

## CLASS 5 -Second Language (English)

Dear teachers,

Due to the 'Covid Pandemic' our academic activities are hampered. Keeping this in mind, we have designed a few activities to rebuild the language gap and motivate the learners to refresh their learning. Teachers are free to choose the relevant activities by referring the resource material provided in English Nali Kali workshop. Our vision is to help the learners to recall the previous class learning experiences and identify their learning needs. The Bandha is designed to strengthen the learning experiences and reconstruct the language skills.

### **Note to the teachers:**

- These activities are based on a few learning outcomes.
- Teachers are free to use their own activities based on the level and strength of the class.
- TLM's needed for the activities have to be prepared earlier.

### **BANDHA**

<b>Day</b>	<b>Expected learning Outcome</b>	<b>Learning Elements</b>	<b>Suggested activities</b>	<b>Instructions to conduct Activities</b>
1	1. Express orally his/her opinion/ understanding about the story and characters in the story, in English.	Expresses opinion.	1. Story narration. 2. Story telling basket 3. Read and identify the moral. 4. My loving character in the story	1. Read aloud any story and let the learner express the characters of the story in his/ her own words. 2. Collect things in a basket and let them pick things randomly and say stories using the things. 3. Distribute story cards. The learners

				read individually and tell the moral of the story.
2		Understands the story.	<ol style="list-style-type: none"> <li>1. Story with a twist</li> <li>2. Puppet show.</li> <li>3. Design a small comic book/ story album</li> <li>4. Listen to an audio story.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conclude the story in different ways (oral). Tell a story without a climax. Students are free to give an ending.</li> <li>2. Narrate stories using puppets and later asks comprehension questions.</li> <li>3. Students can design a small comic book/story album based on the listened stories.</li> </ol>
3	2. Read aloud with appropriate pronunciation, stress and pause	Chunk reading	<ol style="list-style-type: none"> <li>1. Let's try reading.</li> <li>2. Read the poster</li> <li>3. Reading headlines of a newspaper</li> <li>4. Reading big books.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare flashcards with simple sentences and ask students to read aloud individually.</li> <li>2. Displays a poster and they read the sentences loudly.</li> <li>3. The headlines of a newspaper can be cut and displayed on a chart and students</li> </ol>

				can read it.
4		Sentence reading	<ol style="list-style-type: none"> <li>1. Reading Cards</li> <li>2. Reading instruction cards</li> <li>3. Read and rearrange.</li> <li>4. Read in pairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide Reading cards or flashcards to each learner and let them read aloud with proper pronunciation, stress and intonation.</li> <li>2. The instruction displayed in different places can be displayed on a chart .Students read and identify the place. E.g. Don't pluck flowers. Maintain silence. Use Me.</li> </ol>
5		Simple paragraph reading	<ol style="list-style-type: none"> <li>1. Children magazine / story cards</li> <li>2. Reading comic books.</li> <li>3. Reading pamphlets, handbills</li> <li>4. Read assigned paragraphs</li> </ol>	<ol style="list-style-type: none"> <li>1. Let the children read the magazine or story cards aloud (individual).</li> <li>2. Comic books like Tinkle, Amar Chitra Katha ,picture story books can be provided; Students after reading should speak about what they have read.</li> <li>3. Pamphlets and handbills can be given in groups along with a set of questions.</li> <li>4. Provide a text and</li> </ol>

				assign paragraph/s to read.
6	3. Use vocabulary related to subjects like Mathematics and EVS of previous classes.	Uses vocabulary related to EVS	<ul style="list-style-type: none"> <li>1. Find me out</li> <li>2. Crossword Puzzle</li> <li>3. Children class magazine</li> <li>4. Displaying Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>1. Provide a word grid to each group and askk students to search the words related to EVS.</li> <li>2. Provide crossword puzzle individually or exhibit a puzzle chart and ask students to find the words. (Words in the puzzle should be related to EVS).</li> <li>3. Provide old books /pictures to students and let them prepare their class magazine.</li> </ul>
7		Vocabulary related to Mathematics	<ul style="list-style-type: none"> <li>1. Let's buy and sell</li> <li>2. Metric Mela</li> <li>3. Maths crossword puzzle</li> <li>4. Identifying the shapes</li> </ul>	<ul style="list-style-type: none"> <li>1. Create retail shops in the classroom using the available materials. 'Play-money' can also be used for the transaction (Group activity).Perform and observe alternatively.</li> <li>2. Provide crossword puzzle individually or exhibit a puzzle chart and ask students to find the</li> </ul>
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				words. (Words in the puzzle should be related to Mathematics).
9	4. Respond to simple instructions, announcements in English made in class/school...	Responds to simple instructions	<ul style="list-style-type: none"> <li>1. Preparing a birthday greeting card.</li> <li>2. Draw as I say</li> <li>3. Understanding a map</li> <li>4. Asking directions</li> <li>5. Routine instructions at school in English</li> </ul>	<ul style="list-style-type: none"> <li>1. Provide necessary materials, the learners prepare the cards in groups as per the set of instructions given by the teacher.</li> <li>2. Teacher instructs to draw a picture and they draw the picture. (E.g. Draw a house. Draw a tree behind the house, a garden in front...)</li> <li>3. Displays a map and asks questions to understand the map.</li> </ul>
10		Gives directions	<ul style="list-style-type: none"> <li>1. 'Take me there' - map activity</li> <li>2. Reading Atlas book</li> <li>3. Situational conversation</li> <li>4. Simple skit</li> </ul>	<ul style="list-style-type: none"> <li>1. Draw a map of the village/city with the school as the prime location on the Black board. Let the children give directions to reach the school from different locations.</li> <li>2. Provides Atlas books along with a set of questions or teacher can display</li> </ul>

				<p>a map and ask questions.</p> <p>3. Imagine you are in Mysore bus stop, and you need to visit Mysore Palace. How would you enquire with a stranger and reach the place?</p>
11		Respond to announcements	<p>1. Audio recordings</p> <p>2. Verbal instruction</p> <p>3. Total Physical Response (TPR) Activities</p> <p>4. Passing the message game</p>	Present audio clippings (Railway station, bus stand, hospital, school etc.). Let the children identify the place and create their own announcements.
12	5. Respond verbally/in writing to questions based on day-to-day life experiences.	Verbal response	<p>1. Group discussion</p> <p>2. Reading simple texts</p> <p>3. Telling daily routines</p> <p>4. Enacting daily routines with dialogues.</p> <p>5. Writing about birthday celebration</p> <p>6. Role-play</p>	<p>1. Let them share daily experiences (at home, at school, in the playground) in groups and elicit from others by asking probing questions.</p> <p>2. Let them read simple incidents from children's story books and answer questions based on them.</p>
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14		Written response	<ol style="list-style-type: none"> <li>1. Peer discussion</li> <li>2. Create a family activity album</li> <li>3. Writing about future plans</li> <li>4. writing about a past incident</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide common probing questions on their daily routine and asks the children to write their responses.</li> <li>2. Let them maintain a dairy by writing about their daily activities</li> </ol>
15	6. Use simple nouns, pronouns and adjectives in verbal and written communication.	Uses simple nouns, in verbal communication	<ol style="list-style-type: none"> <li>1. Memory booster</li> <li>2. Listing out the nouns</li> <li>3. Writing a story using the given nouns</li> <li>4. Writing an own simple story</li> </ol>	<ol style="list-style-type: none"> <li>1. Place objects on the table and cover them. Give two minutes to observe. Each learner has to speak a few sentences about any one hidden object without repetition.</li> <li>3. Provide some nouns and ask them to form simple meaningful story</li> </ol>
16		Uses simple nouns, pronouns and adjectives in verbal communication	<ol style="list-style-type: none"> <li>1. How am I?</li> <li>2. Listing out the pronouns</li> <li>3. Identifying the pronouns</li> <li>4. Rewriting a story using</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying vegetables, classroom items and expressing them based on colour, shape, quality, smell etc.</li> </ol>

			proper pronouns	2. Narrate a passage from previous class's text book. Let the children identify nouns in it.
17		Uses nouns, pronouns and simple adjectives in written communication	<ol style="list-style-type: none"> <li>1. Big book of activity.</li> <li>2. Use appropriate adjectives.</li> <li>3. Appreciation activities</li> <li>4. Write Simple sentences.</li> </ol>	1. Create a Big book in groups for the story " Mittu and the mango tree" (NCERT class 1/ Nalikai Reader) ( teacher can use any other story also).
18			<ol style="list-style-type: none"> <li>1. Appreciate me</li> <li>2. Memory games</li> <li>3. Simple conversation on shape/quality of objects</li> <li>4. Write a fairy tale</li> </ol>	<ol style="list-style-type: none"> <li>1. Let the children select an object displayed in the classroom and write about it.</li> <li>3. Initiate conversation using word clues.</li> <li>4. Create a fairy tale based on children's imagination</li> </ol>
19	7. Read small texts/ posters/ charts in English with comprehension.	Reads small texts with comprehension	<ol style="list-style-type: none"> <li>1. Put me in order</li> <li>2. "Find the word" reading aloud activity</li> </ol>	1. Rearrange jumbled lines from an unknown story to form a meaningful story. (Group activity).

			<p>3. "Reading Aloud" task</p> <p>4. "Team Reading Aloud" - Pronunciation reading</p>	<p>2. Give Clue words and let the children read the chart to find the clue words.</p> <p>3. Provide small texts and let the learner read aloud.</p> <p>4. Initiate Reading in group activity.</p>
20		Reads posters with comprehension	<p>1. My task card</p> <p>2. Check-it-off reading/ responding</p> <p>3. Read and identify the subject of a poster</p> <p>4. Read and share the details</p>	<p>1. Prepare own / use posters from the internet, and the learners present their views.</p> <p>2. Provide posters and ask the children about the theme/ message of the poster</p>
21		Reads charts with comprehension	<p>1. Read me.</p> <p>2. "Account Chart" reading</p> <p>3. Decoding games</p> <p>4. Speak on habit charts</p>	<p>1. Create own /use ready charts (e.g., related to poets, country etc.) from the internet to read. Ask comprehension questions.</p> <p>2. Provide pictorial games and ask them to formulate rules on their own.</p> <p>4. Create a habit chart and have a talk</p>

				on it
22	8. Talk about celebrations, surroundings, sports, feelings and emotions using simple past and present tense.	Talks about celebrations using past tense	<ol style="list-style-type: none"> <li>1. Circle talk in wheeling game.</li> <li>2. Talk about animals/plants</li> <li>3. Talk about family and friends</li> <li>4. Talk about food</li> </ol>	<ol style="list-style-type: none"> <li>1. Make 2 circles using children (inner and outer) with one circle fixed and the other moving, the children will talk to each other about the celebrations at home. This continues till each one gets his turn.</li> <li>2. Talk about favourite food, its preparation.</li> </ol>
23		Talks about sports, feelings using simple present / simple past tense	<ol style="list-style-type: none"> <li>1. Bind us together</li> <li>2. Who is telling the truth? – game</li> <li>3. Comic strip description</li> <li>4. True words</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide students in groups and assign names as school, hospital, bus stand, airport, sports etc to the groups. Spread flashcard of words related to the group names. Students should pick the flashcard related to the name of the group. The group that finishes first should be appreciated. After the game students should express their</li> </ol>

				<p>feelings about the game.</p> <p>2. Anyone from the group can pick up a picture / prompt at random- everyone shouts the first word/sentence that comes to mind in turns or they can write it down on a paper. Later Tense forms are discussed and clarified.</p>
24		Talks about emotions using simple present and past tense	<p>1.Lucky Emoji</p> <p>2. True/false – story telling</p> <p>3. Simple survey inside the campus</p> <p>4. Role-play</p>	<p>1. Pick an emoji card and speak about it. Provide emoji cards having different expressions. (A happy face card. – I am happy. I got a gift.)</p> <p>Enact different emotions with situations</p>
25	9. Write a few words/short sentences in response to poems and stories or using picture clues.	Writes a few words in response to a poem	<p>1. Recite a poem</p> <p>2. Word scramble activities</p> <p>3. Poetry to prose</p> <p>4. Entice poem</p>	<p>1. Recite a poem. The learner writes a few words related to the poem.</p> <p>2. Rearrange the poem using the word clues.</p> <p>3. Convert the theme</p>

			with music	of the poem to prose
26		Writes a few sentences in response to a story	<ol style="list-style-type: none"> <li>1. Narrate a story</li> <li>2. Write a letter to a character</li> <li>3. Talk on a main character</li> <li>4. Dramatize a scene from the story</li> </ol>	<ol style="list-style-type: none"> <li>1. Children write a few sentences connected to a story.</li> <li>2 Give different opinion on the characters of the story.</li> <li>3. Enact the story with dialogues</li> </ol>
27		Writes a few words/ sentences in response to picture clues.	<ol style="list-style-type: none"> <li>1. Read, imagine and write</li> <li>2. Story chain</li> <li>3. "What if..." question and answers on a story.</li> <li>4. Writing a personal diary</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide pictures of a story, elicit the words, ask them to frame meaningful sentences and write a story.</li> <li>4. Maintaining daily activities systematically in a diary</li> </ol>
28	10. Use punctuation marks appropriately in writing -	Uses punctuations in simple sentences.	<ol style="list-style-type: none"> <li>1. Make me meaningful.</li> <li>2. Punctuation puppets</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide simple sentence strips and ask them to punctuate. (Individual activity).</li> </ol>

	question mark, comma, full stop and capital letters etc.,		<ol style="list-style-type: none"> <li>3. Shuffle the sentences.</li> <li>4. Sentence with contractions</li> </ol>	<ol style="list-style-type: none"> <li>2. Introduce punctuation marks using puppet play.</li> </ol>
29		Uses punctuations in simple dialogues	<ol style="list-style-type: none"> <li>1. Let's talk</li> <li>2. Dialogues shuffle fun</li> <li>3. Supply the missing punctuation</li> </ol>	<ol style="list-style-type: none"> <li>1. Dialogue cards of conversation without any punctuation to be provided.</li> <li>3. They have to punctuate the dialogue in pairs.</li> </ol>
30		Uses punctuations in paragraphs	<ol style="list-style-type: none"> <li>1. Let's punctuate.</li> <li>2. Punctuate and make it meaningful.</li> <li>3. Worksheets on punctuation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Small paragraphs without punctuation can be exhibited on a chart. Children in groups have to punctuate the text.</li> <li>2. Give jumbled sentences without punctuation. Let learners rearrange and punctuate</li> </ol>