

## 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 शुरुआत 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 | <ul style="list-style-type: none"> <li>Listening with Understanding</li> <li>Speaking with Confidence</li> <li>Reading with Comprehension</li> <li>Writing (Functional Grammar)</li> </ul> | <b>1. Work While You Work</b> | <ul style="list-style-type: none"> <li>To be able to listen to a rhyme, enjoy and repeat it after the expressions of teacher</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to understand the main idea of rhyme.</li> <li>To be able to answer simple questions based on the chapter</li> <li>To be able to talk about the games which they can play in a few sentence in mother tongue/English.</li> <li>To be able to speak simple conversational sentences using can/cannot. (Yes, I can... No, I cannot)</li> <li>To be to able to rearrange the picture and form a story</li> </ul> |

| Term | Learning Areas | Unit                            | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------|----------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                | <b>2. Smile with A Blessing</b> | <ul style="list-style-type: none"> <li>• To be able to look at the picture and talk about it.</li> <li>• To be able to read the story with or without help of teacher</li> <li>• To be able to understand the text and identify the main idea of story</li> <li>• To be able to learn new vocabulary given in the chapter and use them in sentences</li> <li>• To be able to answer simple questions based on the chapter</li> <li>• To be able to identify and write opposites</li> <li>• To be able to identify action words with the help of picture.</li> <li>• To be able to learn day to day conversation</li> <li>• To be able to use key words and a few sentences.</li> </ul>                                                                                                                           |
|      |                | <b>3. The Clever Minister</b>   | <ul style="list-style-type: none"> <li>• To be able to read and understand the story through picture with or without the help of teacher</li> <li>• To be able to learn new vocabulary and know how to use them in sentences</li> <li>• To be able to sing rhyme with confidence and enthusiasm</li> <li>• To be able to make new words by adding the word "every".</li> <li>• To be able to draw a picture.</li> <li>• To be able to make compound words.</li> <li>• To be able to join the sentence using 'but'.</li> <li>• To be able to identify the sources of water in their surrounding area and discuss in group</li> <li>• To be able to write 4-5 sentences on the given picture.</li> <li>• To be able to describe verbally on the given picture</li> <li>• To be able to design a poster.</li> </ul> |
|      |                | <b>4 Good Habits</b>            | <ul style="list-style-type: none"> <li>• To be able to listen to the poem and respond accordingly.</li> <li>• To be able to talk on the given topic in groups. To be able to read and make rhyming words.</li> <li>• To be able to write simple answers.</li> <li>• To be able to write sentences on the picture</li> <li>• To be able to read the picture and answer the question</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Term   | Learning Areas                                                                                                                                                                             | Unit                           | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Second |                                                                                                                                                                                            | <b>5 Swachh Bharat Abhiyan</b> | <ul style="list-style-type: none"> <li>To be able to read and understand the main idea of the text.</li> <li>To be able to answer simple questions</li> <li>To be able to talk on given picture in groups.</li> <li>To be able to make new words from the given word</li> <li>To be able to write one word for the given sentence</li> <li>To be able to write opposite words</li> <li>To be able to recite the poem after the teacher.</li> <li>To be able to use pronoun in sentence (I / We)</li> <li>To be able to understand the poster and write slogans.</li> </ul>                                                                                                                                                                                      |
|        |                                                                                                                                                                                            | <b>6.Charbhujanath Mandir</b>  | <ul style="list-style-type: none"> <li>To be able to read and understand the text.</li> <li>To be able answer the simple questions</li> <li>To be able to use articles like 'a' &amp; 'an'</li> <li>To be able to make new words by adding the suffix ' ful' .</li> <li>To be able to talk about musical instruments with the help of pictures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
|        | <ul style="list-style-type: none"> <li>Listening with Understanding</li> <li>Speaking with Confidence</li> <li>Reading with Comprehension</li> <li>Writing (Functional Grammar)</li> </ul> | <b>7.Traffic Lights</b>        | <ul style="list-style-type: none"> <li>To be able to discuss on the given picture.</li> <li>To be able to read and understand the main idea of text</li> <li>To be able to read and write “ –ight” family words.</li> <li>To be able to understand and classify the means of transport with the help of picture.</li> <li>To be able to speak words correctly.</li> <li>To be able to read poem with or without the help of teacher</li> </ul>                                                                                                                                                                                                                                                                                                                  |
|        |                                                                                                                                                                                            | <b>8 Life Echoes</b>           | <ul style="list-style-type: none"> <li>To be able to read and understand the main idea of the text with the help of teacher</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to understand questions asked by the teacher and respond with keywords/ sentences in English .</li> <li>To be able to understand and make opposite words by adding prefix ' dis'.</li> <li>To be able to make past form of the verbs by using suffix 'ed &amp; d'.</li> <li>To be able to make the story with the help of picture.</li> <li>To be able to write simple stories</li> <li>To be able to participate in role play.</li> <li>To be able to put themselves in imaginary situation and talk about it in group discussion</li> </ul> |

| Term         | Learning Areas                                                                                                                                                                             | Unit                               | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                                                                                                                                                                            | <b>9 Birds' Paradise</b>           | <ul style="list-style-type: none"> <li>To be able to read and understand the text.</li> <li>To be able to understand questions asked by the teacher and respond with keywords/sentences in English.</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to identify the names of birds and animals with the help of picture.</li> <li>To be able to make new words by adding suffix 'al'.</li> <li>To be able to understand use of 'this' and 'these'</li> <li>To be able to read and understand the steps of preparing the given thing.</li> </ul>                                                                                                 |
| <b>Third</b> | <ul style="list-style-type: none"> <li>Listening with Understanding</li> <li>Speaking with Confidence</li> <li>Reading with Comprehension</li> <li>Writing (Functional Grammar)</li> </ul> | <b>10. Little Pride</b>            | <ul style="list-style-type: none"> <li>To be able to read and understand the main idea of the poem.</li> <li>To be able understand the questions asked in English and answer the question in his/her mother tongue with keywords/ sentences in English.</li> <li>To be able to recite the rhyme.</li> <li>To be able to talk about topics in the group discussion.</li> <li>To be able to listen and relate to the different sounds of the letters of the alphabet in words.</li> <li>To be able to design a poster on the given topic.</li> </ul>                                                                                                                                    |
|              |                                                                                                                                                                                            | <b>11. Our Lifeline- The Trees</b> | <ul style="list-style-type: none"> <li>To be able to read and understand the main idea of the story.</li> <li>To be able to understand the questions asked in English and answer the questions in his/her mother tongue with keywords/ sentences in English.</li> <li>To be able to solve the questions given at the end of the chapter .</li> <li>To be able to make new words looking at picture.</li> <li>To be able to understand and identify synonyms.</li> <li>To be able to understand the usage of " his and it" in sentences.</li> <li>To be able to write simple sentences using his and it .</li> <li>To be able to recite the rhyme with the help of teacher.</li> </ul> |
|              |                                                                                                                                                                                            | <b>12 Chhatrapati Shivaji</b>      | <ul style="list-style-type: none"> <li>To be able to read and understand the story.</li> <li>To be able to learn new vocabulary given in the chapter</li> <li>To be able to answer the questions given at the end of chapter</li> <li>To be able to make reflexive pronouns by adding suffix " self ".</li> <li>To be able to understand and identify opposite gender</li> </ul>                                                                                                                                                                                                                                                                                                      |

| Term | Learning Areas                                                                                                                                                                                           | Unit                                    | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                                                                                                                                                                                          |                                         | <ul style="list-style-type: none"> <li>To be able to use punctuation marks in writing (full stop and capital letters)</li> <li>To be able to use the past form of a verb in sentence.</li> <li>To be able to talk on the given topic and include one's observation as part of it.</li> <li>To be able to present a role play.</li> <li>To be able to write 4-5 sentences on the given topic or picture.</li> </ul>                                                                                                                                                                                                                   |
|      |                                                                                                                                                                                                          | <b>13. Winds</b>                        | <ul style="list-style-type: none"> <li>To be able to discuss and answer simple questions based on text</li> <li>To be able to learn new vocabulary given in the chapter</li> <li>To be able to make action word by adding "ing" .</li> <li>To be able to write the names of various seasons.</li> <li>To be able to speak and identify the rhyming words.</li> <li>To be able to work in pairs and discuss what he/she likes or dislikes about the topic.</li> <li>To be able to sing rhyme with confidence and enthusiasm</li> <li>To be able to read and understand process of writing.</li> </ul>                                 |
|      | <b>Fourth</b> <ul style="list-style-type: none"> <li>Listening with Understanding</li> <li>Speaking with Confidence</li> <li>Reading with Comprehension</li> <li>Writing (Functional Grammar)</li> </ul> | <b>14 The Crows and the cruel Cobra</b> | <ul style="list-style-type: none"> <li>To be able to understand the main idea of the story.</li> <li>To be able to discuss and answer simple questions.</li> <li>To be able to learn new vocabulary given in the chapter</li> <li>To be able to answer "Wh" questions.</li> <li>To be able to identify the name of birds with the help of picture and write the name</li> <li>To be able to make plural form by adding "s" and use in writing</li> <li>To be able to understand and use pronouns in sentences</li> <li>To be able to read rhyming words.</li> <li>To be able to sing rhyme with confidence and enthusiasm</li> </ul> |
|      |                                                                                                                                                                                                          | <b>15 Freedom Fighters of Rajasthan</b> | <ul style="list-style-type: none"> <li>To be able to read the given text and answer the questions.</li> <li>To be able to learn new vocabulary given in the chapter and use them in sentences</li> <li>To be able to write one word for the given sentence</li> <li>To be able to understand and use opposites and synonym in writing</li> <li>To be able to use of was/were in the sentences.</li> <li>To be able to speak words with silent letter.</li> <li>To be able to write sentence using hint words</li> </ul>                                                                                                              |

## 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 आइटम पूल (Question Bank) आगे दिया गया है।

| Skill/<br>Objetcive             | Indicator                                                           | Question<br>Number<br>(Oral) | Question<br>Number<br>(Written) | Cognitive Area (Skill/<br>objectives as per the<br>Anderson taxonomy)                       |
|---------------------------------|---------------------------------------------------------------------|------------------------------|---------------------------------|---------------------------------------------------------------------------------------------|
| Listening with<br>Understanding | Differentiate between<br>sounds of words and<br>rhyming words       | 1                            |                                 | 1- Understanding                                                                            |
|                                 | Listen to simple<br>instruction and follow                          | 2                            |                                 | Remembering                                                                                 |
| Speaking with<br>Confidence     | Speak on given<br>picture/topic with simple<br>sentences            | 3, 4, 5                      |                                 | 3- Understanding<br>4- Application<br>5- Remembering                                        |
| Reading with<br>Comprehension   | Can read simple<br>words/sentences with or<br>without picture       | 6                            | 1, 3, 4                         | 1-Understanding<br>3-Understanding<br>4-Understanding<br>6-Remembering and<br>Understanding |
|                                 | Can read and understand<br>text/poems /stories                      | 7                            | 2, 5                            | 2-Understanding and Application<br>5- Understanding and creation<br>7-Understanding         |
| Writing                         | Can write simple words,<br>phrases and sentences                    | 8                            | 6, 8                            | 6- Understanding<br>8- Understanding                                                        |
|                                 | Can write a short<br>composition/ description<br>of a picture/event |                              | 10                              | Creation                                                                                    |
|                                 | Can frame and answer<br>simple question                             |                              | 9                               | Application                                                                                 |
| <b>Total Question : 18</b>      |                                                                     | <b>8</b>                     | <b>10</b>                       |                                                                                             |

# योगात्मक आकलन हेतु मौखिक एवं लिखित आकलन दूर नमूना पत्रक

## योगात्मक आकलन

विषय : अंग्रेजी

कक्षा : 3

### LISTENING AND SPEAKING

- Q.1. (a) Teacher will speak the rhyming words in the class and would ask children to clap on the same sound word.

|      |      |      |      |
|------|------|------|------|
| bell | tell | fall | fell |
| play | pile | clay | say  |

- (b) Teacher will ask students to listen to the rhyming words and construct new rhyming words based on the sound.

For e.g. Bat - Cat

Call- .....

Day- .....

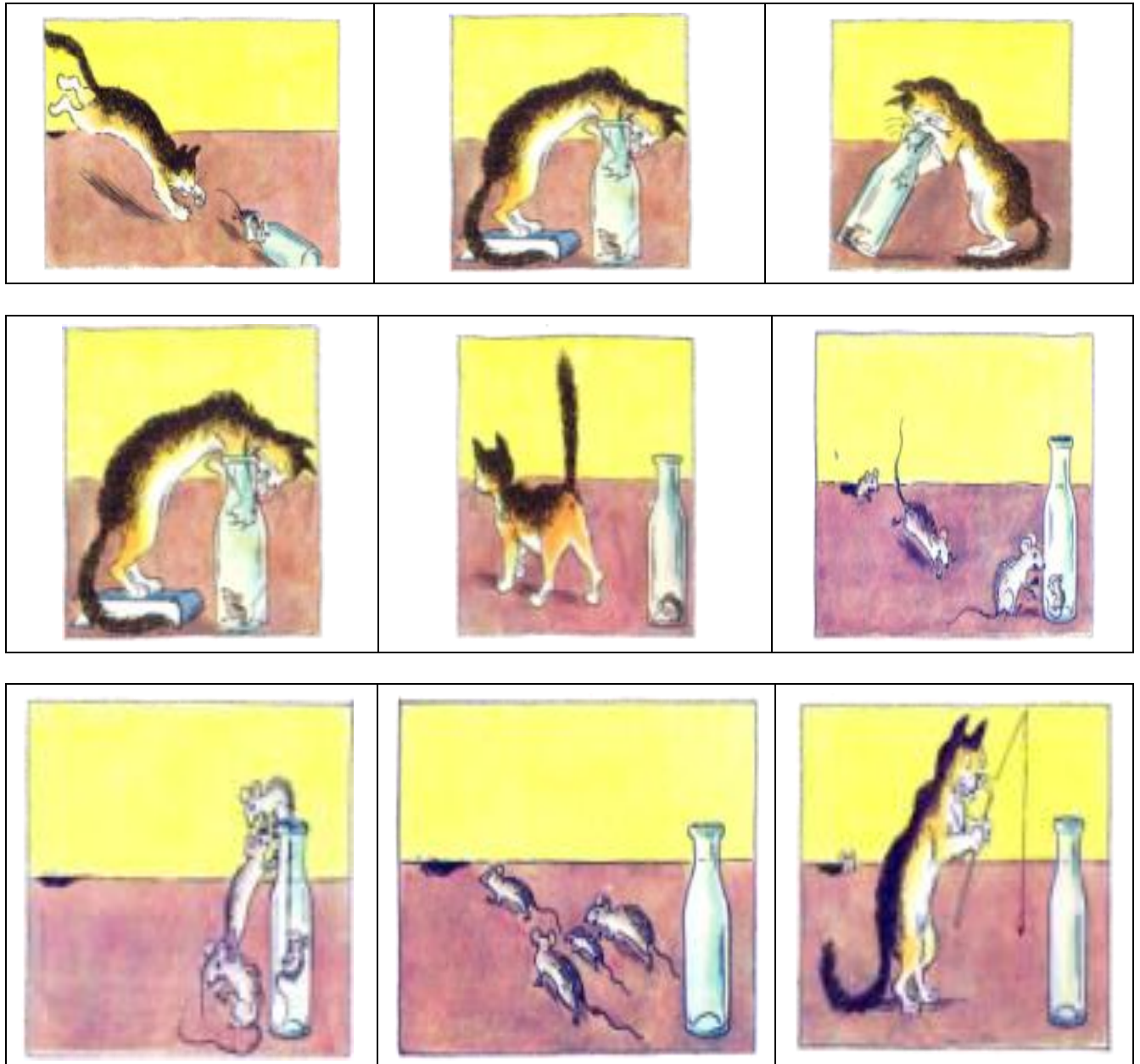
- Q.2 While teacher is taking one on one oral, she can use simple instruction like:-

- Open your book.
- Give me your pencil.
- Stand up and bring the book.
- Where is your bag?

### SPEAKING WITH CONFIDENCE



**Q.3.** Teacher will show the pictures to the students and note their responses. (She may ask questions like what do you think is happening in the picture, what is the cat/mouse trying to do, etc.)



**Q.4.** Teacher will ask the given questions and record their responses.

- a) What is your favourite animal and why?
- b) What do you like to eat?
- c) What is your favourite game?
- d) What do you like to do in your school?
- e) What do you not like doing in school?

**Q.5.** Teacher can ask students to recite any rhyme learned in the class. (using text book or any other book)

**Q.6. Teacher will prepare flash cards/word chart and ask student to read the given words. (some examples are given below)**

|       |            |            |       |         |          |             |
|-------|------------|------------|-------|---------|----------|-------------|
| Tree  | Blackboard | Water      | Plant | Foot    | Name     | Grandmother |
| River | School     | Glass      | Boy   | Sparrow | Child    | Niece       |
| Leaf  | Girls      | Tap        | Pray  | Peacock | Father   | Nephew      |
| Dove  | Class      | Play       | Right | Hen     | Son      | Shout       |
| Aim   | Good       | Playground | Sing  | Parrot  | Daughter | Run         |
| Ant   | Food       | Leaf       | Rhyme | Bird    | Mother   | Jump        |

**Q.7. Teacher will show the picture, narrate the sentence and ask students to guess the main idea of the passage.**

An old lady was going to market. She was carrying a basket of fruits. On the way, she stepped on a Banana peel and fell down. Meena helped the lady to stand.

Teacher will also ask the following questions:

- a) Who was going to the market?
- b) Why did she fall down?
- c) Tell the name of five fruits.
- d) Who helped the old lady to stand?



### WRITING

**Q.8 The teacher will dictate the following words:**

- Papaya
- Sit
- Banana
- Dog
- Eating
- Tomato

विषय : अंग्रेजी

कक्षा : 3

शाला का नाम : ..... रोल नं. : .....

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

READING WITH COMPREHENSION

**Q.1. Read the passage given below and answer following questions.**

My name is Pooja. I am 6 years old. I live in Dausa. My parents are working on a farm. My brother's name is Karan. He is 10 years old.

a. What is the girl's name?

.....

b. How old is she?

.....

c. How old is Pooja's brother?

.....

**Q.2. Read the given passage and answer the questions given below.**

An old lady was going to market. She was carrying a basket of fruits. On the way, she stepped on a banana peel and fell down. People started laughing at her. All her fruits were on the ground. Meena helped the old lady to stand. She picked up all the fruits and put them into the basket. Meena threw the banana peel into a dustbin.

a. An old lady was going to -

a. School

b. Hospital

c. Temple

d. Market

b. The old lady stepped on the peel of -

a. An apple

b. A banana

c. A papaya

d. An orange

c. Which fruit name has come in this text?

.....

d. Where was the banana peel lying?

.....

e. Who helped the old lady?

.....

f. If you were in place of Meena, what would you do?

.....

g. What was the old lady carrying?

.....

h. Where did Meena throw the banana peel?

.....

i. Share your experience when you helped someone.

.....

**Q.3. Tick the correct sentences.**

a) I is dancing. ( )

b) That are boys. ( )

c) He is cleaning. ( )

d) Those is cars. ( )

e) We are playing. ( )

f) You is happy. ( )

**Q.4. Circle the odd one.**

|     |     |     |     |
|-----|-----|-----|-----|
| Pet | Net | Cut | Jet |
| Hen | Ten | Men | Pin |
| Hat | Leg | Beg | Teg |
| Bed | Van | Red | Zed |

**Q.5. Read the passage and draw the picture based on the text.**

Once there was a big house. There lived many rats. They lived in the kitchen, in the drawing room and in the bathroom, they ran about the whole house. In the same house lived a big fat cat. She was always chasing them.



## WRITING

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

|                   |                                                                                   |                  |                                                                                     |
|-------------------|-----------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------|
| a. They are ..... |  | b. He is .....   |  |
| c. I am .....     |  | d. You are ..... |  |
| e. He is .....    |  |                  |                                                                                     |

**Q.7 Replace the underlined words with opposite words**

- I am young but she is .....
- Milk is hot and ice-cream is .....
- My sister is ..... but I am tall.
- Window is open but door is .....

**Q.8. Read the following pictures and answer the questions.**



- Who is sleeping?  
.....
- Who are playing?  
.....
- Name 3 things given in the picture  
.....



Q.9. Read the picture and frame questions.



- a. In the summer season the water in the pond dried up.  
..... did the water dry up? (when/where)
- b. Two swans caught the stick in between their beaks to carry the tortoise.  
..... did the swan catch the stick in between their beaks?  
(how/why)
- c. They took the tortoise through the air.  
..... did they take the tortoise? (why/how)

Q.10. Write a story with the help of pictures and words.



girl

raining

crow

flying

nest

tree

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शिक्षक टिप्पणी .....

.....

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शिक्षक का नाम एवं हस्ताक्षर

दिनांक : .....

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

### Blue print of the Question Bank/activities booklet

Class-3

| Learning area                | Sub indicator of the main learning skill /area                                  | Term 1 and 2    |                                              | Term 3 and 4                    |                                              |
|------------------------------|---------------------------------------------------------------------------------|-----------------|----------------------------------------------|---------------------------------|----------------------------------------------|
|                              |                                                                                 | Question Number | Skill/objective as per the Anderson taxonomy | Question Number                 | Skill/objective as per the Anderson taxonomy |
| Listening with understanding | Understand and follow simple instructions and questions                         | 1               | Understanding                                | 1                               | Understanding                                |
|                              |                                                                                 | 2               | Understanding                                | 2                               | Understanding and Application                |
|                              |                                                                                 | 3               | Remembering and Application                  | 3                               | Understanding                                |
| Listening with understanding | Listen to the paragraph and poems and answer simple questions                   | 4               | Understanding                                | 4                               | Understanding                                |
|                              |                                                                                 | 5               | Understanding and Analysis                   | 5                               | Understanding                                |
|                              |                                                                                 |                 |                                              | 6                               | Evaluation                                   |
|                              |                                                                                 |                 |                                              | 7                               | Remembering                                  |
| Listening with understanding | Differentiate between sound of words and rhyming words                          | 6               | Understanding                                | Same activities may be repeated |                                              |
|                              |                                                                                 | 7               | Understanding                                |                                 |                                              |
|                              |                                                                                 | 8               | Understanding                                |                                 |                                              |
|                              |                                                                                 | 9               | Application                                  |                                 |                                              |
|                              |                                                                                 | 10              | Understanding                                |                                 |                                              |
| Listening with understanding | Listen to the story/poem and locate main idea and information given in the text | 11              | Understanding                                | Same activities may be repeated |                                              |
|                              |                                                                                 | 12              | Analysing                                    |                                 |                                              |
|                              |                                                                                 | 13              | Understanding                                |                                 |                                              |



| Learning area              | Sub indicator of the main learning skill /area                           | Term 1 and 2    |                                              | Term 3 and 4    |                                              |
|----------------------------|--------------------------------------------------------------------------|-----------------|----------------------------------------------|-----------------|----------------------------------------------|
|                            |                                                                          | Question Number | Skill/objective as per the Anderson taxonomy | Question Number | Skill/objective as per the Anderson taxonomy |
| Speaking with confidence   | Speak on a given picture in simple sentences                             | -               |                                              | -               |                                              |
|                            |                                                                          | 14              | Understanding                                | 10              | Understanding and Creation                   |
|                            |                                                                          | 15              | Application                                  | 11              | Understanding                                |
|                            |                                                                          | -               |                                              | -               |                                              |
|                            |                                                                          | -               |                                              | -               |                                              |
| Speaking with confidence   | Recite simple rhymes and poems                                           | 16              | Remembering                                  | 8               | Remembering                                  |
| Speaking with confidence   | Can talk about his/her likes, dislikes and abilities                     | 17              | Application                                  | 9               | Application                                  |
| Reading with comprehension | Read simple words/ sentences with or without pictures                    | 18              | Understanding                                | -               |                                              |
|                            |                                                                          | 19              | Application                                  | -               |                                              |
|                            |                                                                          | 20              | Remembering and Analysis                     | 12              | Understanding                                |
|                            |                                                                          | 21              | Analysis                                     | 13              | Evaluation                                   |
|                            |                                                                          | -               |                                              | 14              | Understanding and Application                |
|                            |                                                                          | -               |                                              | 15              | Understanding and Application                |
|                            |                                                                          | -               |                                              | 16              | Evaluation                                   |
|                            |                                                                          | -               |                                              | 17              | Analysis                                     |
| Reading with comprehension | Read with comprehension and understand text, poems, prose, letters, etc. | 22              | Understanding                                | 18              | Understanding                                |
|                            |                                                                          | 23              | Analysis                                     | 19              | Remembering                                  |
|                            |                                                                          | 24              | Evaluation                                   | -               |                                              |
|                            |                                                                          | 25              | Understanding                                | -               |                                              |
|                            |                                                                          | 26              | Understanding                                | -               |                                              |
|                            |                                                                          | 27              | Remembering                                  | -               |                                              |
|                            |                                                                          | 28              | Understanding                                | -               |                                              |
|                            |                                                                          | 29              | Understanding and Creation                   | -               |                                              |
|                            |                                                                          | 30              | Understanding                                |                 |                                              |

| Learning area | Sub indicator of the main learning skill /area                 | Term 1 and 2    |                                              | Term 3 and 4    |                                              |
|---------------|----------------------------------------------------------------|-----------------|----------------------------------------------|-----------------|----------------------------------------------|
|               |                                                                | Question Number | Skill/objective as per the Anderson taxonomy | Question Number | Skill/objective as per the Anderson taxonomy |
| Writing       | Write simple words, phrases and sentences                      | 31              | Understanding                                | 20              | Understanding and Application                |
|               |                                                                | 32              | Application                                  | 21              | Creation                                     |
|               |                                                                | 33              | Application                                  |                 |                                              |
|               |                                                                | 34              | Understanding                                |                 |                                              |
|               |                                                                | 35              | Understanding                                |                 |                                              |
| Writing       | Write short composition or description of a person/place/thing | 36              | Creation                                     | 22              | Understanding                                |
|               |                                                                | 37              | Application                                  |                 |                                              |
|               |                                                                | 38              | Application                                  | 23              | Remembering                                  |
|               |                                                                | 39              | Understanding and Application                | 24              | Application                                  |
|               |                                                                | 40              | Remembering                                  | 25              | Application                                  |
|               |                                                                | 41              | Understanding                                | 26              | Understanding                                |
|               |                                                                | 42              | Understanding                                | 27              | Remembering                                  |
|               |                                                                | -               |                                              | 28              | Analysis                                     |
|               |                                                                | -               |                                              | 29              | Application                                  |
|               |                                                                | -               |                                              | 30              | Creation                                     |

## Listening with understanding

## Understand and follow simple instructions

**Question 1 - Follow given instructions.****(Understanding)****Teacher will ask the students to follow the instructions (Teacher will note the responses accordingly)**

- a. Show me your fingers
- b. Show me your teeth
- c. Touch your eyes
- d. Clap your hands, close your eyes, open your eyes, fold your hands
- e. Bring me a piece of chalk
- f. Open your book
- g. Turn to page number.....

**Question 2 - Respond to the following Instructions****(Understanding)****Teacher will invite the students and ask them to follow the instruction (Teacher will note the responses accordingly)**

- a. .... (Name), please distribute these papers.
- b. .... (Name), take out your English notebook from your bag.
- c. Would you like to answer ... (Name)?
- d. Let us form a circle
- e. Make groups of 4 members
- f. .... (Name), can you please give me your book?
- g. .... (Name), did you finish?
- h. .... (Name), are you ok?
- i. Please tell me the name of five fruits
- j. Please tell me the name of five animals.
- k. ....(name), read the lines.

**Question 3 - Respond to the following questions****(Remembering and Application)****Teacher will invite the students and ask them to follow the instruction (Teacher will note down the responses accordingly)**

- a. Can you play football?
- b. Can you swim?
- c. Can you ride a bicycle?

- d. Can you fly?
- e. Can you sing?
- f. Do you have.....?
- g. Do you like....?
- h. How is Manan?
- i. What is Priya doing?
- j. What is your name?
- k. Where do you live?
- l. Tell me the spelling of cat (teacher can take any other lexical items)

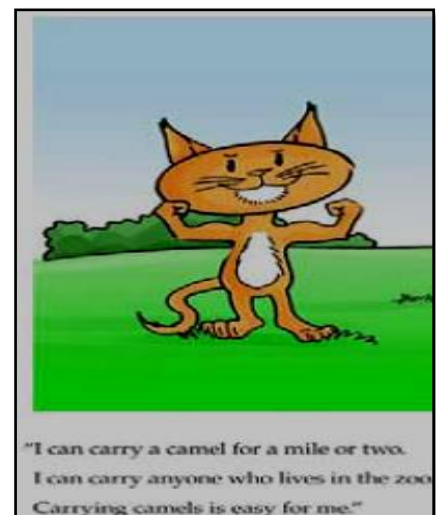
**Listen to the paragraph and answer simple questions**

**Question 4 - Answer the questions.**

**(understanding)**

**Teacher will read the text and ask questions. He/She should record their responses.**

**"I can carry a camel for a mile or two.  
I can carry anyone who lives in zoo.  
Carrying camels is easy for me."**



- a. Which animal do you think is shown in the picture?
- b. Which action word is used in the text?
- c. Which animal is easy to carry in the paragraph?

**Question 5 – Listen to the passage and answer the following questions. (Understanding and Analysis)**

**Teacher will read the given passage to students and record their responses on the following questions**

- (a)** Deepika's house is in the village. It is made of bricks and stones. It is an old house. It has a big veranda. Her mother and father, grandmother, two brothers and sisters live in the house.
- a. Where is Deepika's house?
  - b. What is the house made of?
  - c. How many people live in the house?
  - d. What is your house made of?
  - e. How many kinds of houses have you seen around you?
- (b)** Here is a pot. A small rat sees a pot. I like this pot. I will live in it. Now the rat lives in the pot.
- a. Where does the rat want to live?
  - b. Tell rhyming word of pot, small, rat

## Differentiate between sound of words and rhyming words

**Question 6 - Teacher will speak the rhyming words in the class and ask children to clap on the same sound word. (Understanding)**

|      |      |      |      |
|------|------|------|------|
| Bell | Tell | Fall | Fell |
| Play | Pile | Clay | Say  |

**Question 7 - Teacher will speak the following words and students will jump when they hear different sound (Understanding)**

|       |       |       |
|-------|-------|-------|
| Fear  | Clear | Far   |
| Green | Seen  | Sun   |
| Light | Fight | Later |

**Question 8 -Teacher will ask students to stand and stamp their feet when they hear word with silent letter. (Understanding)**

|        |         |       |
|--------|---------|-------|
| Listen | Let     | Life  |
| Kite   | Kitchen | Fish  |
| Cork   | Storm   | Chalk |

**Question 9- Teacher will ask students to listen to the rhyming words and construct new rhyming words based on the sound (Application)**

For e.g. Bat - Cat

Call- .....

Day- .....

**Question 10 - Students will be asked to listen to the sentence carefully and fill in the blanks accordingly (Understanding)**

For eg - The **hot** water in the **Pot**

- a) I have a **bin** and ..... (Pin/ Pan)
- b) I like **bat** and ..... (Hat/Had)
- c) I saw a **den** and ..... (Fan/Hen)
- d) I have a **fox** in the ..... (Bag/ Box)
- e) On a **log**, there is a..... (Dog/ Dot)

**Question 11 - Teacher will show the picture, narrate the sentence and ask students to guess the main idea of the passage. (Understanding)**

An old lady was going to market. She was carrying a basket of fruits. On the way, she stepped on a banana peel and fell down. Meena helped lady to stand.

She will ask the following questions:

- Who was going to the market?
- Why did she fall down?
- Tell the name of 5 fruits.
- Who helped the old lady to stand?



**Question 12 - Teacher will read the sentences and ask students to guess the main idea of the text. (Analysis )**

Everyone is in the kitchen. They are all helping. My mother is making the chutney. My father is bringing water. My brother is cooking the rice. I am cutting the tomatoes.

**Question 13 - Listen to the paragraph and answer simple questions. (Understanding)**

In the dark, dark wood, there is a dark, dark house,

In the dark, dark house, there is a dark, dark room,

In the dark, dark room, there is a dark, dark cupboard,

In the dark, dark cupboard there is a dark, dark box,

In the dark, dark box there is a dark, dark fox.

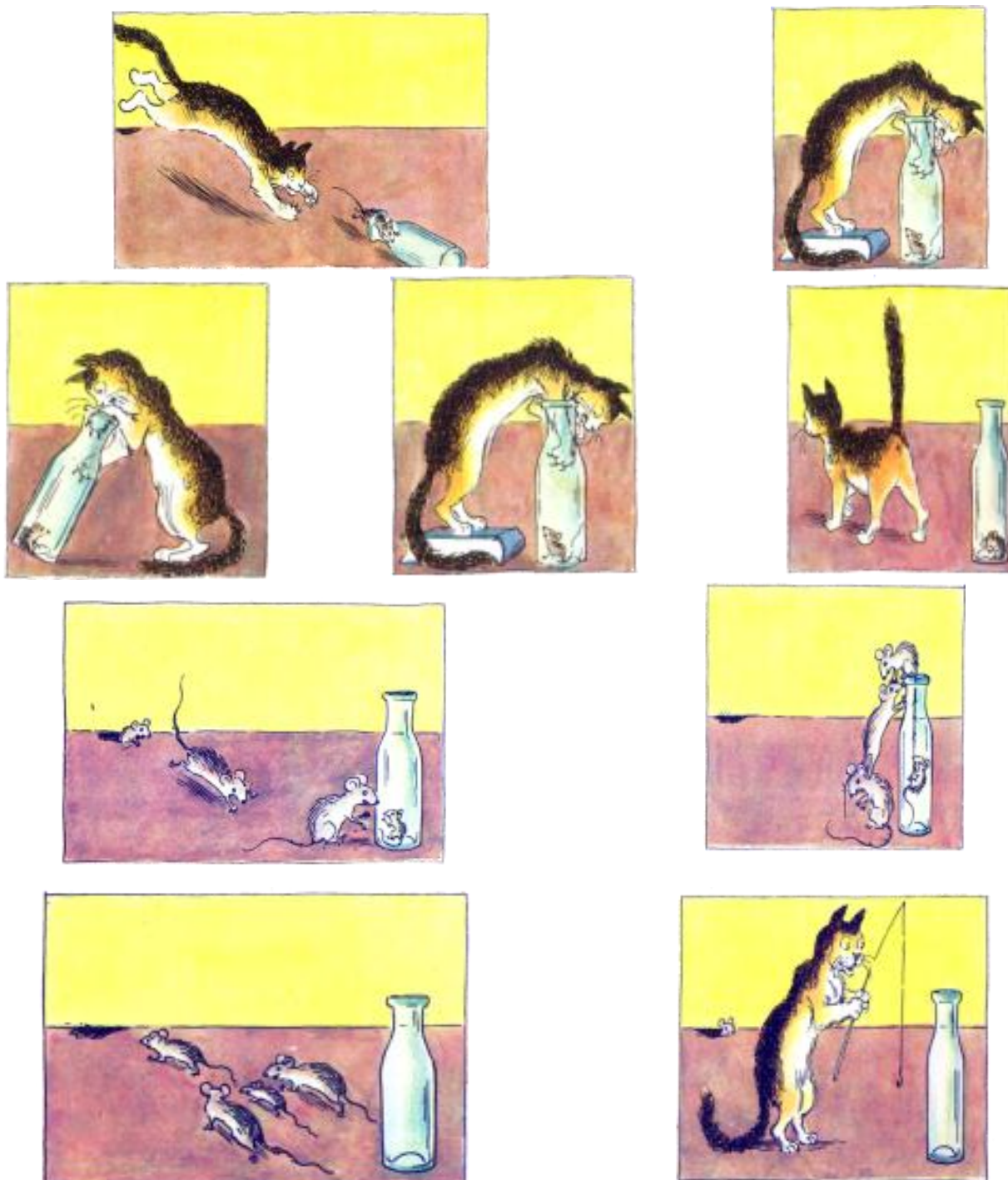
- Where is the dark house?
- What is there in the dark box?
- Where do we put our clothes?
- What is the rhyming word for box?



Since skills of language, teaching and learning are interrelated and all the questions cannot be categorized based on the skill. Hence, few questions mentioned above can be asked while working on speaking with confidence

**Speak on given picture with simple sentences**

**Question 14 – Teacher will show the pictures to the students and note their responses on the given questions (Understanding)**



- a. What is the cat doing?
- b. What is the rat doing?
- c. Can you tell me the story in your own words by looking at the pictures?

**Question 15 – Teacher will show the pictures to the students and note their responses on the given**

a. How did the swans carry the tortoise?

b. Can you tell me the names of 3 animals that can live both on water and land?



Recite simple rhyme/ poem

Question – 16 Teacher can ask students to recite any rhyme learnt in the class ( using text book or any other book ) (Remembering)

Talk about his/her likes, dislikes and ability

Question – 17 Teacher would record student responses on the given sentences

(Application)

- What is your favourite animal and why?
- What do you like to eat?
- What is your favourite game?
- What you like to do in your school?
- What do you don't like doing in school?
- Can you fly ?
- Do you have a pen ?
- Can you dance ?

## Reading with Comprehension

Read simple words/ simple sentences with or without pictures

**Question 18 - Teacher would prepare flash cards/ word chart and ask student to read the given words (the example are given below) (understanding)**

|       |            |            |       |         |          |             |
|-------|------------|------------|-------|---------|----------|-------------|
| Tree  | Blackboard | Water      | Plant | Foot    | Name     | Grandmother |
| River | School     | Glass      | Boy   | Sparrow | Child    | Niece       |
| Leaf  | Girls      | Tap        | Pray  | Peacock | Father   | Nephew      |
| Dove  | Class      | Play       | Right | Hen     | Son      | Shout       |
| Aim   | Good       | Playground | Sing  | Parrot  | Daughter | Run         |
| Ant   | Food       | Leaf       | Rhyme | Bird    | Mother   | Jump        |

**Question 19 - Read the passage given below and answer following questions about yourself in the same structure. (Application)**

Madan and Priya are brother and sister. They study in Government School Chaksu. Priya likes to eat mango, but Madan likes banana. One day Priya asked Madan to buy mango from the market. But Madan came back with bananas.

- What did Priya ask Madan to buy?
- Which is your favourite fruit?
- Why did Madan get banana?
- Do you have any brothers or sisters?

**Question 20 - Look at the picture and rearrange the following sentences in the right order.**

(Remembering and Analysis)

- i. The wind is blowing. ( )
- ii. It is raining. ( )
- iii. The crow flies away with umbrella. ( )
- iv. The girl has an umbrella. ( )
- v. The umbrella is now a nest. ( )
- vi. The umbrella is hanging on a tree. ( )



Question 21 - Read the words and classify them based on the word family. (Analysis)

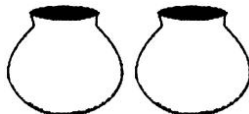
|         |       |          |       |           |
|---------|-------|----------|-------|-----------|
| Play    | Might | Say      | Sight | Hood      |
| Bay     | Food  | Good     | Tight | Day       |
| .....ay |       | .....ood |       | .....ight |
| .....   |       | .....    |       | .....     |
| .....   |       | .....    |       | .....     |

Can read with comprehension and understand text, poems, prose, letters ,etc.

Question 22 - Match the sentences with their pictures. (Understanding)

|                    |   |                                                                                         |
|--------------------|---|-----------------------------------------------------------------------------------------|
| a. These are pots. |   | →  |
| b. Those are nets. | → |    |



|                       |   |                                                                                     |
|-----------------------|---|-------------------------------------------------------------------------------------|
| c. Those are mangoes. | → |   |
| d. These are keys.    | → |  |
| e. Those are locks.   | → |  |
| f. These are mats.    | → |  |

**Question 23 - Rearrange the words to make meaningful sentence.**

**(Analysis)**

- a. jumping/he/is .....
- b. I/reading/am .....
- c. are/these/oranges .....
- d. is/sleeping/she .....
- e. those/apples/are .....

**Question 24 - Choose the correct sentence**

**(Evaluation)**

- a. I is dancing. ( )
- b. That are boys. ( )
- c. He is cleaning. ( )
- d. Those is cars. ( )
- e. We are playing. ( )
- f) You is happy. ( )

**Question 25 - Circle the odd one.**

**(Understanding)**

|     |     |     |     |
|-----|-----|-----|-----|
| Pet | Net | Cut | Jet |
| Hen | Ten | Men | Pin |
| Hat | Leg | Beg | Teg |
| Bed | Van | Red | Zed |

Question 26 - Read the following picture and answer the questions.

(Understanding)



- Who is sleeping? .....
- Name 5 action words from the picture. ....
- Name 5 things that you see in picture. ....
- Label the pictures with given words. (The teacher will give words cards to the children for labelling.)
- Use the suffix -ly and -ful to describe any action in the picture. ....

Question 27 - Make list of action words from the passage given below.

(Remembering)

Rahul is jumping on the wall. Seema is running to save Rahul. Mohan is eating an apple. Supriya is cutting an apple. Priya is sleeping on the bed.

Question 28 - Read the poem and identify rhyming words.

(Understanding)

I like to play  
All night and day,  
That is the way,  
to be happy and play

Question 29 - Read the passage and draw the picture based on the text. (Understanding and Creation)

Once there was a big house. There lived many rats. They lived in the kitchen, in the drawing room and in the bathroom. They ran about the whole house. In the same house lived a big fat cat. She was always chasing them.

**Question 30 - Read the words given below and circle the action words. (Understanding)**

Eating

Sleeping

Renu

Clothes

Brother

Standing

Talking

Children

Tree

Mother

Playing

Window

**Writing**

**Write simple words/phrase/ sentences**

**Question 31 - Look at the picture and fill in the blanks with action word.**

**(Understanding)**

f. She is

.....



g. She is

.....



h. I am

.....



i. You are

.....



j. He is

.....





Question 32 - Fill in the blanks by adding 'ful' to the words given below.

(Application)

|       |      |     |        |
|-------|------|-----|--------|
| Cheer | Care | Use | Wonder |
|-------|------|-----|--------|

- Trees are very ..... to us.
- We should drive ..... on the road.
- Taj Mahal is a ..... building.
- We are very .....in the dance and music period.

Question 33 - Look at the picture and make the sentence using words.

(Application)

(A) .....(Playing)



(B) .....(Drinking)



(C) .....(eating)



(D) .....(sleeping)



Question 34 - Rearrange the letter and write the words.

(Understanding)



u / p / p / m / i / n / k

\_\_\_\_\_



t / t / i / b / r / e / o / u / r / d / g

\_\_\_\_\_



h / c / i / l / i / l

\_\_\_\_\_



b / i / r / n / a / j / l

\_\_\_\_\_

**Question 35 -Complete the passage by filling vegetable name.**

**(Understanding)**

This is a vegetable market. There are many vegetables. I like \_\_\_\_\_ and \_\_\_\_\_  
 \_\_\_\_\_ My sister likes \_\_\_\_\_ and \_\_\_\_\_ . I do not  
 like \_\_\_\_\_ and \_\_\_\_\_ .

**Write a short composition / description of a person / place/ thing**

**Question 36 - Look at the picture and write few sentences.**

**(Creation)**



**Question 37 - Read the words given in the boxes and write 4 meaningful sentences.**

**(Application)**

|         |         |         |        |       |
|---------|---------|---------|--------|-------|
| are     | dancing | reading | is     |       |
| Mohan   | am      | you     | happy  | Priya |
| Driving | Rohan   | Pritam  | eating | I     |

- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_

**Question 38 - Read the passage and frame the questions.**

**(Application)**

I am an elephant. I am a big animal. My colour is grey. I have a long trunk and two tusks. I have four thick legs. I am a very strong animal. I can carry heavy things.

(a) \_\_\_\_\_?

Ans. Elephant is a big animal.

(b) \_\_\_\_\_?

Ans. Elephant's colour is grey.

(c) Who is a very strong animal?

Ans. \_\_\_\_\_

**Question 39 - Write sentences using conjunction 'and' and 'but'.**

**(Understanding and Application)**



.....

.....

.....

.....

.....

**Question 40 - Write the opposite of the words.**

**(Remembering)**

- I. Down .....
- II. Sleep .....
- III. Sad .....
- IV. Full .....
- V. Enemy .....

**Question 41 - Rewrite the sentences using full stop ( . ) and capital letter.**

**(Understanding)**

- |                            |                               |
|----------------------------|-------------------------------|
| (a) mohini is eating food  | <u>Mohini is eating food.</u> |
| (b) two girls are reading  | _____                         |
| (c) he is a shopkeeper     | _____                         |
| (d) she is late for school | _____                         |
| (e) i am a farmer          | _____                         |

**Question 42 - Look at the picture and describe it in 3, 4 sentences.**

**(Understanding)**

eating,      cleaning,      cooking,      reading,      cooking,      enjoying

.....

.....

.....

.....

.....

.....

.....

.....

.....



## Listening with understanding

## Follow and respond to simple instructions, request and question

**Question 1 - Listen to the passage and answer the questions.****(Understanding)**

**Teacher will invite the students and ask them simple questions based on the text (Teacher will note down the responses accordingly)**

Somu is a gardener. He works in his garden himself. His garden has many flowers. There is a pond too. Vimla is his wife. She is a Sarpanch, she takes her decisions herself.

- a) Who work in Somu's garden?
- b) Who takes decision for Vimla?

**Question 2 - Listen to the passage and answer the questions.****(Understanding and Application)**

**Teacher will invite the students and ask them simple questions based on the text (Teacher will note down the responses accordingly)**

My mother and father are doctors. They work very hard. My mother wears saree, her saree is green in colour. My father wears a white coat. Every morning, they go to hospital for work.

- a) What is the colour of your mother's saree?
- b) How many other professions do you know (in your mother tongue)

**Question 3 - Listen to the passage and answer simple question.****(Understanding)**

**Teacher will invite the students and ask them simple questions based on the text (Teacher will note down the responses accordingly)**

One day a lion was sleeping. The mouse played on sleeping lion. Suddenly, the lion caught the mouse. The lion did not kill the mouse. The next day the lion was caught in a net. The mouse heard the lion roar. The mouse promised to help the lion. The mouse cut the net with his teeth. The lion was free.

- a) Who was sleeping?
- b) Why did lion catch the mouse?
- c) Who helped lion?

**Question 4 - Follow simple instructions.****(Understanding)**

- a) ..... (name), bring your english book.
- b) ..... (name), bring your box and give me pencil.
- c) Open page number .....
- d) Call some one who has black pen

**Question 5 – Listen to the passage and answer the questions:**

**(Understanding)**

**Teacher will invite the students and ask them simple questions based on the text (Teacher will note down the responses accordingly)**

Once there was a sari. It was a beautiful silk sari. It was red and green in colour with a pattern of mangoes on its golden border. The sari was a present for my friend. She wore it on her wedding day. Later she wore it for many weddings and festival days.

- a. Identify the colour of the sari.
- b. Whom was the sari given to?
- c. When did she wear it?

**Question 6 – Teacher will ask students if the following sentences are true or false.**

**(Evaluation)**

- a. The plural of deer is deers.
- b. The singular of leaves is leaf.
- c. The plural of wife is wives.
- d. The singular of trees is tree.

**Question 7 – Opposite forms**

**i) Teacher will ask the students to speak the plural forms of toy, tree and knife.**

**(Remembering)**

**ii) Students will be asked to give the singular forms of the following.**

- a. pens      b. huts      c. buses      d. chairs

**Dfferentiate between different sounds of English**

Please refer to the activities of term 1.

**Speaking with confidence**

**Recite simple poems/ rhymes**

**Question 8 - Teacher can ask students to recite any rhyme learnt in the class (using text book or any other book)**

**(Remembering)**

**Talk about his likes and dislikes**

**Question 9- Teacher would record student responses on the given sentences**

**(Application)**

- a) What is your favourite game and why?
- b) What do you like to do in school?
- c) What is your favourite subject?
- d) What you like to do in your school?
- e) What do you not like doing in school?
- f) Can you sing?
- g) Do you have English book?



**Question 10 - Look at the picture and describe it in 3, 4 sentences. (Understanding and Creation)**

**Question 10 - Look at the picture and describe it in 3, 4 sentences. (Understanding and Creation)**

**Question 11 - Look at the picture and use the words from help box to complete the sentences.**

**Question 11 - Look at the picture and use the words from help box to complete the sentences.**

**(Understanding)**

- (A) The ducks are ..... in the pond.
- (B) A boy is ..... the newspaper.
- (C) The boys are ..... football.
- (D) A man is ..... with his dog.

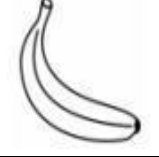
## Reading with Comprehension

### Read simple sentences with/without the pictures

**Question 12 - Teacher will ask the students to read the word chart given below and record their responses (Understanding)**

|       |        |         |        |         |         |       |       |         |       |
|-------|--------|---------|--------|---------|---------|-------|-------|---------|-------|
| Built | Spears | Chasing | Breeze | command | Courage | Bloom | Excel | Classic | Goose |
|-------|--------|---------|--------|---------|---------|-------|-------|---------|-------|

**Question 13 - Read the sentences using 'Yes, it is' or 'No, it is not'. (Evaluation)**

|                            |                                                                                     |                                  |
|----------------------------|-------------------------------------------------------------------------------------|----------------------------------|
| (a) Is this a Pineapple?   |    | No, It is not<br><br>Yes, it is  |
| (b) Is this a Mango?       |    | Yes, It, is<br><br>No, It is not |
| (c) Is this a Banana?      |   | No, it is not<br><br>Yes, It is  |
| (d) Is this a water melon? |  | No, It is not<br><br>Yes It is   |
| (e) Is this a guava?       |  | No, It is not<br><br>Yes It is   |

### Read and understand text, prose, poems, etc

**Question 14 - Read the passage and complete the answer. (Understanding and Application)**

A little red hen lives in a small brown house. A young fox lives near the hen's house. The young fox says to his mother, "I am hungry". His mother says to him, "Go and catch the little red hen."

"I can't catch the little red hen", says the fox. She says, "Don't be foolish." His mother shuts the door of her house.

I Tick (✓) for true and cross (×) for false.

- |                                             |        |
|---------------------------------------------|--------|
| (a) The fox lives near the hen's house.     | (    ) |
| (b) The hen lives in a blue house.          | (    ) |
| (c) The mother tells the fox to eat tomato. | (    ) |
| (d) The fox wasn't hungry.                  | (    ) |

II Tick the words from the passage which mean the opposite of:-

|      |   |        |       |        |
|------|---|--------|-------|--------|
| Shut | = | Close, | Open, | Unlock |
| Big  | = | young, | old,  | small  |
| Far  | = | Near,  | shut  |        |

III Where does the hen live?

.....

IV Describe mother's response to fox in your own words.

.....

V Imagine you are a fox, how would you catch a hen?

.....

**Question 15 - Read the paragraph and answer following question.**

**(Understanding and Application)**

On the playground,

the robot is running fast.

In the classroom

he is singing very loudly,

He is not singing well.

At the break time,

he is drinking oil,

He is enjoying it.

- (a) What is the robot doing in the school?
- (b) Why is the robot drinking oil?
- (c) What is the robot doing in playground?
- (d) Have you seen robots?

**Question 16 - Read the story given below and answer the questions that follow.**

**(Evaluation)**

A little ant worked hard. A grasshopper kept singing and dancing. Soon winter came the grasshopper begged for some food. The ant gave him food. The grass hopper promised to work hard.

**Write ( T ) for true and ( F ) for false statements**

- a) The grasshopper was hardworking. ( )
- b) The ant gave food to the grasshopper. ( )
- c) It was the season of summer. ( )

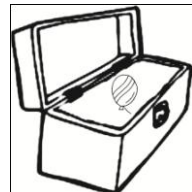
Question 17 - Look at the picture and fill in the blanks with correct prepositions.

(Analysis)

|                                |                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------|
| 1. The dog is ..... the bus.   |   |
| 2. The man is ..... the jeep.  |    |
| 3. The sack is ..... the bed.  |    |
| 4. The girl is ..... the car.  |    |
| 5. The cat is ..... the chair. |  |

Question 18 - Tick (✓) the correct word.

(Understanding)

|                                         |                            |            |                                                                                       |
|-----------------------------------------|----------------------------|------------|---------------------------------------------------------------------------------------|
| The cat is                              | in<br>on<br>under          | the table  |  |
| Where is the pen?<br>The pen is         | on<br>under<br>in          | the inkpot |  |
| Where is the balloon?<br>The balloon is | in<br>on<br>under          | the box    |  |
| Where is the rat?<br>The rat is         | behind<br>infront<br>under | the chair  |  |

**Question 19 - Match word with the correct word meaning**

**(Remembering)**

|       |                               |
|-------|-------------------------------|
| House | Water coming down from clouds |
| Run   | Part of body to see           |
| Eyes  | A place to live in            |
| Rain  | To walk faster                |

**Writing**

**Write simple words/ phrases/simple sentences**

**Question 20 - Complete the sentences using words in the bracket.**

**(Understanding and Application)**

|                    |                                                                                       |
|--------------------|---------------------------------------------------------------------------------------|
| a) .....(Playing)  |    |
| b) .....(Drinking) |   |
| c) .....(eating)   |  |
| d) .....(sleeping) |  |

**Question 21 - Write a few lines on yourself.**

**(creation)**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 22 - Look at the picture and write in, on, under in the blanks.

(Understanding)



- (a) The birds are sitting ..... the tree.  
 (b) The dogs are ..... the truck.  
 (c) The baskets are ..... the women's head.  
 (d) 2 men are ..... the car.  
 (e) The police is ..... the cart.

Question 23 - Write the opposite gender of the following:

(Remembering)

- i. tiger ..... iv. uncle .....  
 ii. cow ..... v. grandmother .....  
 iii. sister ..... vi. girl .....

Question 24 - Write sentence using 'It is..../This is....' using correct punctuations.

(Application)

|                        |                                                                                       |
|------------------------|---------------------------------------------------------------------------------------|
| What is this?<br>..... |  |
| What is this?<br>..... |  |
| What is this?<br>..... |  |
| What is this?<br>..... |  |



**Question 25 - Answer the questions.**

**(Understanding)**

(a) Is this a guava?



Ans. No, It is not. It is a mango.

(b) Is this an apple?



Ans. ....

(c) Is this a Watermelon?



Ans. ....

(d) Is this an orange?



Ans. ....

**Question 26 - Write the sentence using full stop ( . ) and capital letter.**

**(Understanding)**

(a) mohini is eating food

Mohini is eating food.

(b) two girls are reading

.....

(c) he is a shopkeeper

.....

(d) she is late for school

.....

(e) i am a farmer

.....

**Question 27 - Read the sentences and change the underlined word and rewrite it.**

**(Remembering)**

(a) Tea is very cold.

Tea is very hot.

(b) My sister is tall

.....

(c) The elephant is a small animal

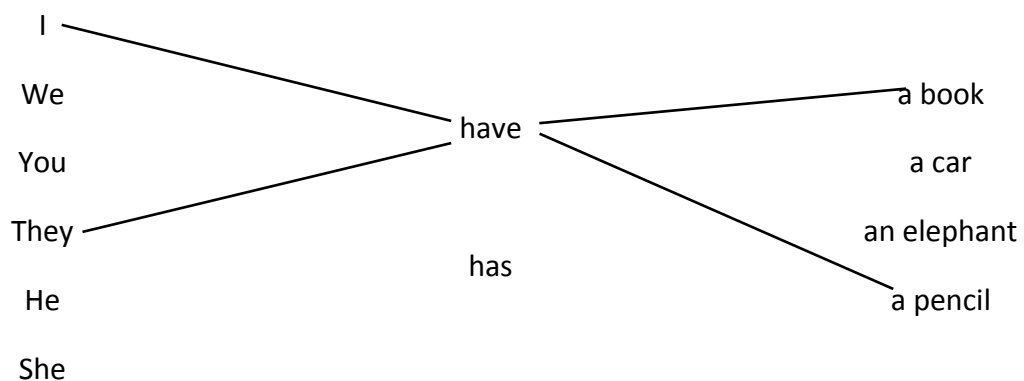
.....

(d) Shalini is a bad girl.

.....

**Question 28 - Join the words to make sentences and write a sentence.**

**(Analysis)**



- (A) I have a pencil
- (B) They have a book
- (C) .....
- (D) .....
- (E) .....

**Question 29 - Complete the passage using the correct punctuation and word.**

**(Application)**

My name is Vijay I live in .....  I live with my ..... 

My .....  is a farmer There are many .....  in my village I

love .....  My younger .....  name is Mona She likes to

..... 

**Question 30 – Write a story with the help of pictures.**

**(Creation)**



