



SAMGRA SHIKSHANA - KARNATAKA



GOVERNMENT ENGLISH MEDIUM (BILINGUAL) SECTIONS-SCHOOLS

Alternative Academic Plan For Bridge Course-2021-22

Class: III
Subject: ENGLISH

Alternative Academic Plan for the Year 2021-22 Standard:3

Subject: ENGLISH

Sl. No.	Month & Days From-to	Unit	Learning Outcomes of the Unit	Alternative Teaching Learning Strategies	Resources available / to be prepared by the Dept.	Preparations to be made by the teachers at school level	Assessment Strategies and Records (FA/SA)
01	July	Bridge Course	Addressing Class 1 & 2 L.Os	Bridge course-Bridging Previous Learning outcomes to present Learning outcomes			
	Day-1		<p>Responds to the instructions verbally and nonverbally</p>	<p>Activity 1: Listen and Respond Facilitator says aloud the provided instruction (For example, "nod your head" and "say hello", "stand up" and "jump and down", "clap your hands" and "walk to the door" etc.) and makes learners to understand by enacting it. Then he/she makes the learners, listen the instruction attentively and respond according to it.</p> <p>For Category 1: For those who have smart phones: Teacher sends the given video link to the learners through WhatsApp group and asks the learners to watch the video and follow the instructions given by the facilitator.</p> <p>For Category 2: For those who don't have smart phones:</p>	<p>https://youtu.be/EWW7HtLiESQ</p> <p>Refer to the video link</p> <p>Facilitator Resource Materials</p>	<p>Teacher prepares a list of learners who have the smart phone and identifies the facilitator for each learner. She/he instructs the facilitators to make the learners to watch the demo video twice or thrice as per the learner's requirement. Teacher also asks the facilitator to give the commands and make the learners to follow it.</p>	

		Bridge Course	<p>Teacher asks the facilitators to demo the instructions given in facilitator resource material to the learners. And make the learners to follow.</p> <p>Note: To make this activity interesting teachers asks the facilitators to play the “Simon Says” Game with the learners.</p>		<p>Teacher holds meeting for facilitators and handovers an instructions sheet to each facilitator and explains how to give the demo of the instructions to the learners. And also instructs the facilitators to give the instructions to the learners and make the learners to follow it.</p>	
Day-2			<p>Activity2: Let’s prepare Lemon Juice Facilitator provides the worksheet to the learners, and asks them to observe the visual clues,say aloud the ingredients and practice the action words used to prepare lemon juice such as squeeze, cut, strain etc. Then she/he calls out the instructions (given in the worksheet) one by one and asks the learners to follow.</p> <p>Worksheet: It introduces a few materials that are used in preparing lemon juice, a few action words and a set of instructions to prepare lemon juice.</p> <p>ForCategory1:Forthosewho havesmartphone: Teacher sends self-explanatory instructions and work sheet through WhatsApp group and asks the learners to the perform instructions with the help of the facilitator.</p>	Worksheet-1	<p>Teacher prepares a list of learners who have the smart phone and identifies facilitator for each learner. She/he instructs the facilitators to make the learners to perform the activities as per the instructions.</p>	

		Bridge Course		<p>For Category 2: For those who don't have smart phones: Teacher distributes worksheet to the facilitators to conduct the activity as per the instructions.</p>		Teacher holds a meeting for facilitator and handovers a work sheet to each facilitator and explains how to carry out the instructions.	
	Day 3			<p>Activity 3: Let's make a pencil cap Learners prepare a paper cap with help of instructions given by the facilitators. For both Category 1 & Category 2: Teacher informs the facilitators to instruct the learners to prepare a pencil cap with the help of instructions given in the Textbook (Pg.No 118)</p>	Textbook	Teacher holds a virtual or physical meeting and guides the facilitators how to give instructions to the learners to prepare a pencil cap with help of textbook support given in Pg.118	
02	Day 4	Bridge Course	Recites rhymes with proper pronunciation	<p>Activity 1: Let's Recite Facilitator makes learners recite the poem "Smile" given in the text book Class-II Marigold. The Facilitator:</p> <ul style="list-style-type: none"> • Makes learners open the textbook to the page No.39 and asks them to observe the pictures given it. • Elicits the words related to the pictures such as <i>smiling, funny face, boy with teddy</i>, etc • Introduces the key words (<i>wrinkles, secret, hiding place</i>) used in the poem and make the learners say it aloud. • Plays video/sings the poem with correct pronunciation and intonation. • Make learners repeat the poem after him/her until they become familiar with it. <p>Category 1: For those who have smart phones: Teacher sends the provided video link to what's app group and asks the facilitators to make the learners to watch and recite the poem with proper pronunciation, pause, and intonation.</p> <p>Category 2: For those who don't have</p>	<p>Refer to the Video link https://youtu.be/nnlr35p3aBU</p> <p>Facilitators' Resource Material Textbook</p>	Teacher prepares a list of learners who have the smart phone and identifies facilitator	

			<p>smartphones: Teacher asks the facilitator to make the learner recite the poem, Smile given in the Textbook Pg No. 39, with correct pronunciation, pause, and intonation.</p>		<p>for each learner. She/he instructs the facilitator to make the learners to watch the video and twice or thrice as per the requirement. Teacher holds a meeting for the facilitators and makes them to recite the rhyme with proper pronunciation, pause, stress and intonation. And asks them to make the learner to recite the rhyme after them.</p>	
Day 5	Bridge Course	<p>Activity 2: Let's Practice: Facilitator makes the learners practice poems from the textbook. Facilitator follows following steps</p> <ul style="list-style-type: none"> • Choose the poem of learners' interest. • Makes learners open the textbook to the poem of their interest • Elicits the words related to the pictures • Introduces the key words used in the poem and makes the learners say it aloud. • Sings the poem with proper pronunciation and intonation. • Make the learners to repeat after him/her until learner become familiar to it. <p>For both Category 1 & Category 2: Teacher informs the facilitators to make the learner practice any rhyme or poem of their interest from the textbook (Pg No. /20/54/72/90 etc.)</p>	Textbook	<p>Teacher holds a virtual or physical meeting and asks the facilitators to help and encourage the learners to recite any rhyme or poem from the textbook with the help of the steps given in the facilitators' resource material</p>		

	<p>Day 6</p>		<p>Activity 3: Recording poem/ rhyme Facilitator makes the learners to recite the poem confidently by repeating it for many times. Helps the learners if required by reciting the poem aloud and record it.</p> <p>Category1:Forthosewhohave smartphones: Teacher asks the facilitator to record the rhyme or poem sungby the learner and sends it through what.</p> <p>Category2:Forthosewhohaven't smartphones: Teacher asks the facilitator to make the learner to sing or recite the rhyme</p>	<p>Mobile</p>	<p>Teacher holds a virtual or physical meeting and asks the facilitators make the learner to recite the any poem/rhymes of their interest and record it.</p> <p>Teacher holds a meeting for the facilitators and asks them to makes the learners to recite the poem with proper pronunciation and intonation individually and compliment them.</p>	
--	---------------------	--	--	----------------------	--	--

	Day 9	Bridge Course		<p>Activity3: Naming the pictures seen in the textbook. Facilitator asks the learners to observe the pictures given in the textbook page by page. And encourage the learners to name the pictures given in the textbook. He/she helps the learners if required.</p> <p>For both Category1 & Category 2: Teacher informs the facilitators to make the learner open the textbook page by page and name things seen in the pictures and help the learners if required.</p>	Textbook		Teacher holds a virtual or physical meeting and asks the facilitators to help and encourage the learners to name the things seen in the pictures of the textbook.
04	Day 10		<p>Recognizes the sounds in the given Words and add few more words. For example, cat-bat: the child has to identify the letters and its sounds and he/she has to add a few more word, mat/fat/ pat</p>	<p>Activity1:Let'sRecite Facilitator makes the learners recite" phonics song with two words" given in the link. Facilitator asks the learners</p> <ul style="list-style-type: none"> • to say the sounds of alphabet and help if required. • to name the words beginning with sounds of the alphabet such as 'a' for ant, 'b' for ball, 'c' for cat etc • to listen to the song carefully-two or three times. • to sing along with the song for three to four times • to sing individually. <p>Facilitator repeats the steps if required</p> <p>Category1:For those who have smartphones: Teacher sends the provided video link through what's app group and asks the learners to watch, listen and recite the song</p>	<p>Video link</p> <p>https://youtu.be/hq3yfQnllfQ</p> <p>Refer to the facilitator resource materials</p>		Teacher prepares a list of learners who have the smart phone and identifies facilitator for each learner. She/he instructs the facilitator to

				<p>Category2:Forthosewho don't have smartphones: Teacher asks the facilitator to make the learner to recite the phonic song given in the facilitator resource material.</p>		<p>follow the steps provided in the facilitator resource material and make the learners to watch the video and twice or thrice as per the requirement and make them recite the song.</p> <p>Teacher holds a meeting with the facilitators and makes them recite the phonic song with proper pronunciation, pause, stress and intonation, and asks them to follow the steps provided in the facilitator resource material to make the learner to recite the song after them.</p>	
	Day 11	Bridge Course		<p>Activity2: Sound Out Words Making three letter words with -an, -am, -ap, -ad Facilitator makes the learners to learn say the sounds of the letter in the order in which they appear and then blend those sounds to form a recognizable word.</p> <p>For both Category1 & Category 2: Teacher informs the facilitators to make the learner read the words by recognizing its letters' sounds with help of the worksheetprovided.</p> <p>Worksheet:It contains three letter words with an, -am, -ap, -ad family</p>	Worksheet-2	<p>Teacher holds a virtual or physical meeting and gives astepby step demo for Reading Blending Procedure for One-Syllable Words with letter tiles. And also asks the facilitators to help and encourage learners to recognize the sounds in a given word.</p>	

	Day 12			<p>Activity3: Sound Out Words Making three letter words with -en, -et, -eg, -ed Facilitator makes the learners learn to say the sounds of the letters in the order in which they appear and then blend those sound to form a recognizable word.</p> <p>For both Category1 & Category 2: Teacher informs the facilitators to make the learner to read the words by recognizing its letters' sounds with help of the worksheetprovided.</p> <p>Worksheet: It contains three letter words with en, -et, -eg -ed family</p>	Worksheet-3	Teacher holds a virtual or physical meeting and gives a step by step demo for Reading Blending Procedure for One-Syllable Words with letter tiles and also asks facilitators to help and encourage learners to recognize the sounds in a given word.	
	Day 13	Bridge Course		<p>Activity4: Sound Out Words Making three letter words with -ip, -it, -in, -im Facilitator makes the learners learn to say the sounds of the letter in the order in which they appear and then blend those sounds to form a recognizable word.</p> <p>For both Category1 & Category 2: Teacher informs the facilitators to make the learner to read the words by recognizing its letters' sounds with help of the worksheetprovided.</p> <p>Worksheet: It contains three letter words with -ip, -it, -in -im family</p>	Worksheet-4	Teacher holds a virtual or physical meeting and gives a step by step demo for Reading Blending Procedure for One-Syllable Words with letter tiles. And also asks the facilitators to help and encourage the learners to recognize the sounds in a given word.	

	Day 14			<p>Activity5: Sound Out Words Making three letter words with -ot, -op, -on, -og Facilitator makes the learners learn to say the sounds of the letter in the order in which they appear and then blend those sounds to be a recognizable word.</p> <p>For both Category1 & Category 2: Teacher informs the facilitators to make the learner read the words by recognizing its letters' sounds with help of provided worksheet.</p> <p>Worksheet: It contains three letter words with -ot, -op, -on, -og family</p>	Worksheet-5	Teacher holds a virtual or physical meeting and gives a step by step demo for Reading Blending Procedure for One-Syllable Words with letter tiles and also asks the facilitators to help and encourage the learners to recognize the sounds in a given word.	
	Day 15	Bridge Course		<p>Activity5: Sound Out Words Making three letter words with -un, -um, -ud, -ub Facilitator makes the learnersto learn to say the sounds of the letter in the order in which they appear and then blend those sound to be a recognizable word.</p> <p>For both Category1 & Category 2: Teacher informs the facilitators to make the learner read the words by recognizing its letters' sounds with help of provided worksheet.</p> <p>Worksheet: It contains three letter words with -un, -um, -ud, -ub family</p>	Worksheet-6	Teacher holds a virtual or physical meeting and gives a step by step demo for Reading Blending Procedure for One-Syllable Words with letter tiles. And also asks the facilitators to help and encourage the learners to recognize the sounds in a given word.	

	Day 16		<p>Activity: Assessment Facilitator assesses the learner's achievement level of learning outcomes.</p> <p>For both Category 1 & Category 2: Teacher provides facilitators with worksheets and ask them to encourage the learnersto perform the activities. Teacher also informs thefacilitators to helpthelearners to do their self-assessment.</p> <p>Worksheet: It contains assessment activities and assessment indicators</p>	Worksheet-7	<p>Teacher holds a virtual or physical meeting to the facilitators and supplies assessment worksheets and askthem to make the learners complete the activities and help them in self-evaluation.</p> <p>Teacher gathers the information and records the assessment and instructs the facilitators to redo the activities if required.</p>	<p>Assesses the Achievement of learning outcomes covered, by the given worksheet and record learner's achievement level as per the assessment guidelines</p>
--	---------------	--	--	--------------------	---	--