

स्टेट इनिशिएटिव फॉर क्वालिटी एज्यूकेशन कार्यक्रम
आदर्श विद्यालय योजना

शिक्षक प्रशिक्षण

सत्र : 2016-17

संभागियों के लिए पठन सामग्री

अंग्रेजी

राजस्थान माध्यमिक शिक्षा परिषद्
माध्यमिक शिक्षा विभाग, राजस्थान सरकार

Index

S.No.	Particulars	Page
Day 1 – Session 1 and 2:		
	• Understanding language learning	1
	• Understanding Curriculum and learning ladder	2-12
Day 1- Session 3 and Day 2- Session 4:		
	• <i>Common challenges and pedagogical approaches:</i> Marking challenges for each skill and activities (CCP) to address these challenges- Key stage 1 and Key Stage 2	13-34
Day 3- Session 7 and 8:		
	• Understanding lesson planning and it's important elements	35-47
	• Collection of Poems	48-53
	• Understanding formative and summative assessment	54-61

Programme Partners



निदेशालय, माध्यमिक शिक्षा विभाग
निदेशालय, प्रारंभिक शिक्षा विभाग



राजस्थान माध्यमिक शिक्षा परिषद्



राजस्थान प्रारंभिक शिक्षा परिषद्



एस.आई.ई.आर.टी., उदयपुर



बोध शिक्षा समिति



यूनिसेफ, जयपुर

मॉड्यूल निर्माण में तकनीकी सहयोग : बोध शिक्षा समिति एवं यूनिसेफ, जयपुर



स्टेट इनिशिएटिव फॉर क्वालिटी एज्यूकेशन-राजस्थान
आदर्श विद्यालय योजना

शिक्षक प्रशिक्षण मॉड्यूल
2016

(खण्ड : दो-अ)

अंग्रेज़ी : पाठ्यक्रम, शिक्षण-अधिगम एवं आकलन

संभागियों के लिए पठन सामग्री



राजस्थान माध्यमिक शिक्षा परिषद्
माध्यमिक शिक्षा विभाग-राजस्थान सरकार

प्रशिक्षण मॉड्यूल निर्माण समूह

राजस्थान माध्यमिक शिक्षा परिषद्

यूनिसेफ, जयपुर

1. सुश्री तूलिका सैनी, उपायुक्त-एसआईक्यूई
2. सुश्री ममता दाधीच, राज्य समन्वयक, एसआईक्यूई
3. डा. गोविन्द सिंह, उपनिदेशक, प्रशिक्षण

1. सुश्री सुलग्ना रॉय, शिक्षा विशेषज्ञ
2. श्री साशा प्रियो, राज्य सलाहकार-आरसीएसई

बोध शिक्षा समिति

- श्री योगेन्द्र भूषण (निदेशक बोध शिक्षा समिति) : समूह समन्वयक
- सुश्री कुसुम विष्ट, (सीनियर फैलो-हिन्दी ; ईआरसी)
- सुश्री लेखा मोहन (सीनियर फैलो-पर्यावरण अध्ययन ; ईआरसी),
- श्री राजेश कुमार शर्मा (सीनियर फैलो-गणित ; ईआरसी),
- सुश्री चेतना टण्डन (सीनियर फैलो-कला एवं संगीत ; ईआरसी)
- श्री प्रेम नारायण (बोध सलाहकार, निदेशालय माध्यमिक शिक्षा),
- सुश्री दिव्या सिंह (सीनियर फैलो-शोध ; ईआरसी)
- सुश्री नयन महरोत्रा (सीनियर फैलो-अंग्रेजी ; ईआरसी)
- श्री विनीत पंवार (सलाहकार एसआईईआरटी, उदयपुर)
- श्री उमाशंकर शर्मा (फैलो-ईआरसी)

जिला समर्थक अध्येता (डीएसएफ) – बोध एवं यूनिसेफ

गणित	:	• श्री धीरेन्द्र • श्री राजेश शर्मा • श्री जगदीश • श्री छोटू राम
हिन्दी	:	• श्री भागचन्द • सुश्री सीमा कुमावत • श्री सन्नी पाल • श्री मनिन्दर (हिन्दी)
अंग्रेजी	:	• श्री संजय पंडित • श्री नरेन्द्र शर्मा • सुश्री ज्योति • श्री अभिषेक (अंग्रेजी)
पर्या. अध्ययन	:	• श्री पंकज नोटियाल • श्री मनोज • श्री रामकिशन (पर्यावरण अध्ययन)
कला शिक्षा	:	• श्री अष्टम नीलकण्ठ

ग्राफिक्स डिज़ाइन व कम्प्यूटर कार्य :

श्री दीनदयाल शर्मा
वरिष्ठ समन्वयक, बोध
श्री के.के. चौधरी
सहवरिष्ठ समन्वयक, बोध

प्रूफ एडिटिंग (बोध) :

सुश्री चेतना टण्डन (सीनियर फैलो, ईआरसी)
सुश्री कुसुम विष्ट (सीनियर फैलो, ईआरसी)
सुश्री मीनाक्षी अग्रवाल (सीनियर फैलो, ईआरसी)
सुश्री अपूर्वा रंजन (फैलो, ईआरसी)

Session 2

Nature of language Acquisition

Second language Acquisition and Challenges

Acquisition of second language is directly related to the acquisition of first language. But there arises a question; is second language acquired in the same way as the first? If so, what are the implications for classroom instructions? Because first language acquisition is successfully accomplished, should teachers replicate its conditions to promote second language acquisition? If so, how? This reading does not propose an answer but it's a question we must ponder upon.

In our current scenario acquisition of second language is limited to practising common drills, grammatical forms and sentence structures. Additionally, social environment plays an important role in second language use and acquisition. The acquisition of second language also involves imitation and repetition as it was done in first language. Second language learner creatively constructs the rules of the second language in a manner similar to that of the first language acquisition. Hence, second language acquisition is similar to first language acquisition.

However, there are some differences between second and first language acquisition. Some of them are:

- Unless it begins in early childhood, second language acquisition is not part of the learner's primary cognitive development.
- In most cases learners have much less time for second language acquisition than they had for first language acquisition.
- The later second language acquisition begins, the more it is necessarily conscious and intentional process.
- In Rajasthan's context, specially in government schools, acquisition of second language is much difficult as there is no context for parents or the environment they live in.
- Anxiety of learning a new language, fear of failure leading to less usage of language.
- No standard established procedure of teaching the subject. Like there is just the rote method of learning the language unlike Hindi where one is equipped enough to mould the classroom activities.

A fact about second language acquisition is that all learners of second languages subconsciously transfer grammatical properties of their first language to the second language. Thus, the second language learning has accented pronunciation. Grammatical understanding of the language is different from the first language. Localised texts available for the language learning are also fewer.

While peripherally there are some of the challenges that we could recount, there are many localized issues that maybe unknown to us as well.

Session 3

Understanding Syllabus and Learning Ladder

Objectives at Level 1 (Classes 1 and 2)

- To build familiarity with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material etc.)
- To provide and monitor exposure to and comprehension of spoken, and spoken-and-written, inputs (through mother tongue, signs, visuals, pictures, sketches, gestures single word questions and answers).
- To help learners build a working proficiency in the language, especially with regard to listening with understanding and basic oral production (words, phrases, fragments of utterances, formulaic expressions as communicative devices)
- To recite and sing poems, songs, and rhymes and enact small plays and skits
- To use drawing and painting as precursor to writing and relate these activities to oral communication
- To become visually familiar with texts and words, what it means, and to notice its components-letter (s) and the sound-values they stand for.
- To associate meaning with written and printed language.

(Source: NCF 2005, Syllabus for Classes at Elementary Level, NCERT, 63-64)

Objectives at Level 2 (Classes 3, 4 and 5)

- To provide print rich environment to relate oration with literacy
- To build on learner's readiness for reading and writing.
- To promote learner's conceptualization of printed texts in terms of headings, paragraphs and horizontal lines.
- To enrich learner's vocabulary mainly through telling, retelling, and reading aloud of stories and folktales in English
- To use appropriate spoken and written language in meaningful contexts and situations
- To give them an opportunity to listen to sounds/sound techniques and appreciate the rhythm and music of rhyme/sounds
- To enable them to relate words (mainly in poems) with appropriate actions and thereby provide understanding of the language.
- To familiarize learners with the basic process of writing.

(Source: NCF 2005, Syllabus for Classes at Elementary Level, NCERT, 64-65)

Skill Wise Division of Key Stages

The broader objectives specified in key stage 1 and key stage2 are interlinked and shows progression in stages.

Participants will be given time to sit in subgroups and see how objectives progress under skills in key-stages.

Listening with understanding	
Key Stage 1	Key Stage 2
Listens to English words, greetings and sentences used in class/school, and responds in home language/English. e.g. Self, family, friends, fruit and Vegetables, names of animals, etc. and e.g. recites the poem with others, etc., how are you?	Listens to English sentences, greetings and responds in home language/English
Follows different sounds of English language through repetition and indication and points/indicates towards objects. For ex: sound of letters/words by associating the same with picture.	Responds to different types of instructions/orders/requests/question. Do you have a pen? Yes, I have a pen.
Enjoy rhymes and sing aloud with teacher.	Understand the difference between a question and a statement in English.
Follows the story with teacher's help (using keywords of English) and answers the comprehension check questions in mother tongue.	Enjoy rhymes, sing aloud with teacher and can extend the rhyme.
Shows interest in listening to her/his peers and others in English or mother tongue.	Listen to and engage in conversation with peers using the knowledge of structures learnt.
Take dictation of letters/three letter words or simple words (with reference to content).	Take dictation of sentences and simple paragraphs with reference to content.
	Respond to question asked on a text in English.

Speaking with confidence	
Key Stage 1	Key Stage 2
Talk about using simple sentence in home language by oneself. I am Karan, My father's name is Manan, I live in Jaipur	Make request, use greeting and polite form of expression. For example: May I go?
Uses word as per context. Looks at the objects/pictures and gives the word.	Ask questions about things around him her? What is this?
Talks about pictures/images in home language.	Say phrases/dialogues from story.
Narrates personal experience on story/topic in home language or English.	Participation in different events such as role play/drama.
Recites rhymes through acting out with teacher's help.	Speak about situation/picture/images in English or home language.
Look at the picture and narrate story in her/his own words.	Engages in conversation with teacher and friends using structures learnt.
Expresses likes and dislikes.	Narrate stories.
Engages in conversation with teacher and friends in home language or using keywords of English.	Respond to textual questions being asked in both English or home language.
	Retells the main idea of the story.
	Recites rhymes/poem/songs.

Reading with comprehension	
Key stage-1	Key stage-2
Recognizes symbols and sound of the alphabets.	Recognizes different sounds of vowels and cluster sounds (e.g- gr, bl, fletc)
Reads simple text three letters words. <i>e.g. bat, cat, hot etc.</i>	Reads texts with comprehension, Locates details, Identifies/locates the sequence of ideas and events, main idea.
Follows main idea, details and the sequence of ideas and events and draws conclusions based on reading with teacher.(imitative reading)	Grasp ideas and draw conclusions from given text/paragraph. Finds cause and effect relationship.
Read simple rhymes and stories with the help of the pictures. (imitative reading)	Read and comprehend poem and stories with increasing accuracy, fluency, and confidence.

Understand association of vowels and consonants.	Read words with mute letter (knowledge, walk, hour etc.).
Relates ideas with her/his personal experiences and raises questions. <i>e.g. How do you draw a picture?</i>	Connects ideas with her/his personal experiences and describe it with few sentences.
Simple 3-4 letters word meaning (familiar words)	Infers the meaning of unfamiliar words by reading them in context. <i>E.g. Grocer means the person who sells 'rations'.</i>

Writing	
Key stage-1	Key stage-2
Draws as per the context. <i>e.g. Join the dots and complete the names of the animals.</i>	Draws enthusiastically according to the context and writes a small paragraph e.g. name, etc.
Write sounds of letter with proper spacing between alphabets using correct strokes.	Takes dictation of simple words and sentences.
Writes familiar and rhyming (3-4 letter) words, simple sentences (e.g. - This is a bag; I have a book, etc.)	Writes five-six letters rhyming words. <i>e.g. Day-bay; mouse-house</i> Extend rhymes and poem using the knowledge of words and structures.
Write simple sentences using familiar words on given pictures (English/home language). Ex: This is a bag.	Writes, describes any event/ place/ object in 5-6 simple sentences on personal experiences.
	Understands/ knows the use of appropriate punctuation forms(capital letters, full stop, question mark, apostrophe)
	Writes formal letters, reports, notices, messages, and posters and take notes <i>e.g. Write a letter to the principal.</i>
	Organize idea and information in logical sequences.
	Combined related sentences using appropriate conjunctions.
	Grammatical structure is reflected in writing.

English Learning Ladder

Skills	Areas	Structures	Content/vocabulary
Class : 1			
Listening with Understanding	Associating sound with letter (a-z)	<ul style="list-style-type: none">• I am, You are• This is, That is• He, She• What is?• My, your• Is this? - Yes, it is./ No, it is not.• Are you?• This is, These are• That is, Those are• I like	<ul style="list-style-type: none">• Name of animal and bird• Body parts• Colours• Days of the week• Names of Fruits, vegetable• Words starting from a-z
	Following simple instructions (Sit down, stand up, Let us read)		
Reading with comprehension	Recognizing letters of the alphabet		
	Reading simple poems and stories with the help of pictures (imitative reading)		
	Reading simple pictures and poems		
Speaking with Confidence	Talk about himself/herself, likes dislikes, family and friends (in mother tongue and key words)		
	Narrating and understanding simple stories in his/her mother tongue		
Writing	Drawing and painting as precursors to writing		
	Writing in four line using correct strokes		
Class : 2			
Listening with Understanding	Following simple instructions (open your notebook, give me your copy)	<ul style="list-style-type: none">• What is? What are?• He, she, it, they• His, her• My , you• is/am/are• has/ have• What...? Who....?• What's, It's - Example: What's	<ul style="list-style-type: none">• Colours• Names of animals• Occupations• Fruits and vegetables• Number names• Please, Thank you, Can, welcome etc.
	Listening to simple stories and answering questions based on them.		
Speaking with Confidence	Talk about himself/herself, likes dislikes, family and friends (in mother tongue and key words)		

Skills	Areas	Structures	Content/vocabulary
	Telling and understanding simple stories in his/her mother tongue	that? It's an apple.	
Writing	Writing and speaking sentences using <ul style="list-style-type: none"> A, an I like I , my, your This is...' , 'That is.... 	<ul style="list-style-type: none"> Naming words - Example: I live in Jaipur Describing words - Example: big, small, healthy, sick Articles - Example: a, an, Prepositions - Example: in, on, under Punctuations 	
Reading with Comprehension	Recognizing and associating sound of vowels (a, e, i, o, u) Reading simple words Read simple sentences with the help of teacher Answering and framing simple questions		
Class : 3			
Listening with understanding	Following simple instructions Listening to story and recalling the main idea	<ul style="list-style-type: none"> Prepositions-In, On, Under, Near, Behind, In front of- Where? What? 	<ul style="list-style-type: none"> Action words Vocabulary from stories read and narrated.
Speaking with confidence	Understanding and speaking simple sentences Understanding and asking questions beginning with who is...?, what are..? and how are etc Sharing experiences on given topic or story	<ul style="list-style-type: none">is sitting... are jumping... Present Continuous Tense -ing verbs He, They, His, She, It, Them, Her - Pronouns Conjunctions-And 	<ul style="list-style-type: none"> Numbers from eleven to twenty names of vegetables and fruits
Writing	Punctuating sentences using (.) and capital letters Write sentences using structures learnt	<ul style="list-style-type: none"> There is, There are, It is (.)(?)- Punctuations Clean, Hot, Cold, Lovely - Adjectives 	
Reading with comprehension	Relating the sentences with the story Read simple stories	<ul style="list-style-type: none"> How many, what, who Singular & Plural 	

Skills	Areas	Structures	Content/vocabulary
Class : 4			
Listening with understanding	Following simple instructions and performing a given task	<ul style="list-style-type: none">• I Can.. Can You....?• Conjunctions -And, But, because-• Present Continuous Tense• Singular & Plural• My, Her, Your - Pronouns• Under, Above, Beside, Behind, across, before, after - Prepositions• Negative and affirmative sentences• What when, who, where, why, whose, how many	Vocabulary from the lessons read
	Take Dictation		
Speaking with confidence	Participation in role plays, discussing a topic in groups (they talk about solutions to problems)		
	Answer simple questions		
	Reciting poems with confidence and enthusiasm		
Reading with Comprehension	Sharing personal experiences on any given topic		
	Reading, understanding, and identifying the story/poem/text		
	Making charts on the given topics		
Writing	Describing a given topic in a few sentences		
	Writing on the given topics with the help of hints		
Class : 5			
Listening with understanding	Follow and respond to simple instructions	<ul style="list-style-type: none">• ...looks/look... - Simple Present Concord• ...was waiting... - Past Continuous, simple past• Them, I, You, Us, We, Your, My, Me, Our, It, Its, They - Pronouns• Whose, what, where, who, when, why, how?	Vocabulary from the lessons read
	Take dictation		
	Listen and retell the story using structure learnt		
Speaking with Confidence	Participation in discussion about various topics in pairs and sharing the same with the rest of the class through presentations		
	Answering simple questions		
Reading with Comprehension	Rearranging sentences and events in logical sequences		

Skills	Areas	Structures	Content/vocabulary
	Reading and understanding the story/poem/text with less dependency on translation and understanding the main idea of the story	<ul style="list-style-type: none"> as (Adjective) as Degrees of Comparison - Adjectives Some/ Any 	
Writing	Learning new vocabulary and use them in sentences	<ul style="list-style-type: none"> ...will cook... - Simple Future Tense 	
	Discussing and writing about various topics		
	Making posters on various topics		
	Gathering information and display the same on a chart		

Indicators For The English Language (Classes I-V)

	Listening with Understanding	Speaking with Confidence	Reading with Comprehension	Writing
Class-I	<ul style="list-style-type: none"> Can follow simple instructions. Can follow simple stories, etc, the are narrated to (S)he. Can follow requests, simple questions and orders. 	<ul style="list-style-type: none"> Can differentiate between various sounds of English. Can talk about himself /herself - what (s)he likes and dislikes. Can narrate simple stories, particularly in her/his first language; if encouraged, (s)he should be able to create novel stories. Can recite poems. Can talk about family and friends. Can make requests. 	<ul style="list-style-type: none"> Can recognise small and capital letters. Can read simple words with the help of pictures. Can read simple poems and stories with the help of pictures. 	<ul style="list-style-type: none"> Can join letters with some help. Can write simple words of day-to-day use.
Class-II	<ul style="list-style-type: none"> Can follow simple instructions and directions. Can understand 	<ul style="list-style-type: none"> Can recognise and pronounce most of the sounds in English. Can talk about herself, family and friends. 	<ul style="list-style-type: none"> Can read simple stories, poems, and descriptions with teacher's help. Can locate 	<ul style="list-style-type: none"> Can write simple words and phrases. Can label the picture

	Listening with Understanding	Speaking with Confidence	Reading with Comprehension	Writing
	<p>stories narrated orally to (S) he.</p> <ul style="list-style-type: none"> • Can recognise the different sounds of English. • Can understand greetings and polite forms of expressions. 	<ul style="list-style-type: none"> • Can narrate simple stories, experiences. • Can recite poems. • Can use greetings and polite forms of requests. 	<p>information in a given text.</p> <ul style="list-style-type: none"> • Can grasp ideas. • Can read three letter words. 	<ul style="list-style-type: none"> • Can take dictation. • Can write three letter words.
Class-III	<ul style="list-style-type: none"> • Can recognise differences between sounds of English. • Can follow simple oral directions, instructions, requests, questions, and orders. • Can understand or identify the main ideas and important details in the stories narrated orally in the class/in peer conversation/in teacher - child interactions. 	<ul style="list-style-type: none"> • Can pronounce the sounds of English with ease. • Can talk about herself, her friends, and family members. • Can tell stories and narrate his/her experiences. • Can recite poems with suitable expressions. • Can retell main events and recall main ideas in the stories. • Make requests; give orders. advice; and use greetings. • Can talk about day-to-day experience. 	<ul style="list-style-type: none"> • Can read simple words and descriptions with the help of pictures. • Can read stories, poems and folktales. • Can grasp ideas and draw conclusions from the given text and materials such as posters, hoardings, poems, stories, folktales, etc. 	<ul style="list-style-type: none"> • Knows the use of capital letters, and punctuation marks such as full stop, comma, question mark. • Can take dictation of simple words and sentences. • Can copy words and sentences from the blackboard. • Can write simple descriptions of self, people and things around, and write short (consisting of 5-10 words) messages using structures learnt.
Class-IV	<ul style="list-style-type: none"> • Can follow variety of oral directions/instructions, requests, questions and orders. 	<ul style="list-style-type: none"> • Can participate in dialogues, role-plays, etc. • Can answer and ask simple questions. • Can produce and oral text in a logical sequence. 	<ul style="list-style-type: none"> • Can read texts orally and silently with increasing accuracy, fluency and confidence, • Can predict what the 	<ul style="list-style-type: none"> • Can combine relate sentences using appropriate conjunctions (E.g., and but, or,

	Listening with Understanding	Speaking with Confidence	Reading with Comprehension	Writing
	<ul style="list-style-type: none"> Can summarise in her/his own words the key ideas and important details in stories, class lectures, etc. 	<ul style="list-style-type: none"> Can participate in pair work and group discussion. Can carry out day-to-day conversation using structure learnt. 	<p>text may be about by looking at the pictures, title, etc.</p> <ul style="list-style-type: none"> Can grasp meanings/ideas. Can identify relationships between ideas/events. Can infer from a passage/text. 	<p>because, if).</p> <ul style="list-style-type: none"> Can spell common words correctly. Can organise ideas and information in logical sequences. Can write descriptions of events, places things, process, etc.
Class-V	<ul style="list-style-type: none"> Can understand a class lecture, a TV/radio news broadcast, announcements, debates, instructions. Can recognise or identify main words and phrases. Can write sentences and passages dictated by the teacher. Can draw conclusions and make predictions. 	<ul style="list-style-type: none"> Can talk about personal opinion and support it with example or details. Can ask and answer questions about ideas presented. Can carry out conversations on day-to-day matters. Can participate in pair and group discussions. Can express and support her opinions and conclusions clearly, concisely and accurately with example. 	<ul style="list-style-type: none"> Can read, understand and appreciate a story, a poem, an article, a poster, an advertisement, etc. Can grasp main ideas and details used in the above mentioned texts. Can use the dictionary. Can draw conclusions and make predictions. 	<ul style="list-style-type: none"> Can organise ideas and information in logical sequences, and make suitable paragraphs. Can build a coherent and cohesive paragraph (correctly ordered and logically sequenced) with facts, examples and arguments. Can write letters, reports, and descriptions; prepare posters, notices; write messages; and take notes.

Core Competency for Classes 1 to 5			
Class	Reading with Comprehension	Writing	Vocabulary
1	Can read small/capital letters of alphabet with sound association and the names of two objects beginning with the letters.	Can write small and capital letters of the alphabets using strokes correctly.	Sight words(name of object beginning with letters), name of fruits, vegetables, body parts, animals and birds.
2	Can read simple words.	Can write three words.	Action words, names of family members, pronouns, vocabulary learnt in the stories.
	Can read three letter words.		
3	Can read simple sentences.	Can write simple sentences.	Can use preposition in sentences.
		Can write using pronoun instead of nouns.	Describing words, vocabulary learnt in the stories.
		Can frame simple questions.	
4	Can read poems/simple stories, picture.	Can write sentences using correct punctuation marks.	Can write sentences using simple past, present continuous, simple present, simple future.
		Can frame simple question.	Can combine sentences using conjunctions.

Session 4

Skills, common challenges and pedagogical approaches

What is Reading?

Reading is a mystery to those who cannot read. Twenty years ago, even experts did not know precisely what happens when a child learns to read. On the basis of their experience and convention, teachers had evolved certain methods such as alphabet method, the look and say method, the word method and so on. These methods were named according to the graphic unit which the child was initially given as material to read. None of these 'methods' went based on knowledge of the reading process. Yet, these methods continue to be popular to this day.

Now we know that reading involves sampling of graphic information. As our eyes wade through shapes of letters, punctuation marks, combination of letters in words and spaces between words, our mind does not have to handle all of these graphic details. If this were the case, the mind's capacity to process separate bits of information would be overloaded, and the speed at which most of us normally operate would become impossible. This is precisely what happens to a lot of children who learn reading by conventional methods. They break down each word into smaller unit, thus overloading the mind's capacity to process the meaning of words. The competent reader's eye prevents such overloading by allowing only a limited, selective intake of the graphic data available in the text. He does not pay attention to the entire body of a letter, or to all letters in a word, or to all words in a sentence. As he/she reads, his/her eyes take into account a small proportion of the graphic details. He fills in the rest by intelligent guessing or prediction on the basis of his previous acquaintance with the shape of letters, words, their meanings, their combination, and generally with the world.

Reading is not an isolated behaviour. It involves simultaneous processing of three types of clues, namely

- i. grapho-phonemic clues or the shape of letters and the sounds associated with them
- ii. syntactic clues or word order (such as noun, follows adjective)
- iii. semantic clues or the meaning of words

Source: Source: Kumar.K, The Child's Language And The Teacher- A Handbook, United Nations Children Fund 1986

Pedagogical Approach for reading in grade 1

- i. Conduct a rhyme on alphabet phonics; this needs to be done on regular basis.
- ii. While conducting the rhyme (could be any) focus on sound of selected letters and write the letter on board for recognition.
- iii. Ask students to say any English word they know. For example: Ball- sound 'b' in ball, bat, bin. Letter 'b' has a sound which is 'b'. Similarly all letters of English alphabet have associated sound. While focusing on letter sound, show letter card also to children.

- iv. Each time while introducing letter, children can be given a task of drawing objects with the letters being taught. By this they will be able to make their own alphabet dictionary.



Pedagogical approach of reading of words with different sounds

Vowels (a, e, i, o, u) are to be introduced just after a group of letters. Introduction of three letter word will be well understood if introduced through vernacular.

- I. Taking as per word family (an, at, ap, in, ig) in spoken and written form
- II. Moving from three letter word to four letter word (ack, ill etc) in spoken and written form
- III. Reading and identification of similar family words

Pedagogical Approach :

- I. Revise the knowledge of sound that is being introduced in previous class. Give students vowel and consonants cards and let students speak the sound of letter and forming a word sound. Draw student's attention to the ending sound.

A		E		I		O		U	
Ab	dab lab	Eb	web	Ib	nib fib	Og	dog fog	Ub	tub rub
Ag	bag rag	Ed	red bed	Ig	big pig	Ob	job rob	Ug	bug jug
Am	jam dam	Eg	beg leg	In	sin bin	Op	mop top	Ud	mud bud
Ap	map tap	Esk	desk	Ing	sing king	ock	lock rock	Us	Bus
And	band sand	Elp	help	Ilk	milk silk	Oss	toss moss	Uck	luck tuck

- II. Once students have gained fair understanding of family sound words then introduce them with digraphs (ch, sh, wh, th) and blending (br, tr, pletc)
- III. Stories and other reading material are suggested to be used simultaneously for students to gain mastery on pronunciation. Additionally, teacher will speak the word and students have to listen carefully and write the same.

Suggested way of working on textbook:

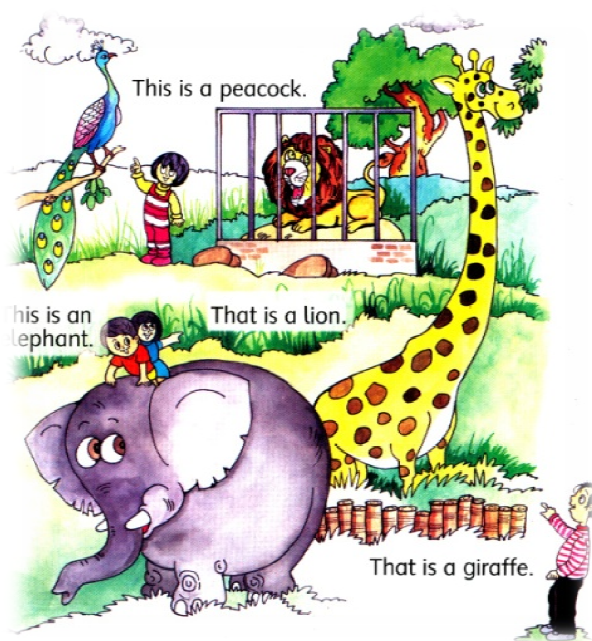
- a. Take the textbook and make flashcards for the key vocabulary in the unit. On one side write words, on other side draw pictures.
- b. In class, I hold up the card and say the word for each picture. Do this for a couple of times.
- c. Next, stress on the first sound of the word when you say it for example: 'm-mango'. You can ask simple questions in between, do you like mangoes? Which fruit do you like to eat?
- d. Show letter cards to children and help them pronounce the sound. Now, show up the picture and ask children to tell the sound that it starts with.
- e. Tell them the meaning of word and ask them to use these words in sentences.

Pronunciation Guide :

English is not our mother tongue and we can't be expected to have perfect pronunciation. The exposure to listening and speaking is comparatively less than reading and writing. Hence, more listening and speaking should be done to improve pronunciation over time.

Single Vowels	Pairs of vowels making a new sound	Vowels change by consonants	Pair of consonants making new sounds	Others
short a (mat, ant)	Ai (train, paint)	Ar (car, park)	Th- unvoiced (three, thanks)	All (tall, fall)
Short e (bed, end)	Ea (leaf, dream)	Er (her, verse)	Th- voiced (this, mother)	Qu (queen, quick)
short i (fish, it)	Ee (sheep, been)	Ir (bird, shirt)	Sh (she, short)	Y (sunny, happy)
short o (shop, hot)	Oa (boat, road)	Or (short, or)	Ch (which, chicken)	ing (sing, talking)
short u (bus, under)	Oo (look, good)	Ur (ture, purple)	Ph (phone, elephant)	
long a (race, late)	Ou (ground, out)	Ow (town, low)	Gh (laugh, enough, high, although)	
long e (these, scene)		Ay (day, play)	Wh (what, why)	
long i (time, like)				
long o (home, bone)				

Source: Letter and Sound of English, Pg- 7-8, TESSIndia



Note:

- While encouraging students to read, focus on the objectives specified for the term and cover those objectives through reading. For example: introduction of this/that, name of animals and things.
- Always give time to student to read alone also, by doing that they will be able to build connection with sound and printed text.

Activity



Picture Courtesy : Accelerated Learning Material by Prof.Jalaluddin

That is a house. Pooja live in that house, Father, mother, Pooja and Pinky live in that house.

Suggested Approach :

1. Let students first talk about the picture and interpret the meaning in their own way.
2. Read the text along with teacher and focus on new vocabulary words.
3. Ask questions:-
 - a. What is that? (Point to the house)
 - b. Who lives in that house? (Encourage children to speak complete sentence)
4. Give time to child to read individually.

Pedagogical Approach of working on reading comprehension in key stage 2

How to deal with a story and it's reading?

- Show the story book and begin the interaction with the children for helping them identify the characters, the location, and the actions of the characters.
- Write their responses on board.
- Emergent readers first relate to the graphic and then follow text. Encourage students to read the picture and make interpretations.
- Narrate the story, while narrating use both mother tongue and English.
- In between ask aural comprehension check questions to know if they have comprehended the story or not.
- Do finger reading to help them build connection with the sound of words.

Before starting the story draw student's attention to :

- I. Where is the front page of this book?
- II. Where is the spine of book?
- III. These are leaves of book
- IV. Based on the picture, what do you think this story will be about? (Making predictions on story)
- V. Who has written this story?
- VI. Tell them the basics of reading; we go from left to right and if picture is there then encourage them to predict on picture before reading the text.
- VII. Mark questions to be asked before reading, during reading and after reading.
- VIII. Ask the learners to identify the words on the page.
- IX. After reading the story display the key vocabulary words and sentence structures to help them identify and associate.

Points to remember:

- Read the text slowly and clearly, following it with finger.

- Focus on pronunciation of words by exaggerating the intonation slightly.
- Ask question to check the understanding
- If the story contains repeating phrase, pause in between to let children say the phrase.
- Give chance to children to practice reading individually also.
- Always display sight words for children in the classroom related to story.

Once, children have read the story individually also ask certain questions to check their understanding and ask them to read also to check if they are correctly pronouncing the words or not.

Step 2: After reading the story children will sit in subgroup and check their progress on the story.

Areas/Progress	Attempts	Needs Improvement	Average	Good	Excellent
1. Have a good beginning telling when and where the story takes place?					
2. Name the characters					
3. Tell some supporting details					
4. Tell the main points of the story					
5. Keep the sequence of the story					
6. Used sentence structures learnt to frame sentences in English					

Supporting Material for Reading with Comprehension

Key Stage 1 Flashcards for reading

I like apples, He likes pears, We like running Down the stairs.	I am tired, I want to go to bed, I want to lie down, A pillow under my head.
I can ride a bicycle, I rode fast and slow Riding in the village, Down the hills I go.	I am going to the shops, With my Dad, I am very happy, I am not sad.
Come to my house Come and play, Come in the morning, And stay all day.	Tea is hot, Ice-cream is cold, A baby is young, grandmother is old.

I can sing and I can talk, Going to school, While I walk.	Big feet, little feet, One, two, three, Large hands, small hands, On you and me.
Look at her, Look at me, Who is taller? Can you see?	His flower is red, Her flowers are blue, He has one, And she has two.
Four little cats, Three big dogs, One baby elephant, And tow fat frogs.	Throw the ball up, Catch it coming down, Play in my garden, When you come to town.
This is my father, That is my mother, She is my sister, I am her brother.	Where is my pencil? Where is my book? They are not here, Or anywhere I look.
I am licking my ice-cream, I am eating my cake, I am drinking my milk, And sweet tea that I make.	This is my head, This my nose, Ten little fingers, Ten little toes.
My brother is sick, My brother is ill, The doctor says, He must take a pill.	Open the window, Shut the door, Take the broom And sweep the floor
Open your book, Pick up your pen, Write the numbers, From one to ten.	We have a son, We have a daughter, He drinks milk, And she drinks water.
Where are you going? Why do you run? I am going to the bakery, To buy a bun.	Fish can swim, Birds can fly, The fish in the water, The birds in the sky.
When I sleep, I close my eyes, I open them again, When I rise.	Your dress is white, My shirt is blue, Your dress is old, My shirt is new.

An elephant is big, A monkey is small, A snake is thin, A giraffe is tall.	We learn to read, We learn to write, At school every day, And we sleep at night.
You wash your face, You wash your feet, And you wash your hands, Before you eat.	The sun in the day, The stars at night, See the moon, what a lovely sight.
My cat is thin, Your dog is fat, I sleep in a bed, My dog sleeps on a mat.	Some books are big, Some books are small, Some boys are short, Some boys are tall.
He can read a book, She can sing a song, We can read and write, A story that is long.	I have a dog, You have cats, We like to wear, A nice white cap.
Point to the ceiling, Point to the floor, Look at the window, Look at the door.	Why are you running? Are you later? The bus is full, And I can't wait.

Activities for Reading :

Reading Science :

Select some unifying themes to talk about familiar objects. For example, you could select 'things that fly', 'round things' 'flat things', and 'things that swim'.

Write the theme on the blackboard, read it aloud, and ask children to tell you which two or three things would go under this theme. For example, under 'things that fly", they might tell you: kite, aeroplane, bird, and cloud.

Ask children to copy the list and draw little sketches of the things included under a theme beside the words.

Hopscotch with Words

Prepare a grid, or several grids if all children are going to play, on the ground. Write names of familiar objects (e.g. glass, spoon, house, tree) in each house and make a little symbol showing the object.

Divide the children in groups of five with one child in each group acting as the referee. The referee's job is to throw the stone into a house and to supervise each child as he lands in each house, reads aloud the object it stands for, and skips over the house with the stone. The referee's job must rotate each time this activity is organized.

Doing What You Read

Children who have learnt to read still must learn that reading is related to doing things. In this activity, the teacher stands quietly near the blackboard, and instead of saying things, (s)he writes a brief instruction which a child must do.

Number all children, and each time you write an instruction on the black board, mention a child's number beside it. For example, you may write: 'Get up, bring a stone --10'. The instruction means that child No.10 must get up and bring a stone from outside. Now the next instruction may say: 'Ask No.10 for the stone, place it on your right knee --5'.

Gradually, you can incorporate complex commands in this activity. Such commands may ask a child to look at a poster hanging in the class carefully and identify a subtle detail in it, or to describe the way to the local hospital, or to count the number of trees outside the school, and so on.

Poetry Muddle

This is a very complicated activity, so you must prepare it carefully and well in advance. Once you have prepared the material, you can use it many times, and you will see how exciting the results are!

Select several 4-line poems, preferably rhymed all through. You must have as many poems as the number of children. Now supposing you are going to organize this activity with 20 children, write the first line of all twenty poems on separate pieces of paper. On each paper, write the second line of a different poem. Follow this for the third and the fourth lines. You will end up with twenty papers, each one with four lines from four different poems.

Children will sit in a circle. To start, tell the children that the poems they have are all muddled and they have to find the last 3 lines that actually belong to the first line they have on their paper.

Ask a child to read the second line on his paper. All the other children listen carefully and consider whether this line might be theirs. The child who thinks it belongs to him raises his hand and asks for the line. If his choice is correct (according to the teacher), he notes down the line. The child who has given this line scratches it out on his paper. Now the next child reads out his second line, and you carry on this way till every child search for the appropriate third line!

Working on rhymes and stories (Source: Eklavya Publication, Flying Man poems for early reader)

Nani's Glasses



These are nani's glasses.

(make circle around each eye with fingers)



This is nani's saree.

(sweep hands over head and around back or use a dupatta)

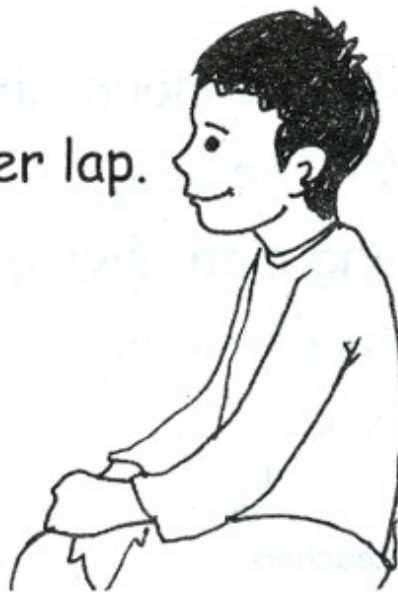
This is the way she folds her hands

(fold hands)



And lays them on her lap.

(lay hands on lap)



For parents and teachers

Activity:

1. Bring things that belong to Nani: glasses, saree, sandles, mala, watch, necklace, bangles, purse.

Say, "These are Nani's bangles." "This is Nani's mala."

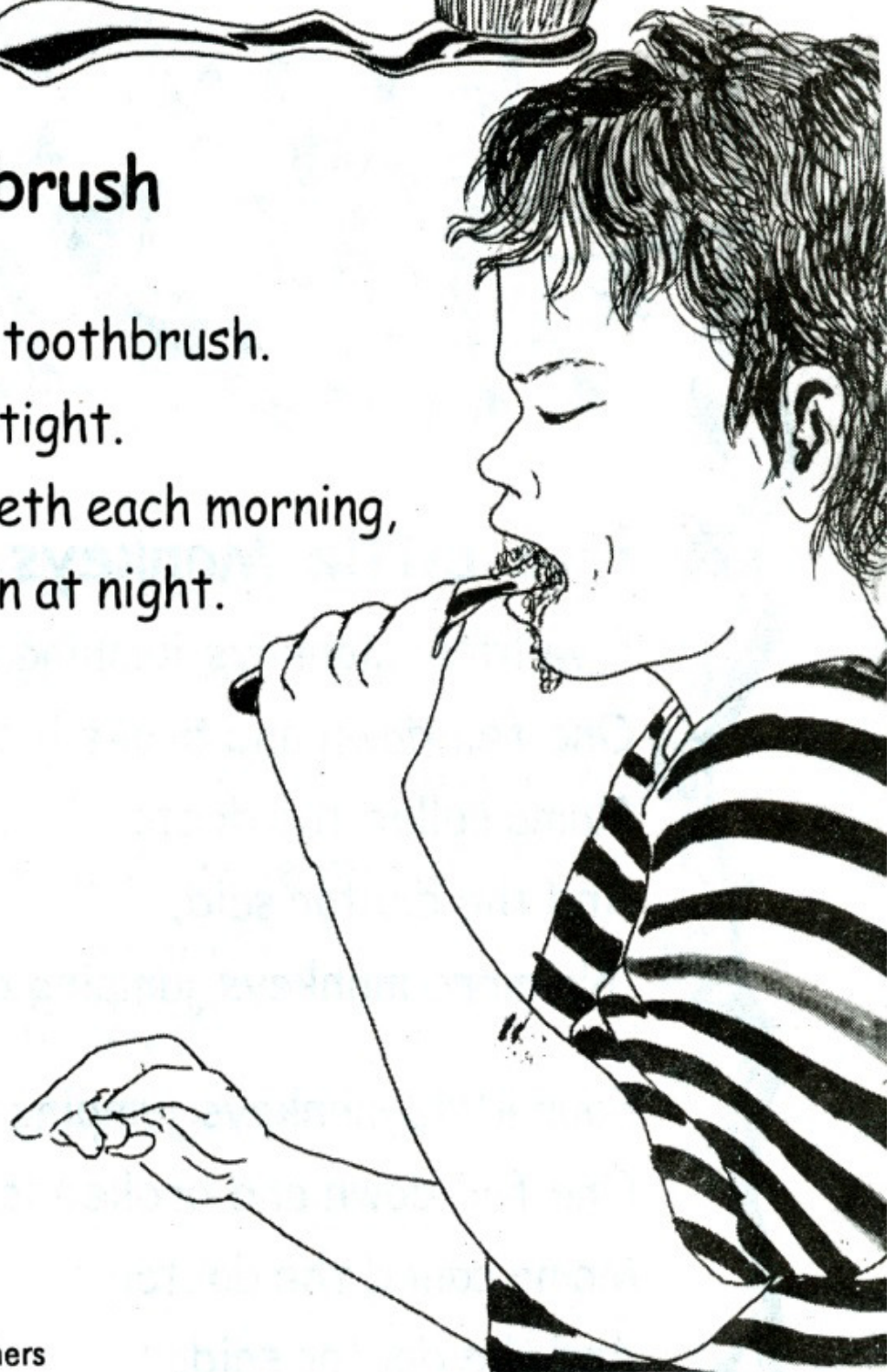
...and so on with others. (You can write the sentences on the blackboard or copy and read them out). Pick up a child's copy, pencil etc. and say, "This is Ankit's pencil."

2. Ask children for words rhyming with "lap" and write them on the board or copy. Make sentences with them.



My Toothbrush

I have a little toothbrush.
I hold it very tight.
I brush my teeth each morning,
And then again at night.



For parents and teachers

1. Prepare for this poem by having children bring in old toothbrushes. Perhaps this can be done a week before. Children need reminders.
2. What other words rhyme with "tight" and "night"? Write them on the board.
3. Four- and five-year-old children can point to each word as they read it.
4. How else do children clean their teeth? With a neem stick? With powder?
5. Make more sentences with children: I have a....(book, pencil, doll....Use "little", "big", "round"... other describing words along with the noun or naming word).

Mirror

In the mirror
I always see
A little girl
They say is me.

Whenever I smile
She smiles too.
And when I sneeze
She says aa..ch..oo!

I shut my eyes
And cry boo..hoo.
I open my eyes
And she's crying too.



For parents and teachers

1. Bring a mirror into the classroom. Ask children to make movements in front of the mirror and see what happens.
2. Put children in groups of two. One child becomes the mirror and the other makes the movements in front of the "mirror". The "mirror" child must imitate the child who makes movements.
3. Say words rhyming with "smile".
4. Look for words that end with "ing".

Hi Sky!

Say hi to the sky,

"Hi sky!"

Why are you so high?

Why are you so blue?

If I stretch and stretch,

Can I touch you?

Say hi to the sky,

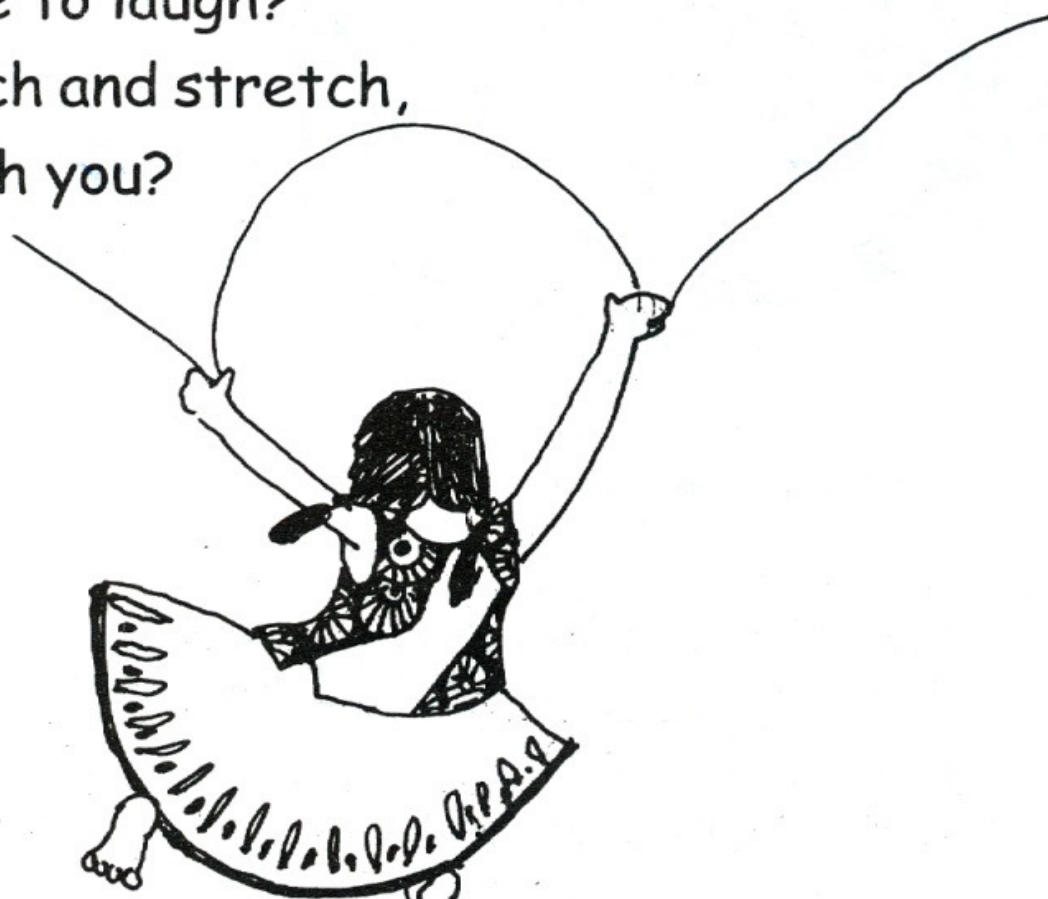
"Hi sky!"

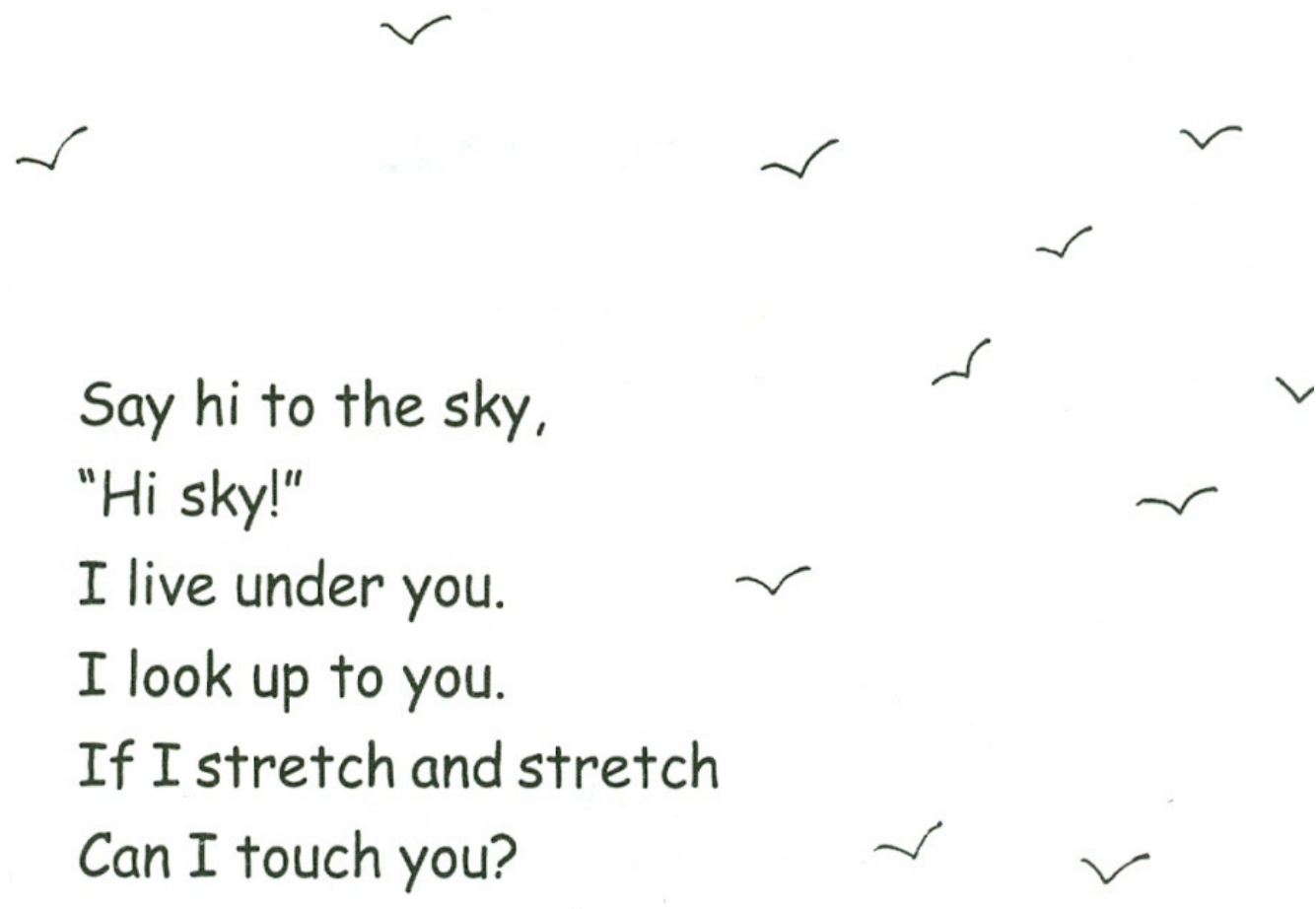
Do you ever cry?

Do you like to laugh?

If I stretch and stretch,

Can I touch you?





Say hi to the sky,
"Hi sky!"
I live under you.
I look up to you.
If I stretch and stretch
Can I touch you?

For parents and teachers

1. Have three different children read the verses. Let all the children say, "Hi sky" in unison.
2. What other questions can you ask the sky?
3. Practise – "Why are you.....?" "Can I.....?"
4. Ask the children to stretch and try and touch the sky.
5. Practise using "under" and "up" in sentences.
6. Look for words ending with "ch" or "tch".



Five Little Mice

Five little mice came
creeping, creeping.

They thought the cat was
sleeping, sleeping.

But through one eye she was
peeping, peeping,

And four little mice ran off
weeping, weeping.



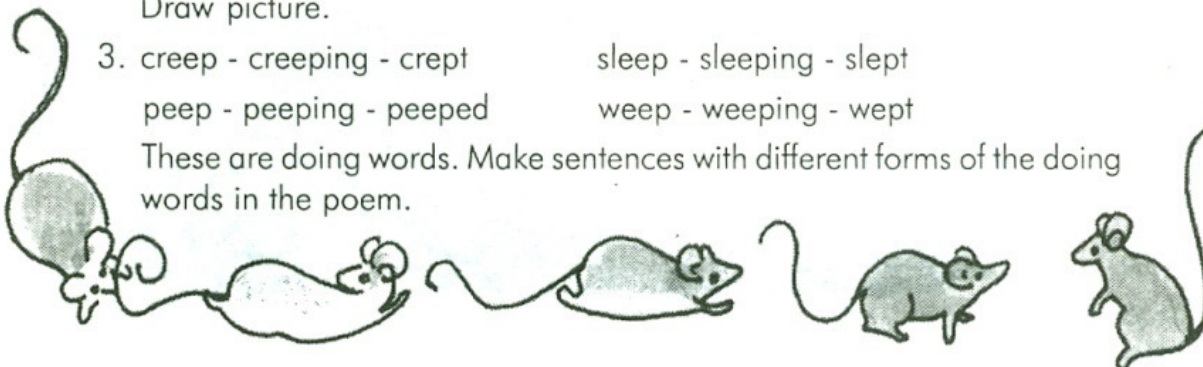
For parents and teachers
Discuss with children:

1. Dramatize this poem with the children.
2. What did the cat do?
What happened to one mouse?
Draw picture.



3. creep - creeping - crept sleep - sleeping - slept
peep - peeping - peeped weep - weeping - wept

These are doing words. Make sentences with different forms of the doing words in the poem.



Pedagogical Approach of working on listening with understanding and speaking with confidence :

If we dig deeper and try to understand, then most of the children are not able to speak confidently because:

- a. there is limited vocabulary
- b. hesitates to speak simple sentences in English
- c. limited knowledge and use of structure of language

This places an importance on 'talk and observation':

Of all the instincts and attributes that children bring to the classroom speaking with confidence is probably the most important for the language teacher to propagate the classroom. Children love talking and they need to talk. Without speaking they cannot be good at speaking. The only way to speak the second language as they speak mother tongue is to use the language, to develop the environment where children freely talk using even limited understanding or vocabulary of second language.

How best can we use questions to enrich the child's perception and response? Talk can flow in following manner.

- a. Finding: At this level, all we ask children to do is find things in the picture. Questions like these can be asked: "what is happening in the picture? Is there a mouse? How big is the boy?"
- b. Reasoning: This level of response is concerned with the ability to attribute reasons or causes. Sample questions: 'why is the little girl crying? What can't we see the back of motorcycle? Why is the mouse hiding?"
- c. Projecting: At this level, we ask children to relate to the pictures by placing themselves in it. So the purpose of the questioning at this level is to encourage children to project themselves into an imaginary situation, to imagine who would be saying what, how they would feel etc. Sample questions: ' what would you see if you were sitting on this tree? What is the little girl saying to the man on the cycle?'
- d. Predicting: This level relates to the ability to anticipate the future course of events. Children are encouraged to talk about what might happen next. Sample questions: where will this man go from here? What will the little girl do at home? How will she get home?
- e. Relating: Now we ask questions that would enable children to think of something in their own life that is similar to the situation shown in the picture. Sample questions: have you ever sat on a motorcycle, what does it feel like? Have you been in the company of a stranger, what happened?

Source: *Source: Kumar.K, The Child's Language And The Teacher- A Handbook, United Nations Children Fund 1986*

Note: This can be done while narrating a story also.

Vocabulary is built through regular exposure of child to certain words and repetition of words in context. A lot of words seen in our surroundings like exit, pull, push open thus we learn pronunciation

and spellings through regular exposure. Therefore, building vocabulary through conscious creation of context can help children acquire new words in a joyful and enjoyable manner.

Ways to build vocabulary bank of students (with reference to content)

- I. Label the things that child sees around (duster, table, door, window, trees, stairs etc.)



- II. Teachers should speak simple sentences in English and encourage students to do the same. (Can you please show me your notebook, please close the door, let us sit in subgroups etc.)
- III. Display the name of weekdays in class and as per the day display the name beside blackboard and draw student's attention. Additionally, days of the week can be taught in association with activities that take place on weekdays. Similarly, months of year can be learnt in context of seasons and birthdays of students.
- IV. Name of animals, vegetables, clothes we wear etc. should be taught with reference to context. It is suggested to display the thing or objects associated with the word or ask students to draw their imagination for word.

Pedagogical Approach :

- I. You may have teacher speaking full sentences and students following through gestures and actions. While building on new vocabulary, simple sentence structure can also be taught, I like mango, I do not like mango, I have a book, I do not have a book etc. (attach list of simple sentence structure). As students learn new words give them opportunity to construct new sentences.
- II. The moment students start writing the sentences; draw their attention to the use of capital and full stop.

a.	The boy eats. (name + action)
b.	The boy eats a mango. (name + action + name)
c.	The boy eats a mango on the tree. (name + action + preposition + name)
d.	The big boy eats a mango on the tree. (describing word + name + action + preposition + name)
e.	The big boy eats a mango on the small tree. (describing word + name + action + preposition + describing word + name)

III. Once, students get the basic knowledge of using this, that, these, those, we can ask them to make longer and interesting sentences by adding words (different part of speech).

From letter to word to sentence; let students apply the learning of letter, word and sentence to form a meaningful sentence. The teacher can ask the children to provide examples.

Letter	B
Word	Ball
Sentence	The ball in the bag
Question	Where is the bag?
Answer	The bag is in the classroom

While doing any activity in the classroom we need take following precautions:

- Allow children to say the whole thing
- Be interested in what the child is trying to say
- Control the desire to contradict
- Respond by elaborating what the child has said, using more words and a richer sentence structure, rather than by just saying 'good', or 'that's not good'. For example if the child has said, 'Squirrel in tree', the teacher's response can be, 'you saw a squirrel going up the tree?'

Activities for Listening and Speaking Activities

Asking the Explorers

Send a small group of children, no more than five or six, to study some specific object or place near the school or even inside the school building. For example, they may be sent to examine a cluster of trees, a tea-stall, a broken bridge, or a nest. Ask them to explore it carefully and discuss among themselves everything they notice.

While the explorer group is away, tell the rest of the class about the object in some detail. For example, if the explorers have gone to examine a tea stall, tell the class about the things available at the stall, who runs it, where do the things available there come from, etc.

When the explorer group comes back, it will face questions from the class. The teacher can also have her turn.

Next time, send a different group

Doing What Was Said

Ask children to listen and do what you tell them to do. Start with simple things to do, and ask the whole class to do them together. Examples:

'Touch your head'.

'Close your right eye.'

'Clap on your hand.'

Divide the class in two groups. The teacher will give instructions to the first group, and the children of this group will now give similar instructions to the second group. Gradually make your instructions more complicated, for example:

'Touch your head with both hands, then touch your right ear with your right hand.' 'Close both eyes, touch your neighbour, ask him/her to give you his left hand.'

When children of one group give instructions to the other group, they need not repeat everything they have heard. Encourage them to make up new instructions.

Comparing :

Make sets of similar-looking things, such as leaves of two or more trees, flowers of different plants, stones, pieces of paper cut in different shapes etc.

Ask children to listen to the description you give of one of the things in a set, and on the basis of the description they must decide which one you are thinking of. Example:

'I'm thinking of a leaf that is smooth and long, and it has even edges.

After conducting this activity a few times, ask children to take turns to choose and describe. Change things each time you do this activity. Identify more subtle features each time.

Acting Out :

Stage1 : Choose ten or fifteen different kinds of common actions that children are likely to be seeing every day. Examples: Sweeping the floor, peeling a banana, washing dishes, cutting vegetables, walking with two full buckets. Whisper to each child which action you have chosen for him or her. Then every child comes forward and performs the action. Others must guess what the action was.

Stage 2 : Make the activity more complicated by choosing action that involve four or five people. Form groups, and ask each group to perform a collective action. With older children who can read, use slips of paper to tell them what to do.

Where Do You Live?

Children sit in two lines facing each other; one line has instructor , the other 'listeners'. Each instructor has to explain to the listener the way to reach her home. Listeners can ask any number of questions to understand better. Example:

Instructor : 'Go straight and turn.'

Listener : 'How far should I go straight?'

Instructor : 'Go till you find a garbage dump, then turn.'

Listener : Turn right or left?'

Instructor : 'Right... No, no. let me see...'

When all tellers have had a chance, the listeners become tellers, and we start again.

Pedagogical Approach to working on writing in key stage 1

For better head, hand and eye coordination:-

- Make letters with wheat dough



- Make a collage with paper/stars/pencil waste in shape of letters



- Make letters on back of students and ask them to identify

Writing Process

In order to begin with writing small paragraph with third grades, first encourage children to express their opinions on given story/topic/picture. It is easy for students to express their ideas and opinion on a given picture.

Pedagogical Approach :

- I. We will start this process with picture reading. Show a picture to student, draw margin on board and ask questions to elicit the name of things/ people/animals they see in the picture. Write down their responses on board.

To gain more information about the picture ask question to elicit actions done by people/animals etc. What is cat doing? Where are kids going? What is there in the shop?

Since students are learning to make simple sentence, write 8-10 sentences (on picture) on board. Ask students to read the sentences written on board, this will help them to understand the sentence structure.

There could be a situation that you are writing sentences which may not align to logical sequence. Encourage students to give title to the picture and also to number the sentences in correct order.

Now when you are giving another picture, encourage students to form sentences on their own (could be a group activity also) and teacher can give feedback by asking following questions:

- a. Do you want to change the form of these words?
 - b. Did you write small and capital letters properly?
 - c. Did you put a full stop at the end of each sentence?
 - d. Do you want to add more sentences
- II. Since students have learnt how to write simple sentences, give them pictures or ask them to think of anything (animal, bird, thing) and ask guiding questions:
- a. Whichis this?
 - b. What is its colour?
 - c. Where is it?
 - d. What is it doing?

For example:

- a. This is cat.
- b. It is white.
- c. The cat is under the table.
- d. It is sleeping under the table.

Now when students share their version, teacher will also share her version and ask them to see differences in both the writing. Let them think, if they want to make any changes to their writing. Always give necessary feedback to student to help them improvise.

Things to remember:

- Do some English writing practise every day (act like a mechanical activity) to develop finger control, like copying paragraphs from textbook or copying words starting with 'p'
- On some day combine writing with drawing like drawing the main events of story and labelling the same.
- Encourage them to write their name, date, and day daily.
- Once in a week encourage students to draw or write about the things they see (bus, bird etc)

Caution: Do not correct them each time, help them to find the mistake by showing your writing and asking them to revise their content.

Case Study (Source: Letter and Sound, TESSIndia)

Read the beginning of a story in English, written by an eight-year-old girl:

Ther ouns was two flawrs. Oun was pink and the othr was prpul. Thae did not like echathr because thaewhrdifrintculrs. Oun day thae had a fite.

Could you read this story and understand it? How would you assess it?

The student is using all she knows about the letter and sounds of English to write her story. She is using her best judgements about how to spell. These invented spellings are a stage in reading and writing development. It is important to see student's invented spellings as part of the developmental process of literacy- they are not errors or mistakes.

When your young students begin to write in English, they are likely to go through these stages of spellings development:

- Using a single letter to represent a word or sound
- Using a letter or group of letters to represent a word; for example 'kam' for 'come', 'dis iz a kat' for 'this is a cat'.

Now look at some of your student's English writing and see if you can find invented spellings in English.

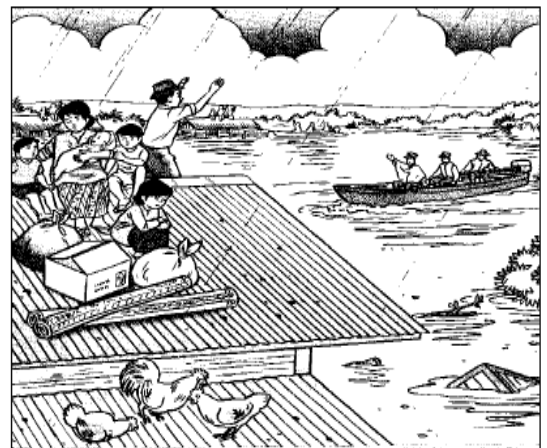
It is important that you do not over-correct invented spellings, because students are experimenting with the letters and sounds of the language they are learning. Students acquire ideas about spellings as they hear language, read and write. Over time, with exposure and practice, their spellings will become increasingly correct.

Reading to inspire writing

In this students will be given opportunity to hear, read and speak. Give reading material to students which could be (magazines, story books, news-paper) so that everyone could at least search the words. For example, a student name is Nayan. Write this name on the board. Now, Nayan would have to find the English letters 'N', 'A', 'Y', 'A', 'N' in the book given to her. Similarly, other students would look for and circle all the letters that appeared in their names in the newspaper given to them.

When we move to the higher level, we can use the structure 'there is' and 'there are' (formula TiTa) to write simple sentences. For example:

1. There is a woman in the picture
2. There are two boys in the picture
3. There is a girl in the picture
4. There is a baby in the picture.
5. There is a boat in the picture.
6. There are three chickens in the picture.



Session 6

Lesson planning and Assessment

How to make practise sheets and assessment?

Formative Assessment/ Evaluation:

Formative assessments are a set of periodic assessments which are conducted by the teacher in order to identify gaps and ensure the progress that students have been able to make based on the previous week or biweekly teaching. This is a continuous process for a teacher and one might be evaluating a student even during the classes. For example, a teacher might notice children reading in the classroom, observation skill, speaking with confidence or diffidence etc. These assessments form a part of the portfolio and are the basis of checklist (which shows the progress of the students). There are various cognitive levels that one can test with the help of formative assessments.

Summative Assessment / Evaluation :

A summative test is one which takes into account all the skills that have been covered over a longer period of time (one semester). This tool tracks the various indicators that a child needs to develop in a particular subject. For example: Observation skills, being able to identify letters, being able to write words, being able to make use 'THIS' in a sentence etc. The teacher tests the child on various ladders of English language. The teacher must then give feedback to the children based on their performance and also prepare a plan to fill the gaps in their skills.

The test could be oral or written or a combination of both the methods. Summative evaluation consists of the whole semester syllabus unlike the formative. It takes place once a semester. The test is seen as an end to just one semester and a basis for the student to move in the next semester. The gaps in this are carried forward to the next semester and the teacher then makes a plan to bridge the existing gaps of the students.

Class-wise learning outcomes on which assessment item will be developed

- a. Designing summative tool class-wise with respect to learning outcomes.

Blue print of Summative tools for elementary classes (1 to 5)

Class 1			
Skill	Learning Outcome	Oral Activities	Paper pencil tool
Listening with Understanding	Can identify the first sound used in the words beginning with 'm b g t a r v n s c d h'.	III	
	Can follow simple instruction (in English)	I	
Speaking with Confidence	<i>Can speak the words starting with 'm b g t a r v n s c d h ' correctly.</i>	III	

	<i>Can speak on simple pictures in his/ her mother tongue.</i>	IV	
	Can recite rhymes	II	
Reading with Comprehension	Can recognize letters 'm b g t a r v n c d h '		1, 4
	Can read simple pictures.		2
	Can read simple words with/without the help of pictures.		3, 5
Writing	Can write small/capital letters 'm b g t a r v n s c d h' with/without picture	V	6, 8, 9
	Can write simple words. Ex: Mat, Bag etc.		10
	Can draw pictures		7

Class 2			
Skill	Learning Outcome	Oral Activities	Paper pencil tool
Listening with Understanding	Can recognize vowel sounds used in words (a, e, i, o, u).	IV	
	Can follow simple instructions	I	
Speaking with Confidence	Can speak the vowel sounds of a, e, i, o, u	IV	
	Can speak names of animals	V	
	Can speak rhyming words	IV	
	Can speak simple sentences with - 'this/ he/ she/his/her/ your/ they/I like'	III	
	Can recite rhymes	II	
Reading with Comprehension	Can read simple words/sentence with/without picture		5
	Can use a/an with picture	-	1
	Can read simple picture	V	4
	Can recognize rhyming words	IV	3, 2
Writing	Can write sentences using 'This is.... ', 'That is....', 'I like....', 'my' etc using simple words	VI	6, 10
	Can write names of animals/occupations looking at pictures		8
	Can write about himself/ herself in English		9
	Can use 'my/ your' in the given sentences		7

Class 3			
Skill	Learning Outcome	Oral Activities	Paper pencil tool
Listening with Understanding	Can recognize action words Can take dictation	III	
	Can follow simple instruction	I	
	Can understand questions beginning with “ <i>what is</i> ”, “ <i>who is</i> ”, “ <i>who are</i> ” and “ <i>what are</i> ”	V	
Speaking with Confidence	Can speak the names of fruits and vegetables	II	
	Can pronounce English words beginnings with Br, Gr, Tr, etc	-	
	Can talk about himself/ herself, family and friends with most of the key words in English.	VI	
	Can speak on pictures with most of the key words in English	II	
	Can sing rhyme	IV	
Reading with Comprehension	Can read number names/fruits/vegetables/action words	V	1, 2, 3, 4, 5
Writing	Can use pronouns		8
	Can write number names/fruits/vegetables/action words		6
	Can use ‘is, am, are’ in sentences		10, 9
	Can write the MANY form of words. <i>Example :- bus – buses</i>		6
	Can punctuate sentences using full stop (.) and capital letters		7

Class 4			
Skill	Learning Outcome	Oral Activities	Paper pencil tool
Listening with Understanding	Can take dictation	III	
	Can follow simple instructions	I	
	Can understand “Wh” question and answer them	IV	
Speaking with Confidence	Can read aloud Can recite rhyme	IV, II	
	Can answer simple questions based on text	IV	

	Can talk on a given picture/ topic (here we are taking conversation)	V	
Reading with Comprehension	Can read and understand prescribed texts and visual language		2
	Can answer simple questions based on text		1
Writing	Can describe a given picture in a few sentences/ write a story on it		4, 6
	Can write a sentence using a word.		5
Functional Grammar	Can write the opposites of words in sentences		3
	Can convert sentences from present tense to past tense		7, 10
	Can replace nouns with pronouns		9
	Can form adjective and adverb		8

Class 5			
Skill	Learning Outcome	Oral Activities	Paper pencil tool
Listening with Understanding	Can take dictation	III.	
	Can follow simple instruction	I.	
	Can listen to stories and answer simple questions	IV.	
Speaking with Confidence	Can sing rhyme	II.	
	Can speak on a topic/picture	V.	
Reading with Comprehension	Can read and understand the stories/poems/words	III.	3
	Can answer factual questions after reading the text	IV.	1, 2
	Can arrange steps of an activity in correct order		
Writing	Can write a paragraph on picture/topic		4, 5, 6
Functional Grammar	Can use the opposite words with <i>un-</i> as prefix		10
	Can use the present form of verbs in sentences using <i>is, am, are</i>		8
	Can use pronouns in sentences		9
	Can complete sentences using ' <i>can</i> ' and ' <i>cannot</i> '		7

Formative Assessment

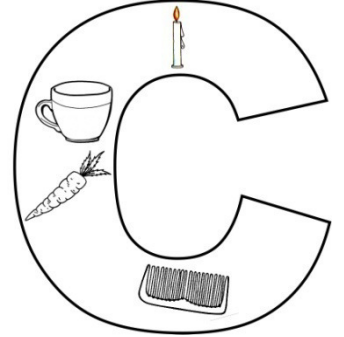
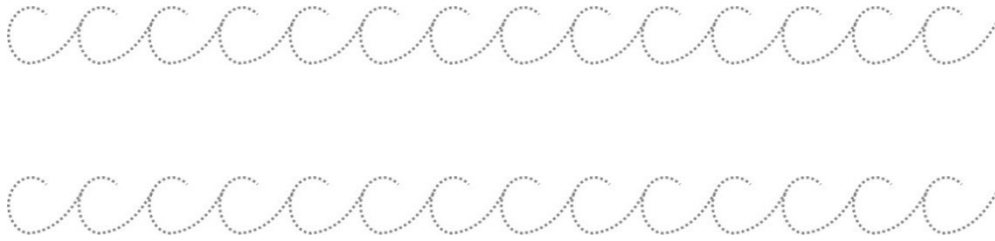


ENG/C1/T2/RW-C/PW1

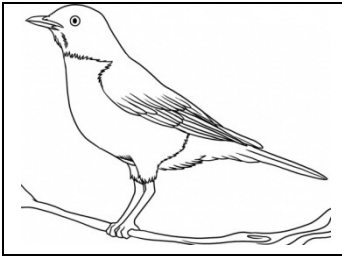
विद्यालय : _____

नाम : _____ रोल नं. : _____ दिनांक : _____

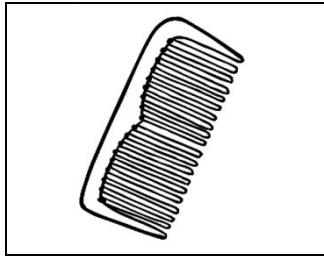
1. Join the dots. (बिन्दु मिलाओ)



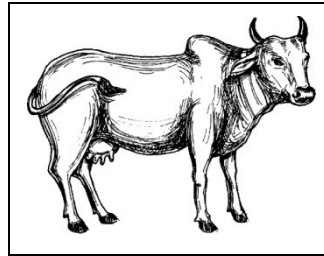
2. Look at the picture and colour the letter given below. (दिए गए वर्ण में रंग भरें)



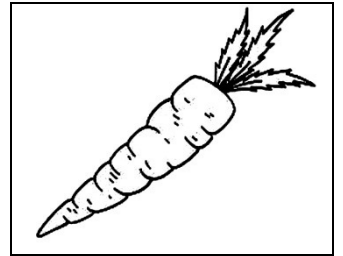
C



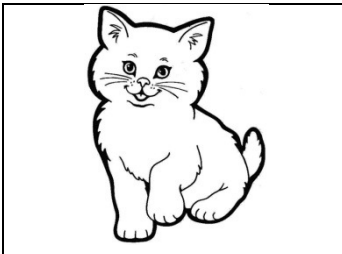
C



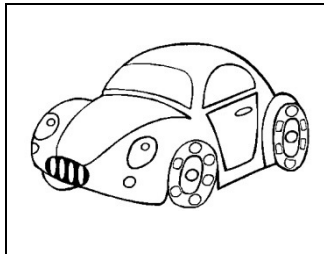
C



C



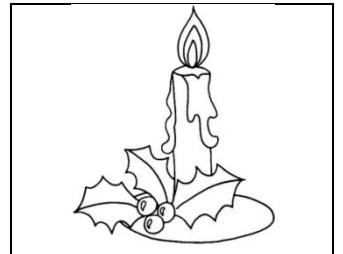
C



C

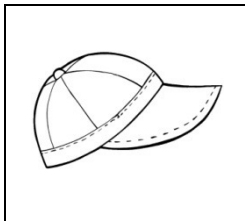


C

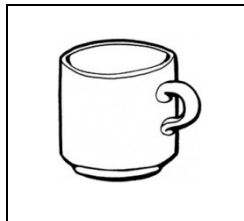


C

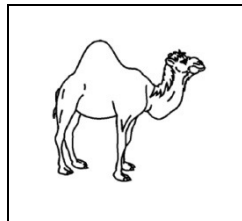
3. Look at the picture and fill in the first letter. (दिए गए चित्रों के शब्दों का प्रथम अक्षर भरिए)



.....ap



.....up



.....amel

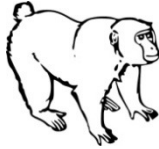
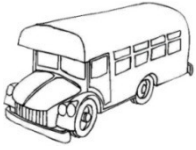


.....ake



.....ave

4. Circle the things which starts with 'C' . (C से शुरू होनी वाली वस्तुओं पर गोला लगाए)



5. Write the words in fourline. (दिए गए शब्दों को चारलाइन में लिखिए)

cat

crow

cow

camel

cup

शिक्षक प्रतिपुष्टि :

.....

.....

शिक्षक का नाम एवं हस्ताक्षर

दिनांक :

Summative tools - Key stage 1

विषय : अंग्रेजी

कक्षा : 2

शालाकानाम : रोलनं. :

विद्यार्थीकानाम : दिनांक :

READING COMPREHENSION

1. Match the following.



Teacher



Tailor



Policeman



Doctor



Postman



Farmer

2. Circle the odd one.

- | | | | |
|---------|-----|-----|-----|
| (a) Cat | Bat | Hit | Hat |
| (b) Joy | Dog | Boy | Toy |
| (c) Sky | Day | Fly | Try |
| (d) Pit | Hit | Sit | Sip |

WRITING

3. Copy the given words.

Run

Boy

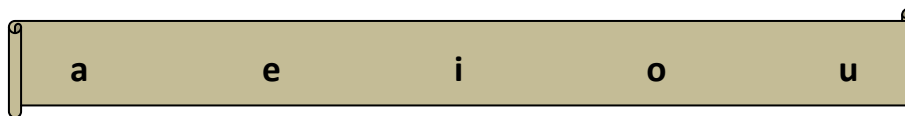
Day

Good

Milk

Shop

4. Fill in the blanks using correct letter.



- | | | |
|-------------|-------------|-------------|
| (a) P.....t | (b) d.....y | (c) S.....n |
| (d) P.....n | (e) d.....g | (f) S.....t |

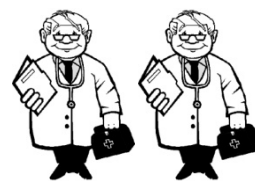
5. Rearrange the words to form correct sentence.

- | | |
|---------------------|-------|
| (a) banana like i | |
| (b) a is ball this | |
| (c) live kukas i in | |
| (d) postman is he a | |

6. Look at the pictures and write correct plural form.



a doctor



.....



a horse



.....



a nurse



.....



a pot



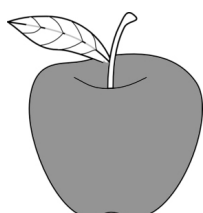
.....



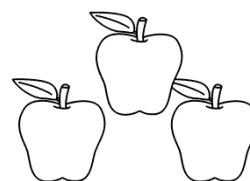
a boy



.....



an apple



.....

7. Replace noun with pronoun.

- (a) Boy is jumping.
- (b) Children are playing.
- (c) Dog is running.
- (d) Rohit is singing.
- (e) Priya is singing.
- (f) Rohit and Priya are dancing.

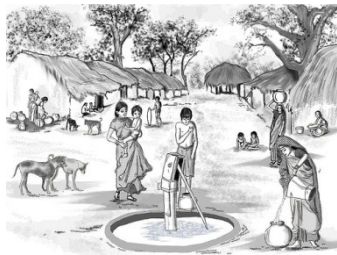
8. Rearrange the jumbled letters to make a word.

(a) e f i r



f ____

(b) i a l v l g e



v _____

(c) s h o e u



h ____

(d) h c o l o s



s ____

शिक्षकप्रतिपुष्टि :

.....

शिक्षककानाम एवंहस्ताक्षर

दिनांक :

Summative tools - Key stage 2

शालाकानाम :	रोलनं. :
विद्यार्थीकानाम :	दिनांक :

READING COMPREHENSION

1. Read the paragraph and answer these questions.

Akbar, the famous Mughal emperor, had nine great people in his court. They were called the navratnas or the nine gems. Tansen was one of them. He was the greatest singer musician of the time.

Tansen originally belonged to Gwalior. When he was a child, Swamiharidas, a saint singer of Vrindavan, heard him sing. He was greatly impressed. It was Swami Haridas who taught Tansen to sing.

Tansen developed a new style of music. He composed many 'ragas' which were to be using at different times of the day.

- (a) What does navratna mean?
- (b) Who was Tansen?
- (c) Who taught Tansen to sing?
- (d) Why do you think Swami Haridas was impressed?

2. Here is a story of hungry lion and a wise jackal, the sequence of which is jumbled up. Rearrange the story in right order.

- (a) He saw a big cave which was the home of jackal. ()
- (b) The lion said to himself, 'I should go in and wait for him. I am sure he will just walk in and into my mouth'. ()
- (c) A hungry lion was searching for food one day but he could not find any animal to kill. ()
- (d) The jackal was clever. He called out in a loud voice, "Hello, cave! Why don't you answer me? you always welcome me when I return home. Why are you so quiet today? ()
- (e) The wise jackal went away to look for another cave. ()
- (f) So the lion roared, "Hello, Welcome home, my friend." ()

WRITING

3. Look at the picture and answer the given question.



(a) What are the women doing?

.....

(b) Why did the cat run?

.....

(c) Which game are the boys playing?

.....

(d) Write the names of nouns from the picture?

.....

(e) Write the action words shown in the picture?

.....

4. Write a paragraph on library.

.....
.....
.....
.....

5. Make sentence using the words given below.

- (a) bicycle :
- (b) grandfather :
- (c) money :
- (d) special :

FUNCTIONAL GRAMMAR

6. From the list of words given make opposite by adding 'un'

able found likely aware usual known important happy proud

- (a) (b)
- (c) (d)
- (e) (f)

7. Complete the sentence using can/cannot.

- (a) Iclimb mountains.
- (b) Ikeep quiet.
- (c) Ibe alone.
- (d) Iplay an instrument.
- (e) Cycle..... do wish.
- (f) Everyoneeverything.

8. Use the correct form of verb given in the bracket.

- (a) Birds (fly) in the sky.
- (b) Rohit (win) the first prize
- (c) I (visit) my grandmother yesterday
- (d) Inglis (climb) with artificial limb.
- (e) Children (play) on the ground now.
- (f) When we reached the station, the train (leave)

शिक्षकप्रतिपुष्टि :

.....

.....

शिक्षककानाम एवंहस्ताक्षर

दिनांक :

Collection of Rhymes

Rhymes

Bits of paper bits of paper,
Lying on the floor, lying on the floor
Makes the place untidy makes the place untidy
Pick them up, pick them up

Daddy finger, daddy finger where are you? Here, I am. Here, I am. How do you do?
Brother finger, brother finger, where are you? Here, I am. Here, I am. How do you do?
Sister finger, sister finger, where are you? Here, I am. Here, I am. How do you do?
Mother finger, mother finger where are you? Here, I am. Here, I am. How do you do?
Baby finger, baby finger, where are you? Here, I am. Here, I am. How do you do?

Are you sleeping? Are you sleeping?
Brother Rakesh, brother Rakesh.
Morning bells are ringing, morning bells are ringing,
ding dang, dong, ding, dang, dong.

Head, shoulder, Knees and toes,
knees and toes, knees and toes
Eyes, ears, mouth and nose,
Mouth and nose, mouth and nose
Jump, jump, jump
Let us all jump
Jump, jump, jump
Get your body pumped
Head, shoulder, Knees and toes,
knees and toes, knees and toes
Eyes, ears, mouth and nose,
Mouth and nose, mouth and nose
March, march, march
Let us all march
March, march, march
Get your muscles charged
Head, shoulder, Knees and toes,
knees and toes, knees and toes
Eyes, ears, mouth and nose,
Mouth and nose, mouth and nose

<p>One, two buckle my shoe, Three four shut the door Five six pick up the stick Seven eight go to bed Nine ten a big fat hen</p>
<p>Two little hands go clap, clap, clap, Two little feet go tap, tap, tap Two little fists go thump, thump, thump Two little legs go jump, jump, jump And two little heads go nod, nod, nod</p>
<p>The more we get together, together, together, The more we get together, the happier we'll be. For my friends are your friends and your friends are my friends, The more we get together the happier we'll be, 2 4 6 8 Who do we appreciate? The more we dance together, together, together, The more we dance together, the happier we'll be. For my friends are your friends and your friends are my friends, The more we dance together the happier we'll be, 2 4 6 8 Who do we appreciate?</p>
<p>My name is Madhavi. I am from Allepey I speak Malayalam but I'm just like you My name is Natwar. I'm from Srinagar I speak Kashmiri but I'm just like you. My name is Shubrata. I'm from Kolkata. I speak Bengali but I'm just like you. My name is Vasundhara. I'm from Varoda. I speak Gujarati but I'm just like you. My name is Shamsher. I'm from Ajmer. I speak urdu but I'm just like you. My name is Arundhati. I'm from Guwahati. I speak Assame but I'm just like you. My name is Benjamin. I'm from Panjim. I speak Konkani but I'm just like you. My name is Ranimai. I'm from Chennai. I speak Tamil but I am just like you.</p>
<p>Roses are red, Violet are blue; Sugar is sweet, And so are you.</p>

There was a hole,
In the middle of the ground.

The prettiest hole,
That you ever did see.

And the hole in the ground,
And the green grass grows all around, all around,
And the green grass grows all around.

And in this hole,
There was a tree.
The prettiest tree,
That you ever did see.

And the tree in the hole,
And the hole in the ground,
And the green grass grows all around, all around,
And the green grass grows all around.

And on this tree,
There was a branch.
The prettiest branch,
That you ever did see.

And the branch on the tree,
And the tree in the hole,
And the hole in the ground,
And the green grass grows all around, all around,
And the green grass grows all around.

And on this branch,
There was a nest.
The prettiest nest,
That you ever did see.

And the nest on the branch,
And the branch on the tree,
And the tree in the hole,
And the hole in the ground,
And the green grass grows all around, all around,
And the green grass grows all around.

And in this nest,
There was an egg.
The prettiest egg,
That you ever did see.

And the egg in the nest,
And the nest on the branch,
And the branch on the tree,
And the tree in the hole,
And the hole in the ground,
And the green grass grows all around, all around,
And the green grass grows all around.

And in this egg,
There was a bird.
The prettiest bird,
That you ever did see.

And the bird in the egg,
And the egg in the nest,
And the nest on the branch,
And the branch on the tree,
And the tree in the hole,
And the hole in the ground,
And the green grass grows all around, all around,
And the green grass grows all around

This old man, he played one,
He played knick-knack on my thumb;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played two,
He played knick-knack on my shoe;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played three,
He played knick-knack on my knee;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played four,
He played knick-knack on my door;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played five,
He played knick-knack on my hive;
With a knick-knack paddywhack,

Give the dog a bone,
This old man came rolling home.

This old man, he played six,
He played knick-knack on my sticks;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played seven,
He played knick-knack up in heaven;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played eight,
He played knick-knack on my gate;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played nine,
He played knick-knack on my spine;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played ten,
He played knick-knack once again;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

There is hole in the bucket dear Liza dear Liza,
There's hole in the bucket, dear Liza, there's hole
Then fix it dear Henry, dear Henry
Then fix it dear Henry, dear Henry fix it.

With what should I fix it dear Liza, dear Liza?
With what should I fix it, dear Liza, with what?

With straw, dear Henry, dear Henry, dear Henry.
With the straw, dear Henry, dear Henry, with the straw.

But the straw is too long, dear Liza, dear Liza.
But the straw is too long dear Liza, too long.

Then cut it, dear Henry, dear Henry, dear Henry.

Then cut it dear Henry, dear Henry, cut it.

With what should I cut it, dear Liza, dear Liza?

With what shall I cut it, dear Liza with what?

With an axe dear Henry, dear Henry, dear Henry.

With an axe, dear Henry, dear Henry, an axe!

But the axe is too dull, dear Liza, dear Liza

But the axe is too dull, dear Liza, too dull.

Then sharpen it dear Henry, dear Henry, dear Henry.

Then sharpen it dear Henry, dear Henry, sharpen it!

With what should I sharpen it, dear Liza, dear Liza?

With what should I sharpen it, dear Liza, with what?

With a stone dear Henry, dear Henry, dear Henry.

With a stone dear Henry, dear Henry, a stone!

But the stone is too dry, dear Liza, dear Liza.

But the stone is too dry, dear Liza, too dry!

Then wet it dear Henry, dear Henry, dear Henry.

Then wet it, dear Henry dear Henry wet it!

With should I wet it, dear Liza, dear Liza?

With should i wet it dear Liza, with what?

With water dear Henry, dear Henry, dear Henry.

With water dear Henry, dear Henry, water!!

But how shall I get it dear Liza, dear Liza?

But how shall I get it, dear Liza, with what?

In the bucket dear Henry, dear Henry, dear Henry.

In the bucket dear Henry dear henry, the bucket!

But there is hole is in the bucket, dear Liza, dear Liza.

There is hole in the bucket, dear Liza, a hole.

Building environment through expression

Second language can easily be acquired in real life situation. We cannot develop speaking skills unless we also develop listening skills. To respond to someone speaking one has to understand what is said to him/her. Similarly reading is possible only when we have written or printed texts. Hence, all skills go together in language teaching. In order to create language rich environment in classroom, a greater emphasis should be laid on listening and speaking skills.

Greeting	Praising	Leaving	Breaking the ice
Good morning	Well done!	Ok, you can go now.	Have you ever been to...?
Good afternoon	Good!	See you tomorrow	What do you think of...?
Welcome back	Good try!	Make sure you do your work at home	Did you hear about....?
Hello everybody	Excellent!	Don't forget to bring your homework	Who knows what '....' is?
How are you today?	Thank you!	Bye, bye. Take care	What did you learn yesterday
Are you well today?	You can do it!	Thank you for your good work today	Have you done your homework?
Who is missing today?	You are doing a good job today.	I will not be coming tomorrow, do you work	

Plan to work on core concepts

Usage of pronoun instead of noun

There are so many pronouns that are introduced to child in a stage-wise manner. It is suggested to take pronoun in sequence like I/he/she first then move towards it/we/they and so on.

Introduction :

- I. To introduce the concept to second graders, make them aware that we use certain words called pronouns to take the places of nouns. We do this to avoid repetition when we speak or write.

Pedagogical Approach :

- I. Link the concept to the child's previous knowledge of the same concept in their mother tongue. While introducing the concept (for the first time), practise different drills suggested below to gain mastery on the concept.
- II. Refer to resource material already existing in the environment (like when you are teaching he/she, you can point to the girl/boy present in the class).
- III. Real life examples should be given in both spoken and written form, for ex: Priya is my friend, she is tall.

Game :

Game Name	Let us learn Pronouns
Children will be able to	1. Understand and follow simple instructions 2. Understand simple sentences 3. Replace noun with pronouns
Procedure: a. Write sentences on board. Hari is clapping.is singing. Make flashcards of he/she and call one student name and ask her to replace noun with pronoun. Write many such sentences and ask students to replace nouns with pronouns. b. Read a story and have children raise their hands when they hear a pronoun. For ex: Little Miss cat, sat on her tap, eating her biscuits.	

- Give a story card to students and ask them to circle pronouns that are being taught to them.
- Have students sit in a circle and ask them to introduce each other using a structure (write structure on board for students to refer to) I am, He/ She is.....

पाठ / अवधारणा / थीम :Chapter 7 People Around Us सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना		दिनांक
सम्पूर्ण कक्षा के लिए अधिगम उद्देश्य : ❖ follow simple instructions, ❖ sing rhymes with the help of the teacher or on their own with expressions and actions individually/in pairs/in groups, ❖ answer simple questions using 'he/she and I', ❖ tell about people and do picture reading using pronouns ❖ understand usage of 'he/she and I' and write simple sentences using them ❖ understand about the different occupations ❖ know and differentiate between singular and plural forms		
सम्पूर्ण कक्षा के लिए शिक्षण योजना (1. सामूहिककार्य 2. उपसमूहोंमेंकार्य 3. व्यक्तिगतकार्य की योजना)		सततआकलन योजना
Warm up Activity: 1. The teacher will talk about herself/himself, class students and make children do the same (in mother tongue) , read story in Mother Tongue while stressing on the usage of Pronoun (He/ She/ I/ My) and explain them the importance of using pronoun in the sentences. 2. Relate the above discussion with the concept and usage of (he, she, I, my) in English language. Link the understanding mother tongue (weh) with pronouns in English and its frequent use in sentences.		Check whether student participate in the discussion, and speak without hesitancy - Observation

<p>3. Teacher will sing rhyme: I am happy, he is happy, she is happy, we all are happy (Happy, dancing, sleeping). To understand the usage of 'he/she and I', I will do actions.</p> <p>4. Discussion on rhyme: Pointers- a) when we use I, b) when we use he, c) when you feel happy?</p> <p>Whole Class work:</p> <p>1. Teacher Rhyme- Will recite chapter based rhyme 'Deliveryman delivers a mail..... To understand various forms of occupation and the usage of 'he/she and I'. Children will read the rhyme with teacher's help.</p> <p>2. Discussion on rhyme: Pointers- a) Have you seen a Deliveryman/milkman, b) what does your mother do, c) Explanation about the various types of occupations.</p> <p>3. Explain the Pronoun concept (through TLM): a) Point to boy in class and show the flashcard of he</p> <p>4. Write sentence on board and ask students to replace using pronouns. Example- a) Reena is eating. (He/she) is eating. b) Rohit is sleeping.(He/she) is sleeping).</p> <p>Group Activity:</p> <p>a. Teacher will model first how to use I/he/she to tell about immediate partners through an activity and will ask children to do the same</p> <p>b. Picture showing activity (reading, cooking, jumping, sleeping, and dancing): Teachers will ask children to look at the picture and make simple sentences on it.</p> <p>Individual work:</p> <p>Students will work on Worksheets individually, these worksheets will have; picture- word mapping, Word- word mapping, Copying the sentence</p>	<p>Check whether students are singing the rhyme with actions and expressions</p> <p>Check whether child can explain about family members and people they see around them.</p> <p>Check whether child has gained the concept or not</p> <p>Participation and check if students are able to make simple sentences</p> <p>Worksheet- portfolio</p>
<p style="text-align: center;">समूह—एक के लिए क्षमतासंवर्धन हेतु योजना</p>	
<p>Whole group:</p> <p>1. Teacher will revise the concept introduced in whole class and ask questions to check the understanding of the children about the pronoun.(with the help of a picture)</p> <ul style="list-style-type: none"> - What is he/she/you doing? - Who is/ he/she/? <p>Subgroup work:</p> <ul style="list-style-type: none"> ❖ Students will discuss/write sentences on given pictures based on action words/occupations and do practice on sheet. ❖ They will read short picture story; usage of he/she will be reinforced through the story along with action 	<p>Check the understanding of the concept and their participation.</p> <p>Check if a child is able to read and write simple sentence using he/she;</p>

words/occupations.	notebook.												
<p>❖ They will write some sentences through structural table</p> <table><tr><td>He</td><td>is</td><td>Mona</td></tr><tr><td>She</td><td>am</td><td>doctor</td></tr><tr><td>I</td><td></td><td>sitting</td></tr><tr><td></td><td></td><td>reading</td></tr></table> <p>Individual work: teacher will provide students worksheet on the concept.</p>	He	is	Mona	She	am	doctor	I		sitting			reading	
He	is	Mona											
She	am	doctor											
I		sitting											
		reading											

II. समूह-2 के लिए आवश्यकतानुसार अतिरिक्त शिक्षण-आकलन योजना

समूह-2 के लिए विशेष अधिगम उद्देश्य :

1. To be able to understand association of letter with sound
2. To be able to write small/capital alphabets; P, B, I, L, T
3. To be able to read simple words with or without picture for these alphabets.

शिक्षण योजना (1. सामूहिक कार्य 2. उपसमूहों में कार्य 3. व्यक्तिगत कार्य की योजना)	सतत आकलन योजना
<p>Whole group work:</p> <p>I will do a rhyme "Teddy bear, Teddy bear" and while singing will write few words on board like teddy, bear. Will relate the sound of first letter and see it in printed text.</p> <ol style="list-style-type: none"> 1. Teacher will show some flash cards of these targeted alphabets 2. Understanding the initial sound of letter; linking it to mother tongue 3. Mapping letter with sound 4. Understanding the strokes of letters 5. Teacher will tell the words starting with these targeted alphabets <p>Subgroup work:</p> <ol style="list-style-type: none"> 1. Fire on the mountain, run run run those who have P will run run run; I-let card will be given to each student, call letters and they will form groups accordingly. 2. Reading out the targeted alphabets cards 3. Make letters using strokes 4. Children will make new words taught by teacher in whole group class by using teaching learning material of targeted alphabets <p>Individual work: Worksheet</p> <p>Letter-letter mapping, Picture- letter mapping</p> <p>Copying the words & sentences starting with the targeted alphabets</p> <p>Circling out the targeted alphabets from the given chapter</p>	<p>Pronunciation of letters- Observation</p> <p>Check understanding and participation through observation</p> <p>Check whether children can follow simple instructions and understand the sound of letter.</p> <p>Notebook</p> <p>Worksheet; portfolio</p>

A. Recognizing prepositions and its practical usage

Children are often seeing different things at different position, hence the concept exists in the environment which they must be using in mother tongue but may be not aware with the English word for the same.

Pedagogical Approach

- I. Preposition tell us position of things, point to different objects placed at different position and introduce the usage of in, on, under
- II. Use different images from magazines, newspaper, books etc. to tell show them different picture and to identify preposition.
- III. Show them a picture or draw a picture and ask to write. Similarly you can say few line using preposition and ask students to draw the same. For ex: Draw a cat under the table.
- IV. Now, while asking about position of things you can frame simple questions. For ex: where is the cat? Who is standing on the chair?

Game Name	Preposition
Children will be able to	1. understand the usage of preposition in sentences 2. Speak simple sentences using preposition
Procedure: The instructor shall divide the group into groups with equal number of males and females.They will be asked to stand in a line alternatively, a male and a female.The instructors shall supervise the activity while each member of the team will have to instruct in the following pattern, A stand before B, A stand after B or A stand in between Band C. The aim is to give instructions with the aim of separating the males and the females.Every member has to give a command to move to anybody but himself/herself.The team which is able to separate the males and the females first, will win.	
Key Stage 2	Skill; Listening and Speaking
Game Name	Use 'In' in sentences
Children will be able to	1. Understand sentences with 'in' 2. Speak sentence using 'in'
Procedure: The instructor will give the student an object. For example: Class, town, movie etc. The students have to add on to the object another object using the preposition 'in'.The activity can be played in two groups or as a common exercise for all, eliminating the member who is unable to contribute.Below are examples of such object chains In the class – In the bag- In the book- Letter In the town- In the fort- man- man's house- boy- boy's school- class- students- students bag The sentences will be spoken and formed in the pattern- There is a bag in the class- There is a book in the bag- There are pages in the books....	

Key Stage 2	Skill; Speaking, Reading and Writing
Game Name	Making sentences using prepositions
Children will be able to	1. Frame sentence using preposition
<p>Procedure: Give a set of three objects and three prepositions to the student. The student is supposed to form a sentence of these.</p> <p>For example:</p> <p>1. Fish, water, boy, see, glass window, ground, look/ in, through, on The boy stood on the ground and looked at the fish in the water, through the window.</p> <p>2. Computer, work, sitting, chair, wood/ on, in of He was working on the computer while sitting on a chair made of wood.</p>	

- Find the ring: One, two or three children are sent out of the room. A small object such as duster, chalk, book is hidden. The children outside are called back and ask questions:

Is it behind chair?

Is it in someone's pocket?

Is it under the table?

Is it on the floor?

- Find the changes: Two or three children are sent out of the room. The class then change the position of objects. For ex: duster is put under the table, register is put behind the door, register is out on the chair etc.

The children outside are called back and have to say where things are that have been changed. For ex: The duster is under the table.

B. Question Framing and answering

Question framing need to be taught in isolation as it can be taught while teaching usage of this/that/these/those, preposition etc. But one thing that teacher should focus on is it keep the same structure. For example:

Are you a girl?

Are you a teacher?

Do you like banana?

Do you like tomatoes?

Where is the bag?

Where is the book?

How many.....do you have?

How many.....are there?

How many does..... have?

Game Name	A question on the back..
Children will be able to	1. Frame simple question 2. Carry out day-to-day conversation
Procedure: Write the following question words on pieces of paper. (What, when, who, where, why, whose, how many). Tape a piece of paper with a question word on every student's back. Ask the students to walk around in the class and every time they meet another student they need to greet him and see which question word is written in their back. After seeing the question word they need to come up with a question and ask it from the person that has the question word on their back. Ask the students to be creative when asking the questions to find out interesting information about each others. They should also use complete sentences when making questions and answering them.	
Key Stage 2	Skill; Reading and Speaking
Game Name	Question Formation
Children will be able to	1. Frame simple question based on hint question
Procedure: Prepare a big dice with different question words on each side. Ask the students to take turns in throwing the dice with question words. The student who is throwing the dice needs to form a proper question using the question word indicated by the dice. Ask the students to use their creativity when forming the questions. The student asking the question should point the question to some other student and he or she should come up with an answer. The student who was answering the question can throw the dice next. If a student is unable to form a question other students should help him.	
Key Stage 2	Skill; Reading and Speaking
Game Name	Come up with a question
Children will be able to	1. Frame simple question based on sentence
Procedure: Come up with different sentences that can be used as answers to questions using these (What, when, who, where, why, whose, how many) question words. For example: <ul style="list-style-type: none"> • 14th of March • It's mine • At least one hundred! • Because I was so hungry • At the library The teacher should provide the students with different answers and the students need to figure out suitable questions for these answers. The teacher can point out these answers to certain students or the students can take turns.	

Example: Bag number 1 is ... in... the car.

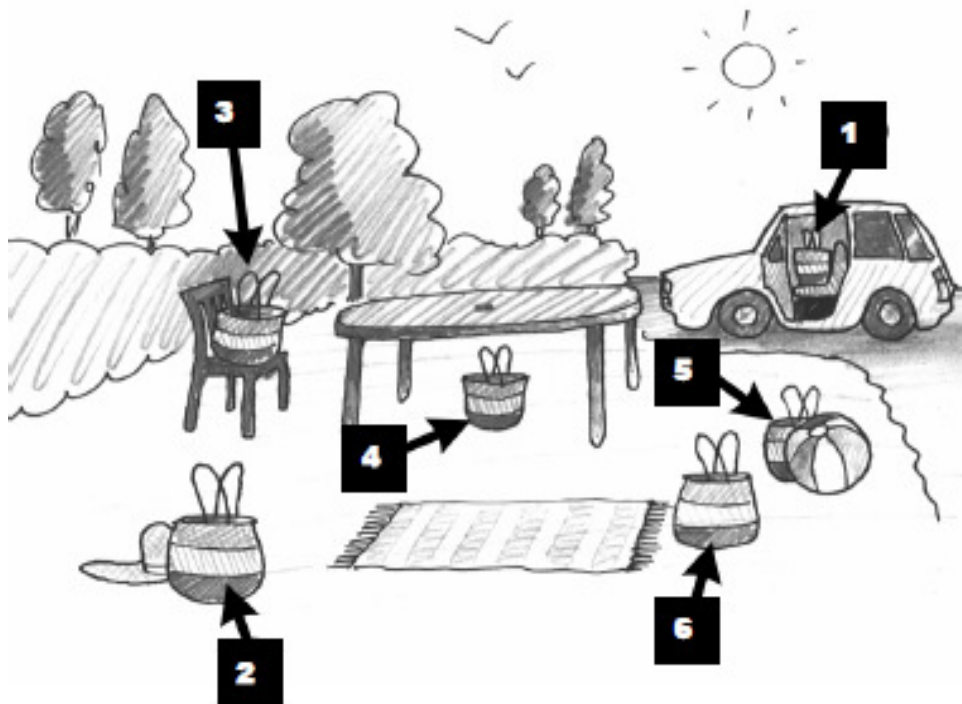
Bag number 2 is the hat.

Bag number 3 is the chair.

Bag number 4 is the table.

Bag number 5 is the ball.

Bag number 6 is the mat.



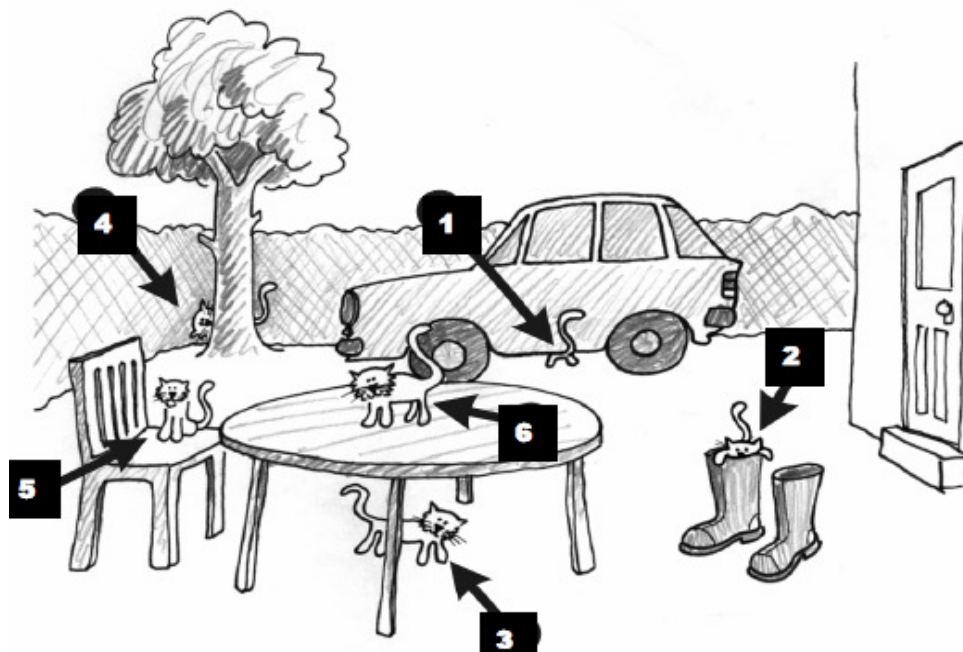
Cat number 2 is the boot.

Cat number 3 is the table.

Cat number 4 is the tree.

Cat number 5 is the chair.

Cat number 6 is the table.



भारत का संविधान

उद्देशिका

हम भारत के लोग, भारत को एक संपूर्ण प्रभुत्व—संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में

व्यक्ति की गरिमा और राष्ट्र की एकता

और अखंडता सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख
26 नवम्बर, 1949 ई० (मिति मार्गशीर्ष शुक्ला सप्तमी, संवत् दो
हजार छह विक्रमी) को एतद्वारा इस संविधान को अंगीकृत,
अधिनियमित और आत्मार्पित करते हैं।

स्टेट इनिशिएटिव फॉर क्वालिटी एज्यूकेशन

आदर्श विद्यालय योजना—माध्यमिक शिक्षा विभाग, राजस्थान सरकार

सार्वजनिक विद्यालयों में
बालकेन्द्रित शिक्षा—शास्त्र,
सतत समग्र आकलन पद्धति एवं
सामुदायिक सहभागिता के माध्यम से
सभी बच्चों की
समान गुणवत्तायुक्त प्राथमिक शिक्षा में
सफलता सुनिश्चित करने का संकल्प

An Endeavor to Ensure
Successful Completion of
Quality Primary Education
for all Children in Govt. Schools
through the approaches
of child centered pedagogy,
continuous & comprehensive assessment
and community participation

सब बच्चे अच्छा सीख सकते हैं
सभी शिक्षक अच्छा सिखा सकते हैं।



राजस्थान माध्यमिक शिक्षा परिषद्

डॉ. राधाकृष्णन् शिक्षा संकुल,
ब्लॉक-6, जवाहर लाल नेहरू मार्ग, जयपुर-302017