



Remedial Teaching English

Teachers Manual
Level I, II, III & IV



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Introduction

The National Council of Education Research and Training (NCERT), based on the National Achievement Survey (NAS) has framed 'Learning Outcomes' for Elementary Education in the academic year 2017-18. The State Government of TamilNadu has introduced a child friendly pedagogical process in 2005 to raise the early literacy of the children.

In continuation to that, in 2018 in pedagogy there is a paradigm shift from schooling to learning having the focus on learning outcome rather than inputs. The outcome is what the students are expected to communicate and demonstrate in terms of skills and values at the end of schooling. Monitoring is done to fill the gap in the level of curriculum, syllabus and textbook, through remedial measures to meet the requirement of the students.

Hence the students in the different learning levels are in need of Remedial Teaching with transactional strategies to fill up the learning gap to attain the appropriate learning outcomes.

As a follow up measure, the workshop in five phases to prepare Teachers' Manual and Students' workbook was conducted with a team comprised of DIET lecturer, BRTES, Primary and Upper Primary teachers. This module on remedial teaching in English aims to weed the difficulties in attaining the learning outcomes through language games, simple day to day activities and worksheets. This is a complete package consisting of a teachers' manual and a workbook for students. It is targeted to the students of primary and upper primary classes in acquiring the four major skills of language listening, speaking, reading and writing. The different levels of the students are identified as follows.

- Level I - Letter And Sound Identification
- Level II - Vocabulary Development
- Level III - Sentence Structure
- Level IV - Comprehension skills (LSRW)

Teacher's manual reflects the transactional strategies to acquire the skills of language using innovative activities. Similarly the students are provided activities with suitable levels to do individually, in peer or in small groups. The activities are designed in such a way to raise the level of the students from one level to the next level in the stipulated time. It is a challenge to the talent of the teachers to make the slow bloomers attain the fixed levels at a feasible time. The teacher module and the student workbook are structured to meet the requirement of each level of the students to reach the "reach" and help them in setting back to the mainstream. The achievement of the goal of this remedial teaching lies in the hands of both committed teachers and students...

LEVEL - I

| S.No. | Topic | Page No. | Period |
|--|------------|----------|--------|
| Letter and sound identification | | | |
| 1 | Aa, Bb, Cc | 7 | 3 |
| 2 | Dd, Ee, Ff | 9 | 3 |
| 3 | Gg, Hh, Ii | 9 | 3 |
| 4 | Jj, Kk, Ll | 10 | 3 |
| 5 | Mm, Nn, Oo | 10 | 3 |
| 6 | Pp, Qq, Rr | 10 | 3 |
| 7 | Ss, Tt | 11 | 3 |
| 8 | Uu, Vv, Ww | 11 | 3 |
| 9 | Xx, Yy, Zz | 11 | 3 |

LEVEL - II

| S.No. | Topic | Page No. | Period |
|-------------------------------|-------------------------------|----------|--------|
| Vocabulary development | | | |
| 1 | Blends (br,cr,dr,fr,gr,pr,tr) | 12 | 2 |
| 2 | Blends(bl,cl,gl,fl,pl,sl) | 13 | 2 |
| 3 | Blends (sc,sk,sm,sn) | 14 | 2 |
| 4 | Diagraphs ((ch,sh,th,wh) | 14 | 2 |
| 5 | CVC words | 16 | 2 |
| 6 | Sight words | 18 | 2 |
| 7 | Articles | 19 | 2 |
| 8 | Colours | 21 | 2 |
| 9 | Naming words | 22 | 2 |
| 10 | Action words | 24 | 2 |
| 11 | Describing words | 26 | 2 |
| 12 | Fruits | 28 | 2 |
| 13 | Vegetables | 29 | 2 |
| 14 | Prepositions | 30 | 2 |
| 15 | Have verbs, Be verbs | 32 | 2 |

LEVEL - III

| S.No. | Topic | Page No. | Period |
|----------------------------|---|----------|--------|
| Sentence structures | | | |
| 1 | Demonstrative Pronouns | 34 | 2 |
| 2 | Pronouns | 36 | 2 |
| 3 | Usage of Like /Likes | 39 | 2 |
| 4 | Usage of Can / Can't | 40 | 2 |
| 5 | Types of Sentences - Assertive / Declarative sentence | 41 | 1 |
| 5.1 | Interrogative sentence | 43 | 1 |
| 5.2 | Imperative sentence | 45 | 1 |
| 5.3 | Exclamatory sentence | 46 | 1 |
| 6 | Subject and Predicate | 47 | 2 |

LEVEL - IV

| S.No. | Topic | Page No. | Period |
|-----------------------------|-------------------------|----------|--------|
| Comprehension skills | | | |
| 1 | Listening Comprehension | 49 | 3 |
| 2 | Speaking Comprehension | 53 | 3 |
| 3 | Picture Comprehension | 54 | 2 |
| 4 | Reading Comprehension | 56 | 3 |
| 5 | Writing Comprehension | 58 | |
| 5.1 | Word building | 58 | 3 |
| 5.2 | Sentence writing | 60 | 4 |
| 5.3 | Paragraph writing | 63 | 2 |

Level - I

Letter and sound identification

A, B, C

Learning outcomes

The Students

- recognize the difference and similarities between upper and lower case letters
- learn the phonemic sounds of the alphabet
- learn to trace and write the letters of the alphabet

Materials Needed: Flash cards, alphabet charts, alphabet blocks, posters, alphabet pictures, crayons, colour pencils, ruler, models and realia.

Teacher transaction

- The teacher shows the letter card of 'A' and 'a' and asks the students to say the name of the letter after the teacher.
- The teacher shows the picture cards with letter cards and asks the students to say it.
- The teachers sings "Letters on the Bus" (Tune : The Wheels on the Bus)

The letter on the bus says,

A A A
A A A
A A A

The letter on the bus says,

A A A
All through the town.

Note to the teacher: The teacher can replace 'A' for other letters (from B to Z) names and do the teacher transaction for all other letters.

- The teacher says the sounds of each letter clearly and repeats it a few times. The students repeat after the teacher.
- The teacher now sings the "Sounds on the bus"

(Tune : The Wheels on the Bus)

The sound of the letter goes,

/æ/ /æ/ /æ/

/æ/ /æ/ /æ/

/æ/ /æ/ /æ/

The sound of the letter goes,

/æ/ /æ/ /æ/

All through the town.

Note to the teacher: The teacher should replace /æ/ with the other

sounds as b - /b/, c - /k/, d - /d/, e - /e/, f - /f/, g - /g/, h - /h/, i - /i/, /ai/, j - /dʒ/, k - /k/, l - /l/, m - /m/, n - /n/, o - /ɒ/, /aʊ/, /p - /p/, q - /k/, r - /r/, s - /s/, t - /t/, u - /ʌ/, /ju:/, v - /v/, w - /w/, x - /ks/, y - /j/, z - /z/. The teacher can use the phonetic CD's provided in schools.

- The teacher uses alphabet blocks, which the students touch to learn the shape and pass it around.
- The students arrange the jumbled letter blocks and put them in right order.
- The teacher lets the students write the shape of the letters with their fingers on air.
- The teacher allows the students to trace the shape of the capital and small letters on the four lines provided.
- The teacher encourages the students to say each letter's name and its sound as they trace upper and lower cases.
- The teacher asks questions when the students are tracing and writing, for example, Name the letter, what is its sound?

1. A a, B b, C c

The teacher follows the same teacher transaction activity as in letter 'A' to teach name of the letters (B and C), its sound and writing. The teacher uses picture and associate them with their letters.

A - apple, ant, axe, arrow, aeroplane

B - ball, bat, bell, bear, book, boat, boy, bag

C - cat, can, cow, clock, candle, crow

Then the teacher asks the students to do the activities in worksheet.

2. D d, E e, F f

The teacher follows the same teacher transaction activity as in letter 'A' to teach name of the letters (D, E, F), its sound and writing. The teacher uses picture and associate them with their letters.

D - dog, doll, drum, door, duck, dove, dam, date

E - egg, envelope, elephant, eraser, emblem

F - fish, five, fan, family, father, frog, four

Then the teacher asks the students to do the activities in worksheet.

3. G g, H h, I i

The teacher follows the same teacher transaction activity as in letter 'A' to teach name of the letters (G, H, I), its sound and writing. The teacher uses picture and associate them with their letters.

G - goat, girl, gun, game, gate, grapes

H - hen, hand, hat, head, hop, hut

I - igloo, ink, insect, inch, bit, ice cream

Then the teacher asks the students to do the activities in worksheet.

4. J j, K k, L l

The teacher follows the same teacher transaction activity as in letter 'A' to teach name of the letters (J, K, L), its sound and writing. The teacher uses picture and associate them with their letters.

J - jug, jam, jump, jeep

K - kite, king, key, kangaroo

L - lion, lamp, leg, long

Then the teacher asks the students to do the activities in worksheet.

5. M m, N n, O o

The teacher follows the same teacher transaction activity as in letter 'A' to teach name of the letters (M, N, O), its sound and writing. The teacher uses picture and associate them with their letters.

M - mat, man, monkey, moon, mug, mop

N - nest, net, needle, nurse, night, nose

O - onion, ox, lot, owl, oil, octopus

Then the teacher asks the students to do the activities in worksheet.

6. P p, Q q, R r

The teacher follows the same teacher transaction activity as in letter 'A' to teach name of the letters (P, Q, R), its sound and writing. The teacher uses picture and associate them with their letters.

P - pen, parrot, pin, pet, peacock

Q - queen, quick, quit, quill, queue

R - run, rat, rose, rub, ring

Then the teacher asks the students to do the activities in worksheet.

7. S s, T t

The teacher follows the same teacher transaction activity as in letter 'A' to teach name of the letters (S,T), its sound and writing. The teacher uses picture and associate them with their letters.

S - snake, snail, squirrel, sister, sun, shoe, star

T - ten, tree, top, tall, tiger, tent, tap, tortoise

Then the teacher asks the students to do the activities in worksheet.

8. U u, V v, W w

The teacher follows the same teacher transaction activity as in letter 'A' to teach name of the letters (U,V,W), its sound and writing. The teacher uses picture and associate them with their letters.

U - umbrella, uniform, utensils, cup, bud

V - van, vase, violin, vegetables, victory

W - wheel, window, watch, watermelon, worm

Then the teacher asks the students to do the activities in worksheet.

9. X x, Y y, Z z

The teacher follows the same teacher transaction activity as in letter 'A' to teach name of the letters(X, Y, Z), its sound and writing. The teacher uses picture and associate them with their letters.

X - x-ray, six, fox, x-mas, xylophone

Y - yacht, yak, yolk, young, you, yam

Z - zebra, zoo, zero, zoom, zip, zigzag

Then the teacher asks the students to do the activities in worksheet.

Level - II

Word Identification

1. Blends - (br, cr, dr, fr, gr, pr, tr)

Learning outcomes

The students

- learn to spell
- understand spelling patterns with blends
- pronounce words with common blends like 'br' 'fr' like 'brick' 'frog' etc...

Materials needed: picture cards, word cards

Teacher transaction

- The teacher shows the picture cards one by one to the students and elicits the word.
- The teacher introduces the blends one by one with picture cards using the words given in the list.
- The teacher highlights the blends and its sounds.
- The teacher practices the blends (br,cr,dr,fr,gr,pr,tr) repeatedly.
- The teacher pronounces each blend and gives as many examples as possible and makes the students say it aloud.

| | | | | |
|----|--------|--------|--------|--------|
| br | brick | bring | brave | brush |
| cr | crown | crow | cry | crab |
| dr | draw | drop | drum | dry |
| fr | friend | frog | frock | fridge |
| gr | grass | grew | grapes | green |
| pr | prick | pray | press | prince |
| tr | tree | trophy | tray | trunk |

Then the teacher asks the students to do the activities in the worksheet.

2.Blends - (bl, fl, pl, cl, gl, sl)

Learning outcomes

The students

- learn to spell
- understand spelling patterns with blends
- pronounce words with common blends like 'bl' 'fl' like 'blue' 'flag' etc...

Materials needed: picture cards, word cards

Teacher transaction

- The teacher sings the song and makes the students repeat after her.

bl consonant song

The blue car goes bl-bl-bl-blur,
The black goat goes bl-bl-bl-bleat,
The boy plays with bl-bl-bl-blocks,
The strong wind just bl-bl-bl-blows.

- The teacher shows the picture cards one by one to the students and elicits the word.
- The teacher introduces the blends one by one with picture cards using the words given in the list.
- The teacher highlights the blends and its sounds.
- The teacher practices the blends (bl,fl,bl,cl,gl,sl) repeatedly with example

Words for practice

| | |
|----|-----------------------------------|
| bl | blanket, blue, black, blink, blow |
| fl | floor, float, flag, fly, flower |
| pl | plant, play, place, plate, please |
| cl | clap, class, clip, clay, clean |
| gl | globe, glass, glad, glue, glow |
| sl | sleep, slate, slow, slide, slip |

Then the teacher asks the students to do the activities in the worksheet.

3. Blends - (sc, sk, sm, sn)

Learning outcomes

The students

- learn to spell
- understand spelling patterns with blends
- pronounce words with common blends like 'sc' 'sk' like 'scale', 'sky' etc...

Materials needed: picture cards, word cards

Teacher transaction

- The teacher shows the picture cards one by one to the students and elicits the word.
- The teacher introduces the blends one by one with picture cards using the words given in the list.
- The teacher highlights the blends and its sounds.
- The teacher practices the blends (sc, sk, sm, sn) repeatedly with examples.

Words for practice

| | |
|----|-----------------------------------|
| sc | scar, scarf, score, scale |
| sk | sky, skip, skin, skate, sketch |
| sm | smile, small, smell, smart, smash |
| sn | snake, snow, snail, sneeze, snack |

Then the teacher asks the students to do the activities in the worksheet.

4. Diagraphs - (ch, sh, th, wh)

Learning outcomes

The students

- learn to spell
- understand spelling patterns with diagraphs
- say tongue twisters in English

Materials needed: Picture cards, word cards

Teacher transaction

- The teacher shows the picture cards one by one to the students and elicits the word.
- The teacher introduces the diagraphs one by one with picture cards using the words given in the list.
- The teacher highlights the diagraphs and its sounds.
- The teacher practices the diagraphs repeatedly.
- The teacher introduces the diagraphs ch, sh, th, wh.
- The teacher pronounces each diagraph and gives as many examples as possible and makes the students say it aloud.
- The teacher says the tongue twister "She sells sea-shells in the sea-shore".
- The students repeat it. The teacher explains that the letters 's' and 'h' blend together and gives the sound 'sh'
- The teacher says the tongue twister.
 'Chicken city, kitchen city, checked chicken, kitchen checked'
- The students repeat it. The teacher explains that the letter 'c' and 'h' blend together and gives the sound 'ch'
- The teacher says the tongue twister

I thought a thought

But the thought I thought

Wasn't the thought I thought I thought.

- The students repeat it. Teacher explains that the letter 't' and 'h' blend together and gives the sound 'th'
- The teacher sings the song

Whether the weather be fine,
 Or whether the weather be not
 Whether the weather be cold
 Or whether the weather be hot,
 We'll weather the weather,
 Whatever the whether
 Whether we like it or not.

The teacher gives practice to the words beginning and ending with the following sounds.

Words for practice

| Sounds | Beginning | Ending |
|--------|--|---|
| sh | shell, shoe, shop, ship, shirt, snake, sheep, shade, sharp | fish, cash, dash, push, wash, rush, brush, crush, flash |
| ch | chin, chill, chop, chew, chair, chick, chain, chalk, checks | rich, beach, branch, touch, pinch, coach, bench, munch, lunch |
| th | thud, three, thumb, thick, think, thank, thing, theft, throat | earth, bath, fourth, mouth, north, south, froth, sloth, depth |
| wh | whip, whim, whale, wheel, whisk, white, wheat, whistle, whether | — |

Then the teacher asks the students to do the activities in the worksheet.

5. Consonant Vowel Consonant (CVC) words

Learning outcomes

The students

- learn to make letter with sound association
- recognize initial and final consonant letter sounds in words
- learn to blend and read CVC word families
- recognize sight words and high frequency words
- write simple words like bit, dip, sun etc.,

Materials needed: picture cards, word cards and markers.

Teacher transaction

The teacher asks students to pick two to four words from the list, for example sun, cat, hat and asks them to copy them on paper, and then draw pictures to illustrate them.

- The teacher begins with a **key word**, for example *can*.
- The teacher helps children to think of words that rhyme. They can raise their hands to take turns.
- The teacher plays a guessing game "I spy you see" - "I'm thinking of a word that starts with /f/ and ends with *-an*, or "I'm thinking of something that starts with /p/ and you use it for frying.
- The teacher asks children to think of words that end in *-an* (*pan, fan, ran, man, tan, van*)

The teacher can extend the game by making variations in word families like:

- it - bit, fit, sit, hit, pit
- ip - dip, hip, lip, sip,
- in - bin, fin, sin, kin, pin
- en - hen, ten, pen, den,
- at - cat, rat, pat, mat, hat
- ig - big, fig, pig, dig
- un - sun, gun, fun, run

Then the teacher asks the students to do the activities in the worksheet.

6. Sight Words

Learning outcomes

The students

- read and recognize new sight words
- identify sight words with different spelling patterns using visual support
- learn to pronounce and spell sight words appropriately

Materials needed: picture cards and word cards

Teacher transaction

The teacher sings the song and asks the students to repeat it.

SIGHT WORD SONG

(To the tune of B-I-N-G-O, fill in the blanks with your word)

I know my sight word

for the day, and

*What is my sight word.

*Repeat 5 times

And What is my sight word!

Note: * The teacher has to replace 'what' with other sight words.

The teacher shows the flash cards one by one to the students and elicits the word.

- The teacher asks the students to look at the word, for example 'they' and tells them to repeat it.
- The teacher asks the students to say the word, to spell out and read it.
- The teacher asks the students to say the word again and tells them to write the letters in the air.

The teacher follows the same procedure to teach the other sight words given below:

the, of, and, a, to, in, is, you, that, it, he, was, for, on, or, as, with, his, they, I, at, be, this, have, from, or, one, had, by, but, not, all, were, we, when, can, an, she, do, if, am, to, at

For more practice

| | | | |
|-------|------|-------|------|
| what | go | said | your |
| that | how | any | end |
| been | down | then | into |
| about | very | their | some |

Then the teacher asks the students to do the activities in the worksheet.

7. Articles

Learning outcomes






The students

- learn to use the articles a, an and the
- choose the article for a given noun
- recognize that articles are used with nouns
- use articles aptly in sentences

Materials needed: picture cards, word cards, English newspaper

Teacher transaction

- The teacher shows the picture cards one by one to the students and elicits the word.

| | | |
|---|---|---|
|  |  |  |
| A pencil | An aeroplane | The cauvery |
|  |  |  |
| The globe | The Taj Mahal | An umbrella |

Then the teacher explains the usage of articles.

'a' is used before singular nouns starting with consonant sounds.

'an' is used before singular nouns starting with vowel sounds.

'the' is used before both singular nouns and plural nouns when used in specific.

➤ The teacher gives practice of the following words with articles:

| | | |
|-------------|--------------|----------------|
| a ball | an egg | the sun |
| a tree | an umbrella | the stars |
| a cow | an ice cream | the class room |
| a car | an apple | the moon |
| a bag | an eraser | the sky |
| a bat | an orange | the world |
| a hut | an aeroplane | the earth |
| a red pen | an elephant | the Cauvery |
| a carrot | an orange | the Taj Mahal |
| a flower | an ink pot | the globe |
| a bird | an owl | the mountain |
| a butterfly | an old man | the temple |
| a cap | an ox | the Godavari |

Then the teacher divides the class into 3 groups and named them 'a, an, the' respectively.

- The teacher provides picture of variety of objects and ask them to classify it according to their teams.
- If students find it difficult to classify, the teacher can help them.
- The team which finishes first wins the game.

Then the teacher asks the students to do the activities in the worksheet.

8. Colours

Learning outcomes

The students

- identify and name the colours
- identify and name objects by way of their colour name
- associate words with pictures of colours

Materials needed: picture cards, word cards

Teacher transaction

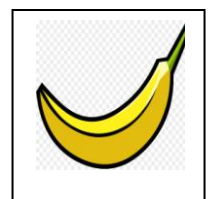
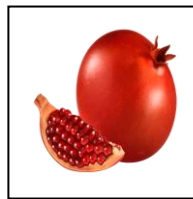
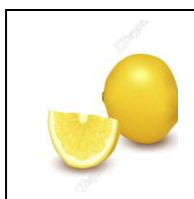
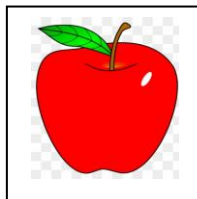
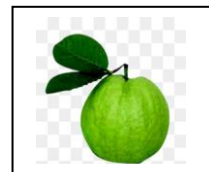
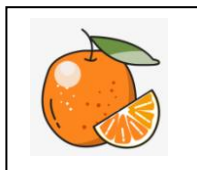
The teacher sings the song and makes the students repeat it.

If You're Wearing Red Today

If you're wearing red* today,
Red* today, red* today,
If you're wearing red* today,
Stand up and shout, "Hooray!"

*Replace with different colour names.

- The teacher introduces the colours of the classroom objects
 - i) Black board
 - ii) White chalk
 - iii) Green pen, etc.,
- The teacher shows the flash cards of colourful vegetables, colourful fruits, etc.,



- The teacher asks the students to say their favourite colours.
- After the input the teacher asks the students to do the activity.
- The teacher plays 'Colour Stand Up And Jump' game. The teacher distributes colored papers, a colour per student.
- The teacher tells the students to sit in a circle.
- When the teacher says a colour, for example yellow, the student holding that colour should stand up, jump and sit down.
- The teacher should start off slowly and get faster and faster.

Then the teacher asks the students to do the activities in the worksheet.

9. Naming words

Learning outcomes

The students

- identify naming words in sentences.
- read common naming words and match them with pictures
- write appropriate naming words to identify an object
- name familiar objects seen in pictures





Materials needed: picture cards, word cards, picture chart, markers & realia.

Teacher transaction

- The teacher shows the picture cards one by one to the students and elicits the word.



Then the teacher categorizes the above pictures under four headings as person, place, thing and animal.

| | | |
|--------|----------|--|
| person | Mr. Arun |  |
| place | school |  |
| thing | pen |  |
| animal | lion |  |

- The teacher continues the session with an activity 'Is it a Person, Place, or Thing'.
- The teacher prepares noun flash cards with images on one side and words on the other side.
- The teacher picks up a flash card containing the word 'book' and asks the students "Is 'book' a person, place or thing?" the students categorize it correctly and says, 'the book is a thing'.
- The game can be continued with different flash cards.
 - The teacher has to prepare picture and word cards like picture of fruits,
- public places, towns, temples, rivers and mountains to play the game.
 - Then the teacher asks the students to do the activities in the worksheet.

10. Action words (Verbs)

Learning outcomes

The students

- learn the pronunciation and spelling of the action words (verbs)
- able to perform actions for the words
- recognize action words (verbs) and use them in sentences
- identify the verb in a sentence

Materials needed: picture cards, word cards, picture chart, markers & realia.

Teacher transaction

The teacher sings the song and makes the students repeat it.

Emotions

When I am happy, I laugh. Ha, ha, ha.

When I am sad, I cry. Boo, hoo, hoo.

When I am angry, I yell. Rats, rats, rats.

When I am down, I sigh. Ahh, ahh, ahh.

Any way I feel, I can show it to you,

Do you ever feel the same way, too?

When I am tired, I yawn. Aw, aw, aw.

When I am silly, I giggle. Hee, hee, hee.

When I am sick, I moan. Oh, oh, oh.

When I am excited, I wiggle, jiggle, jiggle, jiggle.

Any way I feel, I can show it to you,

Do you ever feel the same way, too?

- The teacher plays a game 'Charades'. The class is divided into two teams.

- The teacher comes up with a list of action words that are not too hard to guess.
- One player from a team is given an action word and made to act out.
- The same teammates guess the words correctly from the actions made by the player.
- The teacher gives the rules of the game before the activity begins.
- Then , the teacher picks a card for example 'jump' and acts it out for the students to guess it.

If a child is unable to read the word, the teacher can whisper the word to the child. The team which guesses more correct words wins the game.

The teacher now plays another game with the students 'Appu says'

- Words to be used for 'Appu says' game:
Run, hop, jump, throw, talk, eat, look, sit, ride, read, sing, dance, clap, write, draw, build, paint, wash, skip, cook, pour, stir, laugh, cry, drink, walk, sleep, climb, smile, catch, wink, drive, cut, bite, fly, pull, push, lift, kick, smell, listen, carry, open, close, tear, brush.
- The teacher shows the picture chart of action words and makes the students spell the words:
Run, dance, sit, brush, walk, play, skip, hop, jump, crawl, swim, dance, fly, kick, eat, clap, listen, watch, look, smell.
Then the teacher asks the students to do the activities in the worksheet

11. Describing words (Adjectives)

Learning outcomes

The students

- generate a list of common adjectives.
- identify adjectives in sentences
- Use simple adjectives related to size, colour, feelings like big, blue, sad etc.

Materials needed: flash cards, markers, realia & smiley.

Teacher transaction

The teacher sings the song and makes the students repeat it.

PUMPKINS

Pumpkins can be big

Pumpkins can be small.

Pumpkins can be short.

Pumpkins can be tall.

Pumpkins can be orange

Pumpkins can be green.

But, a polka dotted pumpkin,

I've never seen!

The adjective flashcards should have both pictures and words on it.

Colors : blue, red violet, orange, green, yellow, purple.

- The teacher first teaches colours by showing fruits and vegetables and asks them to draw red apple, yellow banana, green mangoes, purple brinjal, orange carrots.

Sizes: tall, short, big, small, long, thin, thick, hot, cold, beautiful, ugly, new, old, fast, slow, soft, hard.

- Then, the teacher teaches them sizes by showing pictures, real objects and flash cards.
- For example the teacher shows the picture of giraffe and says 'Giraffe is tall' and shows a picture of lamb and says 'Lamb is short'.

Feelings : happy, sad, angry.

- The teacher uses smileys and facial expressions to teach emotions.
- The teacher asks the students to do the 'describing nouns' activity.
- The teacher holds up a card with a noun on it.
- The teacher asks the first student to say what the picture is (i.e. ball).
- The teacher asks the next student to say one word that describes the item and then name the item (blue ball).
- The teacher asks the next student, to name the previous adjective and asks the student to add one more adjective (small, blue ball).
- The teacher continues the game until a student make a mistake in listing the adjectives or cannot think of a new one.
- The teacher starts the game over with a new picture when someone makes mistakes.

Then the teacher asks the students to do the activities in the worksheet.

12. Fruits

Learning outcomes

The students

- identify the names of fruits
- able to spell the names of different fruits
- associate the name with the objects.

Materials needed: flash cards, markers and realia.

Teacher transaction

The teacher sings the song and makes the students repeat it.

Where is my fruit?



Where is my fruit?

Where is my fruit?

Where is my fruit?

Here it is! Here it is!

Here it is! Here it is!

- The teacher shows the picture cards one by one to the students and elicits the word.
- The teacher pronounces the name of the fruits with spellings and asks the students to repeat it.



- The teacher asks the students to say 'yes' or 'no'

1. Do you like apples? Yes/No
2. Do you like oranges?
3. Do you like Bananas?
4. Do you like Mangoes?

5. Do you like grapes?

6. Do you like papayas?

7. Do you like pineapples?

➤ Then, the teacher asks the students to say about their favourite fruits (colour-taste) for example:

➤ Mangoes are yellow.

➤ They are sweet and juicy.

Then the teacher asks the students to do the activities in the worksheet.

13. Vegetables

Learning Outcomes

The students

- identify the names of vegetables
- able to spell the names of different vegetables
- associate the pictures with the name of the vegetables.

Materials needed: flash cards, markers, realia and smiley.

Teacher transaction

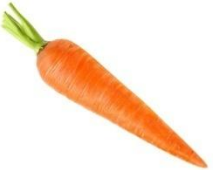











The teacher sings the song and makes the students repeat it.

The Vegetable Song

(Tune - Twinkle twinkle little star)

Carrot, Peas and Broccoli
Vegetables are good for me
For my snack and in my lunch
Veggie sticks are great to munch
Carrot, Peas and Broccoli
Vegetables are good for me

The teacher teaches them by showing picture cards one by one and introduces the names of vegetables.

| | | | |
|--|--|--|--|
|  |  |  |  |
| carrot | onion | chill | greenchilli |
|  |  |  |  |
| beetroot | pumpkin | potato | yam |
|  |  |  |  |
| garlic | raddish | corn | drumstick |

- Then the teacher puts the vegetables in the centre of a circle of students and asks the students to sort vegetables by color and size.
- The teacher pronounces the name of the vegetables with spelling and asks the students to repeat it.

Then the teacher asks the students to do the activities in the worksheet.

14. Preposition

Learning outcomes

The students

- identify preposition in a sentence
- use prepositions like 'in', 'on', 'under', etc.,
- learn to use correct prepositions in a sentence

Materials needed: picture cards, word cards, flash cards.

Teacher transaction

- The teacher sings the song and makes the students repeat it.

The Preposition Song

Above,Below,In Front of,Behind
Above,Below,In Front of,Behind
Keep on listening to the rhyme
Above,Below,In Front of,Behind

Now the rat is ABOVE the cat
Just like the cat is BELOW the rat
And the rat is now IN FRONT OF the cat
Just like the cat is BEHIND the rat

Inside,Outside,Beside,Between
Inside,Outside,Beside,Between
Keep on listening to the rhyme
Inside,Outside,Beside,Between

Now the stones are INSIDE the box
Now the stones are INSIDE the box
And the fox is BESIDE the blocks
And the fox is BETWEEN the blocks

- The teacher introduces the concept of prepositions through an activity.
- The teacher shows the students a box with a ball in it.
- The teacher moves the ball to different positions around and in the box.
- The teachers say where the ball is each time the teacher moves it. For example, (place the ball inside the box) 'The ball is *in* the box'. (move the ball out of the box). 'The ball is *out* of the box'.
- Prepositions to be taught: in, on, under, over, between, beside, next to, in front of, beside, around.

Note: Do this several times. Then let students try the same activity, saying where the ball is.

- Physically moving the ball themselves and saying the preposition aloud help the students remember the meaning of each preposition.

The teacher asks the students to do the following activity:

- The teacher clears a space in the classroom for physical movement of the whole class.
- The teacher tells the student to stand next to a student, behind a student or in front of a student.
- As the students do the action themselves they understand the concept of preposition.

Then the teacher asks the students to do the activities in the worksheet.

15. Have verbs, Be verbs

Learning outcomes

The students

- identify helping verbs
- learn to use in a sentence

Materials needed: picture cards, word cards, flash cards.

Teacher Transaction

- The teacher sings the song and makes the students repeat it.

THE HELPING VERB SONG

(Sing to the tune of "Jingle Bells")

Helping Verbs! Helping Verbs! There are 23.....

Am, is, are! Was, and were! Being, been, and be!

Have, has, had! Do, does, did! Shall, should, will and would!

There are 5 more helping verbs: may, might, must, can, and could!

- The teacher uses class room situations. The teacher asks the students to say what they have, or don't have, in common and elicits answers, for example, students might say, I have crayons and she has pencils or, we both have red shirts.
- The teacher encourages the students to use the negative, such as "I don't have toys, but he has toys." The teacher encourages the students to add any comparisons to say.

My Name Is and I Have....

- The teacher can do a "Round Robin" activity with the class. Instruct the students to say their names and an object that starts with the same letter or sound as their names. Each student adds his own name and object, and then repeats what the previous people have said.

Example:

Student 1: My name is Sriram. I have a sandwich.

Student 2: My name is Kalyani. I have a kite. Sriram has a sandwich.

Student 3: My name is Balan. I have a banana. Kalyani has a kite, and Sriram has a sandwich...

For an extra challenge, encourage every third student to say something he or she doesn't have, such as "My name is Jamuna. I don't have juice. I have jam."

Note: The teacher can use variations in teaching Be verbs. The teacher uses the following table to teach 'be forms' of verbs

BE FORMS OF VERBS

| | | |
|-----|----|----------|
| I | am | dancing |
| You | | teachers |
| She | is | playing |

| | | |
|------|------|------------|
| He | are | a patriot |
| They | was | a balloon |
| We | | players |
| It | were | an athlete |

| | | |
|------|----------|-------------|
| I | am not | teaching |
| You | is not | singers |
| She | | speaking |
| He | are not | an unicorn |
| They | was not | a doctor |
| We | | an engineer |
| It | were not | a conductor |

Then the teacher asks the students to do the activities in the worksheet.

Level - III

1. Demonstrative Pronouns

Learning outcomes

The students

- identify the usage of demonstrative pronouns 'this, that, these, those'
- frame simple sentences using demonstrative pronouns
- use pronouns 'this, that, these, those'

Materials needed: flashcards, picture cards and charts

Teacher Transaction

The teacher explains about the usage of demonstrative pronouns.

This, These

- The teachers shows pictures, asks questions and elicits answers.

For example

This is a table.

This is made of wood.



These are new shoes.



- Then the teacher explains, 'This and These' are used when we represent thing or things that is near in time or distance.

That, Those

The teacher shows pictures, asks questions and elicits answers.

That is a mountain.



That is a park.



Those are birds.



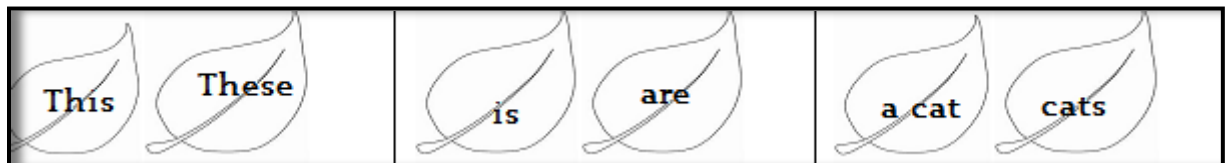
Those are my friends.



- Then the teacher explains, 'That & Those' are used when we represent a thing or things that is far in time or distance.

| Number | Near | Far |
|----------|-------|-------|
| Singular | This | That |
| Plural | These | Those |

- Then the teacher divides the class into two groups. One set of students are given demonstrative pronouns flashcards and the other set of students are given the helping verbs. The teacher has the picture flashcard and the students have to combine these words to frame a sentence.



Then the teacher asks the students to do the activities in the worksheet.

2. Pronoun

Learning outcomes

The students

- learn to recognize pronouns and its usage in sentences.
- learn to frame simple sentences using pronouns 'he, she, it and they'.
- learn to use the correct form of pronouns in sentences.
- use pronouns like 'he, she, it, they'

Materials needed: picture cards, flashcards and charts

Teacher Transaction

Usage of 'He' in sentences

- The teacher introduces the students to frame simple sentences using the pronoun 'he'. The teacher shows the picture cards one by one to the students and describes about it using 'he'



He is a boy.



He is a student.

- Using the picture cards the teacher frames few more sentences.

He is a tall boy.

He is thin.

He is happy.

Usage of 'She' in sentences

- The teacher introduces the students to frame simple sentences using 'she'
- Using the picture cards in the classroom, the teacher explains the usage of 'she' in sentences.

She is a girl.

She is tall.

She is beautiful.

She is studying in second standard.

She is wearing a red ribbon.

- Further the teacher elicits few more sentences from the students using 'she'.

Usage of 'It' in sentences

- The teacher introduces the usage of pronoun 'it' in sentences using the picture cards.

It is an apple.



It is a car.



It is a dog.



It is a cat.



- The teacher reads the sentences one by one and makes the students repeat it. Repeated practice is to be given.

Usage of 'They' in sentences

- The teacher in detail explains the usage of plural pronoun 'They' in sentences.
- Through various examples the teacher guides the students to frame simple sentences using 'they'.



- The teacher shows the picture cards one by one to the students and describes about the picture using 'They'

They are friends.

They are players.

The teacher practises the usage of pronouns using the following

| | | |
|------|------|-----------|
| I | am | friends |
| You | is | players |
| They | are | a student |
| We | was | playing |
| She | were | dancing |
| He | | writing |
| It | | grazing |

Then the teacher asks the students to do the activities in the worksheet.

3. Usage of Like/Likes

Learning outcomes

The students

- understand the usage of like and likes in sentences.
- learn to frame simple sentences using like and likes.

Materials needed: flashcards, pictures cards and sentence cards

Teacher Transaction

- The teacher uses picture and sentence cards to explain the concept more clearly.

I like chocolates.

I like travelling.

I like to dance.

We like coffee.

We like reading.

We like to ride.

They like vegetables.

They like writing.

- The teacher explains the usage of 'likes' in sentences by giving many examples. For third person singular 'he/she/it', we use 'likes'.

He likes ice-cream.

He likes to travel.

He likes speaking.

She likes to dance.

She likes to cook.

She likes singing.

- Then the teacher shows the chart and asks the students to frame sentence

| | | |
|---------|-------------------|------------------|
| I | like/likes | coffee |
| Tom | | cricket |
| We | | learning English |
| The Cat | | milk |
| Kareena | | Indian food |
| They | | travelling |

Then the teacher asks the students to do the activities in the worksheet.

4. Usage of Can / Can't

Learning outcomes

The students

- learn to build sentences
- use can and can't in sentences

Materials Needed: picture cards, word cards, black board and chalk

The teacher sings a song with action and asks the students to repeat.

I can

I can walk. I can run.

I can have lots of fun.

I can dance. I can sing.

I can do most anything.

I can skip. I can hop.

I can help when we shop.

I can jump. I can swing.

I can do most anything.

Teacher transaction

- The teacher draws a picture of a baby and a car on the board and writes a list of verbs on the board :cry, lift, sleep, eat, drive, play, walk, run
- The teacher invites students to share a sentence or two with the class and asks the students to write on the board
- The teacher practices the sentences and encourages the students to write sentences.

| | | |
|------|-------|----------------------|
| I | | drive the bicycle. |
| He | | lift the book |
| You | can | write the sentences. |
| She | / | eat an egg |
| We | can't | fly like a balloon |
| They | | play foot ball. |
| It | | run swiftly |

Then the teacher asks the students to do the activities in the worksheet.

5. Types of sentences

Learning outcomes

The students

- differentiate between the four different types of sentences.
- learn to write the four different types of sentences.

Material needed: flashcards, picture cards, charts, word cards and sentence strips.

Note : The teacher should transact each type of sentences separately and give the worksheet.

Teacher Transaction

Types of sentences

1. Assertive/ Declarative
2. Interrogative
3. Imperative
4. Exclamatory

Assertive/Declarative sentence





The teacher sings the song and makes the students repeat after her.

Declarative,
Declarative,
Ends with a period,
and makes a statement.
I came from _____*.
That's where I live.
I can make a statement.
***The place where you live.**

- The teacher recalls the already learnt nouns and verbs through the following activity.
- The teacher shows sentence strips and elicits the nouns and verbs from the sentences and explains the concept of Assertive sentences.

- | | | | |
|---|-----------------|----|------------------------|
| 1 | Birds fly. | 6. | Vinitha dances |
| 2 | Raja runs. | 7. | Cheetah runs. |
| 3 | I study well. | 8 | India is my country. |
| 4 | Dogs bark. | 9 | Chennai is a big city. |
| 5 | Peacock dances. | 10 | Honey is sweet. |

- Then the teacher introduces the Assertive/Declarative sentence to students through a small activity.
- The teacher divides the students into two groups.
- The teacher gives pictures with names to the first group, verbs and phrases to the second group.
- The teacher asks the students to frame sentences.

| Group I | Group II |
|---|-----------------|
| Rani  | is a tall girl. |
| I  | am a student. |
| Raja  | has a ball. |
| They  | are writing. |

Then the teacher tells an Assertive/ Declarative sentence should start with a capital letter and ends with a full stop. Then the teacher asks the students to do the activities in the worksheet.

5.1. Interrogative sentence

The teacher sings the song and makes the students repeat it.

Interrogative,

Interrogative,

Can I ask a question? Interrogative!

Are you a student?

Where do you live?

Can I ask a question?

- The teacher asks the following questions and elicits answers from the students.

What is your name?

Is it raining?

Where is your house?

How old are you?

Are you coming by bus?

- Then, the teacher explains that the interrogative sentence starts with the question words like what, when, why, how, which, where, who, etc.,
- The interrogative sentence also begins with the helping verbs like is, am, are, were and was.
- The teacher teaches them to frame interrogative sentences using the following

| | | |
|-----------------|------|------------------|
| Is Am Are | she | coming here? |
| | he | playing outside? |
| | it | raining ? |
| | I | a good boy? |
| | you | ready? |
| | they | busy? |
| | we | happy? |

| | | |
|------------------------------|------------------------|----------------|
| What Where How When | are is do did | you doing? |
| | | his health? |
| | | your mother? |
| | | your birthday? |
| | | you get up? |
| | | go to school? |
| | | they doing |

The teacher now explains

- An interrogative sentence asks questions.
- An interrogative sentence always ends with a question mark ?

Then the teacher asks the students to do the activities in the worksheet.

5.2 Imperative sentence

The teacher sings the song and makes the students repeat it.

Hokey Pokey

You put your right foot in
You put your right foot out
You put your right foot in
And you shake it all about
You do the hokey pokey
And you turn yourself around
That's what it all about.

Note : Replace right foot with left foot, right hand, left hand.

- The teacher shows picture card with sentence strips and explains the imperative sentences.

| | |
|--|---|
| Mom, please tie my shoelace. |  |
| Open your mouth. |  |
| Students take page 7 of your English Reader. |  |
| Do ten pushups. |  |
| Don't cut the trees, please. |  |

- The teacher asks the students to listen and do the following actions

1. Open your English Reader.
2. Close the window.
3. Please, get me a chalk.
4. Let us sing.
5. Please, switch off the light.
6. Form a circle.
7. Listen carefully.
8. Say the sounds.
9. Clap your hands.
10. Please, fetch me some water.

Now the teacher explains

An imperative sentence gives a command or makes a request. Then the teacher asks the students to do the activities in the worksheet.

5.3 Exclamatory Sentence

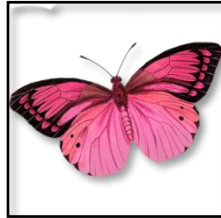
- The teacher sings the song and makes the students repeat it.

Exclamatory, Exclamatory,
What a cute puppy! Exclamatory!
What a wonderful sight!
How happy he is!
Ends with an exclamatory mark!

- The teacher introduces the exclamatory sentence through picture and word cards.

How beautiful the rose is!
What a beautiful flower!
How fast he runs!
What a beautiful house!
What a cute puppy!
How well they listen!

- The teacher shows some pictures and helps the students to frame exclamatory sentences by using the clues given: (rose, beautiful, butterfly, colourful, baby, cute, puppy, soft)



- Then, the teacher explains exclamatory sentences are used to express strong feelings like joy, sorrow, sympathy and ends with an exclamation mark! Exclamatory sentences usually start with how, what, alas, wow, hurrah, oops, bravo, etc.,
- Then the teacher gives practice to students to identify and write exclamatory sentences.

Then the teacher asks the students to do the activities in the worksheet.

6. Subject and Predicate

Learning outcomes

The students

- understand and identify the subject and the predicate of a sentence.
- frame simple sentences with subject and predicate.

Material needed: flashcards, sentence strips and charts.

Teacher Transaction

- The teacher sings the song and makes the students repeat it.

The subject tells who or what,
Who or what,
Who or what,
The subject tells who or what,
And comes first in a sentence.
The predicate tells what they did or are!
Did or are!
Did or are!
The predicate tells what they did or are!
And comes last in a sentence.

- The teacher explains about the subject and predicate through flash cards and sentence strips.

1. The car is blue.

The car - subject

is blue - predicate

2. The teacher likes students.

The teacher - subject

likes students - predicate

- Similarly the teacher introduces the following sentences and makes the students identify the subject and the predicate.

| | |
|-------|--------------------------|
| Delhi | is the capital of India. |
| Shyam | is a good artist. |
| Ramu | writes neatly. |

- The teacher distributes sentence strips of the following sentences.
- Then she asks them to cut the strips and paste it in the space provided

Ramu is our class leader.

Our English teacher teaches us grammar.

Sachin is a good batsman.

Books are our friends.

Birds have feathers.

- Then the teacher asks them to cut the strips and paste it in the space provided.

| Subject | Predicate |
|---------|-----------|
| | |
| | |
| | |
| | |
| | |

➤ Then the teacher explains

Subject : The subject of a sentence is the person, place, thing or idea that is doing or being something.

Predicate : The predicate is the part of the sentence that tells what the subject is or does

Then the teacher asks the students to do the activities in the worksheet.

Level IV - Comprehension skills

1. Listening Comprehension

Learning outcomes

The students

- listen and identify varied vocabularies and structures
- develop listening skill in English

Materials needed: Charts, picture cards of a rabbit and vegetables

Teacher transaction

Teacher says the rhyme aloud and asks the following questions.

Oh! John the Rabbit
is a very bad Rabbit
Coming to my garden
Eating all my vegetables
My brown potato
My red tomato
My purple brinjal
My green peas
My yellow pumpkin
Oh! John the Rabbit
Please go away now
No, mam.
I won't go.

Teacher asks the following questions and elicits answers from the students

1. What is the name of the rabbit?
2. Was the rabbit good or bad?
3. Where did the rabbit go?
4. How many vegetables did the rabbit eat?
5. What is the colour of the pumpkin?

Note : The teacher can play videos of kids news, short stories and CDs already available in school to make the children listen to the functional usage of English.

- Now the teacher can make the students to do the given activities in their worksheet.

1. Teacher gives an announcement about a field trip and asks questions. The students listen to it and answer the questions.

Teacher says, "Children, we have planned to go to head post office tomorrow as a field trip. Get permission from your parents. You should assemble in school at 9.00 a.m. You need not bring your school bag. Bring a notebook, pen and water bottle without fail. Hope you all will enjoy the day".

1. Where have we planned to go tomorrow?
2. When should you assemble in the school?
3. Is school bag needed for the trip?
4. What should you bring with you?
5. Will you all enjoy the day?

2. Teacher says the tongue twisters once and asks the students to repeat it as heard by them.

- (i) I scream you scream, let's all scream, for ice cream!
- (ii) Rolling red wagon
- (iii) I wish to wash my Irish wrist watch
- (iv) Double bubble gum, bubbles doubles
- (v) Freezy breeze made these three trees freeze

3. Teacher conducts the game "Appu says"

- Teacher has to prepare a list of classroom commands related to the topics like parts of the body, action words, prepositions, pronouns and practice it while teaching the language, for example,

Stand up, Sit down, Raise your hands, Hands on your head, Hold up five fingers, Touch your friend's hand, Nod your head, Clap your hands thrice, etc.,

4. Picture Dictation

The teacher has to dictate the following sentences and ask the students to draw in the space provided in the worksheet.

- Draw a house with two windows and a door.
- A mango tree next to the house.
- A plant with flowers near the house.
- A small pond in front of the tree.
- Two ducks in the pond.
- A lotus in between the ducks.
- Three chicks under the tree.
- A parrot on the mango tree.

5. Chinese whisper game

The Teacher plays the game with the rules as follows. Divide the class into two teams equally.

- Make them stand in a straight line.
- Whisper a word or a simple sentence into the ears of the first student in each group.
- They whisper the word to the next and slowly the word passes to all and the team which passes the word fast and correct, till the last student is declared as the winner. Few examples are given below.
 1. I like to visit Madurai along with my parents and grandparents.
 2. Kim's kid kept kicking the kettle so kim kept it .
 3. Seven sisters slept soundly on the sand in San Francisco.
 4. Kumar and Kahir are good friends. They play with their pet dog daily and have fun.
 5. I went to the market to buy some red cherries, yellow pumpkins, green apples, purple brinjals and orange oranges.

2. Speaking Comprehension

Learning outcomes

The students

- give descriptions using simple sentences
- ask and respond to questions
- seek information and express opinions in English

Materials needed: Dialogue script, realia, pictures, photographs

Teacher transaction

1. Dialogues

- The teacher asks the students to practice a variety of dialogues such as a conversation between - two students, a teacher and a student, a shopkeeper and buyer, bus travelers, doctor and patient, bank employee and customer, etc.,
- The teacher gives each pair different dialogues to practice and they can converse it, in front of all.

2. Pick and speak

Pencils, teddy bear, fish, sweater, rainbow

- The teacher asks the students to select a picture.
- The students should talk a few sentences about the picture they select. The teacher facilitates them to say sentences.

3. Talk a little

- The teacher can show the wrappers of chocolate, toothpaste, soap and make the students talk a few, simple sentences about it. For example, they can talk about the colour of the wrapper, manufacturing date, date of expiry, ingredients and so on.

4. Picture talk

- The teacher asks students to choose the picture cards given and facilitates them to speak about it.

5. Role play

- The teacher can select any story, and ask the students to enact, for example, "The wooden bowl".
- The teacher helps the students prepare the dialogues and perform them.

6. Describe a photograph

- The teacher makes students sit back to back, and gives one student a simple photograph (eg. a hut, a simple natural scenery, etc.,) the other a blank piece of paper.
- The first student describes in detail the photograph, while the second student listens to it and draws it on their paper.
- The pair with the most similar drawings to their photograph wins.

Note: The teacher should facilitate the students if they struggle to speak (content and structure words can be given as clues) in all the above activities.

3. Picture Comprehension

Picture comprehension is a great introduction to reading comprehension.

Learning outcomes

The students

- identify what is going on in each picture
- learn to find meaning in text and pictures
- learn to decode text and make inferences quickly

Materials needed: picture cards

Teacher transaction



The teacher shows the above pictures to the students and says "These pictures tell a story called "Growing a plant". It's about a boy growing a plant.

While the students are looking at the pictures, the teacher says "I am going to say a sentence and you have to complete it". (The students should offer a response such as 'throwing seeds/putting seeds' for the given blanks. If they cannot, then the teacher supplies one of the above responses and the students repeat them. Then the teacher completes the story in the same manner).

One day a boy was _____ . (throwing seeds/putting seeds)

He brought a sprinkler and _____. (poured water/ watered the seeds)

After some days he was surprised to see _____. (a/the plant, a/the sapling)

➤ Now the teacher makes the students do the following in the worksheet.

1. Look at the picture and number it to form a story.
2. Tick the correct sentence for the picture.
3. Describe the picture by answering the questions.

4. Reading Comprehension

Learning outcomes

The students

- improve their vocabulary and reading skills
- read the text with comprehension
- learn to use dictionary

Materials needed: paper chits with clues, dictionary

Teacher transaction

Dictionary usage

- The teacher demonstrates the students to find out the meanings and opposites of words using the dictionary for better understanding of the text. For example hobby, strange, enhance, etc.,

1. Read the passage and answer the questions orally

- The teacher gives a model reading of the passage given in the worksheet and encourages the students to read the passage and answer the questions.

2. Treasure Hunt

- The teacher makes the students play the game 'Treasure hunt'
- The teacher writes the clues and hides them in correct order inside and outside the classroom
- The teacher should say where the first clue is
- The students have to find and read the other clues and follow it to get the treasure in the end
- The treasure is something that the teacher can afford like (a box of chikkis, many packets of pencils etc.,)

Clues can be like

- Under the teacher's table
- behind the classroom doors
- beside the shelf
- between the last two rows
- on the table
- in the Hm's room

3. Reading simple instructions

Reads simple instructions from the notice board or on the wall in the school campus.

For example

- Way to the first floor, Take right to go to the washroom, Way to the Library, Way to the Play ground, Way to the Classroom.

4. Day to day activities

- Reading the bus number, routes, important advertisements, and important days.

5. Guess the ending

- The teacher divides the class into 4 groups.
- The teacher gives the following story to each group to read.
- Each group is asked to predict what the ending will be.
- A student from each group is asked to say the ending.
- The teacher reads the actual ending of the story.
- The group which gives an apt ending wins.

Note: The story given here is just an example. The teacher can give any story without ending, to do this activity.

For example

A fawn was racing in the forest. He was ahead of rabbit. He was ahead of an elephant. He leapt and cleared the stream. He ran past the crumbling wall. There was a large stone on the grassy plain. He stumbled and fell down. He burst into tears. The monkey massaged his leg. Tears flowed from the fawn's eyes. Brother bear picked him up. The fawn didn't stop crying. His mother came. She said

Conclusion/ending may be like this: His mother said, "Look we'll beat up this bad, large stone. The fawn said, "Oh! Don't do that. Then the stone will also start crying. His mother laughed and so did the fawn.

6. Read and list

- The teacher pairs the students and asks them to read the given table, list the similarities and differences to their partner.

5. Writing

Writing can be taught to the students in a graded manner-word, sentence and paragraph level.

5.1 Word building

Learning outcomes

The students

- learn new vocabulary
- use words related to the context

Materials needed: pictures, board, dictionary

Teacher transaction

1. Dictionary usage

- The teacher divides the class into two groups and gives a list of words. Asks the students to arrange it in alphabetical order and find their meanings and opposites using dictionary and write them.

2. Guessing the words for the pictures

- The teacher puts the following pictures on the board to make a story.
- The teacher asks the children for ideas, English words that go with each picture and arrange the pictures in order.
- Then the teacher puts the children in groups of three or four and facilitates them to write the words - digging, sowing, watering and flowering.



Note: The teacher can give many stories like this and practice the students to write.

Now the teacher asks the students to do the activities in the worksheet.

1. Look at the picture and supply the missing words to complete the story.
2. Write the meanings for the given words using a dictionary.
3. Write any 20 words that you know.
4. Find out the opposite of the words given in bracket and fill in.
5. Solve the crossword puzzle using the given clues.

5.2 Sentence writing

Learning outcomes

The students

- learn to expand ideas and frame meaningful sentences
- learn punctuation in sentences

Materials needed: board, chalk, red and green crayons

Teacher transaction

1. The teacher now sings the song

"The sentence song"

It is a sentence.

It is a sentence.

Starts with a capital letter,.

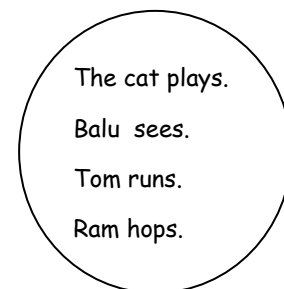
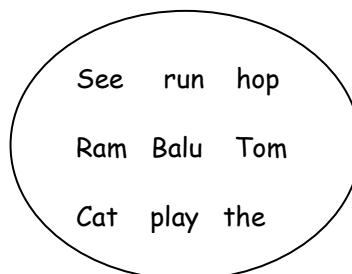
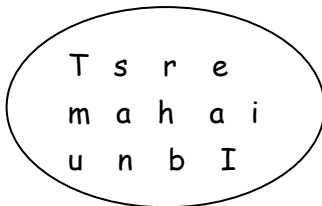
Tells a complete thought,

Has punctuation,

That's how I know it's a

sentence.

- The teacher encourages the students to write in their notebooks, all of the letters they know in one circle, words on the next, and finally together, write some sentences on the third. For example:



- The teacher explains "Sentences start with a capital letter and end with a period (fullstop)".
- It gives a complete meaning.
- The teacher asks the students to copy the sentences in their notebooks and asks them to colour the capital letter with a green crayon and the period with a red crayon.
- The teacher writes the following on the board.1. I eat cake. 2. She is kind. 3. The cat can go. 4. He helps. 5. I like the jam. 6. The dog runs.
 - The teacher asks students practice checking the space between letters and words on the board. The teacher helps students realize that a simple sentence includes one subject-verb combination, correct capitalization, and punctuation.

2. Then the teacher explains that the subject describes who or what the sentence is about, and the verb describes the action. For example, *The dog ran.*

- The teacher helps students understand that they can add details by answering the following questions:

Whose dog is this? My dog.

Where was the dog? In the street.

Why was the dog running? To catch a bird.

When and how did it run? Yesterday evening, swiftly.

Making use of these, the teacher constructs a sentence.

My dog ran swiftly to catch a bird in the street yesterday evening.

The teacher asks the students to take their English textbook to find simple sentences and demonstrates how to expand and helps them to expand the sentences using adder words. For example

1. I like to run.

Adder word - fast

I like to run fast.

2. I see the mouse.

Adder word - little

I see the little mouse.

3. Then, the teacher shows picture of a garden and asks the students to say few objects/persons they can see in the garden. For example, tree, children, rope, birds, etc.,



- Then the teacher asks them to say some action words. For example, fly, skip, play.
- Then the teacher asks the students to describe about the objects/persons. For example, small girl, green tree, happy children. Using the naming words, action words the teacher asks the students to build sentences. For example, The bird is flying. The tree is green.

Now the teacher asks the students to do the activities in the worksheet.

1. Read the passage and answer the questions.
2. Read the following story and write the answers.
3. Frame sentences using the words and write.
4. Frame sentences and colour the words.
5. Expand the sentence using the clues
6. Expand the given sentences.

7. Paragraph writing

Learning outcomes

The students

- identify and write main ideas
- organize and connect their ideas into a paragraph of simple structure
- acquire content knowledge and express through writing

Materials needed: sentence strips, picture cards, flash cards

Teacher transaction

- The teacher asks five students to stand in front of the class and gives each of them the following sentence strips.
 - The teacher asks the students to read the strips and arrange them in correct order.
 - Then the teacher checks the order and asks the students to write it as a paragraph.
1. It found a pot with a little water inside.
 2. The water came up; it drank and flew away happily.
 3. A crow was thirsty and it was looking for water.
 4. It was a very hot noon.

5. It got an idea and put pebbles inside the pot one by one.

The Thirsty Crow



Note: The teacher can give any number of stories in jumbled order and give practice to students to write a paragraph.

Now the teacher asks the students to do the worksheet.

1. Read the sentences and write it as a paragraph in the correct order.
2. Write a short paragraph about 'Tiger' using the following hints.
3. Look at the picture and write five simple sentences of your own about the picture.
4. Develop the hints and write as a paragraph. Give a suitable title to it.
5. Write the recipe of lemon juice.