

**BRIDGE COURSE PLAN FOR THE YEAR 2023-24 - ENK-LEVEL-2**

**LISTENING AND SPEAKING (20 MINS)**

**Day 1 to Day 9**

**MANASA'S FAMILY**

What to teach?	Cards	How to teach?
<p>Students can use the pronoun his / her to denote possession.</p>	<p>9 GRAMMAR CARD</p>	<p><b>Conversation “What is the name”?</b>            By the time students have reached theme 2 students at both levels have completed the first conversation circle on “What is your name”            This conversation circle can replace the grammar card in Milestone 2 after completing the concept presentation cards introducing: “his, her, their and our”.            1. Divide the class into smaller conversation groups of 4 students (2 boys and 2 girls).            2. Each student takes turns asking another student – what is your name? What is my name? what is his name? What is her name? What are their names? What are our names (pointing to self and neighbour)?            3. Every student gets a chance to ask and answer the above questions. Once the game is demonstrated, students can ask and answer the question while the teacher moves around checking.</p>

<p>Students can use the pronoun his / her to denote possession.</p>	<p>9 GRAMMAR CARD</p>	<p><b>Game: “Whose family member”? (use of apostrophe s)</b></p> <ul style="list-style-type: none"> <li>• Divide the class into groups with about 6 students in each group with equal number of boys and girls.</li> <li>• Give each student in group 1 one flashcard with a family member.</li> <li>• Each student stands in front of the class holds up the card and says This is my ----- (name of a family member) and puts down the card.</li> <li>• Now, call any student from group 2 and ask him/her to pick up a card and ask “Who is this”</li> <li>• The group 2 student answers “This is Sita’s mother” or “This is Ramu’s father” etc.</li> <li>• Every correct answer earns the group a point.</li> <li>• Repeat the game with the roles of group 1 and 2 reversed</li> <li>• Every correct answer earns the group a point</li> </ul> <p><b>Watch the video on DIKSHA to understand how the game is played.</b></p>
<p>Revising sight words</p>	<p><b>Sight words: (Level 1)</b> THIS, IS, HAS, THE, IN, ON <b>Sight words: (Level 2)</b> NEXT, WANT, WHY, TOO, WRITE, FOUND FIRST, LAST</p>	<p><b>GAME: Fire on the mountain</b> Chits containing the sight words THIS, IS, HAS, THE, IN, ON are placed in a box and children pick one each. When the teacher calls out “stop” children look and call out the sight word on their card. All children with the same sight word find each other and form a group. The teacher reviews the cards of the group.</p>

<p>Students are able to respond to conventional greetings. Students are able to ask and answer simple questions about their family.</p> <p>Students are able to use formulaic expressions Please may I? and Thank you Students are able to introduce themselves using terms of family relationships.</p>	<p>Card no. <b>12( Level 1)</b> Conversation <b>12</b> conversation <b>(level 2)</b></p>	<p><b>Follow the same steps as mentioned in the card 12</b></p>
<p><b>Day 10 to Day 18</b></p>		
<p><b>My</b></p>		<p><b>Neighbourhood</b></p>
<ul style="list-style-type: none"> <li>• Students are able to describe the functions of service providers by using action words.</li> </ul>	<p>16 Grammar card</p>	<p><b>GAME: I Spy</b> Rules of the game remain the same as the original I Spy game. Use the flashcards of service providers (that comes with the grammar card) for the game</p>
<p>Revising sight words:</p>	<p>Sight words :<b>level 1</b> WHO, HIS, AND, WITH, WHAT</p> <p><b>Level 2 .</b> AM, MOST, ALL MUCH, TOGETHER, ANOTHER</p>	<p><b>GAME: Simon says (variation)</b> The teacher has the flashcards in her hand and stands facing the children. She instructs the children saying “I will hold up the cards one by one and read what is written on it. You should remain standing if I read the correct word and sit if I read the word wrong.” The teacher starts slow and gradually increases the speed so children get practice in recognising the word by sight instead of attempting to decode</p>

<p>Students are able to use conventional greetings appropriately. Students are able to ask and answer simple questions.</p>	<p><b>19</b> Conversation <b>( Level 1 and level 2)</b></p>	<p><b>Follow the same steps as mentioned in the card 19</b></p>
<p><b>Day 19 to Day 27</b></p>		
<p style="text-align: right;"><b>COLOURS</b></p>		
<p>Students can recognise the colour and say the name of the object and its colour.</p>	<p><b>23</b> Grammar card</p>	<p><b>GAME: I Spy</b> The rules are the same as for vocabulary games except that the set of flashcards with the FLASH CARDS OF COLOURS with the service providers giving different services. replaces the vocabulary words/ pictures. <i>The teacher calls out “ I Spy red apple” Students find the red apple flashcards and say “This is an apple. It is red.”</i></p>
<p>Revising sight words</p>	<p>Sight words <b>Level 1</b> YOU, ME, WILL WITH <b>Level 2</b> TO, OVER, UNDER, ACROSS, BELOW, ABOVE</p>	<p><b>GAME: Passing the parcel</b> The same rules apply except that the chits in the parcel are made up of sight words.</p>
<p>Students are able to use conventional greetings appropriately. Students are able to have a</p>	<p><b>26</b> conversation <b>( Level 1 and level 2)</b></p>	<p><b>Follow the same steps as mentioned in the card 26</b></p>

<p>simple conversation in English using colours</p>		
<p><b>Day 28 to Day 36</b></p>		
<p style="text-align: right;"><b>NUMBERS ANIMALS AND BIRDS</b></p>		
<p>Students say the names of Numbers in English using There is and There are. That/ those</p>	<p>30. Grammar card</p>	<p><b>GAME: Simon says (variation)</b> The teacher has the flashcards in her hand with sentences such as... These are____, Those are _____, This is _____, That is _____. She raises them and calls out some sentences. Students read the sentence on the card - and remain standing if she has read the right sentence and sit if she has read the wrong sentence- .</p>
<p>Revising sight words</p>	<p>Sight words: ONLY, UNDER, WHERE, THERE HE, WAKE, SAID, WENT INTO  Level 2 FOR, FORWARD, AWAY, BEHIND, AROUND</p>	<p><b>GAME: I Spy</b> The rules are the same as for vocabulary games except that the set of flashcards with sight words replaces the vocabulary words/ pictures.</p>
<p>Students are able to use conventional greetings appropriately. Students are able to have a simple conversation in English using numbers.</p>	<p>33 conversation <b>( Level 1 and level 2)</b></p>	<p><b>Follow the same steps as mentioned in the card 33</b></p>

**Day 37 to Day 44**

**TRANSPORT**

Students are able to use action words in the simple present tense.

30.  
Grammar card

**GAME: Passing the parcel**

The same rules apply except that the chits in the parcel are made up of grammar card pictures/flashcards of various transport. When a child gets the card he/ she has to say like:

*This is a car. It moves on the road.*

*These are cars. They move on the road.*

Revising sight words

Sight words:**Level 1**  
FROM, ARE, HERE,  
DOWN, GOES, OFF

**Level 2**  
INSIDE, SIDE,  
THROUGH, BACK

**GAME: I Spy**

Play the game with a set of flashcards with sight words.

Students are able to use conventional greetings appropriately.  
Students are able to have a simple conversation in English about vehicles and their movements

47 conversation  
( **Level 1 and level 2**)

**Follow the same steps as mentioned in the card 47**

## Reading and Writing (30+30 mins)

**Day 1 to Day 9**

**COAPT**

What to teach?	Cards	How to teach?
Students are able to recognize and pronounce each of the 5 letters	42 LETTER SEARCH	step 1. Place the letters in the box. 2. Ask the student to pick a letter and identify it. Step 2 1. Call out the sound of a letter in any order. 2. Ask the student to find the corresponding letter. Step 3 1. Ask the student to pick a letter, identify it and say the sound..
* Write the letters C, O, A, P, T neatly and legibly	42 Revise the Letters	USE 4 LINE NOTEBOOK ❖ Write the 5 letters in the first line ❖ Instruct students to say the sound and write the letters in the remaining lines. ❖ Check for neatness and ask students to sound letters
Students are able to form words using the letters they have learnt.	43 Forming Words	❖ USE BLACKBOARD AND WHOLE GROUP TEACHING Write AT / AP. OT / OP word families and allow students to sound it out. write CAT. CAP TAP COT TOP and ask students to read the words
Students practice reading and writing the words.	44 Say and Write	Students write and say words in 4 line notebook Teacher checks writing and asks students to read words
Students are able to read the words	45 Let Us Read	Students sit in a circle and practice reading the

independently		words one by one.
Students are able to recognise and read sight word	46 Introduce Sight Words Class II workbook	<p><b>Revise only after or with L&amp;S game on sight words. Make sure sight word game is done first before it is introduced in R&amp;W</b></p> <ol style="list-style-type: none"> <li>1. Read the story from the card and let the students follow the story in their workbook.</li> <li>2. Ask students to put up their hands when they come to the sight word.</li> <li>3. Explain the meaning of the sight word in the context of the story.</li> <li>4. At the end of the story Show the Flash Card one at a time and ask the students to recognize and repeat the sight words after you.</li> <li>5. Hold up the cards randomly and let students recognize and call out the words.</li> <li>6. Place the Flash Cards of all the words, say a sight word and ask students to identify and pick the card.</li> </ol>
Students practice sight words.	47 Let Us Practice	Ask the students to say and write the sight words in 4 line note book
Students are able to read the sentences from the story without the visual cues.	49 Read the Sentences	<ol style="list-style-type: none"> <li>1. Students read all the sentences. First in pairs and then by themselves.</li> <li>2. Ask the students to write in the sentences in the 4 line note books and come for a review.</li> <li>3. Check the notebook and make each student read a few of the sentences to make sure they can read.</li> </ol>
Students are able to read the sentences from the story without visual cues.	50 Read the Sentences	<ol style="list-style-type: none"> <li>1. Students read all the sentences in pairs and then by themselves.</li> <li>2. Ask the students to write the sentences in 4 line note books.</li> <li>3 Check the notebook and make each student read</li> </ol>



		a few of the sentences to make sure they can read.
<b>Day 10 to Day 18</b>		
<b>ESBIN</b>		
Students are able to recognize and pronounce each of the 5 letters	78 LETTER SEARCH	<b>Follow the same steps as mentioned in the card</b>
* Write the letters E, S , B , I, N neatly and legibly	78 Revise the Letters	<ul style="list-style-type: none"> <li>* USE 4 LINE NOTEBOOK</li> <li>❖ Write the 5 letters in the first line</li> <li>❖ Instruct students to say the sound and write it in the remaining lines.</li> <li>❖ Check for neatness and ask students to sound letters</li> </ul>
Students are able to form words using the letters they have learnt.	79 Forming Words	❖ USE BLACKBOARD AND WHOLE GROUP TEACHING Write EN IN IT AN ET AT word families and allow students to sound it out
Students practice reading and writing the words.	80 Say and Write	Students write and say words in 4 line notebook Teacher checks writing and asks students to read words
Students are able to read the words independently	81 Let Us Read	Students sit in a circle and practice reading the words one by one.
Students are able to recognise and read sight word	82 Introduce Sight Words	<p><b>Revise only after or with L&amp;S game on sight words. Make sure sight word game is done first before it is introduced in R&amp;W</b></p> <ol style="list-style-type: none"> <li><b>1. Read the story from the card and let the students follow the story in their workbook.</b></li> <li><b>2. Ask students to put up their hands when they come to the sight word.</b></li> <li><b>3. Explain the meaning of the sight word in the context of the story.</b></li> <li><b>4. At the end of the story Show the Flash Card</b></li> </ol>

		<p><b>one at a time and ask the students to recognize and repeat the sight words after you.</b></p> <p><b>5. Hold up the cards randomly and let students recognize and call out the words.</b></p> <p><b>6. Place the Flash Cards of all the words, say a sight word and ask students to identify and pick the card.</b></p>
Students practice sight words.	83 Let Us Practice	Ask the students to say and write the words in 4 line note book
Students are able to read the sentences from the story without the visual cues.	85 Read the Sentences	<ol style="list-style-type: none"> <li>1. Students read all the sentences. First in pairs and then by themselves.</li> <li>2. Ask the students to write in the sentences in the 4 line note books and come for a review.</li> <li>3. Check the notebook and make each student read a few of the sentences to make sure they can read.</li> </ol>
Students are able to read the sentences from the story without visual cues.	86 Read the Sentences	<ol style="list-style-type: none"> <li>1. Students read all the sentences in pairs and then by themselves.</li> <li>2. Ask the students to write the sentences in 4 line note books.</li> <li>3 Check the notebook and make each student read a few of the sentences to make sure they can read.</li> </ol>
<b>Day 18 to Day 27</b>		
<b>UDGRM</b>		
Students are able to recognize and pronounce each of the 5 letters	114 LETTER SEARCH	Follow the same steps as mentioned in the card
* Write the letters U, D , G, R, M neatly and legibly	114 Revise the Letters	* Tracing the letter activity to use correct hand movements.

		* Writing practice. USE 4 LINE NOTE BOOK
Students are able to form words using the letters they have learnt.	115 Forming Words	# ❖ USE BLACKBOARD AND WHOLE GROUP TEACHING Write ag, ig, ap, at, ug, un en word families and allow students to sound it out
Students practice reading and writing the words.	116 Say and Write	Students write and say words in 4 line notebook Teacher checks writing and asks students to read words
Students are able to read the words independently	117 Let Us Read	Students sit in a circle and practice reading the words one by one.
Students are able to recognise and read sight word	118 Introduce Sight Words	<b>Follow the same steps as mentioned in the card</b>
Students practice sight words.	119 Let Us Practice	Ask the students to say and write the words in 4 line note book
Students are able to read the sentences from the story without the visual cues.	121 Read the Sentences	1. Students read all the sentences. First in pairs and then by themselves. 2. Ask the students to write in the sentences in the 4 line note books and come for a review. 3. Check the notebook and make each student read a few of the sentences to make sure they can read. .
Students are able to read the sentences from the story without visual cues.	122 Read the Sentences	1. Students read all the sentences in pairs and then by themselves. 2. Ask the students to write the sentences in 4 line note books. 3 Check the notebook and make each student read a few of the sentences to make sure they can read.
<b>Day 28 to Day 36</b>		

Students are able to recognize and pronounce each of the 5 letters	150 LETTER SEARCH	<b>Follow the same steps as mentioned in the card</b>
* Write the letters F, H, L, W, Y neatly and legibly	150 Revise the Letters	* Tracing the letter activity to use correct hand movements. * Writing practice. USE 4 LINE NOTE BOOK
Students are able to form words using the letters they have learnt.	151 Forming Words	❖ USE BLACKBOARD AND WHOLE GROUP TEACHING Write at, ip, oy, et, it, ot word families and allow students to sound it out
Students practice reading and writing the words.	152 Say and Write	Students write and say words in 4 line notebook Teacher checks writing and asks students to read words
Students are able to read the words independently	153 Let Us Read	Students sit in a circle and practice reading the words one by one.
Students are able to recognise and read sight word	154 Introduce Sight Words	<b>Follow the same steps as mentioned in the card</b>
Students practice sight words.	155 Let Us Practice	Ask the students to say and write the words in 4 line notebook
Students are able to read the sentences from the story without the visual cues.	157 Read the Sentences	1. Students read all the sentences. First in pairs and then by themselves. 2. Ask the students to write in the sentences in the 4 line note books and come for a review. 3. Check the notebook and make each student read a few of the sentences to make sure they can read.
Students are able to read the sentences from the story without visual cues.	158 Read the Sentences	1. Students read all the sentences in pairs and then by themselves. 2. Ask the students to write the sentences in 4 line note books. 3 Check the notebook and make each student read a few of the sentences to make sure they can read.

**Day 37 to Day 44**

**JKQVXZ**

Students are able to recognize and pronounce each of the 5 letters	191 LETTER SEARCH	<b>Follow the same steps as mentioned in the card</b>
* Write the letters J, K, Q, V, X, Z neatly and legibly	191 Revise the Letters	* Tracing the letter activity to use correct hand movements. * Writing practice. USE 4 LINE NOTE BOOK
Students are able to form words using the letters they have learnt.	192 Forming Words	❖ USE BLACKBOARD AND WHOLE GROUP TEACHING Write an, et, it, ip, ix, ox, ug word families and allow students to sound it out
Students practice reading and writing the words.	193 Say and Write	Students write and say words in 4 line notebook Teacher checks writing and asks students to read words
Students are able to read the words independently	194 Let Us Read	Students sit in a circle and practice reading the words one by one.
Students are able to recognise and read sight word	195 Introduce Sight Words	<b>Follow the same steps as mentioned in the card</b>
Students practice sight words.	196 Let Us Practice	Ask the students to say and write the words in 4 linenote book
Students are able to read the sentences from the story without the visual cues.	198 Read the Sentences	1. Students read all the sentences. First in pairs and then by themselves. 2. Ask the students to write in the sentences in the 4 line notebooks and come for a review. 3. Check the notebook and make each student read a few of the sentences to make sure they can read.
Students are able to read the sentences from the story without visual cues.	199 Read the Sentences	1. Students read all the sentences in pairs and then by themselves. 2. Ask the students to write the sentences in 4 linenotebooks. 3 Check the notebook and make each student read

a few of the sentences to make sure they can read.

6	JULY LAST WEEK	EVALUATION	201 TOTAL EVALUATION and I CAN DO CARDS from each milestone.	IT IS BETTER TO FRAME A SEPARATE TEST FOR THIS WHICH WILL BE 6 Qs 3 from level 1 and 3 from level 2 so we know where class III students are before they start on the regular syllabus
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## BRIDGE COURSE PLAN FOR THE YEAR 2023-24 - ENK-LEVEL-3

S.No	Days	Units	What to teach?	Cards	How to teach?
1			<p><b>Understand the difference between short and long vowel sounds</b></p>		<p><b>Revision classes are different from teaching classes. When we revise long vowels, we teach the rules. These have a few clear steps</b></p> <ol style="list-style-type: none"> <li>1. <b>Step 1.</b> Vowels in English have 2 sounds – a short sound and a long sound. We have learnt the short sound. Let us revise. can you read these words? Give a set of words from class II - write on the board or give the card for reading</li> <li>2. <b>Step 2</b> – what is a long sound? When it sounds like its name. <ul style="list-style-type: none"> <li>❖ what is the name of this letter? What does it sound like?</li> <li>❖ E? What does it sound like?</li> <li>❖ O what does it sound like?</li> <li>❖ U what does it sound like?</li> <li>❖ I what does it sound like?</li> </ul> </li> <li>3. <b>Step 3-</b> in English you will have A coming in many words. How will you know whether to read it as “a” or “A”? There are rules that help you to decide when A is ae or when to read it as A. let us revise those rules</li> </ol>

1	Day 1 to Day 9	Milestone-4 :Long vowels-	To read words using the long vowel a as in ai.	Card-45 words a as in ai <b>Forming</b>	<ol style="list-style-type: none"> <li>4. <b>When 2 vowels come together in a word we will read it as the long sound of the first vowel.</b></li> <li>5. <b>Eg. If A &amp; I come together</b> how will A sound? Will it sound as short A or long A?</li> <li>6. <b>Let us look at this word and break it up. Write RAIN and ask students to sound it out R – (SOUND) -AI (SOUND) N (SOUND) – What does it say? RAIN</b></li> <li>7. Work in pairs. Turn to page 84 in the workbook and read the words on card 45. Then read it independently <b>or</b> if students don't have the workbook write the words of card 45 on the blackboard and let students read them and then write them in their notebooks</li> <li>8. When step 7 is over, write words MAIL, WAIT, RAID, SAIL, PAID, FAIL, and let children read it</li> </ol>
2		1 & Sight words	To read words using the long vowel a as in ay	Card-48 words a as in ay <b>Forming</b>	<ol style="list-style-type: none"> <li>1. Now let us learn the second rule</li> <li>2. Can you read this word from class I -DAY</li> <li>3. here you are reading the vowel as A.</li> <li>4. <b>When A and Y join together as in DAY</b>the vowel A Makes the long sound.</li> <li>5. Turn to page 87 of the workbook. Work in pairs and read the words. Write it in your note book</li> <li>6. Review by asking student to read written on the board BAY, NAIL, GAY, WAIL, SAY, VAIN,LAY</li> </ol>
				Card-51 <b>Forming</b>	Let us revise the 2 rules when A makes a sound of its name a. when it comes with another vowel and is



3			<p><b>To read words using the long vowel a as in a_e</b></p>	<p><b>words a as in a_e</b></p>	<p>the first letter b. when it comes with Y now let us look at rule 3. <b>When A in a word is followed by a consonant and then the letter E. look at this word. GATE.</b> here we have A followed by a consonant and then E. how do we read this word? G-A-TE. Here E makes no sound. Let us look at another word <b>CAME.</b> Here A is followed by the consonant M and then E so here A has a long sound. And we read the word as C- A-ME and E is silent. ❖ Turn to page 90 of the workbook. Work in pairs and read the words. Write it in your note book</p>
4			<p><b>Revise the 3 rules</b></p>		<p>❖ Go over the 3 rules with students. Ask them to name 3 ways when the vowel a will sound like its name A ❖ Let students come to you and read the words on card 54 page 93. <b>Make sure children understand these 3 rules. Teaching the remaining alphabets become easier. Use day 4 to redrill and ensure all children understand these rules</b></p>

5			<p><b>To read words using the first rule to sound out long E sound</b></p>	<p><b>Card-55 Forming words e as in ea, ee,_y</b></p>	<p><b>Today let revise letter E</b> 1. Can you read these words? BED/ MET/ TEN/ BEG/ LET/ FELL - Revise the word families EN / ET / ED / EG/ ELL /EN with the short vowel sound of E. 2. Now let us come to the long sound of E. how will the</p>
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					<p>long sound of vowel sound?</p> <p><b>3.</b> When will e sound like EE? Let us remember the first rule. When 2 vowels come together which letter will make the sound? What will be the sound?</p> <p><b>4. When 2 vowels come together as in EA, like BEAN how will we read it? B -EA-N bean.</b></p> <p><b>5. What about this word WEEK? What is the first letter? Can we pronounce it? W-EE-K ? week.</b></p> <p>6. Allow students to turn to page 94 card 55 and read column 1 and 2</p> <p>7. Ask them to come and review the words</p> <p><b>8.</b> Allow them to write the words and complete it as home work.</p>
6	<b>Milestone-4 :Long vowels-E</b>		<b>To read words using the Y rule to form the long vowel e.</b>	<b>Card-55 Forming words</b>	<p>Let us now revise the second rule for reading long vowels. When a vowel is followed by the letter Y it forms the long sound. Let us see how this comes DON- K-EY . how do we read this? So<b>When E and Y join together e sounds like EE. Let us read these words MO-N-EY/ H-ON-EY / M-ONK-EY</b></p> <p>But there is also another rule</p> <p><b>When Y comes at the end of a word that already has another vowel, the y alphabet makes the E sound like BABY / DADDY / HAPPY</b></p> <p>Allow students to read the 3rd column of pg 94 card 55 And write it in the note book</p>

7					<p>REVISE THE 3 RULES OF LONG E</p> <ol style="list-style-type: none"> <li>1. 2 VOWELS TOGETHER</li> <li>2. WHEN EY COMES TOGETHER</li> <li>3. WHEN Y COMES AT END OF WORD THAT ALREADY HAS A VOWEL</li> </ol> <p>WRITE WORDS WITH ALL 3 COMBINATIONS ON THE BOARD AND LET STUDENTS READ IT</p>
8	Sight words		To recognize the sight words.	Card-59 sight words	<p><b>It is important that children understand the meaning of the Sight words before they can recognize it. In level 2, the students have already been introduced to the sight words in class I and so the games will reinforce their recognition. In level 3, introduction of sight words will depend on how many milestones have been covered in 2022. If the stories and sight words have been introduced already, they can be revised through the games during L&amp;S and reinforced during the R&amp;W class.</b></p> <p><b>If the milestone is not covered in 2022, then the sight words should be first introduced through the story and its meaning explained.</b></p> <ol style="list-style-type: none"> <li>1. Read the story from the card and let the students follow the story in their workbook.</li> <li>2. Ask students to put up their hands when they come to the sight word (this should be done if the milestone is being revised and children already know the sight words).</li> <li>3. Explain the meaning of the sight word in the context of the story.</li> </ol>

					<p>4. Prepare a chart of sight words(Or write the sight words on the board/Prepare flashcards of sight words) At the end of the story Show the Flash Card one at a time and ask the students to recognize and repeat the sight words after you.</p> <p>5. Hold up the cards randomly and let students recognize and call out the words.</p> <p>6. Place the Flash Cards of all the words, say a sight word and ask students to identify and pick the card. <b>Allow students to write and read the sight words in the note book at home</b></p>
9			<b>To write the dictations of the words</b>	<b>Card-65 I can do</b>	<ol style="list-style-type: none"> <li>1. Ask the students to recall all the words that were learned till now in the class</li> <li>2. Call out the words so that students can write them in their notebooks.</li> <li>3. Check the notebooks and re-teach the same if required.</li> </ol>

<b>Day 10 to Day 18</b>					
<b>Long vowel sounds 2</b>					
10	Day 10 to Day 18	Milestone-5 :Long vowels-2 & Sight words	<b>To form words using the long sounds of i</b>	<b>Card-67 Forming words -i</b>	<ol style="list-style-type: none"> <li>1. Students revise the word families IN/IP IT/ILL/IG with the short vowel sound of I.</li> <li>2. Ask students to guess what the long form of vowel I will sound like. Can they think of a few words with the sound I?</li> <li>3. Ask them to remember the rules they learnt when the letter A makes the long sound. Revise the rules <ul style="list-style-type: none"> <li>• When 2 vowels come together the first vowel makes the long sound.</li> <li>• When the vowel is followed by a consonant and</li> </ul> </li> </ol>

					<p>the letter E.</p> <ul style="list-style-type: none"> <li>• When the letter joins with Y.</li> </ul> <p>4. Now let us see how these rules are used to make the long sound I</p> <ol style="list-style-type: none"> <li>a. write the word TIE PIE LIED on the board. Ask them to apply the 2- vowel rule and read the words.</li> <li>b. Write the words TIME and RICE on the board. Ask them to apply the rule of V-C- E and help them decode – T- IME and R-ICE explaining again that E is silent</li> <li>c. When small words usually without a vowel end with Y the sound I is produced like SKY CRY MY.</li> </ol> <p>5. Show card 67 /page 112 of workbook and allow students to read the words. Explain the meaning of the words in Kannada.</p>
11			<p><b>To form words using the long sounds of i.</b></p>	<p><b>Card-68 Forming words-i</b></p>	<ol style="list-style-type: none"> <li>1. Prepare a chart of the words given in the card or write these words on the BB</li> <li>2. ask students to Read aloud the words together</li> <li>3. Ask the students to write it on their wall slate and practice reading with their partner.</li> <li>4. Ask the students to write these words in their notebooks and read them aloud in the class one by one.</li> </ol>

12			<b>To form words using the long sounds of o</b>	<b>Card-71 Forming words-o</b>	<ol style="list-style-type: none"> <li>1. Revise the word families OT / OP / OG/ OY /OW with the short vowel sound of O.</li> <li>2. Explain that the long sound of O is O as in GOAL and can also be OO as in MOON</li> <li>3. Revise the 2 rules of making long sounds <ul style="list-style-type: none"> <li>• When the vowel O is the first of a vowel pair in a word as in BOAT</li> <li>• When the vowel O is followed by a consonant and E as in BONE</li> </ul> </li> <li>4. Go to card 71 or page 117 of the workbook. Or write the words of the card on the BB and help students to decode the words using the two rules.</li> <li>5. Let them write and sound out the words in the note book</li> </ol>
13	Day 10 to Day 18	Milestone-5 :Long vowels-2 & Sight words	<b>To form words using the long sounds of o</b>	<b>Card-73 Forming words-o</b>	<p>Now introduce the OOO sound. Explain that when OO join they form the OO sound as in MOON which is the long OO sound or GOOD which is the short OO sound.</p> <ol style="list-style-type: none"> <li>1. Show card 73 or turn o page 120 of the workbook or write the words on the blackboard and help students decode the words as in B-OO-T</li> <li>2. Allow students to write and sound out the words in their note book</li> </ol>
14			<b>To form words using the long sounds of o</b>	<b>Card-72 &amp; Card-74 Forming</b>	Play Simon says or passing the parcel using all words in card 71, 73 and 75 to revise and review student's understanding

			<b>words-o</b>	
<b>15</b>			<b>To form words using the long sounds of u</b>	<b>Card-77 Forming words-u</b> 1. Revise the word families UT / UP / UG/UN with the short vowel sound of U 2. As in the case of I and O revise the rules that produce the long sound for U 1. When 2 vowels come together as in UE as in DUE 2. When it combines with a consonant followed by E as in TUNE 3. Explain that another way the sound U is formed is when EW join together as in FEW or NEW <b>Show card 77 or students turn to page 124 of workbook. Point out the words and the rules of decoding to be followed</b>
<b>16</b>			<b>To form words using the long sounds of u</b>	<b>Card-78 Forming words-u</b> 1. Write the words given in card 78 in the note book 2. Use the words in card 77, 78 and 80 to play revision games as explained for other vowels.
<b>Lqy</b>			<b>To recognize the sight words.</b>	<b>Card-81 sight words</b> <b>As in the earlier milestone the introduction of sight words will depend on whether the words have already been introduced.</b> 1. Revise the sight words through L&S games or introduce the sight words through the story and explain the meaning of each sight word. 2. Stress that sight words should be read as whole words. 3. Repeat the step till students can recognize the word in the card. 4. Let the students write the words and practice in their notebook
				1. Prepare a chart of sight words(Or write the sight

**Day 19to Day27**

**L&R BLENDS**

<b>18</b>			<b>To recognize the sight words.</b>	<b>Card-84 Know your sight words</b>	words on the board/Prepare flashcards of sight words) <b>2.</b> Say aloud any one of the sight word words call the student to the chart/board to recognize that word and circle it.[Student can pick up the flash card of the sight word present to the class and read it aloud.] <b>3.</b> Use the language games such as passing the parcel/I spy etc. to confirm the learning of the sight words and to make learning joyful
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19		Milestone 6 Blends-1 Consonants	To form words using L blends	Card-87 Page 137 Introducing Blends	<ol style="list-style-type: none"> <li>1. Revise the sounds of letters c, f, g, p</li> <li>2. Introduce that in English we sometimes add L to these letters. When we do this, the letters say both sounds together. e.g. if we join b with l the letters together say bl.</li> <li>3. Write the word BLOT and show it is read as BL-OT or PL-OT to be read as PLOT.</li> <li>4. Write the combination GL, FL, PL on the BB and elp students sound it out. Explain that like BL is read as bl- in the same way,the letter combination GL is read as gl, FL is read as fl and PL is read as pl.</li> <li>5. Read the words from card 87. Let students turn to page 137 of the Workbook or write the words given in the card on BB and read them aloud and explain their meaning in Kannada.</li> </ol>
20	Day 19 to 27			To identify the words L blend	Card-88 Introducing Blends
21	Day 19 to Day 27	Milestone 6 Blends-1 Consonants	To form words using l blends	Card-87 & 88 Introducing Blends	Revise cards 87 & 88 and make students confident to read with L blends by making word cards and playing Simon says or passing the parcel.

22			<p><b>To form words using r blends</b></p> <p>.</p>	<p><b>Card-90 Introducing Blends</b></p>	<ol style="list-style-type: none"> <li>1. Revise the sounds of letters b, c, d, f, g,p, t,</li> <li>2. Explain that like L there are many words where the letter R is attached to another consonant and when we do this, both letter sounds are heard distinctly. together. e.g. if we join b with r the letters together say br.</li> <li>3. Write the letters CR, FR, GR, PR and TR on the blackboard and ask students to sound it out.</li> <li>4. Show the words on card 90 and workbook page 144. If students do not have the workbook, write the words on the black board. Read the first words with each combination and then ask students to work in pair and try to decode the remaining words and explain their meaning in Kannada. <ol style="list-style-type: none"> <li>1. Let the students read these words and practice.</li> <li>2. Ask them to write these words in their notebooks.</li> </ol> </li> </ol>
23			<p><b>To identify the words with r blends</b></p> <p>.</p>	<p><b>Card-91 Introducing Blends</b></p>	<ol style="list-style-type: none"> <li>1. Show the card and encourage identifying the picture and saying it aloud.</li> <li>2. Write the words given in activity-6on the board, and ask students to decode and read it.</li> <li>3. Ask them to write these words in their notebooks.</li> </ol>
24			<p><b>To form words using r blends</b></p> <p>.</p>	<p><b>Card-90 &amp; 91 Introducing Blends</b></p>	<p>Make chits /card with words from card 90 and 91 and play passing the parcel or Simon Says or I spy. This will help reinforce and also review whether students can read words with R blends.</p>

25			To introduce and recognize the sight words.	Card-93 sight words	<p><b>As in the earlier milestones the introduction of sight words will depend on whether the words have already been introduced.</b></p> <ol style="list-style-type: none"> <li>1. <b>Revise the sight words through L&amp;S games or introduce the sight words through the story and explain the meaning of each sight word.</b></li> <li>2. Show the flashcard one at a time and ask the students to repeat the words after you</li> <li>3. Stress that sight words should be read as whole words.</li> <li>4. Repeat the step till students can recognize the word in the card.</li> <li>5. Let the students write and say the words in their notebook</li> </ol>
26	Day 19 to Day 27		To revise the sight words.	Card-96 Know your sight words	<p><b>Revise the sight words</b> <b>Use any of these activities to revise</b></p> <p>Prepare a chart of sight words Or write the sight words on the board Or Prepare flashcards of sight words</p> <ol style="list-style-type: none"> <li>1. Say aloud any one of the sight words and call the student to the chart/board to recognize that word and circle it.</li> <li>2. Student can pick up the flash card of the sight word present to the class and read it aloud.</li> <li>3. Use the language games such as passing the parcel/I spy etc. to confirm the learning of the sight words</li> <li>4. Call out the sight words and allow students to write them in their notebooks. Check the notebooks and re-teach the same if required.</li> </ol>

27		Milestone 6 Blends- 1 Consonants	To form the words using l & r blends	Card-98 Let us do	<ol style="list-style-type: none"> <li>1. Write the jumbled letters given on the card on the board.</li> <li>2. Ask students to form words from the jumbled letters given on the BB.</li> <li>3. Ask students to write the words formed, in the 4-line worksheet.</li> </ol>
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<b>Day 28 to Day 35</b>					
<b>BLENDS – BLENDS 2</b>					
28	Day 28 to Day 35	Milestone 7 Blends-2 Consonants	To form words using s blends .	Card-100 Introducing -S Blends	<ol style="list-style-type: none"> <li>1. Revise the sounds of letters c ,l, k, m, p, t, w</li> <li>2. Explain that like L and R can be added to other letters to form blended sounds, the letter S can also be added to letters to get blended.</li> <li>3. Write the letters SC SK SL SM SP ST and SW on the blackboard and ask students to guess the sounds they produce.</li> <li>4. Allow students to turn to page 159 of the workbook or write the words given on the card 100 on BB. Help students decode the first word in each column by demonstrating E.g. (SC-OO-TER) (SL-EE-P) etc. ask them to work in pairs and decode the rest of the words and leave them to try decoding the words.</li> <li>5. Once most students announce that they have finished, allow them to read it out and explain the meaning of the words in Kannada.</li> <li>6. Ask them to write the 24 words in their notebook</li> </ol>

29			<p><b>To form words using s blends</b></p> <p>.</p>	<p><b>Card-100</b> <b>Introducing -S Blends</b></p>	<p>The above activity will be completed</p>
30			<p><b>To identify the words with s blends</b></p> <p>.</p>	<p><b>Card-101</b> <b>Blends-Consonants</b></p>	<ol style="list-style-type: none"> <li>1. Students know the meaning of the words.</li> <li>2. Show card 101 and hide the writing. Ask students to guess the word based on the picture.</li> </ol>
31			<p><b>To practice the words with s blends</b></p> <p>.</p>	<p><b>Card-100-102</b> <b>Blends-Consonants</b></p>	<p><b>Revise all the S blend words taught</b> Make chits /card with words from card 100-102 and play passing the parcel or Simon Says or I spy. This will help reinforce and also review whether students can read words with S blends.</p>
32			<p><b>To write the words with s blends</b></p> <p>.</p>	<p><b>Card-103</b> <b>Let Us Do</b></p>	<ol style="list-style-type: none"> <li>1. Ask the students to recall the s blends words till they learned.</li> <li>2. Say that you are going to say the actions done by different things and they have to recognize the words related to these actions and write in their notebook.</li> <li>3. Say aloud the actions given in the cards For example, Actions we can do in the water</li> <li>4. Let the students write the related words</li> </ol>

33			To recognize the sight words.	Card-105 sight words	<p><b>As in the earlier milestones the introduction of sight words will depend on whether the words have already been introduced.</b></p> <ol style="list-style-type: none"> <li><b>1. Revise the sight words through L&amp;S games or introduce the sight words through the story and explain the meaning of each sight word.</b></li> <li>2. Introduce the sight words and revise the meaning of each sight word.</li> <li>3. Show the flashcard one at a time and ask the students to repeat the words after you</li> <li>4. Stress that sight words should be read as whole words.</li> <li>5. Repeat the step till students can recognize the word in the card.</li> <li><b>6. Let the students write the words and practice in their notebook</b></li> </ol>
34	Day 28 to Day 35	Milestone 7 Blends-2 Consonants	To recognize the sight words.	Card-108 Know your sight words	<ol style="list-style-type: none"> <li>1. Prepare a chart of sight words(Or write the sight words on the board/Prepare flashcards of sight words)</li> <li><b>2.</b> Say aloud any one of the sight words and call the student to the chart/board to recognize that word and circle it. [Student can pick up the flash card of the sight word present to the class and read it aloud.]</li> <li><b>3.</b> Use the language games such as passing the parcel/I spy etc. to confirm the learning of the sight words and to make learning joyful</li> <li>4. Ask the students to recall all the words that were learned till now in the class.</li> <li>5. Call out the words so that students can write them in their notebooks.</li> </ol> <p>Check the notebooks and re-teach the same if</p>

					required.
<b>35</b>			<b>To identify the words with s blends</b>	<b>Card-110 Let Us Do</b>	<ol style="list-style-type: none"> <li>1. Show the cards and ask the students to identify the picture and write the words in their notebooks.</li> <li>2. If they have not completed the workbook they can complete the exercise in the workbook</li> <li>3. Check the student's work and do remedial teaching for those who were not able to write</li> </ol>

<b>Day 36 to Day 44</b>					
<b>DIGRAPHS</b>					
<b>36</b>	<b>Day 36 to Day 44</b>	<b>Milestone 8 Digraphs</b>	<b>To understand how digraphs are formed using two consonants.</b>	<b>Card-112 Introduction - chshthwh</b>	<ol style="list-style-type: none"> <li>1. Introduce the digraph sounds by saying as below <ul style="list-style-type: none"> <li>• When C&amp;H join together, they form the sound CH as in CHAIR</li> <li>• When S&amp;H join together They form the sound SH as in SHOW</li> <li>• When T&amp;H join together, they form two sounds TH as in the word THE and the sound TH in the word THING</li> <li>• When W&amp;H join together, they form the sound WH as in WHY &amp; WHITE</li> </ul> </li> <li>2. Write the words given on the card 112 on the BB and display them. Or allow students to turn to page 175 of the workbook</li> <li>3. Read these words aloud by giving stress to the digraph sounds and asking students to repeat them.</li> <li>4. Let the students practice these words well.</li> <li>5. Ask the students to write these words in their notebook by calling them aloud.</li> </ol>

37			<b>To understand how digraphs are formed using two consonants.</b>	<b>Card-112 Introduction - chshthwh</b>	Repeat the activities given above and make students confident to identify the digraphs and read properly
38			<b>To identify the picture and read the word</b>	<b>Card-113 Introduction - chshthwh</b>	<ol style="list-style-type: none"> <li>1. Show the card and encourage identifying the picture and saying it aloud.</li> <li>2. Write the words given on the card on the board, read aloud, and let the students repeat after you.</li> <li>3. Ask students to write these words in their notebook</li> </ol>
39			<b>To practice the words with digraphs</b>	<b>Card-114 Digraphs</b>	<ol style="list-style-type: none"> <li>1. Prepare a chart or write the words given on the card on the blackboard.</li> <li>2. Allow the students to work in pairs and decode the word.</li> <li>3. Allow them to read it out aloud and explain its meaning</li> <li>4. Let the students practice these words by writing on their wall slates and by saying them aloud.</li> <li>5. Ask the students to write these words in the notebook</li> </ol>
40			<b>To recognize the sight words.</b>	<b>Card-117 sight words</b>	<p><b>As in the earlier milestones the introduction of sight words will depend on whether the words have already been introduced.</b></p> <p><b>Revise the sight words through L&amp;S games or introduce the sight words through the story and explain the meaning of each sight word.</b></p> <ol style="list-style-type: none"> <li>1. Show the flashcard one at a time and ask the students to repeat the words after you</li> </ol>



					<ol style="list-style-type: none"> <li>2. Stress that sight words should be read as whole words.</li> <li>3. Repeat the step till students can recognize the word in the card.</li> <li>4. Let the students write the words and practice in their notebook</li> </ol>
41			<b>To recognize the sight words.</b>	<b>Card-120 Know your sight words</b>	<ol style="list-style-type: none"> <li>1. Prepare a chart of sight words (Or write the sight words on the board/Prepare flashcards of sight words)</li> <li>2. Say aloud any one of the sight words and call the student to the chart/board to recognize that word and circle it.[Student can pick up the flash card of the sight word present to the class and read it aloud.]</li> <li>3. Use the language games such as passing the parcel/I spy etc. to confirm the learning of the sight words and to make learning joyful</li> </ol>
42			<b>To write the words with Digraphs.</b>	<b>Card-103 I Can Do</b>	<ol style="list-style-type: none"> <li>1. Ask the students to recall the s blend words they have learnt.</li> <li>2. Write the jumbled letters on the BB.</li> <li>3. Ask the students to write the correct words in their book.</li> </ol>
43	<b>Revise the words of Long Vowels-1</b>				
44	<b>Revise the words of Long Vowels-2</b>				
45	<b>Revise all words that students learned</b>				