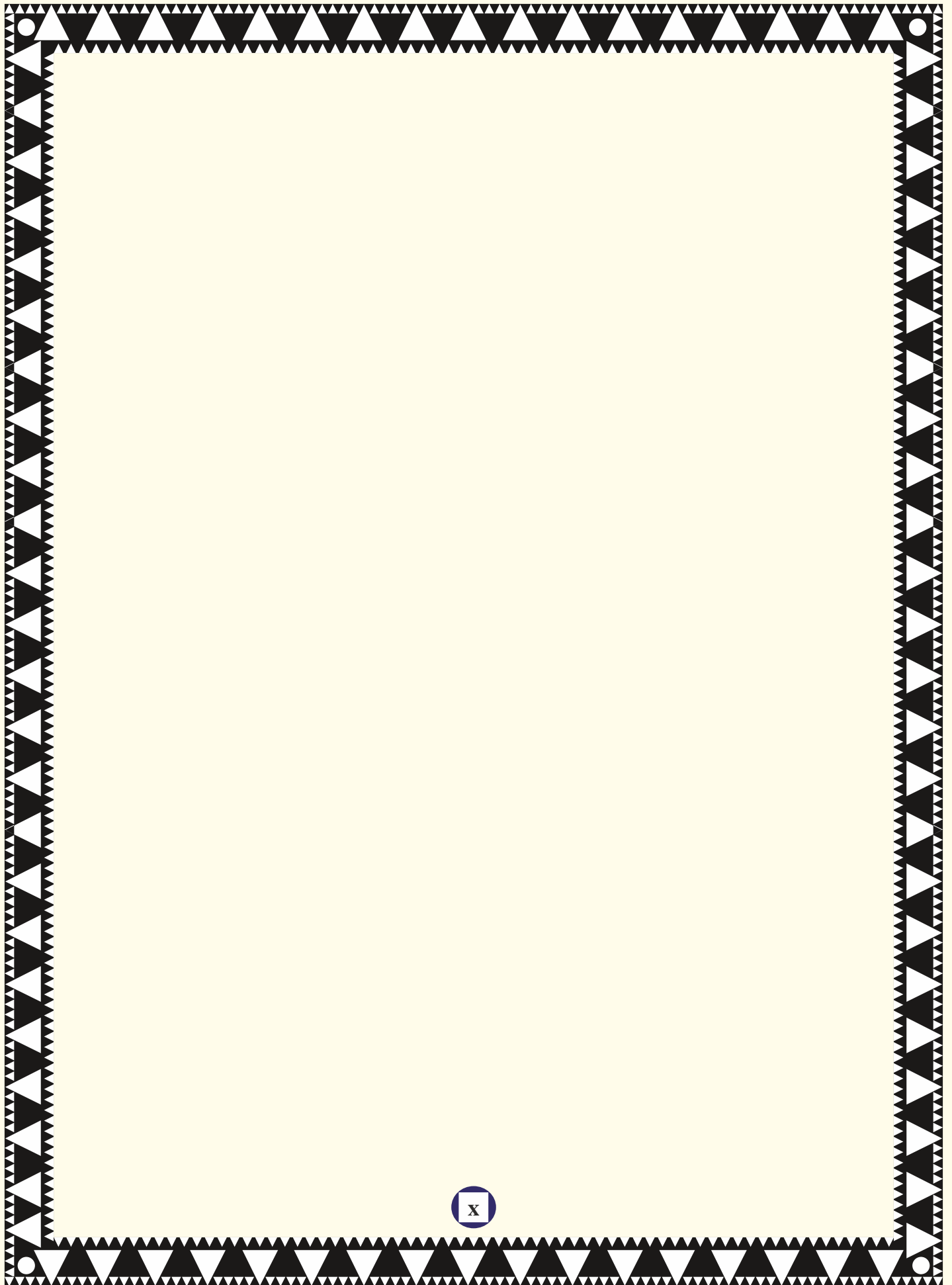
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Ms. Fouzia, BRP, SCERT, Delhi



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UNIT-1

Things Around Us

Activity 1: Listen to the name of an object and tick (✓) the picture you see in your house.

For the Teacher:

1. Read out the names of the objects given in the picture.
2. Ask the students to tick (✓) the pictures that they see in their house.



Television



Bed



Mobile



Ball



Pen



Cup



Cake



Bulb



Car



Belt



Glass



Rat



Bottles



Fan



Cat

Activity 2: What I see.

Listen to the words and tick (✓) their pictures which you see while coming to school.

For the Teacher:

1. Read out the names of the objects given in the picture.
2. Ask the students to tick (✓) the pictures that they see in their house.



Van



Ice-Cream



Bat



Flowers



Boy



Bag



Brush



Book



Pencil



Cap



Children



School Bus

Aa



Ant



Apple



Ambulance

Bb



Ball



Bee



Butterfly



Balloons

Cc



Chicken



Candles



Carrot



Cake

Dd



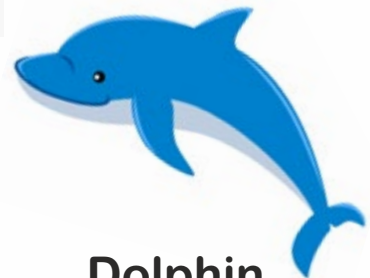
Drum



Duck



Dog



Dolphin

Ee



Elephant



Egg



Envelope

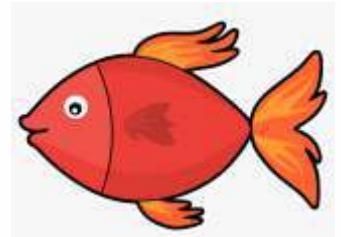


Engine

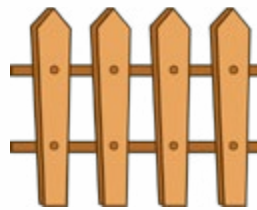
Ff



Flower



Fish



Fence



Frog

Gg



Grapes



Guitar



Gift Box

Hh



Hat



House

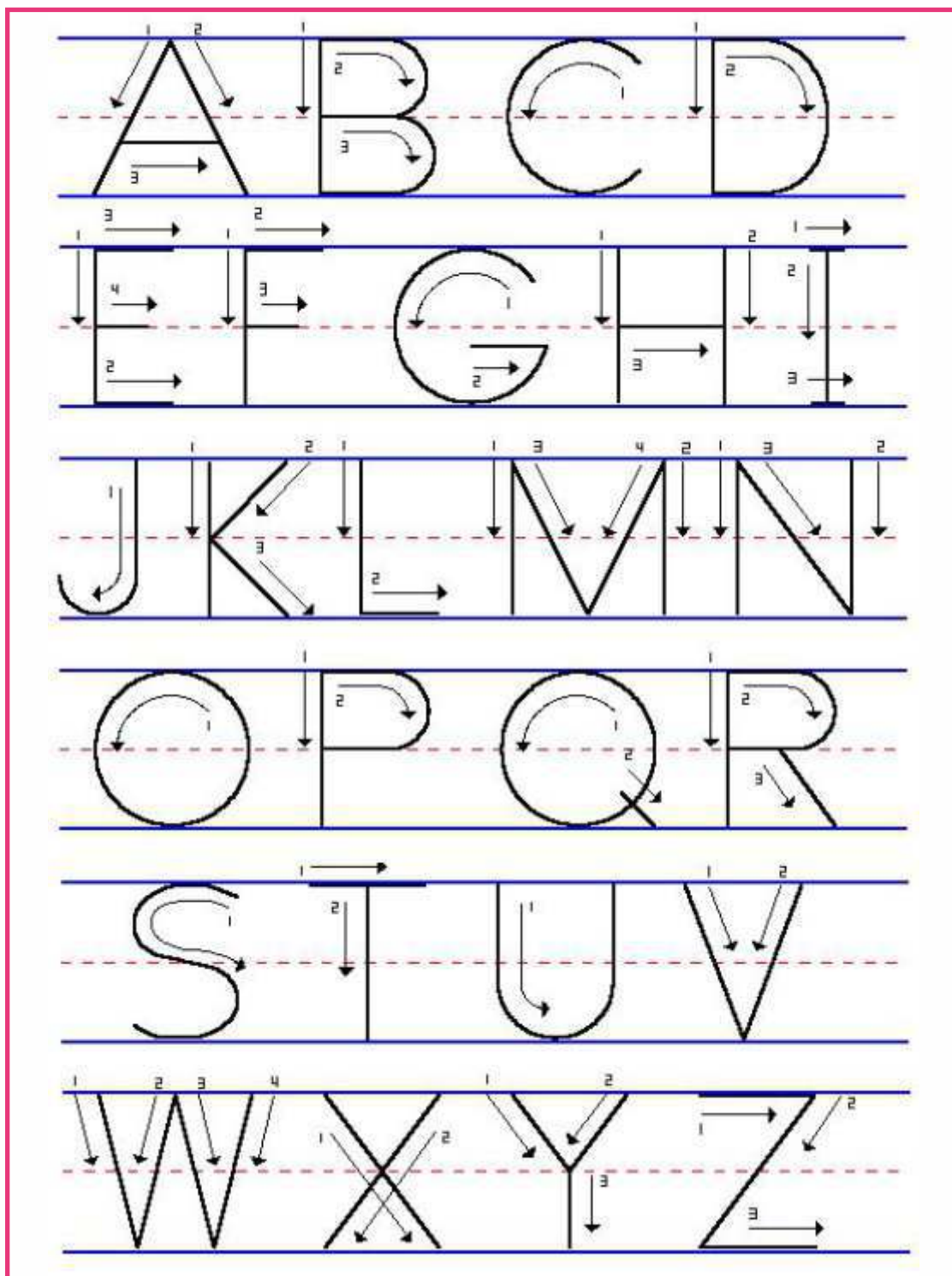


Hen

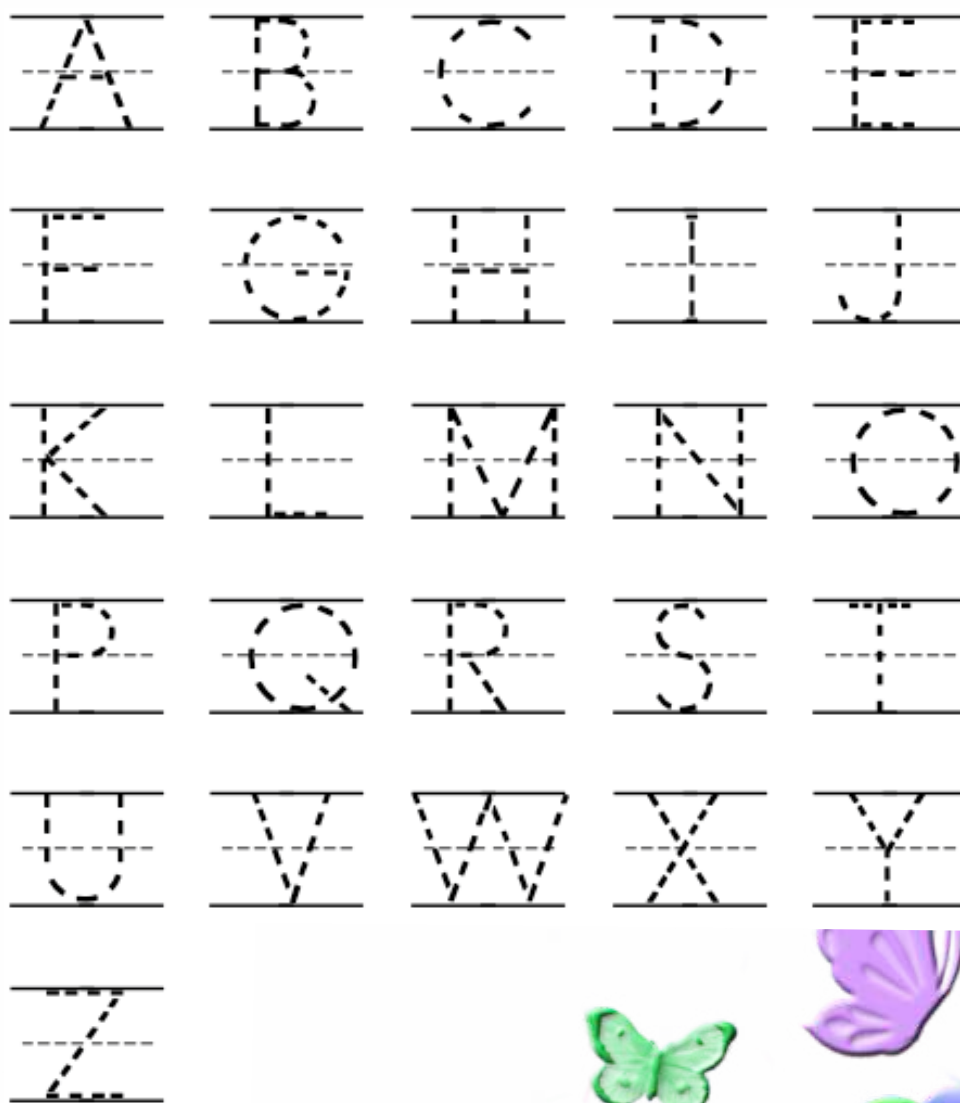


Hammer

Activity 3: Trace The Alphabet



Activity 4: Let's Write
Capital Letters.



Activity 5 : Let's Trace small letters.

a b c d e f g
a b c d e f g

h i j k l m n
h i j k l m n

o p q r s t u
o p q r s t u

v w x y z
v w x y z

Activity 6 : Match the following



Alphabet Matching

	(A)	(d)	
	(B)	(f)	
	(C)	(a)	
	(D)	(c)	
	(E)	(g)	
	(F)	(b)	
	(G)	(e)	
			
			
			



Activity 7: Teacher Says

For the Teacher:

1. Speak the sentences/instructions clearly.
2. Encourage the students to listen carefully and perform the actions as per given instruction

I. Listen and Do

- | | |
|--------------------------|--------------------------|
| ❖ <i>Hands up</i> | ❖ <i>Open your book</i> |
| ❖ <i>Hands down</i> | ❖ <i>Close your book</i> |
| ❖ <i>Stand up</i> | ❖ <i>Sit down</i> |
| ❖ <i>Come here</i> | ❖ <i>Clap your hands</i> |
| ❖ <i>Go there</i> | ❖ <i>Touch your head</i> |
| ❖ <i>Close your eyes</i> | ❖ <i>Wave your hand</i> |

Activity 8: Listen and Say Aloud After the Teacher

For the Teacher:

1. Read the words loudly (twice) with correct pronunciation.
2. Ask and encourage students to repeat the words twice.

BIN	PIN	FIN	TIN	WIN
SIT	FIT	KIT	PIT	BIT
PAY	RAY	DAY	SAY	WAY
LAD	PAD	MAD	BAD	SAD
BED	RED	WED	LED	FED

li



INK



India Map



Ice cream



Igloo

Jj



Jam



Juice



Joker

Kk



Kettle



Kite



Keyboard

LI



Light



Leaf



Lion

Mm



Monkey

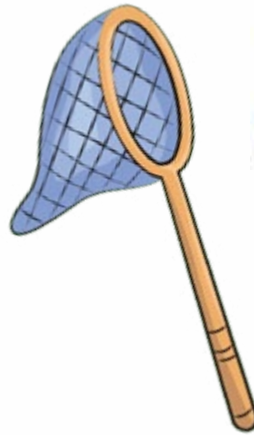


Mushroom



Mouse

Nn



Net



Nest



Nut

Oo



Owl



Orange



Onion

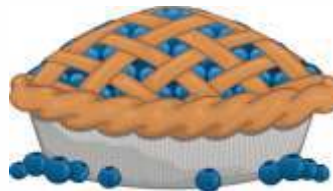


Octopus

Pp



Pig











Pie



Pencil





Activity 9: Unjumble me





Un-jumble the spelling to make meaningful words.





INCORRECT SPELLING	Picture Clue	CORRECT SPELLING
BDE		
TNE		
NDE		
KEDS		
NEDB		
GLE		
STEN		
LEBL		

Activity 10 : Word Twins

Circle the Same word.

			
Jar	Bun	Car	Jar

			
Big	Fish	Bar	Big

			
Dog	Log	Pen	Dog

Activity 11 : Word Twins

Read the word in column A and circle the same word in column B.

COLUMN A	COLUMN B				
sat	sad	slap	sat	saw	sag
lad	lap	lack	last	lad	late
pin	pit	slip	pin	pick	pill
bus	burst	bud	bulge	bug	bus
met	met	meet	mend	meat	mean
top	toss	top	torn	toe	told

Qq



Queen



Quilt



Quetzal

Rr



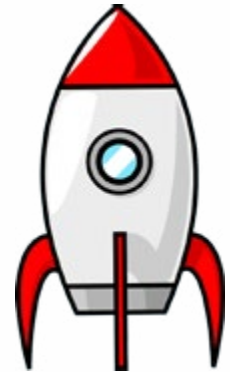
Rattle



Rose



Rainbow



Rocket

Ss



Sandals



Star



Sun



Snowman

Tt



Tiger



Tree



Television

Uu



Underwear



Umbrella



Upstairs

Vv



Vase



Vulture



Violin

Ww



Whale



Window



Watermelon

Xx



X-ray



Xylophone

Yy



Yak



Yarn

Zz



Zipper



Zebra








0

Zero

Activity 12 : Let's Listen & Read

For the Teacher:

1. Help students to read the words.
2. Motivate the students to repeat the words after you.

				
Cat	Mat	Hat	Fat	Bat
				
Pen	Jet	Net	Pet	Hen
				
Pin	Tin	Bin	Lid	Fin
				
Dog	Log	Top	Cot	Mop
				
Sun	Bun	Cup	Hut	Nut

Activity 13 : Catch Me If You Can

Write the correct name of the picture in the given space



ant and axe

Ant



bat bad bag



cat cap car



dog den dot



eat egg ear



fish fin fan



goat gate gift



hat hut hen



ice ink idle



Jam jug jump



key kite kick



lamp lion leaf



mango map mat



nose net neat



owl octopus oil



pencil pan pig



queen quilt queue



ran rabbit rose



shop shoe ship



tap tiger tear



up umbrella us



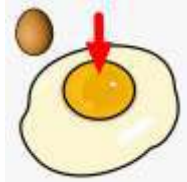
van vase vest



watch wall well



box fox mix



yak yolk yoyo



zebra zip zero

Activity 14 : Observe the picture. Put the right word against the picture from the given box.

sun	dog	cup	jug
bus	bun	gun	hut

















Teacher will read the following statements aloud and ask the students to draw smiley in front of the statements that they can do.

Self-check

I can do.....



Can do



Needs Help



Can't Do

1.	I can recognize letters and their sounds.	
2.	I can differentiate between small and capital letters.	
3.	I can associate words with pictures.	
4.	I can name familiar objects seen in the picture.	
5.	I can match words to the corresponding pictures.	
6.	I can identify the first sound of the word.	
7.	I can write simple words.	

UNIT-2

Helpers

Activity 1: Let's Read Together.

I. Name the people who help us in our day to day life.

For the Teacher:

PILOT



**Reena is a pilot
She flies an aeroplane.
She wears a uniform**

DOCTOR



**Sita is a doctor.
She cures sick people.
She carries a stethoscope.**

TAILOR



**Ramesh is a tailor,
He stitches clothes,
He uses scissors, thread & sewing machine.**

POSTMAN



**Sohan is a postman.
He delivers letter.
He wears a khaki uniform.**

Activity 2: People who help us.

Match the persons with the things they use.

1. Read aloud the names of the helpers given in the pictures.
2. Help the students to match the helpers with the things they use.

People who help us



Pilot



Doctor



Postman



Tailor

Things/Actions they do



Post box



Needle



Stethoscope



Aeroplane

Activity 3: Let's Explore

Think and Answer

1. What is the name of the postman?
2. What does Sita do?
3. What is the name the tailor? What does he do?
4. What does Reena do?

Words are fun

For the Teacher:

1. Interact with the students about various helpers and the work they do.
2. Read aloud the names of the helpers given in the pictures.
3. Help the students to match the helpers with the things they use.

Activity 4: Match the things with the person who use them:



Teacher



Electrician



Photographer



Painter



Cobbler



Camera



Blackboard



Shoes



Paint



Electric tools

Let's Talk

Activity 5: Answer the following:

For the Teacher:

1. Encourage all the students to talk about what they want to be when they grow up.
2. Motivate the student to answer in any language including their mother tongue.
3. Ask the students to interact with their Partners and find out what their partners want to become when they grow up. (Pair Activity)

Q What do you want to be when you grow?

Ans. I want to become a _____

Activity 6: Fruit Seller

A Fruit seller is a person who sells fruits.

Circle the picture of fruits that you can see at the fruit seller shop.

For the Teacher:

1. Help students to read the words and circle the picture of the fruit.
2. Reinforce the students to repeat and learn the spellings of the given fruits and vegetables.



Brinjal



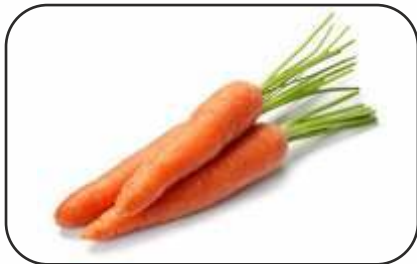
Potato



Grapes



Banana



Carrot



Beans



Apple



Orange



Ladyfinger

Activity 7: Write My Name

For the Teacher:

1. Help the students to read out the names of the helpers.
2. Interact with the students about various helpers and the work they do.
3. Encourage the students to write the words correctly.

Look at the pictures of persons/ helpers given below and then trace their names.

Policeman



Teacher



Farmer



Doctor



Cook



Sailor



Artist



Postman



Activity 8: Who helps me?

For the Teacher:

1. Read the information given about the helpers.
2. Encourage the students to repeat the sentences and match them with the helper correctly.

Who will help me? Match it with its Picture

I have a piece of
cloth. I want a
new dress.

My Shoe is
broken
I want it repaired

I want to
make
Furniture

I am ill.
I want to see
a doctor

I want to
eat
tasty dishes



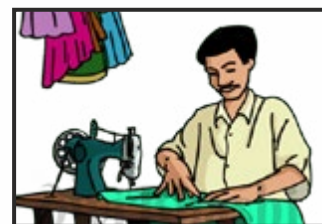
Doctor



Cobbler



Cook



Tailor



Carpenter

Let's Write

Activity 9: Arrange the alphabets in their correct order:

1. C, B, A, D- _____
2. K, I, J, L- _____
3. F, H, E, G- _____
4. P, M, O, N- _____

Now arrange the following words in the alphabetical order

Kite	Book	Mat
Jug	Comb	Toy

Activity 10 : Put a tick (✓) or (X) to indicate whether the following statements are True or False.

For the Teacher:

1. Read the information given about the helpers.
2. Encourage the students to repeat the statements and put (✓) or (X) for the given statements.

❖	A teacher flies an aeroplane.	X
❖	A fruit seller sells fruits.	
❖	A postman delivers letters.	
❖	A cobbler words in a hospital.	
❖	A doctor mends shoes.	

Teacher will read the following statements aloud and ask the students to draw smiley in front of the statements that they can do.

Self-check

I can do.....



can do



Needs Help



Can't Do

1.	I can associate words with pictures.	
2.	I can name Our Helpers seen in the picture.	
3.	I can match Helpers to the corresponding pictures.	
4.	I can read 2-3 sentences on our Helpers.	
5.	I can write names of 'Our Helpers'.	
6.	I can use a dictionary to arrange words in alphabetical order.	
7.	I can read names of fruits and vegetables.	
8.	I can match the picture of Helpers with the work they do.	
9.	I can speak about 'What I want to become'.	
10.	I can respond to questions related to the given text.	
11.	I can use pronouns related to gender like 'he/'she/	

UNIT-3

Family

Activity 1: Who Am I?

For the Teacher:

1. Encourage the students to discuss about themselves in front of the class/group.
2. Motivate them to write about themselves and paste or draw their picture.

Write about yourself.

1. I am _____. (name)
2. I am a _____. (boy/girl)
3. I am _____ years old.
4. I like _____.

Draw / Paste your picture



Activity 2: Family Tree

For the Teacher:

1. Interact and discuss with students about their family by asking some questions like:
How many members are there in your family?
What is the name of your mother/ father / grandfather / grandmother / brother / sister?
2. Help the students to write the names of their family members and paste/ draw their pictures in the Family Tree.



Let's Read



Activity 3: Rani's Family

For the Teacher:

1. Read the information given about Rani's family
2. Encourage the students to repeat and read the given sentences.

Rani's Family



This is Rani.
She is five years old.
Her hair is long



This is a Deepu.
He is Rani's brother
He plays football.



This is a Mala.
She is Rani's Sister
She is very Cute.



This is Rahul
He is Rani's father
He is a driver



This is Kavita
She is Rani's mother
She is a tailor

New Words

years

old

cute

long

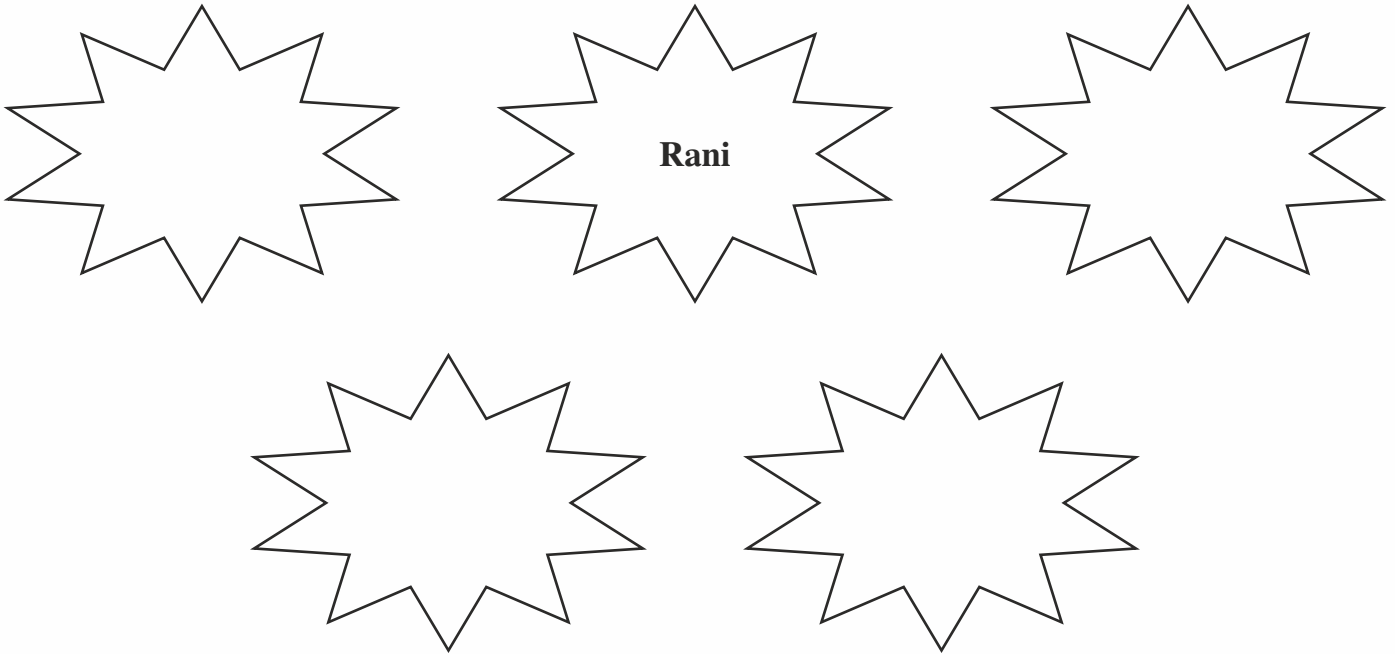
driver

Activity 4: Let's Explore

Colour the correct box

1. Rani's ☐ father ☐ mother is a driver
2. Rani's ☐ brother ☐ sister play football.
3. Rani's ☐ brother ☐ mother is a tailor
4. Rani's ☐ sister ☐ mother is very cute

Fill in the bubbles with the name of Rani's Family



Activity 5: Word Hunt

Find the given words in the grid. One has been done for you.

Father, Mother, Sister, Brother, Family, Uncle, Aunt, Grandfather, Grandmother,

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

Activity 6: Words are Fun

Complete the words using the correct letters of English alphabet. You may choose the correct letters from the brackets

1. L_ ve (o / a)
2. Sh_ re (a / u)
3. J_ y (o / e)
4. H_ lp (a / e)
5. Car_ (i / e)

Activity 7: Let's Talk

Here is what Anshu says about her mother.....



For the Teacher:

1. Encourage the students to work in pair by discussing with their partner about their family:
 - a. My father is a _____.
 - b. My father likes _____.
 - c. I love my father because _____.
2. Encourage them to talk about other family members in the similar manner.

BLEND IT TOGETHER !

br	bran	brand	brake	brim	brick	bride	brown	brush	brother
cr	crab	crash	crazy	crib	crow	cross	crown	craft	cry
dr	drab	drape	drip	drop	draw	drum	drink	drank	dress
fr	free	fresh	frill	frog	from	front	fruit	friday	fry
cl	clap	clay	clip	class	claw	clash	clown	clean	clock
gl	glad	glade	glass	glue	glow	glib	glide	glove	gloat
pl	play	plank	plane	plain	plate	plot	plug	place	ply
sl	slap	slab	slam	slip	slim	slit	slow	slope	slate
sc	scam	scale	scar	school	screw	scrub	screen	scream	scooter
sp	spat	spit	spear	spoon	spell	spam	spot	spill	spelling
sh	she	shop	shoe	sheep	shine	shirt	shore	shall	shout
ch	chat	champ	chart	chips	chop	cheese	chase	chant	child
th	the	that	they	them	there	these	their	than	them

Activity 8: Words are Fun

For the Teacher:

1. Read the words loudly (twice) with correct pronunciation by stressing on the blend sound.
2. Give more examples of Blends.

Say the following aloud and circle the letters that sound the same.

- shop ship fish dish
- chip chop bunch lunch
- thin thumb bath path

Activity 9: Rhyming Words

Words that have similar sound
are called Rhyming words

For the Teacher:

1. Read the words with correct pronunciation and encourage the students to speak out more words.

pot

cot

dot

not

shut

cut

but

nut

wish



boon



mug



bell



house



coat



Activity 10: Who's the Owner?

For the Teacher:

1. Collect some objects (like pencil, notebook, pen, bag etc) from students and show them one by one to students by asking the question.
Whose bag/pencil/pen is this?
(e.g. This is Rajesh's bag.)
2. Introduce the concept of possessive in this manner.

Complete using's. One is done for you.

1. Book



Seema's Book



Seema

2. Shoes



Kajal

3. Pencil



Raju

4. Ball



Deepu

5. Bag



Maya

Activity 11: Let's Do It

Match picture A with B. One has been done for you.

A

B

Man



Hen



Boy



Cow



King



Woman



Bull



Queen



Cock



Girl



Teacher will read the following statements aloud and ask the students to draw smiley in front of the statements that they can do.

Self-check

I can do.....



Can do



Needs Help



Can't Do

1.	I can speak few lines about myself.	
2.	I can write the names of my family members.	
3.	I can read 2-3 sentences.	
4.	I can speak words with blended sounds like -sh/ -ch.	
5.	I can match the words with corresponding pictures.	
6.	I can speak 2-3 sentences about my family members.	
7.	I can respond to questions related to the given text.	
8.	I can use pronouns related to gender like 'he/ 'she/	
9.	I can solve simple puzzle.	

UNIT-4

Animals

Activity 1: Let's Get Ready

For the Teacher:

1. Discuss with the students about the animals they have seen/ experience of visiting a zoo.
2. Ask students to observe the picture and answer the questions.



Look at the picture carefully and answer the following questions.

Q. How many animals are there in the picture?

Q. Name the animals you see in the picture.

Q. Which animals are hanging on the tree branch?

Activity 2: Let's Recite a Poem

For the Teacher:

1. Make model recitation of the poem (focus on pronunciation, intonation.
2. Encourage students to recite and learn the poem.

AT THE ZOO

Rabbits, rabbits, one, two, three,
Will you come and play with me?

Camels, camels, four, five, six,
Why have you a hump like this?

Monkeys, monkeys, seven, eight, nine,
Will you teach me how to climb?

When I have counted upto ten,
The elephant says, "Now start again"

Activity 3: Match names of animals with their pictures:

1. **Lion**



2. **Horse**



3. **Giraffe**



4. **Elephant**



5. **Zebra**



6. **Crocodile**



Activity 4: Circle the animal that live on land:

For the Teacher:

1. Ask students to list animals they see in their locality/surroundings.
2. Tell them about land animals (animal that live on land).
3. Ask students to circle the animals that live on land.



Dog



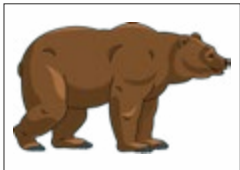
Parrot



Lion



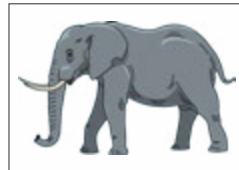
Camel



Bear



Fox



Elephant



Shark



Eagle



Kangaroo

Write down the names of a few more land animals.

A.

C.

B.

D.

C.

F.

Activity 5: Look at the animals below and say their names. Circle the first letter of the animal. One is done for you.



B (D) A



L T S



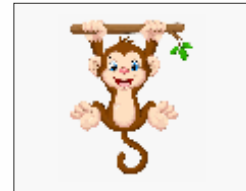
B E C



T R C



M L T



M L T



T D F



C F G



F H S

Activity 6: Complete the name of the animal by filling the correct alphabet.

		
_eer	_iger	_ion
		
_ear	_heetah	_olf
		
_en	_orse	_amb
		
_ow	_og	_uck
		
_ebra	f_x	_amel

Activity 7: Read aloud the following words and write new words.

book	took	look	_____	_____	_____
make	take	bake	_____	_____	_____
call	ball	mall	_____	_____	_____

Activity 8: Unscramble the words to make animals:-



GDO, OSEHR, NIOL
TABBIR, GROF, KUDC
EGRTI

_____, _____, _____,
_____, _____, _____,
_____.



Activity 9: Let's Recite a Poem

For the Teacher:

1. Make model reaction of the poem (focus on pronunciation, intonation).
2. Encourage students to recite and learn the poem.
3. Add more lines to the poem and encourage students for the same.

We all are going to the zoo tomorrow,
zoo tomorrow, zoo tomorrow,

Mummy is taking us to zoo tomorrow,
zoo tomorrow, zoo tomorrow,

We can enjoy all day
Look at all the monkeys swinging in the trees,
swinging in the trees, swinging in the trees

We can enjoy all day,
Look at all the crocodiles swimming in the water,
swimming in the water, swimming in the water,

We can enjoy all day



Activity 10: Animal's Sound



Birds chirp

Write it again.

Birds _____

_____ chirp

Dogs bark

Write it again.

Dogs _____

_____ bark

Cats meow

Write it again.

Cats _____

_____ meow

Cows moo

Write it again.

Cows _____

_____ mew

Animal's Sound



Frogs croak.

Write it again.

Goats bleat.

Write it again.

Ducks quack.

Write it again.

Donkeys bray.

Write it again.

Activity 11: Complete the sentences. Two have been done for you.

For the Teacher:

1. The teacher should focus on the use of This/That."
2. This: We use 'this' with the thing placed near us.
3. We use 'that' with the thing placed far away from us.

This is a Cat



That is a Mouse



This is a _____



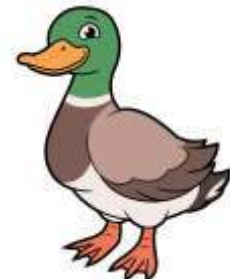
That is an _____



This _____



That _____



Activity 12: Complete the following. You can use the words given in the box.

For the Teacher:

1. Help students to speak and write small sentences using the clues given below:



I am a _____

I live in _____

I eat _____



I am a _____

I live on _____

I eat _____









meat, nuts, banana, insects, forest, den, trees, chilli

Activity 13: Let's Make a Mask

For the Teacher:

1. Demonstrate the process of mask making.
2. Help students to make their own mask.
3. Encourage them to wear the mask and enact like an elephant / recite a poem.

Material - paper plate, scissors, stapler, glue, colours, brush, and paper.

Instructions- Paint the bottom of the paper plate with grey colour. Cut the ears and trunk from the paper.



Make holes in the paper plate for eyes

Glue the pieces to the plate to make the elephant's face.

The mask is ready.

We can wear it and enact like an elephant or recite a poem on it.



Activity 14: Ask - Task



1. Is this a frog?

Yes, This is a _____



2. Is that a dog?

Yes, That is a _____



3. Is that a fox?

No, That is a _____



4. Is this a boy?

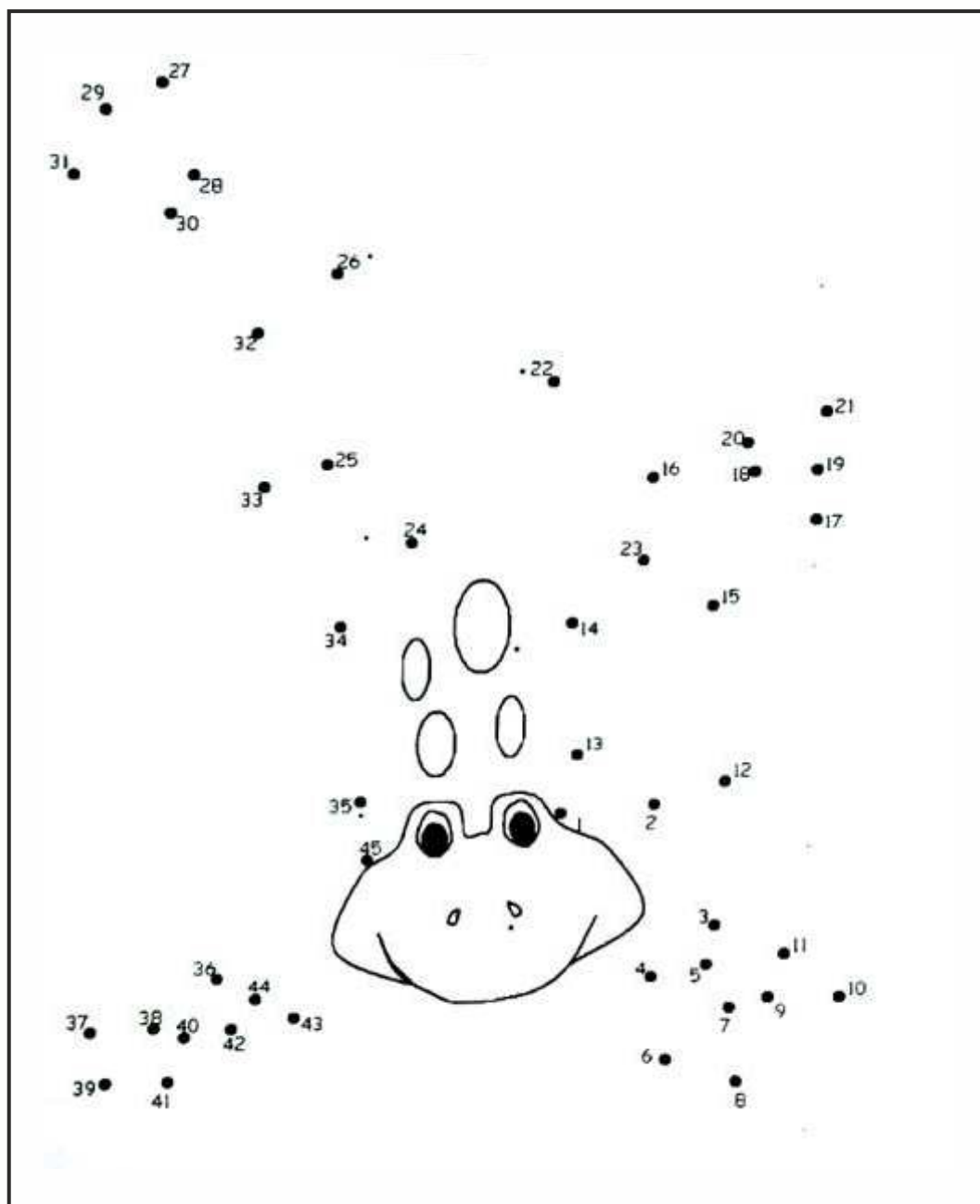
No, This is a _____



5. Is this a pen

Yes, This is a _____

Activity 15: Join the dots and see what you get. Colour the picture.



Teacher will read the following statements aloud and ask the students to draw smiley in front of the statements that they can do.

Self-check

I can do.....



Can do



Needs Help



Can't Do

1.	I can recite poem with my classmate.	
2.	I can answer simple questions based on picture.	
3.	I can sing poem/song with actions.	
4.	I can read the names of animals.	
5.	I can match the pictures with the animal name.	
6.	I can solve simple puzzle.	
7.	I can write names of animals.	
8.	I can answer questions based on my past and present experience	
9.	I can draw the picture of the animal.	
10.	I can speak 2-3 sentences about animals.	
11.	I can answer simple listening comprehension questions in one word/phase.	

UNIT-5

My Body

Activity 1: Let's Get Ready

We use different parts of our body to do different activities.

Name few activities we do with our hands.

pull, eat, _____, _____, _____,

Activities we do with our legs are:

jump, dance, _____, _____, _____,

Activity 2: Let's Listen and Recite

For the Teacher:

1. Make model recitation of the poem with actions. (focus on pronunciation, intonation).
2. Encourage students to recite/ enact and learn the poem.

Two Little Hands.

Two Little hands go clap, clap, clap

Two little feet go tap, tap, tap

Two little fists go thump, thump, thump

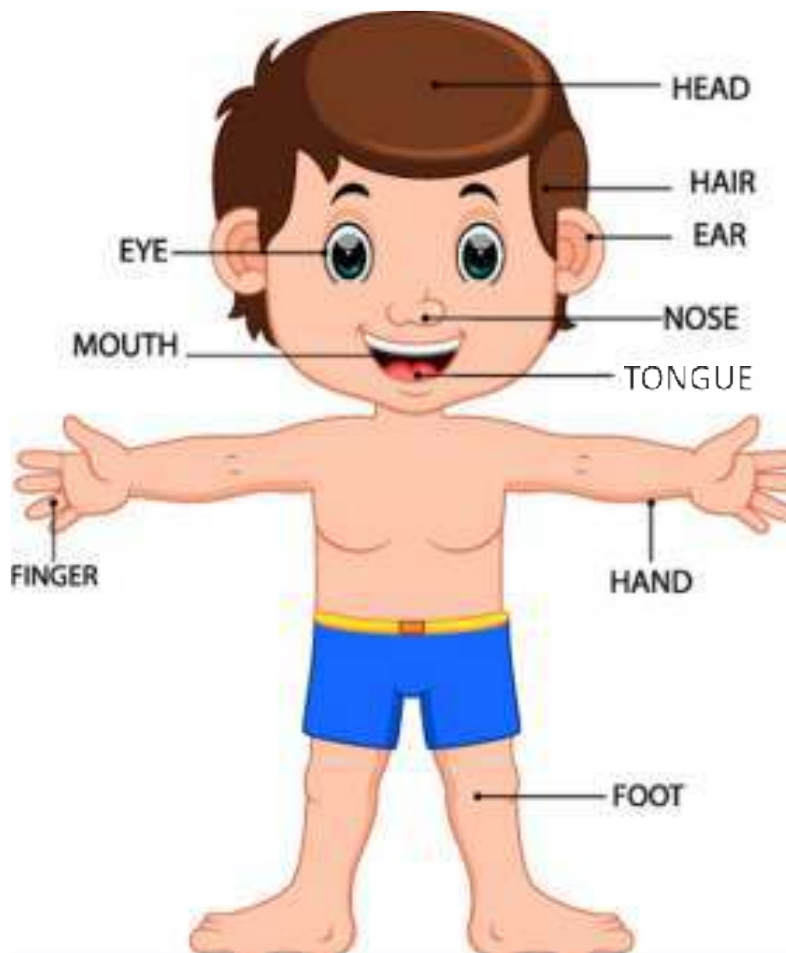
Two little legs go jump, jump, jump

And one little head goes nod, nod, nod

Activity 3: Our Body Parts

For the Teacher :-

1. Show all the body parts given in the picture.
2. Encourage students to show their body parts and name them.
3. Encourage students to describe the function of body parts (mother tongue/local language).



Activity 4: Tick (✓) the correct word and complete each sentence:

For the Teacher:

1. Encourage students to enact the actions given in the statements.
(kicking, dancing, drawing standing, holding etc.)

1. I kick with my _____. (hands/legs)



2. I dance on my _____. (elbow/feet)



3. I draw with my _____. (feet/hands)



4. I stand on my _____. (legs/head)



5. I hold things with my _____. (hands/mouth)



Activity 5: Make the plural of the following. {One (singular) and more than one (plural)}

For the Teacher:

1. Explain the concept of singular (one) and plural (many) by showing different items from the class.

1. eye _____



2. ear _____



3. hand _____



4. shoulder _____



5. leg _____



6. knee _____



7. finger _____



Activity 6: Think and Answer

1. Where does your mother put her Bindi?

_____.



2. Where do your friends/ grandparents put their glasses?

_____.



Activity 7: Let's Explore

I. We have five senses.

These are sight, smell, hearing, taste, and touch.

II. Tick (✓) the right word and write it in the given blank to complete each sentences.

1. My _____ tells me that ice is cold. (eyes/ nose/ skin)



2. My _____ tells me that the cake is yummy. (tongue/skin/ear)



3. My _____ tells me about the music I hear. (eyes/ ears/ nose)



4. My _____ tells me that my writing is good. (ear/ eyes/ nose)



5. My _____ tells me that the flower smells good. (ear/ skin/ nose)



For the Teacher:

Teacher will read the following statements aloud and ask the students to draw the smiley in front of the statements that they can do

Self-check

I can do....



Can do



Needs Help



Can't Do

1.	I can recite poem with my classmates.	
2.	I can answer simple one-word questions from the poem.	
3.	I can solve simple puzzles.	
4.	I can name different body parts	
5.	I can write names/ functions of different body parts	
6.	I can guess and share riddles.	
7.	I can listen/ answer and write short sentences.	
8.	I can speak 2-3 sentences about actions using name of different body parts.	
9.	I can speak/write about sense organs.	
10.	I can answer simple listening comprehension questions in one word/phrase	

UNIT-6

Clothes

Let's Read



Clothes & Accessories



Activity 1: Think and Answer

1. Today I am wearing_____.
2. My mother wears _____.(suit/ saree/jeans /other dress)
3. My father wears _____.(pants/ jeans/ kurta/ shirt/other dress)
4. When I go to birthday party I wear _____.

Activity 2: Let's recite/read together.

For the Teacher:

1. Make model recitation of the poem with actions. (Focus on pronunciation, intonation).
2. Encourage students to recite/ enact and learn the poem.

We all wear different clothes to cover our body.

My fathers wear pants and shirt,

My mother wears a saree.

My brother wears shorts, and t-shirt and he is very naughty,

My sister wears skirts, frocks and jeans for the party.

My friends wear hats and caps when its hot and sunny,

We all wear different clothes when its hot or its chilly.

Activity 3: Let's Complete the Words we Read in the Rhyme.



_____ants



_____hirt



_____ rocks



_____ kirts



_____ eans

Activity 4: Match the clothes with the people:

Clothes

1. Saree
2. Pants
3. Tie
4. Frock

People

man



woman



Activity 5: Picture Reading and Sequencing

For the Teacher:

1. Encourage students to enact the actions given in the statements.
(brushing, hanging the bag, bathing, wearing shirt/ socks / shoes etc.)

Garvit is getting ready for school. Put the pictures in correct order. Let's read aloud what is he doing in each picture.

WEARING SHIRT AND SHORTS



BRUSHING TEETH



TAKING BATH



HANGING THE BAG



WEARING SOCKS



WEARING SHOES



COMBING HAIR



Now write them in proper sequence.

1.

2.

3.

4.

5.

6.

7.

8.

Let's Read the Story



Shreya is getting ready for school. She opens her almirah. She picks up her uniform. She gets dressed up for school. She is very happy when she comes back from the school as she is going for a birthday party. She takes out her favourite red frock from the almirah. She picks her pink sandals and wears them. She also wears a yellow ribbon on her hair. Shreya is looking so pretty.

Shreya

Activity 6: Tick (✓) the correct option.

1. Shreya is wearing frock/tunic.
2. Shreya is wearing sandals/shoes.
3. Shreya is wearing ribbon/hair band.



Activity 7: Looking Beyond The Words (Read The Passage)

For the Teacher:

1. Read aloud the passage.
2. Encourage students to read the passage in pairs / groups.
3. Discuss about warm clothes. Ask students to name them.

Nishu is seven years old. She is a very good girl and is loved by all her teachers and friends. This summer vacation she is going to her uncle's house to spend her holidays. Her uncle lives in a hill station. Her father told her to keep in her bag warm clothes because it would be cold in her uncle's house. So she sat in front of her almirah to find out the warm clothes.



Name these clothes in the space given below



_____, _____, _____, _____, _____,
_____, _____, _____, _____, _____

Activity 8: Seasons and clothes

For the Teacher:

1. Discuss various seasons with the students.
2. Encourage students to discuss in groups about the various seasons and the clothes they wear in different seasons.
3. Students can take help from the pictures of the clothes given.

We wear different clothes in different season. The three pictures given below depict the three different seasons.

Sun represents summer season, clouds represent rainy season and snow represent winter season.

Clothes



Season





Clothes



Activity 9: Colour the picture of clothes.

Colour the picture of clothes which you are wearing. Tell your friends, what you are wearing.

(I am wearing_____.)



T-shirt



Socks



Skirt



Shoes



Jeans



Frock



Sandals



Shorts

by Dia Sud
Grade-6

Activity 10: Riddles

For the Teacher:

1. Read out the riddles and ask student to react along.
2. Encourage students to solve the riddle and circle the answer.

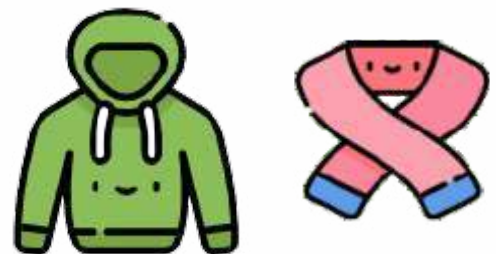
You wear me on the feet but not without the socks.



You wear me on your hands when it is very cold.



You wrap me around your neck when you feel cold.



You can't do without me when it's raining outside.



Activity 11: Match the words with the correct picture.

WORDS

Pants

Sweater

Belt

Shorts

Socks

PICTURES



Activity 12: What am I wearing?

For the Teacher:

1. Read out the names of the clothes given in the picture.
2. Encourage them to speak about the clothes they/their friends are wearing.

Look at the picture of clothes that we wear in winter and name them in the following way:
This is a sweater.



Sweater, Jacket, Cap, Muffler, Gloves

Describe what someone is wearing:

Describe what you/ your friends are wearing using the sentence structure:

I am wearing.....

He/She is wearing.....

They/We are wearing.....

Teacher will read the following statements aloud and ask the students to draw the smiley in front of the statements that they can do

Self-check

I can do....



Can do



Needs Help



Can't Do

1.	I can recite poem with my classmates.	
2.	I can answer simple one-word questions from the poem/text.	
3.	I can understand instructions to play a game.	
4.	I can understand and enact various actions.	
5	I can solve simple puzzles.	
6.	I can write names of the different types of clothes .	
7.	I can guess and share riddles.	
8.	I can listen and write short sentences.	
9.	I can speak 2-3 sentences about my favorite season .	
10	I can write/speak/enact 2-3 sentences about getting ready for school .	
11.	I can answer simple listening comprehension questions in one word/phrase.	
12.	I can use singular and plural forms of nouns in appropriate contexts.	

UNIT-7

Games

Let's Read



Indoor games: Played inside

Outdoor games: Played outside

Activity 1: Identifying Indoor and Outdoor games.

For the Teacher:

1. Discuss with the students the following questions:
 - a. What do you like to do in your free time?
 - b. Which games do you play?
2. Read aloud the names of the common games given.
3. Ask the students to put their fingers on the pictures being read.
4. Discuss with the students about indoor games and outdoor games.
5. Ask them to share about different outdoor games and indoor games that they play.

Football



Hockey



Cricket



Table Tennis



Badminton



Kabbadi



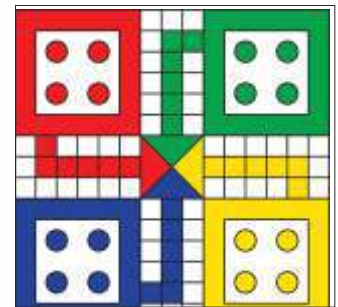
Carrom Board



Snakes & Ladder



Ludo



Chess



Activity 2: Tick the indoor games in red and outdoor games in green {in the pictures give above.}



Can you help Hunny put the play material together by joining the correct pictures?

Cricket Ball



Shuttle Cock



Badminton



Cricket Bat



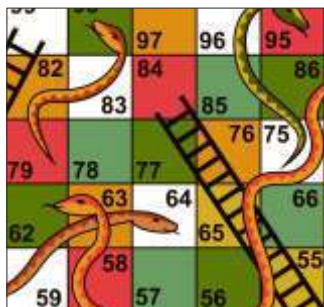
Chess



Ludo Dice



Snakes & Ladder



Tennis Racquet



Tennis ball



Chess Counters



Activity 3: Look at the pictures and put a tick (✓) or cross (X) against the given statements.

For the teacher:

1. Read the sentences to assist the students.



Put a tick (✓) or cross (X) against the statement. Teacher can read the sentences to assist the students.

1. Children are playing carom board in the park. _____
2. Children are playing cricket in the playground. _____
3. Children are skipping in the park. _____
4. Children are playing snakes and ladder. _____
5. Children are playing football in the playground. _____

Let's Read

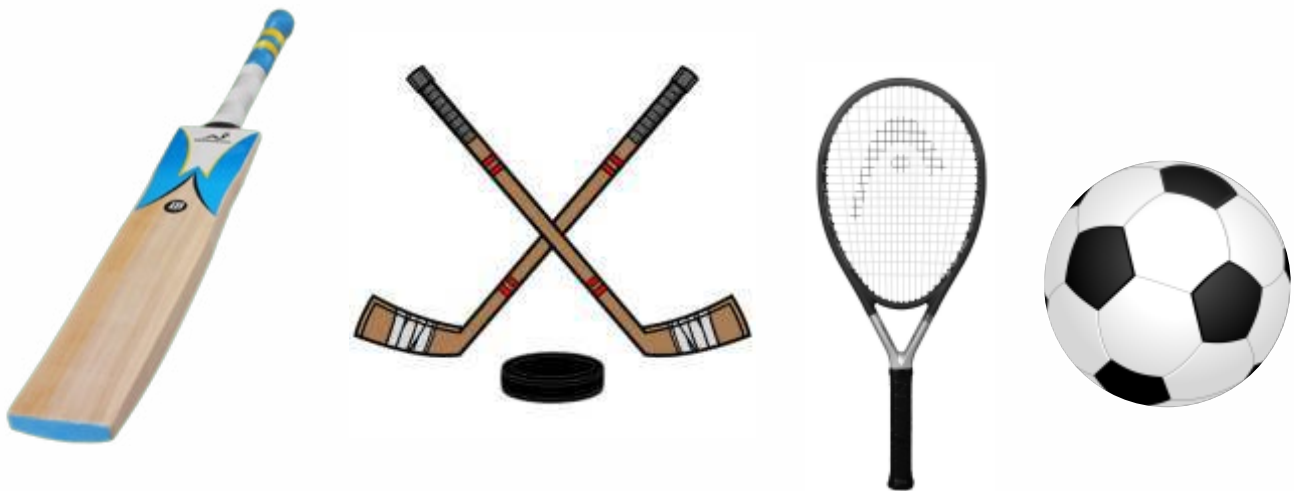


Activity 4: Sports Day.

Raman has sports day in his school. Look at the pictures below and make a list of games that can be organized in a school. Pictures will give you the clue to guess the game.

For the teacher:

1. Help the students to write the correct spellings of the games.



Name of the game:

1.

2.

3.

4.

Activity 5: Do You Know

For the teacher:

1. Read aloud the sentences to assist the students.
2. Help the students to match the pictures with the correct cues.

A. Person who runs is called an athlete.



B. National game of India is hockey.



C. Another name for football is soccer.



D. There are 11 people in a Cricket team.



Activity 6: Bingo Game

Card : 1

For the teacher:

1. Read the sentences to the students.
2. Ask the students to put the number of the statement on the correct game picture.

Listen to the statements and put the number of the statement on the correct game picture.

1. The game in which you need dice.
2. The game in which you need to jump with the rope.
3. The game in which you need counters and black & white board.
4. The game in which you need a goal post and a big, round ball.
5. The game in which you need a racquet & shuttle cock.
6. The game in which you need water.
7. The game in which you need a ball and a basket.
8. The game in which you need bat & ball.
9. The game in which you need a racquet, ball and a table.

Skipping Rope



Table Tennis



Chess



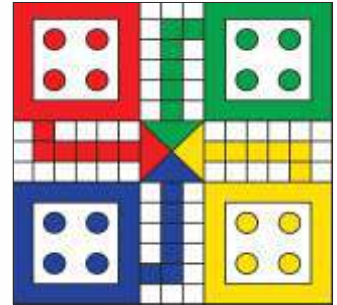
Football



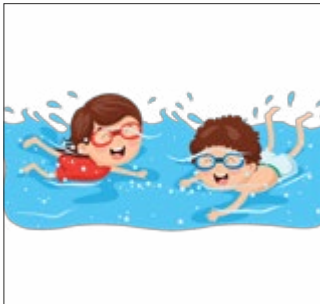
Badminton



Ludo



Swimming



Basketball



Cricket



Looking Beyond Words

For the Teacher

1. Make model recitation of the poem. (focus on pronunciation, intonation).
2. Encourage students to recite and learn the poem.
3. Help the students to complete the gaps

Activity 7: Read the Poem

I bought a brand new rubber ball.

I threw it at my bedroom wall.

It started bouncing back and forth
from north to south and south to north

Until at last it came to rest.
I like my ball. My ball is the best

-Kenn Nesbitt

Activity 8: Look at the picture and complete the sentences using the picture clues:

1. This is a



2. That is a



3 This is a



4 That is a



Activity 9: Look at the pictures and fill in the blanks with the correct word.



In

The ball is in the box.



on

The ball is _____ the box.



under

The ball is _____ the box.



between

The ball is _____ the boxes.



In front of

The ball is _____ the box.

Activity 10: Let's Recite a Poem

For the Teacher

1. Make model recitation of the poem. (focus on pronunciation, intonation).
2. Encourage students to recite and learn the poem.
3. Help the students to complete the gaps

Basketball IS my favourite sport.

I dribble up and down the court.

Cricket is my favourite sport.

Bat and ball is all I want.

Swimming is my favourite sport.

Trunks and goggles I have got.

Complete the following sentences.

My favourite game is _____ (basketball/cricket/ludo /any other game of your choice

I play it with my _____ (friends/parents)

My favourite game is _____ (indoor games/ outdoor games)

Activity 11: Let's listen and talk

Read the passage to the students.

For the Teacher

1. Read aloud the passage and ask students to keep their fingers on the words being read.
2. Discuss the meaning of difficult words in different contexts.
3. Ask the students to repeat the answers in full sentence.

Mayank and Sanya are brother and sister. Their parents go to work. After the school, they stay alone at home. First they do their homework, read their storybooks and then play different games like ludo, cards and carom board. When their parents come back from work in evening they go out to play. Mayank goes to the playground to play football. Sanya goes to the park to ride the swings. Mayank and Sanya are very happy and healthy children

1. Mayank and Sanya are friends. (true/false)
2. Mayank and Sanya first play and then do their homework(true/false)
3. Mayank plays football at home (true/false)
4. Sanya plays ludo in the park (true/ false)
5. Write the names of some indoor and outdoor games that Mayank and Sanya Played.....
6. Talk about your favourite indoor game.
7. My favourite indoor game is _____

Activity 12: Let's Play a Game

For the Teacher:

1. Try to play the given games with the students.
 2. After playing encourage the students to share their experience with the class
- Chinese whisper
 - Leader, leader action change
 - Ludo
 - Carrom board

Teacher will read the following statements aloud and ask the students to draw the smiley in front of the statements that they can do

Self-check

I can do....



Can do



Needs Help



Can't Do

1.	I can understand instructions to play a game.	
2.	I can answer simple one-word questions from the text/poem.	
3.	I can recite poem with my classmates	
4.	I can speak/read / write about various games .	
5.	I can solve simple puzzles.	
6.	I can speak/write names of different indoor and outdoor games .	
7.	I can guess and share riddles.	
8.	I can listen and answer simple questions on various games.	
9.	I can speak 2-3 sentences about my favorite sport/ game .	
10.	I can write 2-3 sentences about my favorite sport/ game.	
11.	I can answer simple listening comprehension questions in one word/phrase.	
12.	I can use prepositions like in,on,under, between etc.	

UNIT-8

My School



For the Teacher:

1. Ask the students to listen carefully so that they can respond to the questions after the second reading.
2. Read the announcement aloud twice.
3. Ask the given questions(Oral activity)

Activity 1: Listen to the announcement carefully in the morning assembly about the drawing competition

The Art club of our school is going to organise Drawing competition for classes II, III & IV the class-wise topics are:

CLASS II-MY GARDEN (4 Entries)

CLASS III-MY GARDEN (3 Entries)

CLASS IV-MY TEACHER (2 Entries)

Answer the following Questions-

Teacher

Who organised the Competition?

Students.....

Teacher

Name the classes which can take part in it.

Students.....

Teacher

Name the Topics of III and IV

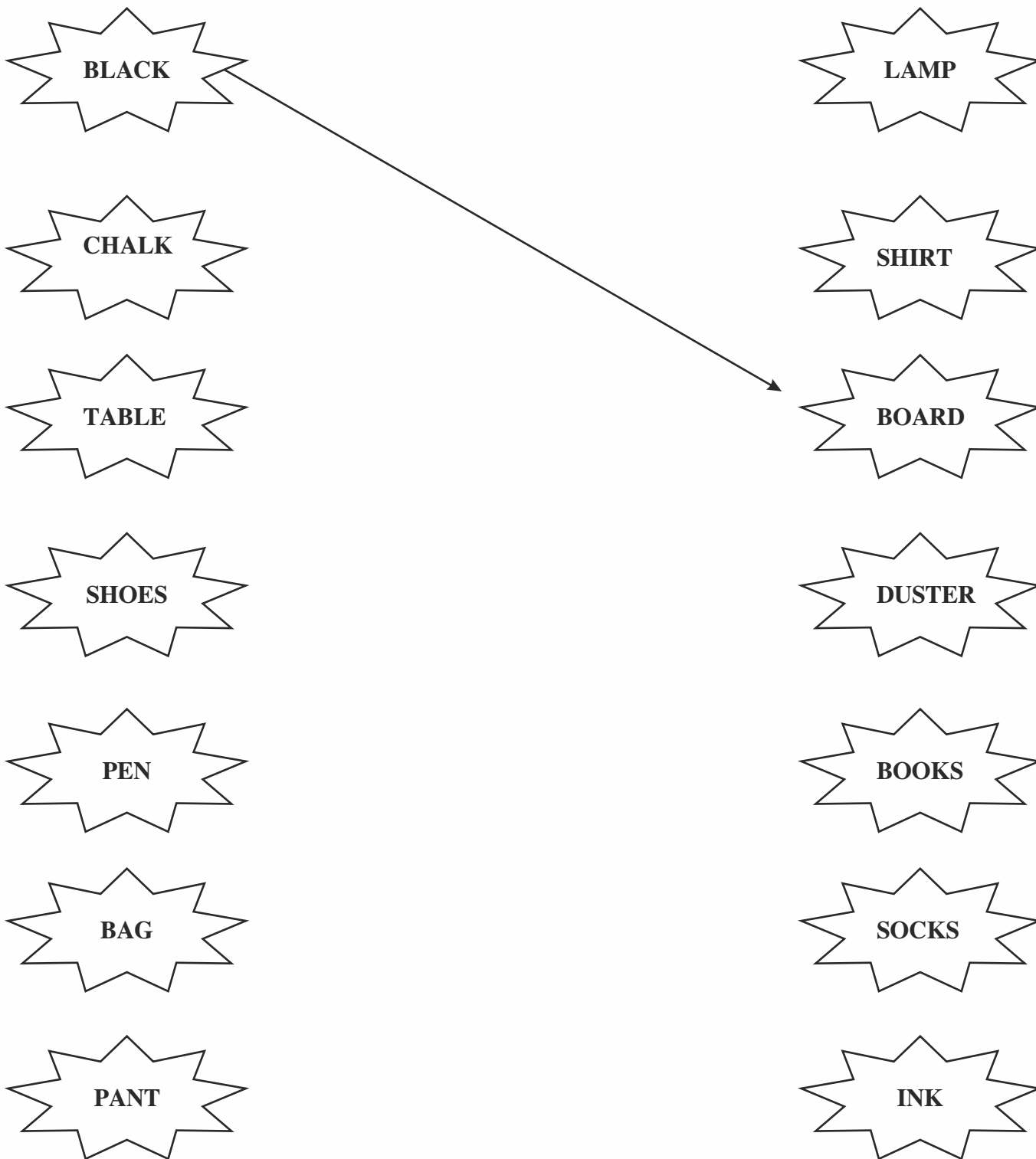
Students.....

Teacher

How many entries were announced for class II?







Students.....

Activity 2: Match the correct pairs, as shown below:



Activity 3: Complete the missing alphabets in the "MAGIC MAT" given below:

MAGIC MAT

C	—	A	—	K			
D	—	O	—				
B	—	O	—	S			
F	—	N					
A	—	M	—	R	—	H	
T	—	B	—	E			

Activity 4: Change the singular to plural. (We add 's'/'es' to word when we change the word from singular to plural)



Flower



Hut



Apple



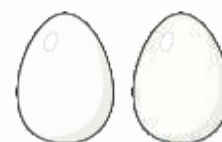
Ball



Star



Egg



Toffee



Boat



Activity 5: Pick out words from the box given below and put them under the correct pictures.

Pencil	Chalks	Blackboard	Duster
Book	Teacher	Desk	Table



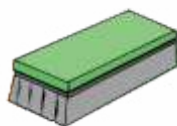














Activity 6: Describing Colours

Write the name of the colours of the following things you use in the school.

Q. What is the colour of the black board?

A. _____



Q. What is the colour of the wall of your Classroom?

A. _____



Q. What is the colour of your socks?

A. _____



Q. What is the colour of your bag?

A. _____



Q. What is the colour of the chalk?

A. _____



Activity 7: Let's Read Together

First, listen to the teacher carefully, then, read yourself.

I study in XYZ primary School in Dwarka Sec-4. The school has a huge building. It has around 50 classrooms. There are 2000 students and 56 teachers in my school. We have the morning assembly every day in the ground.

All of us share things with one another during lunch. Our teacher helps us to arrange our things. I love my school very much.

New Words

- assemble: to come together as a group.
- arrange: to put something in a proper order.
- share: divide between people/ give some of yours.
- huge: large in size.

Activity 8: Think and Answer

- How many classrooms are there? _____
- How many teachers are there? _____
- How many students are studying in the school? _____

Activity 9: Circle the words related to school in the given box.

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

Activity 10: Let's Discuss

Tick (✓) the good habits and cross (X) the bad ones.



using dustbin

GOOD HABITS

☐

BAD HABITS

☐


tearing paper

☐
☐


fighting with other

☐
☐


sharing lunch

☐
☐


late in class

☐
☐

Activity 11: Let's Find

Write the opposites of the following words

Late _____

Clean _____

Happy _____

Good _____

Big _____

Tall _____

**dirty, bad, small
short, sad, early**

Activity 12: Words are Fun

I Speak these words aloud after the teacher and add two more words

Words that have similar sound are called Rhyming words. e.g. Dust-must

Pen — Den — Men — Hen — Ten

Book — Hook

Chalk — Talk — Walk

Bag — Tag — Lag

Duster — Cluster

Table — Cable

Activity 13: Select the rhyming words and circle them with same colour.

PEN

HAIR

HOOK

TEN

PICK

TABLE

CAN

WALK

BOOK

MEN

TALK

TAG

CHAIR

SICK

BAG

CABLE

Activity 14: Let's Listen and Recite

For the Teacher:

1. Make model recitation of the poem. (focus on pronunciation, intonation).
2. Encourage students to recite and learn the poem.
3. Encourage students to speak 2-3 lines on 'My Teacher'

My teacher's name is _____

He/She likes _____

Oh! My Teacher

Oh! my teacher, you are very nice
You always try hard, to make us wise

Oh! my teacher

No matter what we do

You always love us, we love you too.

Oh! my teacher

You are great that's true

We move forward

We'll always remember you.



Activity 15: Read the following and answer the questions:

For the Teacher:

1. Read aloud the passage and ask students to keep their fingers on the words being read.
2. Discuss the meaning of difficult words in different contexts.
3. Ask the students to repeat the answer in full sentence

Going to school is a daily routine for us in the morning Madhu makes a fuss in getting up. But She gets up by 6am and gets ready for the school.

If we are late, we have to run with shoe laces not tied well. However, when we reach school and we see our friends, we feel very happy and forget everything else

1. When do you wake up in the morning?
2. I wake up at _____
3. Do you like to go to school? (Yes/No)
4. What do you do when you are late to school?

5. How do you feel when you reach school?

6. I feel _____ (happy/sad) when I reach School.

Activity 16: Let us Recite a Poem

For the Teacher:

1. Make model recitation of the poem. (focus on pronunciation, intonation).
2. Encourage students to recite and learn the poem.



School is fun

School is fun

In the playground, we play and run

School is fun

In the classroom, we study and learn

School is fun

During the morning assembly, we exercise under the sun

School is fun

During the lunch break, we have bread and bun

School is fun

Here the teachers are kind to everyone

School is fun,

Even though there is much work to be done.

Notes

[illegible]

Notes

[illegible]