

School Academic Activities 2021-22

Class 1 to 5

Subject: English (Second language)

- **10 days School readiness Activities for classes 1 to 5**
- **School Academic plan for classes 1 to 5**

- Offline classes were delayed begin due to covid19 to fill the learning gap in children's learning, Learning Outcomes have been designed based on the available period.
- To help children get adjusted to the school environment, first 10 days after classes begin, variety of school readiness activities should be planned. The suggested activities list for the same is being provided. Teachers can use the activities from the list or use any alternative activities that may be suitable for their own classes.
- Motivate all the children such that everybody participates.
- From 11th to 40th day, 41st to 90th day and 91st day onwards organise activities in learning process as per the circular guidelines dated 21/10/2021.
- Organise activities in learning process in such a way that, learning phase, practise phase and assessment phases are in order.
- The activities given in the circular are advisory. Teachers can use these activities or create their own that suits their classroom / content.

Activities for 10 Days Readiness Programme

Class-1 to 5

Subject- English (second language)

Sl no	Activity Name	Learning Process	Reference/Materials
1.	Rhymes	Reciting rhymes with action and proper pronunciation and rhythm (individual & whole class activity)	<ul style="list-style-type: none">• Textbooks• Story books• Library books• Nalikali cards• Radio and Tele mode lessons• Online resources such as Deeksha portal,QR codes etc• Locally available resource materials such as Pictures, flashcards, charts etc
2	Language games/indoor games and outdoor games (Example Antyakshari, word building, puzzles, quiz, riddles etc)	Explain the rules of the selected games and make them play as per the rules.	
3	Craft (colouring, drawing, design formation using different materials, model making, puppet making etc)	Select simple craft activities. Guide and facilitate the children to do the activities.	

		Display them in bulletin board/ learning corner.	
4	Dialogues/Conversations with teacher and peer /skits/mono acting/role play etc	Introduce these activities to develop good communication skills among children.	
5	Story telling/story building/reading story books with comprehension etc.	Facilitate these activities to develop the skills of speaking with expression, comprehension, Developing values, creativity and imagination.	
6	Origami	Conduct Simple and variety of paper folding activities like making boat, purse, birds etc.to develop psychomotor skills.	
7	Speaking activities (example- pick and speak, tongue twisters, narrating day to day real life experiences, asking the questions and giving the answers etc.	Encourage children to speak freely and confidently while participating in these activities.	
8.	Reading activities (example- letter recognition, picture reading, reading with purpose, reading with comprehension, reading any simple texts etc	Facilitate children in guided reading, semi - guided reading and independent reading using different print materials such as pictures, charts, cards, library books and textbooks, pamphlets etc.	

9	Pre -writing activities (example coloring, drawing, air brush activities, writing on sand, tracing curves and strokes etc.	Facilitate variety of pre-writing activities to develop fine motor skills and eye-hand co-ordination for the beginners. Teacher should monitor children with respect to correct sitting posture while writing, holding writing materials etc.	
10	Writing activities (example-join the dots and complete the picture, puzzles, tracing letters and words, word grid, writing sentences using substitutional table, writing answers to the given questions, writing simple paragraphs etc.	Conduct these activities to develop various writing skills such as good handwriting, legibility, clarity in writing, purposive writing. Teacher should monitor children's writing with respect to following proper shape, size, direction, spacing (spacing between the letters, words, sentences).	

Note for the teachers:- Above activities are common for class1-5 and suggestive for teachers .Teachers should select and plan age appropriate and class appropriate activities as per the requirements of their class. Teacher should identify the learning levels of the children at entry level and plan alternative activities to fill the learning gaps.

Learning outcomes:

- **Understands simple greetings and instructions in English.**
- **Recites Rhymes with actions.**
- **Names objects around them and writes A –Z**
- **Talks about self and pictures, using English and local language.**
- **Read 3-4 letter words with guidance.**

1st Standard

English (Second Language)

Sl. no	Content / title	Learning Process	Learning outcome to be achieved
1.	Unit 1. Fruits Unit 4. Parts of the body Unit 5. My school	<ul style="list-style-type: none"> * Use simple rhymes like, “Good morning good morning, good morning to you, good morning, good morning, how are you” ... * Happy birthday song. * Show some video clippings on conversations that starts with greetings and ask the learners to follow the same. Ex: Good morning, ma’am/sir/dad/mom/friend etc. * Make them to watch some videos related to festival greetings. Ex: Happy Ugadi/ Eid Mubarak/Happy New Year/ Merry Christmas. * Show Greeting cards and read the content. * Use simple TPR activities in the classroom like Stand up, sit down, and turn round etc where the learners can understand the 	Understands simple greetings and instructions in English

		<p>instructions in English. (Instructions should be in English and use local language wherever necessary)</p> <p>* Use textbook activities given in page no. 22,58,61,73 in the textbook.</p>	
2.	<p>Unit 1. Fruits Unit 3. Animals, Birds Unit, and Insects. Unit 4. Parts of the body. Unit 5. My School Unit 6. Family Unit 10. Numbers</p>	<p>* Demonstrate rhymes with actions and encourage learners to follow the teacher.</p> <p>* Explain the meaning of rhymes in the local language as it helps them to understand the meaning, make actions and improve their vocabulary.</p> <p>* Play some simple recorded (audio/ video) rhymes in the class.</p> <p>* Allow the children to enjoy the rhymes by singing and dancing in groups.</p> <p>* Ask the learners to recite / sing the rhyme independently. Teacher will be the guide/facilitator.</p> <p>* Use the textbook activities given in page number 18, 30, 47, 57, 62, 70, 86, 142</p>	<p>Recites Rhymes with actions</p>
3.	<p>Letter of Alphabet Unit 1. Fruits Unit 2. Vegetables Unit 3. Animals, Birds, and Insects</p>	<p>* Show flashcards of big and small alphabets.</p> <p>* Provide the flashcards and facilitate the activity of matching the capital letters with the small letters. Demonstrate the sounds of each letter and help the learners to recognize the letter and its sound using games/jumbled words/flashcards/ other such activities.</p> <p>* Make use of the things available in classroom environment and ask the learners to identify / name them in local language and in English.</p>	<p>Names objects around them and writes A –Z</p>

For example: Door, window, wall, black board, fan, light, watch, table, chair etc.

*** Show the children things around them and ask them to name them in local language and in English.**

Ex: Sun/Sky/Tree/Flower/ Flagpole/ Notice Board etc.,

Game: SELECT THE FRUIT AND COLLECT THE NAME

*** Divide the class into two groups. Give a set of picture cards of fruits to group 1 and the names of the fruits written on flash cards to group 2. When a child from group 1 shows the Picture card by saying that fruit name aloud, then the child from group 2 should show the correct Name card of that fruit.**

*** This game will continue till all the children get their turn.**

*** Teacher will ask the children to write the names of the fruits and read it aloud.**

*** Ask the learners to trace it on their worksheets.**

*** Allow them to write alphabets/words independently in the notebook /on the wall slates.**

*** Engage the learners to draw pictures of fruits/animals/any object etc and label them. Read out the labels aloud in the class.**

*** Use the textbook activities given in page number 1 to 17, 41 to 44.**

4.	Unit 2. Vegetables Unit 3. Animals, Birds and Insects Unit 4. Parts of the body <u>Unit 6. Family</u>	<p>* Show videos on self-introduction. Conduct short speaking sessions where each learner describes his/ her favourite game, fruit, animal, bird, person, place, food, colour etc in 1-3 sentences.</p> <p style="text-align: center;">Game: Pick and speak</p> <p>* Write down chits with topics like cat, dog, cow, crow, pigeon, peacock, idly, poori, chocolate, ice cream etc. Put them in a bowl, ask the learner to pick a chit from the bowl and talk two-three sentences about it in their mother tongue and in English. Make sure that all children in the class have participated.</p> <p>* Play games where learners introduce themselves to each other in pairs or groups and conduct short speaking sessions where each learner describes about his/her family.</p> <p style="text-align: center;">Game: Passing the ball</p> <p>* Make the children to sit in a circle. Play the music and ask the children to pass the ball. When the music stops, ball movement also stops. The child who has the ball in his/her hand should introduce him/herself by telling his/her name, father's name, mother's name. This will continue till all the children get their turn.</p> <p>* Use the activities given in page numbers. 34,35,50,51,60,87 in the textbook.</p>	Talks about self and pictures, using English and local language
5.	<u>Unit 3. Animals, Birds, and Insects</u>	* Show flashcards of words with pictures and ask the learners to follow the teacher in the beginning. Later make them to read with the	Read 3-4 letter words

<p>Unit 5. My School Unit 7. Shapes and colours Unit 8. Good habits.</p>	<p>guidance of the teacher/ in a peer group, finally allow them to read independently.</p> <ul style="list-style-type: none"> * Game: Look, say and paste. * Collect the Picture cards of animals, birds, fruits, vegetables and Name cards * Select a theme / day Ex: Monday: Fruits Day, Tuesday: Vegetables Day, Wednesday: birds' day, Thursday: Animals day, Friday: eatables day, Saturday: colours day. * Paste the pictures of (fruits vegetables/birds/animals/eatables /colours) on the classroom wall. * Ask the children to pick the correct names and label them on the pictures. *Use related activities in the text book given in page numbers 40,45,69,75,96,110. 	<p>with guidance</p>
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Note: All the activities discussed in this literature are suggestive and are mapped to achieve the learning outcomes of English language (SL) from class 1 to 5 for the current academic year 2021-22. Teachers has autonomy to create many such activities and learning materials along with these activities and ensure quality learning.

Learning outcomes

- Understands short stories and poems.
- Reads letters, words & short sentences.
- Expresses views about stories, poems and day to day life activities.
- Creates stories, poems based on imagination.
- Practice writing with guidance.

Class- 2

English (Second Language)

Sl. no	Content / title	Learning Process	Learning outcome to be achieved
1.	Unit 1. My House Unit 2. Food Unit 3. Dress Unit 4. Relationship Unit 5. Hygiene Unit 7. Weather Unit 8. Festivals	* Narrate the simple stories in English and ask some questions related to it. * Use the story picture charts and ask the children to create their own story using those pictures. * With the help of pictures ask them to create a story and narrate in groups or individual. * Make them to listen to audios on simple stories and ask them to narrate in the groups/ individual. * Demonstrate simple rhymes with actions and encourage learners to follow her/him. * Explains the meaning of the rhymes in local language and helps them to identify common words.	Understands short stories and poems

		<p>* Use textbook activities given in page numbers 3,9,14,15,17,25,34,49,52,58,60,64,67,68,69,77,78,88,89</p>	
2.	<p>Unit2. Food Unit 3. Dress Unit 8. Festivals</p>	<p>* Show flashcards of big and small alphabets. * Provide the flash cards and facilitate the activity of matching the capital letters with the small letters. Demonstrate the sounds of each letter and help the learners to recognize the letter and it's sound using games/jumbled words/flashcards/ other such activities. * Provide the flash cards with pictures and words , ask the learners to read in group and independently. * Collect the printed materials like wrappers, cartoon story cards and make the children to identify and read the words and sentences with comprehension. * Use textbook activities given in page numbers 2,4,23,24,28,96,98</p>	<p>Reads letters, words & short sentences</p>
3.	<p>Unit 1. My House Unit 2. Food Unit 4. Relationship Unit 5. Hygiene Unit 6. Time Unit 7. Weather Unit 8. Festivals Unit 9. Sports</p>	<p>* Play picture reading games to help learners to describe pictures in their own words and express their views on it. * Provide suitable printed materials of story cards with pictures/poems with pictures , news papers and educational magazines. Allow the children to read aloud in groups and ask them to deliver their views about the given content in two or three sentences . Make sure that all the children in the class will get their turn. * Use textbook activities given in page numbers. 8,20,21,39,40,42,44,46,47,74,79,81,91,93,95,106,117,119</p>	<p>Expresses views about stories, poems and day to day life activities</p>

4.	Unit 1. My House	<p>* To enable the skills related to imagination teacher will narrate the half part of the story, ask the children to develop and narrate the remaining part of the story based on their imagination.</p> <p>* Give some rhyming words and encourage the children to cook a new rhyme by using the given rhyming words on their own.</p> <p>* Narrate a story and engage learners in a discussion to express their opinion on a particular situation in the story/characters.</p> <p>* Game:</p> <ol style="list-style-type: none"> 1) Divide the class into two groups A and B. 2) Write a sentence on the board Example: One day the Lion, king of the forest was hungry. 3) Ask group “ A ” to develop the next sentence which will continue the story. (Teacher will write the sentence on the board) 4) Next turn will be from the group “B”. (Teacher will write the next sentence) 5) Follow the same steps till the end of the story. 6) Finally children will be able to cook a new story based on their imagination. <p>* Narrate a story and engage the children in a discussion to enhance their comprehensive ability and imagination on a particular situation/ characters.</p> <p>* Use textbook activities given in page number 14.</p>	Creates stories, poems based on imagination
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5.	Unit1. My House Unit 3. Dress Unit 5. Hygiene Unit 7. Weather Unit 9. Sports Unit10. Professions	<p>* Use flashcards/charts/wrappers/ any relevant authentic materials. Ask the children to read by using the phonic sounds and insist them to write down in the worksheets/notebooks/wall slates with correct spelling, punctuation marks .</p> <p>* Make sure that children are sitting in a right posture while writing and also observe and guide the children with respect to the shape of the letters, size, correct pattern of the writing letters and space between the words and sentences.</p> <p>* Use textbook activities given in page numbers- 13,32,35,48,63,83,87,114,115,130</p>	Practice writing with guidance
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Learning outcomes

- **Recites poems and rhymes with expressions.**
- **Reads short stories, classroom walls, posters and charts.**
- **Write short sentences with guidance.**
- **Speaks few sentences independently in English.**
- **Talks about celebrations, surroundings, sports, feeling and emotions.**

Class- 3

English (Second language)

Sl. no	Content / title	Learning Process	Learning outcome to be achieved
1.	Unit 1. Green Wood. Unit 2. Head shoulder knees and toes. Unit 3. Celebrations Unit 7. Keep fit. Unit 8. Let's play.	<ul style="list-style-type: none"> * Demonstrate rhymes with actions and encourage the learners to follow him/her. * Explain the meaning of rhymes in local language so that it helps them to understand the meaning, make actions and improve their vocabulary. * Play some simple recorded (audio/ video) rhymes in class. * Allow the children to enjoy the rhymes by singing dancing in groups/pairs. * Select the rhymes from the textbooks given in page numbers 10,27,76,84,95,103. 	Recites poems and rhymes with expressions

	Unit 9. My surroundings Unit 10. Have fun		
2.	Unit 2. Head, shoulder, knees, and toes. Unit 3. Celebration Unit 4. Things we can use	<ul style="list-style-type: none"> * Show flashcards of words and simple sentences. Ask the learners to follow the teacher in the beginning, later make them to read with the guidance of the teacher/ in a peer group. Finally allow them to read independently. * Provide different reading materials such as short story books, newspaper headlines, textbooks of lower classes and educational magazines etc to the learners. * Narrate a story and engage learners in a discussion. Allow them to enact the rolls of their choice form the story. * Narrate some simple stories by using a pictorial story chart with proper pronunciation, chunk, voice modulation, action and ask the learners to repea it. * Divide the learners into small groups. Provide the pictorial story charts and ask the learners to cook a story related to the given pictorial chart. * Ask the learners to read the sentences given in the form of material/ contents written on the classroom walls /worksheets /flashcards /charts in groups and individual with the guidance of the facilitator/group leader. * Make use of textbook activities given in page numbers 12, 30,45. 	Reads short stories, classroom walls, posters and charts

3.	<p>Unit 1. Green Wood. Unit 2. Head shoulder knees and toes. Unit 4. Things we use Unit 6. Let's talk. Unit 7. Keep fit Unit 8. Let's play</p>	<p>* Give a story ask the children to write the names of the rolls. * Game : “ writing name, place, animal and thing.” For Example: If teacher gives the letter “L”, Children will write the name starting by the letter “L” LEELA, place name starting with the letter “L” LONDON, animal name LION, thing LEMON. Introduce more letters and continue the game. * Read out the given picture story card explaining the events. Ask question about the story, insist the children to write the answers on the black board/wall slate/notebook. * Use the textbook activities given in page numbers 7,16,42,74,77,81.</p>	<p>Write short sentences with guidance</p>
4.	<p>Unit 1. Green Wood. Unit 2. Head shoulder knees and toes. Unit 3. Celebrations Unit 4. Things we use Unit 5. Let's count Unit 6.Let'sstalk Unit 7. Keep fit. Unit 8. Let's play. Unit 9. My</p>	<p>* Play games where learners introduce themselves to each other in pairs or groups and conduct short speaking sessions where each learner describes his/her favourite game, food, fruit, animal etc in 1-2 sentences in English or home language. Game: “ Talk in circles” 1) Ask the learners to stand in two circles inner and outer. 2) Make a pair with one from outer circle and one from the inner one. 3) Ask them to converse about his / her family. For example: his/her name, father's name, mother's name, how many brothers and sisters they have. 4) After they finish their task, ask them to settle in their places. 5) Call out the pairs and ask them to introduce each other to the</p>	<p>Speaks few sentences independently in English</p>

	<p>surroundings. Unit 10. Have fun.</p>	<p>class. * Encourage learners to play the match box telephone game to enhance the skill of conversation among learners. * In special occasions like National festivals, School day celebrations, Children's day, Teacher's day etc., create an opportunity to the children to participate in speaking activities related to the occasions. * Use the activities from the textbook given in page numbers 35, 45 to 52,66,74,77,87,96,97,104.</p>	
5.	<p>Unit 1. Green Wood. Unit 2. Head shoulder knees and toes. Unit 3. Celebrations Unit 4. Things we use Unit 5. Let's count Unit 6. Let's stalk Unit 7. Keep fit. Unit 8. Let's play. Unit 9. My surroundings. Unit 10. Have fun.</p>	<p>* Elicit the names of festivals, sports, their likes and dislikes then ask the learners to talk about them. * In special occasions, For example-carnival, world environment day, world hand wash day, International yoga day etc, make the learners to converse with each other about the programmes. * In special occasions as already mentioned above and other celebrations like cultural festivals, sports events, children should be given an opportunity to organise the events in group discussion and to speak about their opinion in organising the whole programme. * Take the children to playground. Ask them questions regarding the surroundings they observe and elicit the answers. This will improve the skills of observation as well as speaking.</p>	<p>Talks about celebrations, surroundings, sports, feeling and emotions</p>

	<p>* While conducting sports activities allow the children to explain the rules of the game by themselves and to talk about their team mates.</p> <p>* Write the chits which contains names of emotions like Happy, Sad, Hungry, Humble, Angry, Peaceful, Surprise etc., and put them in a bowl. Ask the students to pick the chit and enact the emotion. Ask others to identify those emotions and to speak few lines about the same. This activity can also be conducted by using emogies.</p> <p>* Use the activities from the textbook given in page numbers 35, 45 to 52,66,74,77,87,96,97,104</p>	
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Note: All the activities discussed in this literature are suggestive and are mapped to achieve the learning outcomes of English language (SL) from class 1 to 5 for the current academic year 2021-22. Teachers has autonomy to create many such activities and learning materials along with these activities and ensure quality learning.

Learning outcomes

1. Enacts different roles in short skits with simple dialogues.
2. Narrates stories, videos, film and photographs.
3. Speaks on daily life issues e.g. conservation of water and experiences of day to day life. Visit to the zoo, going to a mela etc.
4. Read subtitles on TV, Book titles, News headlines, pamphlets and advertisements.
5. Reads printed script on the classroom walls, notice boards, posters and in advertisements.
6. Writes short and simple sentences independently

Sl No	Title/Content	Suggested Activities	Learning outcome to be achieved
01	Unit 1 Household articles Unit 8 Art	1. Select a simple story like Hunter and Pigeons, read the story once / twice, prepare dialogue cards and assign roles to learners who in turn enact them. Include greetings, introduce complimenting etc in dialogue card. 2. Enact the story given in Page no 10 The Naughty Onion and ask the learners to practice. 3. Make use of the activity from Page No 10 to 17 in the text book.	Enacts different roles in short skits with simple dialogues

		<p>4. Prepare the skit using the story a Unique painting from page no 119 and 120 in the text book and guide them to enact.</p> <p>5. Use situational cards and encourage children to take roles and enact the situation (market, post office, bus stop etc....)</p>	
02	<p>Unit 2 Buildings</p> <p>Unit 8 Art</p>	<p>1. Ask the learners to narrate the known story.</p> <p>2. Provide some pictures related to a story and ask them to narrate the story with the help of given pictures.</p> <p>3. Encourage them to cook a new story and narrate it.</p> <p>4. Use the story in page numbers 119 and 120 from the Unit 8 in the text book.</p> <p>5. Complete the activities from Page Numbers 26 to 32 in the text book.</p>	<p>Narrates stories, videos, film and photographs</p>
03	<p>Unit 3 Environment</p> <p>Unit 4 travel</p> <p>Unit 5 Hobbies</p>	<p>1. Use situational cards and ask learners to speak /recall the situations /sharing their experiences on visit to a zoo/fair/ travel in Metro.</p> <p>2. Complete the exercises given in page no. 34 to 39.</p> <p>3. Sing and enjoy(page no 53 in the text book)</p> <p>4. Use activities from page no 54 to 62,78 to 79 in the text book.</p> <p>5. Ask children to observe and describe the given picture.</p> <p>6.Show some pictures to students and ask them to write as many words as possible associated with each picture.</p>	<p>Speaks on daily life issues e.g. conservation of water and experiences of day to day life. Visit to the zoo, going to a mela etc.</p>

04	Unit 1 Household articles Unit 5 Hobbies	<ol style="list-style-type: none"> 1. Conduct the activity given in Page no 18. 2. Collect pamphlets, newspapers, kids' magazines, 3. wrappers and read the text on them, make the learners to read. 4. Show some pictures to students and ask them to speak about them. 5. Introduce high frequency words (sight words) like a, an, the etc. by using flash cards, charts, newspapers, magazines. 6. Make them to read and right these words. 	Read subtitles on TV, Book titles, News headlines, pamphlets and advertisements
05	Unit 7 Profession	<ol style="list-style-type: none"> 1. Invite each day some students for the first five minutes to read aloud to the class, news headlines from the newspaper. 2. Complete the activities given in Page numbers 98, 99, 101, 103, 104,105 from the text book. Ask children to collect different materials such as tooth paste cover, soap box, chocolate wrapper etc. 3. Display them and ask students to read them. 	Read subtitles on TV, Book titles, News headlines, pamphlets and advertisements
06	Unit 8 Art Unit 9 Adventure	<ol style="list-style-type: none"> 1. Conduct the activities in page numbers - 114,115,118,122, 127,128,129,131,132,133, 139,145,146,148 to 151 from the text book. 2. Show some picture and ask children to write a sentence to each of the picture using the clues provided. 	Writes short and simple sentences independently

Note: All the activities discussed in this literature are suggestive and are mapped to achieve the learning outcomes of English language(SL) from class 1 to 5 for the current academic year 2021-22. Teachers has autonomy to create many such activities and learning material along with these activities and ensure quality learning.

CLASS - 5

Subject- English (second language)

Learning outcomes

- **Understands and uses instructions in English.**
- **Recites and shares songs, poems, games, riddles, stories and tongue twisters.**
- **Answers questions based on day to day life experiences unfamiliar story, poem heard or read.**
- **Talks and writes about variety in food, dress, customs and festivals as read/ heard or seen.**
- **Uses the dictionary for reference and reads different texts.**

Sl. No	Title/Content	Suggested Activities	Learning outcome to be achieved
1	Unit 1 Love for Animals Unit 4, The Boss who cares	1. Conduct TPR activities using two step instructions. Example- Stand in straight line and clap your hands. Nod your head and raise your hands etc. Game-Simon Says 2. Ask children to follow the instruction only given by Simon. For example, if I say Simon says touch your head do as I say. If I give the instruction don't do it. Example: Simon says touch your eyes, Simon says jump twice, Close your eyes, Turn around etc. 3. Use audio announcements made in different places like Temple/Airport/ Railway station/Market etc and guide them to enact the situation.	Understands and uses instructions in English

2	<p>POEMS</p> <p>Unit 1, The Elephant</p> <p>Unit 2, Friends</p> <p>Unit 3, Tamarind</p> <p>Unit 4, believe</p> <p>Unit 5, The Cow</p> <p>Unit 6, Results and Roses</p> <p>Unit 7, Paper Boats</p> <p>Unit 8 my Land</p>	<p>1. Model and Make the learners to recite the poems with correct pronunciation.</p> <p>2. Use audio and video clips of the given rhymes and make the learners to practice.</p> <p>3. Encourage them to narrate the summary of the Rhymes.</p> <p>4. Collect some popular and simple riddles, stories, tongue twisters and make the children to solve them with the help of given clues.</p> <p>4. Assign one period in a week as LCA (Literary and Cultural Activities) period. Teacher encourages the learners to prepare with different literary activities like sharing riddles, tongue twisters, jokes, cross word puzzles, word games to develop vocabulary and share their own unique abilities in English.</p>	<p>Recites and shares songs, poems, games, riddles, stories and tongue twisters</p>
3	<p>Unit 2 True Friendship</p>	<p>1. Make group of children with different learning levels, two groups sit opposite to each other. A volunteer stands up from the group 01 and say yesterday I went to the market with my parents. Learners from group 02 start asking questions in English related to volunteer visit to the market. The teacher will be the facilitator.</p> <p>2. Activity: Telephone conversation.</p> <p>Make students to practice talking over the phone by putting two chairs back to back or by blind holding two students guide them correct way to answer a phone call.</p>	<p>Answers questions based on day to day life experiences unfamiliar story, poem heard or read</p>
4	<p>Unit 5 Shabale</p> <p>Unit 7 A great coachman</p>	<p>1. Arrange the pick and speak activity, make the children to speak about the topics given in the chits.</p>	<p>Talks and writes about variety in</p>

	Unit 8 Children of courage, Bravery Awards.	<p>2. Give freedom to the learners to select their interested topics like My school, my favorite food/ dress, interested Game etc and ask them to speak on their own.</p> <p>3. Create a situation of any Indian festival and ask the children some questions and elicit the answers about the festival and customs.</p>	food, dress, customs and festivals as read/ heard or seen
5	Unit 3 The child who saved the forest Unit 6 Dignity of labour	<p>1. Divide the class in pair and provide a list of new words. Encourage the learners to find the meanings and spellings by using dictionary.</p> <p>2. Ask children to read simple paragraph and answer to the questions related to that.</p>	Uses the dictionary for reference and reads different texts

Note: Activities given in the textbooks are related to learning outcomes. Plan various activities along with these activities in order to achieve learning outcomes for class-5. All the activities discussed in this literature are suggestive and are mapped to achieve the learning outcomes of English language (SL) from class 1 to 5 for the current academic year 2021-22.