



**GOVERNMENT OF KARNATAKA
DEPARTMENT OF PUBLIC INSTRUCTION**

**KALIKA CHETHARIKE
2022-23**

HANDBOOK OF FACILITATOR

**ENGLISH
SECOND LANGUAGE**

4

FOURTH STANDARD

**SAMAGRA SHIKSHANA KARNATAKA, BENGALURU
AND
DEPARTMENT OF STATE EDUCATION RESEARCH AND TRAINING, BENGALURU**

A Note to the Teacher

School closure due to the COVID 19 pandemic situation has led to gaps in schooling, which in turn resulted in the need for learning recovery across the world. In order to address this need of the hour, Karnataka State has decided to look at the academic year 2022-23 as the Kalika Chetarike year which would focus more on the learning recovery for all school children rather than the completion of the current grade level syllabus.

When it comes to the learning recovery in English, we are faced with an additional challenge: most children, in our specific context, have little or no exposure, especially at the initial grades, to the language. Hence, it is important to focus on the Foundational Literacy (FL) competencies along with the necessary Learning Outcomes (LO) of the two preceding grades, and a few selected grade-appropriate LOs of the grade that the children are in the current academic year.

Goals of FL, as specified in NIPUN Bharat, largely cover all the four major language competencies – speaking, listening, reading, and writing – up to a level that a learner may understand. It is quite possible that there are a considerable number of students who struggle with these basic competencies in every grade. It goes without saying that the language learning exposure given to such children should be age-appropriate keeping in mind their cognitive development. The approach with which the FL is taken up in different classes varies according to the context.

Being aware of these circumstances, the teacher, irrespective of the grades they teach, should keep a few important things in mind while they engage with their students in the classroom:

- Explain concepts bilingually, especially those which students may find challenging to understand. What we mean by bilingualism is the use of the mother tongue of the child wherever possible, or the school language along with English. She should encourage students to respond bilingually if they find it difficult to respond in English.
- Involve all students in the classroom activities. Many of the activities given in the Student’s Workbook (SW) require pair and group work. Encourage all students to contribute towards doing the activities using whatever little English they can.
- Prioritised LO can be achieved by using the activities provided in the SW. However, some meaningful interaction in the form of teaching-learning process using TLMs wherever required should happen before asking students to attempt doing the activities in the SW.
- The Learning Sheets (LS) in the SW can be used for practice as well as assessment. Some of the LS can be attempted by children independently at home as well.
- The activities suggested are for enabling the learning of the chosen LO. A teacher may conduct more activities or customise activities to suit the specific classroom context keeping the scope of the LO in mind. The focus should be on learning recovery rather than on getting the activities completed.
- Provide “Constructive Feedback” for the students at the end of each LO. Please do not write any negative statements that can discourage students or have strong negative emotional impacts.

Assessments

As part of the Kalika Chetarike, there are three types of assessments.

- In the beginning of the year, schools need to conduct some form of diagnostic assessment to clearly understand the current levels of students in terms of FL and grade level competencies. Instead of any large-scale exercise, an effort to understand students’ level by the teacher over a period of a week with various methods like oral questions, select-response questions, essay-type questions, projects and certain activities would be preferable.

Based on this, teachers can prepare a note of student performance which would be helpful to plan teaching that suits the needs of the children.

- Formative assessments should be central to the teaching-learning process during the year. Continuous practice of formative assessments will help to adjust classroom instruction to address students' learning needs. Rubrics for assessments are provided for each LO. This should serve as a guide to group children for helping in teaching in the classroom and maintain a portfolio of work of children. The cumulative performance of a student across different LO's completed can help teachers decide on grading his/her performance.
- There will be 2 Summative Assessments during the year: one at the end of the first term and the second, at the end of the second term.

The approach adopted for Kalika Chetarike in Grades 1 to 9 are largely following the principle of focus on FL and the essential LO to be covered in each grade. However, there could be some variation with regard to the approach, focus and pedagogy at different levels. Here is a brief outline of these areas.

Grade 1 to 3: The focus is on FL competencies and the materials and pedagogy of English Nali-Kali-Level 1 (ENK-1) will be used to achieve the expected LOs.

Grade 4 & 5: Since children in these grades had little schooling in the previous two grades, which was absolutely essential for attaining the basics of FL, the focus would be largely on strengthening FL competencies along with very few LOs of current grade. The FL component of these grades will be based on ENK-1 & ENK-2 with age-appropriate pedagogical modifications, and as per the NIPUN goals.

Grade 6 to Grade 8: The approach adopted in grades 6 to 8 is one that focuses on the essential LO required at the previous grades as well as a few at the current grade. The activities are designed in such a way that the students are given opportunities to develop competencies in listening, speaking, reading and writing in an integrated way. A few higher order competencies have also been included in these grades as the cognitive levels of these children could be higher than those of grades 1 to 5.

Grade 9: For Class IX students, a skill-based approach has been taken when selecting the learning outcomes. Two skills from each of the four competencies have been selected and divided into sub-learning outcomes. The difference in the structure of the materials for the Class IX learning sheets is deliberate, keeping in mind that the current year is to prepare the students for Class X. The materials have been structured in such a manner to develop multiple skills parallel. Another goal of the re-organisation of sub-learning outcomes is to help weave and develop together all four of the skills to facilitate more effective language learning in the classrooms.

All said and done, what really matters the most in the classroom is the discretion, and resourcefulness of the teacher and her understanding of the students rather than the materials used. It is sincerely hoped that the teachers would find the Kalika Chetarike materials helpful and put them to their best use in their classrooms. We wish them all the best in their attempts for the same!

CONCEPT AND GUIDANCE

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Learning Outcomes

Sl. No.	Segment	Class	LOs
1	Classroom instructions	ECL2-4	Listens to English words, greetings, polite forms of expression and responding in English/home language like 'how are you?' 'I'm fine' 'thank you' etc.
2		ECL2-5	Follows simple instructions such as 'shut the door' Bring me the book and such others.
3		4	Responds to simple instructions, announcements in English made in class/school.
4	Rhyme	ECL2-4	Creates rhyming words based on the available text.
5		ECL2-5	Sings songs or rhymes with action. Forms new rhyming words.
6		ECL2-5	Write selective rhyming words in pair.
7		ECL2-6	Recites poems individually/in groups with intonation and fluency.
8		ECL2-6	Uses rhyming words for writing short sentences.
9	Concept presentation	ECL2-4	Describes their thoughts/feelings for birds/animals/trees etc. verbally.
10		ECL2-4	Talks about the available prints in the classroom.
11		ECL2-4	Uses words related to size, shape, colour, weight, texture such as big, small, round, pink, red, heavy, light, soft etc.
12		4	Uses the variety of simple nouns, personal pronouns, adjectives and prepositions to make meaningful sentences.
13		4	Responds verbally/in writing to questions based on day-to-day life experiences.
14		4	Uses nouns, verbs, adjectives, and prepositions in speech and writing.
15	Story	ECL2-4	Connects texts with illustrations while reading the story.
16		ECL2-5	Predicts the story, talks about the characters bilingually.
17		ECL2-5	Responds to the questions related to stories and poems in home language or English or sign language, orally and in writing (phrases/short sentences)
18		ECL2-5	Recognizes and writes/draws frequently occurring word/ picture in a story being read.
19		ECL2-6	Creates and narrates the story with the help of the poster.
20		ECL2-6	Develops vocabulary from their class room and social environment.

21	Reading	ECL2-4	Recognizes familiar signs, logos and labels in the environment.
22		ECL2-4	Labels the objects such as mat/blackboard/reading area etc.
23		ECL2-5	Tries to decode unfamiliar words while reading.
24		4	Reads small texts/ posters/ charts in English with comprehension.
25	Writing	ECL2-4	Writes words beginning with the same letter.
26		ECL2-5	Draws or writes a few words or short sentences in response to the environment (birds, plants, garden etc.) poems and stories.
27		ECL2-6	Able to develop useful messages for their school premises. (Classroom, garden, playground etc.)
28		ECL2-6	Write a message for the toy. Ex; you are my best friend
29		4	Uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.

Note: ECL2-4: Effective communicators in Language 2 class 1, ECL2-5: class 2, ECL2-6: class 3, 4: class 4.

Syllabus Map

"Kalika chetharika" programme: Syllabus Map Class 4									
Theme/ Milestone	Listening and Speaking			Reading and writing		Mapping with class 4	Month	Number of days required (80 min period)	
	Story	Rhyme/Language games	concept presentation	Reading and Writing	Sight words				
Milestone: 1 MANASA'S FAMILY	TOTO AND THE CAP	LG: FIRE ON THE MOUNTAIN	FAMILY TERMS, USE OF WHO, HIS, HER, APOSTROPHES, PRONOUNS	STROKES, LETTERS; COAPT, WORD FAMILIES: AP, AT, OP, OT.	A, IN, IS, HAS, ON, THE, THIS	UNIT 1 HOUSEHOLD ARTICLES P.NO: 13, 14	MAY - JUNE	12 TO 15	
Milestone: 2 MY NEIGH BOURHOOD	TOTO GOES FISHING	R: GOT A LETTER, GOT A LETTER	SERVICE PROVIDERS, PRONOUN: HE, SHE, PLURAL FORMS OF THE NOUN.	LETTERS: ESBIN, WORD FAMILIES: EN, IN, IT, AN, ET.	AND, HIS, WHAT, WHO, WITH	UNIT 7 PROFESSION, UNIT 9 ADVENTURE P.NO: 148	JUNE	12 TO 15	
Milestone: 3 COLOURS	THE RAINBOW FAMILY	LG: I SPY: I SPY RED, GREEN, OBJECTS ETC.	ASSOCIATING COLOURS WITH OBJECT, USE OF THIS IS, IT IS, WHERE, THERE, INTRODUCING SHAPES.	LETTERS: UDGRM, WORD FAMILIES: AG, IG, UG, UN	-	UNIT 9 ADVENTURE P.NO: 139.	JULY	12 TO 15	
Milestone: 4 NUMBERS	TOTO AT THE FAIR	R: FIFTY LITTLE FRUITS SWINGING ON THE TREES	DAYS OF THE WEEK, MONTHS OF THE YEAR, NUMERALS, USE OF THERE IS, THERE ARE, HOW MANY. ORDINAL NUMBERS.	LETTERS: FHLWY WORD FAMILIES: IP, OY	MANY, ONLY, SAW, THERE, UNDER, WHERE	-	JULY- AUGUST	12 TO 15	
Milestone: 5 ANIMALS AND BIRDS	DADDU THE SLEEPY DONKEY	LG: PASSING THE PARCEL	ANIMALS AND BIRDS WITH HABITAT, USE OF THAT, THOSE..	LETTERS: JKQVXZ WORD FAMILIES: IX, OX	HE, INTO, SAID, SHE, WAKE, WENT	UNIT 6 FARMING	AUGUST- SEPT	12 TO 15	

"Kalika chetharika" programme: Syllabus Map Class -4								
Theme/ Milestone	Listening and Speaking			Reading and writing		Mapping with class 4	Month	Number of days required (80 min period)
	Story	Rhyme/Language games	concept presentation	Reading and Writing	Sight words			
Milestone : 6 TRANSPORT	IZZY AT THE POST OFFICE	R: THE WHEELS ON THE BUS GOES	NAME OF THE VEHICLES, USE OF SIMPLE PRESENT TENSE.	ALPHABET SEQUENCE AND DIAGRAMS: CH, SH, TH, WH	ARE, DOWN, HERE, GOES, FROM, OFF	UNIT 4 TRAVEL, UNIT 5 HOBBIES: P.NO: 70,	OCTOBER	12 TO 15
Milestone : 7 MY BODY	THE FAT KING	LG: SIMON SAYS Ex: Touch your head, wave hands.	PARTS OF THE BODY, THIS IS, THESE ARE, FUNCTIONS OF THE PARTS OF THE BODY	WORD FAMILIES: AND, END, IND, ANK, INK, AST, EST, ANG, ING, ONG, ACK, ECK, ICK, OCK, UCK, ALL, ELL, ILL, ULL,	HIM, HER, A GAIN, WHEN, OFF, ATE, THOUGHT, HOW, PEOPLE, YOU, OUT, ALMOST	UNIT 4 TRAVEL P.NO: 65.	NOVEMBER	12 TO 15
Milestone : 8 MANASA'S FAMILY	TOTO AND THE RUNAWAY CAP	R: MY DEAR DADDY DEAR	TERMS OF EXTENDED FAMILY MEMBERS, USE OF WE, THEY.	LONG VOWELS: AI, AY, E, I, O, U	AM, MOST, ALL, MUCH, TOGETHER, ANOTHER, NEXT, WANT, WHY, TOO, WRITE, FOUND, FIRST, LAST	UNIT-1 HOUSEHOLD ARTICLES P.NO. 5, 6.	NOVEMBER DECEMBER	12 TO 15
Milestone : 9 TRANSPORT	IZZY ON THE TRAIN	LG: PASSING THE BOX L2	SPECIALIZED VEHICLES, PREPOSITIONS	BLENDS: L, S, R	TO, OVER, UNDER, ACROSS, BELOW, ABOVE, FOR, FORWARD, A WAY, BEHIND, AROUND	UNIT-3 ENVIRONMENT: P.NO: 36 ACTIVITY A and B, UNIT 4 TRAVEL, UNIT 8 ART P.NO: 129	DECEMBER	12 TO 15

"Kaika chetharika" programme: Syllabus Map Class –4					
Milestone	Learning outcomes	Learning objectives	Mapping with class 4	Month	Number of days required (80 min period)
10	Able to develop useful messages for their school premises. Classroom, Garden, Playground Etc.	Identifying the objects in the school surroundings, writing useful messages to their school and home surroundings, awareness to follow the rules in school surroundings.	-	JANUARY	4
11	Use rhyming words for writing short sentences	Identifying the correct rhyming words, understanding the rhyme lines and using rhyming words to write sentences.	UNIT-1 HOUSEHOLD ARTICLES P.NO. 8	JANUARY	4
12	Creates and narrates the story with the help of the poster.	Identifying characters, title and scene in the poster. Writing simple sentences about the characters and scene. Creating and narrating story by using posters.	UNIT 6 FARMING	JANUARY	4
13	Use punctuation marks appropriately in writing such as comma, question mark, full stop and capital letter.	Using comma, full stops, question mark and capital letters in a sentences and paragraph. Knowing the rules of using punctuation marks.	-	FEBRUARY	4
14	Bring the toy and introduce them in the class. Writes messages to the toy.	Describing objects/toy orally and in written. Identifying toys and familiar objects. Writing a message to favourite toy.	-	FEBRUARY	4
15	Write a few words or short sentences in response to the environment	Identifying the things in environment. Writing simple sentences about the things related to the environment. Knowing the importance of environment and creating a poster to save it.	UNIT-3 ENVIRONMENT: Page number 34, 35, 39, 43, 44, 45.	MARCH	4

Classroom process and assessment:

80 minutes' period is suggested for teaching English in Grade 4 and Grade 5. In milestones 1 to 9, the Listening and Speaking activities should be conducted in the first 40 minutes followed by reading- writing activities in the next 40 minutes. From milestones 10 to 15, it is suggested to teach both LS and RW activities together in an 80 minutes English period.

A rough distribution for listening and speaking segments:

- Rhyme/language games: 2 periods
- Story:4-5 periods
- concept presentation: 4-5 periods

These shall be taught according to the instructions given in the Teacher handbook. Teachers are advised to teach provisioning sufficient time for each segment of LS. The estimated time mentioned above can be altered/customised according to your classroom needs. Teachers are to teach segments one after another in the order mentioned in the handbook. Teachers should move to next milestone, only after completing both LS and RW activities of the current milestone. It is recommended that 1 or 2 periods be taken to revise the activities of every milestone. The steps to teach LS and RW activities are given in this handbook. Teachers can add more activities but are not to skip any activities mentioned here.

Formative and summative assessments:

There will be no change in the Formative and summative assessment of class: 4. Four FAs and two SAs will be conducted. The evaluation sheets used at the end of each milestone will be considered to enter FA grades.

Sl.No	FA & SA	Month	Milestones
1	FA-1	July	1 & 2
2	FA-2	August	3 & 4
3	SA-1	September	1 to 5
4	FA-3	December	6 to 8
5	FA-4	February	8 to 13
6	SA-2	March	6 to 15

Classroom instructions:

Note to the teacher: The classroom instructions should be part of the daily teaching and learning process. The students must be given the opportunity to listen to English instructions on different platforms inside the classroom/school premises during a school assembly, during MDM, games, cultural programs, etc. These continuous meaningful inputs will help children to understand, respond and acquire the language naturally.

- The below-given instructions should be used in the classroom/school premises. These are simple perceptible words to be used on different platforms. This should be achieved at the end of each milestone through regular usage.
- It is best to give instructions at the beginning using keywords (stand, go, pick, clean, etc.) and gestures.
- Initially demonstrate it by showing it in action. Like, if you want them to close a book, show yourself with a gesture to close the book until it becomes a practice.

Teachers can incorporate these instructions into their classrooms or school premises:

CLASSROOM	
<ul style="list-style-type: none"> • Stand in a straight line. • Make a circle. • Open the door. • Point to your bag • Pick up the papers. • Repeat after me. • Clean the blackboard. • Show me your notebook. • Please give me your book. • Raise your hands • Open/close your book. • Listen to the story. • Write with a blue pen. • Tell Shilpa to come here. • Comb your hair. • Who is absent today? • Fill in the blank • Match the following • Sharpen your pencil lid. • All will start together. • Wait for your turn • Let's divide into teams. • Involve girls also. • Ask questions. • If you know the answer raise your hand. • Please don't talk now. • Please listen to him. 	<ul style="list-style-type: none"> • Walk/go back to your seat. • Pick up your bag • Place the bag on the floor • Open your workbook on page no. 25 • Please write your name on the paper. • Go and ask your friend. • Go to the tap and wash your face. • Draw a line on the blackboard. • Open your English workbook on page no.12 • Switch on the fan. • Switch off the fan. • All of you come and sit together. • Bring the chalk and duster here. • Come to the front of the class. • Look at activity 5 • Get into groups of four. • Fill in the missing words. • Thanks for your help. • You did a great job. • That's very good. • Are you better now? • Good try, but not quite right. • Next one, please. • Have you finished. • Now we will go on to the next exercise. • Bring your homework.
ASSEMBLY/PLAYGROUND	DURING MID DAY MEAL
<ul style="list-style-type: none"> • Go to your classrooms. • Keep one hand distance. • Gather in the ground • Wear your shoes. • Stand as per your height. • School attention • Stand at easy • Class disperse • Begin national anthem • Read the newspaper • Clap everyone • Ring the bell • Check your line. • Don't push others. • Form a queue and wait for the bell. 	<ul style="list-style-type: none"> • Use the soap for hand wash. • Bring your water bottle. • Place the glasses on a tray and serve the water to all. • Let's clean the floor. • Put the waste in the dustbin. • Keep the floor clean.

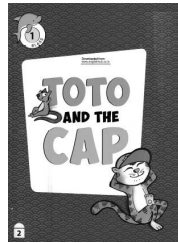
MILESTONE: 1

LISTENING AND SPEAKING

SEGMENT: STORY - TOTO AND THE CAP

Step 1: Interaction based on COVER PAGE & the title to build context

Display the cover page of the storybook 'Toto and the cap' and get responses from students about the picture and the title. Ask children to tell the class what they have identified in the picture.



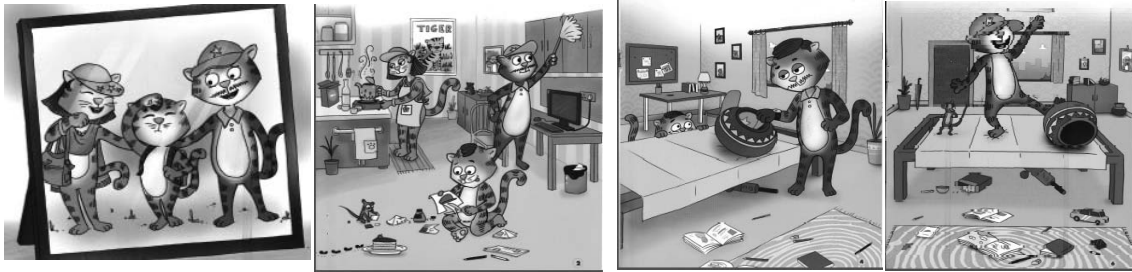
What do you see in the picture?

Can you read the title?

Whose story, is it? Etc.

Step 2: Interaction based on STORY PICTURES to build context

Show a few pictures from the story, elicit keywords from the class about what they can see in the picture, and write it down on the BB.



How many cats are there?

Why do you think Toto is not wearing a cap?

Are they happy or sad?

Children, can you find the cap? Where is the cap?

Step 3: Blackboard reading (BB)

Students repeat the keywords after the teacher.

Note to the teacher: While writing on the BB, there should be spacing between words, the size should be large enough to read, the words should be visible to the students in the last row, the size of the capital letter should be bigger than small letters.

Blackboard:

cat, cap

cot, baby, happy, mama, cap, head, papa, pot

Step 4: Story narration

Narrate the story with expression and action showing pictures of the story. Start with 'I am going to tell you a story. It is the story of a cat who wanted a cap'.

Interact with students by asking questions to help them think and respond during the narration of the story. Elicit responses to echo questions. Use mother tongue whenever & wherever required.

Questions to help students predict the story (during narration)	Sample echo questions to elicit the key sentences
What will Toto cat do now? Do you think Toto will get the cap? Will Toto cat find the cap? Etc. Note: Accept all the possible responses as the objective is to prompt the children to think and speak using the target language in a meaningful context.	This is To to cat. Who is this? Papa cat has a cap, mama cat has a cap. Who has a cap? Toto also wanted a cap. Who wanted the cap?

Step 5: Say and write the key sentences on the Blackboard.

Note to the teacher: While writing on the BB, there should be spacing between words, the size should be large enough to read, the words should be visible to the students in the last row, should be in a straight line, the size of the capital letter should be bigger than small letters.

Blackboard:

This is Toto, the baby cat.
This is Papa cat.
Papa cat has a cap.
Mama cat has a cap.
The cap is in the pot.
The pot is on the cot.
Toto cat is on the cot.
Toto cat has the cap.

Step 6: Ask a few comprehension questions (oral assessment)

What did Papa cat say?

Where did Papa cat hide the cap?

Where was the pot?

Where was the cap?

Did Toto cat wear the cap on his head?

Formative assessment: Oral

LO: ECL 2-5: Responds to the questions related to stories and poems in home language or English or sign language, orally and in writing (phrases/short sentences).

Level 1	Level 2	Level 3	Level 4
Students hesitate to respond to the questions. The word/phrase is not relevant.	Expresses in just a few words. Example: cap, cot, pot.	Expresses in small phrases or one meaningful simple sentence (bilingually/English) with or without grammar errors. Example: Boys do not wear the cap, on the cot, etc.	Expresses as given in the story or their own words. Able to say 2 to 3 simple meaningful sentences (bilingually/English) with or without grammar errors. Able to do it according to the sequence. Example: Boys do not wear the cap. The pot was under the cot. The cap was inside the pot. etc.

Step 7: After the Narration

Ask small teams to come forward to retell the story using the keywords & key sentences which are on the BB in English or bilingually.

Step 8: Shared reading

8.1: The teacher reads the keywords and key sentences, and students repeat them.

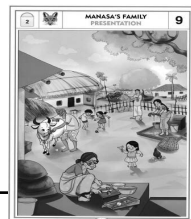
8.2: Call the students in small groups (2-3 students in a team) to read from the blackboard. Make sure they are reading. If they fail to read, ask the help of the class.

8.3: Ask the students to read the text individually from BB or workbook (WB). Give optimal support to read the sentences.

SEGMENT: CONCEPT PRESENTATION

Step 1: Introduction - Presentation card 1

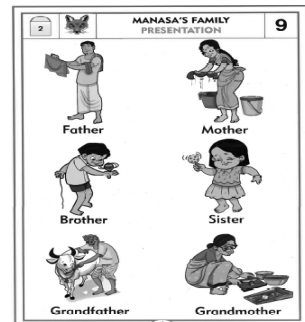
- Elicit the names of the family terms in English father, mother, brother, sister, grandfather, and grandmother.
- Display Presentation card 1 and ask who are the members of Manasa's family? Encourage students to name all the family members.



Step 2: Introducing family members - Presentation card 2

Note to the teacher: This addresses the grammar concept of possessive nouns (apostrophes). The teacher should not share the grammar concept rather should allow framing and using the right sentences in the below activity.

- Use Presentation card 2 and point to each person one by one and ask Who is this? Students may say Manasa, mother.
- Respond with a complete sentence, 'This is Manasa's father', 'This is Manasa's mother/sister' etc.



2.3 Identifies their friend's belongings: Ask children to look around for different things and say them in the same way. Give more classroom examples: This is Ramesha's pen. This is Suhana's Pencil.

2.4 Tell the students that in English to show that something belongs to a person, we add an 's' to the person's name and let children have fun in identifying their friend's belongings.

Step 3: Using His/her - Presentation card 2

3.1 Ask children to look at the presentation card and recognize the relationships. Do a demo of the same.

Ex; 1. Who is this? This is Manasa's father?

What is his name? His name is Prathap.

2. Who is this? This is Manasa's Mother?

What is her name? Her name is Jyothi.

3.2 Likewise ask children to create a family chart in their notebook and introduce their family members to their friends. This is my father; his name is Rafi. This is my mother her name is Amira etc.

Step 4: Conversation circle

Note to the teacher: Demonstrate the first question and answer with a few students in English. Use the **presentation card** to help them recall the family terms. Support students to ask this question in a conversation circle.

4.1 Let the students stand in a circle. Begin the conversation circle with a student and ask the first question.

4.2 The student who answers turns to the right and repeats the question to the next. Continue till the circle completes.

Q: What is your father's name? A: His name is _____

Q: What is your mother's name? A: Her name is _____

Continue this activity with other family terms.

SEGMENT: LANGUAGE GAME - FIRE ON THE MOUNTAIN RUN, RUN, RUN

Materials Required: ENK playing cards. Two-sided card with each side of the card shaded pink and blue. Each side has a picture of a different family member.

- Explain the rules of the game. A family can mean mummy, daddy, and one or two or three children, with both grandparents and without any grandparent.
- Each student picks up a card. Show the pink card as the game card.
- Students run in a circle calling out 'Fire on the mountain run, run, run'.
- When the students completed one round then call out 'Family time'. Students join and form the group of a family by using picked cards. Each student holds up the card and calls out the role.

READING AND WRITING ACTIVITIES

MILESTONES 1, 2, 3, 4 AND 5

Step 1: Practice the Strokes: LS 2 & 3

- Using BB, show an example of writing strokes and the letters in the 4 lines. While writing on the BB, should give space between the letters, the size should be large enough to read, the size of the capital letter should be bigger than small letters. Instruct the students to practice the 4 lines strokes given in LS 1 & 2.

Step 2 : Introduce the Letters 'COAPT'

- Help students to recognize the pictures and say cat, cap, car as given in LS 4.
- Show students that all the three words in the first line begin with sound Pi.
- P is written in English as C and is called C.
- Point to C and c and say this is Capital C and this is small c.
- Make the students repeat after you, C says Pi

Note to the teacher: Follow the same steps while introducing the letters in Milestones 1, 2, 3, 4, and 5. For the sound combination use the chart below:

MILE STONE 1	C O A P T	C 'Pi'	'O' as in 'Off' N	'A' as in Apple D	P 'ʔi'	T 'mi'	
MILE STONE 2	E S B I N	E 'ʃ'	S 'ʃi'	B 'ʔi'	I 'E'	N 'Ei'	
MILE STONE 3	U D G R M	U 'C'	D 'qi'	G 'ʔi'	R 'gi'	M 'aʔi'	
MILE STONE 4	F H L W Y	F 'ʔi'	H 'oi'	L 'ʔi'	W 'aʔi'	Y 'Aʔi'	
MILE STONE 5	J K Q V X Z	J 'ei'	K 'Pi'	Q 'Pi'	V 'aʔi'	X 'Pi'	Z 'ghʔi'

Step 3: Trace the letter and do Airbrush: LS: 5 & 6

1. Say and Airbrush (LS 5): Point to the arrow mark and help students trace the letter with their fingers. Repeat 4-5 times. Then ask the students to close their eyes and write the letter in the air 5 times using the correct hand movement.
2. Say and write (LS 6): Tell the students to write each letter by saying C says ʃi,

Note to the teacher: Follow the same steps to do the writing activities of Milestones 1, 2, 3, 4, and 5.

Step 4: Introducing word families Material required: Letter flashcards (ENK) LS: 7

1. Give cards with letters c, o, a, p, t to the students.
2. Ask the students to pick the letter 'a' and place it on the floor.

a

3. Next, ask students to pick the letter 't' and place it after 'a' make at. Ask the students to read the letters with their sound 'at'.

at

4. Ask the students to pick the letter c and place it before at and make the word cat. And read the word cat.

c at cat

5. Now replace the word c with p and make the word pat.
6. And follow the same steps for other word families.

Note: Follow the same steps to introduce the word families in Milestone 1, 2, 3, 4, and 5.

MILESTONE: 1				MILESTONE: 2				
at	ap	ot	op	en	in	it	an	et
cat	cap	cot	top	pen	tin	pit	pan	net
pat	tap	pot	pop	ten	bin	sit	can	pet
					pin	bit	tan	bet

MILESTONE: 3				MILESTONE: 4		MILESTONE: 5	
ag	ig	ug	un	ip	oy	ix	ox
bag	pig	mug	bun	hip	boy	fix	box
rag	dig	rug	sun	lip	coy	mix	fox
tag	rig	dug	run	sip	toy	six	ox

7. By now, students can read the words independently. Ask the students to sit in a circle and read and write word families.

Step 5: Writing the word families LS: 8

Instruct students to say and write the words in four lines.

Step 6: Sight words Materials: Flashcards of sight words LS: 9 & 10

1. Revise the story in the workbook (LS 9). Revise the meaning of each sight word.
2. Show the flashcard one at a time and ask the students to repeat the words after you. Place the flashcards of all the words, say a sight word, and ask students to identify and pick the card.

3. Ask the students to say and write (LS 10) the sight words in four lines.

NOTE: Follow the same steps to introduce the sight words in Milestone 1, 2, 3, 4, 5, and 6.

Step 7: Assessment LS: 1 to 5 (Let us read/do/write)

Note for the teacher: Assist the children to understand and do the activities. Take a note of students' progress.

1. **'Let us read' 1:** By this time, students can recognize and read the keywords and sight words of this theme. Ask students to read and circle the words that they know.

Rubrics:

Level 1	Level 2	Level 3	Level 4
Neither recognizes the letters nor reads the words.	Recognizes the letters but not the words.	The student reads 2 letter words or reads more than 10 words.	The student reads more than 15 words.

2. **'Let us match and write' 2:** Match the pictures and fill in the blanks. (The student can be assessed based on the number of right answers).

3. **'Let us read' 3:** By this time, students can read the sentence with known words. Demonstrates the first sentence. Then ask the students to read the sentences independently by using the pictures. Review the same with the students. Check their understanding.

Note: Follow the same steps to the activities of Milestone 1, 2, 3, 4, and 5.

4. **'Let us write' 4:** By this time, students can form words. Ask children to form five words with given letters with the help of the given pictures (LS 'let us write' 5) and write in the 4 lines worksheet.

Note: Follow the same steps to the activities of Milestone 1, 2, 3, 4, and 5.

Formative assessment: Writing – Let us write 4

LO: Recognizes and writes/draws frequently occurring words/pictures in a story being read.

Rubrics:

Level 1	Level 2	Level 3	Level 4
Writes a letter.	Writes 1 or more words with many spelling errors.	Writes 2-3 meaningful words in English.	Writes at least 5 meaningful words in English.

5. **'Let us write' 5:** Ask students to recognize the objects given in the picture and write the letter representing the beginning sound in the space provided.

MILESTONE: 2

THEME: NEIGHBOURHOOD

LISTENING AND SPEAKING

SEGMENT: RHYME - GOT A LETTER

Step 1: Picture description

Use the presentation card picture in the workbook and elicit the keywords. Tell the students to identify the objects and the people in the picture. Point towards the picture and ask the questions.

- a) What do you see in the picture?
- b) Whom do you see near the post office?
- c) What does the postman do?
- d) Who is standing in front of the police station?
- e) Who sells vegetables?
- f) What do you see near the hospital?
- g) Who drives the bus?

Keywords: Postman, policeman, letter, vegetable seller, ambulance, nurse, doctor, patient, conductor, passenger.

Step 2: Recite the whole rhyme in English with action

Say that 'we shall recite a rhyme on postman and policeman'. Recite the whole rhyme line by line with action three-four times. Don't sing the rhyme. Let the children repeat and do the action after the teacher.

Step 3: Blackboard reading and recognizing the pattern

The teacher writes the first paragraph 'got a letter bye for now. Asks students to read it from the BB. Get students' attention towards the pattern.

- Got – a letter – thankyou – Postman
- Found – my bangle – thankyou – Policeman
- _____ --- _____ -- thankyou --- Teacher

Step 4: Continuing the rhyme

Encourage the children to continue the rhyme with the help of the pictures. The below rhyme for teacher reference. Let children come up with their lines. Don't reveal these lines until they try.

Did - Homework - Teacher	Did – Treatment – Doctor
Did my homework, Did my homework, Did my homework, just now. Thank you, teacher, Thank you, teacher, Thank you, teacher, Bye for now	Did my treatment, Did my treatment, Did my treatment, just now. Thank you, Doctor, Thank you, Doctor, Thank you, Doctor, Bye for now

Step 5: Reciting the next line

The teacher should recite the first line and let the students say the next line. Continue till the end of the rhyme. Then let students start the rhyme and the teacher will say the next line.

SEGMENT: STORY - TOTO GOES FISHING

NOTE: Follow the story steps explained in milestone:1. Use the samples given here.

Step 1: Cover page questions	Step 2: Story picture questions
<ul style="list-style-type: none"> • What do you see in the picture? • Can you read the title? • Whose story is it? • What is there in the cat's hand? 	<ul style="list-style-type: none"> • Who is there in the picture? • What did he sell? • Where did the Toto cat go? • What did Toto take with him? • What did he get from the pond?

Step 3: Blackboard reading: Cat, Cap, Fish, Vendor, pond, Sell, water, catch, sack, pot, pan, pin, bin, pen, can, net.

Step 4: Story narration:

Questions to help students predict the story (during narration)	Sample echo questions to elicit the key sentences
What will Toto cat do now? Do you think Toto will get the fish? What are the materials he got from the pond? Will Toto cat find the cap? Etc.	" How grown up I look", he thought. What did Toto cat think? He walked down the street. Where did Toto cat go? He was wearing the cap. What was he wearing? Toto cat sat with his net. Did Toto cat sit with his net?

Step 5: Key sentences on Blackboard	Step 6: Comprehension Questions
How grown-up I look", he thought. He walked down the street. He was wearing the cap. Toto cat sat with his net.	Who sells fish? Who told him to catch fish? Where did he go to catch fish? What was there in the net? Why was Toto sad?

Note to the teacher: Follow the remaining steps as given in milestone 1.

Step 7: After the narration

Step 8: Shared reading

Formative assessment (writing): LO: Draws or writes a few words or short sentences in response to the stories.

Note: Ask children to draw and name any character of their choice from the story in their notebook and write 3 words related to that. They can create words using c,o,a,p,t and e,s,b,i,n.

Rubrics

Level 1	Level 2	Level 3	Level 4
Does irrelevant picture/ Unable to write a single phrase	Draws a character/ event from the story. Doesn't write anything.	Draws a character/event from the story and writes at least a word like toto.	Draws a character/event from the story and Writes 2 to 3 words like toto, cat, cap, net, sat etc.

SEGMENT: CONCEPT PRESENTATION

Step: 1 Introduction LS: Presentation card

- Elicit the names of the worker's/service providers in English. (tailor, barber, vendor, mason, farmer, carpenter, doctor, teacher, postman, policeman, conductor, shopkeeper)
- Display the Presentation card and ask the students to name the workers/ service providers in your neighbourhood.
- Encourage students to name all the workers/ service providers in the picture.

Step: 2 Conversation circle

Let the students stand in a circle. Begin the conversation with a student asking the first question. The student who answers turns to his right and asks the question to the next student.

Q: What is your mother?

A: My mother is a _____ (farmer, teacher, vendor, homemaker....)

Q: What is your father?

A: My father is a _____

Step 3: Introducing the names of the institutions and professions

Show the Presentation card in the workbook and point to a picture, ask students; What is this? Students are likely to answer; School, hospital, post office, police station in one word. **Respond with a complete sentence** 'yes, this is a post office'.

Likewise, ask who works here and respond with a complete sentence 'The postman works here'.

Let students listen to you and gradually they will pick the whole sentences.

This is a post office.

Then ask – Who works here?

The postman works here.

Continue asking by pointing to the pictures: What is this? Who works here?

This is a school. The teacher works here.

This is a farm. The farmer works here.

This is a shop. The shopkeeper works here.

This is a police station. The policeman works here.

This is a bus station. The conductor works here.

This is a market. The vendor works here.

Step: 4 Use of Plural (Barber/Barbers)

Point to a picture of a worker/ service provider and ask Who is this? Students are likely to answer postman, teacher, etc. Respond with a complete sentence 'this is a tailor'.

Likewise, ask 'what does he do?' and respond with a complete sentence 'Tailor stitches clothes.'

Let students listen to you and gradually they will pick the whole sentences.

- Encourage the students to answer in whole sentences.

Who is this? This is a tailor.

Then ask What does he do? Tailor stitches clothes. Continue asking the questions like Who is this? What does he do?

Continue the same to the following

This is a barber. Barbers cut our hair.

This is a vendor. Vendors sell us things.

This is a mason. Masons build our house.

This is a farmer. Farmers grow our food.

This is a carpenter. Carpenters make our furniture.

Assessment:

LS: 1 to 5 (Let us read/do/write)

Note for the teacher: Assist the children to understand and do the activities. Take a note of students' progress.

LS 1: Ask the meaning of the words they read and circle.

LS 2: Ensure students form meaningful words.

LS 3: Emphasis should be given to read with comprehension. Instruct students to practice reading the sentences by themselves. Review the same with the students. Ask simple questions and the meaning of the sentences.

MILESTONE: 3

THEME: COLOURS

LISTENING AND SPEAKING

SEGMENT: STORY - THE RAINBOW FAMILY

NOTE: Follow the story steps explained in milestone 1. Use the sample questions given here.

Step 1: Cover page questions: <ul style="list-style-type: none">• What do you see in the pictures?• Name the colours you see in the pictures?• What do you see in the sky?	Step 2: Story picture questions: <ul style="list-style-type: none">• What colour is this?• What are they doing?• Was the sun angry?• Name the colours of the rainbow.• What will you do when it's raining?
---	---

Step 3: Blackboard reading: Red, green, orange, yellow, sun, rain, angry, best, beautiful, bright, fighting, rainbow.

Step 4: Story narration:

Questions to help students predict the story (during narration)	Sample echo questions to elicit the key sentences
Did all the colours play happily? Did father son get angry with the colours? Which colour is the best?	<ul style="list-style-type: none">• All the colours lived in the sky. Where did the colours live?• Father sun sent them out to play. Who sent them out to play?• A rainbow was seen in the sky. What was seen in the sky?

Step 5: Key sentences on Blackboard: <ul style="list-style-type: none">• All the colours lived in the sky.• I am the best, said all the colours.• Father sun sent them out to play.• He sent rain to join them.• All the colours played happily.• A rainbow was seen in the sky.	Step 6: Comprehension Questions: <ol style="list-style-type: none">1. Why were the colours fighting?2. Why was the sun angry?3. Name the colours of the rainbow.
--	---

Note to the teacher: Follow the remaining steps as given in milestone 1.

Step 7: After the narration

Step 8: Shared reading

Step 9: Role-play (Dialogue practice)

Ask children to choose any one of the conversations for the role play to do it in the small group. Students can read the dialogues from the BB.

Green: I am the best.

Blue: No, I am the most beautiful.

Yellow: Huh! I am better than all of you.

Red: look at me, I am so bright.

Orange: I too am so bright

Sun: Stop fighting now. Go and play together. I will send the rain to play with you

SEGMENT: CONCEPT PRESENTATION

Step: 1 Introduction

- Ask students to recognize the objects and their colours on the Presentation card. Ask what colour is this? Let the students answer in their mother language.
- Supply the English terms and respond with a sentence ‘this is yellow’, this is green’ etc.

Step: 2 Conversation circle

Let the students stand in a circle. Begin the conversation circle with a student and ask the first question. The student who answers turns to his right and repeats the question to the next student. Follow the same process for the next set of Q and A.

Q: What colour do you like?

A: I like Blue/Green/Yellow/Red.

Q: What is the colour of the leaf?

A: The colour of the leaf is green.

Step 3: Associating the colours with objects.

Show the Presentation card in the workbook and point to a picture, ask students; ask students: what is this?

Respond with a complete sentence ‘This is an apple’.

Ask what colour it is?

Respond with a complete sentence ‘The apple is red’.

Note: Let students listen to you and gradually they will pick the whole sentences

This is an apple. The apple is red.

This is a crow. The crow is black.

Likewise, practice the activity speaking about the objects in the classroom

Step: 4 Introduce “it” as a word used instead of a noun.

Activity: Choose any one object in the classroom do a demo to introduce it using the ‘it’. (Note: Rather than saying the apple twice in the sentences This is an apple. The apple is red; we can use it to refer to the apple the second time) The sentences can be as follows.

Ask: (take a pencil) What is this? (Get the response)

Ask: What colour is it? (Get the response and reframe it ‘it is red’)

Likewise, use the presentation card and get the student's responses. Ex, This is a crow, it is black. This is a carrot, it is orange.

Students can practice this using the other objects in the classroom.

Step 5: Introduce where and there.

Fun activity: Call out an object name and ask where is it? Let students find it and shout 'thereeeeeee it is'.

- Where is the map? (Students will point towards the map and say 'thereeee is the map'. Continue this game with 15 such objects.
- Now showing the presentation card in the workbook, ask where the black crow is? white cow/ red kite/ blue balloon/ yellow flowers/ red Chilly and so on.
- Let students point to the picture and answer like there it is.
- Practice till all the students are involved in this activity.

Step 6: Introduce the names of the shapes

Use a flashcard of shapes square, triangle, rectangle, and circle. Ask students to name the shapes in their mother tongue. Name the 4 shapes in English. Ask the students to draw the shapes and colour them in their notebooks. By using the classroom object ask them to identify the shapes.

Later students can be asked to identify the objects of these shapes in the classroom and school premises.

SEGMENT: LANGUAGE GAME - I SPY RED, GREEN, OBJECTS

Materials Required: Picture Chart of colours, Flash Cards of colours and classroom objects.

I spy red	I spy red apple
I spy blue	I spy blue flower
I spy green	I spy white radish
I spy white	I spy orange carrot
I spy black	I spy yellow banana
I spy yellow	I spy green leaf
I spy brown	I spy brown bear

Step: 1 Explain the rules of the game.

Step: 2 Hang the picture chart on the wall or spread out colour cards or use classroom objects.

Step: 3 Make the students stand two lines away from the cards.

Step: 4 When you call out/ I spy followed by the name of the colour or the object, the first student in each line rushes to touch the card. Ex: I spy red/ I spy table/I spy red balloon. The student who touches the chart first gets a point for his/her group. Repeat to ensure that all students get a chance

Formative assessment: Oral

LO: Follows simple instructions such as ‘shut the door’ Bring me the book and such others.

Note: Choose any 5 to 7 instructions given at the beginning of the handbook to assess the above given LO.

Level 1	Level 2	Level 3	Level 4
Doesn't follow any instructions.	Acts with a delay or follow only half.	Acts upon 2 to 3 instructions.	Acts spontaneously to all instructions. Follows more than 5 instructions.

Assessment (Learning sheets)

LS: 1 to 5 (Let us read/do/write)

Note for the teacher: Assist the children to understand and do the activities. Take a note of students' progress.

LS 1: Ask the meaning of the words they read and circle.

LS 2: Ensure they form meaningful words.

MILESTONE: 4

THEME: NUMBERS

LISTENING AND SPEAKING

SEGMENT: RHYME - FIFTY LITTLE FRUITS

Step 1: Picture description

Use the presentation card picture in the workbook and elicit the keywords. Tell the students to identify the objects and the people in the picture. Point towards the picture and ask the questions.

- What do you see in the picture?
- How many bananas are there in the basket?
- What is the boy holding?
- Name the fruits you see in the picture.
- Name the animals and birds you see in the picture.

Keywords: Banana, Guavas, oranges, apple, tree, balloons, etc.

Step: 2 Recite the whole rhyme in English with action.

Say that ‘we shall recite a rhyme on fruits’. Recite the whole rhyme line by line with action three-four times. Don't sing the rhyme. Let the children repeat and do the action after the teacher.

Step 3: Blackboard reading and recognizing the pattern

The teacher writes the first paragraph ‘Fifty little fruitsswinging on the tree’. Asks students to read it from the BB. Get students' attention towards the pattern.

- Fifty – little – apples – tree
- Forty – big – Jackfruits – tree
- _____ - little - _____ --- tree

Step 4: Continuing the rhyme

Encourage the children to continue the rhyme with the help of pictures. Use different fruits and numbers. Let the students change the name of the fruit and rewrite the rhyme.

Step 5: Reciting the next line

The teacher should recite the first line and let the students say the next line. Continue till the end of the rhyme. Then let students start the rhyme and the teacher will say the next line.

Formative assessment: Oral

LO: Recites poems individually/in groups with intonation and fluency.

Rubrics

Level 1	Level 2	Level 3	Level 4
Does not recite a poem/song or doesn't attempt to recite.	Recites two to three lines of a poem/song without expressions and clear pronunciations.	Recites 4 or more lines of a poem/song with or without expressions and clear pronunciations.	Recites 4 or more lines of a song/poem with expressions and clear pronunciations.

SEGMENT: STORY: TOTO AT THE FAIR

NOTE: Follow the story steps explained in milestone:1. Use the samples given here.

<p>Step 1: Cover page questions:</p> <ul style="list-style-type: none"> • What do you see in the picture? • What is Toto holding in his hand? • Did you go to a fair? • What did you see there? • Discuss your Village fair in mother tongue 	<p>Step 2: Story picture questions:</p> <ul style="list-style-type: none"> • Where are they going? • How many cats are there? Name them. • What are the things you can see in the picture of fair? • Where was the Toto cat? • How many balloons did the Toto take?
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Step 3: Blackboard reading: air, balloon, bun, buy, car, fair, fun, man, money, mug, sun, wind.

Step 4: Story narration:

Questions to help students predict the story (during narration)	Sample echo questions to elicit the key sentences
Why did Toto cat start to fly? Why did Toto hide under the car? Why did the Toto cat be unhappy? Where did the Toto go? Is Toto going to the moon?	<ul style="list-style-type: none"> • Toto ran under the car. Where did Toto run? • He saw a balloon man with many balloons. Whom did he see? • The balloon man has many balloons. What did the balloon man have?

Step 5: Key sentences on Blackboard:

Toto cat was sad.

Mama cat got him only one bun, one bat, and one mug.

Toto ran under the car.

The balloon man has many balloons.

Toto cut a set of eight balloons.

The balloons and Toto go up and up and up....

Step 6: Comprehension Questions:

- Where did Toto cat go?
- What did Toto cat want to buy at the fair?
- Where did Toto cat Hide?
- What did Toto cat cut?
- Where do you think Toto had gone at the end?

Note to the teacher: Follow the remaining steps as given in milestone 1.

Step 7: After the narration**Step 8: Shared reading****MILESTONE: 4 SEGMENT: CONCEPT PRESENTATION****Step: 1 Introduce numbers in English.**

- Students sit in a semi-circle. Show the presentation card in the workbook to introduce numbers. Point out to the picture and ask students how many objects are there? How many mangoes are there? Etc. Let students answer in their mother tongue and then translate the word for the number in English.
- Use flashcards to introduce 10,20, 30, 40, 50, 60, 70, 80 ,90 and 100. Use flashcards at random and teach the students to tell the numbers in English. Give the flashcard to the students and ask them to say the number in English.

Step: 2 Using there is/there are

Show the Presentation card in the workbook revise the names of the objects. When children say the name respond with the complete sentence 'There is one dog', 'There are four balloons', etc. Let students listen to you and gradually they will pick the whole sentences.

There is one dog. There is one ball. There is one boy.

There are four balloons. There are two cats.

Practice " there is" and " there are" by asking simple questions.

How many dogs are there in this picture?

How many balloons are there in this picture?

How many buses are there in this picture?

Step 3: Conversation circle:

Let the students stand in a circle. Begin the conversation with a student asking the first question. The student who answers turns to his/her right and asks the question to the next student.

SET 1 Q: How many boys/girls are there in your class?

A: There is/are.....

Q: How many blackboards are there in your class?

A: There is/ are.....

Q: How many girls/ boys are there in your school?

A: There is/are.....

SET 2 Q: How many pens/ pencils do you have?

A: I have

Step: 4 Introduce days of the week:

- Ask the students about what day is today/what day is tomorrow and what day was yesterday in English. If the students answer in their mother tongue provide English words. Let them recall the seven days of the week with the help of a calendar or by reading BB.
- Ask the questions;
What day is today?
Today is.....
What day is tomorrow?
Tomorrow is.....
What day was yesterday?
Yesterday was.....

Step 5: Months and their orders

- Using the calendar ask the question: How many months are there?
Students say it as 12, respond with the complete sentence ‘there are twelve months in a year’.
- Recall all the names of the months from January to December.
- Let them recognize the months and say it in order.
February- second month
March - third month
April - fourth month
May – the fifth month
June – the sixth month
July – the seventh month
August - eighth month
September – the ninth month
October – the tenth month
November – the eleventh month
December – the twelfth month

- Apply the same rule to days of the week

Sunday – first day

Monday – Second day

Tuesday – The third day continues like this.

Assessment:

LS: 1 to 5 (Let us read/do/write)

Note for the teacher: Assist the children to understand and do the activities. Take a note of students’ progress.

LS 1: Ask the meaning of the words they read and circle.

LS 3: Emphasis should be given to read with comprehension. Instruct students to practice reading the sentences by themselves. Review the same with the students. Ask simple questions and the meaning of the sentences.

MILESTONE: 5

THEME: ANIMALS AND BIRDS

LISTENING AND SPEAKING

SEGMENT: STORY - DADDU THE SLEEPY DONKEY

NOTE: Follow the story steps explained in milestone:1. Use the samples given here.

Step 1: Cover page questions:

- What do you see in the pictures?
- Name the animals and birds you see in this picture.
- Make the sounds of crow/lion...

Step 2: Story picture questions:

- What is the donkey doing?
- What are the animals you can see in the picture?
- What is the sound of cow/ pig?
- What is the fly doing?

Step 3: Blackboard reading: Cow, day, donkey, farm, fly, friends, hay, head, lived, morning, night, nose, rays, sleepy, sun.

Step 4: Story narration:

Questions to help students predict the story (during narration)	Sample echo questions to elicit the key sentences
Why didn't Daddu wake up? How could you wake up Daddu? What will happen if Daddu didn't wake up, after all, try out? Is Daddu a lazy animal?	Daddu the donkey lived in a farm. Where did Daddu live? Daddu lay in the hay in the farm Where did Daddu lay? How can we wake up Daddoo? Asked his friends. What did the friends ask?

Step 5: Key sentences on Blackboard:

Daddu lay on the hay on the farm.
 The rays of the sun hit Daddy's face.
 How can we wake up Daddu?
 The cow said moo- moo
 The dig said bow- wow
 Up she went into Daddu's nose.

Step 6: Comprehension Questions:

1. Why was Daddu sleeping?
2. Who woke up Daddu and how?
3. Who said caw_caw?
4. What did the pig say?
5. What did the fly do?

Note to the teacher: Follow the remaining steps as given in milestone 1.

Step 7: After the narration**Step 8: Shared reading**

Formative assessment: Let us read 3

Lo: Reads small texts/ posters/ charts in English with comprehension.

Note to the teacher: Ask students to read the simple storylines given in the let us read 2. Ask 3 to 4 comprehension questions.

Rubrics:

Level 1	Level 2	Level 3	Level 4
Unable to read the text.	Reads the text but is unable to respond to the questions.	Reads text and answers at least 1 question correctly – 1	Reads text and answers at least 2 questions correctly.

SEGMENT: CONCEPT PRESENTATION**Step 1 Introduce animals and birds in English:**

Students sit in a semicircle. By using presentation cards 1 and 2 in the workbook point to a picture in the chart and ask students to name the animals/birds. Ex:(cat, cow, duck, lion, monkey, tiger, gorilla, peacock, rabbit, eagle) Repeat the exercise till all the students are familiar with the names of animals in English.

Step 2: Introduce the sounds of animals and birds.

Ask the students about the sounds of the animal and bird. Ex: What does the cow say? Let them try making sounds. You can also use the audio of the same to familiarise the sounds.

What does the duck say?

What does the dog say?

What does the pigeon say?

What does the pigeon say?

Step 3: Discuss the habitat of the animals.

Ask a question to introduce the habitat of animals. Respond to students with a complete sentence in English.

Where does a lion live? 'Lion lives in Forest'.

Where do bees live? 'Bees live on the tree'.

Which animals live in the water? 'Fish lives in the water'

Which birds live in the tree?

Step – 4 Uses ‘that’ and ‘those’

Call a student and point to the picture of a cow in the workbook and ask: What is that? **Respond with a complete sentence ‘that is a cow’.** Point to the picture of cows in the workbook and ask: What are those? Respond with a complete sentence ‘those are cows. Let students listen to you and gradually they will pick the whole sentences.

This activity can be done using the real objects in the classroom.

SEGMENT: LANGUAGE GAME – PASSING THE PARCEL

Materials Required: Box with picture cards of animals and birds. (playing cards size)

Step 1: Explain the rules of the game. Tell the students to sit in a circle.

Step 2: Have a box of pictures ready. Pass the box of pictures saying any rhyme.

Step 3: Pause the rhyme. The student with the box picks a card and names the animal/bird in the card.

Step 4: Then he/ she comes to the center of the circle. S/he holds up the picture and says;

This is an Elephant/ This is a hen. **Use all the 3 sets to play.**

Playing Set: 1	Playing Set: 2	Playing Set: 3
This is an elephant.	I went to the forest and	Cow says moo moo
This is a hen.	saw an elephant.	Cat says meo meo
This is a dog.	I went to the forest and	Dog says bow wow
This is a pig.	saw tigers.	
This is a bee.	I looked at a tall tree and	
This is a rabbit	saw eagles.	

The game continues similarly. If a student cannot say the name, the other students may help him/her. Play the game till all the students have got a chance.

Assessment: (Learning sheets)

LS: 1 to 5 (Let us read/do/write)

Note for the teacher: Assist the children to understand and do the activities. Take a note of students’ progress.

LS 1: Ask the meaning of the words they read and circle.

LS 3: Emphasis should be given to read with comprehension. Instruct students to practice reading the sentences by themselves. Review the same with the students. Ask simple questions and the meaning of the sentences.

MILESTONE: 6

LISTENING AND SPEAKING

SEGMENT: RHYME - THE WHEELS ON THE BUS GO

Step 1: Picture reading

Use the **presentation card** picture in the workbook and elicit the keywords. Tell the students to identify the objects and people in the picture. Point towards the Presentation card and ask the questions.

- a) Name the vehicles you see in this picture.
- b) Which vehicles run on the road?
- c) What is flying in the sky?
- d) Which vehicle has three wheels?
- e) Do you have a vehicle at home?
- f) How do you go to the city/town?

Keywords: Wheels, round, cycle, around, town, engine, oars, boat, across, wings, plane, flying.

Step 2 Reciting the whole rhyme in English with action

Say that 'we shall recite a rhyme on a bus going around the town'. Recite the whole rhyme line by line with action three-four times. Don't sing the rhyme. Let the students repeat and do the action after you.

Step 3: Blackboard reading and recognizing the pattern

Write the first paragraph 'the wheels on the bus..... all day long'. Ask students to read it from the BB. Get students' attention towards the pattern.

- The wheels – on the bus – round and round
- The bell – on the cycle – tring, tring, tring

Step 4: Continuing the rhyme

Encourage the students to continue the rhyme with the help of pictures. Let students recognize the different vehicles, their parts and come up with their lines. Don't reveal these lines until they try.

The horn on the car goes honk, honk, honk...

The wipers on the bus go swish, swish, swish...

Step 5: Activity -Make the sounds of Vehicles

Firstly, introduce the vehicle sounds to students. Divide the students into two groups. Group A will say the vehicle name and group B will make the sound.

A.		B
1 Wheels on the bus	-	Round, round, round
2 Bell on the cycle	-	Tring, tring, tring
3 The engine of the train	-	Chuck, chuck
4 Oars of the boat	-	Splash, splash
5 Wings of the plane	-	Vroom, vroom

(teacher or students can add more lines)

SEGMENT: STORY - IZZY AT THE POST OFFICE

Note to the teacher: Follow the story steps as given in milestone 1. The sample questions, keywords, and key sentences for milestone 6 are given below.

<p>Step 1: Cover page questions:</p> <ul style="list-style-type: none"> ● What do you see in the picture? ● Where do you see lizards? ● What is its colour? ● What does it eat? 	<p>Step 2: Story picture questions:</p> <ul style="list-style-type: none"> ● What do you see in the post office? ● Where are the letters? ● Have you been to a post office? ● How do they send letters? ● What is there in the bag? ● Where did Izzy go?
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Step 3: Blackboard reading: Bags, big, box, drag, head, letters, lizard, post office, shut, van, wall.

Step 4: Story narration:

Questions to help students predict the story (during narration)	Sample echo questions to elicit the key sentences
What will happen to Izzy? Where did Izzy go? Will postman find Izzy? Where does the box go? Where does the van go?	There is Izzy up on the wall. Who was on the wall? Here are the letters in the bag. Where are the letters? The bags are kept in a big box. Where are the bags?

<p>Step 5: Key sentences on Blackboard:</p> <ul style="list-style-type: none"> ● There is Izzy up on the wall. ● Here are the letters in the bag. ● Down goes Izzy from the wall into the bag. ● There goes the bag into the box. ● Here goes the box into the van. ● Off goes the van, zip zap zoom. ● Where did Izzy go? 	<p>Step 6: Comprehension Questions:</p> <ul style="list-style-type: none"> ● Who is Izzy? ● What did she see from the wall? ● What did Izzy see in the big bag? ● Where did the bags keep?
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Formative assessment: Oral assessment

LO: ECL 2-5: Responds to the questions related to stories and poems in English orally and in writing (phrases/short sentences).

Level 1	Level 2	Level 3	Level 4
Students hesitate to respond to the questions. The word/phrase is not relevant.	Expresses in just a few words. Example: lizard, letter, bag, etc.	Expresses in small phrases or one meaningful simple sentence (bilingually/English) with or without grammar errors.	Expresses as given in the story or their own words. Able to say 2 to 3 simple meaningful sentences (bilingually/English) with or without grammar errors. Able to do it according to the sequence.

Note to the teacher: Follow the remaining steps as given in milestone 1.

Step 7: After the narration (as done in milestone 1)

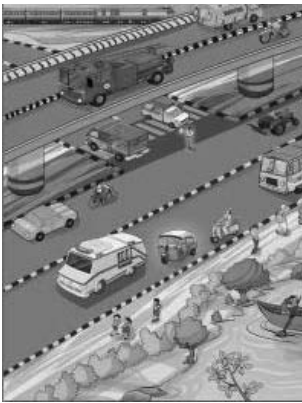
Step 8: Shared reading (as done in milestone 1)

Step 9: Let us do: Draw the picture of Izzy the lizard and write two sentences about it.

SEGMENT - CONCEPT PRESENTATION

Step: 1 Introduction

Use the **Presentation card** and ask students: What do you see? Let students answer. Accept responses and help them to say it in English. Encourage students to answer the question in whole sentences.



What is this?

This is a car.

This is a bus.

This is a boat.

This is an aeroplane.

This is an auto.

This is a cycle.

This is a train. Repeat the exercise till all the students are familiar with the names of the vehicles.

Step: 2 Uses action verbs

Point to a vehicle and ask,

What is this? This is a car.

- Ask where does it move? Then say, 'This is a car. It moves on the road'.
- Make the students repeat the sentences till they are familiar with the ways/means of transport.

This is a bus. It moves on the road.

This is a boat. It sails in the water

This is an aeroplane. It flies in the sky.

This is a train. It moves on the rails. Let the students repeat the sentences till all of them use the action words correctly.

Step: 3 Conversation Circle

Demonstrate the first question and answer with a few students in English. Use the presentation card to help them recall the vehicles. Support students to ask this question in a conversation circle.

Questions: Where are you going?

Response: I am going to _____.

Questions: How will you go there?

Response: I go by _____ (bus, train, car)

READING AND WRITING ACTIVITIES

ALPHABET SEQUENCE

Step 1: Reading the Alphabet chart: (Learning Sheet (LS):1)

- Ask the students to remember the letters they have learned and tell them to write in their notebooks.
- Ask them to count and see if there are 26 letters. Now open the Alphabet chart in the workbook (LS: 1) and ask students to read the letters in the sequence.

Step 2: Singing the Alphabet rhyme: (LS:2,3 & 4)

2.1: Recite the rhyme and at the same time put a finger against each line as you say the rhyme. Repeat the rhyme until all students can say it.

2.2: Instruct students to copy the Capital and small letters in the four-line worksheet.

Note to the teacher:

Vowels: In Kannada, the vowels are known as Swaras. (The letter Y represents both vowel and consonant sounds. In the words cry, sky, fly, my, and why, the letter 'Y' represents the vowel sound /ai/).

Consonants: Except for the vowels in English a, e, i, o, u, and sometimes y – all the remaining letters are consonants similar to vyanjanas in Kannada.

DIAGRAPHS

Step 1: Introducing diagraphs - LS: 5 (5.1, 5.2, 5.3)

1.1: Tell the students to identify the first set of pictures of the chair and torch. Let them read the words with a picture. Elicit the meaning of each word. (Ending as in 'torch' or starting as in 'chair' with).5.1



1.2: Write the letters **C** and **H** on the blackboard or show the flashcards of **C** and **H** together and say to students that When the letter: **C** joins with **H** it makes **Ch** (Z'i) sound as in chair.

1.3: Ask students to name objects starting with **Ch** and write those on the **BB** like a chair, chips, chocolate. Underline the **ch** letters in the words. Ask the students to read the words having a **ch** sound.

1.4: Introduce **Sh, Th, Wh** with the same procedure mentioned in 3.1, 3.2 and 3.3

S can join **h** to form **Sh** (±i) sound as in **She**.

T can join **h** to form the sound **Th** (X'i) as in three.

W can join **h** to form the sound **Wh** (a'i) as in why.

1.5: Tell the students to read the words **ch, sh, th,** and **wh** by using **LS 5.2**. Elicit the meaning of each word.

1.6: Tell the students to read and write a few more words with **Ch, Sh, Th,** and **Wh** sounds (**LS 5.3**)

Step 2: Reading sentences - LS 6

2.1: Read the sentences with ACTION. While reading pause at the keywords (words in bold) and tell the students to say the words.

2.2: Ask simple questions about the sentence to elicit the meaning of the keywords.

2.3: Ask them to say & copy the sentences in the 4 lines provided.

Step 3: Introduce the sight words: LS - 7

- Follow the steps mentioned in milestones 1 to 5 to introduce the sight words.



Assessment:

LS: 1 to 7 (Let us read/do/write)

Note for the teacher: By this time students can read word families, sight words, simple sentences from the story without visual cues. They can form words and write words with picture support.

LS 4: Emphasis should be given to read with comprehension. Instruct students to practice reading the sentences by themselves. Review

MILESTONE: 7

LISTENING AND SPEAKING

SEGMENT: STORY - THE FAT KING

NOTE: Follow the story steps explained in milestone:1. The sample questions, keywords, and key sentences for milestone 7 are given below.

Step 1: Cover page questions:

- What do you see in the picture?
- How does the king look?
- How is the queen?
- What are they doing?

Step 2: Story picture questions:

- Who sits on the chair?
- What is the colour of the dog?
- What is there in the sky?

Step 3: Blackboard reading: Eating, fatter, dog, thin, food, friend, listening, looking, neck, old, part of, picked, late, share, size, song, standing, talk, thinner, turned.

Step 4: Story narration:

Questions to help students predict the story (during narration)	Sample echo questions to elicit the key sentences
<ul style="list-style-type: none">● Why did the dog run after the cat?● Why did the king run after the dog?● What are the changes you can see in King's body?● Suggest your ideas to become thin?	<p>There was a fat king. Who was there?</p> <p>The Fat king had a fat queen and a thin dog. What did the fat king have?</p> <p>The fat king ran after the dog. Who ran after the dog?</p> <p>The queen's friends sang a song. Who sang a song?</p> <p>The queen became thinner and thinner. Who became thinner and thinner?</p>

Step 5: Key sentences on Blackboard:

There was a fat king.
 The Fat King had a fat queen and a thin dog.
 The dog saw a cat.
 The dog ran after the cat.
 The king ran after the dog.
 They ran and ran for many days.
 Soon the king and the queen were the same sizes.

Now the fat king was thin.

The king was tall and thin.
 The queen wanted him fat again.
 The queen's friend sang a song.
 The queen put a part of her food into the king's plate.
 The king ate more food every day.
 He became fatter and fatter.
 The queen

Step 6: Comprehension questions:

1. Why was the king fat?
2. What did he do to become thin?
3. How did the queen become thin?
4. If you want to be healthy what food, you should eat?

Note to the teacher: Follow the remaining steps as given in milestone 1.

Step 7: After the narration 'retell the story (as done in milestone 1).

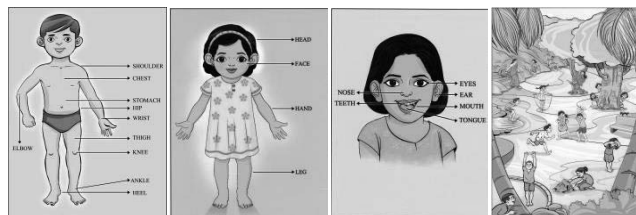
Step 8: Shared reading (as done in milestone 1)

Step 9: (Additional activity) Students can be given individual sentences to sequence and narrate.

SEGMENT: CONCEPT PRESENTATION

Step: 1 Introduction

Display the presentation card and ask students to recall the parts of the body. Point to the various parts of the body, and name them. Start from the top beginning with the head and down to the toes. (Head, neck, chest, stomach, shoulder, arm, elbow, wrist, finger, hips, thigh, knees, legs, ankles, feet, toes, hair, eyes, nose, ears, mouth, lips, tongue, and teeth. Use the presentation card given in the workbook.



Step 2: Uses singular and plural forms

- Call students in small groups (2 to 3) to come and present the parts of the body. Let them introduce one and two together like a hand, hands, etc. Ask the difference between hand and hands and continue with other body parts.

Hand-hands, leg-legs, eye-eyes, ear-ears.

Note: Teeth and feet are plural and when they are single, they are called tooth and foot. No need to share this with students. They will get this idea over time.

- Share that when we describe more than one object, we add an "s" to the word ending to show it is more than one.

Step 3: Uses this is and these are

3.1: Describe the body parts in sentences like

This is my hand. These are my hands.

This is my hand. These are my hands.

This is my leg. These are my legs.

This is my ear. These are my ears.

This is my tooth. These are my teeth.

This is my foot. These are my feet.

3.2: Ask students to sit in small groups and read the picture using the above sentences till all the students are familiar with describing the parts of the body using "**this is**" and "**these are**" in English. Ensure they know the difference between '**this is**' and '**these**'. Convey the meaning in Kannada.

Note to the teacher: There are 3 rules of changing singular and plural in English.

We use "**this**" when we talk of one thing and "these" when we talk of more than one thing. We use "**is**" when we talk of one thing and "**are**" when we talk of more than one thing. When we describe more than one object, we add an "s" to the ending to show it is more than one.

Step 4: Functions of the parts of the body and face.

Using the picture in the workbook, students say a sentence about the various functions of the parts of the body and face.

Ex: What do you do with your ears?

I hear with my ears.

What do you do with your nose?

We smell with our noses.

What do you do with your hands?

We clap/ write with our hands.

What do you do with your eyes?

We see with our eyes.

Step: 5 Conversation circle

Practice these questions in the conversation circle.

Q: What do you do with your ears?

A: I hear with my ears.

Q: What do you do with your nose?

A: I smell with my nose.

Q: What do you do with your hands?

A: I clap/ write with my hands.

Q: What do you do with your eyes?

A: I see with my eyes.

Continue the activity till the circle is complete.S

Step 6: Uses the suffix "ing"

6.1: By showing the picture in the workbook and asking What is the boy doing? He is running. Students may answer one word. Help them to say the answer in full sentences:

The boy is running on the road.

What are the girls doing?

The girls are playing in the garden.

What is the girl doing?

The girl is skipping on the grass.

What the boy is doing?

The boy is jumping into the water.

6.2: Tell the students to do the following actions writing/ jumping/ laughing/ eating/ clapping/ dancing. Then ask the questions like

What is he/ she doing? He is jumping. She is jumping.

Note to the teacher: We use verb + ing to talk about an action happening now. 'ing' is used to denote actions in the present continuous tenses as shown in the pictures.

SEGMENT: LANGUAGE GAME – SIMON SAYS

Materials Required: Puppet.

Cues:

Touch your head/nose/mouth/ear/eye/nose/leg/teeth/tongue etc.

Open your mouth/eyes.

Close your mouth/eyes

Lift your leg/hands

Clap your hands

Wave your hands

Stamp your feet

- Explain the rules of the game in L1.
- Introduce the puppet, Simon. Tell the students that only when Simon will give the commands, they have to do the action.

Ex: Simon says touch your head. Then students should touch their heads.

- Practice once with students and check if they are doing it right.
- In the game, Do the actions only when Simon gives the commands. If others give the command, then it should not be done.
- Model/repeat the actions and continue the game.
- Guide the students to give the commands and play the game independently in groups.

Formative assessment: Oral

LO: Responds to simple instructions, announcements in English made in class/school.

Note to the teacher: A small plastic ball can be placed on the table. Each student can be given the below instructions. Some acts of a student might not get the desired result, but the teacher must infer the action of the student. Ex.: the ball might not fall on the box, but if he had tried throwing the ball towards the box it can be inferred that he understood.

1. Pick the ball, throw the ball upwards, bounce the ball on the ground (or hit the ball on the ground), keep the ball on the table, keep the ball in the ground, roll the ball on your hand, kick the ball, roll the balloon ground, throw the ball into the chalk box/bag, place the ball back in the same old position.

Level 1	Level 2	Level 3	Level 4
Doesn't follow any instructions.	Acts with a delay or follow only half of the instructions (Eg: just throwing anywhere instead of mentioned place, placing in the ground instead of bouncing, or bouncing instead of placing) and places it back in the table.	Acts upon 2 to 3 instructions but skipped a few in between. Example: Pick the ball, bounce the ball on the ground, keep the ball in the ground, etc.	Acts spontaneously to all instructions. Follows more than 5 instructions. Example: Pick the ball, throw the ball upwards, bounce the ball on the ground, keep the ball on the table, keep the ball in the ground, etc.

READING AND WRITING ACTIVITIES

WORD FAMILIES

Step 1: Words ending with the same letters

Read out the words loudly and ask students to write words with similar sounds. Like, fan, man, van, etc.

Step 2: Identifies and reads words ending with 'and', 'end' & 'ind' – LS 2.1

2.1: Show the first set of pictures (LS 2.1) with the sound 'and' and ask them to read the words with a picture. Elicit the meaning of each word. Supply the English words for the pictures if they are not able to identify.

2.2: Elicit the meaning of the words bilingually. Convey that some words have different meanings.

2.3: Write the letter 'end' on the BB and ask them to think of words that end with the same sound. Let them think.

2.4: Now point to the words having an end sound, help the students to read hand, band, sand.

2.5: Likewise introduce words ending with 'end', 'ind'. Follow the same steps as above. Follow the same for end and ind.

and	end	ind
hand	bend	find
band	send	kind
band	lend	bind
sand	end	hind

Ask students to identify the pictures in the LS 2.2 and write them down in the space provided. The opportunity can be given to form a new word in the space given below.

Step 3: Read the sentences: learning sheet: 2.3

3.1: Read the sentences with ACTION. While reading pause at the keywords (words in bold) and tell the students to say the words.

3.2: Ask simple questions about the sentence to elicit the meaning of the keywords.

3.3: Ask them to say & copy the sentences in the 4 lines provided.

Note to the teacher: Repeat steps 2 and 3 for the learning sheets: 3, 4, 5, 6, and 7 while introducing the below-given word families.

LS	word families	
2	'and', 'end', 'ind'	
3	'ank', 'ink'	
4	'ast', 'est'	
5	'ang', 'ing', 'ong'	
6	'ack', 'eck', 'ick', 'ock', 'uck'	
7	'all', 'ell', 'ill', 'ull'	

Step 4: Using 'ing' tense forms: (LS 8)

Note: ('ing') We use the suffix ing to denote actions in the present continuous tense.

Show the pictures in the workbook and read the sentences. Give classroom examples like, Ravi is writing, Seetha is standing, the bell is ringing, etc. Encourage students to create a few more sentences.

Step 5: SIGHT WORDS (LS 9.1 and 9.2)

materials – Flashcards of sight words

- Say a sight word and ask students to identify it from the table given in the LS 9.1.
- Ask the students to read the words given in LS 9.1.
- Ask them to say and write the sight words in the four lines LS 9.2.



Assessment:

LS: 1 to 6 (Let us read/do/write)

Note for the teacher: Assist the students to understand and do the activities.

LS 1: Ask the meaning of the words they form.

LS 2: Emphasis should be given to read with comprehension. Instruct students to practice reading the sentences by themselves. Review the same with the students. Ask simple questions and the meaning of the sentences.

LS 5: Assist students to recognize the picture and in forming the words.

MILESTONE: 8

LISTENING AND SPEAKING

SEGMENT: RHYME - MUMMY DEAR, DADDY DEAR

Step 1: Picture reading

Use the **presentation card** picture in the workbook and elicit the keywords. Tell the students to identify the pictures. Point towards the picture and ask the questions.

1. What are the students doing?
2. What is the father doing?
3. What is the grandmother doing?

Keywords: dancing, singing, playing, eating, reading, writing, etc.

Step 2: Recite the whole rhyme in English with action.

Say that ‘we shall recite a rhyme on mummy, daddy, and a baby’. Recite the whole rhyme line by line with action three-four times. Don’t sing the rhyme. Let the students repeat and do the action after the teacher.

Step 3: Blackboard reading and recognizing the pattern

Writes the first paragraph ‘mummy dear just for you. Asks students to read it from the BB. Get students’ attention towards the pattern.

- Baby – dancing
- Baby – singing

Step 4: Continuing the rhyme

Encourage the students to continue the rhyme by using other action words like playing, laughing, riding, writing, etc. Let students come up with their lines.

Step 5: Reciting next lines

Recite the first line and let the students say the next line. Continue till the end of the rhyme. Then let students start the rhyme and you say the next line.

SEGMENT: STORY- TOTO AND THE RUNAWAY CAP

NOTE: Follow the story steps explained in milestone:1. Use the samples questions given here.

Step 1: Cover page questions:

- What do you see in the picture?
- What is the name of the cat?
- Did Toto get the cap?
- Where did he get the cap?

Step 2: Story picture questions:

- Where did the Toto go?
- Who sells the Ice-cream?
- Where was the cap go?
- How did he try to get the cap?

Step 3: Blackboard reading: bent, chest, dripping, everyone, grown-up, gust, looked, mirror, poke, pride, stick, stone, street, throwing, walked, wearing, wet, wind.

Step 4: Story narration:

Questions to help students predict the story (during narration)	Sample echo questions to elicit the key sentences
What will happen if the cat didn't get the cap?	Toto cat looked at the mirror. Where did Toto cat look? He went out wearing his cap. How did he go out?
How will you help Toto to get his cap?	"Toto, you look tall and grown-up," said Walla the bull. What did Walla say?

Step 5: Key sentences on Blackboard:	Step 6: Comprehension Questions:
<p>Toto cat looked at the mirror.</p> <p>He went out wearing his cap.</p> <p>All the people looked at Toto cat.</p> <p>"Toto, you look tall and grown-up," said Walla the bull.</p> <p>Toto cat was full of joy.</p> <p>There came a gust of wind and off went Toto's cap.</p> <p>Toto cat ran after the cap but it rolled away.</p> <p>The cap sat in the tree.</p> <p>Toto cat threw a stone at the cap.</p> <p>There went the cap from the tree to the wall and from the wall to the well.</p>	<ul style="list-style-type: none"> • How did the people react? • Why was Toto's cat full of joy? • Was Toto cap happy in the end? Why? • Who was Walla? • Did Toto wear the cap?

Note to the teacher: Follow the remaining steps as given in milestone 1.

Step 7: After the narration**Step 8: Shared reading****SEGMENT - CONCEPT PRESENTATION****Step: 1 Introduction**

Start by asking who all are there in your family?

By Using the **presentation card**, ask Who are there in Manasa's family? Encourage the students to name all the family members. Father, mother, grandmother, grandfather, brother, and sister.

Bring the concept of parents, grandparents, and grand children through interaction.

Step 2: Conversation circle

Practice this question and answer in a conversation circle (as done in milestone 1)

Q: How many members are there in your family?

A: There are 4 members in my family.

Step 3: Names of the extended family members.

Step 3.1: Students are familiar with ‘uncle’ and ‘aunt’. Ask whom they call uncle (brothers of fathers) and what is their relationship with the person. Introduce that all uncle’s/aunt’s students are called cousins.

Activity: (Let students ask these questions to their classmates)

He is my uncle’s son. He is my.....

He is my aunt's son. He is my.....

He is my father's father. He is my.....

He is my mother's father. He is my....

She is my uncle's daughter. She is my.....

She is my aunt's daughter. She is my....

She is my father's mother. She is my

She is my mother's mother. She is my....

Step 4: Uses ‘their’ and ‘our’

4.1: Use the Manasa's family chart to introduce characters ‘Manasa’ and ‘Pratap and their belongings. ‘This is their house’ etc. (Note: This activity should be done by the teacher. Let students listen to your sentences. Don’t emphasize the rules.)

4.2: Ask students to name the things they have in the class and say this is our table, our chalk piece. They can also frame sentences about the school, this is our school, this is our classroom, this is our garden, etc. Likewise, they can be asked to name the objects in the next class and frame sentences ‘that is their bags, table, etc.

For teacher’s information: In English to show that something belongs to another person, we add ‘their’ such as ‘EzÀ Cª ªÀ ¥À, PÀ in English we say, this is their book. When we want to show that something belongs to us, we say ‘our’ such as ‘EÀ ÀzÀ’.

Formative assessment: LO: Response verbally/in writing to questions based on day-to-day life experiences.

Note: Ask a simple question about the daily life of their family members and note the students’ responses. For example, what does your mother do? What does your father do? Who tells you a story at home? Why do you like our grandparents? Etc.

Level 1	Level 2	Level 3	Level 4
Students don’t respond to any questions.	Responds to 1 or 2 questions in words.	Responds to 1 or 2 questions.	Responds to all 3 questions.

READING AND WRITING ACTIVITIES

LONG VOWELS

In English vowel, sounds have short and long sounds. Long vowels are introduced in this milestone. Refer to the below table to pronounce the words.

Sl.No.	Word	It should be pronounced like this.
1	Tail	Taaaaaail
2	Bean	beeeeen
3	Feet	Feeeeeet
4	Body	Bodiiiiiiiiiii
5	Tie	Taaaaaaaaai
6	Sky	Skaaaaaaaaaai
7	Buy	Baaaaaaaaai
8	Boot	boooooooooot
9	Blue	bluuuuuuuuuuu
10	Few	feeeeeeeew

Step 1: Read the following words

Ask students to read and circle the words that related to the word families. This will help you to know whether they can read 3 letter words (short vowels).

NOTE: Repeat this step for the learning sheets: 3, 5, 7, and 9 in the SW.

Step 2: Identify the picture and read the words

2.1: Show the pictures using the workbook (LS 2.1) and ask students to identify the picture. Elicit the meaning of each word (some words may have more than one meaning). Supply the English words for the pictures if they are not able to identify.

2.2: Show the words **ail**, point to the word help the students to pronounce them rightly from WB. Follow the same for **nail, rail, tail**.

2.3: Write the letter ‘**ail**’ on the BB and ask them to think of words that end with the same sound. Likewise, ask for ‘**ain**’. Let them try making words.

ail	ain
nail	rain
rail	pain
tail	main

2.4: Ask the students to identify the pictures and write them down in the space provided in the learning sheet 2.2.

NOTE: Repeat this step for the learning sheets: 4, 6, 8, and 10 in the SW.

Step 3: Read the sentences: learning sheet: 2.3

4.1: Read the sentences with ACTION. While reading pause at the keywords (words in bold) and tell the students to say the words.

4.2: Ask simple questions about the sentence to elicit the meaning of the keywords.

4.3: Ask them to say & copy the sentences in the 4 lines provided.

NOTE: Repeat this step for the learning sheets: 4.3, 6.3, 8.3, and 10.3 in the SW.

Step 4: READ THE SIGHT WORDS: LS - 11

- Say a sight word and ask students to identify it from the table given in the LS 11.1.
- Revise the meaning of the sight words like write, all, next, etc.
- Ask the students to read the sentences given in LS 11.2 and let them explain the meaning in their own words.
- Copy sight words in the four lines LS 11.3.
- Circle the words that you can read LS 11.4.

Assessment:



LS: 1 to 2 (Let us read/do/write)

Note for the teacher: Assist the students to understand and do the activities.

LS 1: Ask the meaning of the sentences they read. Instruct students to practice reading the sentences by themselves. Review the same with the students.

LS 2: Read the words emphasizing the sounds.

MILESTONE: 9

LISTENING AND SPEAKING

SEGMENT: STORY - IZZY ON THE TRAIN

NOTE: Follow the story steps explained in milestone:1. Use the samples given here.

Step 1: Cover page questions:

- What is the name of the lizard?
- What do you see in the picture?
- What did he see in bags?
- Did Izzy go on the train?
- What is the story about?

Step 2: Story picture questions:

- Did the van stop at the police station?
- Did Izzy see through the hole?
- Did the train come fast into the station?
- What was written in the Van?
- Where did Izzy go?
- What do we see in the Railway station?

Step 3: Blackboard reading: Brake, pushing, threw, dragged, shaking, train, moving, peered, platform, pressed, pushing, shaking, shouted, shuts, sighing, railway, threw, train, tumbling, van, whistle, station.

Step 4: Story narration:

Questions to help students predict the story (during narration)	Sample echo questions to elicit the key sentences
What will happen if Izzy didn't fall? What will happen if Izzy comes out of the van? Where did Izzy go on the train?	It was dark inside the bag. How was inside the bag? She saw a tiny hole. What did she see? The words MAIL VAN were written on it. What was written on it? The postman threw the bag into the van. Who threw the bag into the van?

Step 5: Key sentences on Blackboard:

It was dark inside the bag. The words MAIL VAN were written on the van. The postman threw the bag into the van. Izzy moved up and down and side to side. The van stopped at the railway station.	Izzy saw through the hole. The train came in slowly into the station. A man threw the bag inside the train. The letters and the parcel went swoosh. Izzy held on as the bag moved. The train whistled and chunked out of the platform slowly.
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Step 6: Comprehension questions:

- Name the things we see in the Mail Van.
- What is the name of the railway station?
- What did Izzy see in the railway station?
- Who threw the bag into the van?
- Where did the van stop?

Note to the teacher: Follow the remaining steps as given in milestone 1.

Step 7: After the narration**Step 8: Shared reading.****SEGMENT: CONCEPT PRESENTATION****Step 1: Introduction**

Elicit the names of the vehicles they know

Display the **presentation card** & ask 'What do you see in the picture'. Point out to one of the vehicles and ask: What is this? Encourage students to answer the question in the whole sentence like:

- This is an ambulance.
- This is a police jeep.
- This is a water tanker.
- This is a school bus.
- This is a fire engine.
- This is a tractor.

Interact until the students are familiar with the name of the specialized vehicles in the picture.

Step 2: Uses prepositions

2.1: Point to an ambulance and ask What does it do?

Let students respond in their mother tongue. Say the ambulance takes people to the hospital.

2.2: Similarly use other specialized vehicles and give examples

Fire engine: The fire engine puts **out** the fire.

Water tanker: The water tanker goes **up and down** supplying/bringing water.

Police jeep: The police jeep goes **around** town keeping everyone safe.

School bus: The school bus takes students from their home **to** the school.

The tractor: The tractor digs **up** the field before planting seeds.

Step 3: Conversation circle

- Demonstrate the first question and answer with a few students in English.

1. Where did you go last Sunday?

I went _____

2. How did you go there?

I went by _____ (cycle, bike, bus, train, car etc.)

- Let students practice this in small groups/pairs and the circle.

Formative assessment: LO: Uses nouns, verbs, adjectives, and prepositions in speech and writing.

Note: Choose any meaningful picture (which has people/objects/actions) from the 4th standard textbook. Ask students to write 3 sentences describing the picture. By this time students are familiar with all the letters and blends. They will recognize the objects (nouns) and write about the action (verb) taking place.

Level 1	Level 2	Level 3	Level 4
Writes a few disconnected words.	Writes 1 or more sentences with many spelling errors.	Writes 2 meaningful sentences in English/bilingual. (Minor spelling errors are acceptable)	Writes at least 3 meaningful sentences in English/bilingual. (Minor spelling errors are acceptable)

SEGMENT: LANGUAGE GAME – PASSING THE BOX

Material Required: Box with pictures of vehicles.

- Explain the rules of the game.
- Divide the students into groups if necessary.
- Arrange the material. (box of pictures)

Play the game as explained below: Have a box of pictures ready. Students sit in a circle. Pass the Box of pictures saying any rhyme. Pause the rhyme. The student with the box picks a card and name the vehicle on the card. Students identify the name of the vehicle. Then he/ she comes to the center of the circle, shows the picture, and says

This is a car that moves on the road.
This is a train that runs in the tracks.
This is a boat that sails in the river.
This is an aeroplane that flies in the sky.
This is an ambulance that takes people to the hospital.
This is a water tanker that supplies water.
This is a fire engine that puts out the fire
This is a tractor that digs up the field.

Note: The game continues in a similar manner using other vehicles. If a student cannot say the name, the other students or teacher may help him/her. Continue the game till all the students have got a chance to play.

READING AND WRITING ACTIVITIES

BLENDS

Step 1: Read the following words and say the meaning: LS 1

1.1: Show the first set of the pictures with the sound ‘**bl**’ (blind and blow) and ask them to identify the picture and its meaning. Let students think of the words starting with the ‘**bl**’ sound. **LS 1.1**

1.2: Write the letter **b** and **l** on the blackboard (or show the flashcards of **b** and **l** together) and read it as **bl** () as in black.

1.3: Write the words **bl**- black, blue, bland on the **BB** one by one and call students in a small group to read the words having **bl** sound. Emphasis on the sound helps them recognize the letter and its sound.

1.4: Ask students to write the words next to the pictures given in **LS 1.1**. Elicit the meaning of each word.

1.5 Guide the students to read the words in **LS 1.2** and copy the words in 1.3

Note: Introduce cl, fl, gl, pl with the same procedure mentioned in 1.1, 1.2, 1.3 & 1.4

c can join **l** to form **cl** () sound as in climb.

f can join **l** to form the sound **fl** () as in flood.

g can join **l** to form the sound **gl** () as in glow.

p can join **l** to form the sound **pl** () as in play.

Note: Follow the same steps to introduce R and S blends in Learning sheets 2 and 3.

Step 2: Read the sentences: Learning sheet 1.4

2.1: Read the sentences with ACTION. While reading pause at the keywords (words in bold) and tell the students to say the words.

2.2: Ask simple questions about the sentence to elicit the meaning of the keywords.

2.3: Ask them to say & copy the sentences in the 4 lines provided.

NOTE: Follow the steps for “read the sentences” activities given in learning sheets 2 and 3.

Step 3: Introduce the sight words:

- Say a sight word and ask students to identify it from the table given in the LS 4.1.
- Revise the meaning of the sight words like under, behind, around, etc.
- Ask the students to read the sentences given in LS 4.2 and let them explain the meaning in their own words.
- Copy sight words in the four lines LS 4.3.

Assessment:



LS: 1 to 5 (Let us read/do/write)

Note for the teacher: Assist the students to understand and do the activities.

LS 1: Ask the meaning of the sentences they read. Instruct students to practice reading the sentences by themselves. Review the same with the students.

LS 2: Read the words emphasizing the sounds.

LS 5: Give the dictation of the words that they studied in this milestone.

MILESTONE: 10

Able to develop useful messages for their school premises. Classroom, Garden, Playground Etc.

Learning objectives:

Students are able to

- Identify the objects in the school surroundings.
- Write useful messages to their school and home surroundings.
- Aware to follow the rules in school surroundings.

How to do it?

Step 1:

- Teacher asks the students to say the items that are there in the classroom.
- And writes it on the blackboard and then asks students to read. If students respond in their mother tongue provide English words to them.
- Teacher tells the students to do the activity in LS 1.1

Step 2: Teacher asks the students to do the activity as given in LS 1.2

Step 3:

- Teacher asks the students to go out of the classroom.
- Teacher goes along with the students and supports them to observe school premises Office, playground, toilet, Library, etc.
- And tells them to observe the messages written. (Ex: Girls toilet, PE, etc.) Then teacher asks the students to write the names on the blackboard. If students respond in their mother tongue provide English words to them.
- Then asks the students to do the activity in LS 1.3

Step 4:

- Teacher writes a few messages on the blackboard and asks students to say the meaning. Teacher shares the importance of having messages in the school surroundings.
- Then asks the students do the worksheet LS 1.4. They can also write the Kannada messages.

Step 5:

- Teacher distributes each message among the students and tells the students to write it on a paper and paste it to the right place of the school.
- Instructs them do this activity in small groups.
- Instructs the students to paste the messages in their home also.
- Teacher adds more messages to the list.

LET US DO -1: Teacher divides the students into two groups and distributes message chits among the group equally. Asks one group to read a message and other group has to identify the place that is used. Plays this as a language game.

LET US DO -2: Teacher tells the students to do the activity as instructed in the student workbook.

Rubrics for assessment: Let us do -2

LEVEL 1	LEVEL 2	LEVEL 3
Unable to read and identify the messages.	Able to read the messages and identify any 3 to 5.	Able to read the messages and identifies more than 7.

MILESTONE: 11**Use rhyming words for writing short sentences:****Learning objectives:****Students are able to**

- Identify the correct rhyming words.
- Understand the rhyme.
- Use rhyming words to write sentences.

How to do it?**Step:1 Reciting rhyme:**

- Teacher recites the rhyme 2 to 3 times and asks the students to repeat it.
- Teacher Elicits the meaning of the keywords: Street, see, traffic, listen, horn, bell, road, motor-bus, side, wide, safe.
- Asks the students to identify the words having the same sounds from the rhyme. Ex: hit-bit, bell-well etc. (As students are already familiar with the word families)
- Teacher tells the students to do the activity in 1.2

Step: 2 Identify the rhyming words:

- Teacher asks the students to read the words with the help of the pictures given in LS 1.3.
- And tells them to write the correct rhyming word.

Step: 3 Completing the rhyme:

- Teacher tells the students to read the words given in the bracket.
- Then elicits the meaning of each word and sentence of the rhyme A and B. Note: Understanding each line of the rhyme is important to identify the correct pair.
- Teacher tells the students to complete the rhyme by choosing the correct rhyming word given in LS 1.4

Step: 4 Teacher asks the students to identify the correct rhyming pair from the sentences given in LS 1.5

Step: 5 Write simple sentences using the rhyming word:

- Teacher ask the students to identify the two pictures in the box and write it on the Blackboard. Ex: Cat-Mat.
- Then Writes one or two sentences using Cat and Mat on the BB. Ex: 1. Cat sits on the mat. 2. Cat sleeps on the mat.
- Now teacher tells the students to make simple sentences using Cat-Mat.
- Teacher guides them to do the activity LS 1.6 in their workbook.

LET US WRITE: 1 Teacher tells the students to pick rhyming words of their choice and write new sentences using them.

Rubrics for assessment:

Level 1	Level 2	Level 3
Not able to identify rhyming words.	Able to identify rhyming words but not able to do sentences.	Able to write 4-5 short sentences using rhyming words.

MILESTONE: 12

Creates and narrates the story with the help of the poster:

Learning objectives:

Students are able to

- Identify characters, title and scene in the poster.
- Write simple sentences about the characters and scene.
- Create and narrate story by using posters.

How to do it?

Step: 1 Writing title, characters and scene:

- Teacher shows one of the pictures in 1.1 and asks the following questions and gives an idea about the picture.

- Who is there in the picture?
- What are the things you can see in the picture?
- Why did the cat speak with the postman?
- What is there in the sack?
- What is the name of the vehicle you can see in the picture?
- Teacher writes the words on the BB. And helps the students to Identify the characters, scene and write a title to the poster.

Step: 2 Making a story poster:

- Teacher tells the students that now we are going to create a poster.
- Instructs the students to choose any scene given in LS1.2.
- Then asks the students to think for a while about the story they are going to create.
- Teacher tells them to choose any characters of their choice, cut and paste them in to the scene they selected.

Step: 3 Writing a few lines about the characters:

- Teacher writes a name of an animal in the BB. For Ex: COW.
- And asks the students to say what are the things coming to their mind while thinking about the COW.
- Teacher puts all the words on BB and helps the students to write simple sentences about it. Like: This is a cow. It gives us Milk. I like cows. It eats grass. The name of my cow is Gowri.
- Teacher gives 2 to 3 examples based on the characters.
- Teacher guides them to do the activities in 1.3

Step: 4 Writing a few lines about the scene:

- Teacher writes the name of a scene on the BB. For Ex: River
- Elicits words related to the river and write it on the BB.
- Teacher helps the students to frame simple sentences using the words. Ex: This is a river. Fishes are in the river. The River gives us water.
- Guides them to do the activity in 1.4

LET'S WRITE:

- Teacher tells the students to create their own story by using the poster they created. Tells them to use the keywords given in 1.5 and the lines they have already written about the scene and characters.
- After creating their own story, tells them to narrate the story to their friends/class and their parents.
- Teacher helps them to display their story with the poster on the school panel board.

Rubrics for assessment:

Level 1	Level 2	Level 3
Not able to write scene, characters and title to the self-created story poster.	Able to write the scene, characters and title to the self-created story poster.	Able to create and write a simple story by using the poster.

MILESTONE: 13

Use punctuation marks appropriately in writing such as comma, question mark, full stop and capital letter.

Learning objectives:

Students are able to

- Use comma, full stops, question marks and capital letters in sentences and paragraph.
- Know the rules of using punctuation marks.

How to do it?

Step:1 Teacher asks the students to circle the capital letters given in **LS 1.1**

Step: 2 Asks them to identify the name of the place and person and to write it in the boxes provided in **LS 1.2.**

Step: 3 Using capital letters:

* Teacher explains to the students that capital letters are used at the beginning of a sentence and the first letter in the name of a place or person.

Teacher tells them to write the name of their friends or family members and 5 places by using capital letters.

Tells them to open the English textbook and asks them to identify the sentences started with capital letters.

Guides them to do the activity **1.3**

Step: 4 Teacher tells the students to put full stops at the end of each sentence in **LS 1.4**

Step: 5 Using full stop:

Teacher explains to them full stops are used at the end of a sentence.

Step: 6 Teacher asks the students to use capital letters and full stop in **LS 1.6.**

Step: 7 Teacher asks the students to circle the comma in **LS 1.7**

Step: 8 Using comma:

Teacher explains that we use commas to separate items in a series. Gives examples like 1. pen, pencil, scale, eraser. 2. Ramesh, Mahesh, Seetha and Dileep etc.

Then asks the students to give more examples using commas.

Step: 9 Teacher guides the students to do the **LS 1.8, 1.9, 1.10 and 1.11** as instructed in the workbook.

Step: 10 Using Question marks:

Teacher explains that question marks are used at the end of a sentence when you turn a statement into a question to get a specific answer.

Asks them to read the questions used in their textbook.

Allows asking questions bilingually.

Guides them to do the activity 1.12.

LET'S WRITE: Teacher tells the students to rewrite the paragraph by using Comma, Capital letters, Question marks and Full stop.

Rubrics for assessment:

Level 1	Level 2	Level 3
Not able to use commas, full stops, question marks and capital letters in writing.	Able to use any 2 punctuation marks in writing.	Able to use all 4 punctuation marks appropriately in writing.

MILESTONE: 14

Bring the toy and introduce them in the class. Writes messages for the toy.
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Learning objectives:**Students are able to**

- Describe objects /toys, orally and in writing.
- Identify toys and familiar objects.
- Write a message to a favourite toy.

How to do it?**Step: 1 Let's speak:**

- Teacher calls one of the students in front of the class and asks them to select a toy of their choice in the picture given in their workbook 1.1.
- Tells him/her to say about the toy by using its Colour, Size, Shape, Descriptions like wheels, legs, eyes, numbers etc. Reminds them not to tell the name of the toy directly.
- Teacher writes the words on BB and tells the students to identify the toy.
- Teacher repeats this activity for all the toys given in the workbook.

Step: 2 Write a message to the toy:

- Teacher tells the students to choose any one of the pictures given in the workbook 1.2.
- Then asks the following questions;
- What is the name of this toy?
- What is the colour of this toy?
- Why do you like this toy?

- Teacher writes the student’s responses on the Blackboard. Then asks them to speak bilingually. Provides words in English. Helps them to make simple sentences like: Doll, You are my best friend. Note: Eliciting sentences will help them to add more sentences.

Step: 3 Bring the toy from their home:

- Teacher tells the students to bring the toy from their home.
- Then asks each student to talk about their toy.
- Teacher writes the student’s responses on BB.
- Guides them to write simple sentences by using the words written on the BB and tells them to do the activity in 1.3.

Let’s write-1: Teacher tells the students to draw the picture of their favorite toy and write a message to the toy.

Let’s Do-2: Playing a game:

- Teacher divides the class into two groups.
- Tells one group to select a chit having description about the toy and other groups to identify the correct name of the toy. Teacher uses the following descriptions.
 1. You use me to write. Once you wrote you can’t rub. Your teacher uses me in red colour.
 2. I have three wheels. I carry things and passengers from one place to another. I am a vehicle. Guess who am I?
 3. Birds will build the nest on my branches. On a hot day, I will give you a cool seat.
 4. I like to hop around. I am green and slippery. I eat bugs and catch flies with my long tongue.
 5. I am a toy. I have legs and hands like you. You can dress me. I am made of plastic.
 6. I am a family pet. I have a long tail. I can catch a mouse. My baby is called a kitten.
 7. I am a toy. All children are fond of me. I am a model of a bear. I am cute and attractive.
 8. I am in yellow colour. I am very tasty. You can prepare juice and drink me. I am also called the king of all the fruits.
 9. I am a black colour bird. I live in trees. I fly in the sky. I want to clean my surroundings. So I am famous as nature cleaning bird.
 10. I have four legs and a long tail. I have two horns. I give milk. I live in a field. My baby is called a calf.

Let’s Do-3: Clay model Teacher guides the students to make the clay model of their favorite toy and write a message to it.

Rubrics for assessment:

Level 1	Level 2	Level 3
Not able to draw and write a message for the toy.	Able to describe toys orally.	Able to write a message for the toy.

MILESTONE: 15

Write a few words or short sentences in response to the environment

Learning objectives:

Students are able to

- Identify the things in the environment.
- Write simple sentences about the things related to the environment.
- Know the importance of the environment and create a poster to save it.

How to do it?

Step: 1 Rhyme:

- Teacher recites the rhyme with action.
- Makes the students recite and do the action.
- Repeats the rhyme 3-4 times.
- Asks the students to list out the words related to the environment.

Step: 2 Go out:

- Teacher takes the students out of the classroom.
- Asks the students to name the things related to the environment. Accepts answers bilingually and helps them to use English words.
- While eliciting the words teacher tells the importance of things that are related to the environment.
- Teacher tells them to write the words related to the environment in LS 1.2

Step: 3 Guides the students to do the activities given in LS 1.3 and 1.4.

Step: 4 Elicits the meaning of the words given in the bracket. And tells the students to complete the paragraph by using those words in LS 1.5.

Step: 5 Pick and speech: LS 1.6

- Teacher writes the given words in chits.
- Divides the class into groups of 2 to 4 students.
- Asks a group to pick a chit and talk about the subject. All group members can speak whatever comes to their mind.
- Then teacher instructs the students to do the pick and speech activity individually.

Step: 6 Teacher tells the students to read all the statements given in LS 1.7 and put the right mark on the correct statements.

Step: 7 Writing simple sentences related to the environment:

- Teacher writes a word related to the environment on the board.
- Asks the students to talk about the particular word.

- Puts the sentences or words elicited by students on the board.
- Helps the students to tell/write simple sentences
- Tells them to write a small paragraph in their workbook. LS 1.8.

Let's Do: Teacher tells the students to read the picture with the slogan, draw pictures related to the slogan and draw the picture related to the environment and write a slogan on it.

Rubrics for assessment:

Level 1	Level 2	Level 3
Not able to draw pictures related to the Environment.	Able to draw pictures and write words related to the Environment.	Able to draw pictures and write short sentences in response to the environment.

Sources:

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2. 'Yes we can' ENK teacher handbook, SSK Bengaluru, Karnataka.
3. KTBS textbooks and workbooks of class 4 and 5.
4. NIPUN BHARATH Guidelines for Implementation.
