# 1

# पाठ्यक्रम आधारित अधिगम उद्देश्य एवं उन्हें प्राप्त करने के चरण

**प्रस्तावना**

सतत एवं व्यापक आकलन की योजना के अन्तर्गत कक्षावार पाठ्यक्रम के अधिगम उद्देश्यों के सापेक्ष सीखने–सिखाने के चरणों को मुख्य रूप से दो भागों में बाँटा गया है। जिसमें से पहला भाग पाठ्यक्रम विभाजन की टर्म–1 व 2 के सोपक्ष है तथा दूसरा भाग पाठ्यक्रम विभाजन की टर्म 3 व 4 के सापेक्ष है। ऐसा इसलिए सोचा गया है कि एक कक्षा के पाठ्यक्रम को चार स्तरों पर सभी विषयों में यांत्रिक रूप से तोड़ पाना व्यावहारिक नहीं होगा। इसलिए दो भागों में विभाजन कक्षा की शुरूआत व आखिरी भाग के रूप में समझकर इसे व्यावहारिक बना सकते हैं। यह विचार व्यावहारिक रूप में सम्भव भी हो पाता है। शिक्षण व आकलन में समग्रता को समाहित करने के लिए पाठ्यक्रम का अधिक भागों में विभाजन अवरोध पैदा करता है।

**टर्म–1 एवं 2**

| Term | Learning Areas | Unit | Learning Objectives |
|---|---|---|---|
| First | • Listening with Understanding<br>• Speaking with Confidence<br>• Reading with Comprehension<br>• Writing with ease and confidence using small and capital letters (Functional Grammar) | **Unit-1** | • To be able to tell a story on given picture in mother tongue.<br>• To be able to match /classify/categories with the help of pictures<br>• To be able to understand and follow simple instructions (Let's write, Stand up, Let's sing etc)<br>• To be able to copy picture/letter etc<br>• To be able to recite rhyme with teacher.<br>• To be able to familiarize with and speak the names of commonly known objects(means of transportation, stationery, birds, flowers, professions, outdoor games, public places, various body parts,animals, things of daily use…a pen, a pencil, a rubber, etc)<br>• To be able to draw straight lines, curves, join the dots and color the pictures<br>• To be able to talk about their feelings, likes and dislikes about different games, animals etc. |

| Term | Learning Areas | Unit | Learning Objectives |
|---|---|---|---|
| | | **Unit-2** | • To be able to tell a story on given picture in mother tongue.<br>• To be able to listen to rhyme and repeat it after teacher.<br>• To be able to understand and follow simple instructions (Let's write, Stand up, Let's sing etc)<br>• To be able to speak the names of different things (apple, cat, dog etc)<br>• To be able to give self-introduction in simple sentence in mother tongue<br>• To be able to read names of different things given in unit with teacher's help (elephant, butterfly etc)<br>• To be able to recognize small and capital letters. (a b c d / A B C D)<br>• To be able to build association of letter with sound and identify the same. (b (hindi) ब )<br>• To be able to write small and capital letters using correct strokes (a b c d / A B C D)<br>• To be able to look at picture and write first letter for the same. |
| | | **Unit-3** | • To be able to recite poem/rhyme with action after teacher.<br>• To be able to recognize the familiar objects such as elephant, ball, ear, flag, grapes, hut, etc<br>• To be able to speak simple sentence(s) in English (Hello! how are you? etc)<br>• To be able to read and enjoy pictures, words and letters with the help of teacher<br>• To be able understand and follow simple instructions ( Close the door, Let us sing etc)<br>• To be able to recognize the small and capital letters. (e f g h / E F G H)<br>• To be able to build association of letter with sound and identify the same.<br>• To be able to write small and capital letters using correct strokes.<br>• To be able to look at picture and write first letter for the given picture.<br>• To be able to pronounce words correctly |
| **Second** | • Listening with Understanding<br>• Speaking with Confidence<br>• Reading with Comprehension<br>• Writing with ease and confidence using small and capital letters (Functional Grammar) | **Unit-4** | • To be able to listen to a rhyme and repeat it after the teacher (preferably with gestures expressions)<br>• To be able to speak the newly learnt words by looking at the picture (imitative reading).<br>• To be able to speak simple sentences like, hello! how are you?<br>• To be able to follow and understand simple instruction<br>• To be able to recognize small and capital letters. (I j k l / I J K L)<br>• To be able to build association of letter with sound and identify the same.<br>• To be able to write small and capital letters using correct strokes.<br>• To be able to look at picture and write first letter for the given picture.<br>• To be able to answer simple questions in mother tongue |

| Term | Learning Areas | Unit | Learning Objectives |
|---|---|---|---|
| | | **Unit-5** | • To be able to listen to a rhyme, enjoy and repeat it after the teacher (preferably with gestures actions)<br>• To be able to greet each other using relevant sentence(s)<br>• To be able to recognize the small and capital letters. (m n o p / M N O P)<br>• To be able to build association of letter with sound and identify the same.<br>• To be able to write small and capital letters using correct strokes.<br>• To be able to look at picture and write the first letter for the given picture. |
| **Third** | • Listening with Understanding<br>• Speaking with Confidence<br>• Reading with Comprehension<br>• Writing with ease and confidence using small and capital letters<br>(Functional Grammar) | **Unit-6** | • To be able to listen to a rhyme and repeat it after the teacher (preferably with actions).<br>• To be able to understand and follow simple instruction<br>• To be able to recognize the familiar objects such as moon, nose, onion, peacock, etc<br>• To be able to recognize the small and capital letters. (qrst/QRST)<br>• To be able to build association of letter with sound and identify the same.<br>• To be able to write small and capital letters using correct strokes.<br>• To be able to look at picture and write first letter for the given picture.<br>• To be able to pronounce the words correctly |
| | | **Unit-7** | • To be able to listen to a rhyme and repeat it after the teacher (preferably with action).<br>• To be able to speak simple sentence (s) in English.<br>• To be able to understand and follow simple instructions in English<br>• To be able to recognize the familiar objects such as uniform, vest, watch, etc.<br>• To be able to recognize the small and capital letters. (u v w / U V W)<br>• To be able to build association of letter with sound and identify the same.<br>• To be able to write small and capital letters using correct strokes.<br>• To be able to look at picture and write first letter for the given picture.<br>• To be able to pronouce simple words correctly |

| Term | Learning Areas | Unit | Learning Objectives |
|---|---|---|---|
| | | **Unit-8** | • To be able to listen to a rhyme, enjoy and repeat it after the teacher (preferably with action)<br>• To be able to express feelings (in mother tongue) using relevant sentence(s)<br>• To be able to recognize the familiar objects such as x-ray, yatch, zebra, etc.<br>• To be able to recognize the small and capital letters. (x y z / X Y Z)<br>• To be able to build association of letter with sound and identify the same.<br>• To be able to write small and capital letters using correct strokes.<br>• To be able to look at picture and write first letter for the given picture.<br>• To be able to match the alphabets with their pictures<br>• To be able to speak simple sentences like - I am sorry, May I come in?<br>• To be able to pronounce words correctly |
| **Fourth** | • Listening with Understanding<br>• Speaking with Confidence<br>• Reading with Comprehension<br>• Writing with ease and confidence using small and capital letters (Functional Grammar) | **Unit-9** | • To be able to listen to a rhyme and sing with the help of teacher.<br>• To be able to recognize the number with the help of pictures.<br>• To be able to recognize the familiar animals, birds, insects with the help of picture.<br>• To be able to answer simple questions in mother tongue.<br>• To be able to speak the names of animals, birds, insects with help of picture (imitative reading). |
| | | **Unit-10** | • To be able to listen to a rhyme and sing with the help of teacher<br>• To be able to identify the action words with the help of picture (jump,laugh etc.)<br>• To be able to speak the names of fruits, vegetables, parts of body and days of week in English with the help of picture (imitative reading)<br>• To be able to understand and follow simple instruction<br>• To be able to answer simple questions based on the pictures<br>• To be able to look at the picture and speak a few words about it<br>• To be able to write small and capital letters of alphabet using correct strokes |

# 2

# योगात्मक आकलन टूल निर्माण ब्लूप्रिंट

**प्रस्तावना**

आकलन सीखने–सिखाने की प्रक्रिया का अभिन्न अंग है। इसका तात्पर्य यह हुआ कि आकलन के बगैर सीखना–सिखाना संभव नहीं है। अतः इसी विचारधारा के अनुरूप दो प्रकार के आकलनों की बात राज्य सरकार की सतत एवं व्यापक आकलन की स्कीम में की जाती है। जिसमें पहला रचनात्मक आकलन है जोकि सीखने–सिखाने की प्रक्रिया में अंतर्गुथित है जोकि कक्षा–कक्षीय प्रक्रिया में निरंतर होता रहता है तथा दूसरा योगात्मक आकलन है जो एक निश्चित अवधि के उपरांत बच्चे की शैक्षिक उपलब्धि का आकलन करता है।

इन दोनों ही प्रकार के आकलनों के लिए एक तार्किक फ्रेमवर्क द्वारा निर्मित व्यवस्था को काम में लिया जाता है तो सीखने–सिखाने को बहुत हद तक उपयुक्त एवं आवश्यक बनाया जा सकता है। इसके लिए आकलन की एक टैक्सॉनामि को काम में लिया जाता है। जिसके अनुरूप तार्किक फ्रेमवर्क (ब्लूप्रिंट) का एक स्वरूप नीचे दिया गया है तथा इस फ्रेमवर्क के अनुसार एक टर्म का लिखित आकलन के लिए योगात्मक आकलन के टूल को भी संरचित किया गया है।

आपको भी इसी तरह योगात्मक आकलन के लिए टूल की संरचना करनी होगी। जिसके लिए विभिन्न प्रकार के प्रश्नों का संग्रह (Test Item Pool) आगे दिया गया है। इस संग्रह में अधिगम क्षेत्रवार प्रश्नों के संग्रह को एक टर्म में आए अधिगम क्षेत्रों के सापेक्ष रखा गया है। बुनियादी क्षमताओं के सापेक्ष प्रश्नों के संग्रह को सभी टर्म में नहीं रखा गया है, क्योंकि अनावश्यक दोहरान पुस्तिका में पृष्ठों की संख्या को ही बढ़ाता। इसलिए यह ध्यान आपको रखना होगा कि आप किस टर्म की या किस कक्षा की बुनियादी क्षमताओं पर आधारित आइटम अपने आकलन टूल में रखना चाहते हैं, उनका चयन उस भाग से कर लिया जाएगा।

# योगात्मक आकलन टूल निर्माण ब्लूप्रिंट

| Skill | Indicators | Question Numbers (Oral) | Question Numbers (Written) | Skills/objectives as per the Anderson Taxonomy |
|---|---|---|---|---|
| Listening with understanding | Differentiate between different sounds | **1 (a)** | **-** | Understanding |
| | | **1 (b)** | **-** | Application |
| | Associate sounds with the letters of the alphabet | **2** | **-** | Understanding |
| Speaking with confidence | Recite rhymes | **3** | **-** | Remembering |
| | Speak some words in English | **4** | **-** | Remembering |
| | | **5** | **-** | Remembering |
| | Speak simple sentences in English | **6** | **-** | Application |
| | | **7** | **-** | Application |
| Reading | Read simple pictures | **8** | **-** | Remembering |
| | Associate pictures with words/read simple words (imititative reading) | **9** | **1, 2** | Remembering |
| | Read simple letters of the alphabet | **-** | **3** | Understanding |
| | | **-** | **4** | Remembering |
| Writing | Draw or complete a picture | **-** | **8** | Understanding |
| | Write letters of the alphabet | **10** | **5, 6** | Remembering |
| | | **-** | **7** | Remembering |
| **Total Questions – 18** | | **10** | **8** | |

# 3

# योगात्मक आकलन हेतु मौखिक एवं लिखित आकलन टूल नमूना पत्रक

## योगात्मक आकलन

**विषय : अंग्रेजी** **कक्षा : 1**

### LISTENING WITH UNDERSTANDING

**Q.1. (a) Listen to the words and tell the word that has a different starting sound.**

| | | | |
|---|---|---|---|
| i. | Apple | Bat | Ant |
| ii. | Boy | Ball | Fan |
| iii. | Goat | Gum | Lion |
| iv. | Pig | Dog | Doll |

**(b) Listen to the words and catch the first sound. Now tell one word from the mother tongue that starts with the same first sound.**

i. Cup

ii. Bus

iii. Egg

iv. Goat

v. Hut

**Q.2. Listen to the words and tell which letter you will choose to write first sound.**

i. King

ii. Lamp

iii. Parrot

iv. Orange

v. Duck

vi. Hand

## SPEAKING WITH CONFIDENCE

**Q.3. Sing a rhyme of your choice.**

**Q.4. Look around and name 5 things that are present in the classroom (in English)**

**Q.5. Name five means of transportation. Example- car (in English)**

**Q.6. Point to something in the classroom and facilitate students to make sentences using- This is/ That is.**

**Example- That is a fan.**

**Q.7. Give two simple instructions and encourage students to follow. Now ask students to give two instructions in English. Example- Please stand up.**

## READING

**Q.8. Show students some picture word cards and ask them to tell the name of the picture in English.**

**Q.9. Show some word cards like- ANT and ask the students to read them.**

## WRITING

**Q.10. Dictate letters of the alphabet and words, students will write in four line.**

(a) R B K T P

(b) Cat Bag Dog Kite

प्रथम योगात्मक आकलन

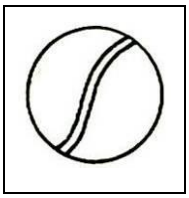
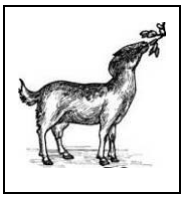
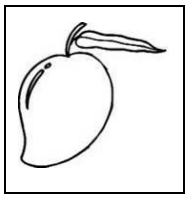
| विषय : अंग्रेजी | कक्षा : 1 |
|---|---|

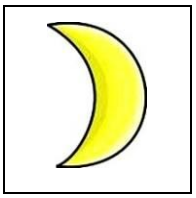
शाला का नाम : ..... रोल नं. : .....

विद्यार्थी का नाम : ..... दिनांक : .....

## READING COMPREHENSION

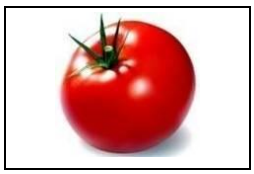
**Q.1. Match the picture which starts with the given letter.**

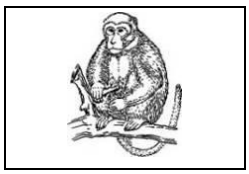
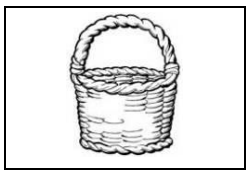






| | | | | | |
|---|---|---|---|---|---|
| **M** | **B** | **G** | **M** | **G** | **B** |

**Q.2. Match the picture with their name.**



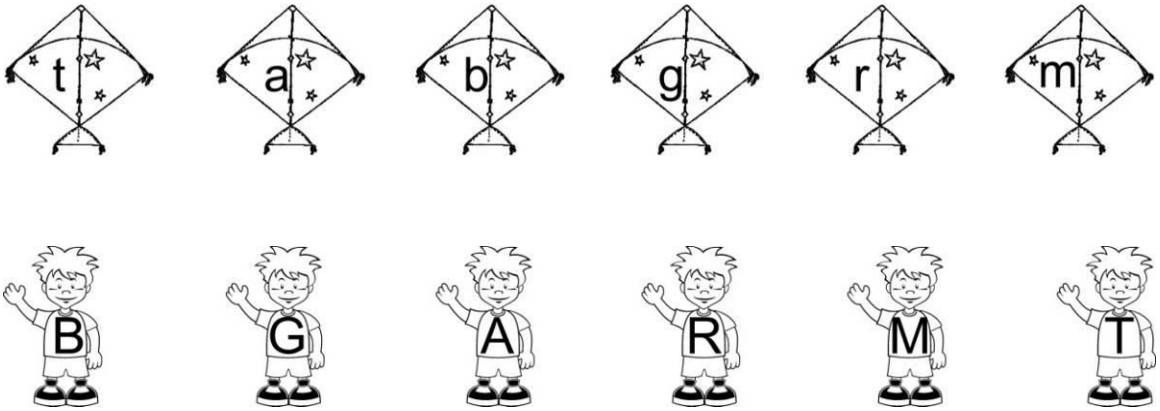



| | | | | |
|---|---|---|---|---|
| **T o m a t o** | **M o n k e y** | **B a s k e t** | **R i n g** | **A x e** |

**Q.3. Circle all "a" in word web.**

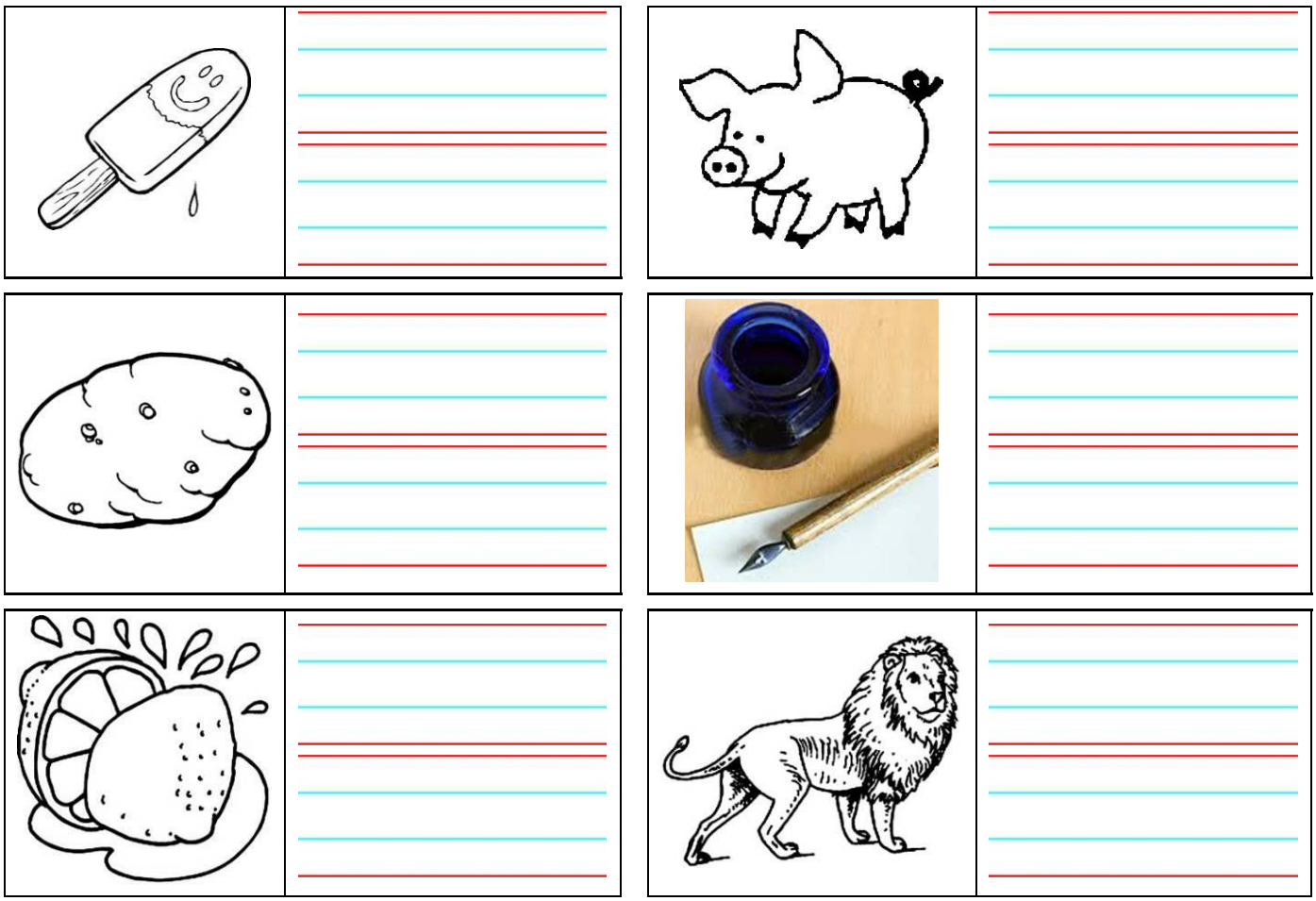
| | | | |
|---|---|---|---|
| b a l l o o n | B a g | c a t | a p p l e |
| c o a t | A x e | c a m e l | b a n a n a |

**Q.4. Join the capital letter with small letters.**




## WRITING

**Q.5. Read the pictures and write their first letter (capital and small) in given fourline.**



**Q.6. Look at the picture and fill in the blanks.**

..... ite ..... arrot ..... octor ..... elicopter ..... onkey

**Q.7. Write the capital or small letter in box.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| y | | j | | f | | | O | | K |
| | Z | x | | | U | d | | | Q |

**Q. 8 Draw the picture for each given word.**

| jug | orange | kite |
|---|---|---|
| | | |

शिक्षक टिप्पणी .....

.....

.....

.....

.....

शिक्षक का नाम एवं हस्ताक्षर दिनांक : .....

# 4

# योगात्मक आकलन प्रपत्र बनाने हेतु विभिन्न प्रकार के मौखिक एवं लिखित प्रश्नों का संग्रह

**प्रस्तावना**

आगामी पृष्ठों पर अधिगम क्षेत्रवार एवं कौशलवार प्रश्न दिए गए हैं। इस पूल में दिए गए आइटम से ब्लूप्रिंट के अनुसार उपयुक्त चयन करके आपको योगात्मक आकलन के लिए लिखित प्रश्न पत्र का निर्माण करना है। प्रश्न निर्माण हेतु ब्लूप्रिंट पूर्व में दिए अनुसार निर्धारित किया जा सकता है या पूर्व में निर्धारित ब्लूप्रिंट को काम में लिया जा सकता है। आगे आपको जो भी टूल बनाने होंगे, उनको बनाने में उक्त पूल का सहयोग लिया जा सकता है।

टूल बनाते समय इस बात का ध्यान विशेष रूप से रखना होगा कि प्रत्येक टर्म के लिए जो बुनियादी है उसे आगामी टर्म के पाठ्यक्रम पर काम करने के आधार के रूप में समझा जायेगा। इसलिए शुरूआती जिस भी टर्म में बुनियादी क्षमताएँ आ चुकी हैं, वे आगामी टर्मों में दोहराई जायेंगी। राज्य में संचालित स्कीम में यह व्यवस्था इसीलिए की गई है ताकि बच्चों के सीखने में शैक्षणिक अंतर ना रहें।

जो बच्चे अपनी कक्षा के स्तर पर नहीं हैं उन बच्चों के योगात्मक आकलन हेतु बुनियादी क्षमताओं पर आधारित आइटम उस कक्षा स्तर के आइटम पूल से लेने होंगे जिस स्तर पर अमुक टर्म में बच्चों के साथ काम कराया गया है। नमूने के लिए दिया गया टूल कक्षा स्तर की बुनियादी क्षमताओं को शामिल करने के विचार पर आधारित है। यदि आपको टूल में नीचे के कक्षा स्तर की बुनियादी क्षमताओं के आइटम लेने हैं तो आप उस कक्षा स्तर से ले सकते हैं।

इसका तात्पर्य सीधा–सीधा यही हुआ कि कक्षा स्तर के बच्चों का एक टूल होगा तथा कक्षा स्तर से नीचे के बच्चों के लिए अलग–अलग टूल होगा, जो आप अपनी कक्षा की स्थिति के अनुसार बना सकेंगे।

## Blue print of the Question Bank/activities booklet Class-1

| Learning area | Sub indicator of the main learning skill/area | Term 1 and 2; Module 1 | | Term 3 and 4; Module 2 | |
|---|---|---|---|---|---|
| | | Question Number | Skill/objective as per the anderson taxanomy | Question Number | Skill/objective as per the anderson taxanomy |
| Listening with understanding | Follow simple instructions | 1 | Remembering | 1 | Remembering |
| | Listen to poems and rhymes and recall the main information | 2 | Understanding | 2 | Understanding |
| | | 3 | i. Remembering<br>ii. Understanding | 3 | iii. Remembering<br>iv. Understanding |
| | Differentiate between sounds | 4 | Understanding | 4 | Understanding |
| | | 5 | Understanding | 5 | Understanding |
| | | 6 | Application | 6 | Application |
| | | 7 | Understanding | 7 | Application |
| | | 8 | Understanding | - | - |
| | Associate letters with correct sounds | 9, 10 | Understanding | 8 | Understanding |
| | | 11 | Remembering | 9,10 | Understanding |
| Speaking with confidence | Introduce oneself in few sentences | 12 | Remembering | 11 | Application |
| | | 13 | Understanding | - | - |
| | Recite rhymes | 14 | Remembering | 12 | Remembering |
| | | 15 | Remembering | 13, 14 | Remembering |
| | | 16 | Understanding | 15 | Application |
| | Speak some words in English | 17 | Remembering | 16 | Remembering |
| | | 18 | Remembering | 17 | Application |
| | | 19, 20 | Remembering | 18 | Understanding |
| | | 21 | Understanding | - | - |
| | Frame sentences in English with the help of pictures | 22 | Application | 19 | Application |
| | | 23, 24 | Application | 20 | Application |
| | | 25 | Remembering | 21 | Application |
| Reading with comprehension | Associate pictures with written words in English | 26, 27, 28 | Remembering | 22, 23 | Remembering |
| | | 29, 31 | Remembering | 25, 26 | Remembering |
| | | 30 | Understanding | 27, 24 | Understanding |
| | Read rhymes/ stories with the help of the teacher | 32 | Understanding | 28 | Understanding |
| | | 33 | Application | 29 | Application |
| | | 34 | Application | 30 | Application |

| Learning area | Sub indicator of the main learning skill/area | Term 1 and 2; Module 1 | | Term 3 and 4; Module 2 | |
|---|---|---|---|---|---|
| | | Question Number | Skill/objective as per the anderson taxanomy | Question Number | Skill/objective as per the anderson taxanomy |
| | Recognize letters of the alphabet | 35 | Remembering | 31, 38, 33 | Remembering |
| | | 36 | Remembering | 37, 32 | Understanding |
| | | 37, 38 | Understanding | 34, 35 | Understanding |
| | | 39 | Understanding | 36 | Application |
| Writing | Draw/colour/ complete pictures and copy simple words | 40, 41 | Understanding | 39, 40 | Understanding |
| | | 42 | Remembering | 42, 43 | Understanding |
| | | 43, 44 | Understanding | 41 | Application |
| | | 45, 46 | Application | - | - |
| | Write letters (small and capital) of the alphabet | 47 | Understanding | 44 | Understanding |
| | | 48, 49, 50 | Remembring | 45, 46 | Remembering |
| | | - | - | 47, 48 | Understanding |



## Listening with Understanding

### Follow simple instructions

**Question 1 -** Please call each student one by one and ask him/her to follow the instructions given by you. (Give three-four instructions. Pick few from the list given below.) You can also give instructions that you have generally used in the class. (Remembering)

1. Please stand up
2. Please sit down
3. Mohan come here
4. Touch your nose/ eyes/ mouth etc.
5. Please clap your hands.
6. Open your bag.
7. Please make a circle.
8. Turn around
9. Raise your right/left hand

## Listen to poems /stories and recall the main information

**Question 2 -** Sing some sentences of a rhyme you have already done in the class and ask some broad questions on it. You can ask the questions in mother tongue. (Understanding)

For example-

Sing a little, smile a little,
Do this everyday
Love a little, laugh a little,
Do this every day.

(a) What are different things we are doing in the rhyme?
(b) What is the poem asking us to do every day?

**Question 3 -** Narrate a simple story or refer to a story you have already narrated in the class and ask students basic questions (ask the questions in mother tongue and ask them to answer in the mother tongue but with the use of some English words). Example-

i. Who is the main person/ character in the story? (Remembering)
ii. What is the story mainly about? (Understanding)

## Differentiate between different sounds

**Question 4 -** Listen to the words and tell the word that has a different starting sound (Understanding)

| | | | | |
|---|---|---|---|---|
| i. | Jug | Jeep | Jar | Bus |
| ii. | Blue | Mat | Black | Brown |
| iii. | Cat | Lion | Car | Cow |
| iv. | Pig | Bus | Ball | Boy |

**Question 5 -** Listen to the words and tell the ending sound of each word (Understanding)

i. Hand
ii. Tap
iii. Jam
iv. Cat

**Question 6 -** Listen to the words and catch the first sound. Now tell one word from the mother tongue that starts with the same first sound. (Application)

i. Cup
ii. Bus
iii. Egg
iv. Goat
v. Hut

**Question 7 -** Do the following words have same starting sound? Say yes or no. Give reason why you are saying no. (Understanding)

| | | |
|---|---|---|
| i. | Axe | Ant |
| ii. | Cup | Den |
| iii. | Fox | Fan |
| iv. | Bed | Bus |

**Question 8 -** Which word does not belong to family? (Understanding)

| | | | |
|---|---|---|---|
| Apple | Banana | Orange | Cow |
| Rubber | Bed | Pencil | Book |
| Dog | Car | Cat | Lion |

**Associate letters with the correct sounds**

**Question 9 -** Tell the first sound of the following words (Understanding)

i. Goat
ii. Bat
iii. Egg
iv. Ink
v. Jug
vi. Kite
vii. Pan

**Question 10 -** Listen to the words and tell with which letter you will write first sound**.** (Understanding)

i. King
ii. Lamp
iii. Parrot
iv. Orange
v. Duck
vi. Hand

**Question 11 -** Give flash cards to students, teacher will say the sound and students will show associated letter card. (Remembering)

## Speaking with Confidence

**Introduce one-self in few sentences**

**Question 12 -** Give your introduction in two lines (with help of mother tongue/English) (Remembering)

Example- My name is Babita. I live in Jaipur.

**Question 13 -** Give your introduction in 5 sentences (some complete English sentences and some with the use of key English words) (Understanding)

**Recite rhymes**

**Question 14 -** Sing a rhyme of your choice. (Remembering)

**Question 15 -** Complete the rhyme- (Remembering)

(Teacher can choose any rhyme already done is classroom)

Two little hands,

To clap, clap, clap

.....

.....

**Question 16 -** Teacher sings a new rhymes that he/she has not done in the class and asks the student to repeat after him/her. (Understanding)

Bits of paper

Bits of paper

Lying on the floor-2

Make the place untidy-2

Pick them up-2

**Note :** Teacher can focus on identifying sound of letter like first sound of word paper.

(*Teacher can choose any new rhyme too)*

## Speak some words in English

**Question 17 -** Look around and name 5 things that are present in the classroom (In English) (Remembering)

**Question 18 -** Name three means of transportation. Example- car (in English) (Remembering)

**Question 19-** What are the different games that we play and we have learnt in this class (example- basketball) (Remembering)

**Question 20-** Give picture cards and ask name. (Remembering)

**Question 21 -** Tell if the following are a name/ place/ thing or animal? (Understanding)

i. Lion
ii. Ramesh
iii. Jodhpur
iv. Mouse
v. Onion
vi. Aeroplane
vii. Bus

## Frame sentences in English with the help of pictures

**Question 22 -** Point to something in the classroom and facilitate students to make questions using- This is/ That is…. (Application)

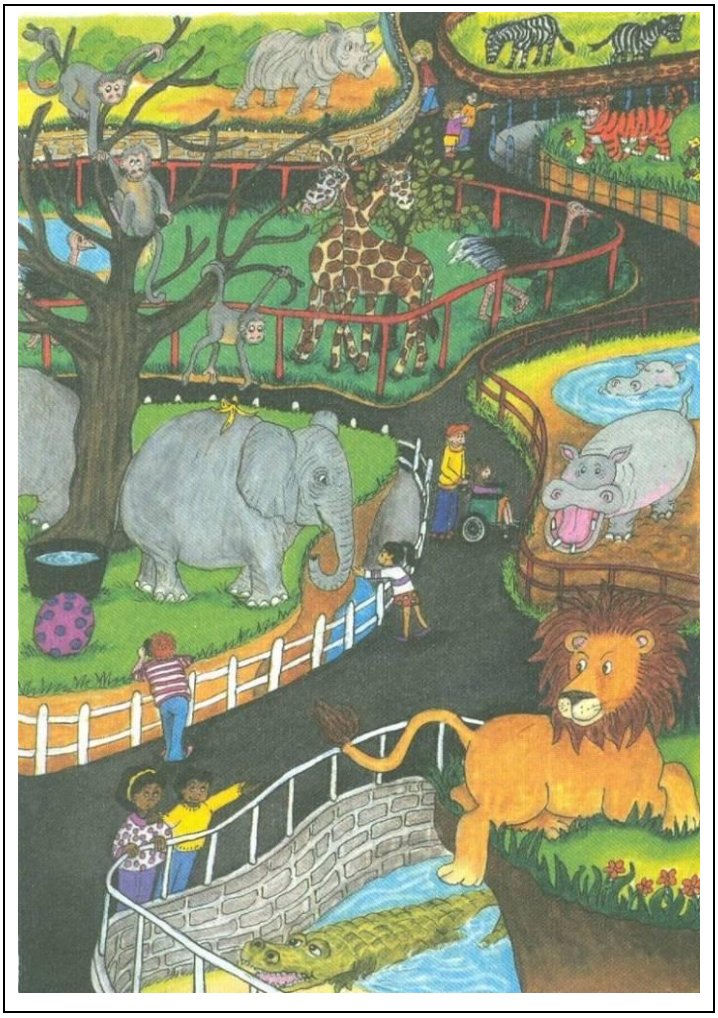
Example- That is a fan.

**Question 23 -** Ask students to give two instructions in English. Example- Please stand up. (Application)

**Question 24 -** Encourage the students to make sentences using I like… (Application)

Example : I like a pen.

**Question 25 -** Tell the name of animals. (Remembering)



Note: Teacher can take similar picture from textbook also

## Reading with comprehension

**Associate pictures with written words in English**

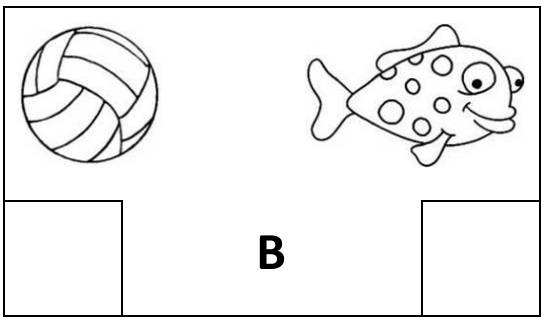
**Question 26** - Show some pictures from the book or show flashcards and ask students to tell the names in English (Remembering)

**Question 27** - Show some word cards like- ANT and ask student to read. (Remembering)

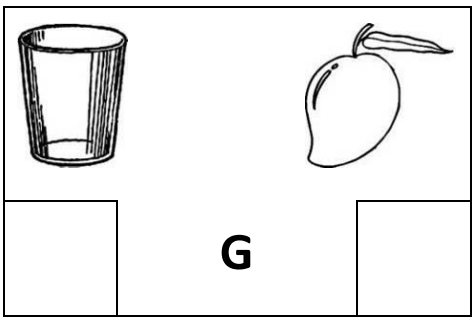
**Question 28** - Match the picture which starts with the given letter. (Remembering)

| | | | | | |
|---|---|---|---|---|---|
| **M** | **B** | **G** | **M** | **G** | **B** |

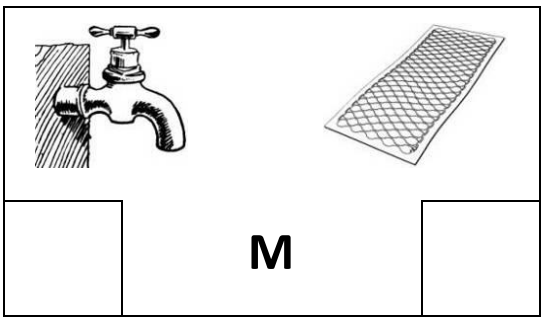
**Question 29 -** Put a tick below the picture whose name starts with the given letter. (Remembering)



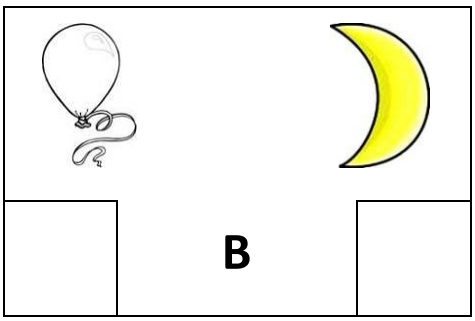
| | | |
|---|---|---|
| | **B** | |



| | | |
|---|---|---|
| | **G** | |



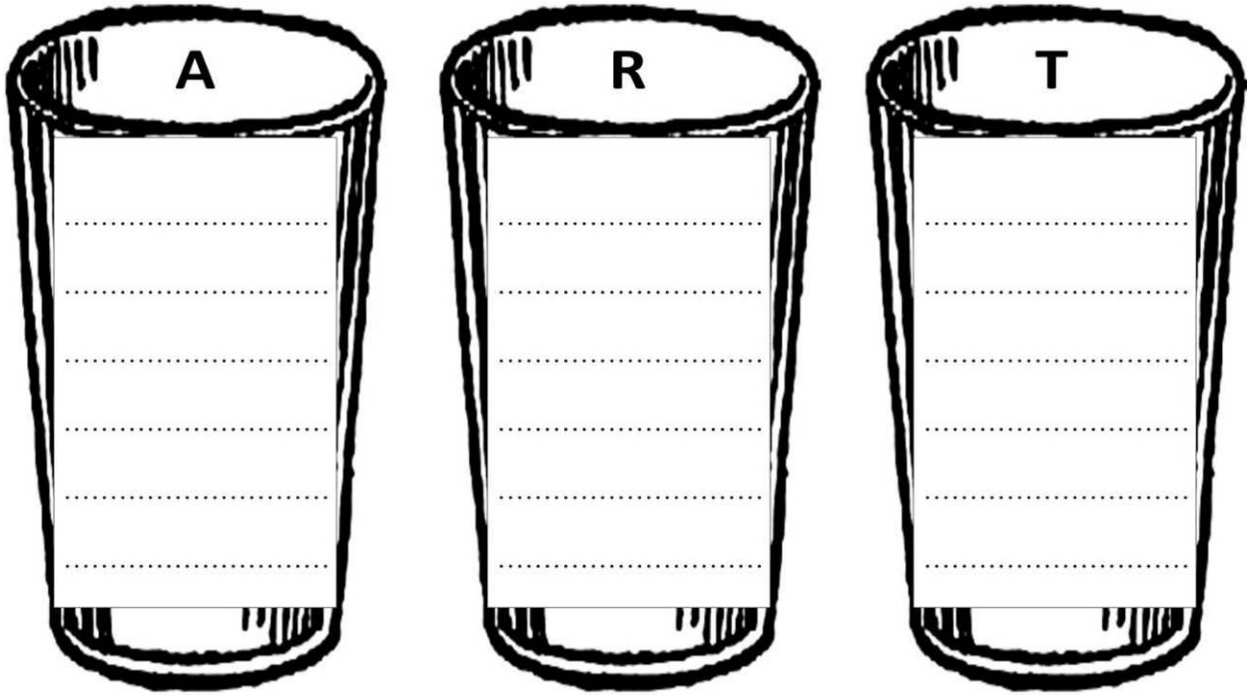
| | | |
|---|---|---|
| | **M** | |



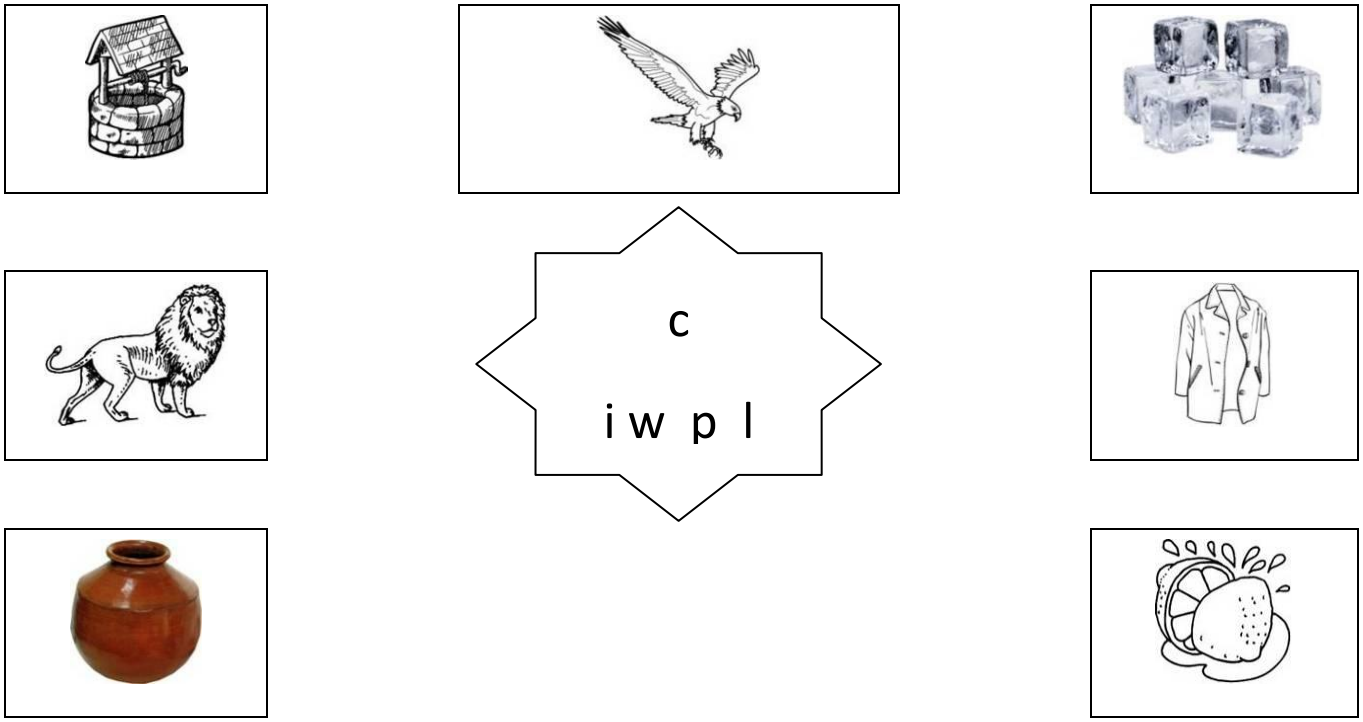
| | | |
|---|---|---|
| | **B** | |

**Question 30 -** Put the word with same starting letter in their respective box. (Understanding)

| | | | | | |
|---|---|---|---|---|---|
| tree | rose | Ant | tub | apple | truck |
| rain | arrow | Tea | rubber | arm | toy |
| ring | axe | Tiger | red | tap | |




**Question 31 -** Match the picture with first letter. (Remembering)




**Read rhymes/stories with the help of the teacher**

**Question 32 -** Teacher would finger read a rhyme that student have already done in a class and ask the student to repeat each sentence after you while moving the finger on the text. (Understanding)

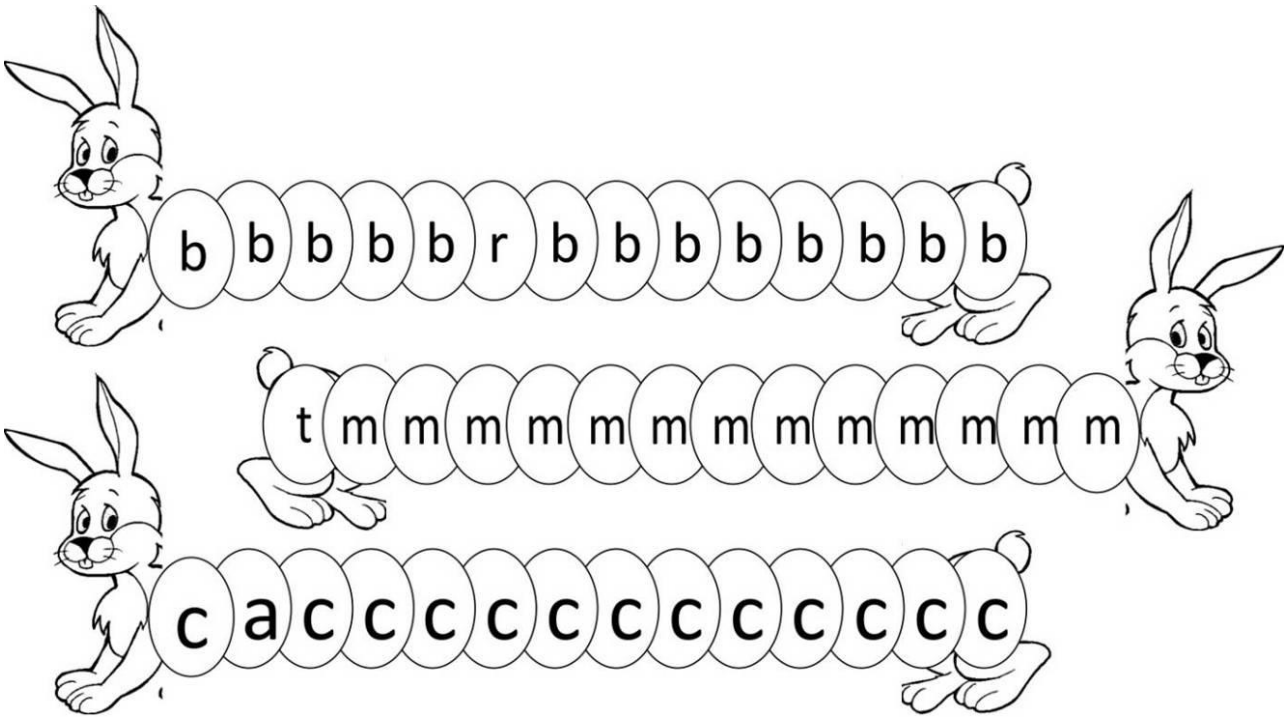
**Question 33 -** Show any rhyme of the textbook and ask the students to finger read it (*They will not really read it but will only move their fingers from left to right while speaking the rhyme)* (Application)

**Question 34 -** Take any new text and just speak the sentences not finger reading yourself. Ask the student to do finger reading while repeating each sentence after you. (Application)

Example- This is a car. Car is big. It is red.

## Recognize some letters of the alphabet

**Question 35 -** Colour the odd one out. (Remembering)



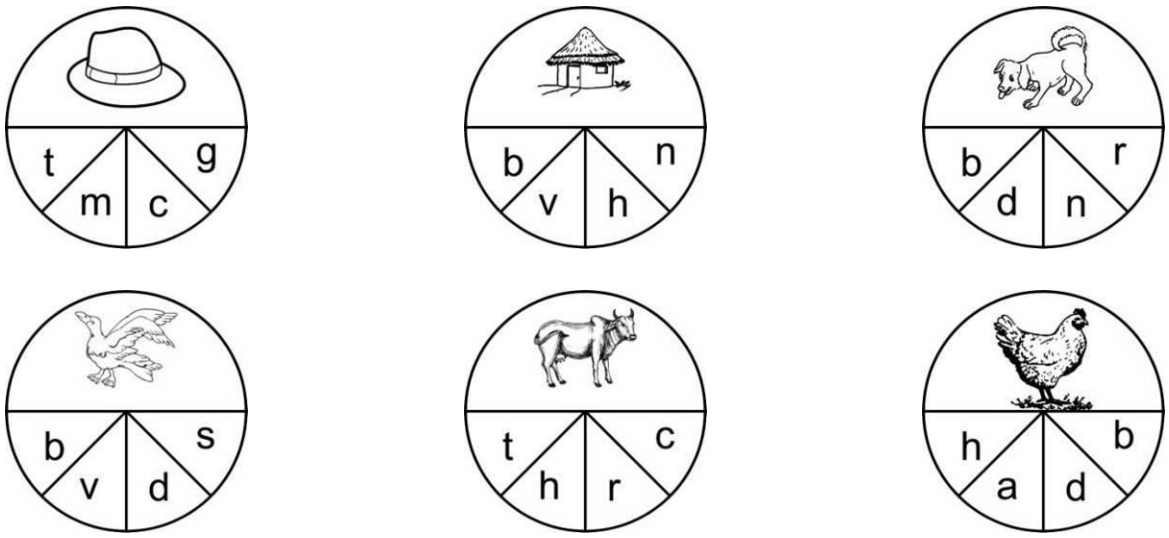

**Question 36 -** Match the capital letter with small letter. (Remembering)

| | | | | |
|---|---|---|---|---|
| B | M | S | N | T |
| A | r | g | b | X |
| C | t | v | s | B |
| G | m | a | n | V |
| J | H | R | L | O |

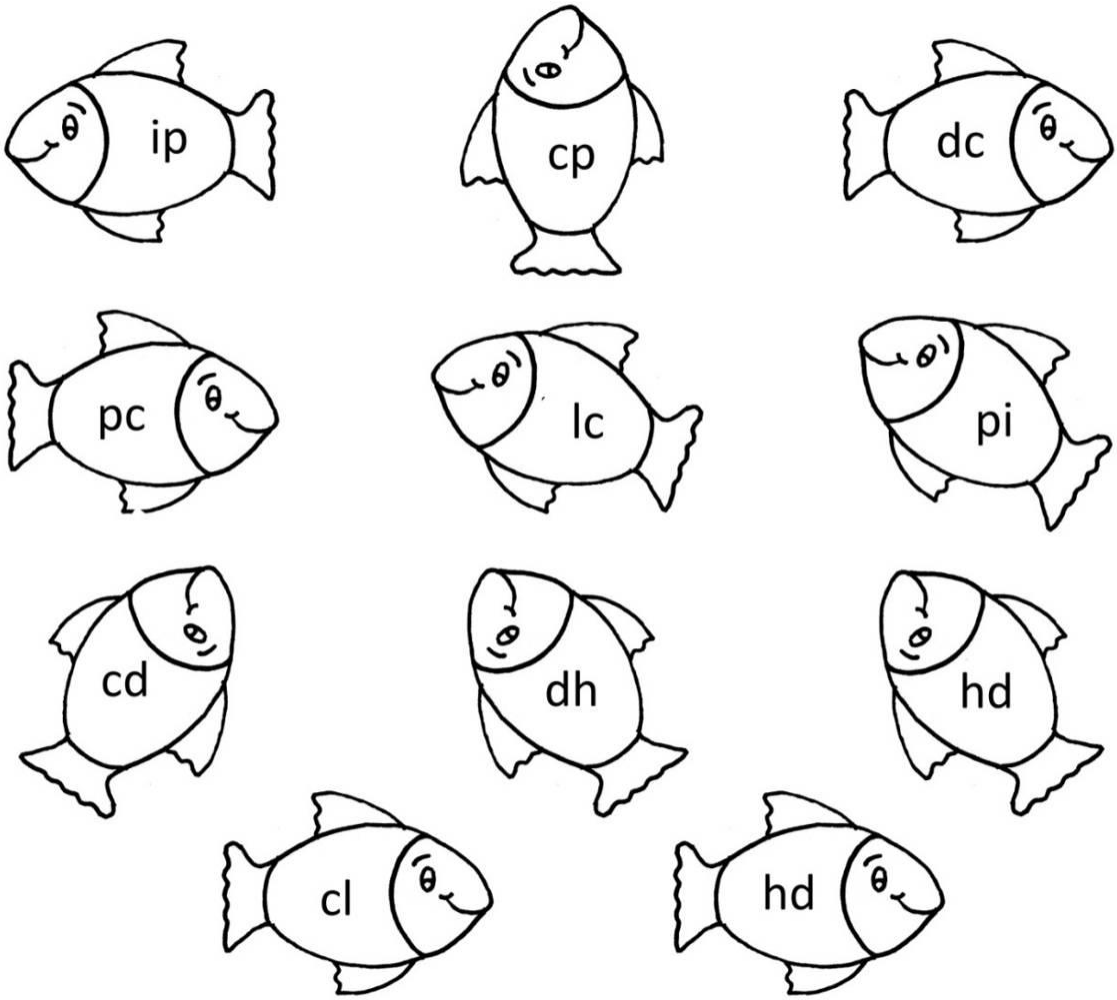
**Question 37 -** Circle the letter b. (Remembering)

| | | | |
|---|---|---|---|
| bat | rubber | basket | banana |
| bear | rabbit | | bus |

**Question 38 -** Circle the first letter for the picture. (Understanding)



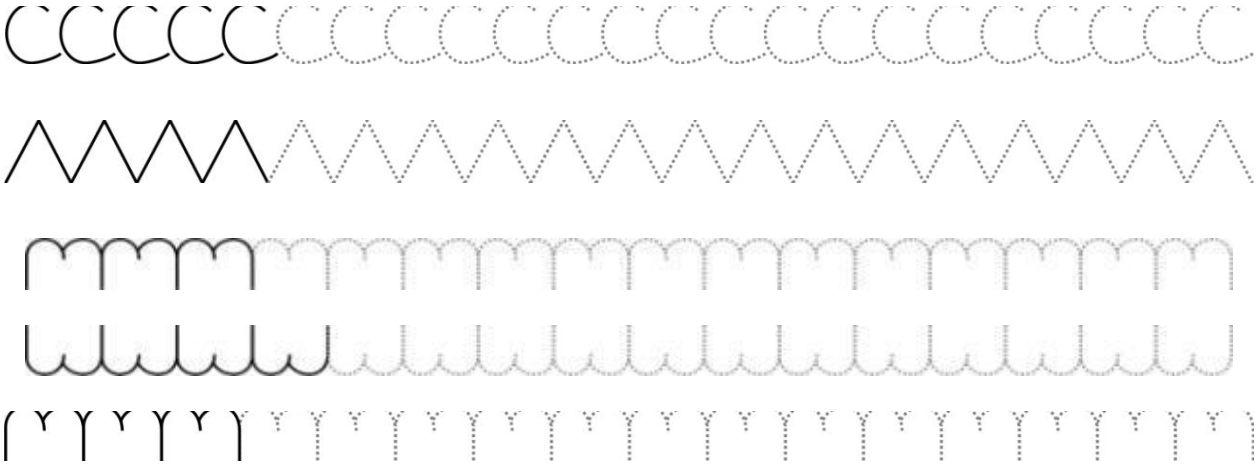

**Question 39 -** Colour the fishes with the same colour which has matching small letters. (Understanding)



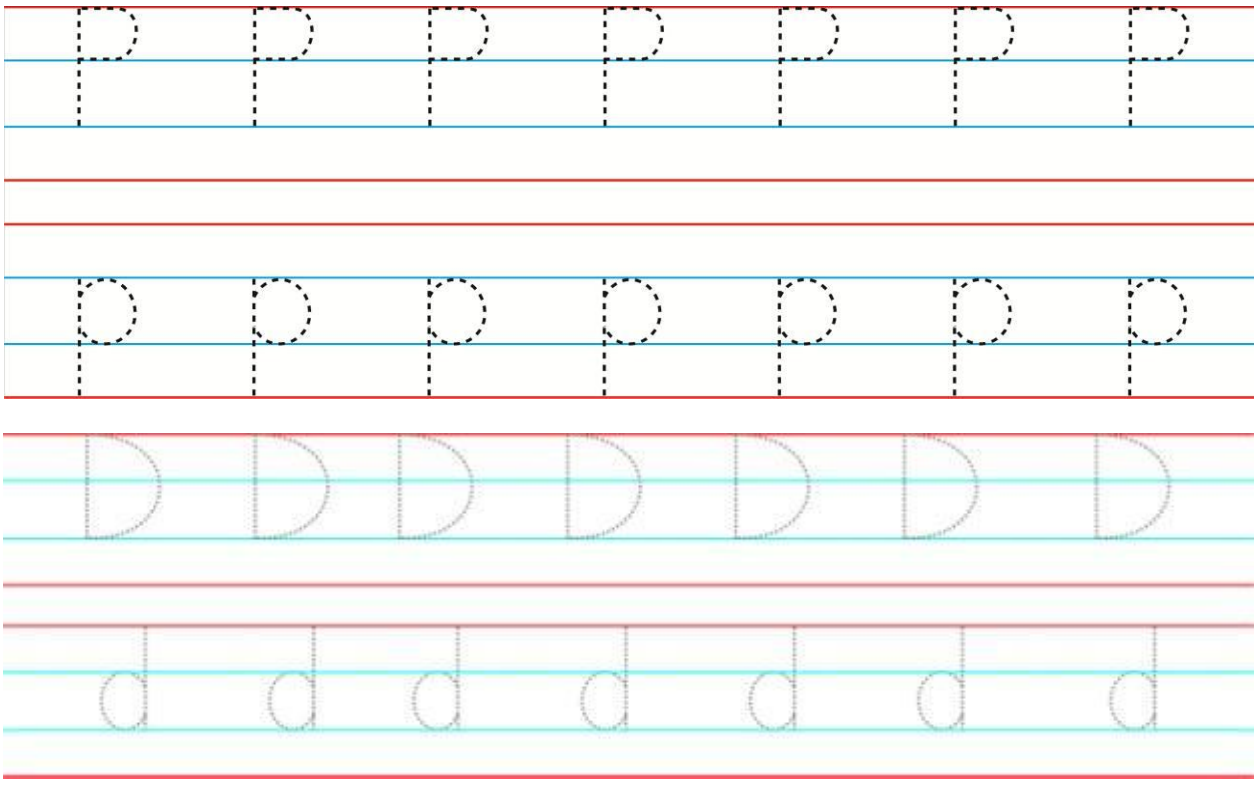

## Writing

**Draw/ complete patterns/ make pictures/ colour and copy simple words**

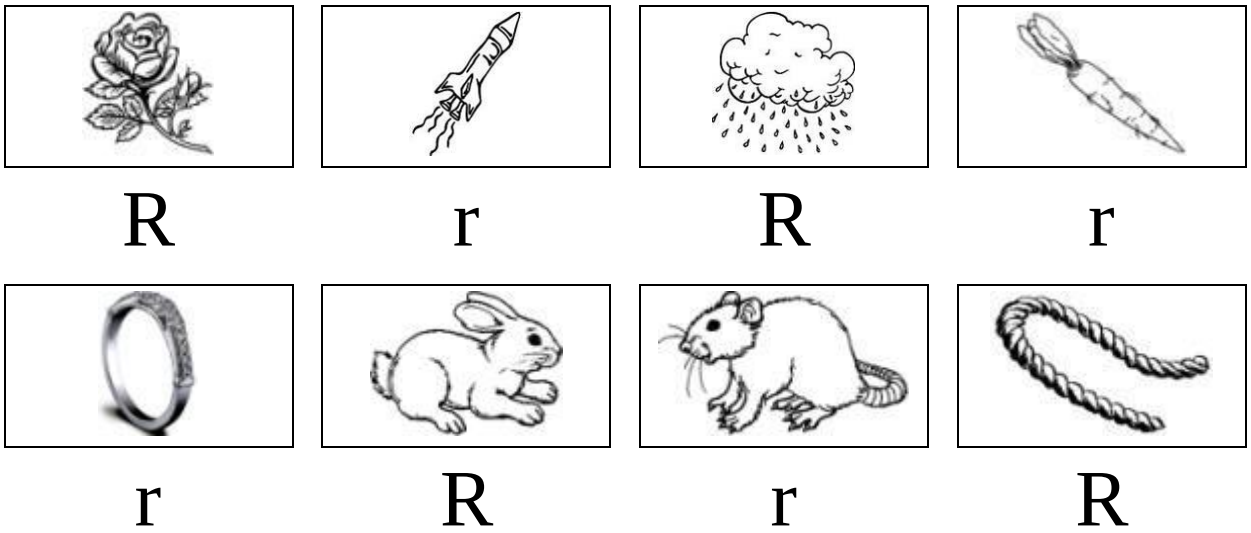
**Question 40 -** Trace the pattern. (Understanding)



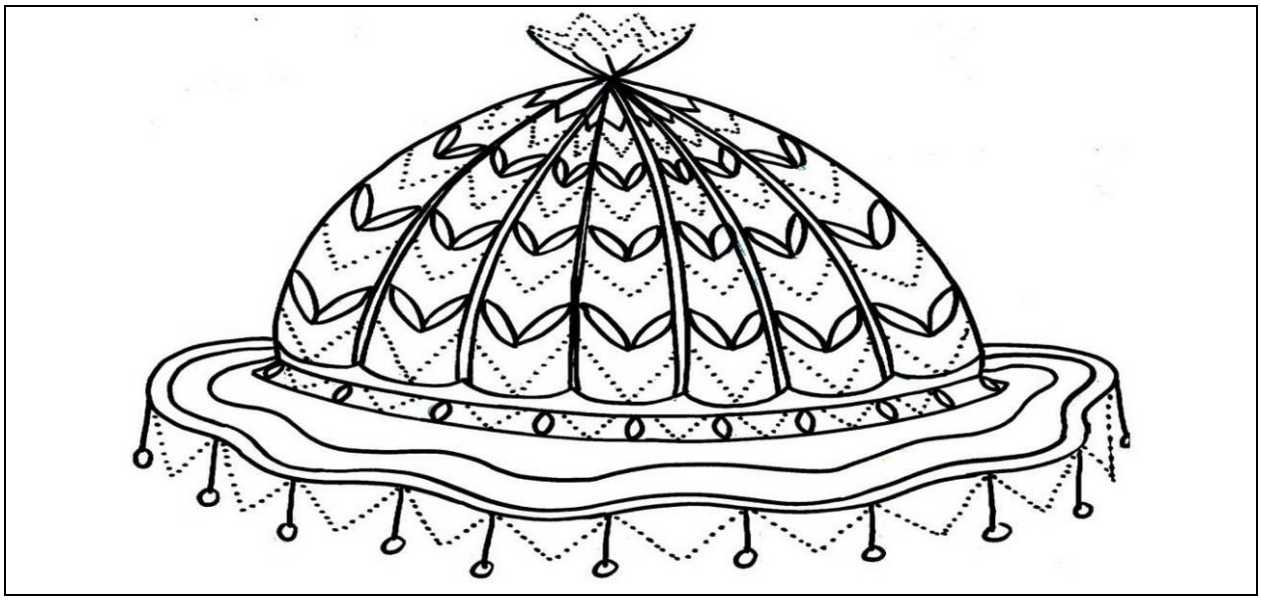
**Question 41 -** Write the letter "D" & "p" in fourline (Understanding)



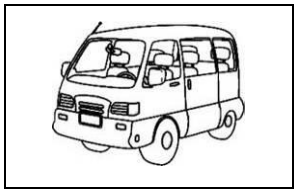
**Question 42 -** Look at the picture and trace and colour the letter "R/r**".** (Remembering)

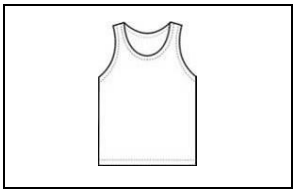


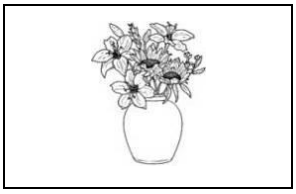
**Question 43 -** Highlight the letter "V" with the colour in the picture given below. (Understanding)

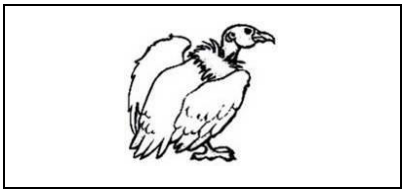


**Question 44 -** Read the picture and trace the word. (Understanding)





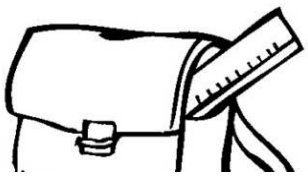
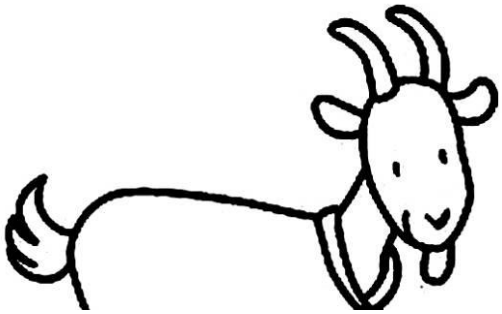


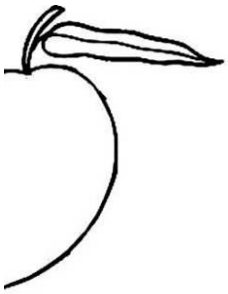


Van Vest Vase Vulture

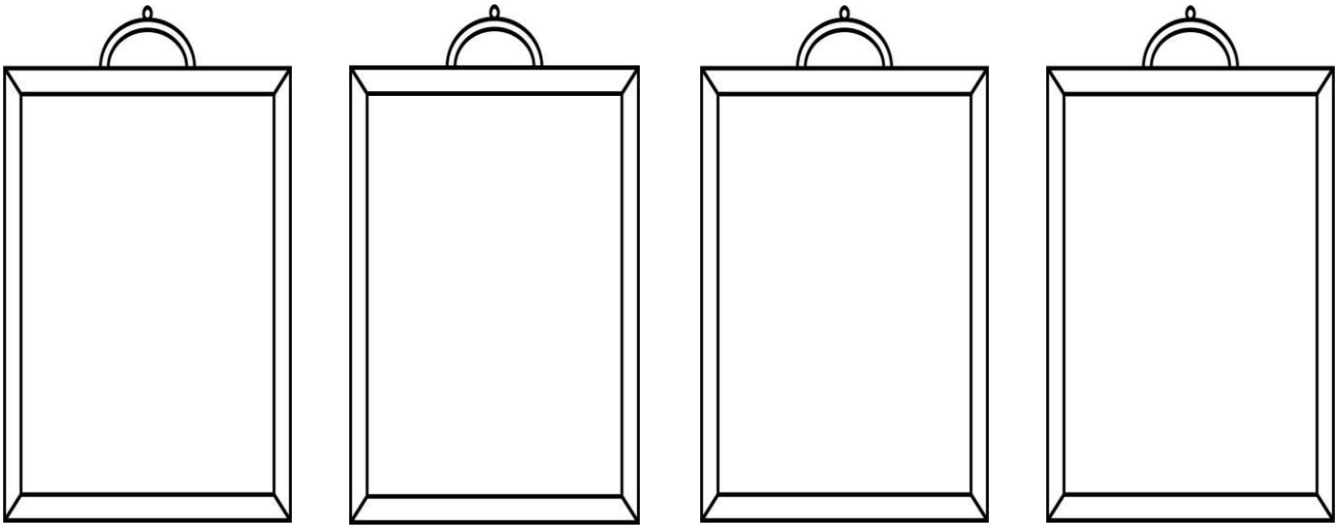
Van Vest Vase Vulture

**Question 45 –** Complete the picture which begins with the given letter. (Application)

| | | | |
|---|---|---|---|
| **B** |  | **G** |  |

| | | | |
|---|---|---|---|
| **M** |  | **B** | |

**Question 46 -** Draw a picture for each word. (Application)



Van Sun nine Tree

**Write letters of the alphabet**

**Question 47 -** Write these words in given fourline. (Understanding)

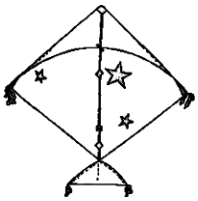
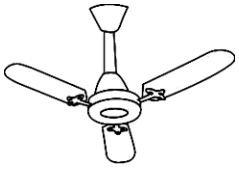
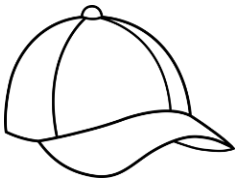
**snake** **sun** **Swan** **Six**

**Question 48 -** Write first letter for each picture. (Remembering)

**Question 49 –** Match the following and fill in the blanks. (Remembering)

**_ut** **_ug** **_ive** **_amel** **_og**

**Question 50 -** Write first letter. (Remembering)

# Listening with understanding

## Follow simple instructions

**Question 1 -** Please call each student to yourself one by one and ask him/her to follow the instructions given by you. (Give three-four instructions. Pick few from the list given below.) You can also give instructions that you have generally used in the class. (Remembering)

1. Please stand up
2. Please sit down
3. Raise your hands
4. Switch on the fan
5. Close the door
6. Open the window
7. Please jump

## Listen to poems /stories and recall the main information

**Question 2 -** Sing some sentences of a rhyme you have already done in the class and ask some broad questions on it. The students can answer the questions in mother tongue with the use of some words in English. (Understanding)

**For example** -

One, two, three, four, five,

Once I caught a fish alive.

i. Ask student to show one, two and so on using fingers or by taking object.

ii. Name five animals.

iii. Name animal that lives in water.

**Question 3 -** Narrate a simple story or refer to a story you have already narrated in the class and ask students basic questions ( ask the questions in mother tongue and ask them to answer in the mother tongue but with the use of some English words). (Remembering and Understanding)

Example-

i. Who is the main person/ character in the story?

ii. What is the story mainly about?

iii. Did you like the story? What did you like in it?

## Differentiate between different sounds

**Question 4 -** Listen to the words and tell the word that has a different sound. (Understanding)

i. Rat Bat Ball

ii. Gun Sun Dress

**Question 5 -** Listen to the words and tell the beginning sound of each of the words (Understanding)

i. Van
ii. Ring
iii. Sand
iv. Tap

**Question 6 -** Listen to the words and catch the first sound. Now tell one word from the mother tongue that starts with the same first sound. (Application)

*Give words as per the letters you have taught*

**Question 7 -** Listen to the words and make a rhyming word that sounds similar word. The new words do not necessarily have a meaning. Example- Bad – Lad (Application)

i. Sun
ii. Bag
iii. Moon
iv. Dress
v. Date
vi. Pan
vii. Boy

**Associate letters with the correct sounds**

**Question 8 -** Tell the name and sound of the following letters (Understanding)

i. S-
ii. U-
iii. Y-
iv. Z-

**Question 9 -** Give flashcards to students and teacher with say the sound of word/letter and students will pick letter/word card with associated sound. (Understanding)

**Question 10 -** Listen to the words and tell with which letter you will choose to write that sound. (Understanding)

i. Queen
ii. Up
iii. Vulture
iv. Yarn

## Speaking with confidence

**Introduce oneself in few sentences**

**Question 11 -** Imagine that you are a new girl/ boy in the class. Now introduce yourself in five sentences. (In English) (Application)

Example- My name is Abdul. I live in Bikaner. My father's name is Zakhir. My mother's name is Hena. I like cars and cycles. I have two brothers and one sister.

**Recite rhymes**

**Question 12 -** Sing a rhyme of your choice. (Remembering)

**Question 13 -** Complete the rhyme- (Remembering)

O Giraffe… O Giraffe..

.....

**Question 14 -** Teacher sings a new rhyme that he/she has not done in the class and ask the student to repeat after him/her. (Remembering)

Bits of paper

Bits of paper

Lying on the floor-2

Make the place untidy-2

Pick them up-2

(*The teacher can choose any new rhyme too)*

**Question 15 -** Teacher can ask students to sing a rhyme on a given topic. Example- Sing a rhyme that has numbers or Sing a rhyme that has animals in it. (Application)

**Speak some words in English**

**Question 16 -** Look around and name 5 things that are present in the classroom (In English) (Remembering)

**Question 17 -** Ask the students if they can think about the categories of names of things that they know and give examples too. (Application)

Example the students can say- I know animal names, fruit names, transport, body parts, etc. (*The students are not expected to give the names of the categories in English. They can say- mein jaanwaron aur falon kay naam English mein jaanti hun and then speak two names each of all the categories)*

**Question 18 -** Call two students and one student will pick card and do action and second student will hand to tell the name. (Understanding)

**Frame sentences in English with/without the help of pictures**

**Question 19 -** Show some action words related actions and ask students to make simple sentences using You are… (Application)

***Example :*** *You are jumping.*

**Question 20 -** Ask students to give two instructions in English. Example- Please open your bag. (Application)

**Question 21 -** Ask simple questions to students that you have already done in the class too. (Application)

**Example :** Hello, How are you?

What are you doing?

## Reading with comprehension

**Associate pictures with written words in English**

**Question 22 -** Show some pictures from the book or show flashcards and ask students to tell the names in English (Remembering)

**Question 23 -** Show some word cards like- TWO and ask student to read. (Remembering)

**Question 24 -** Match the picture beginning with similar letter. (Understanding)

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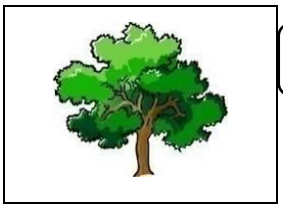

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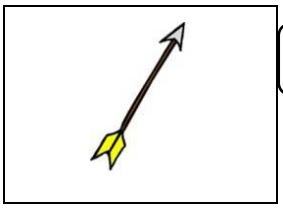

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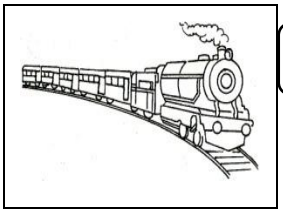

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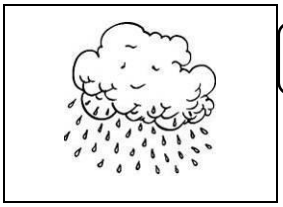

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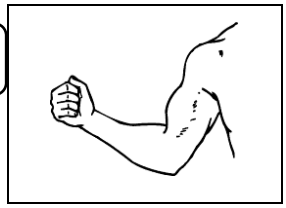
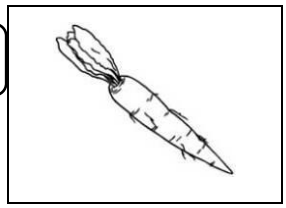
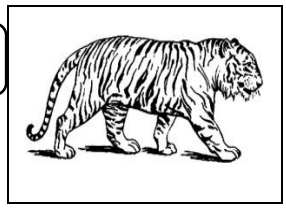
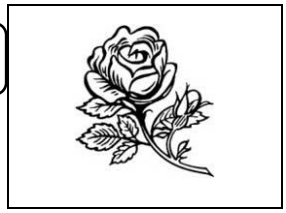
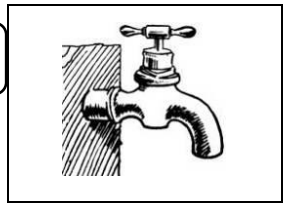


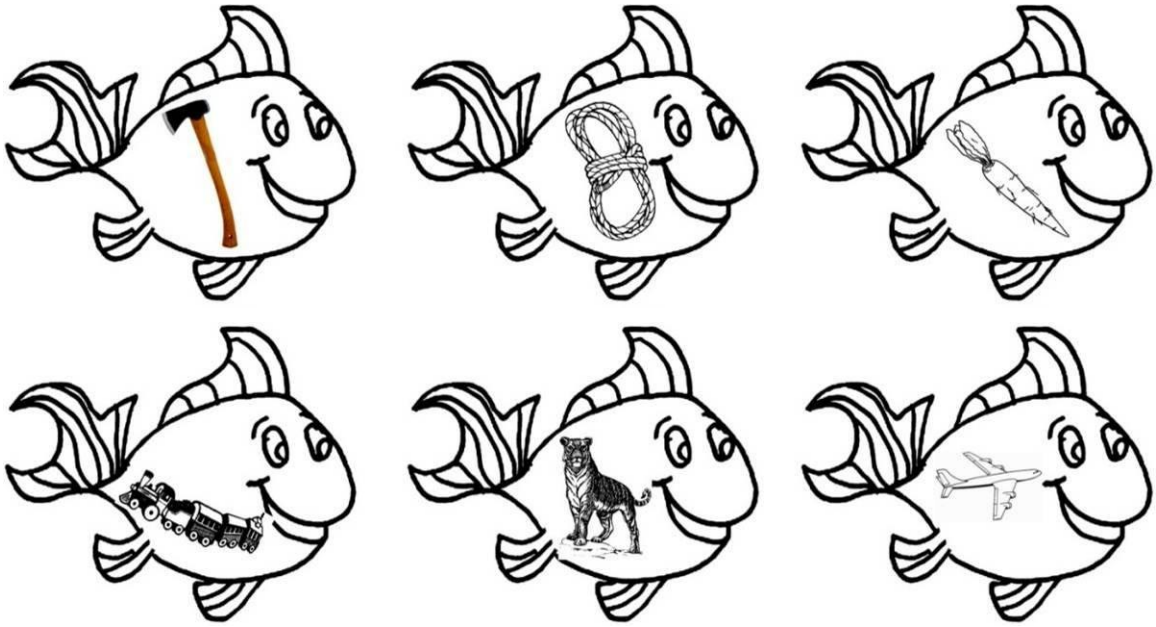






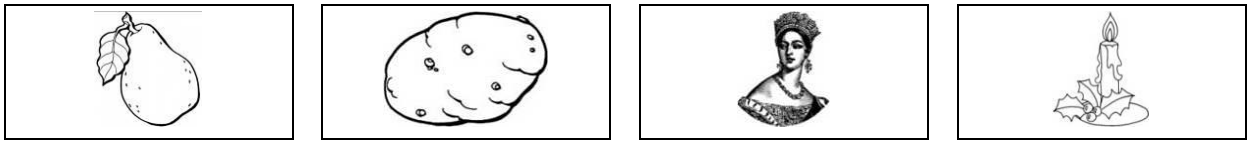


**Question 25 -** Match the picture with the first letter of its name in the box**.** (Remembering)

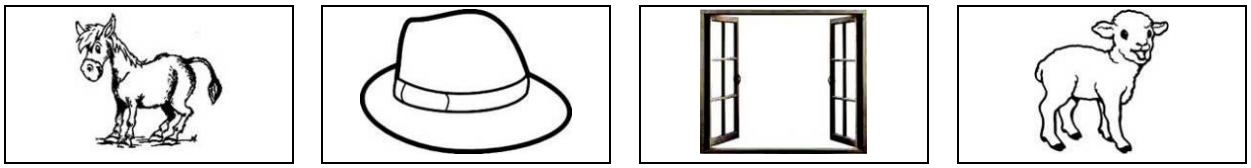


| | | | |
|---|---|---|---|
| a | r | t | c |
| | a | t | |

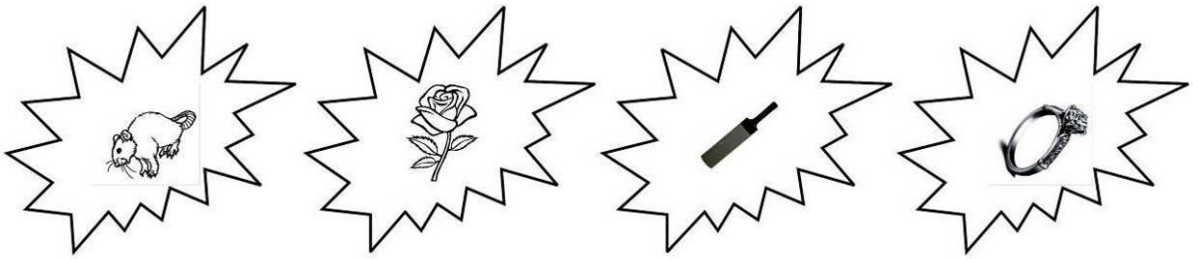
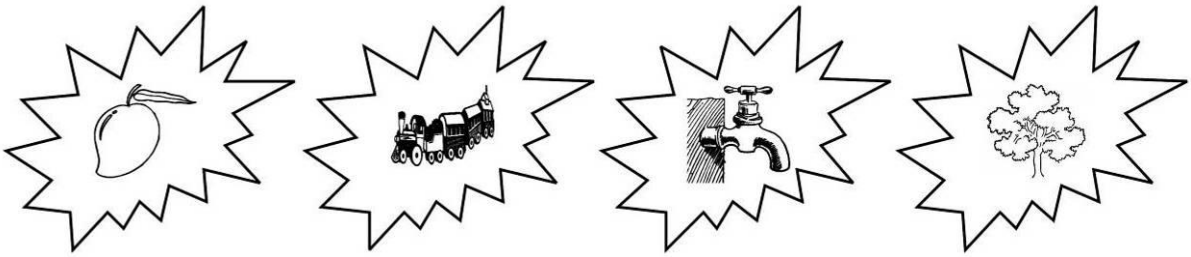
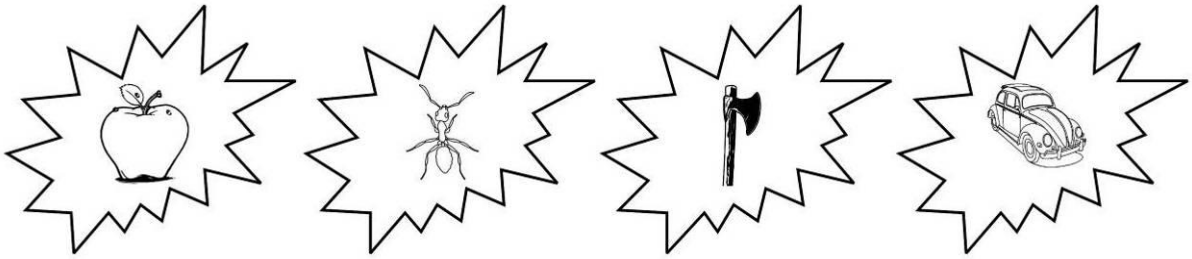
**Question 26 -** Match the picture with their name. (Remembering)



**Hat Lamb Queen Window Potato Pear Donkey Candle**



**Question 27 -** Colour the odd one out from each section. (Understanding)

| | |
|---|---|
| **A** |  |
| **B** |  |
| **C** |  |

**Read rhymes/stories with the help of the teacher.**

**Question 28 -** Teacher would finger read a rhyme that he/she has already done in a class and ask the student to repeat each sentence after you while moving the finger on the text. (Understanding)

**Question 29 -** Show any rhyme of the textbook and ask the students to finger read it (*They will not really read it but will only move their fingers from left to write while speaking the rhyme)* (Application)

**Question 30 -** Take any new text and just speak the sentences not finger reading yourself. Ask the student to do finger reading while repeating each sentence after you. (Application)

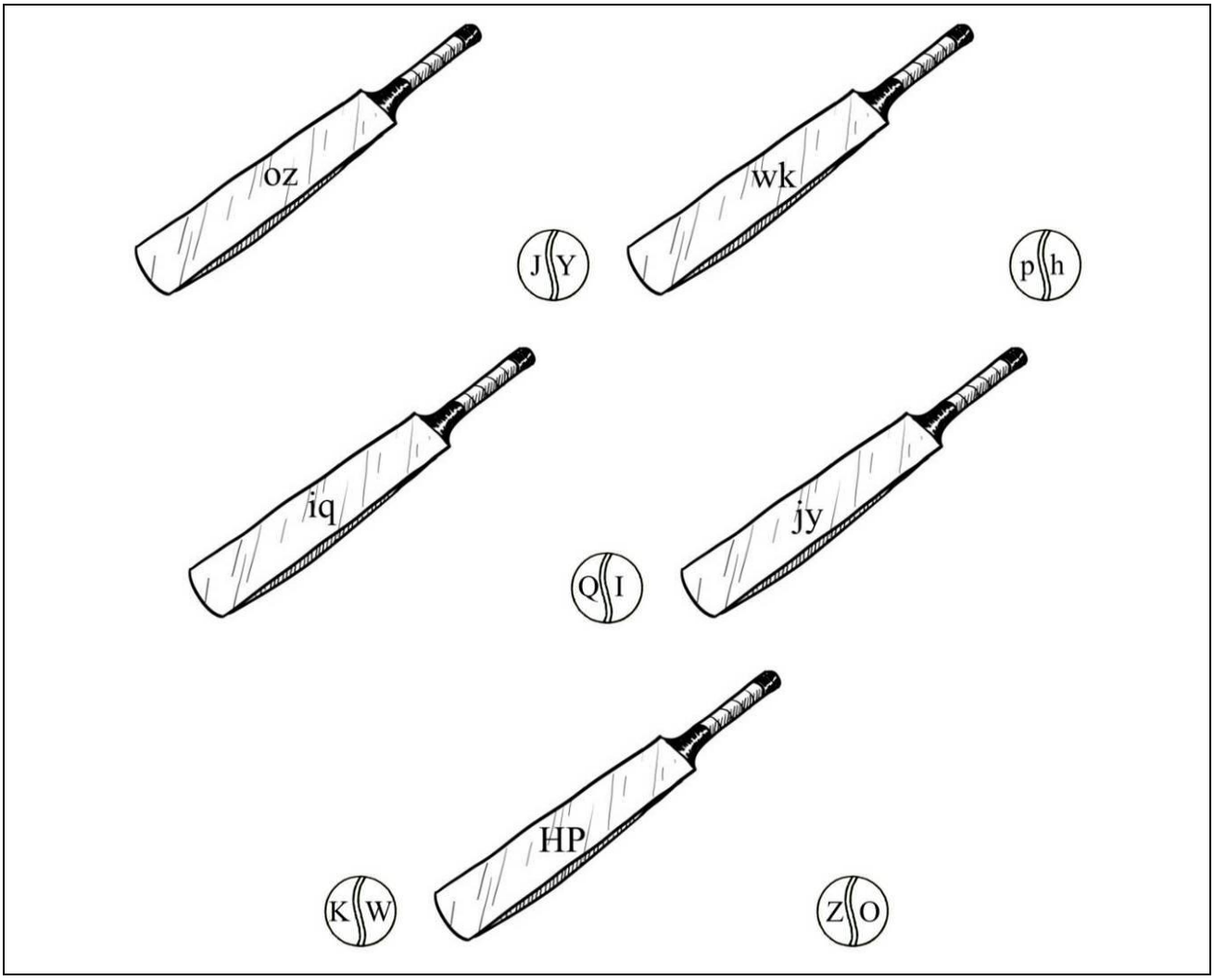
Example- There are two cats. I like cats.

## Recognize letters of the alphabet

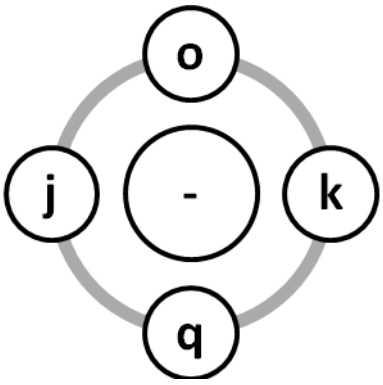
**Question 31 -** Circle all 's' in the given set of letters. (Remembering)

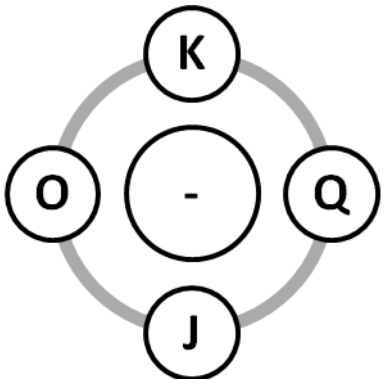
A b s a a P S h h a g l m A c t S A k m n s h h o j g

**Question 32 -** Match the ball with the bat which has same alphabet. (Understanding)




**Question 33 -** Match the capital letter with small letter. (Remembering)



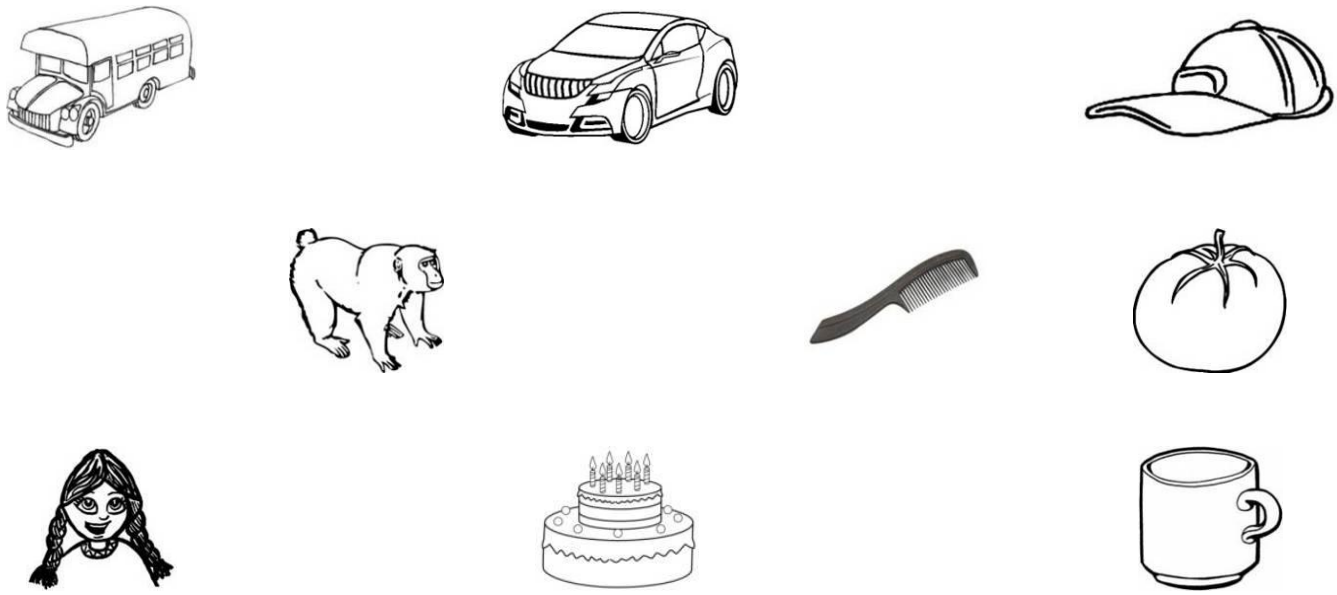




**Question 34 -** Circle the letter X in the words given below. (Understanding)

**b o x** **s i x** **t a x** **o x**

**f o x** **m i x** **f i x**

**Question 35 -** Circle the things which starts with 'C '. (Understanding)



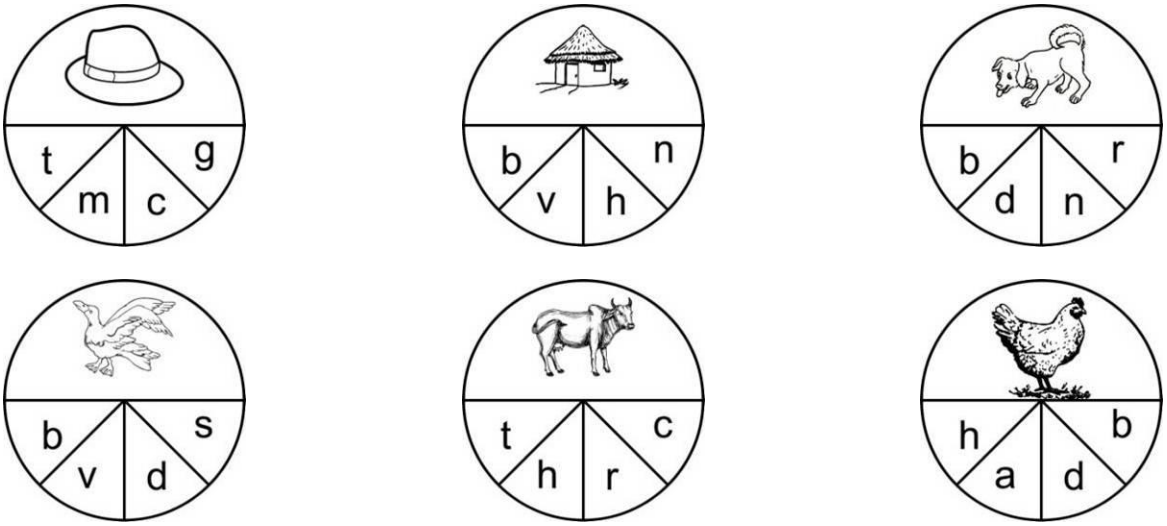
**Question 36-** Circle all 't', put (*) cross on all 'z' and put a square on all 'w' in the given set of words (Application)

| |
|---|
| **H w v t z d e a t A f z p L w j B k w F** |

**Question 37 -** Circle the first letter for the picture. (Understanding)

| t a v b m | a g b s n | n r b t g | t r v b s | t s r n v | t a r n b |
|---|---|---|---|---|---|
| | 7 | | | | |

**Question 38 -** Circle the first letter for the picture. (Remembering)



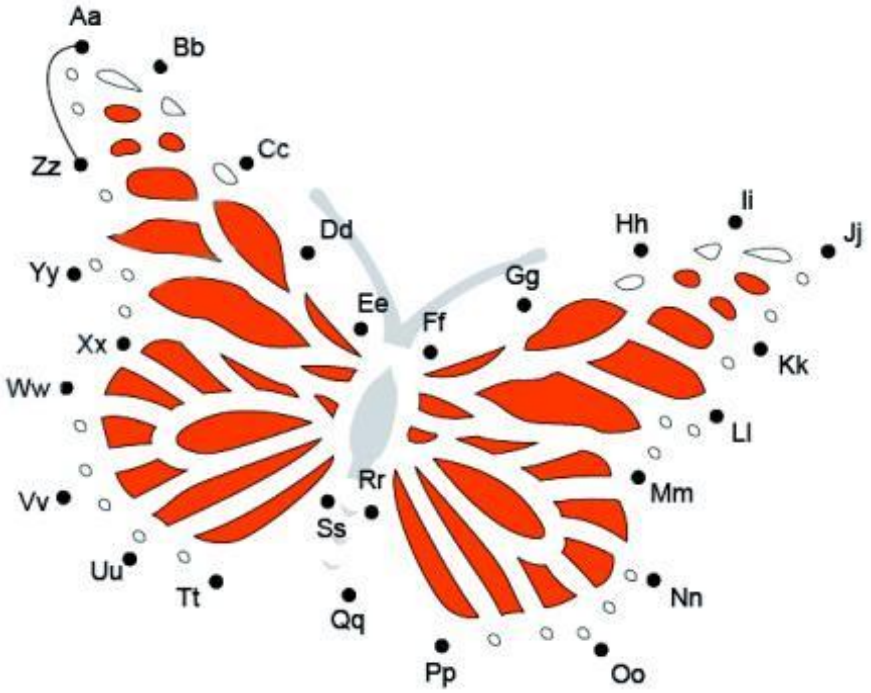
## Writing

**Draw pictures and colour them and copy simple words**

**Question 39 -** Draw any two pictures for each letter. (Understanding)

| | | |
|---|---|---|
| **W** | | |
| **H** | | |
| **E** | | |

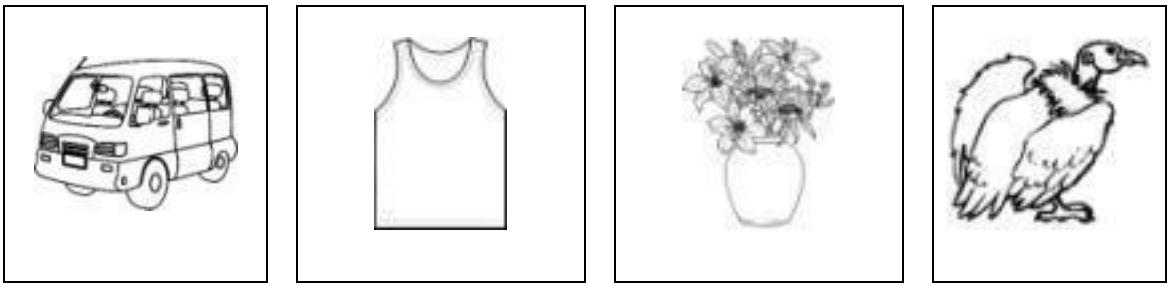
**Question 40 -** Join the dots from "Aa to Zz" and see what you can create. (Understanding)



**Question 41 -** Draw the picture for each word. (Application)

| | | |
|---|---|---|
| | | |
| **pot** | **Ice-cream** | **leaf** |

**Question 42 -** Read the picture and trace the word. (Understanding)



Van Vest Vase Vulture

**Question 43 -** Copy these words in given fourline. (Understanding)

zoo zebra Zip

## Write simple small and capital letters.

**Question 44 -** Copy these words in given fourline. (Understanding)

**Fun** **Jug** **Bun** **Box** **Ox** **Fix**

**Question 45 -** Write the small letters for the given capital letters. (Remembering)

Z-

G-

L-

S-

T-

**Question 46 -**Write the complete A-Z in the space given below. (Remembering)

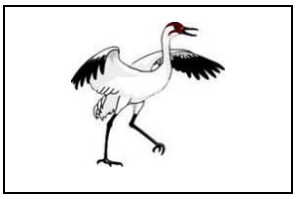
**Question 47 -** Write two words in fourline starting with given letter. (Understanding)

**k**

**o**

**j**

**Question 48-** Look at the picture and fill in the correct letter. (Understanding)



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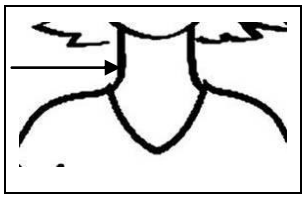

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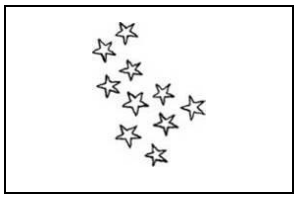

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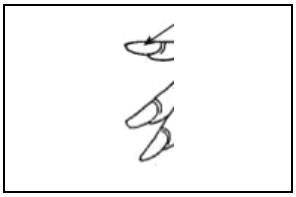

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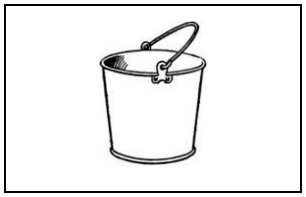

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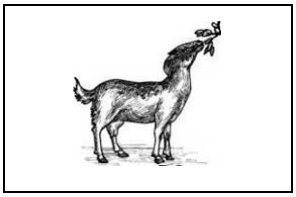

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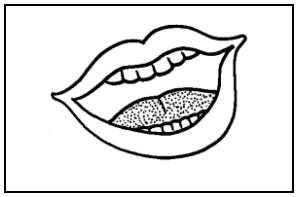

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