

## English (Class 1)

<b><i>Learning Outcomes</i></b>	<b><i>Resource</i></b>	<b><i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i></b>
<b>Child</b> <ul style="list-style-type: none"><li>Names familiar objects seen in the picture.</li><li>Draws in response to a story.</li><li>Responds orally (in any language) to comprehension</li></ul>	NCERT/State Textbook of English Language for Class I or other resources – Story Books, Links as given,	<b>WEEK-1</b>  Theme-Self and the Neighbourhood / Nature Link: <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc</a>



<p>questions related to the poem.</p> <ul style="list-style-type: none"> <li>• Listens to English greetings, polite forms of expression and short sentences.</li> <li>• Pronounces words with common blends, such as 'BR', e.g., 'brother'.</li> <li>• Draws in response to a story.</li> <li>• Responds orally (in any language) to comprehension questions related to the video.</li> <li>• Presents orally (focus on Speaking skill)</li> <li>• Talks about self/ situations in English.</li> <li>• Identifies characters and sequence in a story</li> <li>• Writes short words</li> </ul>	<p><b>different objects available at home</b></p>	<p>Students are shown the video which will give information on different animals and birds who attended the birthday party, and the objects seen in the video. Comprehension questions may be asked to elicit responses from students.</p> <p>The video is shown again and students may be asked to draw their favorite animal/bird seen in the video.</p> <p><b>Link:</b><a href="https://www.youtube.com/watch?v=tBI6bBzj1go">https://www.youtube.com/watch?v=tBI6bBzj1go</a></p> <p>After the students listen to the poem, they may be asked questions such as 'Where does the child live?' etc., The interaction should move on to a discussion about different kinds of houses.</p> <p><b>Note:</b> Teachers/Parents can also refer to NCERT's Special Series Textbook <i>Raindrops Book 1</i> for further reference : <a href="http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19">http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19</a></p> <p><b>WEEK-2</b></p> <p><b>Theme-Self and the Neighbourhood / Nature</b> <b>Link:</b> <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc</a></p> <p>The students are shown a video and asked to notice the greetings and polite expressions used.</p> <ul style="list-style-type: none"> <li>• The students may be asked questions in such a way as to elicit from them words such as 'brother' 'bread' 'branch' etc., making them practice the consonant blend.</li> <li>• The students may be asked about the different animals/birds who had come as guests in the video. They may be further asked about the homes of these animals/birds. Students may respond in English/home language. Then students may be asked to draw the home of any animal/bird.</li> </ul>
---	---	---



		<p><b>WEEK-3</b></p> <p><b>Theme-Self and the Neighbourhood / Nature</b></p> <p><b>Link:</b>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/searchresults/?search_text=ten+little+fingers">https://nroer.gov.in/55ab34ff81fccb4f1d806025/searchresults/?search_text=ten+little+fingers</a></p> <p>The video for the first few minutes is shown, asking with students asked to focus on greetings and polite expressions used. These expressions are to be reinforced through examples.</p> <ul style="list-style-type: none"> <li>• 2. Next, the students are shown the video again and students asked to draw one of the activities (reading, building blocks etc.) seen in the video.</li> <li>• 3. After the students have seen the video, they are asked questions such as 'How many fingers do you have?' 'Can you point to your nose?', etc., to interact with students on parts of the body.</li> <li>• Note: Teachers/Parents can also refer to NCERT's Special Series Textbook <i>Raindrops Book 1</i> for further reference:  <a href="http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19">http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19</a></li> </ul> <p><b>WEEK-4</b></p> <p><b>Theme: The world around us</b></p> <p><b>Link:</b>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d</a></p> <p>The students watch the video on Ten Little Fingers. The teacher gives pronunciation practice focussing on two vowel sounds--bet, bat. set, sat. met, mat, etc.,</p> <ul style="list-style-type: none"> <li>• The video is shown again and students are asked to describe how they celebrate their birthday. If the students use non-English words, they should not be censured, but facilitated to use English.</li> <li>• After the students see the video, they are asked a few questions related to the video. The responses would indicate whether the students have identified the characters and comprehended the sequence.</li> </ul>
--	--	--



		<ul style="list-style-type: none"> <li>Students are encouraged to identify certain objects/ living beings in the video and write the words such as 'man', 'boy' 'sun' 'book', etc.</li> </ul> <p><b>Note:</b> Teachers/Parents can also refer to NCERT's Special Series Textbook</p> <p><b>Raindrops Book 1 for further reference :</b>  <a href="http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19">http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19</a></p>
--	--	--

<b>Learning Outcomes</b>	<b>Resource(s)</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>recites poem/ rhyme with action</li> <li>listens to instructions and draws a picture.</li> <li>carries out simple instructions</li> </ul> <ul style="list-style-type: none"> <li>recognises letters and their sounds from a-z.</li> <li>produces words with consonant blends such br, tr, dr</li> <li>talks about situation in English</li> </ul>	<p>NCERT/State Textbook of English Language for Class I or other resources</p> <ul style="list-style-type: none"> <li>Story Books, Links as given, different objects available at home</li> </ul>	<p><b>Week 5</b></p> <p><b>Theme:</b> Health and Hygiene  Link <a href="https://www.youtube.com/watch?v=NW4QvPPSksU">https://www.youtube.com/watch?v=NW4QvPPSksU</a></p> <p><b>Activity:</b> The learner may be facilitated to listen to the poem. With a second listening, learners may say the words along with the audio learners would enjoy the repetition 'dry, dry, dry' and 'shake, shake, shake'.</p> <p>The parents interact with the learners on living beings and plants that are found in water. Later the learner may be encouraged to draw and colour any one or two.</p> <p>Learners may be given simple instructions in English such as 'After a bath do not throw wet towel on the floor', 'Hang it up to dry', in the interest of health and hygiene.</p> <p><b>Week 6</b></p> <p><b>Theme:</b> The world of sounds  <b>Link</b>  <a href="http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19">http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19</a></p> <p>A long strip of thick paper should be made, using an old calendar or greeting card by cutting up and pasting / stapling. The parent involves the learner in the activity (but not to handle scissors). The alphabet is small letters a-z to be hung prominently. The learner may be encouraged to look, trace with finger, and say aloud.</p> <p>The parent help the child to notice certain words in the poem: 'try', 'dry'. The learner may be encouraged to say more such words such as 'brother', 'train', etc.</p>



The parent shows the learner certain objects such as leaf, feather, pebble, straw, marble, paper etc. and ask which of these would float/sink in water. The learner may be facilitated to experiment, with adult supervision. If the learner uses non- English words, the parent should not punish him/her but bring the learner progressively to English, in naming the objects and in using the verbs float/sink.

## **Week 7**

**Theme:** The world of sounds



		A long strip of thick paper should be made, using an old calendar or greeting card by cutting up and pasting / stapling.
--	--	--



<ul style="list-style-type: none"> <li>• recognises their sounds from A –Z</li> <li>• listens to English words and simple sentences</li> <li>• uses prepositions like ‘on’ ‘in’ ‘under’</li> <li>• differentiates between small and capital letters</li> <li>• identifies characters and sequence in a story.</li> <li>• writes simple words in English.</li> <li>• associates words with pictures.</li> </ul>		<p>The parent involves the learner in the Activity (but not to handle scissors). The alphabet is small letters a-z to be hung prominently. The learner may be encouraged to look, trace with finger, and say aloud.</p> <p>The parent interacts with the learner about the importance of switching off fans/lights when not required, in English / mother-tongue. Then parent uses English phrases ‘Switch off’, ‘Switch on’ and encourages the learner to use such phrases/sentences.</p> <p>The parent makes use of a key chain/small toy/ large handkerchief which can be hung on a peg/door/railing/tree to introduce the preposition ON. Learners may also collect waste paper to throw IN the dustbin, which is kept UNDER the table/sink etc.</p> <p><b>Week 8</b></p> <p><b>Theme:</b> Linguistic Diversity</p> <p>Learners may be facilitated to differentiate between small and capital letters, to recognise and say them, using any old English newspaper.</p> <p>The story ‘Lalu and Peelu’ may be shown to the learner. The same story is in Rimjhim, the Hindi textbook; that may also be shown, and then move on to English version. Role-play of the story may be done, with other siblings or across the window with a neighbour’s child.</p> <p><b>Week 9</b></p> <p><b>Theme:</b> Love for Nature</p> <p>The parent may draw small pictures or show picture of dog, hen, cat, pig, ant, and so on. The first and the last letters of the word may be provided if need be, and gradually learners may be encouraged to write complete words.</p> <p>Since students are at home, real objects may be used instead of/ along with pictures; such as banana, apple, grape, leaf, bird etc. Learners may be encouraged to name the object as well as the colour. The parent may also talk about different kinds of leaves: on the banana tree, grapevine, apple tree etc.</p> <p><b>Week 10</b></p> <p><b>Theme</b></p> <p>Love for animals/birds/ all living creatures</p> <p>The parent may tell a folk story in mother tongue, with questions in between to ensure that learner has understood; The theme to be on love and care for animals/birds/ living</p>
--	--	--





<ul style="list-style-type: none"> <li>• responds orally in any language including sign language to comprehension questions related to stories.</li> <li>• uses prepositions</li> <li>• listens to English words and sentences and responds in English.</li> <li>• recites poems/ rhymes in English.</li> <li>• talks about self/situations in English.</li> <li>• names familiar objects</li> <li>• associates words with pictures</li> <li>• talks about situation/ pictures.</li> </ul>		<p>creatures. The same may be repeated after a few days, introducing English words and phrases. Role-play may be done with older siblings.</p> <p>The parent may talk to the learners about the importance of washing hands, using the prepositions 'before' and 'after' with examples in context.</p> <p><b>Week 11</b></p> <p><b>Theme</b> The world of colours</p> <p>The parent interact with the learner about the house they live in, specially ceiling roof, wall, door, etc., to help learner recall words for colour.</p> <p><b>Link</b> <a href="http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19">http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19</a></p> <p>The parent searches for and encourages learner to recite poems associated with colours. One is found in Raindrops Book I, at the above link.</p> <p>The parents talks to learners about road safety measures for vehicles and pedestrians, to familiarize the learner with English words, such as, 'traffic,' 'red,' 'green,' etc.</p> <p><b>Week 11</b></p> <p><b>Theme</b> Love for Nature</p> <p>Parents facilitates the learner to recall and name familiar objects using English words such as pen, book, chair, plate, etc.</p> <p>The parent draws pictures to help learners identify them and write the beginning sound, as e.g. cow, cat, cap, etc. The learner may be shown the view/ picture of a park / garden from the window/balcony/ using pictures from an old magazine or calendar. Learner may describe it using English words as far as possible.</p>
--	--	---

English (Class II)		
Learning Outcomes	Resource	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)





<p><b>Child</b></p> <ul style="list-style-type: none"> <li>• Expresses verbally his/her opinion.</li> <li>• Draws a picture related to the poem.</li> <li>• Writes a few words related to the poem.</li> <li>• Uses pronounssuch as this/that. Here/there, these/those.</li> <li>• Identifies characters, and sequence events in a story.</li> <li>• Draws in response to a story.</li> <li>• Uses prepositions such as 'before' 'between' while making sentences.</li> <li>• Expresses verbally his/her opinion.</li> </ul>	<p>NCERT/State developed Textbook</p>	<p><b>WEEK-1</b></p> <p><b>Theme: Wonder and Imagination</b></p> <ol style="list-style-type: none"> <li>1. Link: <a href="https://www.youtube.com/watch?v=AdwanEPmqJY">https://www.youtube.com/watch?v=AdwanEPmqJY</a> Students to listen to the poem on this link. . Teacher/Parent interacts with them on the simple joys of putting feet in cool water, watching life in the pond.</li> <li>2. Listening to the poem again by students. Teacher/Parent now asks them to draw a picture or write a few words about the objects or living things in the pond.</li> <li>3. Teacher/Parent suggests a few more creatures/objects: paper boat, fish, turtle etc. Students may be facilitated to come up with complete sentences, using pronouns and objectives.</li> </ol> <p>Note: Teachers/Parents can also refer to the NCERT's Special Series Textbook <i>Raindrops Book 1</i> for further reference :</p>
--	---------------------------------------	--



<ul style="list-style-type: none"> <li>• Draws a picture related to poem.</li> <li>• Writes a few words related to the poem in the video.</li> <li>• Responds orally (in any language) to comprehension questions related to the video.</li> <li>• Presents orally (focus on Speaking skill)</li> <li>• Talks about self/ situations in English</li> <li>• Asks question about the characters, storyline, etc.,</li> <li>• Writes short words</li> </ul>		<p><a href="http://ncert.nic.in/textbook/textbook.htm?berd1=0-15">http://ncert.nic.in/textbook/textbook.htm?berd1=0-15</a></p> <p><b>WEEK-2</b></p> <p><b>Theme: Wonder and Imagination</b></p> <ol style="list-style-type: none"> <li>1. <i>Link:-</i>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc</a>            Teacher/Parent shows the video and then interacts with students on the different animals and birds who attended the birthday party, and the objects seen in the video, to elicit responses from students.</li> <li>2. Teacher/Parent shows the video again and ask children to draw their favorite animal/bird seen in the video.</li> <li>3. Referring to the story in the video, Teacher/Parent asks questions to elicit responses from the students which involve the use of prepositions such as 'in' 'out' 'on' 'before' 'between' 'under'.</li> </ol> <p><b>WEEK-3</b></p> <p><b>Theme: Wonder and Imagination</b></p> <ol style="list-style-type: none"> <li>1. <i>Link:-</i>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/searchresults/?search_text=ten+little+fingers">https://nroer.gov.in/55ab34ff81fccb4f1d806025/searchresults/?search_text=ten+little+fingers</a>            Students to listen to the poem on this link. Teacher/Parent interacts with them on the activities in the video, such as looking at a picture book, playing with building blocks etc. Teacher/Parent asks students about their favourite book, and what makes it their favourite.</li> <li>2. Listening to the poem again by students. Teacher/Parent now asks them to draw a picture of the elephant, paying particular attention to his long nose as stated in the poem.</li> <li>3. After the students see the video, the teacher/Parent asks questions such as 'How many fingers do you have?' 'Do your feet have fingers too? What are they called?' etc. to interact with</li> </ol>
--	--	--



		<p>students on parts of the body. He/ she may introduce a few new words such as 'toe', 'ankle' and 'thumb'.</p> <p><b>Note:</b> Teachers/Parents can also refer to the NCERT's Special Series Textbook Raindrops Book 1 for further reference :  <a href="http://ncert.nic.in/textbook/textbook.htm?berd1=0-15">http://ncert.nic.in/textbook/textbook.htm?berd1=0-15</a></p> <p><b>WEEK-4</b></p> <p><b>Theme: The world around us</b></p> <ol style="list-style-type: none"> <li>1. <i>Link</i>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d</a></li> <li>The students watch the video on Ten little Fingers. The teacher /Parent gives pronunciation practice focusing on two vowel sounds- bet, bat. set, sat. met, mat.</li> <li>2. Teacher/Parent shows the video again and asks students to describe how they celebrate their birthday. If the students use non-English words, they should not be censured, but facilitated to use English.</li> <li>3. After the students see the video, the teacher/parent encourages them to ask questions related to the video and moving beyond the video. This would encourage critical thinking and speaking skill.</li> <li>4. Teacher/Parent encourages them to identify and describe the characters using suitable adjectives. Teachers/Parents facilitate with the appropriate words wherever necessary.</li> </ol> <p><b>Note:</b> Teachers/Parents can also refer to the NCERT's Special Series Textbook Raindrops Book 1 for further reference :  <a href="http://ncert.nic.in/textbook/textbook.htm?berd1=0-15">http://ncert.nic.in/textbook/textbook.htm?berd1=0-15</a></p>
--	--	---

<b>Learning Outcomes</b>	<b>Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
--------------------------	------------------	--



[illegible]



<ul style="list-style-type: none"> <li>listens to English words, greetings and polite form of expression.</li> <li>identifies characters and sequence in a story</li> <li>expresses verbally his/her opinion</li> <li>draws or writes a few sentences in response to the poem</li> <li>listens to English words</li> </ul>          <ul style="list-style-type: none"> <li>uses preposition, such as, ‘before’ and ‘after’</li> <li>talks about situations</li> </ul>          <ul style="list-style-type: none"> <li>listens to English words</li> <li>expresses verbally his/her opinion</li> </ul>		<p><b>Week 8</b></p> <p><b>Theme</b> Good manners and courtesy</p> <p><b>Link</b><a href="https://nroer.gov.in/55ab34ff81fccb4fd806025/page/589d6468472d4a351365e9fc">https://nroer.gov.in/55ab34ff81fccb4fd806025/page/589d6468472d4a351365e9fc</a></p> <p>The parent shows the video and helps learner to notice how each guest is welcomed and made to feel uncomfortable, and how each guest is well mannered. The teacher may ask parents to recollect the folktale, ‘The wind and the sun’ and narrate to learners at home, to reinforce the points on good manners.</p> <p><b>Week 9</b></p> <p><b>Theme:</b> Self and Nature</p> <p><b>Link</b> <a href="https://www.youtube.com/watch?v=bwdMR7WkcJY">https://www.youtube.com/watch?v=bwdMR7WkcJY</a></p> <p><b>Activity:</b> The parent facilitates listening of the poem and interacts with the learner on the sounds and smell associated with rain, and on ways to shelter from the rain, to encourage the learner to express an opinion.</p> <p>The learner listens again to the poem, and draws a picture and writes a few sentences on it.</p> <p>The parent interacts with children on words for rain, cloud umbrella, water, etc., in mother tongue and in English; and on forms of water such as sea, river and pond.</p> <p><b>Week 10</b></p> <p><b>Theme:</b> Love for Nature</p> <p>The parent interacts with the children on what is noticeable before it rains and after it rains, to enable learner learn these prepositions in context.</p> <p>The parent interacts with children on what happens to little creatures such as snails and ants, when it rains.</p> <p><b>Week 11</b></p> <p><b>Theme:</b> Listen to English</p> <p>The parent cuts up old greeting cards into small squares on which he/she writes words that rhyme with ‘pin’, ‘spot,’ etc. (4 words X 5 sets). Learners are asked to sort them out based on the ending sound.</p> <p>The parent interacts with the learner on the special kind of feetthat frogs have (webbed feet) in mother tongue and/ or English. Learners are encouraged to guess the names of water birds that have webbed feet, and the reason why.</p>
---	--	---





<ul style="list-style-type: none"> <li>• responds to comprehension questions</li> </ul>		Week 12 Theme Self and Family
<ul style="list-style-type: none"> <li>• listens to instructions and draw</li> </ul>		Mr. Nobody (poem)
		The parent facilitates listening of the poem. After a second listening, the parent may ask a few questions to ascertain that the learner has understood.
		The learner attempts to draw the picture of Mr.Nobody, listening to the parent/ sibling who call out instructions such as 'big ears', 'round red nose', etc.

English (Class-III)		
Learning Outcomes	Resource(s)	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<b>Child-</b> <ul style="list-style-type: none"> <li>• recites poems individually/ in groups</li> <li>• reads printed script on posters.</li> <li>• identifies opposites such as day/night.</li> <li>• uses vocabulary related to Environmental Studies.</li> <li>• reads printed scripts on posters/charts.</li> <li>• uses a variety of nouns, pronouns,, adjectives and prepositions in context.</li> </ul>	NCERT/State developed Textbook	<b>WEEK-1</b> <b>Theme: Appreciation of the beauty of Nature.</b> <ol style="list-style-type: none"> <li>1. Link: <a href="https://www.youtube.com/watch?v=prkwoQrOGOa">https://www.youtube.com/watch?v=prkwoQrOGOa</a>  <a href="https://www.youtube.com/watch?v=yBHMLNS8FDE">https://www.youtube.com/watch?v=yBHMLNS8FDE</a>            Students to listen to the poem on this link. When played again, they may be asked to repeat the poem after each line and later invited to interact on the various elements of Nature in the poem.</li> </ol>



<ul style="list-style-type: none"> <li>• uses meaningful short sentences in English, with a variety of nouns, pronouns, adjectives, and prepositions.</li> <li>• responds orally in English to comprehension questions related to the parts of the body as mentioned in the video.</li> <li>• presents orally (focus on Speaking skill).</li> <li>• uses the past tense correctly through meaningful sentences in English.</li> <li>• uses vocabulary related to Mathematics</li> <li>• writes 5-6 sentences on personal experiences</li> </ul>		<ol style="list-style-type: none"> <li>2. Students may be shown a poster with a simple message 'Save the Earth' etc. and encouraged to have a discussion on it.</li> <li>3. The theme 'Nature' can be used to reinforce the concept of opposites such as day/night, hot/cold, warm/cool, dry/wet.</li> <li>4. Parent can dictate a short paragraph (as discussed with the teacher beforehand) with age appropriate vocabulary.</li> </ol> <p><b>WEEK-2</b></p> <p><b><i>Theme: Student and the Nature</i></b></p> <ol style="list-style-type: none"> <li>1. An interaction is held with students on public gardens, parks, mentioning the presidential garden in Delhi, Lal Bagh in Bengaluru: the open spaces, the flowers, the benches, etc. Then students are asked to read printed script such as 'Do not pluck the flowers', 'Keep off the grass' along with a discussion on the purpose of putting them up.</li> <li>2. Students are told to imagine that they have entered a large garden and they find many wonderful and beautiful things there. Students describe the magic garden using nouns, pronouns, adjectives and prepositions in context.</li> </ol> <p><b>WEEK-3</b></p> <p><b><i>Theme: Wonder and Imagination</i></b></p> <ol style="list-style-type: none"> <li>1. Link : <a href="https://nroer.gov.in/55ab34ff81fccb4fd806025/searchresults/?search_text=ten+little+fingers">https://nroer.gov.in/55ab34ff81fccb4fd806025/searchresults/?search_text=ten+little+fingers</a> Teacher/Parent interacts with students on the characters and situation in the video. Students describe the context using nouns, pronouns, adjectives and prepositions in context.</li> <li>2. After the students see the video, they are asked questions to reinforce names of parts of the body such as toes, thumb, ears etc. Teacher can</li> </ol>
---	--	--



		<p>introduce idiomatic phrases related to parts of the body such as 'the legs of a chair', 'the teeth of a comb', 'the hands of the clock' etc.</p> <p>3. The video picturizes a reading room. In this context, messages are put up for a poster for the reading room: 'Keep Silent' and 'Replace the books on the shelf'. Students read the posters, and are encouraged to discuss on the need for such posters.</p> <p><b>WEEK-4</b></p> <p><b><i>Theme: The World around Us</i></b></p> <p>1. <b>Link_</b>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d</a></p> <p>The students watch the video 'Ten little Fingers'. The teacher/ parent gives pronunciation practice focusing on two vowel sounds bet, bat. set, sat. met, mat. Next, the teacher/parent gives pronunciation practice focusing on two consonant sounds--sh and s. Ship, sip. sheep, seep. shore, sore. The focus here is sound, not meaning.</p> <p>3. Students are asked comprehension questions on the characters and situation in the video. Students describe the context using the simple past tense in context.</p> <p>4. After the students see the video, they are asked questions about the objects in the video, to elicit responses that would involve the use of vocabulary generally associated with Mathematics such as square, rectangle, more than, smaller than etc.</p> <p>5. Students are asked to imagine that a friend is visiting them. Students may write a few sentences on this, facilitated by the teacher.</p>
--	--	--



<i>Learning Outcomes</i>	<i>Resource(s)</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>expresses orally his/ her opinion/ understanding about the poem in English</li> <li>distinguishes between simple past and simple present</li> <li>writes dictation of words/ phrases</li> </ul> <ul style="list-style-type: none"> <li>responds appropriately to oral messages</li> <li>uses vocabulary related to EVS</li> </ul>	<p><b>NCERT/State Textbook of English Language for Class I</b> or other resources – Story Books, links as given, different objects available at home</p>	<p><b>Week 5</b></p> <p><b>Theme:</b> Self and nature</p> <p><b>Link</b>  <a href="https://www.youtube.com/watch?v=yTcndpRdQcY">https://www.youtube.com/watch?v=yTcndpRdQcY</a></p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe the process from seed to tree, as described in the poem. The listener may relate it to growth in other forms of life.</p> <p>The parent interacts with the learner about the poem, encouraging learners to form sentences that use the simple past and simple present appropriately.</p> <p>The learner writes down words/ phrases related to the poem: 'green leaves', 'thin twigs', etc.</p> <p><b>Week 6</b></p> <p><b>Theme:</b> Vegetables</p> <p>The parent calls out to the learner to bring vegetables from the kitchen such as carrots, beetroot, onion, etc, and involves the learner in making a salad.</p>





<ul style="list-style-type: none"> <li>• writes words/ phrases</li> <li>• expresses orally his/ her opinion/ understanding about the poem in English</li> <li>• recites poems</li> </ul>		<p>The learner may be asked to make a drawing of only those vegetables that grow under the ground, and name them in English and the mother tongue.</p> <p>The learner writes short phrases using appropriate adjectives with the names of vegetables.</p> <p><b>Week 7</b></p> <p><b>Theme:</b> The sea</p> <p>The parent may narrate an age-appropriate folktale about the sea, asking questions in between to ensure that the learner has understood, and gives scope to express his/ her opinion.</p> <p>The parent may search for a short age-appropriate poem in English related to any aspect of the sea and encourage the learner to recite it.</p>
--	--	--





<ul style="list-style-type: none"> <li>• performs role-play in English</li> <li>• identifies opposites</li> </ul>	<p><b>Week 8</b></p> <p><b>Theme:</b> Sea life</p> <p>The learner is asked to imagine that he/she is a fish and describe all that he/ she sees around, in English.</p> <p>The parent describes fishermen and the sea, using words emphasising opposites, and ensuring that the learner identifies them.</p> <p>The learner is encouraged to write words related to the above theme.</p> <p><b>Week 9</b></p> <p><b>Theme:</b> Health and hygiene</p> <p>The learner is encouraged to read messages related to the prevailing situation: ‘Wash hands for 20 seconds’; ‘do not go out to play’.</p> <p>The parent may interact with the learner on words such as ‘second’, ‘minute’, ‘hour’.</p> <p>The parent may interact with the learner in the context of the prevailing situation, and facilitate the identification of opposites: healthy/ sick; safe/ unsafe.</p> <p><b>Week 10</b></p> <p><b>Theme:</b> The World of colours</p> <p><b>Link</b></p> <p><a href="https://www.youtube.com/watch?v=MN656jD9cyw">https://www.youtube.com/watch?v=MN656jD9cyw</a></p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>The parent may interact with the learner on different occasions when balloons are put up, to elicit responses that express the learner’s understanding/ opinion.</p>
<ul style="list-style-type: none"> <li>• reads printed script on walls/ posters/ charts</li> <li>• uses vocabulary related to Maths</li> <li>• identifies opposites</li> </ul>	
<ul style="list-style-type: none"> <li>• recites poems</li> <li>• expresses orally his/ her opinion/ understanding</li> <li>• uses punctuation such as full stop, capital letters appropriately</li> </ul>	





		The learner is encouraged to write a few short sentences on balloons, with appropriate punctuation.
--	--	---





<ul style="list-style-type: none"> <li>• performs role play</li> <li>• reads small texts in English with comprehension</li> <li>• uses meaningful short sentences in English with a variety of adjectives, nouns and pronouns</li> <li>• uses vocabulary related to EVS</li> </ul>		<p><b>Week 11</b></p> <p><b>Theme</b> The World around us</p> <p>The learner enacts the role of a balloon seller, and others at home are his/ her customers.</p> <p>The parent facilitates reading of picture books/ of interesting passages cut out from newspaper/ children's magazines.</p> <p><b>Week 12</b></p> <p><b>Theme</b> The World of words</p> <p>The parent shows a view/ picture of a park/ garden and asks the learner to describe it, using a variety of adjectives, nouns and pronouns.</p> <p>The parent may interact with the learner to imagine a world without sunshine, and how it would affect life.</p>
--	--	--

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





<p>in writing in English, to questions based on day to day experiences, and to a poem heard/read.</p>	<p><b>WEEK-2</b></p> <p><b><i>Theme: Appreciation of Nature</i></b></p> <p><b>1. Link:</b></p> <p><a href="https://www.youtube.com/watch?v=CMKU3zHSyTo">https://www.youtube.com/watch?v=CMKU3zHSyTo</a></p>
---	---





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





		<p>4. Teachers can also interact on the gender aspect here: Can a woman be the head of the family?</p> <p><b>WEEK-4</b></p> <p><b>Theme: Knowing About the World</b></p> <p><b>1. Link</b>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d</a></p> <p>The students watch the video on Ten little Fingers.</p> <p><b>2.</b> The teacher gives pronunciation practice focussing on two vowel sounds--bet, bat. set, sat. met, mat. Next, the teacher gives pronunciation practice focussing on two consonant sounds--sh and s.</p> <p><i>Ship, sip. sheep, seep. shore, sore. The focus here is sound, not meaning.</i></p> <p><b>3.</b> Students are asked to think of words associated with WATER. A clue would be provided, and students should try and give the correct answer. The number of letters of the required answer would also be given, e.g., water that is flowing (5). The answer is RIVER (which consists of 5 letters). Similarly, clues can be provided for RAIN, POND, ICE, etc.</p> <p><b>4.</b> Students are asked to think of ways to conserve water at homes and facilitated to share their ideas in English.</p>
--	--	--





<i>Learning Outcomes</i>	<i>Resource(s)</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>recites poems with appropriate expressions and intonation</li> <li>responds verbally to questions based on day-to-day experiences</li> <li>writes dictation of words/phrases</li> </ul>	<p>NCERT/State Textbook of English Language for Class I or other resources – Story Books, Links as given, different objects available at home</p>	<p><b>Week 5</b></p> <p><b>Theme:</b> Sports and Games</p> <p><b>Link</b>  <a href="https://www.youtube.com/watch?v=cPmJlLVutwo">https://www.youtube.com/watch?v=cPmJlLVutwo</a></p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>The parent interacts with the on a sport that he/ she used to play, and discusses about the learner's favourite game in detail.</p> <p>The learner may be asked to classify games into indoor/outdoor and list them.</p>





- speaks briefly on a familiar issue
- uses a dictionary for spelling and meaning
- uses punctuation marks appropriately

- shares riddles in English
- responds verbally to questions based on a story
- presents orally the highlights of a narration

## Week 6

**Theme:** Good Health

The learner may be asked to reflect and speak on how people above 60 years of age can keep themselves healthy.

The learner may be encouraged to look up certain terms related to sports in the dictionary.

The learner may be encouraged to write short sentences on the theme using punctuation marks appropriately..

## Week 7

## Theme: Linguistic Diversity

Learners interact with parents/ siblings/ grandparents at home/ over the phone to share riddles in English and learn new ones in the mother tongue and in English.

The learner listens to a folktale narrated by the parent on how wisdom overcomes a problematic situation. The parent may ask questions in between to ensure that the learner has understood.

The learner may re-tell the above story in brief, presenting only the highlights.





- solves simple Crossword puzzles
- reads subtitles on TV
- uses linkers to indicate connectedness

- enacts different roles
- responds to simple instructions
- describes briefly in writing

### Theme: Curiosity and Wonder

The parent may facilitate independent and silent reading by the learner by providing opportunities to read picture books/children's stories in magazines/NROER based on adventure and curiosity. The parent may ask questions based on the story to elicit responses in English.

<https://www.youtube.com/watch?v=QMgmHDdWQ7Q>

The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.

The learner is asked to write three questions beginning with 'Why'.

## Theme: The World of Words

The parent may provide clues to the learner, to enable him/ her to arrive at an answer of one word.

The learner may be encouraged to watch any English news channel and try to read the subtitles or information provided in a running ribbon below, for a few minutes every day.

The learner may be asked to describe a process. The parent may ensure that the learner uses the linkers appropriately.

## Theme: Fitness

The learner may be involved with words, such as, racing, diving, swimming, etc., and either enacts or draws them to express the sense of movement.

The learner may be provided with 20 words related to three different sports and asked to classify them.





		The parent may provide information about a local sportsperson. The parent writes down some points. With these, the learner writes a few sentences on him/her.
--	--	---





<ul style="list-style-type: none"> <li>• uses nouns, pronouns, adjectives and prepositions in speech</li> <li>• presents highlights orally in English</li> <li>• builds word chains</li> <li>• reads headlines in the newspaper</li> <li>• reads printed script in advertisements</li> </ul>		<p><b>Week 11</b></p> <p><b>Theme:</b> Multilingualism</p> <p>The parent shows an age-appropriate and interesting cartoon, with or without words. The learner responds and describes it briefly in English.</p> <p>The learner collects information on friends and neighbours, their place of origin and the languages they speak at home. He/she presents the information briefly in English.</p> <p><b>Week 12</b></p> <p><b>Theme:</b> The World of words</p> <p>The learner is provided the word HAND and asked to write as many related words as he/she can.</p> <p>The parent may encourage the learner to read out the headlines in any English newspaper and say what he/she understood.</p> <p>The parent may encourage the learner to read out the advertisements in any English newspaper.</p>
--	--	---

English (Class-V)		
Learning Outcomes	Resource	Week-wise Suggestive Activities (to be guided by Parents)
<p>Child-</p> <ul style="list-style-type: none"> <li>• appreciates either verbally or in writing the variety of food</li> </ul>	NCERT/State Textbooks	<p><b>WEEK-1</b></p> <p><b>Theme: Multi-cultural approach to food</b></p> <ol style="list-style-type: none"> <li>1. Teacher addressing whole class (through Skype/mobile/other means) can interact on the variety of food in the different regions</li> </ol>





<p>as read/heard in day -to- day life or through narratives.</p> <ul style="list-style-type: none"> <li>• conducts short interviews of people around him/her, such as parents/grandparents.</li> <li>• connects ideas and sequence (through listening skills).</li> <li>• composes a short Paragraph.</li> <li>• share riddles in English.</li> <li>• uses antonyms in context.</li> <li>• takes dictation for different purposes, such as lists.</li> <li>• conducts short interviews</li> <li>• connects ideas that student has inferred through reading and interaction, with personal experience.</li> <li>• uses the dictionary for reference.</li> <li>• identifies kinds of nouns.</li> <li>• writes mini autobiography</li> <li>• presents orally (focus on Speaking skill) attempts to write creatively</li> </ul>		<p>of India. This may be followed by a short informal quiz.</p> <ol style="list-style-type: none"> <li>2. The student may interact with parents/grandparents on the kinds of food they used to have in their childhood.</li> <li>3. The student may identify the main points of Activity 2, to compose a short paragraph.</li> <li>4. <b>Link:</b> <a href="https://www.youtube.com/watch?v=dprIzpoPlSY">https://www.youtube.com/watch?v=dprIzpoPlSY</a></li> </ol> <p>Teacher can interact on riddles, asking students for riddles in mother tongues and in English. The teacher then gives clues, the answer to which is a fruit/nut., e.g., large and green outside, red and black inside, hard and brown outside, soft and white inside. Teacher can ask students to write two riddles, using opposites such as large/small, inside/outside.</p> <p><b>WEEK-2</b></p> <p><b>Theme: Avoid wastage of food</b></p> <ol style="list-style-type: none"> <li>1. <b>Link:</b> <a href="https://www.youtube.com/watch?v=GHSI9aieSQA">https://www.youtube.com/watch?v=GHSI9aieSQA</a></li> </ol> <p>Teacher can pause to ask questions, to ensure that students have understood.</p> <ol style="list-style-type: none"> <li>2. Teacher can ask students to note down the food grains, flour, sugar, fruits and vegetables consumed by the family in a single day.</li> <li>3. The student interacts with parents/grandparents on whether they had faced food crisis or food shortage at any time in their lives, and how they faced the challenge.</li> <li>4. Teacher interacts with students on occasions of mass production of food, such as marriages, and how to avoid food wastage, students can connect on how to avoid food wastage at home.</li> </ol> <p><b>WEEK-3</b></p> <p><b>Theme: The World Around Us</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks students to pick up any newspaper, in any language. It contains thousands of words. Teacher explains that some words are unfamiliar, and introduces the concept of a dictionary – the alphabetical order, various meanings, pictorial dictionary</li> </ol>
---	--	--





		<p>etc. He/She asks the students to refer to the dictionary for 'shut up shop'. 'shut down', 'shut in' and write the meanings.</p> <ol style="list-style-type: none"> <li>Teacher talks about ice-cream; the various colours, flavours, etc. Students name the flavours. Teacher points out that 'strawberry' is one word. But 'strawberry ice-cream' is a compound word. Similarly with other flavours.</li> <li>Teacher asks students to imagine that each one of them is an ice-cream vendor, and has to describe one day in their life as an ice-cream vendor.</li> </ol> <p><b>WEEK-4</b></p> <p><b>Theme: The World Around Us</b></p> <ol style="list-style-type: none"> <li> <p><b>Link</b></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d</a></p> <p>The students watch the video on Ten little Fingers. The teacher gives pronunciation practice focussing on the 'sh' sound. Words: cushion, ration, mention, etc. Teacher also points out that the sound is the same even though the spelling is different.</p> </li> <li>The names of parts of the body are reinforced. Students are introduced to idiomatic phrases such as 'the teeth of a comb', 'the foot of a mountain', 'the head of the family' etc.</li> <li>Teachers can also interact on the gender aspect here: Can a woman be the head of the family?</li> <li>Teacher asks students to imagine that there is no sugar at all at home one day. Shops are closed, and the neighbor's house is locked. Students may write how they went through the day.</li> </ol>
--	--	---

<i>Learning Outcomes</i>	<i>Resource(s)</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
--------------------------	--------------------	--





<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• answers coherently in English to questions based on an unfamiliar story</li> <li>• connects ideas that he/ she has inferred through reading and interaction</li> <li>• conducts short interviews of grandparents/ elders</li> <li>• uses meaningful grammatically correct sentences to describe and narrate events from day-to-day life</li> <li>• takes dictation to make a list</li> <li>• uses synonyms and antonyms</li> <li>• shares English proverbs</li> <li>• reads independently news headlines</li> </ul>	<p><b>NCERT/State Textbook of English Language for Class I</b> or other resources – Story Books, Links as given, different objects available at home</p>	<p><b>Week 5</b></p> <p><b>Theme:</b> Co-operation and team work</p> <p>The parent/grandparent narrates the Panchtantra story of how trapped birds flew away in a group from the net and escaped the hunter. The learner may be asked questions in between to ensure that he/ she has understood.</p> <p>The parent facilitates the learner to connect the idea of the importance of co-operation and team work with the prevailing situation.</p> <p><b>Week 6</b></p> <p><b>Theme:</b> Professions</p> <p>The learner prepares for and conducts short interviews of parents/ grandparents at home/ over the phone to understand in detail the profession they follow.</p> <p>The learner is asked to talk about the various professions involved in building a house.</p> <p>The learner takes dictation to make a list of various the people involved in the above professions (some may be new words for the learner).</p> <p><b>Week 7</b></p> <p><b>Theme:</b> The World of words</p> <p>The learner is asked to an anthill or a beehive, and the parent asks questions to elicit responses involving synonyms and antonyms.</p> <p>The learner is asked to talk about three English proverbs. The learner is ncouraged to read independently news headlines and express his/ her understanding of them.</p>
--	--	--





<ul style="list-style-type: none"> <li>• answers coherently in English to questions based on an unfamiliar story/event</li> <li>• uses dictionary for reference</li> <li>• uses synonyms and antonyms</li> </ul> <ul style="list-style-type: none"> <li>• acts (including role play, dialogue) according to instructions given in English</li> <li>• attempts to write creatively</li> </ul> <ul style="list-style-type: none"> <li>• uses meaningful grammatically correct sentences to describe and narrate events</li> <li>• writes informal letters/ emails</li> </ul> <ul style="list-style-type: none"> <li>• connects ideas that he/ she has inferred through reading and interaction</li> <li>• writes a paragraph in English from verbal and visual clues, with appropriate punctuation and linkers</li> </ul>		<p><b>Week 8</b></p> <p><b>Theme:</b> Adventure</p> <p>The parent interacts with the learner on any person (real or imaginary) related to adventure and asks questions in between to ascertain the learner's understanding.</p> <p>The learner may be encouraged to look up new words linked to the above activity.</p> <p>The parent may re-tell the story, pausing at places to ask the learner for a synonym/ antonym.</p> <p><b>Week 9</b></p> <p><b>Theme:</b> Imagination</p> <p>The parent asks the learner to enact the role of a hunter who finds a footprint in the jungle.</p> <p>The parent asks the learner to imagine that his/ her favourite toy has come to life. The learner has to continue this in the form of a story.</p> <p><b>Week 10</b></p> <p><b>Theme:</b> Overcoming fears</p> <p>The parent initiates a discussion on the prevailing situation and encourages the learner to describe it, also in the process expressing his/ her fears, even unreasonable ones.</p> <p>The learner is facilitated to write informal letters/ emails to family members who live elsewhere, ending on a positive note that they will meet after a few months.</p> <p><b>Week 11</b></p> <p><b>Theme:</b> Linguistic Diversity</p> <p>The parent interacts with the learner on any Indian literary figure, from any language. The learner connects with stories/ serials / news.</p> <p>The parent provides verbal clues, on the basis of which the learner writes a paragraph on the literary figure.</p>
--	--	---





<ul style="list-style-type: none"> <li>• takes dictation for various purposes</li> <li>• appreciates either verbally/ in writing the variety in food as read/ heard in day-to-day life</li> </ul>		<p><b>Week 12</b></p> <p><b>Theme:</b> Cultural diversity</p> <p>The learner takes dictation of a recipe that has rice as the main ingredient.</p> <p>The learner finds out from friends and relatives how rice is cooked in their cultures, and can appreciate the variety in food in our country.</p>
---	--	---

