



**GOVERNMENT OF KARNATAKA
DEPARTMENT OF PUBLIC INSTRUCTION**

KALIKA CHETARIKE

2022-23

HAND BOOK OF FACILITATOR

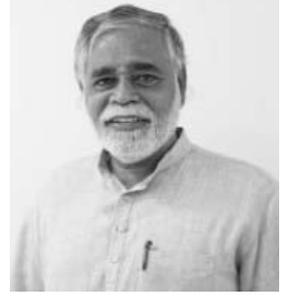
**ENGLISH
SECOND LANGUAGE**

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SIXTH STANDARD

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

ಸಂದೇಶ



ಆತ್ಮೀಯರೇ,

ಮಕ್ಕಳ ಶಿಕ್ಷಣವೇ ಭಾರತದ ಭವಿಷ್ಯ. ಇದಕ್ಕಾಗಿ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು 2020ನ್ನು ಜಾರಿಗೊಳಿಸಿದೆ. ಈ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020 ರ ಶಿಫಾರಸ್ಸುಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಂಚೂಣಿಯಲ್ಲಿದ್ದು, ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಸಾಕಷ್ಟು ಸುಧಾರಣೆಗಳನ್ನು ತರಲಾಗುತ್ತಿದೆ. ಪಠ್ಯಕ್ರಮ ವಿನ್ಯಾಸ, ಕಲಿಸುವಿಕೆಯಲ್ಲಿ ನಾವೀನ್ಯತೆ, ತರಗತಿ ಪ್ರಕ್ರಿಯೆಯ ಮರುವಿನ್ಯಾಸ ಹಾಗೂ ಶಾಲೆಗಳಲ್ಲಿ ಕಲಿಕಾ ಸಮೃದ್ಧ ವಾತಾವರಣ ನಿರ್ಮಾಣ ಮಾಡಲು ಹಲವು ಕಾರ್ಯತಂತ್ರಗಳನ್ನು ರೂಪಿಸಲಾಗುತ್ತಿದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಈಗಾಗಲೇ ನಿಪುಣ್ ಭಾರತ್ ಮಿಷನ್ ಅಡಿಯಲ್ಲಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾ ಜ್ಞಾನ ಕೌಶಲಗಳನ್ನು ಖಾತ್ರಿಪಡಿಸುವಲ್ಲಿ ನಮ್ಮ ರಾಜ್ಯ ಕಾರ್ಯಪ್ರವೃತ್ತಗೊಂಡಿದೆ.

ಪ್ರಸ್ತುತ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ರೋಗದಿಂದಾಗಿ ಮಕ್ಕಳು ಔಪಚಾರಿಕ ಶಿಕ್ಷಣ ಪಡೆಯುವಲ್ಲಿ ಅಡೆತಡೆಗಳಾಗಿ, ಎರಡು ವರ್ಷಗಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವಾಗಿರುತ್ತದೆ. ಔಪಚಾರಿಕ ಹಾಗೂ ಅನೌಪಚಾರಿಕ ಕಾರ್ಯತಂತ್ರಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ನಿರಂತರತೆಗೆ ಪ್ರಯತ್ನಿಸಿದ್ದಾಗಿಯೂ ಸಹ ನಿರೀಕ್ಷಿತ ಮಟ್ಟದ ಕಲಿಕೆ ಆಗದಿರುವುದನ್ನು ಹಲವು ಅಧ್ಯಯನಗಳು ತಿಳಿಸಿವೆ. ಈ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿಪಡಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ನಾವೆಲ್ಲರೂ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಬೇಕಿದೆ. ಸದರಿ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿಪಡಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಕರ್ನಾಟಕ ಸರ್ಕಾರ 'ಕಲಿಕಾ ಚೀತರಿಕೆ' ಎಂಬ ವಿನೂತನ ಉಪಕ್ರಮವನ್ನು 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸುತ್ತಿದೆ.

ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಹಿಂದಿನ ಎರಡು ತರಗತಿಗಳಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾಗಿದ್ದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಗುರುತಿಸಿದೆ. ಇದಕ್ಕೆ ಸಂವಾದಿಯಾಗಿ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಜೋಡಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ. ಕಲಿಕಾ ಹಾಳೆಗಳು ಚಟುವಟಿಕೆಗಳಿಂದ ಕೂಡಿದ್ದು, ಮಗುವಿನ ಮುಗ್ಧ ಮನಸ್ಸಿಗೆ ಸಂತೋಷವನ್ನುಂಟು ಮಾಡುವಂತೆ ರೂಪಿಸಲಾಗಿರುತ್ತದೆ. ಇವುಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸುವುದರಿಂದ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಬಹುದು ಎಂಬ ಆಶಯ ನನ್ನದಾಗಿರುತ್ತದೆ. ಪಠ್ಯಪುಸ್ತಕ, ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಗಳು ಮತ್ತು ಕಲಿಕಾ ಹಾಳೆಗಳು ಪರಸ್ಪರ ಪೂರಕವಾಗಿವೆ. ಶಿಕ್ಷಕರು ಕೈಪಿಡಿಯಲ್ಲಿ ನೀಡಿದ ಮಾರ್ಗಸೂಚಿಯನ್ವಯ ಈ ವಿನೂತನ ಕಾರ್ಯವನ್ನು ಅದರ ಅಂತಸ್ತದಿಂದ ಅನುಷ್ಠಾನಗೊಳಿಸಿ, ಮಕ್ಕಳ ಕಲಿಕೆಯ ಸುಧಾರಣೆಗೆ ಕಾರಣವಾಗುತ್ತೀರಿ ಎಂದು ಹಾರೈಸುತ್ತೇನೆ. ಆದ್ದರಿಂದ ಇಲಾಖೆಯ ಸರ್ವರೂ, ಪೋಷಕವರ್ಗ ಮತ್ತು ಭಾಗೀದಾರರೆಲ್ಲರೂ ಇದರಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕೈ ಜೋಡಿಸಿ ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಯಶಸ್ವಿಗೊಳಿಸುತ್ತೀರೆಂದು ಆಶಿಸುತ್ತೇನೆ.

ಎಲ್ಲರಿಗೂ ಶುಭವಾಗಲಿ.....

ಶ್ರೀ ಬಿ.ಸಿ. ನಾಗೇಶ್
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ
ಹಾಗೂ ಸಕಾಲ ಸಚಿವರು

ಮುನ್ನುಡಿ



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ಆಶಯದಂತೆ ಮಕ್ಕಳ ಕಲಿಕೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ನಮ್ಮೆಲ್ಲರ ಜವಾಬ್ದಾರಿ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ವಿಪತ್ತಿನಿಂದ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ ವ್ಯತ್ಯಯವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಯನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳಲು ಕಳೆದೆರಡು ವರ್ಷಗಳಿಂದ ಸಾಧ್ಯವಾಗಿರುವುದಿಲ್ಲ. ಸಾಕಷ್ಟು ಕಲಿಕಾ ಅಂತರವಾಗಿರುತ್ತದೆ. ಈ ಅಂತರವನ್ನು ನೀಗಿಸಲು 2022-23ನೇ ಸಾಲಿನಲ್ಲಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಎಂಬ ವಿನೂತನ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ.

ಈ ಉಪಕ್ರಮದ ಮೂಲಕ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾ ಜ್ಞಾನಕ್ಕೆ ಒತ್ತು ನೀಡಲಾಗುವುದು ಹಾಗೂ ಮಗು ತನ್ನ ಹಿಂದಿನ ತರಗತಿಗಳಲ್ಲಿ ಅತ್ಯಗತ್ಯವಾಗಿ ಗಳಿಸಲೇಬೇಕಿದ್ದ ಕಲಿಕಾ ಫಲಗಳು ಹಾಗೂ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾದ “ಅತಿ ಮುಖ್ಯ ಕಲಿಕಾ ಫಲ” ಗಳನ್ನು ಗುರುತಿಸಿ, ಚಟುವಟಿಕೆ ರೂಪಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಇವುಗಳಲ್ಲಿ ‘ನಿಪುಣ್ ಭಾರತ್’, ‘ವಿದ್ಯಾ ಪ್ರವೇಶ್’ನಂತಹ ಉಪಕ್ರಮಗಳನ್ನು ಅಂತರ್ಗತಗೊಳಿಸಲಾಗಿದೆ. ಈ ಚಟುವಟಿಕೆಗಳು ಶಿಶುಕೇಂದ್ರಿತ, ಕಲಿಕಾ ಹಾಗೂ ಶಿಕ್ಷಕ ಸ್ನೇಹಿಯಾಗಿವೆ. ಚಟುವಟಿಕಾ ಹಾಳೆಗಳ ಜೊತೆಗೆ, ಶಿಕ್ಷಕರಿಗೆ ಅಗತ್ಯ ಮಾರ್ಗದರ್ಶನ ನೀಡುವ ‘ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ’ಯನ್ನೂ ಸಿದ್ಧಪಡಿಸಿ ನೀಡಲಾಗುತ್ತಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ಅಂತರ ಸರಿದೂಗಿಸುವ ಕಾರ್ಯವನ್ನು ತಾವೆಲ್ಲರೂ ಜವಾಬ್ದಾರಿಯಿಂದ ನಿರ್ವಹಿಸುತ್ತೀರೆಂಬ ಆಶಯವನ್ನು ಹೊಂದಿರುತ್ತೇನೆ. ಈ ಕಾರ್ಯದಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ DSERT ಹಾಗೂ SSK ಯ ಅಧಿಕಾರಿಗಳಿಗೆ ಅಭಿನಂದನೆಗಳು. ಈ ಕಾರ್ಯದಲ್ಲಿ ಸಹಕರಿಸಿದ ಅಜೀಮ್ ಪ್ರೇಮ್‌ಜೀ ಫೌಂಡೇಷನ್ ಸಂಸ್ಥೆಗೂ ಇಲಾಖೆಯ ಪರವಾಗಿ ಅಭಿನಂದನೆಗಳು.

ಡಾ. ಎಸ್. ಸೆಲ್ವಕುಮಾರ್, ಭಾ.ಆ.ಸೇ.
ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಿಕ್ಷಣ ಇಲಾಖೆ

ಆಶಯ ನುಡಿ



ವಿದ್ಯಾರ್ಥಿಯ ಶೈಕ್ಷಣಿಕ ಬದುಕಿನಲ್ಲಿ ಪ್ರತೀ ನಿತ್ಯವೂ ಕಲಿಕಾ ನಿರಂತರತೆ ಅತ್ಯಗತ್ಯ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕದಿಂದಾಗಿ ಜಾಗತಿಕವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಗೆ ವ್ಯತ್ಯಯ ಉಂಟಾಗಿ ಮಕ್ಕಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವಾಗಿರುವುದು ವೇದ್ಯ. ಇದನ್ನು ಸರಿದೂಗಿಸುವುದು ನಮ್ಮೆಲ್ಲರ ಆದ್ಯ ಕರ್ತವ್ಯವಾಗಿದೆ. ನಮ್ಮ ರಾಜ್ಯದಲ್ಲಿ ಕೋವಿಡ್-19 ನಿಂದಾಗಿ ಶಾಲೆಗಳು ಮುಚ್ಚಲ್ಪಟ್ಟಾಗ ವಿದ್ಯಾಗಮ, ಸಂವೇದ, ವಿಶೇಷ ಸೇತುಬಂಧ ಮುಂತಾದ ಪರ್ಯಾಯ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ರೂಪಿಸಿದರೂ ಮುಖಾಮುಖಿ ತರಗತಿ ಪ್ರಕ್ರಿಯೆಗೆ ಇವೆಲ್ಲಾ ಸಮಾಂತರವಾಗುವುದಿಲ್ಲ. ಪ್ರಸ್ತುತ ‘ಕಲಿಕಾ ಚೇತರಿಕೆ’ ಉಪಕ್ರಮವು ವೈಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಶಿಶು ಕೇಂದ್ರಿತ ಚಟುವಟಿಕೆಗಳನ್ನು ಒಳಗೊಂಡ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ರೂಪಿಸಿ ನೀಡುತ್ತಿರುವ ವಿನೂತನ ಪ್ರಯತ್ನ. ಸರಿಸುಮಾರು ಎರಡು ವರ್ಷಗಳ ಶೈಕ್ಷಣಿಕ ಪ್ರಕ್ರಿಯೆಗಳು ಪೂರ್ಣವಾಗಿ ನಡೆಯದೇ, ಮಕ್ಕಳಲ್ಲಿ ಉಂಟಾಗಿರುವ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿದೂಗಿಸುವ ಸಲುವಾಗಿಯೇ ರೂಪಿಸಿದ ಉಪಕ್ರಮ. ಈ ಕಾರ್ಯವನ್ನು ಒಂದು ವರ್ಷದವರೆಗೆ ರಾಜ್ಯದಾದ್ಯಂತ ಅನುಷ್ಠಾನಗೊಳಿಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ತಾವೆಲ್ಲರೂ ತುಂಬಿಕೊಡುತ್ತೀರಿ ಎಂದು ಆಶಿಸುತ್ತೇನೆ. ಉಪಕ್ರಮದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವಿರೆಂದು ನಂಬಿದ್ದೇನೆ.

ಡಾ. ವಿಶಾಲ್ ಆರ್. ಭಾ.ಆ.ಸೇ.
ಆಯುಕ್ತರು
ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ

ಆರಂಭಿಕ ನುಡಿ



ಆತ್ಮೀಯರೇ,

ಹಿಂದಿನ ಎರಡು ವರ್ಷಗಳ ಕಾಲ ಕೋವಿಡ್-19ರ ಕಾರಣದಿಂದ ಔಪಚಾರಿಕ ತರಗತಿಗಳು ನಿರೀಕ್ಷೆಯಂತೆ ನಡೆಯದೇ ಮಕ್ಕಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವುಂಟಾಗಿರುವುದು ಶೋಚನೀಯ. ಇದರಿಂದಾಗಿ ಕಲಿಕಾ ಅಂತರ, ಸಾಮಾಜಿಕ ಹಾಗೂ ಭಾವನಾತ್ಮಕ ಏರುಪೇರುಗಳೂ ಉಂಟಾಗಿವೆ. ಈ ಎಲ್ಲ ಅಡೆತಡೆಗಳನ್ನು ನಿವಾರಿಸಿ, ಕಲಿಕಾ ನಿರಂತರತೆಯನ್ನು ಕಾಯ್ದುಕೊಳ್ಳಲು 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ. ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಯು ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನವನ್ನು ಸಾಧಿಸುವುದು ಪ್ರಥಮ ಆದ್ಯತೆಯಾಗಿರುತ್ತದೆ. ಎಲ್ಲಾ ಕಲಿಕೆಗೆ ಮೂಲಭೂತವಾಗಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನ ಅತ್ಯಗತ್ಯ. ಆದ್ದರಿಂದ ಆಯಾ ತರಗತಿಯ ನಿರ್ದಿಷ್ಟ ಕಲಿಕಾ ಫಲಗಳೊಂದಿಗೆ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನದ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳನ್ನು ಅಂತರ್ಗತಗೊಳಿಸಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಉಪಕ್ರಮವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಇಲ್ಲಿ ನೀಡಿರುವ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ತಾವು ಬಳಸಿಕೊಂಡು ಮಕ್ಕಳಲ್ಲಿ ಬುನಾದಿ ಕಲಿಕಾ ಜ್ಞಾನವನ್ನು ಅನುಕೂಲಿಸುವಿರಿ ಹಾಗೂ ಕಲಿಕಾ ಅಂತರವನ್ನು ಪೂರೈಸುವಿರಿ ಎಂದು ಆಶಿಸುತ್ತೇನೆ. ಇದನ್ನು ಶಾಲಾಧಾರಿತವಾಗಿ ಮೌಲ್ಯಾಂಕನ ಮಾಡುತ್ತಾ ನಿಗದಿತ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಪರಿಕಲ್ಪನೆ ಗಳಿಕೆಗೆ ಪ್ರಾಮಾಣಿಕ ಪ್ರಯತ್ನ ಮಾಡುತ್ತೀರಿ ಎಂದು ನಂಬಿರುತ್ತೇನೆ. ತಮ್ಮೆಲ್ಲರ ಬೆಂಬಲದಿಂದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನ ಸಾಧ್ಯ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಎಲ್ಲರಿಗೂ ಯಶಸ್ಸನ್ನು ಹಾರೈಸುತ್ತೇನೆ.

ಶ್ರೀಮತಿ ಪಲ್ಲವಿ ಆಕುರಾತಿ, ಭಾ.ಆ.ಸೇ.
ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ

ಪ್ರಾಸ್ತಾವಿಕ ನುಡಿ



ಆತ್ಮೀಯರೇ,

ಹೊಸ ಶತಮಾನದ ಆಶಯಗಳನ್ನು ಒಳಗೊಂಡ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ಅನುಷ್ಠಾನ ಸಂದರ್ಭದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಕ್ಷೇತ್ರದಲ್ಲಿನ ಬದಲಾವಣೆಗೆ ನಾವೆಲ್ಲರೂ ತೆರೆದುಕೊಳ್ಳಬೇಕಿದೆ. ಅದರ ಜೊತೆಗೆ ಕೋವಿಡ್ ಸಂದರ್ಭದಲ್ಲಿ ಉಂಟಾದ ವ್ಯತಿರಿಕ್ತ ಪರಿಣಾಮವನ್ನು ಸರಿಪಡಿಸುವ ಹೊಣೆಗಾರಿಕೆ ಮಹತ್ವದ್ದಾಗಿದೆ. ಕಳೆದ ಎರಡು ವರ್ಷಗಳಲ್ಲಿ ಬಹು ಮಾಧ್ಯಮಗಳನ್ನು ಬಳಸಿಕೊಂಡು ವಿದ್ಯಾಗಮ, ಸಂವೇದದಂತಹ ಶೈಕ್ಷಣಿಕ ಉಪಕ್ರಮಗಳ ಮೂಲಕ ಮಾಡಿದ ಪ್ರಯತ್ನಗಳ ನಡುವೆಯೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯಲ್ಲಿ ಸಾಕಷ್ಟು ಕಲಿಕಾ ಅಂತರ ಉಂಟಾಗಿರುವುದು ವಾಸ್ತವದ ಸಂಗತಿ. ಕಲಿಕಾ ನಷ್ಟ, ಕಲಿಕಾ ಅಂತರ ಪೂರೈಸುವ ಯೋಜನೆಯೇ 'ಕಲಿಕಾ ಚೇತರಿಕೆ' ಉಪಕ್ರಮ. ಈ ಸಂದರ್ಭೋಚಿತ ಉಪಕ್ರಮದಲ್ಲಿ ಈ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನ ಸಾಮರ್ಥ್ಯವನ್ನು ಸಾಧಿಸುವುದರೊಂದಿಗೆ, ಹಿಂದಿನ ಎರಡು ಶೈಕ್ಷಣಿಕ ವರ್ಷಗಳ ಆಯ್ದು ಕಲಿಕಾಫಲಗಳು ಹಾಗೂ ಪ್ರಸಕ್ತ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಕಲಿಯಲೇಬೇಕಾದ ಅತ್ಯಗತ್ಯ ಕಲಿಕಾಫಲಗಳನ್ನು ಎಲ್ಲಾ ಮಕ್ಕಳಲ್ಲಿ ಸಾಧಿಸುವ ಗುರಿಯನ್ನು ಇಟ್ಟುಕೊಳ್ಳಲಾಗಿದೆ. ಈ ಸಾಧನೆಗಾಗಿ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯ ಸಾಧ್ಯತೆಗಳನ್ನು ಸೂಚಿಸುವ 'ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ' ಮತ್ತು ಶಿಶುಕೇಂದ್ರಿತ ಕಲಿಕಾ ಪೂರಕ ಚಟುವಟಿಕೆಗಳನ್ನೊಳಗೊಂಡ ವಿದ್ಯಾರ್ಥಿಗಳ 'ಕಲಿಕಾ ಹಾಳೆ'ಗಳ ಪುಸ್ತಕ ಎಂಬ ಎರಡು ಸಾಹಿತ್ಯಗಳನ್ನು ಸೃಜಿಸಲಾಗಿದೆ. ಈ ಕಲಿಕಾ ಹಾಳೆಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲಿಯಲೇಬೇಕಾದ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಕಲಿಕಾಫಲಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಲು ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬೇಕಾಗಿ ಈ ಮೂಲಕ ವಿನಂತಿಸುತ್ತೇನೆ. ಈ ಕಾರ್ಯಾಭಿವೃದ್ಧಿಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ ಇಲಾಖಾ ಮಿತ್ರರು ಮತ್ತು ಅಜೀಮ್ ಪ್ರೇಮ್‌ಜೀ ಫೌಂಡೇಷನ್ ಇವರಿಗೆ ಅಭಿನಂದನೆಗಳನ್ನು ಸಲ್ಲಿಸುತ್ತೇನೆ.

ಶುಭವಾಗಲಿ.

ಶ್ರೀಮತಿ ಸುಮಂಗಲ ವಿ.
ನಿರ್ದೇಶಕರು, ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ

CONCEPT AND GUIDANCE

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LO	SELECTED LEARNING OUTCOMES	MONTH
6.1	Students recognize the letters and their sounds. Frame simple words with the help of given clues and get familiarized with sight words.	May - June
6.2	Students introduce themselves and speak about their surroundings.	June - July
6.3	Students respond to simple instructions, announcements in English, made in class/ school. (Public place included)	July- August
6.4	Students Read small texts/ posters / charts in English with comprehension.	September
6.5	Students use the variety of simple nouns, personal pronouns, adjectives, prepositions, verbs, adverbs and articles to make meaningful sentences.	September - October
6.6	Students Participate in activities like role play, group discussion, debate, poem recitation, songs, jokes, riddles, tongue twisters etc.	November
6.7	Students write paragraphs from verbal, visual clues, with appropriate punctuation marks.	December
6.8	Students answer coherently in written or oral form to questions in English based on day - to - day life experiences, unfamiliar stories.	December- January
6.9	Students use synonyms and antonyms appropriately, deduce word meanings from clues in context while reading a variety of texts.	February
6.10	Students appreciate either verbally or in writing the variety in food, dress, customs and festivals.	March

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 LO 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/he 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 need 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 Bharath 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 parallelly. 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!

Learning Outcomes

Learning outcome 6.1

Students recognize the letters and their sounds. Frame simple words with the help of given clues and get familiarized with sight words.

Associated NIPUN Bharath Competencies:

Recognise labelled objects, names etc.

Recognise letters and corresponding sounds.

Objective : Students will be able to recognise the letters and their sounds, frame simple words with the help of given clues and get familiarised with sight words.

LO 6.1 a: Recognize letters and associated sounds.

Objectives:

Students will be able to recognise the upper-case and lower-case letters and associate them to the correspondent sounds.

Students will be able to match the pictures with the beginning letters.

Activity-1

How to do it

1. Prepare 2 sets of letter cards (

A

a

) for the letters.(26 upper case+26 Lower case)
2. Introduce the letters along with the sounds like A for apple, ant etc.
3. Call out a letter and ask the students to pick the same letter card (students must pick up both cases cards)

Activities 1.1,1.2, 1.3,&1.4

How to do it

1. Guide the students to use uppercase letters.
2. Give guidance to the students to use lowercase letters.
3. Guide the students to differentiate and match the letters.
4. Help the students to recognize the pictures and their beginning letters and basic sounds.

LO 6.1 b: Frame simple words with the help of given clues.

Objectives:

Students will be able to frame simple words based on various clues.

Students will be able to complete the words with the help of picture clues.

Students will be able to group the words into sh/th/wh/ng/nk and recognise the sounds.

Students will be able to frame simple words by blending different letters and their sounds, with the help of given clues.

Activity 2/2.1/2.2/2.3

How to do it

1. Instruct the students to complete the words by adding missing letters.
2. Guide the students to label the pictures. (USE ENK CARD, if required)

Activity 2.4, 2.5 & 2.6

How to do it

SH	CH	TH	WH	NG	NK
ship	chip	think	wheel	bring	blink
shop	chop	thorn	where	along	shrink
shy	chalk	third	whistle	spring	drink
push	torch	health	while	young	pink
brush	catch	thread	wheat	sing	wink

pink, rush, what, chair, young, health,
wash, catch, thought, when, ring, donkey, wheat, tank, short,
jungle, teacher, among, south, why, child, fish, thin, sink

1. Say the words aloud.
2. Instruct the children to repeat the words after you.
3. From the circle, Write the words on the blackboard.
4. Now, tell children to group the words into 'sh', 'ch', 'th', 'wh', 'ng' and 'nk' and fill the buckets
5. Textbook page no. 12 extended activity can also be used here.
6. Help the students to frame simple words, for example sh-eep=sheep etc.
7. Write some examples on the blackboard.
8. Make the Students say all the words aloud.

Activities 2.7, 2.8 & 2.9

How to do it

1. Activity 2.7 is for activity.
2. Instruct the students to frame new words by using the given letters. (2.8 & 2.9)

Rubrics for assessment:

Level 1	Level 2	Level 3
Students are able to make less than 10 words.	Students are able to make 10-15 words.	Students are able to make more than 15 words.

Activity 2.10 Language game:

How to do it

1. Help the students to make new words by changing one letter.
2. Start as an oral activity.
3. Have students read aloud each word they make on the ladder.

Example: LOVE-change L to D and it becomes DOVE

(Love- Dove- Dive- Hive -Give -Five- Fire- Tire)

LO 6.1c: Get familiarized with the sight words.**Objective:**

Students will be able to learn and know some sight words.

Activity 3**How to do it**

1. Refer the sight words table given in the SW.
2. Read the sight words aloud and ask the students to repeat it.
3. Prepare and give flash cards for these sight words to students and ask them to read them out one by one.
4. Introduce a maximum of 10 sight words with flash cards each day.
5. Present the sight words as a whole and not by spellings.
6. Let the children get familiarized with the sight words.
7. Repeat the words often.

Activity 3.1, 3.2&3.3**How to do it**

1. Guide the students to write a list of words that they can read from the chart given in Activity 3.
2. Help the students to complete the sentences choosing sight words as part of Activity 3.2

Activity-3.3**Language game:**

has	these	those	came	myself	and	eat	today	go	which
yes	draw	are	pretty	going	must	me	now	use	is
in	know	him	you	-	up	was	with	grow	just
what	give	kind	upon	under	-	why	she	ride	saw
over	very	into	make	see	always	good	again	the	he
do	who	put	because	fly	jump	keep	sleep	want	many
long	said	please	for	which	the	before	to	laugh	so
like	four	pick	they	am	from	will	we	look	did
about	say	first	your	right	round	off	carry	pull	there
little	can	call	hold	buy	would	soon	here	never	this

How to do it

1. This is a bingo game.
2. Make four groups of children and assign them a table each.
3. Now from the above table randomly select a word and say it aloud. As you say, mark them even in your book too.
4. Guide the students to search their respective tables for the word.
5. Instruct them to circle it in the specified table in their respective work book.
6. The student who circles first five words is the winner who should say BINGO.
7. Cross check the words.
8. Instruct the students to play this game during their free time.

Learning outcome 6.2

Students introduce themselves and speak about their surroundings.

Associated NIPUN Bharath Competencies:

Talk about friends, classroom.

Introduce himself/herself

Develop vocabulary from their classroom and social environment.

Write briefly about their visit to park, near by market, zoo etc.

Objective:

Students will be able to introduce themselves and speak about their friends and surroundings.

Textbook reference: ‘The Lighthouse’ and ‘The Rainbow’(poem)

LO 6.2a: Introduce themselves and their friends.**Objectives:**

Students will be able to introduce themselves.

Students will be able to collect information about their friends.

Activity 1**How to do it**

1. Use the YouTube link to learn and teach the rhyme ‘let me introduce myself.’ (<https://youtu.be/Q75Fgja-pvM>)
2. You may teach any other rhymes of your choice, about self-introduction like, ‘My name is Madhavi’

Let me introduce myself (2)

My name is Yuri.

I like cats and dogs.

Let me introduce myself (2)

My name is Nuri.

I like music and songs.

Let me introduce myself (2)

My name is Jisoo.

I like toys and dolls.

Let me introduce myself (2)

My name is Jina.

I like movies and books.

3. Ask the children to use their names and say what they like.
4. For example:Let me introduce myself (2)

My name is _____

I like playing outside.

Activity 1.2**How to do it**

1. Prepare a sample self-introduction of yourself.
2. Present it to the student.
3. Make the students listen to you attentively.

Activity 1.3**How to do it**

1. Read the sample introduction of Rajiv to the students from SW.

2. Ask a few T/F questions to get students aware on points for introducing oneself:
For example : Say True or False - What is to be included as part of introduction?
 - i) Name and Age (T/F)
 - ii) Parents Name (T/F)
 - iii) Favorite things (T/F)
 - iv) Neighbors Name (T/F)
 - v) Parts of Body (T/F)

Activity 1.4

How to do it:

1. Refer to Bio-Data (Unit 6 W4) and explain Bio-Data to students.
2. Ask students to work in pairs and prepare a Bio-Data of themselves using the model from the textbook and write the same in the given space.
3. Instruct students to complete the Bio-Data of themselves from the textbook Unit 6 W4- Write your Bio-Data.
4. After completing let a few students read them out to the class.

Activity 1.5

How to do it:

1. Group the children as per the availability of dice.
2. Instruct the children to play the game by rolling the dice and answering the questions that they land on.
3. Since it is a group activity, children are answering to their groups only.
4. Tell about the main rules like-missing a turn, free question, go back 3 spaces and start again.
5. Miss A Turn : Child will not get one turn, should wait for a New turn.
6. Free question: Children are free to ask any question to the main player.
7. Whenever the child lands on a picture, He/She should speak about it.
8. The main intention of the game is to introduce themselves as well as to know their friends.

Activity 1.6 (Activity for Assessment)

How to do it

1. Guide students to sit with their friends and collect information about them.
2. This can be done in pairs.
3. After collecting information, instruct the students to come and introduce their friends (bilingually) to the class.

Rubrics for assessment:

Level 1	Level 2	Level 3
Students are able to introduce his/her friend using only L1. (Mother tongue)	Students are able to introduce friends bilingually with teachers help.	Students are able to introduce friends on their own bilingually.

LO 6.2 b: Our surrounding

Objectives:

- Students will be able to describe their classroom.
 Students will be able to describe their surroundings and places they have visited.

Activity 2.1

How to do it

1. Ask students to look at the picture in the SW and respond.
2. Let the children observe the given picture, name the objects and speak about it bilingually.

Activity 2.

How to do it

1. Read the lesson **Unit 1 The Lighthouse** from the textbook. Read slowly and clearly.
2. After reading, ask a few comprehension questions like-
 - a) What is a lighthouse?
 - b) What is the use of lighthouse?
 - c) What were the things that Rajiv saw at the beach?
 - d) Why was Rajiv thrilled?

Activity 2.2

How to do it

1. Instruct the students to list out the things that they see in their classroom.
2. Write them on the board.
3. Ask the students to read and say aloud the words in the given table, under activity 2.2.
4. Ask the students to locate the things from the table in the given picture of classroom.
5. Let the students compare their classroom with the picture of the classroom.
6. Guide the students to complete the Activity 2.2.
7. Help the students to describe the classroom in a few sentences.

Activity 2.3

How to do it

1. Ask students to look at the picture in the SW and respond.
2. Ask them to name objects and places. Write them on board.
3. Let a few students read out the words from the board.
4. Encourage students to speak about the picture or connect objects from it to their own experience (bilingually.).
5. ENK CHART - can be used.

Activity 2.4

How to do it

1. Ask students to recall the places that they usually see around.
2. Expect responses such as market, park, river, bank, mall, bus stand, hospital, etc.
3. Write these on the board.
4. Ask students to work in pairs and speak about it with each other.
5. Then ask students to share what they discussed, with the rest of the class. (Bilingually)

Activity 2.5

How to do it

1. Help the students to find out the hidden animals in the picture and speak about them.
2. Guide students to complete the activity given in Unit 1 V5, , Lets Speak and Write,from the text book.

Activity 2.6

How to do it:

1. Read the poem 'The Rainbow' from the text book and give a gist of the poem.
2. Instruct the children to draw picture illustrating the theme of the poem.

Learning Outcome 6.3

Students respond to simple instructions, announcements in English, made in class/ school.

Associated NIPUN Bharat Competencies:

Follow simple instructions such as 'shut the door', 'bring me the book' and such others.
Able to develop useful messages for the school premises.

Objective: Students will be able to respond to simple instructions, announcements in English, made in class/ school including public places.

LO: 6.3.a: Students respond to simple instructions in English made in class/school.

Objectives:

1. Students will be able to respond to the classroom instructions.
2. Students will be able to create a few slogans and announcements.

Activity 1

How to do it

Language game:

1. Make the students stand either in a circle or in their own places.
Instruct the students to act out to whatever the instructions you give.
2. The instructions are given below. But you can customize it, if required.
 - Take a lemon.
 - Wash the lemon.
 - Take a knife.
 - Cut the lemon.
 - Take a bowl.
 - Pour some water.
 - Squeeze the lemon.
 - Add some sugar.
 - Add some salt.
 - Stir the juice.
 - Take a glass.
 - Pour the juice.
 - Drink the juice.
 - Lick your lips and say 'mmmmm..... yummy'.
3. Make sure that all students follow your instructions.
4. You can tell the students to play this game with their friends.
5. While saying use rhythm to give instructions.

Activity 1.1

How to do it

1. Read the table of classroom instructions given in SW with voice modulation.
2. Guide the students to understand the instructions.
3. Use these instructions daily in the classroom.
4. You can make this more effective by asking the students to follow and act out the instructions.
5. Make a Chart and display in the classroom

Activity 1.2(Assessment activity)

How to do it:

1. Ask the students to identify the pictures and read the given instructions.
2. Help them to read the instructions, if they find it difficult. .
3. Then ask them to do Activity 1.2.a.&1.2.b.

Rubrics for assessment:

Level 1	Level 2	Level 3
Students are not able to complete the activities.	Students are able to complete the activities with teacher/peer support	Students are able to complete the activities on their own.

Activity 1.3

Language game:SIMON SAYS

Clues:

<ul style="list-style-type: none">• Sit straight.• Stand up.• Turn around.• Jump 3 times.• Hop on your right foot.• Clap your hands.• Take out your book.• Keep it on the desk/bench• Open your textbooks	<ul style="list-style-type: none">• Close your book.• Keep it in your bag.• Switch the lights on.• Come to the board.• Raise your hand.• Move two steps backward.• Wave your hands.• Swing your arms• Put your hands down.
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How to do it

1. Explain the rules of the game.
2. Call out the instructions prefixing it with “Simon says.”e.g. “Simon says, Wave your hands.”
3. Students have to do the activity only when teacher calls out the instructions starting with ‘Simon says’.
4. They should not respond if the teacher calls out the instructions directly (for example, “Raise your hand”). Whoever acts out the instruction without Simon says will be out.
5. The instructions can be modified, if needed.

6.3.b: Announcements in public places.

Objective:

Students will be able to respond to the instructions and announcements made in public places.

Activity 2

How to do it

1. Instruct the students to look carefully at the poster.
2. Ask them how they would respond to the instructions given in the poster.

3. Ask the students if they had heard any other instructions/announcements at malls/markets/shops etc.
4. Elicit a few responses and discuss the meanings of such announcements.

Activity 2.1

How to do it

1. Instruct the students to look at the pictures and ask them what they are about.
2. Ask them if they had heard the announcements made by the waste collection vehicle and elicit a few responses. (2.1A) (can be in mother tongue)
3. Ask them to work in small groups of 4-5 students
4. Guide them to prepare 2-3 slogans on waste management. 2 slogans are given in 2.1 B as examples.
5. Once they have finished ask them to read out the slogans.

Activity 2.2

How to do it

1. Ask students to identify the places given in the pictures.
2. Read the announcements given in the SW and ask them if they have ever heard such announcements and where have they heard them.
3. Elicit a few responses.
4. Read the announcements once again and ask them to circle the answers in the SW.

Activity 2.3 (Assessment activity)

How to do it:

1. Read aloud the model announcement about school holiday given in the SW.
2. Ask, if they can recall any such announcements and get a few responses.
3. Instruct the students to write any one or two such announcements that they have heard, in the SW.

Rubrics for assessment

Level 1	Level 2	Level 3
Students are not able to write any announcements and read it.	Students are able to write some announcements with teacher / peer support and read the same.	Students are able to write some announcements and read the same on their own.

Learning outcome 6.4

Students read small texts/ posters / charts/ poems / stories in English with comprehension.

Associated NIPUN Bharat Competencies:

Recite poems individually or in groups with intonation and fluency/ sing and recite poems.
Read print in the classroom, school and environment: poems, posters, charts etc.
Read small texts in English.

Objective:

Students are able to read small texts, poems, posters and charts in English and answer comprehension questions.

Text book reference : How do Bees make Honey?

LO 6.4 a: Reads small texts.

Objective:

Students are able to read small texts and answer comprehension questions.

Activity 1

How to do it

1. Instruct the students to have a clear look at the pictures.
2. Read out the sentences from the activity and ask the students to repeat them.
3. Guide students to select the suitable sentences to the pictures and write in the space provided.

Activity 1.1

How to do it

1. Read out the lesson- ‘**How do bees make honey?**’(Unit 3 Class 6 English Textbook)
2. Ask the students to read aloud after you.
3. Ask the comprehension questions given in SW after reading.
4. Let the students answer orally.

LO 6.4 b: Reads small stories.

Objective:

Students will be able to read small stories and answer comprehension questions.

Activity 2

How to do it

1. Help the students to read the given story and answer the questions.
2. Ask them to read the story again and again.
3. Students should answer the questions orally.

Activity 3 (Assessment activity)

How to do it

1. Read aloud the story “The Wise Man” to the class.
2. Ask the students to read the story for themselves a couple of times.
3. Ask a few questions to check the comprehension. (Create your own questions)
4. Ask a few students to orally summarize it. (bilingually)

Activity 3.1

How to do it

1. Teacher reads out the sentences to the class.
2. Ask some students to read the sentences aloud to the class.
3. Ask students to work in pairs and re-arrange the sentences in the SW.
4. Ask the pairs to read out the re-arranged sentences.

Rubrics for assessment

Level 1	Level 2	Level 3
Students are not able to answer the questions, and re-arrange sentences more by reading the passage/story, on their own.	Students are able to answer some of the questions and re-arrange the sentences by reading the passage/ story, with the help of teacher and friends.	Students are able to answer the questions and re-arrange the sentences by reading the passage/ story, on their own.

Activity 3.2

How to do it

1. Show the pictures in SW.
2. Ask students to orally narrate a story using the pictures.

3. Student reads the text and fill in the words orally.
4. Ask students to fill in the words in blanks and complete the story by using the appropriate words in the blanks.

LO 6.4 c: Reads small posters

Objective:

Students will be able to read small posters and answer comprehension questions.

Activity 4**How to do it**

1. Ask students to look at the poster in the SW.
2. Read aloud the words in the poster.
3. Ask a few students to read the poster aloud.
4. Ask the students what the poster is about.

Activity 4.1**How to do it**

1. Ask students to look at the poster in the SW.
2. Ask students to label the pictures in the poster.
3. Read aloud the words in the poster.
4. Ask a few students to read the poster aloud.
5. Ask the students what the poster is about.

Activity 4.2**How to do it**

1. Ask students to work in small groups of 4-5.
2. Ask them to decide on any topic/subject/occasion of their choice.
3. Ask students to develop a poster on the selected topic.
4. Help them to write a few words/phrases/sentences on the poster.

LO 6.4 d: Read charts and comprehend them.

Objective:

Students will be able to read charts and answer comprehension questions about them.

Activity 5**How to do it**

1. Read aloud the statements in the chart and ask students to repeat after you.
2. Ask a few students to read the statements aloud.
3. Ask students to read the statements independently one by one and mark the ones they do daily with a tick (✓)
4. Once completed, ask some students to read out the statements that they have ticked.

Activity 5.1**How to do it**

1. Read aloud the statements in the chart and ask students to repeat after you.
2. Ask a few students to read the statements aloud.
3. Ask students to read independently, the statements one by one.
4. Ask the following questions to a few students.
 - What do bees feed on?
 - Where do bees store nectar?
 - How does the nectar convert into honey?

- How do bees thicken the honey?
- What do the bees do when the honeycomb cell is full?

Activity 5.2

How to do it

1. Ask some True/False questions and ask students to answer orally.
2. Ask students to read information from the chart before they answer.
3. Instruct children to mark True or False, against statements in the SW after reading them independently.

Learning Outcome: 6.5
Students use the variety of simple nouns, personal pronouns, adjectives, prepositions, verbs, adverbs and articles to make meaningful sentences.
Associated NIPUN Bharath competencies: Use words related to size, shape, colour, weight, texture etc
Objective: Students will be able to use the variety of simple nouns, personal pronouns, adjectives, prepositions, verbs, adverbs and articles to make meaningful sentences.

Text Book Reference : The King's Ministers

All Things Bright and Beautiful (Poem)

L. O. 6.5a: Use the variety of simple nouns.
Objectives: Students will be able to develop an understanding of nouns, classify different types of nouns, identify nouns and use appropriate articles.

Activity 1

How to do it

1. Ask the students to name a few things that they know.
2. Write them on the board.
3. Tell the students to read them aloud.
4. If they find it difficult to read, let them repeat after you.
5. Instruct the students to say a few names of people, places, animals and birds.
6. Show some objects in the classroom and ask the students to name them.
7. Tell them that these are the naming words or nouns.
8. Now ask them to write them in SW. For example: desk, board etc.

Activity 1.1

How to do it

1. Instruct the students to read the words from the box carefully.
2. Assist them if they find it difficult to read.
3. Now guide the students to classify the nouns as animals/birds/place/things/person.
4. Make the similar columns/ table on the blackboard.
5. Guide the students to write the nouns in appropriate columns on the blackboard.
6. At the end tell the students to copy the same in their workbook.

Activity 1.2

How to do it

1. Read the sentences aloud to the students.
2. Ask the students to identify naming words in them.
3. Instruct students to read the given sentences and underline the naming words in their SW.

Activity 1.3

How to do it:

1. Guide the students to select suitable naming words and complete the sentences.

Activity 1.4

How to do it

1. Explain in brief about singular and plural to the children.
2. Show the things to explain this. For example: show one pen, ask the children to name it. Now, show two pens. Ask the children name it with plural.
3. Like this use plenty of things to talk about singular and plural.
4. Write the same on blackboard, using two columns.

Activity 1.5

How to do it

1. Explain different types of plurals
 - a) some are made by adding 's' at the end.
 - b) some are by adding '-es' in the end.
 - c) some by adding '-ves' in the end.
 - d) some by adding '-ies' in the end.
2. Some are irregular.
3. After explaining instruct students to write the appropriate plural forms in the given table of SW.
4. Suggest to do one kind of plurals at a time with many examples. Do not introduce all at once.

LO 6.5b: Students use appropriate articles.
--

Objective:

Students will be able to use articles both orally and in written.

Activity 2

How to do it

1. Read the story in SW stressing on the articles.
2. Ask students to concentrate and observe the stressed words.
3. Write the 3 articles on the board.
4. Ask students to read the story and underline a/ an /the

Activity 2.1

How to do it

1. Ask students to read out the sentences from SW.
2. Ask them which article suits the sentence.
3. Have one student to come and write the sentence on BB.
4. Ask students to read the given sentences and instruct them to choose correct articles from the given option in SW.

Activity 2.2

How to do it

1. Now complete the activity in the lesson ‘**Scholar’s Mother Tongue’ - Activity G** in your English textbook.
2. Prose: **The Scholar’s Mother Tongue. Activity G**

L.O. 6.5 c: Use the variety of Personal pronouns.

Objective:

Students will be able to use appropriate pronouns in sentences.

Activity 3

How to do it

Language game: Who stole the laddu from the laddu jar.

1. Instruct the students to stand/sit in a circle.
2. Tell the students the meanings of me, she, he, they, we etc.
3. Teach an action song **who stole the laddu from the laddu jars** by using You Tube link.
4. The child-1 asks "who stole the laddu from the laddu jar? "You stole the laddu from the laddu jar?"
5. Child -2 asks "Who me?"
6. Child-1 says "Yes you."
7. Child-2 "Not me"
8. Child -1 says "then who?"
9. Child-2 says "It's he"
10. The song continues in the group using all the pronouns she, they, we etc.

Activity 3.1

How to do it

1. Instruct students to read the naming words and select the right pronouns from the word star.

Activity 3.2

How to do it

1. Guide the students to choose the proper pronouns and complete the sentences

Activity 3.3

How to do it

1. Ask students to read the given sentences.
2. Ask them to choose a personal pronoun to replace the underlined word.
3. Ask them to say aloud the sentence using the pronoun.
4. Instruct the children to re-write the sentences, by using pronouns in SW.

L. O. 6.5 d: Use variety of Describing words /adjectives.

Objectives:

1. Students will be able to get the knowledge of describing words/ adjectives.
2. Students will be able to identify the describing words.
3. Students will be able to use describing words in a sentence.
4. Students will be able to write suitable describing word to the nouns.

Activity 4

How to do it

1. Instruct the students to colour the picture.
2. Ask a few questions about the picture like:
 - a. What do you see in the picture?
 - b. How many houses are there in the picture?
 - c. What colours that you have used?
 - d. How are the trees in the picture? Are they big or small? Etc.
3. Write their responses on the blackboard.
4. Now circle only the adjectives among them.
5. Tell the students to read only those circled words.
6. Explain what are adjectives with some examples.

The words tall, small, brown and round are describing words, that describe boy, room, dog and ball. Now look at these examples:

A tall boy and a short boy, A fat cat and a thin cat, Green leaves and yellow mangoes.

Activity 4.1

How to do it

1. Instruct the students to read the given words and circle out the adjectives/describing words.
2. Write those adjectives on the blackboard.
3. Then instruct them to fill the blanks with suitable adjectives that they have circled, to complete the sentences.

Activity 4.2

How to do it

1. Tell the students to read the given sentences.
2. Let them to find out and say aloud the adjectives from the sentences.
3. Write those adjectives on the blackboard.
4. Instruct students to underline the describing words in the given sentences.

Activity 4.3

How to do it

1. Guide the students to write naming words for the given adjectives, as per the example.

Activity 4.4

How to do it

1. Do the word flower activity given in the textbook (Poem- All Things Bright and Beautiful, Let's practice Words I)
2. First do it as an oral activity. Write them on the black board.
3. Then help the students to fill them in their textbook.

Activity 4.5

How to do it

1. Read out the words and give the meanings if required.
2. Guide the students to frame a few sentences by using the given describing words.

Activity 4.6

How to do it

1. Recite the Poem- **All Things Bright and Beautiful.**
2. Tell the students to recite the poem.
3. Give the gist of the poem.
4. Tell them to underline the describing words from the poem and say them aloud.

L. O. 6.5.e: Use variety of action words.

Objective:

Students will be able to use action words in their own sentences.

Activity 5

How to do it:

1. Read the given paragraph from the SW.
2. Let the students repeat after you.
3. While reading, give stress on action words.
4. Tell the students to underline words in the paragraph, 'What the dog does.'
5. Write the words on the black board.
6. Tell them to write those words in the given space.
7. Guide the children to act out those words.
8. Now, explain what is a verb.

Action words tell us what people, animals, or things do.

For example: - Play, wag, talk, read, smile, do, see, teach

Activity 5.1

How to do it:

1. Read the sentences from the Activity.
2. Tell the students to read the sentences
3. Tell them to identify the action words in the sentences.
4. Write the words on the blackboard.
5. Now instruct them to circle the action words.

Activity 5.2

How to do it

1. Read the verbs from the box. Let the students repeat after you.
2. Guide the students to fill the sentences with the help of given action words.

Activity 5.3

How to do it

1. Tell the students to look at the given pictures.
2. Read the words from the box.
3. Now direct the children to pick and write the most suitable verbs, below the pictures.
4. Instruct each child to speak at least one sentence about any one picture.

Activity 5.4

How to do it

1. Instruct the students to speak about their daily routine.
2. You can ask them the questions like:
 - a. When do you get up?
 - b. What do you do in the morning?
 - c. What do you do in the afternoon?
 - d. At what time do you play?
 - e. When do you study? etc.

3. Tell the students to write their daily routine by using action words.
4. Then ask them to read it out in the class.
5. Can refer Activity 5 of Learning outcome 6.4.

L. O. 6.5.f: Use variety of adverbs.

Objective:

Students will be able to use adverbs in their own sentences.
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Activity 6

How to do it:

1. Read out the sentences in SW and ask students to listen attentively.
Explain highlighted words ‘carefully’, ‘softly’, ‘quickly’, and ‘neatly’ which add something to the meanings of the verbs ‘drives’, ‘spoke’, ‘runs’ and ‘writes.’
They tell us how an action is done. They are called Adverbs.
2. You can involve the students to perform some actions.
3. Read out the given sentences.
4. Tell the students to repeat the given sentences again.

Activity 6.1

How to do it

Now guide the children to complete the activity given in the textbook (**V 7-Unit 6: Where There Is A Will, There Is A way**).

Activity 6.2

How to do it

1. Read the words from box A and box B.
2. Tell the students that box A has verbs and box B has adverbs.
3. Instruct the students to match the verbs with adverbs and say them aloud.
4. Use blackboard if required.
5. Now instruct the students to write the pairs in the given table.

Activity 6.3

How to do it:

1. Read the words from the box.
2. Tell the students to read the words.
3. Guide them to group the words into nouns, verbs, adjectives and adverbs.
4. Instruct them to write them in the given table.

L. O. 6.5.g: Use variety of prepositions in sentence.
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Objective:

Students will be able to use prepositions in the given sentences.

Activity 7

How to do it

1. Teach prepositions by using the duster or any other object available in the class.
2. For example, keep the duster on the table, under the table, above the table etc.
3. Help the students to get the knowledge of prepositions with the help of the given chart.
4. Ask a few supporting questions based on the chart like,
 - a. Where is the ball in the picture 1?

- b. Where is the ball in the picture 2?
- c. Where is the ball in the picture 3?
- d. Where is the ball in the picture 4? Etc.

Activity 7.1

How to do it

1. Read the prepositions from the balloons.
2. Discuss the words bilingually.
3. Make some sentences with words as given example.
4. Ask students to read sentences one by one and discuss.
5. Tell students about prepositions.

Activity 7.2

How to do it

1. Read out the given sentences.
2. Tell the students to look at the pictures.
3. Ask orally about the pictures.
4. Guide the students to choose the correct options by looking at the picture.

Activity 7.3

How to do it

1. Tell the students to read the sentences.
2. Guide them to complete the sentences by choosing the prepositions.

Activity 7.4

How to do it

1. Help the students to complete the story with the help of prepositions.

Activity 7.5 (Assessment activity)

How to do it:

1. Read out the lesson ‘**The King’s Ministers**’, from class 6 textbook.
2. Stop at certain chosen parts of speech words.
3. Explain or give the meaning in L1 (Kannada or school language)
4. Instruct the students to list the words as nouns, pronoun, verbs, adjectives, adverbs or prepositions in SW.

Rubrics for assessment.

Level 1	Level 2	Level 3
The students are not able to categorize the nouns, pronouns, verbs, adjectives, adverbs and prepositions independently.	The students are able to identify at least 2-3 nouns, pronouns, verbs, adjectives, adverbs and prepositions correctly.	The students are able to categorize more than 5 nouns, pronouns, verbs, adjectives, adverbs and prepositions independently.

Learning outcome 6.6

Students participate in activities like role play, group discussion, debate, poem recitation, songs, jokes, riddles, tongue twisters, etc.

Associated Nipun Bharath competencies

- i) Recite poems individually / in groups with intonation and fluency.
- ii) Participate in role play script in English with appropriate expressions.

Objective:

Students will be able to use simple English as demands in real life situations.

Text Book Reference : A Chat with a Grasshopper (only for role play)

The Fly (Poem)**6.6.a. Participates in role plays.****Objectives:**

Students will be able to use simple English as they play the roles of different people/characters.

Activity 1**How to do it**

1. Read out the names of the animals given in column 1.
2. Ask students to mimic the sound of each of the animals.
3. Ask them if they know the specific words/names used to indicate these sounds.
4. If they don't know, draw their attention to the second column and read out the words and make students repeat after you.
5. Ask them to read the words individually.
6. Ask them to match the name of the animal with the sound it makes.

Activity 1.1 & 1.2**How to do it**

1. Read the given conversation with proper voice modulation and expressions.
2. Divide the class into pairs.
3. Assign the roles to each pair.
4. Ask the pairs to read the conversation a couple of times: first individually and then in pairs and practice it by reading aloud to each other .
5. Help them to pronounce difficult words.
6. Ask students to come before the class and do the role play.
7. Allow them to use the script during the presentation.

Activity 2**How to do it**

1. Read the dialogue between a girl and a man.
2. Read the words given in the box.
3. Ask students to find out the correct options.
4. Ask students to read the completed conversation aloud in pairs.
5. Guide students to write the answers.
6. Ask them to read the entire conversation aloud again individually.

Activity 3 (Activity)**How to do it**

1. Explain the situations given in the SW bilingually.
2. Ask the students to work in pairs and choose any of the situations given in the SW.
3. Draw a table with 5 columns on the board and write a few words that can be used in the dialogues for each of the situations.

4. Ask the students to write out a conversation using the words given in the table.
5. Once completed, ask each pair to read out the conversation.
6. Guide the students in the whole process.

Rubrics for assessment.

Level 1	Level 2	Level 3
Students are unable to write and present the conversation.	Students are able to write and present the conversation with the help of the teacher.	Students are able to write and present the conversation independently.

L.O. 6.6.b. Participate in poem recitation

Objective:

Students will be able to recite simple poems in English paying attention to aspects like rhyme, rhythm etc.

Activity 4

How to do it

1. Recite the poem a couple of times paying attention to poetic features like rhyme, rhythm, alliteration etc. with proper stress, voice modulation and expression.
2. Ask students to listen to the recitation; first with their books closed and a second time with the books open.
3. Ask them to go through the poem in the SW as they listen to it the second time.
4. Use youtube link to sing the rhyme.

Activity 4.1

How to do it

1. Make groups of 4-5 students and ask them to do Activity 4.1. as homework.
2. In the next class, ask them to recite the rhymes/poems that they have collected.

Activity 4.2. (Assessment Activity)

How to do it

1. Ask students to open the English Reader and go to the poem “**The Fly**” by Tony Bradman.
2. Read the poem aloud paying attention to poetic features.
3. Provide the meanings of some unfamiliar words and write the same on the board. Example: Insane, Buzz, Bedpost etc.
4. Divide the class into smaller groups and ask them to recite the poem loudly in their groups.
5. Ask students to read the poem individually paying attention to poetic features.

Rubrics for assessment.

Level 1	Level 2	Level 3
Students are unable to recite the poem.	Students are able to recite the poem with the help of the teacher.	Students are able to recite the poem independently.

6.6.c. Participate in activities solving riddles

Objective:

Students will be able to think imaginatively about the uses of language to solve riddles.

Activity 5 & 5.1

How to do it

1. Tell students what a riddle is by giving a few L1 examples (in school language)
2. Ask them to share any riddles they know in their language.
3. Give a few examples of riddles in English and encourage them to solve the same. Give some clues if necessary.
4. Explain the riddles given in the SW and ask them to work in pairs/small groups to come up with the answers.
5. Provide the answers if they cannot find them. Explain the answers.
6. Give points for the correct answer.
7. Ask students to do Activity 5.1 referring to the English Textbook (Unit 3, Section S3 Who am I?)

Answers to Riddles in SW:

1. The longest word in English dictionary is Smiles. It has only 6 letters but there is the distance of a mile between the two S. Smiles can be written as S + mile + S
2. Post Office
3. EYE
4. Caterpillar
5. Poison
6. Slippers/Shoes
7. Letter Y

6.6. d. Get familiarized with tongue twisters

Objective:

Students will be able to say some tongue twisters and get practice in pronouncing certain sounds and words.

Activity 6

How to do it

1. Say the tongue twisters aloud.
2. Make them understand the different words used in them and their individual pronunciations.
3. Make them repeat the tongue-twisters multiple times and get familiar with them.
4. Ask them to read the tongue twisters given in the SW clearly and distinctly pronouncing each word.
5. You can use any other tongue-twisters too, that you are familiar with.

Learning outcome 6.7

Students write paragraphs from verbal, visual clues, with appropriate punctuation marks.

Associated NIPUN Bharath competencies:

Write sentences using the familiar words.

Write small sentences using full stop and question marks/ as well as other punctuation.

Objective: Students will be able to write paragraphs from verbal, visual clues with appropriate punctuation marks.

LO 6.7 a: Write simple sentences with appropriate punctuation marks.

Objective:

Students will be able to use basic punctuation marks appropriately.

Activity 1& 1.2

How to do it

1. Introduce the basic punctuation marks: **capital letters** to begin sentences and proper nouns, **full stop, question mark** and **comma** by giving illustrative examples written on the board.
2. Explain the specific uses of each of these in written texts.
3. Write the sentences given in Activity 1.2 on the board.
4. Ask students to come to the board and circle the punctuation marks.
5. Once all the punctuation marks have been circled, explain the uses of each of the punctuation marks.
6. Ask them to complete Activity 1.2 in their SW.

Activity 1.3

How to do it

1. Read the sentences aloud once.
2. Give clear instructions to identify and circle the punctuations.

Activity 1.4

How to do it

1. Help students to complete the exercise from textbook **Unit 4- King's Ministers- Let's Write**.
2. This may be given as homework as well.

LO 6.7 b: Learn to use apostrophe ('s)

Objective:

Students will be able to use apostrophe ('s) to show possession

Activity 2

How to do it:

1. Introduce the use of apostrophe('s) to show possession with a few illustrative examples on the board.
2. Read out the given sentences.
3. Ask students to orally give a few sentences where apostrophe('s) is used to show possession.
4. Ask them to do the activity in the SW.

Activity 2.1 (Activity for Assessment)

How to do it

1. Read the given text with proper pause, modulation of voice etc.
2. Instruct the students to re-write the text with proper punctuation marks.
3. Check the answers to see if they have punctuated correctly.

Rubrics for assessment

Level 1	Level 2	Level 3
Students are not able to identify and use the punctuation marks.	Students are able to identify & use one or two punctuation marks.	Students are able to identify & use all the punctuation marks independently.

Learning outcome 6.8

Students answer coherently in written or oral form to questions in English based on day - to - day life experiences, unfamiliar stories.

Associated NIPUN Bharath competencies:

Write a few words or short sentences in response to the environment, poems and stories.

Objective:

Students will be able to answer coherently in written or oral form to questions in English based on day - to - day life experiences, unfamiliar stories.

Text book Reference : Neeraj Bhanot: Brave in life, Brave in Death.
Sympathy (Poem)

LO 6.8 a: Answer coherently to questions based on day-to-day life experiences.**Objective:**

Students will be able to read any given text and answer the questions in oral and in written form.

Activity 1**How to do it**

1. Instruct the students to observe the pictures.
2. Ask them to orally respond on each of them.
3. As they respond, write the responses and number the sentences on BB.
4. Now, guide the children to re-arrange the sentences to make a meaningful story.
5. Ask a few students to tell the story.
6. Instruct students to write the sentences in order in their SW, by numbering below the picture (Use ENK material for reference)

Activity 1.1**How to do it**

1. Ask students to observe the pictures in SW.
2. Encourage them to speak about the picture. (In L1 or Bilingually)
3. Supply necessary English words to make meaningful sentences.
4. Connect these instances to their day-to-day experiences by asking a few guiding questions (sample)
 - a) Have you seen anyone in such conditions/situations?
 - b) Where have you seen anyone with such physical challenges?
 - c) What were they doing when you saw them?
 - d) What do you do when you see/meet them?
 - e) Should such people be treated as equal to others?
5. Instruct students to write their own responses in the SW in 1 or 2 sentences.
6. Can ask the Children to demo such situations and act out how they might respond.

Activity-1.2**How to do it**

1. Group the students into pairs and ask one to be blind folded.
2. Instruct student 1 to give a simple task to other. e.g.: Take out textbook from the bag.
3. Student 2 should do this task blindfolded.
4. Reverse the role and Student 1 does the task blindfolded.

5. Ask students to share their thoughts on the experience.
6. In pairs, students can explain to class on how they will now be able to help blind people.

Activity 1.3

How to do it

1. Teach the lesson ‘**Neerja Bhanot: Brave in Life, Brave in Death**’ from the textbook.
2. Ask students to read the lesson in groups.
3. Ask comprehension questions and instruct students to answer them orally.
4. Write the answers on the board and instruct the children to read those answers.
5. Later instruct students to write the answers in their SW.

Activity 1.4

How to do it

1. Teach the poem ‘**Sympathy**’.
2. Let the students repeat after you.
3. Now tell them to read the poem in groups.
4. Explain context, meaning of unknown words to students and help appreciate the poem **Sympathy**.
5. Give the gist of the poem.
6. Ask some comprehension questions.
7. Let the children answer them orally.
8. Write the answers on the board.
9. Then ask the children to read out the answers from the board.
10. Let them copy the answers in their activity sheet.

Activity 1.5 (Activity for Assessment)

How to do it

1. Read the passages from the SW, one by one.
2. After reading out each paragraph, ask a few questions, about their experiences in such situations.
3. Guide the children to connect their life experiences with the given topics - ‘My first day at school’, ‘Fall from the bicycle’, ‘My weekend’.
4. Write some key points on the black board.
5. Tell them to write it down in their notebook.
6. Now instruct them to read out.
7. Tell the students to write about ‘A special day in their life.’

Rubrics for assessment:

Level 1	Level 2	Level 3
Children are not able to write about the best day in their life, on their own.	Children are able to write about the best day in their life, with some help from teacher and friends.	Children are able to write about the best day in their life, on their own.

Activity 2 and 2.1

How to do it

1. Read the stories aloud in the class.
2. Use L1 when necessary to convey meanings.

3. Write some words on the board after you read the stories.
4. Ask questions to check comprehension. Ex:

Story 1: Two Frogs

Answer the questions:

- i. What is the moral of the tale?
- ii. Do you always overcome the problems?
- iii. What is the second frog like?
- iv. What would you recommend people who are in trouble?

Story 2: The Selfish Horse

Answer the questions:

- i. Name the two animals mentioned in the story.
 - ii. Who loaded the donkey with the clothes?
 - iii. Why did the donkey ask the horse to share some of the load?
 - iv. Why did the horse feel bad at the end?
 - v. What is the moral of the story?
5. Let the children answer the questions orally.
 6. Write answers on the black board.
 7. You can replace these questions with your own.

Activity 2.2 (Additional Activity)

How to do it:

1. Read the story from the textbook story ‘**The King’s Ministers**’.
2. Follow same steps for storytelling from previous activity.
3. Ask comprehension questions and let the students answer them orally.
4. Instruct the students to fill C2. In the text book.

Activity 2.3 (Activity for Assessment)

How to do it

1. Read all the key words from the workbook. And give their meanings if necessary.
2. Instruct the students to compose or make up their own story, using imagination, with the help of given key words.
3. Let the students share their stories to the whole class.
4. Assess the story only for content.
5. Grammar and spelling should not be considered while assessing.
6. Children can use extra words.

Rubrics for assessment:

Level 1	Level 2	Level 3
Students are not able to create a story at all.	Students are able to create a story, used some words and needed help.	Students are able to create a story with imagination and used many of the given words.

Learning Outcome 6.9

Students use synonyms and antonyms appropriately, deduce word meanings from clues in context while reading a variety of texts.

Associated Nipun Bharath Competencies

Try to decode unfamiliar words while reading.

Objective

Students will be able to identify synonyms and antonyms and use them orally and in writing in variety of texts.

Text book reference : The Scholar' s Mother Tongue

LO 6.9 a: Students use synonyms and antonyms appropriately**Objective**

Students will be able to identify synonyms and antonyms of some commonly used English words.

Activity 1**How to do it**

1. Read the words from the activity.
2. Tell the children that there is one word in each group that does not belong to the group.
3. Ask children to pick that word based on meaning.
4. Write them on the blackboard.
5. Now ask the children to circle the odd word in each set.

Activity 1.1**How to do it**

1. Explain antonyms to the students with examples.

Antonyms: The words that have opposite meanings. Example: begin/ end.

2. Give examples from the textbook/SW.
3. Read the paragraph aloud to the class.
4. Ask students to give opposites of the underlined words.
5. Instruct to re-write the paragraph replacing the underlined words with antonyms from the help box.

Activity 1.2**How to do it**

1. Explain synonyms to the students with examples.

Synonyms: The words that have similar meanings. Example: small, tiny, little

2. Give examples from the textbook/SW.
3. Read the paragraph aloud to the class.
4. Ask students to choose words with same meaning for the underlined words.
5. Instruct to re-write the paragraph replacing the underlined words with synonyms from the help box.

Activity 1.3**How to do it**

1. Draw the crossword puzzle on the blackboard.
2. Read aloud the clue of Across 3 from the box below.

3. Ask students to answer with a 6-letter word as per clue (synonym of FEW)
4. Write the answer on the crossword on the board.
5. Continue this process for all words and ask students to come up and write answers on the board.
6. Once done, erase the board and let students re-read the clues and work on the crossword in their SW.
7. **Answers** – little, heard, above, new, photo, remember, foe, answer, dark, morning.

Activity 1.4

How to do it

1. Teach the lesson “**The Scholar’s Mother Tongue**”
2. Read out the lesson and explain the context bilingually.
3. Ask comprehension questions and let students answer in Language 1.
4. Provide English words and meanings as required.
5. Ask students to open Vocabulary activity V1.
6. Guide them on finding the opposite words.
7. Ask students to work in pairs and complete the exercise.

LO 6.9 b: Students deduce word meanings from clues in context while reading a variety of texts.

Objective:

Students will be able to deduce meanings of unknown words by referring to the dictionary and make meanings in context.

Activity 2

How to do it

1. Group the children as per the availability of dictionaries.
2. Read the words /phrases from the activity and write them on the blackboard.
3. Guide the students to find out the meanings of those words from the dictionary and write the answers on the blackboard.
4. Instruct the children to complete the activity in the learning sheet.

Activity 2.1

How to do it

1. Write a letter on the board e.g., letter p.
2. Ask students to read aloud the previous letter and the next letter. Ans -o and q.
3. Repeat this for many letters and provide responses.
4. Write an unfamiliar word on the board teach how to look for the word and meaning in the dictionary.
5. Repeat this for at least 10 words.
6. Now ask students to arrange words in Activity 2.1 in alphabetical order.
7. Instruct to work in groups/pairs and look for meanings in dictionary.

Activity 2.2

How to do it

1. Guide the children to form new words by removing the first letter in each set of words for example price – rice - ice.
2. Write the new words on the blackboard.

3. Ask the children to read them out.
4. Instruct them to complete the table.

Activity 2.3

How to do it

1. Read the sentences about the professions.
2. Ask the children to look at the picture clue and name the professional.
3. Write the words on the blackboard.
4. Ask some students to read aloud the names of professionals from the board.
5. Instruct students to write the names of professionals in their SW.

Activity 2.4

How to do it

1. Instruct the children to complete the Crossword Puzzle by using picture clues.
2. Ask them to read out the words.

Activity 2.5

How to do it

1. Tell the students about the compound words which can be formed by joining two or more words.
2. Use the examples like cup +cake =cupcake ,sun +flower =sunflower etc
3. Read out the sentences from activity 2.5
4. Guide students to form compound words under activity 2.5 with the help of given clues.

Activity 3 (Activity for Assessment)

How to do it

- Instruct the children to arrange the words in the alphabetical order.

Rubrics for Assessment

Level 1	Level 2	Level 3
Students are not able to put words in alphabetical order.	Students are able to put some of the words in alphabetical order. Need support from teacher to complete.	Students are able to put all the words in alphabetical order, on their own.

Activity 3.1 (Activity for Assessment)

How to do it

1. Read out the words from the activity 3.1 learning sheet.
2. Now ask the children to read the words.
3. Tell them that some stars have synonyms and some have antonym pairs.
4. Ask them to colour the synonym stars with pink colour and antonym stars with yellow colour.

Rubrics for assessment:

Level 1	Level 2	Level 3
Students are not able to identify synonyms or antonyms.	Students are able to identify some synonyms and antonyms but are not clear, need more learning and practice.	Students are able to differentiate the synonyms and antonyms, independently.

Suggested Textbook Material for Practice:

1. Lesson 2 Scholar's Mother Tongue page no 26 (V1), page no 27 (V2).
2. Poem Sympathy (V1) and (V2)
3. Make the students to sit in groups and write the words from the textbook poem Sympathy (V2).
4. Prose: Where There is a Will There is a Way (V1), (V2) , (V6).

Learning Outcome 6.10

Students appreciate either verbally or in writing the variety in food, dress, customs and festivals.

Associated NIPUN BHARAT Competencies:

Make a card for a friend, sending a short message.

Share orally about events such as festivals celebrated.

Objective:

Students will be able to appreciate and speak about the variety of food, customs, festivals and dress and express it in writing.

Textbook reference : A Sonnet for my Incomparable Mother (Poem)

LO 6.10 a: Appreciate either verbally or in writing the variety in food.

Objective: Students will be able to appreciate and speak about the variety of food and express it in writing.

Activity1**How to do it**

1. Ask students to see the pictures of activity 1 in SW carefully.
2. Ask them to call out names of food items of the given picture.
3. Provide names of any food items which the students cannot name themselves.
4. Instruct students to circle the pictures which they like to eat.
5. Ask some students to read out the ones, they have circled, aloud.
6. Ask others who have circled same food items, to raise their hands.
7. Write the names of food item on the board.
8. Ask if any student dislikes the particular food item and express about it bilingually.

Activity 1.1**How to do it**

1. Read aloud the questions one by one in the classroom.
2. Ask a few students to respond verbally to each question.
3. Provide support for them to complete their responses in English.
4. Re-frame their responses in English and ask students to repeat them.
5. Ask each student to write his/her individual response in the space given in SW.

Activity 1.2**How to do it**

1. Ask students to collect pictures of various food items from newspapers, magazines etc.
2. Now guide the students to stick pictures in the learning sheet.
3. Students can also draw pictures of food items if they do not find pictures.

Activity 1.3

How to do it

1. Ask the students to look at pictures and name them.
2. Write the names on the blackboard.
3. Instruct the students to complete the narration with suitable words.
4. Ask a few students to read aloud the passage after completing it.

Activity 1.4

How to do it

1. Read out the words in the box & tell the meanings in L1.
2. Now ask students to match pictures with the words given in the box.
3. Instruct students to write the words below the pictures.
4. Help them if they find it difficult.

Activity 1.5 (Activity for Assessment)

How to do it

1. Read out the cooking terms and give their definitions (bilingual).
2. Ask students to give examples of such methods from their own experiences orally.
3. Now ask students to read the food items from 'food items' column.
4. Guide children to match the words ex: boil the milk.
5. Once complete, ask a few students to read out the completed sentences/phrases.

Rubrics for Assessment:

Level 1	Level 2	Level 3
Student are not able to match the cooking terms on their own.	Student are able to match some of the cooking terms with the help from their friends and teacher.	Students are able to match independently all the cooking terms.

LO 6.10 b: Appreciate either verbally or in writing the variety in dress, customs and tradition.

Objective: Students are able to appreciate and speak about the variety of dress, customs and traditions and express it in writing.

Activity 2

How to do it

1. Ask the students to look at the pictures carefully.
2. Ask students to identify the various festivals, the pictures depict.
3. Write the names of the festivals on the board.
4. Ask students to pick any one festival and speak a few lines about it.
5. If they do not know about the festivals, give them the required information- Durga pooja (Bengal), Buddha Poornima, Yugadi, Baisaki (Punjab), Makara Sankramana, Onam. (Kerala)
6. Ask students to label the pictures with appropriate names of the festivals.

Activity 2.1

How to do it

1. Ask the students to look at the pictures of dress and accessories.
2. Ask students to first name the pictures orally and label the pictures in the SW.
3. Initiate a conversation on their favorite clothing and write a few words on the black board.
4. Instruct students to use their imagination to draw their favorite clothing in the box and label it.
5. Ask a few students to frame meaningful sentences using the words on the board.

Activity 2.2

How to do it

1. Ask students to read the sentences in table.
2. Read aloud the sentences slowly for the whole class to hear the same.
3. Encourage students to think and answer.
4. Now ask them to complete the table in the SW.

Activity 2.3 (Activity for Assessment)

How to do it

1. Ask a few students to speak about the festivals they celebrate at home.
2. Read out the questions from the SW.
3. Instruct students to answer the questions in a few sentences orally and write the same in the given space.

Rubrics for Assessment:

Level 1	Level 2	Level 3
Students are not able to write about the festivals.	Students are able to write a few words about the festivals with some help from friends and teacher.	Students are able to write about the festivals on their own, in sentences.

Activity 2.4

How to do it

1. Ask the students to look at the pictures and identify the festivals.
2. Provide names if the students are unable to name the festivals.
3. Students can speak a few sentences on the pictures. (bilingually)
4. Label the pictures with festival names in the SW.

Activity 2.5

How to do it

1. Ask a few students to speak about the festivals they celebrate at school.
2. Read out the questions from the SW.
3. Ask students to answer the questions in a few sentences orally.
4. Let students draw a picture of any National festival of their choice in their drawing book or in an A4 sheet.

LO 6.10 c: Appreciate in writing the variety in customs and tradition.

Objective: Students will be able to write about the variety of customs and traditions and express it in letters and messages.

Activity 3

How to do it

1. Show a sample greeting card to the students.
2. Inform students about greeting cards and how cards are gifted with appropriate messages.
3. Give a simple topic such as Popular Festival of the place.
4. Ask students to make simple message based on the festival.
5. Write a few messages on the board.
6. Guide students to make a card, wishing a friend on any festival.
7. You can use the readymade greeting cards as samples.

Activity 3.1

How to do it

1. Talk to students about thanking others.
2. Teach the poem from the textbook: 'A sonnet For My Incomparable Mother'
3. Tell students about 'thank you cards.'
4. Ask students to make simple Thank you message for a loved one.
5. Write a few messages on the board.
6. Guide students to make a thank you card.

Activity 3.2

How to do it

1. Repeat information about greeting cards and how cards are gifted with appropriate messages.
2. Talk about how they celebrate Birthdays.
3. Ask students to make simple message for a birthday.
4. Write a few messages on the board.
5. Guide students to make a card wishing a friend for the birthday as given in SW.

Activity 3.3

How to do it

1. Ask the students how they communicate to someone faraway, in absence of mobiles and internet.
2. Talk about Informal Letters.
3. Read and explain sample expressions for Informal Letters.
4. Ask students to read out the sentences/expressions.

Activity 3.4

How to do it

(English textbook lesson: 'What I Want For You And Every Child'- A Letter From Obama To His Daughters, 135 W1 and W2.) (Lesson Should not be taught.)

1. Read the text from the letter. (Exercise W1 & W2)
2. Explain the text letter bilingually.
3. Ask questions for students to think and respond in between.
4. Instruct students to complete the exercises under W1 and W2.

Activity 3.5 (Activity for Assessment)

How to do It

1. Instruct the students to write and complete the letter in SW.
2. Provide help with clarifications if needed.
3. Clues:- My dear, for the gift, surprised, favourite colour, everyday, Your loving.

Rubrics for assessment

Level 1	Level 2	Level 3
Students are not able to fill in the blanks and complete the letter.	Students are able to fill in the blanks partially but need help from the teacher to complete the letter.	Students fill out all blanks on their own and complete the letter.

Sources:-

KTBS Materials
ENK materials
OER materials
YouTube contents
Canva App
