

छत्तीसगढ़ के राजकीय प्रतीक



राजकीय पशु - वन भैंसा



राजकीय पक्षी - पहाड़ी मैना



राजकीय वृक्ष - साल वृक्ष



राजकीय पुष्प - गेंदा



राजकीय नृत्य - करमा लोक नृत्य

Teachers' Handbook for Primary classes

(Pedagogical Tips Based on the Textbook)

ENGLISH

How to Teach

Class - 5



राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् छत्तीसगढ़, रायपुर

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मुख्य समन्वयक

श्रीमती विद्या डांगे

समन्वयक

सुशील राठोड़

विशेष सहयोग

डॉ. विद्यावती चंद्राकर

सहयोग

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श्री सुधीर कुमार वैष्णव

आमुख

शिक्षक संदर्शिका (भाषा - अंग्रेजी) आपके हाथों में है। आशा है कि यह आपके पठन-पाठन में, बच्चों के साथ मिलकर अंग्रेजी भाषा सीखने-सिखाने में, कक्षागत गतिविधियाँ करवाने में आपकी सहायता करेगी। चूँकि अंग्रेजी भाषा सीखने की ज़रूरत ने बदलते परिवेश एवं वृहत संदर्भों में हर व्यक्ति के जीवन को प्रभावित किया है एवं परिणाम स्वरूप पाठ्यपुस्तक की संरचना में भी बदलाव आया है।

हमें यह समझने की आवश्यकता है कि हम पाठ्यवस्तु से सीखने के प्रतिफल कैसे प्राप्त करें। उनकी संप्राप्ति के लिए किस तरह की गतिविधियों को कक्षा में करवाएँ। इन्हीं उद्देश्यों की पूर्ति के लिए इस संदर्शिका का निर्माण किया गया है। गतिविधि आधारित इस शिक्षक संदर्शिका से जहाँ लेखन एवं पठन कौशलों का विकास होगा, वहीं सुनकर उत्तर देने तथा भाषा के मौखिक प्रयोग के अधिक अवसर बच्चों को दिए जा सकेंगे। इससे बच्चों में भाषा प्रयोग की तत्परता विकसित हो सकेगी। अतः कक्षागत क्रियाकलापों को समूह में सीखना, आपस में सीखना एवं चर्चा करके सीखना आदि को अपनी शिक्षण विधि में सम्मिलित करना आवश्यक है। इस संदर्शिका में जहाँ कुछ गतिविधियाँ समूह-केन्द्रित हैं, वहीं कुछ व्यक्तिगत स्वरूप की हैं। समूह-केन्द्रित गतिविधियाँ टीम निर्माण के लिए महत्वपूर्ण होती हैं, जिनमें भागीदारी से आनंद का अनुभव होता है, साथ ही एक-दूसरे के विचारों के प्रति सम्मान व्यक्त करने का अवसर भी मिलता है। इन गतिविधियों को वर्तमान आवश्यकताओं एवं संदर्भों के अनुसार अनुकूलित किया जा सकता है।

आशा है, आप इसका भरपूर उपयोग करेंगे एवं अपने विचारों एवं सुझावों से परिषद् को अवगत कराएँगे। आप शिक्षण संबंधी किसी भी प्रश्न व समस्या को संचालक, एस.सी.ई.आर.टी., शंकर नगर, रायपुर, छत्तीसगढ़ को भेज सकते हैं। आपकी समस्या का समाधान एवं निदान करने का प्रयास किया जायेगा। संदर्शिका में यदि किसी बदलाव की आवश्यकता है तो परिषद् को अवश्य लिखें। हम आपके सुझावों का स्वागत करेंगे।

संचालक

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
छत्तीसगढ़ रायपुर ,

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Class 5

S.NO	Codes	Learning Outcomes
1	LE501	answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read
2	LE502	recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members
3	LE503	acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.
4	LE504	reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraph
5	LE505	conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc
6	LE506	uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
7	LE507	uses synonyms such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context
8	LE508	reads text with comprehension, locates details and sequence of events.
9	LE509	connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
10	LE510	takes dictation for different purposes, such as lists, paragraphs, dialogues etc
11	LE511	uses the dictionary for reference
12	LE512	identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs.
13	LE513	writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.
14	LE514	Writes 'mini biography' and mini autobiography
15	LE515	writes informal letters, messages and e-mails
16	LE516	reads print in the surroundings(advertisements, directions, names of places etc), understands and answers queries
17	LE517	attempts to write creatively (stories, poems, posters, etc)
18	LE518	writes and speaks on peace, equality etc suggesting personal views
19	LE519	appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-today life, in storybooks/ heard in narratives/ seen in videos, films etc

Lesson - 01
THE BALLOON MAN

Standard Class Strength:-30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 6 days.

Code of Learning Outcomes that could be addressed	LE512, LE502, LE501, LE508, LE510, LE511, LE512
Teaching Procedure	
DAY 1 (Listening skill)	
LOs : LE508, LE509	
Objective : <ul style="list-style-type: none">➤ Developing listening skills.➤ To help learners ear train themselves to simple English and correct pronunciation.	
Introduction : <p>शिक्षक छात्रों को कुछ चित्र दिखाकर पूछेंगे की यदि आपके पास बहुत थोड़े से पैसे हों, तो इनमें से कौन सी चीज आप खरीदना चाहेंगे? क्यों?</p> <p>बच्चे अपनी अपनी पसंद बताएँगे और उसका कारण भी बताएँगे। जैसे : रंग, सुंदरता, सस्ता, खुशी, सजावट इत्यादि।</p> <p>इसके बाद शिक्षक बच्चों को एक कविता सुनाते हैं :</p> <p>वो गुब्बारे वाला आया रंग बिरंगे फुगो लाया, नीले, पीले, लाल, बैगनी, हवा भरे गुब्बारे लाया, कस कर पकड़ो छूट न पाये दूर आपसे भाग न पाये, नए नए गुब्बारे लाया वो गुब्बारे वाला आया।</p> <p>(आवश्यकता अनुसार कविता को एक से अधिक बार सुनाया जा सकता है।)</p>	

इस कविता के आधार पर निम्नलिखित प्रश्न पूछे जा सकते हैं:

Who do you think is speaking?

What is the person in the poem doing?

Name the colours that you could hear?

What will happen if you don't hold the balloons tight?

What is filled in the balloons?

(छात्र हिन्दी कविता को याद करते हुए अंग्रेजी में प्रश्नों का उत्तर देते हैं।)

आज हम ऐसे ही एक गुब्बारे वाले के बारे में पढ़ेंगे।

Preparation:

- शिक्षक कुछ वस्तुओं के चित्र एकत्रित करेंगे। बच्चों के चित्र, गुब्बारे वाले का चित्र, रंगों के कार्ड की आवश्यकता होगी।
- एक चार्ट पर कुछ राष्ट्रीय विभूतियों के चित्र लगाए जायेंगे।
- पाठ को छोटे-छोटे कार्ड पर टुकड़ों में लिखा जाएगा और कक्षा को समूह में बांटकर उनको ये टुकड़े बाँट दिये जाएंगे।
- पाठ में पाये जाने वाले verbs एवं nouns के wordcards.

Step – I

इसके पश्चात शिक्षक पूरे पाठ का model reading करेंगे। छात्रों को silent रीडिंग करने के लिए 5-7 मिनट का समय दिया जाएगा।

Listen to your teacher carefully and take down the dictations:

The teacher dictates the following words with clear and correct pronunciation:

Balloon, sell, house, colourful, white, yellow, bought, sad, seller, children, young, happy.

(dictation पूरा होने के बाद छात्र आपस में अपनी copies बदल लेंगे और शिक्षक बोर्ड पर spelling को लिख देंगे ताकि सभी बच्चे उनके पास उपलब्ध copy को जांच सकें।)

Step - II

सभी छात्रों में पाठ में आए verb एवं nouns के वर्डकार्ड्स बाँट दिये जाएंगे। कक्षा को semi-circle में बैठाया जाएगा और शिक्षक के द्वारा कुछ शब्द बोले जाएंगे जैसे: the past tense of 'buy', the opposite of 'buy', the plural of 'child', the opposite of 'old', a colour name, a person who sells something, the colour of leaves, the colour of our teeth, the past tense of 'give', the opposite of 'happy'.

Sumup: बच्चे हिन्दी एवं अंग्रेजी शब्दों का उपयोग सही स्थान पर कर सकेंगे। संदर्भ से कठिन शब्दों का अर्थ निकाल पाएंगे।

DAY 2
(Reading Skill)

Objective :

- To enable learners to read and comprehend the text and respond to brief questions on the text
- To help learners understand new words from the context.

Introduction :

The teacher then reads the lesson 'BALLOON MAN' aloud to the class

Preparation:

शिक्षक बच्चों से उन शब्दों की सूची बनवा लें जिनका pronunciation करने में कठिनाई आ रही है। फिर इन शब्दों की एक संयुक्त सूची बना लें। इसके बाद इन सभी शब्दों को blackboard लिख लें। इन शब्दों को कागज पर लिख कर अलग-अलग चिट बना लें। Teacher will need chart papers to distribute to the students.

Step – I

The teacher asks a few questions to the learners on the lesson:

1. What is the name of the balloon man?
2. How did he sell his balloons every day?
3. Why did the balloon man call the children?
4. What did the young man say to the balloon seller?

Step - II (Practice)

Pinky, Pinky what colour?

The teacher will arrange for the game. The students will stand in two groups in the classroom. Strips of different coloured papers will be kept at different places all over the classroom. The students of one group will say the colour they want and the other group members will find the colour and hand it over to the first group. Student who finds the correct colour strip and reaches first with it will get 5 points.

Step- III (Production)

आवश्यक सामग्री: पूरे पाठ को चार हिस्सों में चार्ट पेपर पर लिखा जाये एवं छात्रों को चार समूहों में बांटकर उन्हें पाठ के एक एक हिस्से दे दिए जायें और उनपर चित्र बनाने को कहा जाये. पाठ के मिले हुए हिस्से को समूह के सदस्य जोर से पढ़ें। शिक्षक

इसके बाद पाठ पर कुछ प्रश्न पूछेंगे जिनका उत्तर छात्र मौखिक रूप से या flannel बोर्ड पर देंगे।

1. Find a word from the lesson for the following:
 - a. red, blue, green, orange, yellow and white ;.....
 - b. a man who sells balloons ;.....
 - c. Raju, Bala, Mona, Saif, Sonu:.....
2. Why was the balloon seller sad?
3. What made the children happy?
4. Why did the young man buy all the balloons?

Sumup:

कक्षा की समाप्ति के समय शिक्षक बच्चों को निर्देशित करें कि वे इसका अभ्यास घर पर करें। इसके अलावा वे इस lesson का sense भी समझने का प्रयास करें।

DAY 3 (Vocabulary)

Objective :

- बच्चों को words के sense से परिचय कराना।
- Lesson को comprehend करने का अवसर प्रदान करना।
- बच्चों को dictionary उपयोग करने के लिए प्रेरित एवं प्रोत्साहित करना।

Introduction :

निम्नलिखित शब्दों को कार्ड्स में लिखकर एक ट्रे में रखा जायेगा। इसके बाद बच्चों को अलग अलग समूह में बैठाकर उन्हें कार्ड्स को dictionary की सहायता से alphabetically arrange करते हुये लिस्ट बनाने के लिए कहा जायेगा। colourful, house, balloon, bought, children, morning, matter, buy, colourful, young, today, yellow, village, everyday.

The teacher should check the alphabetical order of the list made by the groups.

Preparation:

शिक्षक अपने साथ Picture Dictionary की एक से अधिक प्रतियाँ और नेहरू जी का छायाचित्र कक्षा में लायें। (छायाचित्र उपलब्ध न होने पर पुस्तक के चित्र का भी उपयोग किया जा सकता है।)

Step – I (Presentation)

SUFFIX ‘ful’: Words like colourful take the suffix ‘ful’ with the root word.

Meaning full of colours (colour+ful). We need to notice that when taken as a compound

word. E.g., colourful, handful, meaningful, beautiful, the suffix is assimilated in the root word and the spelling changes.

अब शिक्षक बच्चों से ट्रे में रखे शब्दों में से “ful” suffix के साथ जुड़ने वाले शब्दों को निकालकर flannel बोर्ड पर लगायेंगे और पूरे शब्दों का उच्चारण करेंगे। उदाहरण के लिए ट्रे में रखे intelligent शब्द के साथ ‘ful’ suffix का उपयोग नहीं हो सकता अर्थात intelligentful जैसा कोई शब्द नहीं बन पाएगा।

Step - II (Practice)

Activity 1 : Teacher will draw the attention of students towards words like balloon man for a vendor who sells balloons. Children are asked to refer to the dictionary to find out what other words take the word ‘man’ as a suffix to make a meaningful word. e.g. newspaperman, gunman, waterman, etc. The children can refer to the dictionary to find out how the suffix “man” is associated with words that talk about people associated with these areas.

Activity 2:

बच्चे अखबार पढ़कर दया अथवा करुणा से संबन्धित प्रसंग चुन सकेंगे तथा उन्हें गुब्बारे वाले चित्रों से सजा सकेंगे।

Step- III (Production)

बच्चों के comprehension की जाँच करने के लिए एक dice game यहाँ दिया गया है। teacher अपनी सुविधा अनुसार अन्य game भी चुन सकते हैं।

खेल का नाम: Roll & Respond

तैयारी- एक dice की व्यवस्था करें जिसमें 1 से 6 तक अंक लिखे हों, चार्ट पेपर अथवा blackboard पर 1 से 6 तक क्रमांक देते हुए lesson के वाक्यों को समूहों की संख्या अनुसार विभाजित कर लिख लें। प्रत्येक समूह में वाक्यों के साथ lesson के प्रश्न भी होने चाहिए अब बच्चों को groups में divide करें और game के नियम बताएं।

नियम :- प्रत्येक समूह के किसी एक सदस्य को dice roll करने के लिए बुलाएंगे। dice जो अंक ऊपर की ओर होगा उस क्रमांक वाले वाक्य समूह से एक sentence का meaning या एक प्रश्न का उत्तर उस सदस्य या उसके साथियों को बताना होगा। सही बताने पर उस group को 2 अंक मिलेंगे।

खेल की शुरुवात आत्म कथात्मक वाक्यों से की जा सकती है, जैसे -

I am Ramu. I am a balloon seller. I sell colourful balloons. Children love me....

इस प्रकार सबसे अधिक अंक पाने वाला समूह विजेता होगा। नियम बताने के बाद शिक्षक खेल शुरू करें।

नोट: प्रत्येक activity में हमारा focus, learning पर होना चाहिए। इसलिए bilingual होकर भी प्रश्नों को समझा सकते हैं।

Sum up: कक्षा की समाप्ति के समय शिक्षक बच्चों को निर्देशित करें कि वे इस lesson के अभ्यास प्रश्नों को घर से करके लाएँगे।

DAY 4
(Grammar)

Objective : बच्चों को past simple और present simple sentence/verbs का अभ्यास कराना ।

Introduction :

Good morning children, I will recite a poem. Listen carefully and tell me which tense it takes.

Ramu is a shopkeeper / (shopman?)

Ramu has a balance

To weigh things in his shop

A needle in the middle

And a pan on either side

Weights on the left

And things on the right.

The words 'is' and 'has' indicate that the poem is in simple present tense. Now, can you recite this poem using past tense

Ramu was a shopkeeper.

Ramu had a balance to weigh things in his shop.

Step- III (Production)

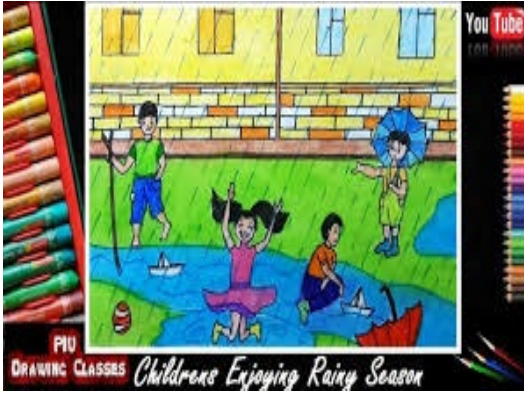
Exercise for ongoing assessment:

Fill in the blanks with suitable form of verb given in the brackets-

1. Ram to Ambikapur yesterday. (go)
2. I **Activity 1** :Step II के बाद शिक्षक निम्न प्रकार से एक exercise बनाकर बच्चों की समझ का आकलन करें ।
..... a mango 10 minutes before. (eat)
3. Sita every day in the morning. (walk)
4. He a glass of milk two hours ago. (drink)
5. We a story last night. (read)

Activity 2:

Students are given pictures (one picture in each group) and asked to describe the picture in simple present tense.



Sumup :

कक्षा की समाप्ति के समय शिक्षक द्वारा बच्चों को समझाया जाएगा कि वे घर पर lesson और exercise portion में आए हुए सभी verbs और उसके forms की लिस्ट तैयार करेंगे।

DAY 5

(Speaking skill)

Objective

- बच्चों में dictation skill का विकास करना ।
- बच्चों में अभिव्यक्ति कौशल एवं आत्मकथा कहने की क्षमता का विकास करना ।

Introduction

Teacher: Dear students!

आज हम रोल प्ले करेंगे। इस पाठ में balloonman एवं Pt. Nehru की भूमिकाएँ हैं हम उस पर अपनी बात करेंगे।

Ramu: I am Ramu, I sell balloons. I am poor. I go from house to house to sell balloons

Now each group will make dialogues from the lesson in small sentences.

Step – I (Presentation)

बनाए गए संकलन पर बच्चे अभिनय करते हैं और अपनी कहानी का नाट्यरूपान्तरण प्रस्तुत करते हैं।(dramatization included in appendix)

Sumup

कक्षा की समाप्ति के समय शिक्षक द्वारा बच्चों को निर्देशित किया जाएगा कि वे इस lesson के अभ्यास प्रश्नों को घर से करके लाएँगे।

Lesson - 02

SATTU GOES SHOPPING

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 8-9 days.

Code of Learning Outcomes that could be addressed	LO 501, 502, 508, 509, 511, 512
Teaching Procedure	
DAY 1 (Listening and Speaking skill)	
Objective <ul style="list-style-type: none">➤ To enable students developing, listening and speaking skills in English➤ To help students understand the theme of the lesson➤ To help students make and use shopping lists.	
Introduction <p>यहां शिक्षक बच्चों की shopping list संबंधी समझ को पाठ से जोड़ने हेतु एक गतिविधि करते हैं जिसमें शिक्षक कक्षा में एक doll के birthday पर gift लेने हेतु बच्चों से एक shopping list बनाने को कहते हैं।</p>	
Preparation <p>कक्षा को शुरू करने से पूर्व शिक्षक को एक चार्ट पेपर पर पूरे lesson को बड़े बड़े अक्षरों में लिख लेना चाहिए और इसे ब्लैक बोर्ड के पास दीवाल पर टांग देना चाहिए। कुछ दुकान के नाम व चित्र drawing sheet में बनाकर शिक्षक अपने पास रखते हैं।</p>	
Step – I (Presentation) Activity 1 <p>Teacher: Hello children, how are you? Students: Fine ma'am, thank you. How are you, ma'am? Teacher: I'm also fine. Thank you all. How do you celebrate your birthday? Students: We arrange a party. Teacher: Yes. Do you know today is Sweetie's birthday?</p>	

Students: Who is Sweetie?

(And the teacher brings a doll named Sweetie)

Teacher: So, today we shall celebrate Sweetie's birthday.

Students: (clapping happily) How nice!

Teacher: Ok, so, would you like to gift her something?

Students: Yes, sir/madam.

Teacher: So, we will make a small list of gifts that we wish to give Sweetie on the board; we will come one by one and write our name and the gift you would like to buy

Name	Gift	Quantity
Neha	Pencils	01 box
Meena	Toy car	01 piece
Ramesh	Drawing book	01 piece
Seema	Pen	04 piece
Reena	Sweets	01 kg
Sohan	Sketch pens	01 packet

Step - II (Practice)

यहां शिक्षक सबसे पहले दीवारों पर सभी दुकानों के चित्र चिपकाते हैं इसके पश्चात बच्चों से कहते हैं कि उन्होंने जो भी shopping list तैयार की है, उसे लेकर दुकानों पर जाएँ और दुकानदार से उसका दाम पूछें।

Toys

Snacks

Stationery

Fruits

Books

Step - III (Production)

Activity 2

बनाए गए सूची के अनुसार उस दुकान पर जाइए और उन सामानों को खरीदिए।

(Note:- यह गतिविधि Bi-lingual हो सकती है)

बच्चे जो सामान लेना चाहते हैं वे उस दुकान पर जाते हैं, जहां वह सामान बिकता है और दुकानदार से बात कर वह सामान खरीदते हैं।

शिक्षक बच्चों से कुछ प्रश्न पूछते हैं जैसे:-

- 1) What did you buy and how much?
- 2) How much did you pay for this?

छात्र answer देंगे

इसके बाद बोर्ड पर बनी हुई सूची को अपडेट किया जाता है सामानों के दाम के साथ लिखा जाता है। **जैसे:**

Name	Gift	Quantity	Price
Neha	Pencils	01 box	60.00 Rs.
Meena	Toy car	01 piece	170.00 Rs
Ramesh	Drawing book	01 piece	50.00 Rs.
Seema	Pen	04 piece	35.00 Rs.
Reena	Sweets	01 kg	110.00Rs.
Sohan	Sketch pens	01 packet	30.00Rs.

The students will then tell about what they have bought and its price. For example:

- I have bought a pen for fifty rupees.
- I am Meena. I have bought some sweets for Rs 110/-

इसी तरह से सभी बच्चे doll के पास जाकर उसे “Happy Birthday” कहकर उसे उपहार दे सकते हैं।

To extend this activity the teacher can read out a shopping list of 6 items that has names of things and their quantity; another shopping list of 6-7 items could be with names of things and their prices.

Activity 3

कक्षा के विद्यार्थियों को दो समूहों में बाँट दिया जाता है। जिस समूह के द्वारा पूरी शॉपिंग लिस्ट सही बता दी जाती है, उसे विजेता घोषित किया जाता है। e.g.,

Banana	02 dozen
Pear	03 kilos
Chikoo	01 kilo
Grapes	02 boxes
Almond	500 grams

Sumup: बच्चों ने shopping list बनाई एवं उसके अनुसार सामान खरीदा। उसकी मात्रा व कीमत को जाना। बच्चे मात्रा एवं कीमत की पूरी अवधारणा को समझते हैं और उसका उपयोग करना सीखते हैं।

DAY 2 (Reading)

Objective

- To help students know the pronunciation and meaning of unfamiliar words
- To help students understand the meaning of words from the context
- To enable learners to comprehend the lesson and respond to questions asked.

Introduction

सबसे पह शिक्षक यहां बच्चों को पूर्व ज्ञान से जोड़ते हुए कहते हैं की जैसे आप लोगों ने एक shopping list बनाकर खरीदारी की थी वैसे ही हम Sattu के बारे में जानेंगे जो कि shopping list लेकर बाजार खरीदारी के लिए जाता है और दुकानदार से बातचीत करता है।

Preparation

पाठ में आए कठिन शब्दों अर्थात् unfamiliar words को विद्यार्थियों से black/white/green board पर लिखवा कर शिक्षक उनके pronunciation व meaning को समझाएंगे।

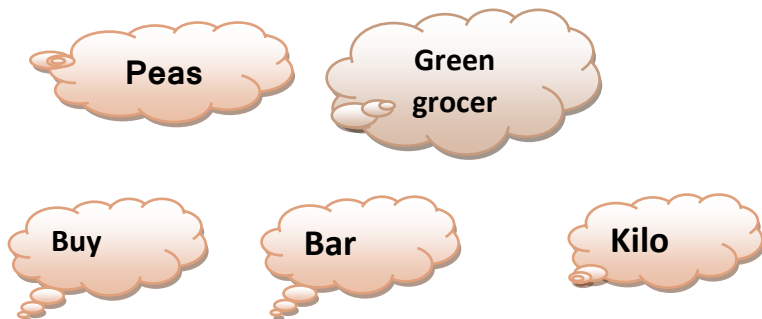
Step – I (Presentation)

यहां शिक्षक सबसे पहले पाठ का model reading करते हैं एवं बच्चों को भी पाठ को पढ़ने को कहते हैं साथ ही कठिन शब्दों का pronunciation बताते जाते हैं। पाठ की समझ को और विकसित करने के लिए पूरी कक्षा को छह सदस्यों की दो तीन ग्रुप बनाएंगे तथा character के अनुसार समूह के सदस्यों को पर्ची बांट देंगे इस प्रकार पूरे पाठ का oral reading संवाद के रूप में हो सकेगा।

Step - II (Practice)

Activity 1

शिक्षक flannel board पर कुछ शब्द लगाएंगे और कक्षा को उन शब्दों का वर्णन सुनाया जायेगा। छात्र बारी बारी से आकर वर्णन या परिभाषा के अनुसार सही शब्द को पहचानेंगे।



Match the words with the definitions you hear.

A soap

A green vegetable

Weight of sugar, rice, potatoes, etc.

A person who sells vegetables and fruits

To get for a price

DAY 3

(Vocabulary)

Objective





- To help learners use words learned in different contexts.
- To enable students, differentiate between countable and uncountable nouns.
- To help students reproduce more words appropriately.

Introduction


If you can count the things, it is called countable nouns. As soap. If you can't count it one by one like sugar, it is uncountable noun.

Note:- शिक्षक बच्चों के द्वारा दिए गए उत्तर को ब्लैक बोर्ड पर लिखते जाएंगे।

Some nouns only have a plural form

			
binoculars	tongs	pliers	pants / trousers

He uses his **binoculars** to look at the birds.



He uses his **binocular** to look at the birds.

Preparation : शिक्षक बहुत सारे countable और uncountable words लिखकर रखेंगे।

Step – I (Presentation)

Activity: Find your Side

शिक्षक बहुत सारी slips लेकर कक्षा में प्रवेश करते हैं जिस पर शब्द लिखे हैं। यह दो प्रकार के हैं countable or uncountable

Ex: - Some slips have names: sugar, banana, apple, chair, oil and biscuits.

इसके उपरांत शिक्षक दो टोपी बनाएँगे जिस पर लिखा होगा countable and uncountable.

Step - II



Banana, Soap,
Biscuits



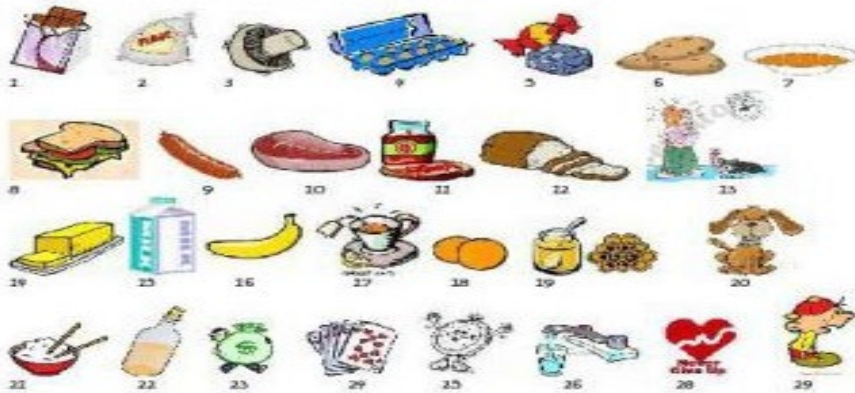
Sugar, Oil, Salt

Activity 1:-

दो बच्चों को कक्षा के सामने खड़ा कर देंगे तत्पश्चात सभी बच्चे बारी-बारी से आएंगे और विद्यार्थी जिस प्रकार की वस्तु को उठाएंगे उसी प्रकार की टोपी वाले के पास खड़े हो जाएंगे अर्थात countable टोपी वाले विद्यार्थी के पास या uncountable टोपी वाले के पास इस प्रकार विद्यार्थी countable और uncountable के concept को समझ सकेंगे।

Countable or uncountable ?

Label the objects and write their names in the chart



Countable

.....
.....
.....
.....
.....
.....
.....

uncountable

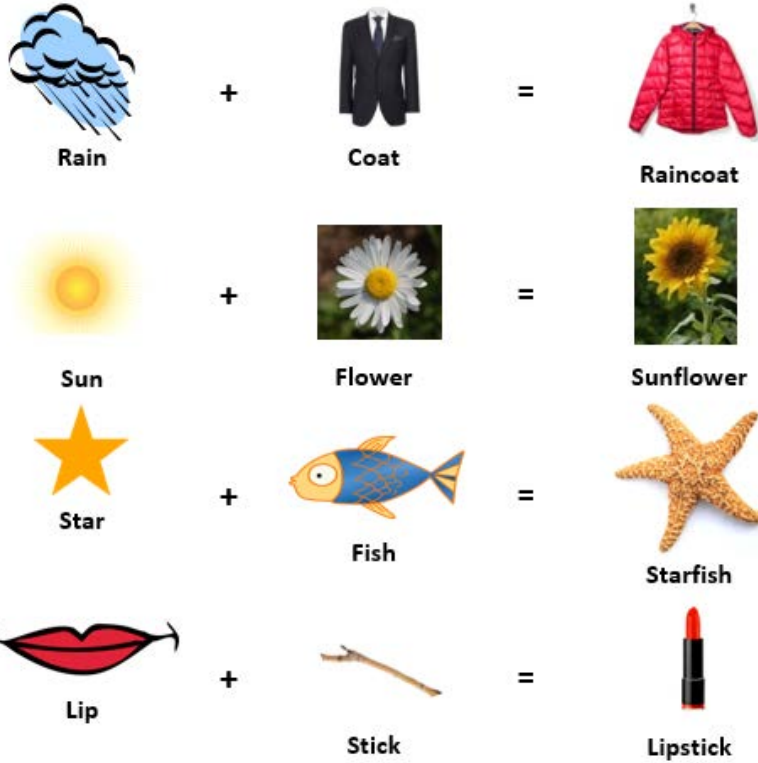
.....
.....
.....
.....
.....
.....
.....

This is an example of a worksheet that can be made by teachers; the pictures can very well be replaced by more familiar ones.

Activity 2 Find your pair

MATERIALS REQUIRED:

Picture card which has one compound word like, raincoat, lipstick, basketball, toothbrush, sunflower, greengrocer.



Step- III (Production)

Process:

Collect pictures like the ones in the picture.

And ask the class to do the activity.

पूरी कक्षा को दो ग्रुप ए और बी में बांट देंगे तथा प्रत्येक को बोला जाएगा कि एक slip box से निकालें तथा वह अपने दूसरे संबंधित शब्दों को ढूँढने तथा ढूँढने के बाद उसे अपनी कॉपी पर लिखे..

Some nouns only have a plural form



binoculars



tongs



pliers



pants / trousers

He uses his binoculars to look at the birds.



He uses his binocular to look at the birds.

Sumup

- विद्यार्थी में countable and uncountable शब्दों की समझ बन गई।
- Compound words का प्रयोग विद्यार्थी करना सीख गए।

DAY 4 (Speaking)

Objective

- दैनिक जीवन में उपयोग होने वाले वाक्यों को सही तरीके से पढ़ पाना।
- May का उपयोग अपने व्यावहारिक जीवन में कर पाना।

➤ बातचीत में अंग्रेजी के छोटे छोटे वाक्यों को प्रयोग कर पाना।

Introduction: सभी विद्यार्थी को दो-दो के ग्रुप में बांट देंगे तथा उनमें से एक customer तथा दूसरा shopkeeper होगा।

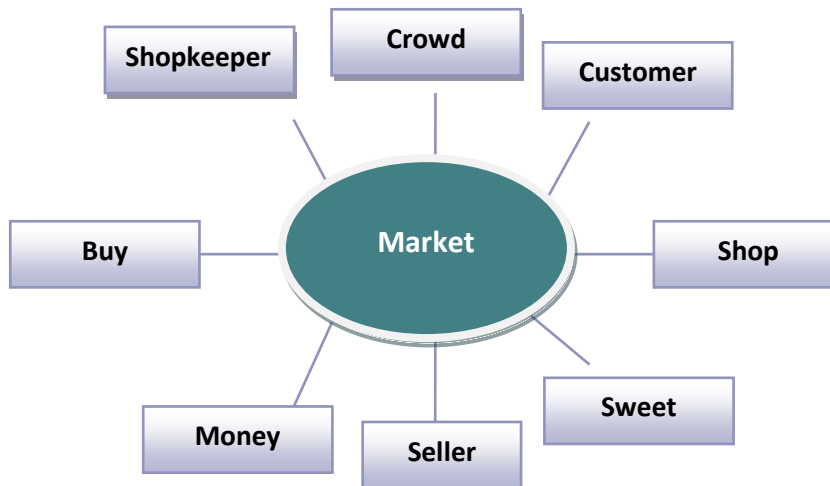
Preparation Require material: fruits and vegetables के cut-outs, चित्र शिक्षक अपने पास रखेंगे।

Step - II (Practice)

ACTIVITY (2) The word Around.

Required material:- Paper, Pencil, Blackboard

शिक्षक एक शब्द बच्चों को देंगे तथा बच्चे उसे संबंधित अन्य शब्दों को बोलेंगे . उदाहरण



Ex.

MARKET: Crowd, Customer, Shop, Sweet, Seller, Money, Buy, Shopkeeper.

SCHOOL:- Pencil, Teacher, Bag, Student, Blackboard, Table, Notebook, Pen.

Step- III (Production)

यहां शिक्षक बच्चों को एक गतिविधि देते हैं, जैसे:-

Rearrange the sequence of the events: -

- 1) Go to the market and buy the things.
- 2) The cow ate the spinach.
- 3) Sattu and Raju went to greengrocer.
- 4) Uncle, please give me these things.
- 5) We bought all things.

Note- Teacher will write the sentences on the blackboard and students will rearrange them in proper sequence.

DAY 5
(Grammar)

Objective

- May के उपयोग से परिचित होना ।
- Has/have की उपयोगिता को समझना ।
- Grammatical structure की समझ विकसित करना ।

Introduction

यहां शिक्षक बच्चों से कहते हैं:-

Teacher:-Dear students! What do you say to get permission when you want to enter the classroom?

Students: We say, "May I come in sir/madam?"

Teacher:-Yes, you are right. What you say when you want to go out?

Students:-May I go out sir/madam?

Teacher:- Correct you are. So today we are going to know the use of 'May I' and its meaning.

Preparation

कक्षा को शुरू करने के पूर्व शिक्षक द्वारा lesson के निम्न वाक्यों को ब्लैक बोर्ड पर लिख दिया जाएगा।

May I come with you?

In a shop we get daily-needs items.

We have a list.

Step - I (presentation/Practice)

Activity 2 : HAVE/HAS

Required Material:- different toys.

Note: शिक्षक has और have के प्रयोग को पहले समझाएंगे।

शिक्षक सभी विद्यार्थियों को एक-एक वस्तुएं दे देंगे तथा उसे circle में खड़ा करके पूछेंगे।

Example

Question:- what do you have?

Answer: I have a bag?

Question:- what do you have?

Answer:- I have a pen.

Note:- Questions can be asked about their relatives and families.

- इस प्रकार सभी विद्यार्थियों से प्रश्न पूछा जाएगा तथा इसे कॉपी में भी लिखेंगे।

- यदि शिक्षक को ऐसा महसूस होता है कि कुछ बच्चों की इस संबंध में अवधारणा स्पष्ट नहीं हो पाई है तो learning के माध्यम से उन बच्चों की समझ को विकसित करने का प्रयास किया जाना चाहिए।

Step- III (Production)

Activity 2

Step 2 के पश्चात असेसमेंट के रूप में विद्यार्थियों से कुछ प्रश्न इस प्रकार पूछे जा सकते हैं-

Fill in the blanks using have /has

Ex. Ram.....a book.

We.....knowledge.

I.....notebooks.

She.....a toy.

Sumup: कक्षा की समाप्ति की समय बच्चों में has/have तथा may का प्रयोग संबंधी अवधारणा की समझ विकसित हो जायेगी ।

DAY 6 (Writing)

Objective: To enable students to integrate and express ideas in writing.

Introduction: चित्र से संबंधित बच्चों से प्रश्न पूछा जाएगा जिसमें इसी प्रकार का एक advertisement बच्चों को बनाना होगा।

Preparation: बच्चों को एक biscuit के packet का चित्र दिखाते हैं।



Step – I (Presentation)

शिक्षक पहले चित्र को दिखाते हुए पहले उसके बारे में कुछ सामान्य जानकारी देंगे उसके पश्चात बच्चों से संबंधित प्रश्न इस प्रकार पूछे जाएंगे।

Question 1:- What is the product of this packet?

Question 2: Name the manufacturer.

Question 3:- What is the weight of the packet of biscuits?

Question 4:- What is the date of packing?

Question 5:- What is the price of this biscuit packet?

Question 6: -Name the animal which can be seen in this picture.

Question 7:- What percent of atta is in these biscuits?

यदि शिक्षक चाहे तो प्रश्नों की संख्या को कम या ज्यादा कर सकते हैं।

Step - II (Practice)

Teacher will give wrappers of different products and ask them to write the descriptions of the product, accordingly.

Step- III (Production)

The teacher will write the names of the things on the board and make a blank chart. The students have to separate the things accordingly and put them in the correct column-

Things- tomatoes, pencils, notebook, cabbage, rice, broom, pen, sugar, bananas, matchbox, spinach, soap, etc.

<u>Kilos</u>	<u>Numbers</u>
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Lesson - 03

THE FISH AND THE DUCK

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 6-9 days.

Code of Learning Outcomes that could be addressed

LO501, 502, 506, 507, 508, 509, 511, 512.

Teaching Procedure

DAY 1 (Listening)

Objective

- Water animals और Land animals का परिचय कराना।
- Listening skill develop करना ।

Introduction

Teacher: Hello children! How are you? Look at these pictures.



Teacher: Have you seen these animals? Can you name them?

(Probably all students will respond according to their experience and knowledge.)

Students: Yes, like fish, crocodile, snake, octopus, tortoise.....,...

Teacher: Ok. Can you tell me, where do they live?

Students: Yes sir/ madam! They live in water.

Note:- Teacher को यहाँ पर 'मछली जल की रानी है' कविता का पाठ बच्चों से करवाया जा सकता है।

Preparation

- Chits जिसमें animals के नाम लिखे होंगे।
- एक bowl जिसमें chits रखी जा सके।

Step – I

शिक्षक blackboard पर निम्नानुसार एक table बनाएँ। विद्यार्थी अपनी-अपनी बारी में आकर blackboard में दिए गए columns में animals का नाम लिखेंगे।

Teacher: Ok....I'm drawing a table on the blackboard and you have to come forward one by one and fill it... Ok?

Students: Yes sir /madam.

Animals

Water animals	Land animals	Animals that live in both water and land

Note:- यहाँ स्थानीय भाषा का भी प्रयोग कर सकते हैं हमारा उद्देश्य water animals और land animals (शब्दों) का concept clear करना है।

Step –II Game: Hill and River (नदी पहाड़):-

शिक्षक बच्चों को एक game खिलाते हैं, जिसमें मैदान में एक गोल घेरा बनाते हैं और उसे नदी का नाम देते हैं। घेरे के बाहर का स्थान पहाड़ होगा। शिक्षक यदि water animals का नाम लेते हैं तो सभी छात्र घेरे के अंदर कूदेंगे और यदि शिक्षक किसी अन्य थल जानवर या पक्षी का नाम लेते हैं तो सारे छात्र घेरे के बाहर कूदेंगे।

Teacher: Dear students, listen to me carefully. This circle is a river and outside of the circle is a mountain. When I will say the name of any water animal, you have to jump into the river, and if I speak the name of other animals then you will jump outside the circle. Have you got it.....?

Students: Yes sir/ madam.

Note:- Teacher बारी-बारी से animals का नाम लेंगे और बच्चे उसी अनुसार गतिविधि करेंगे।



Sumup: बच्चों ने animals और उनके habitat को जाना।

DAY 2
(Reading)

Objective

- Proper तरीके से पढ़ने का अभ्यास कराना ।
- पाठ में आए new words का अभ्यास कराना ।

Introduction

Teacher: Good morning, students!

Do you remember, yesterday we learnt about water animals?

Students: Yes sir /madam.

Teacher: Can you tell me the name of those water animals?

Note:-Teacher बच्चों के answer का wait करेंगे उसके बाद कहानी सुनाएँगे।

The teacher will narrate the story “The Fish and the Duck” in simple English. Students will listen carefully and answer the questions briefly like ‘Where are the animals in the story ?’ Answer whether they are on land/in water/ in an aquarium?

Preparation

- Chart paper पर या board पर पाठ को लिख लेना ।
- Paper-strips में कहानी की lines या paragraphs लिखे हुए।

Step – I

शिक्षक पाठ की model reading करें साथ ही new words को board पर लिखकर बच्चों को उनके pronunciation का अभ्यास कराते जाएं।

बच्चे model reading को ध्यान पूर्वक book से मिलान करते हुए सुनेंगे।

Teacher: Dear students! I will read a lesson. Listen to the pronunciation of every word carefully.

Step - II

शिक्षक कक्षा को group में बाटें तथा प्रत्येक group को एक-एक paragraph और प्रश्न लिखा हुआ paper दें। बच्चे इसे पढ़कर इसमें दिए प्रश्नों के उत्तर देंगे।

Q1. What was Sumit doing?

- a. eating b. playing c. fishing d. singing

Q2. What was the tasty trap made of?

- a. crabs and prawns b. earthworms c. piece of bread d. fruits

Q3. Bambi did not play with Ducky Duck because _____

- a. He was busy b. He was hungry
c. He could not swim d. Ducky would eat him up

Note:- शिक्षक प्रश्नों को paper एवं board में लिख कर तैयार रखें। paper में उसी paragraph या lines से संबंधित प्रश्न हों, जो कि उस ग्रुप को दिए गए हैं।

Teacher: Students, read your paper carefully and answer the questions. Now look at the board, point out your question and answer.

Step- III

Teacher blackboard पर उतने ही no. लिखेंगे जितने paper हैं।

Teacher: You have read the story carefully and you also have a chit related to it. Now tell me, which chit should be pasted in number 1. Please come forward one by one and paste your chits in a proper sequence of the event.

Note:- Students उन chits को उनके सही क्रमांक पर paste करेंगे।

शिक्षक ध्यान रखें कि chits, story के sequence में ही paste हों। इसके बाद पूरी कक्षा द्वारा इसकी फिर से reading की जाए।

Sumup

- छात्र पढ़कर प्रश्नों का उत्तर दे सकते हैं।
- घटनाओं को sequence में arrange कर सकते हैं।
- New words का pronunciation जानते हैं।

DAY 3 (VOCABULARY)

Objective:

बच्चे proper तथा common noun को समझने का प्रयास करेंगे।

Introduction: The Drawing Riddle

Teacher: So... students, we have read the story of a fish and the duck. Isn't it?

Students: Yes sir/madam.

Teacher: What did Bambi get on his fishing rod?

Students: A king shell.

Teacher: Do you know what it is?...Let me show you the picture.

Teacher: Do you know what is inside the shell?

Students: A living thing...

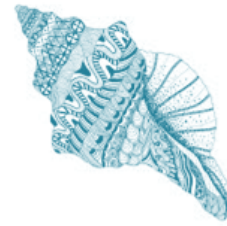
Teacher: Why did Sumit hang king shell on the fishing line?

Students: Because it is heavy like a fish.

Teacher: Ok..... Today we will learn about the names that are also known as noun. Bambi and Sumit.
These are proper nouns.

Find out the names of other animals / person / place / things those you see in this lesson.

Note :- शिक्षक बच्चों को common noun और proper noun की अवधारणा से अतिरिक्त उदाहरणों द्वारा स्पष्ट करेंगे।



Sumup: बच्चों ने common noun and proper noun को समझा।

DAY 4 (Grammar)

Objective: Exclamatory sentences का use करने का अभ्यास कराना।

Preparation: Blackboard पर teacher 8–10 sentences लिखकर रखेंगे।

Step – I

Teacher: An exclamatory sentence is used to convey strong emotion or excitement.

Exclamatory Mark (!) is used in such sentences.

Example: Happy Birthday, Ami!

Fantastic, let's go!

Wow, I like it!

Step - II

शिक्षक बच्चों को गोल घेरे में बैठाएँ। घेरे के बीच में एक box रखें जिसमें कुछ पर्चियां होंगी। उन पर्चियों में Exclamatory sentences लिखें होंगे।

बच्चे एक-एक करके पर्चियां निकालेंगे और संबंधित emotion बताएँगे।

जैसे:- I am free now!....(expressing joy)

You are late again!....(anger)

Really, is it true that I stood first in the class!.....(surprise)

Alas, we lost the match!.....(disappointment)

Step- III

Exercise VII B of Page no. 16 from the textbook to be practiced by the students.

Put a cross mark (X) in the sentences which are not exclamatory. Also, put the mark at the proper place-punctuate the sentences.

1. Wow, what a beautiful dress
2. Mother is looking pretty today
3. Beware of dogs
4. Look, there is a rainbow
5. Hurrah, we have won

Sumup: बच्चों ने common and proper noun को पहचानना सीखा ।

DAY 5

(Speaking Skills)

Objective

- बच्चों में expression skill develop करना ।
- Conversation का अभ्यास कराना ।

Introduction

A fish said:	To answer this poem, here is an another poem e.g.
Boatman, Boatman	Hello fish, Hello fish
How do you do?	How do you do?
Boatman, Boatman	Yes Of course,
May I join you?	Yes Of course, You can join me.

Teacher will ask the students to write a poem in response to the 'Fish'. (as a Boatman)

Preparation : शिक्षक lesson को छोटी- छोटी पर्चियों में dialogues के रूप में लिख लें।

Step – I

यहाँ teacher lesson की brief story telling करें और बीच बीच में बच्चों का ध्यान बनाए रखने के लिए प्रश्न पूछते चले। Story पूरी होने पर प्रश्नोत्तर का वातावरण बनाएँ जैसे-

Teacher: Ok... so tell me, who was clever in the story?

Students: Bambi.

Teacher: Who was Bambi?

Students: A fish.

Teacher: Ok...what was he doing?

Students: He was swimming.

Teacher: What did he see in the water?

Students: A hook

Teacher: Who was sitting on the shore?

Students: Sumit.

Teacher: Why did Bambi laugh?

Students: Because he had made a fool of Sumit.

Note:- यहाँ पर हमारा focus comprehension नहीं बल्कि speaking और conversation skill develop करना है। इस step में अधिकतम बच्चों को बोलने का मौका दें।

Suppose you are Sumit. Talk about Bambi and her cleverness.

Sumup : बच्चे English में जवाब दे सकते हैं।

DAY 6

(Writing Skills)

Objective

- Written expressions का अभ्यास कराना।
- To enable the learners to write short paragraphs in English.
- To make them able to describe any picture in written form.

Introduction

Teacher: Dear students! Good morning how are you?

Students: We are fine sir/ma'am! Thank you!

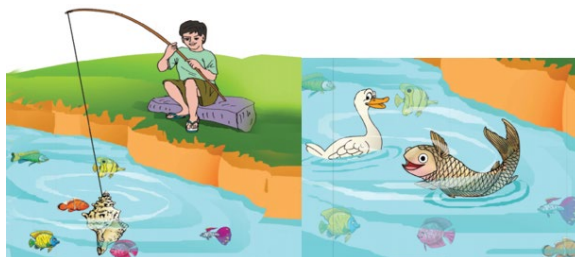
Teacher: Please open page number 12 of your book.

Students: Yes sir/ma'am!

Teacher: Now Tell me, what can you see in the picture?

Students: A fish, a boy, a duck, fishing line, sea, shell.

बच्चों द्वारा बोले गए शब्दों को शिक्षक blackboard पर लिखेंगे। इसके बाद इन्हीं शब्दों से sentence बनाना बताएंगे।



Preparation: शिक्षक कुछ चित्रों के cut outs तैयार करेंगे।

Step – I Making sentences:-.

Teacher: Ok.... Let's make some sentences out of these words.

I will make the sentences. Look carefully.

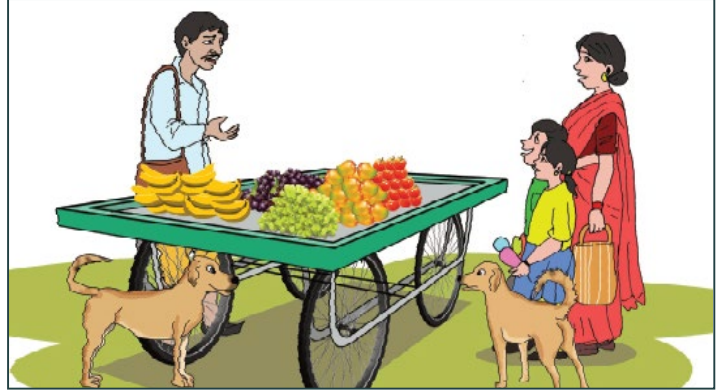
There is a fish. It is in the water. It is swimming.

There is a boy. He is sitting on the shore. He is trying to catch the fish.

इतना लिखने के बाद शिक्षक अन्य शब्दों के बारे में बच्चों से पूछते जाएँ और black board पर लिखते जाएँ। इसी प्रकार के कुछ अन्य शब्दों पर भी बच्चों से वाक्य बनाने को कहकर कुछ बच्चों से board पर लिखवाएँ।

Step - II

शिक्षक बच्चों को जोड़े में बैठाकर प्रत्येक pair को एक-एक चित्र देंगे। उन चित्रों का वर्णन लिखवाएँ जिसमें There is/are....., It is...., It has... आदि वाक्य बोर्ड पर पहले से लिख दें ताकि बच्चों को Idea मिले।



उन्हें समूह में बातचीत करके दिए गए कार्य को पूरा करना है।

Teacher: Now look at this picture.

Students: Yes.

Teacher: Start writing about the picture.

बच्चे कुछ साधारण वाक्य बनाएंगे जैसे:-

- 1) There is a balloon man.
- 2) He is selling balloons.
- 3) A cow is sitting there.

Note:- शिक्षक चित्रों का चयन ऐसे करें जिसमें बच्चों की परिचित वस्तुएँ हों।

Step- III

Activity 1

वाक्यों की संरचना हो जाने के पश्चात शिक्षक बच्चों से कहेंगे कि उन बातों का प्रयोग करते हुए एक छोटी सी कहानी अपने शब्दों में लिखें जिसमें उन वाक्यों का प्रयोग हो।

Teacher:- Write a simple story by using these sentences.

Activity 2

Students will prepare collage related to the story.

Two groups in the class will draw illustrations for the story and the other two groups will write the dialogues, related to the story.

Sumup

- बच्चों में सोचने की क्षमता का विकास हुआ। चित्र या किसी वस्तु को describe कर सकते हैं।
- बच्चों में creative writing के skill का विकास हुआ।

Lesson - 04

CATS

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 4-6 days.

Code of Learning Outcomes that could be addressed

LE502, LE508, LE511

Teaching Procedure

DAY 1

(Listening/Speaking skill)

Objective

- बच्चों को lesson के new words के pronunciation का अभ्यास कराना ।
- किसी poem को proper intonation व expression के साथ recite करने का अभ्यास कराना ।

Introduction

Teacher: How many of you have pets at home?

(Students raise their hands.)

How many of you have dogs?

(Many students raise their hands.)

How many of you have cats at home?

(Few students raise their hands.)

How are dogs different from cats?

Teacher: Ok..... Now tell me what activities cats do in your houses?'

(बच्चों के जवाब भिन्न-भिन्न हो सकते हैं। इस समय शिक्षक सभी बच्चों के जवाब को सुनने का प्रयास करें।)

Now let's look at some pictures.

What's the cat in the first picture doing? It's playing with a ball.

What's the cat in the second picture doing?

Sleeping.

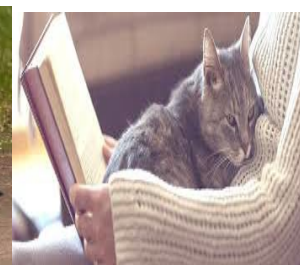
Where do you think it's sleeping?

On the lap of a person

What's the person doing?

Reading a book.

Look, how comfortable the cat is!



Preparation: Pictures of cats sleeping in different places at homes. Picture cards of other animals and birds.

Step – I (Presentation)

शिक्षक पूरे हाव भाव के साथ poem को गाएँ और बच्चों को ध्यान से सुनने के लिए प्रेरित करें।

Teacher: Now I will recite the poem. All of you have to listen to me carefully.

Note:- शिक्षक द्वारा इस कार्य को दो से तीन बार दोहराना चाहिए जिससे कि बच्चे शब्दों को उनके pronunciation के साथ associate कर सकें।

Cats Sleep Anywhere

(by Eleanor Farjeon)

**Cats sleep anywhere,
Any table, any chair.
Top of piano, window ledge,
In the middle, on the edge.
Open drawer, empty shoe,
Anybody's lap will do.
Fitted in a cardboard box,
In a cupboard with your frocks.
Anywhere. They don't care.
Cats sleep anywhere.**



How many cats can you see in the picture? What is something particular about them?

In which other places are the cats Fond of sleeping?

Step - II (Practice)

Part 1:- शिक्षक बच्चों को अपने साथ poem को recite कराएं।

Teacher: Now all of you will also recite with me. शिक्षक recitation के दौरान हर line के बाद बच्चों के recitation के लिए रुकें।

Where is the cat sleeping in the picture?

What does it show about the behaviour of cats?

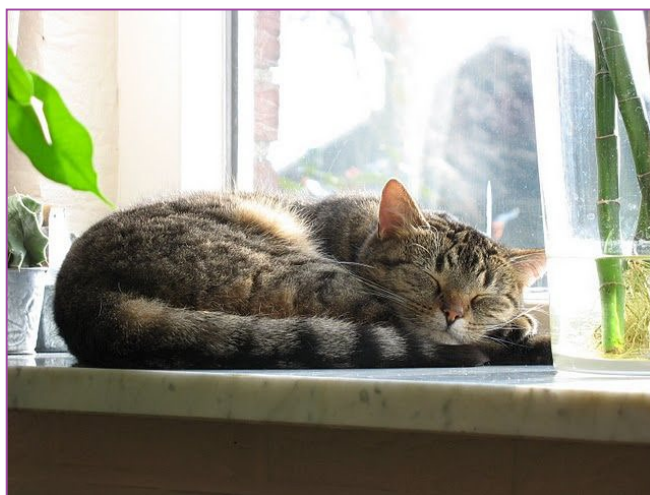
कविता के साथ दिए हुए चित्र को ध्यान से देखकर बताएं कि



Top of piano, window ledge से आप क्या समझते हैं?
इन स्थानों पर और भी कुछ रखा जाता है क्या?
बिल्ली इन स्थानों को सोने के लिए क्यों चुनती है?

Step - III (Production)

इन चित्रों को ध्यान से देखे और बताएं कि अन्य जानवरों की तुलना में cats कैसे अलग हैं ?



Sum up : सभी बच्चे poem को लय बद्ध गाकर सुना सकते हैं ।

DAY 2 (Reading Skill)

Objective: बच्चों को poem में आए हुए unfamiliar words के pronunciation और meaning का अभ्यास कराना।

Preparation : शिक्षक lesson के new words की सूची बना लें।

Step – I (Presentation) Sun Flower Public School

Class – I, SUBJECT – English Literature

TOPIC— Cats Sleep Anywhere (poem)

Worksheet No. - 5 Session: (2020-21)

Note: - Please learn and write this worksheet on a separate notebook.

Poem

**Cats sleep anywhere,
Top of piano, window- ledge,
In the middle, on the edge.
Open drawer, empty shoe,
Anybody’s lap will do.
Fitted in a cardboard box,
In the cupboard with your frocks.
Anywhere! They don’t care!
Cats sleep anywhere.**

Eleanor Farjeon



Step - II (Practice) Read the words aloud

Ledge edge

Shoe do

Box frocks

Care anywhere

Now add two more rhyming words to each pair.

Which word shows the speciality of boxes?

Which word is related to the speciality of construction of a house?

What is there in the ‘cupboard’?

Do cats always sleep?

Recite the poem aloud by filling up the incomplete spaces

Cats sleep.....

Any.....any.....

.....of piano

.....ledge

In the.....on the.....

.....drawer,shoe

Any body'swill do
Fitted in a.....
In the cupboard with.....
Anywhere,
Cats.....

Step- III (Production) Think and answer:

1. Cats sleep anywhere

Can we replace anywhere by everywhere? Why? Why not?

2. 'Fitted in a cardboard box' –what do you understand by the word 'fitted'?

Who fitted the cat into the cardboard box?

3. top of a piano, window ledge

The above two places are not common at our homes. Name two other places that you would like to replace these two phrases with.

4. Cats are also fond of entering our kitchen. What do they do there?

इन सभी प्रश्नों के उत्तर कक्षा को दो भागों में बांटकर लिया जा सकता है। मौलिक एवं विविध उत्तरों को पुरस्कृत भी किया जा सकता है।

Sumup : सभी students पाठ के नए शब्दों का pronunciation और meaning बता सकते हैं।

DAY 3

(Vocabulary & Grammar)

Objective

- To help students comprehend the poem and understand the poem from the point of view of the use of words and structures.
- Use of adjectives, prepositions, and determiners.

Introduction

Teacher: Dear students! How are you?

Students: we are fine sir/ma'am...

Teacher: Ok! In this poem we learnt which places cats are fond of sleeping and eating.

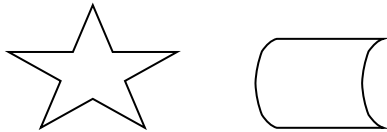
Preparation

शिक्षक एक dictionary की व्यवस्था करें।

Step – I (Presentation)

Now, find out

1. What does the word fitted in the phrase 'fitted in a cardboard box' mean?
2. What does the word 'ledge' mean?
3. How many edges can be seen in these diagrams?



4. What's in the middle?



- a. Cross
- b. Cylinder
- c. Arrow
- d. None

(गतिविधि के रूप में करने के लिए कक्षा को अर्धगोलाकार बैठाकर अलग अलग तरह की आकृतियों का अभ्यास करवाया जाये। छात्रों को निर्देश देकर in the middle, in front of, जैसे prepositions का अभ्यास किया जाना है। जैसे Jyoti will stand in the middle of the class and sing a song, Mohan will stand between Raj and Sanjeev; Binu, Sheela and Pinky will stand in a row..

5. Locate the prepositions in the poem.

Recite these lines by inserting the prepositions.

..... top of piano
ledge
the middle,..... the edge
drawer,shoe
 ,.....the cupboard.....the frocks

Step - II (Practice)

Notice the adjectives in the poem

With what other adjectives can you replace them?

Open drawer empty shoe.

Find out the nouns in the poem. Are all of them related to places?

Step- III (Production)

बच्चों के comprehension को चेक करने के लिए lesson पर आधारित कुछ प्रश्न पूछें। यहाँ पर बच्चों को पुस्तक refer करने की सलाह दी जा सकती है।

Example of questions:-

1. Find out any two things from the poem which picture is not given.
2. “Cats are very careless” Is it true or false? Give reason.
3.of piano

.....ledge

In the.....on the.....

.....drawer,shoe

What is empty according to poem?

- (a) drawer (b) cupboard (c) shoe (d) box

Sumup : बच्चे poem का meaning बता सकते हैं।

DAY 4
(Writing)

1. Look at the picture carefully and write a small paragraph on Autobiography of a cat.
YOU CAN BEGIN AS...

I am Mickoo. I am 2 years old. I live in.....



2. Write an e-mail to your friend telling her how your pet cat behaves when you leave her alone or when you return home from school; what it likes to eat and how naughty it is at times.
3. Complete the poem

My cat needs a pat

For what she did

She rolled a ball of wool

(The teacher will give every possible help or supporting clues with the help of a picture and word cards.

Sum up: छात्र दिए गए निर्देशों के अनुसार मौलिक लेखन कर सकते हैं।

छात्र नए शब्दों का उचित प्रयोग करना सीखते हैं और सृजनात्मक लेखन के लिए प्रेरित होते हैं।

Lesson - 5
AT THE PLATFORM

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 8-9 days.

Code of Learning Outcomes that could be addressed	501,509, 508, 511, 512
Teaching Procedure	
DAY 1 (Listening) (LE 501, LE509)	
Objective	
<ul style="list-style-type: none"> ➤ To help learners will answer coherently orally to questions in English based on daily life experience. ➤ To help learners connect ideas that they have inferred. ➤ To encourage students to answer and speak. 	
Introduction (Listening)	
<p>यहां शिक्षक कक्षा में बच्चों के विषय से संबंधित पूर्व ज्ञान को जांचने के लिए एक गतिविधि करते हैं जिसमें वे रेलवे से संबंधित कुछ छोटे-छोटे प्रश्न पूछते हैं। जैसे-</p> <p>Teacher- Hello students, how are you? Students- Hello teacher, we are fine.Thank you. Teacher- Well, tell me, where did you go during the summer vacation? S 1: I went to my grandmother’s village. S 2: I went to Delhi to attend my cousin’s marriage. S 3: I went to see the Science Park with my family Teacher – Nice. How did you travel? S1: by bus S 2:by train S 3: by car Teacher- Ok. Where did you get the train? Students- At the railway station. Teacher- Did you hear any announcement on the platform? Students – Yes.</p>	

Teacher – Right. Why are such announcements made?

Students– To give information about the trains.

Teacher- Yes, we will now listen to such an announcement.

Preparation: Teacher mobile में 3-4 railway announcements download करके रखेंगे।

Step – I (Presentation)

यहां teacher Railway announcements mobile के माध्यम से बच्चों को सुनाते हैं।

Eg. Train number 12860, Gitanjali Express, scheduled to arrive on platform number 1 at 3:10 a.m. is running late by 35 minutes.

Note- Teacher announcements को 2-3 बार rewind करते हैं।

Step –II (Practice)

इसके बाद शिक्षक बच्चों से कुछ प्रश्न पूछते हैं जैसे-

- 1- What is the name of the train?
- 2- What is the number of the train?
- 3- At what time will the train arrive at the station?
- 4- Where will it arrive?

Instructions for the learners :

Sit in pairs. Listen carefully, discuss with your partner and write down the responses.

Sumup : बच्चों में Railway platform and announcements पर समझ बनी।

DAY 2(Reading)

(LE504, LE508)

Objective

- To enable the learners to read the text with comprehension.
- To help learners understand the sequence of events.

Introduction

इसके बाद सर्वप्रथम यहां शिक्षक पाठ का model reading करते हैं, एवं बच्चों को silent reading करने को कहते हैं। बच्चे ग्रुप में बैठकर silent reading करते हैं।

Preparation

- (1) 4 counter बनाने के लिए 4 चित्र/ name plates तैयार करेंगे। जैसे ticket-counter, food-counter, bookstall, juice-corner और इन नामों को दीवार पर शिक्षक लगाएंगे।
- (2) चारों counter के हिसाब से lesson को 4 भाग में बांटकर chit में लिख कर रखेंगे।

Step – I (Presentation)

कुछ चीजों के चित्र सामने एक ट्रे पर रख दिये जाते हैं। कक्षा को चार समूहों में बाँटा जाता है। प्रत्येक समूह से एक छात्र आकर एक चित्र उठाता है और फिर उसे संबन्धित काउंटर के पर्दे पर पिन से लगा देता है। इसके बाद शिक्षक बच्चों को अलग-अलग counter वाले ग्रुप में बैठने के लिए कहते हैं और उनको कुछ पचिया देते हैं जिसमें उसी काउंटर से संबंधित बातें लिखी हुई होती हैं। बच्चे ग्रुप में उसे पढ़ते हैं और फिर कक्षा को पढ़कर सुनाते हैं। एक counter से संबन्धित छात्र एक साथ खड़े होते हैं।

Instructions for the learners:- Sit in a group, take the chit and read it carefully.

Step - II (Practice)

Lesson पढ़ने के बाद शिक्षक बच्चों से कुछ प्रश्न पूछते हैं। जिसका उत्तर बच्चों को group discussion के बाद देना होगा। जैसे:-

Who said to whom?

- 1) “I am hungry, I will eat samosas.”
- 2) “I will have my tiffin”.
- 3) “Oops, I dropped one.”
- 4) “Look, look there is Lata.”etc.
- 5) “Her bags are heavy.”
- 6) “May I help you?”

Note:- यहां शिक्षक कुछ अन्य प्रश्न भी बना सकते हैं।

Step- III (Production)

यहां बच्चे group में बैठे होंगे शिक्षक चार्ट पेपर के लंबे टुकड़ों पर पूरे पाठ को jumbled रूप में लिखेंगे। बच्चों को group में discussion करके इस lesson को rearrange करना होगा। छात्र पाठ को पढ़ चुके हैं, अतः प्रथम वाक्य को लगाने के पश्चात् आगे पूरे पाठ को सही क्रम में कक्षा के सामने रखे flannelboard अथवा चार्ट पेपर पर लगाते हैं।

Sumup : Students की lesson पर समझ बन पाई।

DAY 3 (Vocabulary)

(LE 511)

Objective

- To enable students to know and understand the meaning of new words.
- To help students learn to use the dictionary for references.

Introduction (Vocabulary)

सर्वप्रथम शिक्षक यहां lesson की model reading करते हैं एवं छात्रों को ग्रुप में बैठाकर silent reading करने के लिए कहते हैं, साथ ही शिक्षक बच्चों को कहते हैं कि पाठ को अच्छे से पढ़ कर platform से related words को point out करना है।

Sumup : Students ने words को dictionary के according alphabetically arrange करना सीखा।

DAY 4 (Grammar)

(LE 512)

Objective: LE512: Learner will be able to use articles.

Introduction (grammar in context)

कक्षा की शुरुआत में शिक्षक छात्रों को कुछ चित्र दिखाते हैं जिनमें वस्तुओं के नाम के साथ a/an का उपयोग किया गया है। फिर शिक्षक blackboard पर कुछ वाक्य लिखते हैं :

जैसे:-I have a cat.

You have an apple.

This is a pen.

शिक्षक बच्चों को यह बता सकते हैं कि जो शब्द underlined है, वह article है।
शिक्षक article के उपयोग को समझाने के लिए एक गतिविधि की तैयारी करते हैं।

Preparation

- (1) Drawing sheet के टुकड़े जिसमें article A/An लिखा होगा साथ ही सारे alphabet वाले कागज के टुकड़े भी होंगे।
- (2) कुछ कागज के टुकड़े जिसमें किसी वस्तु या कोई नाम लिखा होगा जैसे:- apple, pen, ball, fox, train, samosa, etc.
इन chits को तैयार करके शिक्षक class में जाएंगे।

Step – I (Presentation)

यहां शिक्षक यह स्पष्ट करते हैं कि a/an के friend कौन-कौन से है। जैसे “an“ के साथ सारे vowel sounds वाले alphabets जैसे, ‘an’ के friend है- a, e, i, o, u और
इन्हें छोड़ कर सारे consonant alphabets “ a” के friend है।

Step - II (Practice)

इस गतिविधि के लिए शिक्षक सबसे पहले A/An वाली paper sheet को दीवाल पर चिपकाते हैं एवं सारे बच्चों को alphabet की एक-एक पर्ची पकड़ा देते हैं। इसके बाद शिक्षक बच्चों को कहते हैं कि जो alphabet an के friend है वे an के पास और जो a के friend है वोa के साथ खड़े हो जाओ।

इस प्रकार बच्चों का एक a और an का group तैयार हो जाएगा।

Sumup: बच्चों ने article का use सीखा।

बच्चों ने vowel sounds and consonant sounds को भी जाना।

DAY 5 (Speaking)

(LE506)

Objective: To encourage students to speak short and correct sentences in English.

Introduction: यहां शिक्षक सबसे पहले lesson की model reading करेंगे और बच्चों को उनका character समझाएंगे। उन्हें chit देकर अपना sentence बोलने को कहेंगे।

Preparation: Teacher lesson के अनुसार कागज़ के टुकड़ों पर character के लिए dialogue लिखकर तैयार करेंगे।

Step – I (Presentation)

(Tripti, Tara, Rupa, Sneha, Sahil, Joseph, are friends. Now they are at the station. Today Lata is coming by train but it is late. It will come at 10 O'clock and now it is 9 O'clock.)

Tripti:- I am feeling hungry I will eat samosas. Who else want to eat?

Joseph:- Yes, I am hungry too.

Sahil:- Me, too.

Tara:- Wait! This food is not clean. It has dirt on it. Look At all those flies. You should not eat these. Let's buy some bananas.

Sneha:- Yes, Tara is right. It is dirty. We should not eat it.

Tara:- Let's buy some bananas.

Geeta:- Do you like idli? I have my tiffin. You can have my idlis and chutney.

All together:- Oh, yes that will be great.

(Every child takes an idli from the tiffin)

Rupa:- Oops! I dropped one. I am sorry.

Tripti:- Thank you, Geeta. The idlis are very tasty.

Look, friends, the train is arriving.

Joseph:- Yes, look, look, there is Lata.

Lata:- Hello! everybody.

(Lata carries her bags with difficulty)

Sahil:- Her bags are heavy.

Sneha:-May I help you?

Lata:- Thank you. Yes, please.

Rupa:- Welcome, Lata. How are you?

Lata:- I am fine. Thank you. Come, let us all go home.

All: Yes, Yes, Let's go home. Then we will have lots of fun.

इस lesson के play के बाद शिक्षक छात्रों को दो ग्रुप में बैठाते है।

Step - II (Practice)

यहां शिक्षक छात्रों को कुछ समय देते हैं ताकि वह lesson को एक बार फिर से read कर सकें इसके बाद lesson के अंतर्गत कुछ छोटे-छोटे प्रश्न और उत्तर बना सकें जिसे वे अपने दूसरे group के साथियों के साथ साझा कर सकें। यहां एक group के बच्चे प्रश्न पूछेंगे तो दूसरे group के बच्चे answer देंगे।

प्रश्न इस प्रकार हो सकते हैं (बच्चों द्वारा पूछे जाने वाले प्रश्न उत्तर पाठ से ही संबंधित होंगे):-

- 1) When is the train arriving?
- 2) How late is the train?
- 3) Who is arriving by this train?
- 4) Who had the tiffin?
- 5) What did Geeta have in her tiffin?
- 6) How did Sneha help Lata?

Step- III (Production)

इसके बाद शिक्षक बच्चों से कुछ प्रश्न पाठ की समझ को जांचने के लिए पूछ सकते हैं जिसका उत्तर बच्चे आपस में discuss करके देंगे।

Sumup :इसमें बच्चों के speaking skill का विकास हो पाया। साथ ही वे lesson पर अपनी deep understanding बना पाए।

विशेष टिप्पणी- यह गतिविधि speaking skill पर आधारित है।

DAY 6 (Writing) (LE 516, LE517)

Objective

- To develop writing skills.
- To help students learn to write creatively.
- To enable students to expose their views in simple language.

Introduction:

यहां शिक्षक बच्चों को कुछ railway tickets दिखाते हैं। और उस पर चर्चा करते हैं जैसे:-

Teacher:- Have you ever seen a railway ticket?

Students:- Yes.

Teacher:- Have you ever seen what is written on it?

Students:- Not seriously.

Teacher:- So let's find out what is written in it.

Preparation: Some Railway tickets, drawing sheet जिसमें टिकट से संबंधित कुछ प्रश्न शिक्षक लिख कर रखेंगे।

Step – I (Presentation)

1. इसके बाद शिक्षक बच्चों को group में बैठाते हैं और उन्हें कुछ Railway tickets देते हैं। साथ ही 1-1 drawing sheet भी देते हैं जिसमें ticket से संबंधित प्रश्न होंगे। students discussion के बाद इनका answer ढूंढ कर लिखेंगे।

Instructions for learners:-

- 1) Take a ticket.
- 2) Read it carefully.
- 3) Answer all the questions in writing on your drawing sheet.

Questions:-

- 1) Amount:-
- 2) Distance:-
- 3) Train number:-
- 4) Destination:-
- 5) Type of train:-
- 6) Name of the train:-

Note:- बच्चे यह कार्य group में करेंगे। शिक्षक कार्य की जांच करेंगे।

2. Write slogans for passengers on Platform.

Lesson - 06
ZOO MANNERS

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 6-9 days.

Code of Learning Outcomes that could be addressed	LE501, LE502, LE508, LE509, LE511, LE514, LE517
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Teaching Procedure

DAY 1
(Listening)

Objective

- Listening skills का विकास करना।
- To enable the students to connect ideas that they have inferred.

Introduction

Teacher: Good morning students, how are you?

Students: Fine! Thank you sir /madam. And how are you?

Teacher: I am also fine! Thank you.

Ok! Let's recite a poem.

Students: Yes.....

Teacher: Ok!

(Old Mac Donald had a farm)

My Dada ji had a farm; E-I-E-I-O

And in his farm he had some cows; E-I-E-I-O

Here a moo – there is a moo (twice.... this line)

Here moo there Moo

Everywhere moo-moo.

My Dadaji had a farm.....

Note:- Teacher some cows के स्थान पर अन्य pet animals जैसे goats, dogs, cats, hens.....को रखकर तथा moo के स्थान पर संबन्धित animal की आवाज को रखकर poem को आगे बढ़ाते जाएँ।

Sumup

- बच्चों ने जानवरों और उनकी विशेषताओं को पहचानना सीखा।
- साथ ही pet and wild animals को भी जाना।

DAY 2 (Reading)

Objective

- Learner will read text with comprehension.
- Learner will be able to arrange the sequence of the event.
- Learner will recite the poem with proper intonation and pronunciation.

Introduction

Teacher: Hello students! How are you?

Students: I am fine sir/ madam. And you?

Teacher: I am also fine. Thank you. Ok...I want to ask something. Yesterday, we have read about pet animals which we have at our home. Isn't it?

Students:-Yes sir/madam.

Teacher: Can you please recall all the names of pet animals?

शिक्षक छात्र के उत्तर की प्रतीक्षा करें और बच्चों द्वारा बताए गए नामों को blackboard पर लिखते जायें।

Teacher: How are we expected to treat them?

Students: We should treat them well.

Teacher: Ok! And what qualities they have?

बच्चे अपनी जानकारी के अनुसार का उत्तर देंगे।

Teacher: What if someone hurts you?

Students: We feel bad.

Teacher: OkSo Should we hurt animals?

Students: No.

Teacher: Yes, because they are also living beings and feel pain.

Teacher: Do you know, what they think whenever we go to meet them at the zoo?

Students:- No.

Teacher: Today in this lesson we will read what animals think whenever we go to meet them.

Note:- शिक्षक lesson को face expression and body gestures का use करते हुए पढ़ाएंगे।

Sumup

- बच्चों ने content को पढ़कर समझना सीखा।
- पैराग्राफ को पढ़कर उससे संबंधित प्रश्नों का उत्तर दे सकते हैं।

DAY 3 (Vocabulary)

Objective

- The learner will learn rhyming words.
- They will know tongue twisters.

Introduction

Teacher: Good morning students, how are you?

Students: I am fine sir/madam. And you?

Teacher: I am fine too. Thank you! I want to ask you something. Do you remember yesterday we read some words with similar sound?

Students: Yes sir/ madam.

Teacher: May I know, some of them?

Students: (recalling the words) Hump-Bump, Do-zoo, lake-make.....

Teacher: Yes, right you are..... These words are rhyming words.

Note:- शिक्षक कुछ अन्य उदाहरण लेकर rhyming words के concept को बच्चों को स्पष्ट करेंगे।

Preparation: Teacher कुछ tongue twister रखेंगे।

Step – I

शिक्षक बच्चों को कुछ tongue twister से परिचित कराते हैं जिससे बच्चे rhyming words को आसानी से समझ सके।

Teacher: Let's say something. You repeat after me. Ok?

Students: Ok sir/madam.

Teacher: slim slap slam.

A good cook could cook.

He threw three free throws.

Upper roller lower roller.

Step - II

शिक्षक बच्चों को group में बैठाएं और उन्हें lesson के poem में से सारे rhyming words ढूंढ कर लिखने का निर्देश दें।

Note:- शिक्षक पहले से ही पुस्तक के सारे poems अलग-अलग कागज में लिखकर रखें। प्रत्येक ग्रुप में एक poem दिया जाए।

अंत में शिक्षक सारे rhyming words को blackboard पर लिखे और बच्चों से उनका pronunciation करवाएं।

Step- III

Game: Supply the Rhyming words

शिक्षक बच्चों को दो ग्रुप में बांट देंगे। इसके बाद बच्चों ने जो rhyming words, Note किए हैं उन्हें ग्रुप में बांट देंगे, अब प्रत्येक ग्रुप दूसरे ग्रुप से rhyming words पूछेंगे। जो कि पहले ग्रुप का word सुनकर वैसा ही sound करने वाला दूसरा शब्द कहेंगे।

Ex...Cat- bat- hat -rat

Well- hell- sell

इस गतिविधि द्वारा शिक्षक बच्चों के rhyming words संबंधी knowledge का आकलन कर सकते हैं।

Task : Complete the poem using rhyming words :

Pets are friends

Pets are nice

Pets are.....

And can

Sumup:

बच्चे rhyming words पहचान सकते हैं similar sound वाले शब्दों को बनाना व pronounce करना सीखते हैं।

DAY 4 (Grammar)

Objective

- बच्चे Can का उपयोग करना सीखेंगे।
- Learner will be able to recite poems.

Introduction

Teacher: Hello students! How are you?

Students: We are fine! Thank you sir/madam.

Teacher: Ok...Then let's sing a song. Will you...?

Students: Yes sir /madam.

Teacher: Ok!.... Then repeat after me.

“little boy little girl

Can you jump

Yes we can, yes we can

We can jump.”

Poem को पूरे हाव-भाव के साथ गवाने के बाद teacher 'Can' शब्द को ब्लैक बोर्ड पर लिखेंगे एवं इसका उपयोग करते हुए अन्य कई प्रश्न बच्चों से पूछते हुए can का concept clear करेंगे।

Preparation

- Teacher will write a poem on the blackboard.
- शिक्षक chit में कुछ verbs लिख कर रखेंगे।

Step – I (Presentation)

यहां उपरोक्त poem को शिक्षक jump की जगह अन्य verbs जैसे कि eat, sleep, run, walk, write, sit, stand, dance, का प्रयोग करके आगे बढ़ाएँ शिक्षक action करते हुए कविता को लय के साथ गाएँ एवं बच्चे action करते हुए दोहराएँ।

Note:- शिक्षक ध्यान रखेंगे की गतिविधि में सभी बच्चों की भागीदारी सुनिश्चित हो सके।

Step - II (Practice)

इस step में शिक्षक बच्चों को बताएंगे की जब भी हम किसी के सामर्थ्य की बात करते हैं तब Can का प्रयोग किया जाता है। जैसे कि A bird can fly in the sky. A fish can swim. इसी तरह सामर्थ्य पर प्रश्न पूछते समय भी इसका प्रयोग होता है। जैसे:- Can you jump over the wall?

शिक्षक बच्चों को circle में बैठाएंगे। Circle के बीच में एक box रखेंगे। जिसमें verbs लिखे होंगे। बच्चे एक-एक करके आएंगे और box से एक chit उठाएंगे। इसके बाद बच्चे उस chit में लिखे verb का use करके एक sentence बनाएंगे।

Teacher: Children, listen to me carefully. You have to come here and pick out a chit from the box.

Read the verb/word and use this word in a sentence.

For Example:-Eat- I Can eat.

Read- I can read.

Sumup: बच्चों ने Can का use sentence में करना सीखा।

DAY 5

(Speaking Skills)

Objective

- To enable learners to think creatively.
- To enable learners to suggest their personal views.
- To encourage students to speak grammatically correct sentences.

Step - II

शिक्षक बच्चों को ग्रुप में बैठाएंगे। साथ ही एक ग्रुप में एक चार्ट पेपर देंगे good manners और bad manners लिखा होगा। बच्चे समूह में बातचीत करके यह decide करेंगे कि हमें क्या करना चाहिए और क्या नहीं और उचित box में टिक लगाएंगे।

Teacher: Students, sit in groups. I am giving you a chart paper and sentences are written on it. You have to put the tick marks on it whether you will do it or not.

Manners (good/bad)	Dos	Don'ts
Hurt animals and birds.		
Be rude to others.		
Say sorry when you hurt someone.		
Animals should be beaten.		
Laugh at animals.		
Be careful when you visit the zoo.		
Treat animals well.		

Sumup:

बच्चों ने अपनी imagination का use करके writing में creativity का use करना सीखा। साथ ही उन्होंने personal opinions को express करना सीखा।

DAY 6

(Writing Skills)

Objective

- To encourage students to frame grammatically correct sentences.
- Encourage students to answer in English.
- Encourage students to write creatively by using their imagination and previous knowledge.

Introduction

Teacher: Hello students! How are you?

Students: I am good sir/madam.

Teacher: Now tell me something about the animals, their names and quality.

Students:- छात्र पूर्व जानकारी के अनुसार प्रश्नों का उत्तर देंगे।

Ex.

Elephant-big body, long trunk.

Giraffe- long neck.

Cow- horns etc.

Teacher: Ok..... Good! Let's recite a poem.

शिक्षक blackboard पर poem बड़े अक्षरों में लिखें जिससे बच्चे उन्हें पढ़ सकें।

Teacher: Repeat after me.

“The giraffe is so big and tall.

Its head is high and eyes are small.

It can see things all around.

And eat the leaves for above the ground.”

शिक्षक इसमें छिपे जानवर Giraffe की विशेषताओं को बच्चों को बताएंगे।

Preparation

- Short poem on animals.
- Some cut-outs of animals.

Step – I

शिक्षक blackboard पर giraffe का चित्र चिपकाएंगे और बच्चों से उसकी विशेषताओं के बारे में बोलते जाएँ और लिखते जाएँ। इस प्रकार animals के बारे में लिखना सिखाएँगे।

Teacher: Listen to me and look at the board carefully.

This / There is an animal.

It is a giraffe.

It has a long neck.

Its' eyes are small. Etc.



Now, you have to write like this about any animal or bird.

Note:- शिक्षक बच्चों को सोचने का पर्याप्त समय देंगे। शिक्षक ध्यान रखेंगे इस गतिविधि में सभी बच्चों की पूरी सहभागिता हो साथ ही समूह में चर्चा होती रहे। जिससे बच्चे बताई गई चीजों को चित्र से co-relate करके समझ सकें।

Sumup : बच्चों ने अपनी creativity and imagination का उपयोग करना सीखा।

Lesson - 07

THE SKY IS FALLING

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 4 days.

Code of Learning Outcomes that could be addressed	
Teaching Procedure	
DAY 1 (Listening skill)	
Objective <ul style="list-style-type: none">➤ To develop the Listening skills of the students.➤ To enable students to speak and answer.➤ To encourage them to think about unusual things.	
Introduction <p>Teacher: Hello students! Good morning.</p> <p>Students: Good morning sir /madam.</p> <p>Teacher: You know, yesterday a crow has taken away one of my neighbor's ears.</p> <p>Students: What! It is not possible. (संभव है कि बच्चे answer दें न दे पाने पर teacher स्वयं बच्चों की समझ बनाएँ)</p> <p>Teacher: Why is it not possible?</p> <p>Students: Because a crow can't cut someone's ears.</p> <p>Teacher: Ok.....but, in a story, that I am going to tell you, Ramu's balance i.e his taraju had been eaten up by rats. Do you want to hear the story?</p> <p>Students: Yes. Yes!</p> <p>The teacher will narrate the story using bilingual language to the students and they will respond orally to the questions related to the story in any language.</p> <p>Note: शिक्षक यहां अन्य कोई कहानी भी ले सकते हैं, जिससे बच्चों में unusual things के बारे में समझ बन सके।</p>	
Preparation: A story "Ramu and his balance". Chits जिनमें story के एक-एक वाक्य लिखें होंगे।	

Step – I

Teacher को कहानी पूरे हाव भाव के साथ सुनाएँ।

Teacher: Ok students! Listen to the story carefully.

“Ramu and his Balance”

Once, there were two friends Ramu and Raju. One day when Ramu was going to another village for his earnings, he went to his friend Raju and gave him his balance to take care of it. Time passed and after long time when Ramu came back, he asked Raju to return his balance. Then Raju said, “ I’m sorry Ramu. Your balance has been eaten up by the rats.”

Note:- बच्चे ध्यान पूर्वक कहानी को सुनेंगे और जानने का प्रयास करेंगे कि इस कहानी के पीछे क्या सच्चाई है?

Sumup: बच्चे story को सुनकर दोहरा सकते हैं।

DAY 2 (Reading Skill)

Objective

- Students के reading comprehension का विकास करना ।
- Events के sequence को समझकर उसे rearrange करने का अभ्यास कराना ।
- Text को proper pronunciation के साथ पढ़ने का अभ्यास कराना ।

Introduction

Teacher: Good morning students, how are you?

Students:- fine thank you sir/ madam. And, how are you?

Teacher: Very good. Today we will read a story about unusual things. Are you ready to hear and read?

Students: yes sir /madam.

Preparation

Cards (piece of paper) जिनमें story के paragraph या कुछ sentences होंगे, साथ ही cards पर उसी paragraph से संबंधित एक question होगा।

Step – I

Teacher: Ok students! Now open your book on page number 38, lesson 7 ‘The Sky is Falling’.

I will read this lesson. You will listen to it carefully and repeat after me the words that I will pronounce twice or thrice, Ready?

शिक्षक बच्चों को पूर्व ज्ञान से जोड़ते हुए कहानी की model reading करें और उसमें आए new words को ब्लैक बोर्ड पर लिखते जाएं साथ ही इनका उच्चारण भी कराते जाएं।

Step- II Guided writing-

Teacher will give some blank space to be filled by words from the story to complete the story.



शिक्षक कहानी में से चुनकर छूटे हुए शब्दों को भरने को कहेंगे और कहानी बनाने को कहेंगे।


Kut-kut Kutak Koo, a hen.....the coconut tree.....fellthe sky is falling! and she ran.

The cock asked,..... The hen said, “Run, the sky is falling.”

The duck said..... The hen said..... And they ran together.

इसी प्रकार अलग-अलग पशु-पक्षियों को जोड़ेंगे। इस कहानी को एक रोचक चित्र कथा में बदला जा सकता है. जैसे-

Kutkutak–koo, the  was standing under a tree. Suddenly, a  fell from the tree.

‘dhadham!’. Run,run, she said, ‘the sky is falling’ and started to  . On her way, she met the



. “Run,run, she said, the sky is falling”.

The children can sit in groups, make the story and display their creations in the classroom.

Sumup

- बच्चों में पढ़कर समझने का विकास हुआ ।
- बच्चे correct pronunciation के साथ reading करते हैं।
- story के event को समझकर sequencing कर लेते हैं।

DAY 3 (Vocabulary)

Objective

- To make the learners able to refer to the dictionary for meanings of the new words.

- To make them familiar with the name of the animals, their sounds.

Introduction

Teacher: Good morning students, how are you?

Students: Good morning sir/ma'am. How about you?

Teacher: I am also fine, thank you. Well...in our previous lessons, we knew about animals, especially water and land animals. Can you tell me the name of a water animal and a land animal?

Students: (may be different answers probably) cow, goat, dog, lion.....are land animals. And fish, octopus, tortoise, crocodile are water animals.

Teacher: Very good! Today we will know about these animals. About their houses and their sounds etc. Are you ready?

Students: Yes sir/ma'am!

शिक्षक blackboard पर एक table बनाएं जिसमें बच्चों द्वारा बताए गए animals के नाम, उनके निवास स्थान और उनके sounds को लिखते जाएंगे।

Animals	Sounds	Home/living places
Cow	Moo	Cowshed

Preparation

Some cards are related to animals and their living places. A poem related to animals and their sounds.

Step – I

Teacher: Fine! Then can you tell me where does a cow live?

Students: A cow lives in the cowshed.

Teacher: And where does a lion live?

Students: A lion lives in the den. (इसी तरह जानवरों के आवास के बारे में पूछते जाएँ और blackboard के खानों में भरते जाएँ अंत में बच्चों के ज्ञान को link करते हुए आवाजों के बारे में चर्चा शुरू करें)

Teacher: That's good.

Note: शिक्षक poem, animals and their habitat से संबंधित कुछ अन्य प्रश्न पूछ सकते हैं।

The dog goes woof woof woof woof
The cow goes moo moo moo moo,
The duck goes quack quack quack quack
And the owl says to whit to whoooo.



The cat goes meow meow meow meow
The bird goes tweet tweet tweet tweet,
The pig goes oink oink oink oink
And the little mouse says squeak squeak squeak.



These are the sounds that animals make!
These are the sounds that animals make!



Step- II Game: Take your turn

शिक्षक बच्चों को गोल घेरे में बैठाएंगे और घेरे के बीच में एक box रखेंगे जिसमें कुछ जानवरों के नाम लिखे हुए slips होंगे।

Teacher: Ok students! We will play a game. Sit in a circle quickly. There will be a box in the middle of the circle and I have put some slips/chits with the names of animals. One of you students will pick out a chit from the box and he will read the name of the animal from that slip and rest of you have to tell the sound and home/living places of that animal. One by one of you all come to the box and do the same thing. Is that clear?

Students: Yes sir/ madam

Note: इसी प्रकार से यह game तब तक चलता रहेगा जब तक उस circle का last बच्चा chit न उठा ले।

Sumup: बच्चे animals, के नाम उनके sounds और homes के बारे में जानते हैं।

DAY 4
(Grammar)

Objective

- बच्चे Wh type questions के बारे में जानेंगे।
- बच्चे प्रश्न/उत्तर बनाना सीखेंगे।
- To enable the students to make and use grammatically correct sentences.

Introduction

Teacher: Dear students! How are you?

Students: We are good, thank you. What about you?

Teacher: I am also fine, thank you. Well.... now tell me

What is your name?

How old are you?

When do you get up in the morning?

Where do you live?

बच्चे प्रश्नों का उत्तर देंगे। शिक्षक इसी तरह से अन्य प्रश्न पूछेंगे जिनमें Wh- question words के प्रश्नों की अधिकता हो। साथ ही शिक्षक Wh question words को blackboard पर लिखते जायेंगे।

Ex. what, when, where, why, how, how many, how much etc.

Teacher: Do you know what we call this type of words?

Students: No.

Teacher: They are called Wh-question words. Today we will learn about these words.

Preparation

Picture cards of - animals, birds, professionals (teacher, doctor...etc.), fruits, vehicles, market places, temples, etc.

Step – I

Picture: - Mango



शिक्षक बच्चों को एक fruit का Picture दिखायेंगे अथवा blackboard पर बनाएँगे और पूछेंगे।

Teacher: Ok dear students, look at the blackboard carefully. I will ask some questions about it.

Question- What is this?

What color is it?

When do you get mangoes? Etc.

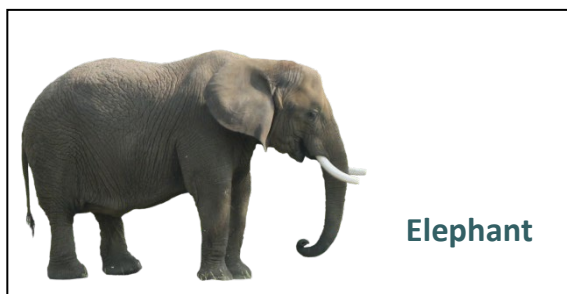
Note:- बच्चे अपनी जानकारी के अनुसार प्रश्नों का उत्तर देंगे।

शिक्षक यहां कोई भी अन्य चित्र ले सकते हैं और उससे संबंधित प्रश्न पूछ सकते हैं।

Step - II

शिक्षक बच्चों को group में बैठाएं और प्रत्येक ग्रुप में एक चित्र दें जिस पर बच्चों द्वारा सामूहिक बातचीत/चर्चा कर प्रश्न बनाए जाएंगे। बच्चों को सुझाएँ कि चित्र से संबंधित प्रश्न-उत्तर निम्न प्रकार से बनाए जा सकते हैं जैसे:-

Picture: - Elephant



Question	Answer
What is this?	An elephant/This is a picture of an elephant.
What is the colour of the elephant?	Black/the elephant is black.

बच्चे पहले प्रश्न बनाएंगे जैसे- What is this? इसके बाद Answer देंगे जैसे- this is an elephant..

Note:- यह गतिविधि मौखिक या लिखित दोनों रूपों में करवाई जा सकती है।

Sumup

- (i) बच्चों में wh प्रश्न बनाने के skill का विकास हुआ।
- (ii) बच्चे Wh- type question का उत्तर दे सकते हैं।

DAY 5 (Speaking skill)

Objective

- Learners का Speaking skills को develop करना।

- उन्हें Role play करना सिखाना।
- To encourage them to speak in English.

Introduction:

Teacher:- Hello students, how are you?

Students: Fine thank you, sir /madam. And, how are you?

Teacher: I am also fine thank you. Ok! Which story was read by us, yesterday?

Students: “The Sky is Falling”.

Teacher: Did you enjoy it?

Students: Yes sir /madam.

Teacher: Do you want to see the story?

Students: Yes. (being excited)

Preparation

Teacher will prepare Some questions related to the lesson.

शिक्षक कमीशीबाई theatre बनाएंगे जिसके माध्यम से कहानी का प्रस्तुतीकरण करेंगे।

Chits तैयार करेंगे जिसमें कहानी के characters के dialogue लिखे होंगे।

शिक्षक बच्चों के लिए कुछ जानवरों के मुखोटे भी तैयार करके रखेंगे।

Step – I

Teacher: Ok! Then let me act/play the story. Please watch how I act and listen to my dialogues carefully. शिक्षक कमीशीबाई theatre के माध्यम से कहानी का नाटकीय मंचन करेंगे, जिससे बच्चों को पूरी कहानी समझ में आ जाए।

Step - II

Teacher बच्चों को पात्रों के dialogue वाले chits देकर dialogues को पढ़कर उनके पात्र के अनुसार dialogue बोलने साथ ही साथ अभिनय का अभ्यास कराएंगे।

Teacher: Dear students, now it is your turn. Take your chit. And start speaking the dialogues and acting / playing.

इसे teacher स्वयं पढ़कर साथ ही अभिनय करके situation create करें। (A hen was sleeping under a coconut tree. A coconut, from the tree, fell. Dham! The hen saw here and there and seeing nothing, became afraid.

Hen: ‘kut-kut-kutak-ku’. Oh my god! The Sky is falling. Run.’

(She thought- ‘perhaps the sky is falling.’ So she started running.)

(A cock saw her running and ask)

Cock: (surprisingly) “why are you running?”

Hen: ‘Run, run, the sky is falling.’

Cock: ‘Really? Wait for me. I am also coming with you.’

(Both run together. A Duck saw them running and asked)

Duck: ‘Quack- Quack what is the matter? Why are you running?’

Hen: ‘Run, run the sky is falling.’

(A Rabbit Saw them on the way)

Rabbit: ‘Where are you going? Why are you running?’

Hen: ‘run run the sky is falling’

Rabbit: ‘What? How did you know?’

Hen: ‘I was sleeping under the tree. Suddenly, I heard the sound Dhum.’

Rabbit: ‘But where are you going now?’

Hen: ‘We are going to king’s palace.’

Rabbit: ‘Wait I am also coming’.

(They all reached near the cave of a fox. The fox saw them and asked.)

Fox: ‘Where are you going in such a hurry?’

Hen: ‘We are going to the king’s palace. Do you know the way to king’s palace?’

Fox: ‘Yes I know. Come inside in my cave. But please tell me before, why do you want to go there?’

Hen: ‘Actually I was sleeping under the coconut tree and suddenly I heard the sound ‘Dhum’. So I want to tell the king that sky is falling.’

Fox: ‘Ok! Then I know a shortcut to reach the king’s palace. Please come with me in my cave one by one.’ (All went inside one by one.)

Step- III COMPREHENSION QUESTIONS

Teacher: Very good students, you did well. Now... I am going to ask some questions related to the story. Are you ready?

Students: Yes, sir/ madam.

(शिक्षक बच्चों से पाठ से संबंधित कुछ प्रश्न पूछें अथवा activity कराएं जिससे उनकी speaking skill का आंकलन हो सके।)

Sumup: बच्चे पाठ के story से संबन्धित बातें कर लेते हैं role play के अनुसार dialogue बोल सकते हैं।

DAY 6
(Writing skill)

Objective

- creative writing का विकास करना।
- बच्चों में तार्किकता व imagination की क्षमता का विकास करना।

Introduction

Teacher: Good morning students, how are you?

Students: Fine thank you sir /madam. How are you?

Teacher: I am fine thank you. Well! Did you enjoy the story yesterday? Can you tell me, how was the story?

Students: it was very good. (answered)

Teacher: Ok! Do you remember, there was nothing about its climax?

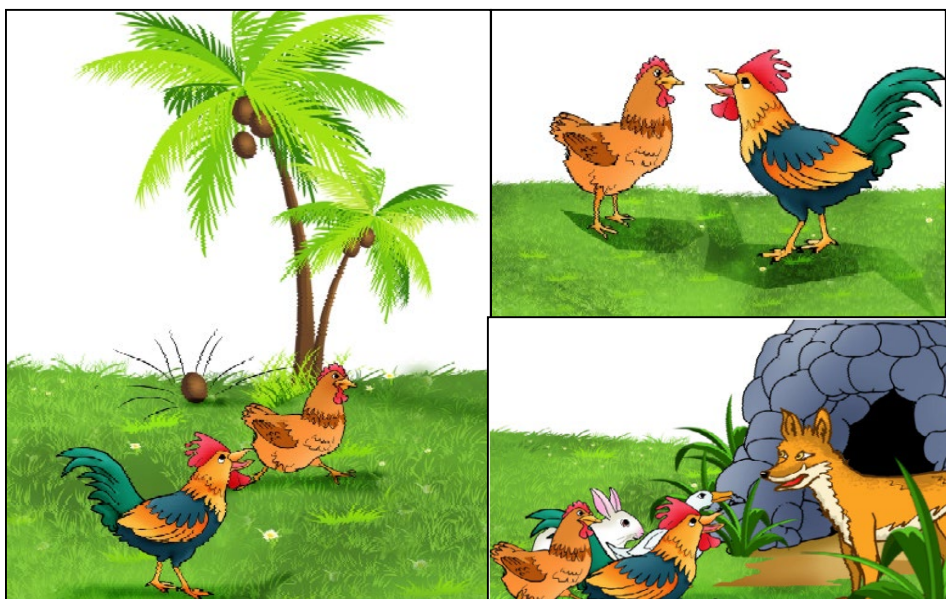
Students: Yes sir/ madam.

Teacher: According to me..... it might be, the fox who had eaten them up after taking them into his cave. What do you think? What could be the next?

Note: शिक्षक बच्चों के उत्तर का इंतजार करेंगे और उनकी बातों को ध्यान पूर्वक सुनकर उसे ब्लैक बोर्ड पर लिखेंगे।

Preparation: Lesson का चित्र card.

Step – I



शिक्षक बच्चों को पाठ में दिए गए चित्र को दिखाते हुए एक बार फिर से शिक्षक कहानी बच्चों के सामने कहें। एवं बच्चों को समूह में बातचीत करके निर्णय तक पहुंचने के लिए पर्याप्त समय दें।

Teacher: Ok.... Let me remind you the story. So that you can get to the conclusion. You can discuss in the group first and then after, tell me.

Students: Ok sir/ madam.

Step - II

शिक्षक बच्चों को इस story के अंत के संबंध में जो भी बातें होती हैं उसे अपनी notebook में note करने के लिए निर्देशित करें। इसके बाद उन बातों को कहानी में शामिल करते हुए बच्चों को अपने अंदाज में कहानी लिखने के लिए प्रेरित करें।

1. Teacher: Ok students! Listen to me carefully. First of all, sit in groups. Open your books and read the story. After that think and discuss the end of the story in your group. Then I will give you a paper and you have to write a story matching the end of the story.

Note:- शिक्षक बच्चों को स्वयं की कल्पना शक्ति का प्रयोग कर सृजनात्मक लेखन के लिए प्रेरित करें।

Step- III

शिक्षक बच्चों के लेखन कौशल के अवलोकन हेतु उन्हें कुछ चित्र के रूप में clue देंगे जिनका प्रयोग करते हुए उन्हें एक कहानी लिखनी होगी जो कि उनकी पुस्तक में ना हो।

tree,



mango,



parrot,



monkey



Teacher: Dear students, listen to me carefully. Now you have to make some different and new stories.

I am giving you some picture clues. Look at them and by using these clues make a story of your own.

Here teacher could provide some phrases also as guided writing

Sumup

बच्चों के लेखन कौशल का विकास हुआ। उनकी तार्किक एवं काल्पनिक क्षमता का भी विकास हुआ। बच्चों ने creative लेखन किया।



Lesson - 8

WAKE UP!

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 5-7 days.

Code of Learning Outcomes that could be addressed	LE 502, LE503, LE508, LE511
Teaching Procedure	
DAY 1 (Listening)	
Objective <ul style="list-style-type: none">➤ कविता सुनकर जवाब देने का अभ्यास, बच्चों से कराना।➤ Poem को rhythm के साथ recite करने का अभ्यास कराना।	
Introduction: <p>Teacher: Dear students! Good morning!</p> <p>How are you?</p> <p>Students: We are fine!</p> <p>Teacher: Then get ready to sing a song. Will you...?</p> <p>Students: Yes....!</p> <p>शिक्षक कक्षा को शुरू करते समय इस poem को गवाते हुए class का वातावरण तैयार करें।</p> Poem <p>This is the way we brush our teeth!</p> <p style="padding-left: 40px;">Brush our teeth!</p> <p style="padding-left: 40px;">Brush our teeth!</p> <p>On every fine morning...</p> <p>This is the way we take the bath!</p> <p style="padding-left: 40px;">Take the bath!</p> <p style="padding-left: 40px;">Take the bath!</p> <p>This is the way we comb our hair!</p> <div style="text-align: right;"> </div>	

Comb our hair!

Comb our hair!

On every fine morning...

This is the way we put on our clothes!

Put on our clothes!

Put on our clothes!

On every fine morning...

Teacher: Very good! (clapping) Now tell me how is the poem?

Ok! That's fine Now take out your books and open lesson number-8 'WAKE UP!'

It is a poem written by Mr. C. Fletcher.

In this poem, Poet is trying to wake a child up. First of all, we will recite the poem. Are you ready?

Step – I

शिक्षक lesson के poem को लय के साथ recite करें और बच्चों को poem को ध्यान से सुनने के लिए निर्देशित करें।

Poem

Wake up! Wake up!

Note:- इस recitation को दो से तीन बार दोहराया जाना चाहिए जिससे कि बच्चे शब्दों को उनके pronunciation के साथ associate कर सकें।

Step - II अब शिक्षक बच्चों को अपने साथ poem गवाएँ।

Teacher: Now all of you will also recite with me. Will you?

Student: Yes sir/ma'am!

शिक्षक recitation के दौरान हर line के बाद बच्चों के repetition के लिए रुकें।

नोट:- शिक्षक चाहें तो कुछ बच्चों की सहायता से भी poem के recitation की practice करवा सकते हैं। यदि संभव हो तो DIKSHA app में डाले गए content का उपयोग poem के recitation की practice के लिए किया जाना चाहिए।

Step - III

(1) What does the poet want us to do?

Study/talk/come to play

(2) Find the word in the poem that means 'pleasant'.

(3) Find out the word that shows that the poet is talking to a lazy person.

(4) Tick the correct order:

(a) wake up → wash and dress → play → put on clothes

(b) wake up → wash and dress → come out → play

(c) wash and dress → wake-up → come out → play

(5) How many plural forms can you see in the poem?

Sumup : बच्चे Poem सुनकर दोहरा सकते हैं और poem को गाकर सुना सकते हैं।

DAY 2 (Vocabulary)

Objective

- Learners will read the poem and understand the meaning of unfamiliar words from the context.
- Learners will respond to brief comprehension questions on the poem.

Introduction

शिक्षक बच्चों से उन शब्दों की सूची प्राप्त कर लें जिनका pronunciation करने में दिक्कत आ रही है। फिर इसका एक संयुक्त सूची बना कर एक page पर इन शब्दों के लिए निम्नानुसार identifying clues तैयार कर लें।

Preparation

Examples:-

Words **Identifying clues**

1. Wake up - Title of the poem (उठना)
2. Buzzing - Sound of bees
3. Lovely - beautiful/ Pleasant

4. To lie in bed - to stay on the bed till late hours
(सामान्य रूप से अधिक देर तक बिस्तर पर लेटना)
5. Sleepyhead - used for the child in the poem
6. Tiniest - a synonym of smallest
7. Cheep - the sound of the tiniest chicken
8. nectar - a sweet liquid that bees collect from flowers
9. honeycomb - home of honey bee

सभी Words को blackboard पर लिख लें। identifying clues को board पर न लिखें।

2 -3 copies of picture dictionary.

Step – I

शिक्षक बच्चों को blackboard पर लिखे गए शब्दों को देखने के लिए निर्देशित -

- मँडराते हुए मधुमक्खियों के scene को imagine करने के लिए कहेंगे और फिर उस scene से इस शब्द को associate करेंगे।
- Listen to the poem carefully and answer the questions asked :
BUZZ! goes the bee,
hour after hour,
BUZZ! goes the bee
From flower to flower.

Sucking out the nectar
Flying it home
storing up the nectar
in the honeycomb.

Buzz! goes the bee,
Making honey so sweet.
Bee makes the honey
That I love to eat!

Step - II

- i. Where does the bee go?
- ii. From where does the bees get nectar?

- iii. Find the word that shows the home of the bees.
- iv. Find the adjective that goes with honey.

कार्यविधि : संभव हो तो निम्न प्रकार से table बनाकर सभी बच्चों में वितरित कर दें। यदि संभव न हो तो blackboard पर table बना लें और फिर बच्चों को उसे अपनी-अपनी कापियों पर बनाने के लिए निर्देशित करें।

instructions for the learner:

You have been given a table of words. Listen to the clue given to you and write the no. of the clue in the related box in the table.

Example:

- 1. Title of the poem
- 2. Pleasant

Lovely 2	Sleepyhead	Buzzing
Tiniest	Wake up 1	Cheep
To lie in bed	nectar	honeycomb

नोट:- उपरोक्त table पर दिये गए words उदाहरण मात्र हैं। शिक्षक इसे आवश्यकतानुसार परिवर्तित कर सकते हैं।

अब शिक्षक पहला शब्द अर्थात wake up के लिए तैयार किए गए identifying clue को पढ़ें और वे बच्चों को इस clue को सुनकर उस word को identify करने के लिए कहें। identify कर लेने पर बच्चे उस word के नीचे 1 लिख देंगे।

इसी प्रकार से सभी शब्दों के identifying clues को क्रम से पढ़तेजाएँ और बच्चे उन शब्दों को identify करके उनकी क्रम संख्या को उनके नीचे लिखते जाएंगे।

अंत में शिक्षक उन सभी शब्दों के सही क्रम को blackboard पर उन शब्दों के नीचे लिख देंगे। बच्चे इसका मिलान उनके द्वारा लिखे गए क्रम से करेंगे।

वे बच्चे जिनके द्वारा लिखा गया क्रम blackboard पर लिखे गए क्रम से हूबहू मिलते हैं वे खड़े होकर bingo कहेंगे और सभी words और उनके identifying clues को पढ़कर सुनाएँगे; अन्य बच्चे अपनी त्रुटियाँ सुधार लेंगे।

इसके बाद Teacher सभी words का meaning बच्चों से पूछ-पूछकर अभ्यास कराएँ।

Step- III

'Hurry up' is a phrase that you find in the poem. Make a list of similar words like, get up, close up, etc.

Divide the class in 2 groups, the group which gives maximum words will be the winner. (The phrases should be meaningful)

Hurry	up
Wake	up

Sumup: इस तरह के activity से बच्चे new words के meaning और pronunciation को सीख गए।

DAY 3

(Comprehension)

Objective

- बच्चों को lesson को comprehend करने का अवसर प्रदान करना।
- बच्चों को dictionary का उपयोग करने के लिए प्रोत्साहित करना।

Introduction

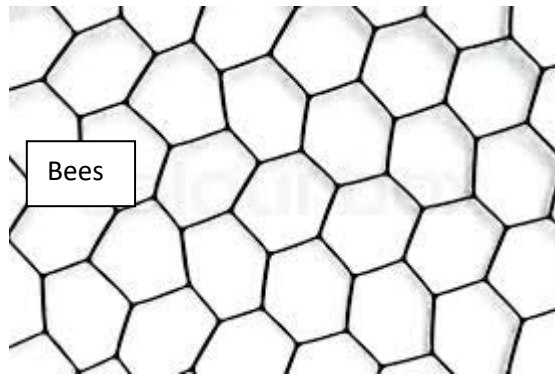
Dear students! Good morning! Let's recite the poem. शिक्षक बच्चों को लय के साथ poem को गाएँ और गवाएँ।

Very good! Today we will try to understand the poem.

Preparation: Picture dictionaries

Step – I

Activity 1



Write the words related to bees in this honeycomb.

Step - II

Find out the words that begin with the letter 'B' from the poem.

Find out the words that take double letters, like buzz.

What are the actions that the poet expects us to take?

(Like, get up, wash, etc.)

Step- III

बच्चों के comprehension को चेक करने के लिए पुस्तक के lesson पर आधारित सभी प्रश्नों को पूछा जाना चाहिए। उसके अतिरिक्त अन्य प्रश्न भी हो सकते हैं।

Examples:-

How was the day?

Which animal is not given in the poem?

cow (b) dog (c) horse (d) duck

Sumup: उपरोक्त activities को कराने पर बच्चे poem को सुनकर/पढ़कर समझ लेंगे।

DAY 4

(Structures in context)

Objective

Lesson में दिये गए exercises को solve करने की समझ और कौशल विकसित करना।

Introduction

The poem shows instructions containing two words only. Like, Wake up, come on, get up, c

Dear students! I will tell you some action words you have to act accordingly.

Stand up! (बच्चे प्रत्येक निर्देश के अनुसार action करेंगे)

Stretch your hands!

Touch your feet!

Turn around!

Forward March!

Jump up high!

Yes very good! You did well! Now open your book page no. 45 exercise iii 'Let's talk' (B)

Note:- इस गतिविधि के द्वारा आदेशात्मक वाक्यों के लिए learning readiness तैयार करना हमारा लक्ष्य है जो कि lesson के 'Let's talk' (B) activity का उद्देश्य है।

Preparation

Required material: Lesson के exercises के cut-outs या handouts, instructional word cards.

Step – I

शिक्षक Lesson में दिये गए exercises नं. iii 'Let's talk' (B) को मौखिक अभ्यास पहले कराएं फिर exercise में दिए अनुसार अन्य परिस्थिति देकर उनके लिए आदेशात्मक वाक्य बनवाएँ।

Blanks, और match the words जैसे प्रश्नों को Teacher स्वयं board पर दिखाते हुए अभ्यास कराएँ।

Note:- समय कम पड़ने पर एक दिन में केवल एक step पूरा करें।

Step- III(Writing)

1. शिक्षक बच्चों को exercises के cut outs या hand outs बाँटकर सभी को solve करने के लिए निर्देशित करेंगे। इसके लिए बच्चों को पर्याप्त समय प्रदान किया जाना चाहिए। अंत में note books की जांच करके learning का आंकलन कर लें।
2. Describe the weather in the evening or the play time in three sentences.

Sumup: उपरोक्त activities के प्रयोग से बच्चों ने lesson के exercises को solve करना सीख लिया।



Lesson - 9

I WANT

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 4 days.

Code of Learning Outcomes that could be addressed	LE501, LE504, LE506, LE508, LE509, LE511, LE512, LE519.
Teaching Procedure	
DAY 1 (Listening)	
Objective To help learners acquire listening and speaking skills so that they can follow and comprehend discourses such as stories, interviews etc.	
Introduction बच्चों से पूछे कि जो वे बनना चाहते हैं, वो क्यों चाहते हैं? बच्चे अपनी पसंद के जानवर, पक्षी अथवा अन्य पसंद का उल्लेख करते हुए अंग्रेजी में जवाब देने की कोशिश करेंगे, जैसे- मुझे मोर बनना है क्योंकि वह सबसे सुंदर पक्षी है.. I want to become a peacock because it is the most beautiful bird.  I want to become a sparrow because it flies high up in the sky. 	

Preparation

शिक्षक अपने साथ हाथी, बंदर, ऑक्टोपस, गाय, सिंह, जेबरा, जिराफ़ जैसे जानवरों के चित्र रखेंगे।

Step – I (Presentation)

Activity (1) ‘I want to become’

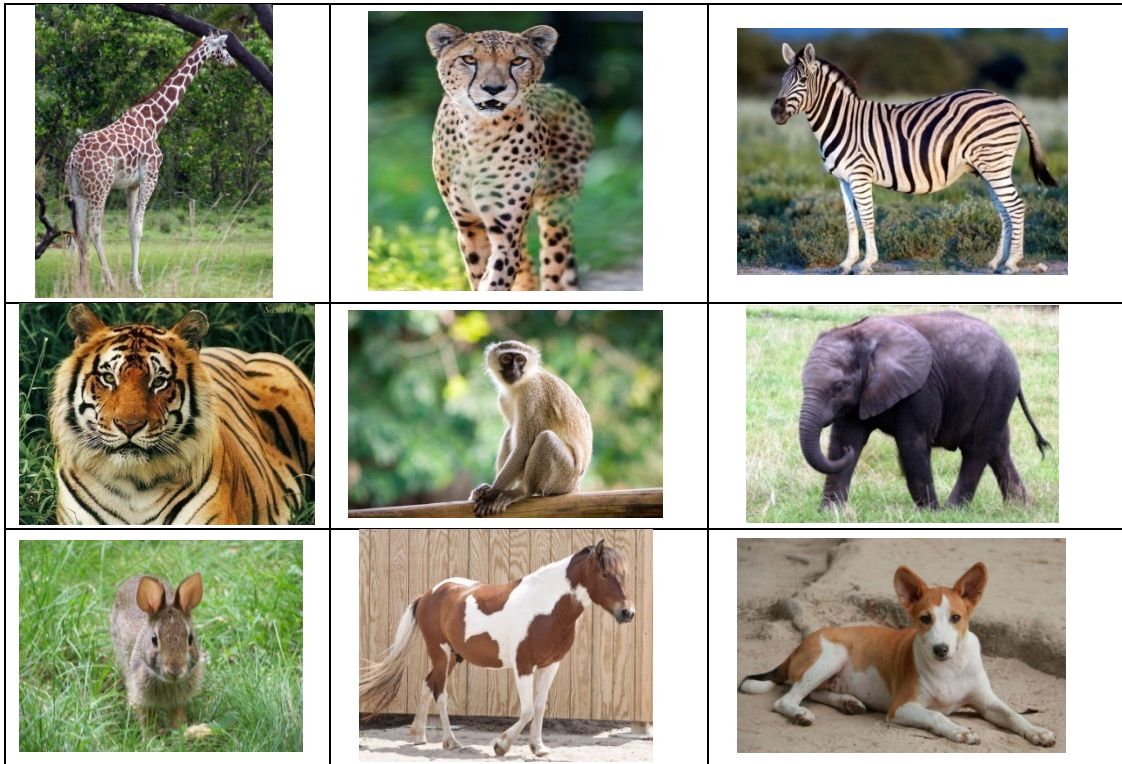
Teacher- What do you want to become?

Children- Doctor, Teacher, Farmer, Police...

Suppose, you wish to become an animal, which animal you want to be, and why?

For this, we will, find the answer through an activity.

The teacher will come to each group and show the flashcard.



Activity (2)

Flashcards:- Tiger, Giraffe, Cheetah, Elephant, Monkey, Rabbit, Horse, Dog, Zebra.

(The teacher shows the flashcard and asks one word, about that Animal)

Q. Which animal is this?

Ans. Elephant.

- Each group member will say one word about Elephants-
 - Big, Tall, Trunk, Sugarcane, Heavy, Grey, White Teeth, Big Ears, etc.

- Similarly, Teacher will do the activity with other groups.

The teacher will write all the words or answers, given by students, on the blackboard.

Activity (3) Story Telling

Teacher- Good Morning, children.

Have you heard the story of "Woodcutter and the Axe"

Children- Yes/No

Teacher- Ok, I will tell you the story of that honest woodcutter.

Teacher tells, the story:

(Story -----)

Ask Questions: -

Q.1. What is the moral of the story?

Ans. Honesty is the best policy.

Q.2. Which three Axes were given by the goddess, to the woodcutter?

Ans. Golden, Silver, and Iron.

Q.3. Which was the original Axe of the woodcutter?

Ans. The Iron Axe.

Q.4. Was the woodcutter Honest?

Ans. Yes.

Q.5. Why?

Ans. Because he wanted his own Iron Axe which helped him to earn his living.

Sumup:

बच्चे सुनकर समझना एवं जवाब देना सीखते हैं। विवरण सुनकर पहचान सकते हैं एवं संकेत के आधार पर वर्णन कर पाते हैं।

DAY 2 **(Reading)**

Objective

- To help students enrich the vocabulary of the students.
- To help students improve fluency and pronunciation.
- To enable learners to understand texts with comprehension.

Introduction

शिक्षक बच्चों को एक कविता सुनाते हैं :

जुगनू भैया, जुगनू भैया
ले लो हमसे एक रुपैया,
पहले यह बतलाओ भाई,
तुमनें टॉर्च कहाँ से पाई?
जिसको जला बुझाकर तुम
अँधेरे को करते गुम!

फिर बच्चों से पूछते हैं :

कविता में किस प्राणी की बात की गयी है?
जुगनू की क्या विशेषता है?
क्या आप ऐसा कर सकते हो?
इंसान ने जुगनू जैसी कौन सी चीज़ बनायी है?



Preparation

Picture Cards, short poems, small pieces of paper with names of animals written on them.

Step – I (Presentation)

Activity

Model reading of the story, with proper intonation & pronunciation.

(Note- Teacher can also use this story as a role play. Characters being- Fairy, Monkey, Elephant, Giraffe, Zebra)

Step - II (Practice)

Activity

“Find my Wish”

- Teacher बच्चों को 6 के group में divide करेंगे।
- Teacher हर group में 6 chit देंगे।

Chit-

Zebra

Stripes

Elephant

Giraffe

Trunk

Long neck

- बच्चे एक-एक chit उठाएंगे, और अपने chit के अनुसार, monkey की wish, का pair बनाएंगे। जैसे- student 1 के पास 'Elephant' आया और student 4 के पास 'Trunk' तो student 1 और student 4, आपस में pair बनाएंगे, जो pair, chit के साथ पहले teacher के पास पहुंचेगा, वह pair winner होगा।

Instructions for the learner-

- Children divide themselves into a group of 6 members.
- I will give you some chits.
- You have to pick, one chit.
- Read it, and find the wish, made by the monkey, among other students. After finding, you have to reach me quickly, with the chits. (in pair)

Step- III (Production)

Poem **My Cat, Pat**

I have a cat
Her name is Pat.
My cat pat
Is very fat.
 She takes a nap
 When it is day
 I wake her up
 To make her play.

See the ball
This is fun.
Go to the ball
Run cat run.
 See her run
 See her play
 I like to play
 With Pat all day.



(Teacher will write the poem, on the blackboard and make every student read 2 or 4 lines.)

Activity (1)

Name, Place, Thing

Name	Place	Thing	Pronoun	Verb	Adjective
Pat	-	Ball	I, She, my, her	Play, Take, Wake, Make, See, Run, Go	Fat

- Teacher will ask the student to find the words from the poem and put them in the correct columns.
- Teacher will ask students to draw, a table, in their notebooks. himself.

Now, answer the following questions;

First wish	Second wish	Third wish

इस प्रश्न के उत्तर में बच्चे चार्ट पेपर पर बने इस टेबल में lesson के सही अंशों को लाकर चिपकाते हैं। प्रत्येक समूह से एक उत्तर लिया जा सकता है।

2. What did the elephant do?
3. What is special about a zebra?
4. The little monkey cried when he looked down into the river because.
 - a. he was very happy.
 - b. he saw a monster.
 - c. he looked like a monster.
 - d. he dropped the magic wand.
5. The moral of the story is...
 - a. the little monkey is very naughty.
 - b. we should never use a magic wand.
 - c. wishes make us sad.
 - d. we should be happy as we are.

Sumup

- Children will be able to read with proper intonation and pronunciation.
- Children will be able to identify, various parts of speech, they come across, while reading.

शिक्षक द्वारा ध्यान दी जाने वाली बातें

कक्षा में पिक्चर डिक्शनरी की प्रति अवश्य रखी जाये।

DAY 3

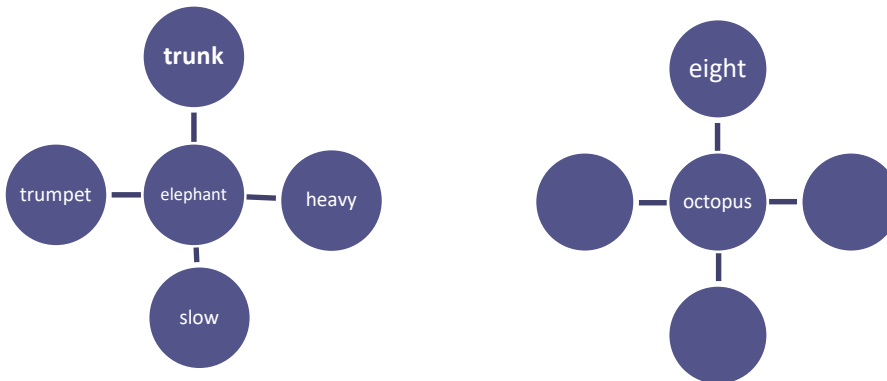
(Vocabulary)

Objective

- To engage students in actively thinking about words and their meaning.
- To enable students, to use those words in different situations.

Introduction

शिक्षक छात्रों से कुछ वर्डवेबस बनवायेंगे जैसे :



Preparation: वर्डकार्ड्स, पिक्चर कार्ड्स, फ्लैशकार्ड्स एवं डिक्शनरी की प्रतियाँ।

Step – I (Presentation)

Activity

Dictionary Activity

- Teacher will write the unknown or new words on the board.
- Children will find the meaning of those words and make one sentence, using that word.

Word- Strong, wand, wishes, blows, trunk, monster, awful, witch, fairy, stretch, remember, magic.

Step- II (Production)

Vocabulary

Charade

- Teacher students को 5-5 के group में divide करेंगे।
- हर group से एक student आकर, Teacher द्वारा दिए गए word को mime करेगा।
- जिस group का student, correct answer देगा, उस group को एक point मिलेगा।
- इस प्रकार ज्यादा points वाली Team, winner होगी।

Instructions for the learner-

- Children, one of you from each group, will come in front of the class.
- I will give a chit/or/whisper a word to that student.
- He/she then acts out that word.
- Students, who will guess the word correctly, will win 1 point for his/her team.
- The team with maximum points will win.

Words- Magic, Wand, Elephant, Fairy, run, climb Monkey, River, Monster, Crocodile, Peacock, cook

Sumup

- This will engage students in thinking about the meaning of different words.
- This will enable students to use different words in different situations.

शिक्षक द्वारा ध्यान दी जाने वाली बातें

- Mimed words could be both nouns and verbs but not abstract words or adjectives, so contents should be used.

DAY 4 **(Grammar)**

Objective

To help students understand the use of simple present tense and plurals.

Introduction (Vocabulary)

The teacher reads the story aloud and asks the children to recall verbs that indicate singular nouns or subjects and the nouns that indicate a singular numbers. Students are asked to write them on the board in two separate columns.

Verbs	Nouns
Stretches	Monkey
Blows	Giraffe
Grows	
Fills	

Preparation: Word cards, picture cards, flannel board.

Step – I (Presentation)

Activity

Instructions for the learner-

- Children, I will tell you some habits.
- You, have to tell whether it is a good habit or a bad habit.

Q.1 Biting nail.

Ans. Bad Habit.

Q.2 Respecting our Elders.

Ans. Good Habit.

Q.3 Reaching school on time.

Ans. Good Habit.

Q.4 Talking while Eating.

Ans. Bad Habit.

Today we will learn, Simple present tense, which indicates the habits of the subject?

Step - II (Practice)

Activity

Materials Required-

- Match Boxes covered with white paper and 's', 'es' or 'ies' written on them. (as per the words written on chart paper)
- A chart paper with different verbs written on it.

Process-

- Plurals बनाने के लिए, box पर लिखे verb के आगे 's', 'es', 'ies' वाले match बॉक्स के दूसरे हिस्से को फंसायेंगे।

Baby	ies	Try	ies
Fox	es	Watch	es
Go	es	See	es
Grow	s	Splash	s

Instructions for the learner-

- Children, divide yourself into a group of 5 members.
- In each group, I will give a chart paper with some verbs, written on it.
- I will also give some open matchboxes.
- You have to put the correct suffix into the box with the verbs written on them.

Step- III (Production)

Activity

Oral Drill

(for simple present tense)

- बच्चे अपनी कोई भी एक आदत बताएँगे और अपने friend कि एक आदत बताएँगे (one by one)

Child 1: (1) I wake up early.

(2) He wakes up late.

Child 2 : (1) I like Ice-cream.

(2) She likes chocolate.

Child 3 : (1) I play cricket.

(2) He plays football.

Sumup

- Through these activities, students will be able to assimilate the correct pattern of language.
- Students will understand the use and concept of simple present tense.

शिक्षक द्वारा ध्यान दी जाने वाली बातें:

बच्चों को पाठ को ध्यान से पढ़ने का अभ्यास देना आवश्यक है।

DAY 5
(Speaking)

Objective

- To provide students with the practical skills and knowledge, to express themselves clearly, with confidence, in a variety of real-life situations.

Introduction

शिक्षक बच्चों को गोल घेरे में खड़े करवाते हैं और एक छोटा सा खेल खिलाते हैं इसमें एक बच्चे द्वारा बोले गए जानवर या पक्षी के नाम के अंतिम अक्षर से अन्य प्राणी का नाम बोलना होगा. इस तरह अन्ताक्षरी का खेल पांच मिनट तक खेलने के बाद आगे की गतिविधि की जाती है।

Sumup

LO503- Acts according to instructions given in English, in games.

LE508- Reads texts with comprehension, locates details and sequence of events.

शिक्षक द्वारा ध्यान दी जाने वाली बातें: अंग्रेजी बोलने का सतत् अभ्यास होनी चाहिए।

विशेष टिप्पणी- जानवरों के नाम बच्चों को न मालूम हो तो उन्हें परिचित करवाया जाये।

DAY 6
(Writing)

Objective

- To enable students to use, an action verb to describe the behaviour, they intend to perform.
- To develop critical thinking of the students.

Introduction

The teacher asks the students to draw a butterfly and write a slogan on it. The slogans are then displayed on the flannel board. Students can work in pairs.

Preparation: Chart papers for children to work in groups, flannel board, picture cards of a fairy.

Step – I (Presentation)

Activity
Think and Write

Teacher will give some situations, related to the lesson, and ask the students, to write on the topic.

Topics-

1. My favourite animal is, I like it because.....
2. My favourite bird is....., I like it because.....
3. I want a magic wand because.....
4. I do not want a magic wand because.....
5. My three wishes are
 1. -----
 2. -----
 3. -----
6. If I were a fairy, I would do the following things.

(Note Teacher should prepare such structures of students in a chit and each student can choose one chit and write about the topic according)

Step- II (Production)

Activity Card Making

- Children you have to make a beautiful, colourful and decorative invitation card.
- You are a fairy. Your name is Cinderella. Make an invitation card, where you are inviting all the animals of Jungle, to your Birthday party. Also, tell, they will get their one wish fulfilled as their return gift.

(शिक्षक, बच्चों से आमंत्रण पत्र या greeting card बनवाएँगे, कोई भी event देकर)

Sumup

(LE15): Students can write paragraphs in English from visual class.

(LE15): Students can write messages.

(LE17): Student attempts to write creatively.

शिक्षक द्वारा ध्यान दी जाने वाली बातें:

बच्चों से कहें कि वे अधिक से अधिक नया सोचकर लिखें ताकि सबके उत्तर अलग हों।

Lesson - 10
Haldi's Adventure

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 5-6 days.

Code of Learning Outcomes that could be addressed	LE501, LE506, LE508, LE509, LE511, LE512
Teaching Procedure	
DAY 1 (Listening)	
Objective <ul style="list-style-type: none">➤ To provide opportunities to the students to listen and speak English.➤ To encourage students to answer coherently.➤ To enable the learner to connect ideas that they have inferred through experience.	
Introduction; शिक्षक बच्चों को पाठ से जोड़ने के लिए उनके पूर्व ज्ञान को लेते हुए कुछ प्रश्न इस प्रकार पूछ सकते हैं जैसे:- Teacher:- Hello students, how are you? Students:- fine, thank you. Teacher:- Students, tell me, have you ever had an adventure like riding on an animal like a buffalo, cow, ox, donkey, horse, camel, elephant, etc? शिक्षक बच्चों के response का wait करेंगे। Student 1: Yes, madam, I have... Teacher:- Is that so? Which animal did you ride on? Student 1:- A camel. In the Shivaratri fair. Student 2: Madam, I also rode an elephant. Student 3: I ride on buffalo's back many times. Teacher: That's great! Teacher:- So.... how did you feel during the rides? Student1: It was very exciting, बिल्कुल झूले जैसा लगता है। Student 2: Elephant के पीठ पर हौदे में बैठे थे मैडम। (सभी बच्चे अपने तरीके से मजे की बात बताते हैं।)	
Preparation <p>शिक्षक को जानवरों, जैसे कि giraffe, elephant, cow, goat, buffalo, donkey इत्यादि के cut outs तैयार कर साथ में रखेंगे।</p>	

Step – I (Listening)

शिक्षक कक्षा के विद्यार्थियों को छोटे छोटे समूहों में बाँटेंगे और बीच में जानवरों के कट-आउट वाला ट्रे रख दिया जाएगा। इसके पश्चात् शिक्षक एक के बाद एक कई जानवरों के विवरण देंगे। विवरण सुनने के बाद प्रत्येक समूह से एक छात्र उठकर आयेगा और कटआउट के ट्रे में से विवरण के अनुसार जानवर का कटआउट खोज निकालेगा। गलत उत्तर दिए जाने पर प्रश्न दूसरे समूह की ओर चला जायेगा।

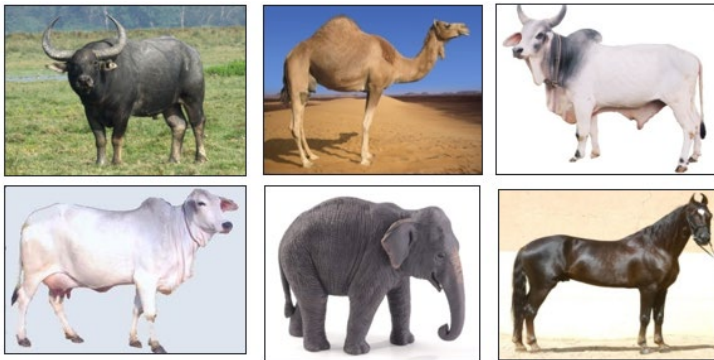
Teacher:- This is the ship of the desert. It stores fat in its hump. It has long padded feet and can live in very hot climate.

(the student is expected to pull out the cut-out of a camel)

Teacher: This is a big animal full of fur. It has sharp teeth and nails. It likes honey also and is a wild animal.

(the student is expected to take out the cut-out of a bear)

(इसी तरह अन्य जानवरों के विवरण पर भी कट आउट निकाले जायेंगे)



Step - II (Speaking)

Activity (1) शिक्षक कुछ वाक्य बोलेंगे जिन्हें सुनकर छात्रों को बताना होगा कि वह adventure है या नहीं.

1. A child has swallowed a coin.
2. There was no electricity for three days in your area.
3. You have found a purse full of money on the road.
4. Your friend has just bought a pair of parrots.
5. You sang an English song to your class.
6. You learnt to make roti with your mother.

Activity (ii)

Teacher:- Would you like the riding of an animal? If yes why? If not, why?

शिक्षक बच्चों के उत्तर का इंतजार करेंगे और साथ ही उन्हें बताएंगे कि adventure वह कार्य कहलाते हैं जिसमें साहस के साथ साथ जीवन का जोखिम भी भरा हुआ होता है, जिसमें हमें चोट भी लग सकती है परंतु साथ ही साथ उस कार्य को करने में आनंद भी आता है

Sumup: बच्चों ने adventure के बारे में जाना साथ ही जानवरों की विशेषताओं को भी पहचाना।

विशेष टिप्पणी: The teacher might need to support the students by repeating sentences or instructions

DAY 2 (Reading)

Objective

- To enable students to read the text with comprehension.
- To enable students to rearrange the sequence of the event.
- To encourage students to answer the question in English.

Introduction

यहां शिक्षक सबसे पहले बच्चों को कुछ चित्र के कार्ड दिखाते हैं और उनके अंग्रेजी शब्द कहने को प्रेरित करते हैं जैसे- जिराफ़ का चित्र, स्कूल का चित्र, किताब, चश्मा, स्कूल बैग, पेड़, चिड़िया, जंगल का चित्र आदि।



Preparation

शिक्षक यह पाठ से related कुछ प्रश्न तैयार करेंगे साथ ही पूरे पाठ को chits में लिखकर रखेंगे जिसमें lesson jumbled रूप में होंगे। कुछ चित्र कार्ड भी तैयार करने होंगे।

Step – I (Reading)

यहां शिक्षक बच्चों को 6 groups में बैठाते हैं और हर group में एक captain नियुक्त करते हैं।

Teacher:- Children, divide yourself into 6 groups. Each group will have one captain. Captain from each group will come and take one chit. The chit contains the content of the textbook lesson. You have to find that content from the book and each group member will read that content one by one. Then all the chits will be pasted on a chart paper and then read out in turns. इसके पश्चात शिक्षक

बच्चों से पाठ पर कुछ प्रश्न पूछेंगे, जिनका उत्तर छात्र समूह में चर्चा करने के बाद दे पाएंगे। Teacher:-

1. What is the name of the girl in this story?
2. Where was Haldi going?
3. Haldi took a ride on a toy train/on the giraffe's back?
4. When does Haldi play games at school?
5. Who was smiley?
6. Whom did she meet on the way?

Step - II (Writing)

(शिक्षक कक्षा के सभी समूहों में कक्षा के समय सारिणी की एक प्रति उपलब्ध करवाएंगे ताकि उसके आधार पर बच्चे जानवरों के स्कूल की कल्पना कर सकें और उनके लिए भी एक समय सारिणी तैयार कर सकें। उन्हें यह ध्यान रखना होगा कि इन जानवरों को अपने विद्यालय में कौन से विषय पसंद होंगे।)

Step- III (Production)

इसके बाद प्रत्येक समूह से दो छात्र दो-दो जानवरों के पसंद के बारे में बताएँगे। बच्चों की मदद के लिए ऐसे कुछ वाक्यों को पेपर स्ट्रिप्स पर लिखकर समूहों को दिया जा सकता है ताकि वे उन्हें पढ़कर सुना सकें। जैसे-

I am the giraffe.

I like to eat tender green leaves.

I am the horse.

I like to run in the open fields.

Sumup

- Student's lesson को पढ़कर समझना सीखा। साथ ही घटना को समझकर उसे क्रम में arrange कर पाए। बच्चे छोटे-छोटे अंग्रेजी वाक्यों को पढ़ पाते हैं।
- यहां शिक्षक अगले दिन के कार्य के लिए एक गतिविधि दे सकते हैं जो बच्चे घर से करके आएंगे जैसे:- find from the book and write the words that ends in "d".

शिक्षक द्वारा ध्यान दी जाने वाली बातें:

- शिक्षक इसी तरह की अन्य गतिविधियां भी ले सकते हैं जिससे बच्चों के पाठ में समझ बन सके।
- कक्षा में ज्यादा से ज्यादा निर्देश English भाषा में दिए जाएं।

DAY 3 (Vocabulary)

Objective

- To enable learners to learn and understand new words.
- To help learners know about adventures.

Step - I (Reading with understanding)

शिक्षक पाठ का मॉडल रीडिंग करेंगे। Now, I will read out a small story for you which talks about a girl who met one of these animals on her way to school. Listen carefully and you will be able to answer a few questions that I would ask you.

इस गतिविधि में छात्र flannel board पर चिपकाये गए वाक्य में से गलत शब्द को हटा देंगे।

You will be given a sentence on the flannel board. There will be two options for each statement out of which you will choose one and take out the wrong word.

1. Haldi was going to school/for a walk.
2. Haldi took a ride on a toy train/on the giraffe's back.
3. Haldi plays games at school on Saturdays/Sundays.
4. Whenever you see Smiley, you will laugh/smile.

(The teacher will put up more such sentences on the flannel board. Care should be taken to avoid errors on the board)

Step- II (Production)

यहां शिक्षक बच्चों के adventure संबंधी ज्ञान को जांचने के लिए एक गतिविधि रखते हैं। सभी बच्चों को groups में बैठाते हैं, इसके बाद उन्हें एक विषय देख कर उस पर word Web बनाने को कहते हैं। बच्चे ग्रुप में discussion करके adventure संबंधी word Web तैयार करते हैं इसके लिए वह lesson और dictionary का उपयोग भी कर सकते हैं।

Teacher:- Sit in a group. Make a word web of adventure.



Note:- यहां शिक्षक बच्चों को गतिविधि के रूप में अपनी-अपनी hobby भी लिखने के लिए कह सकते हैं।

Sumup: यहां बच्चों ने नए शब्द विशेषकर adventure sports के बारे में जाना।

DAY 4

(Grammar) LOS- LE512

Objective

- To help the learner differentiate between simple past and simple present tense.
- To a learner, learn about past participle words.

Introduction(Vocabulary)

सबसे पहले शिक्षक यहां बच्चों को present and past को समझाने के लिए एक गतिविधि करते हैं। जिसमें

शिक्षक blackboard पर एक table बनाते हैं और बच्चों को समझाते हैं कि present (today) में कार्य होता है जबकि past (yesterday or before) में कार्य हो गया होता है।

Calendar के पन्ने से आज की तारीख और पिछली दो तारीखों को एक चार्ट पेपर पर चिपका दिया जाता है। बच्चे हो चुके कार्य एवं वर्तमान के कार्यों को वर्गीकृत करते हैं-

I am writing a poem	I played tennis.	I ate pizza.
I dance	I danced	I invited my friend to my house.

Preparation: शिक्षक यहां कुछ verbs और उनके past participle words को chart में लिखकर अपने पास रखेंगे।

Step – I (Presentation)

सबसे पहले शिक्षक बच्चों को यह बताएंगे की today (present) में काम होता है जबकि yesterday (past) में काम हुआ था। इसके बाद शिक्षा बच्चों को group में बैठाते हैं। साथ ही उन्हें पुस्तक से वह शब्द जो कि “d” में खत्म होता है को ढूंढ कर अपनी copy में लिखने को कहते हैं।

Teacher:- Findout all the words ending with “d”, from your text book.

Example- Called, said, walked, looked etc.

जब बच्चे ऐसे शब्दों को ढूंढ कर अपनी कॉपी में लिख लेंगे उसके बाद शिक्षक उन्हें बताते हैं की क्योंकि यह सारे के सारे शब्द past यानी कि भूतकाल की ओर संकेत करता है, इसीलिए हम इन शब्दों को past के शब्द कह सकते हैं। इसके बाद शिक्षक बच्चों को इन शब्दों को वाक्य में प्रयोग करने के लिए कहते हैं। बच्चों को वाक्य में प्रयोग समझाने के लिए शिक्षक कुछ उदाहरण देते हैं जैसे:- I play football.

I played a football match the last year.

Step - II (Practice)

यहां शिक्षक बच्चों को Book से ढूंढ कर निकाले गए शब्दों को वाक्य में प्रयोग करने के लिए कहते हैं इसके लिए वे बच्चों को group में बैठते हैं और group में चर्चा करने के बाद वाक्य बनाने को कहते हैं। साथ ही उस group के हर एक सदस्य को एक-एक वाक्य कहने के लिए कहते हैं। बच्चे खड़े होकर present और उससे बने past के sentences बोलते हैं।

Step- III (Production) Tense Antakshari:-

यहां शिक्षक बच्चों को दो group में बैठाते हैं। इसके बाद एक-एक करके word बोलते जाते हैं जो कि पुस्तक से छांटकर निकाले गए थे। अब शिक्षक बच्चों से कहते हैं कि जिस verb को मैं कहूं उस verb का एक group present व दूसरा group past में एक sentence बना कर बोलेंगे सही वाक्य बोलने पर एक अंक दिए जाएंगे।

e.g. I walked to school yesterday.

Yaks pulled the cart on the snow.

We were learning music.

इस प्रकार यह गतिविधि एक अंताक्षरी के रूप में कक्षा में खेला जाएगा।

Sumup: बच्चों ने present/past verb एवं इसे sentence में use करना सीखा।

DAY 5

(Speaking) LOs- LE509

Objective

- To make learners, connect ideas that they have inferred, through reading and introduction, with their personal experiences.
- To enable the learner to speak English.

Introduction (vocabulary)

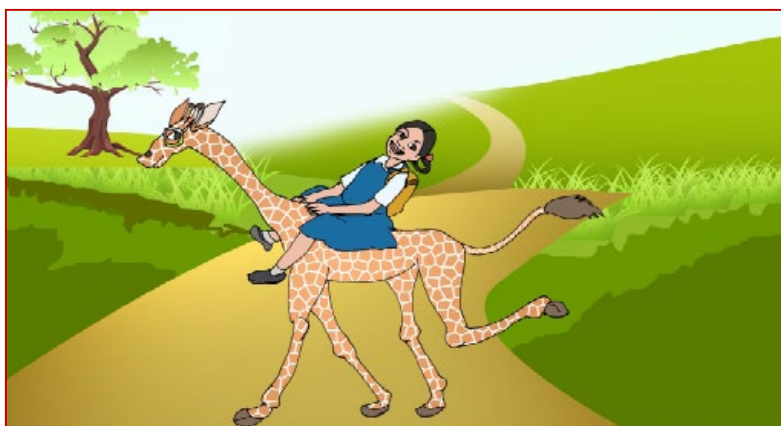
यहां शिक्षक बच्चों को सबसे पहले puppet के माध्यम से कहानी को बच्चों को समझाएंगे इसके बाद बच्चों को character के according dialogue देकर अपना role play करने को कहेंगे।

Preparation

Two puppets of giraffe and a girl, chit जिसमें character के according dialogue लिखकर शिक्षक तैयार रखेंगे।

Step – I (Presentation) Stage set-up:-

I Haldi, the little girl is in her school uniform and is carrying her school bag on her back. The other child wears the mask of a giraffe and has a cut-out pinned on his shirt. He holds a book in his hand.



Haldi:- (joyfully jogs on her way to school) it's a bright morning today. I think I can walk faster.
(She sings as she walks-left right left right kadam kadam badhaye ja)
Giraffe:- (the giraffe comes along with the book in his hand) Good morning, Haldi.(smiling)
Haldi:-Good morning! (She looks at the giraffe in surprise) I am sorry to stare, but I have never met a giraffe-like you.
Giraffe:-My name is smiley. Whenever you see me you will smile.
Haldi:-Oh! So nice to meet you smiley. I like your name. (Haldi looks happy) where do you live?
Smiley:- There, in the jungle.
Haldi:- Exciting! (Suddenly Haldi scratches her head) Smiley, I would love to talk to you. But I must rush to school or I will be late.
Smiley:- If you ride on my back, I will run so fast that you will reach the school in no time.
Haldi:- Really?
Smiley:-Do you go to school every day?
Haldi:-Yes, I go to school on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays. On Saturdays, I play games at school.
Smiley:- OK, what do you do in school?
Haldi:- I learn about the stars, the trees, the birds and animals.

Step - II (Practice)

Smiley:-That's good. I love books too. There are lots of fun.
(The giraffe gives his book and bends down) now jump on my back I will take you to school.
Haldi:-(claps joyfully in excitement) Alright!
Teacher:- (narrates) and so, Haldi jumped on the giraffe back and rode to school.
Haldi:-I can see so many things from the top. The trees and houses look so small.
Smiley:-Come on Haldi. Here is your school.
Haldi:- Wow! We have reached so soon as if we were flying. (Acting like coming down the giraffe's back and then turning around) thank you, Smiley.
But where is Smiley?
He is gone.
Oh! What a wonderful adventure I have had!

Production:- इसके बाद शिक्षक बच्चों से कुछ प्रश्न पूछते हैं।

जैसे:- Is this a real story?

बच्चे group में discuss करके answer देंगे।

Sumup: बच्चे पाठ का रोल प्ले देखने के पश्चात् पाठ को बेहतर याद रख पाते हैं और प्रश्नों का अंग्रेजी में तत्परता से उत्तर दे पाते हैं।

DAY 6

(Writing) LOs- LE514, LE517

Objective

- To enable the learner to write a mini autobiography.
- To make the learner attempt to write creatively.

Introduction

पहले तो शिक्षक यहां उन लोगों के बारे में बच्चों को बता सकते हैं जो कि इस तरह के साहसी कार्यों में लगे हुए हैं। इसके अलावा शिक्षक बच्चों को adventure से जुड़ी कुछ video clips भी दिखा सकते हैं।

Preparation

कुछ video clips जो कि adventure से संबंधित हो, शिक्षक अपने पास रखेंगे। या कुछ photograph जो उन लोगों के बारे में बताएं जो इन कार्यों में सम्मिलित हैं।

Step – I (Presentation)

यहां शिक्षक बच्चों को कुछ कार्य देते हैं:-

Q 1-Which of these would be an adventure?

- a) Finding hidden treasure in an old temple.
- b) Decorating a room for a birthday party.
- c) Making a cold drink.

Choose one of them and write an essay in a group.

Step - II (Practice)

यहां शिक्षक बच्चों को उनके गांव या आसपास की घटना को लेकर बताते हैं कि किस प्रकार किसी की अपनी जान पर खेलकर सहायता करना भी एक adventure से कम नहीं होता है। शिक्षक गांव के कुछ ऐसी घटनाओं के माध्यम से बच्चों को adventure का अर्थ समझाने का प्रयास करते हैं।

दिए गए चित्रों पर चर्चा कर उनको describe करेंगे।



Step- III (Production)

Q2- Suppose you are Haldi, write a Biography as ‘Smiley’ and autobiography as Haldi.

Sumup

- छात्रों ने English में written exposure देना सीखा। अपने विचारों को व्यक्त करना सिखा।
- Learners will be able to write Biography and Autobiography.

Lesson - 11
MY COMPUTER

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 8-9 days.

Code of Learning Outcomes that could be addressed	LE501, LE502, LE503
Teaching Procedure	
DAY 1 (Listening)	
Objective <ul style="list-style-type: none">➤ To help the learners listen carefully and comprehend.➤ Develop the ability, to identify new words and phrases.➤ To enable students to capture the central idea of the poem.	
Introduction <p style="text-align: center;">The teacher recites a few riddles to the class and then gives picture dictation.</p>	
Preparation: Find poems and riddles related to computers.	
Step – I (Presentation) II (Practice) Activity (1) <u>Riddles/पहेलियां</u> <p>शिक्षक पहेली पूछ सकते हैं, जैसे...</p> <ol style="list-style-type: none">1. मैं एक इलेक्ट्रॉनिक मशीन हूँ, और चुटकियों में आपके कठिन सवालों को हल कर सकती हूँ। COMPUTER2. I have keys, but no locks. मेरे पास चाबियां हैं, पर ताले नहीं। A keyboard of a computer or keyboard3. I am not an animal but the computer rides on me. mouse	

Activity (2) Listen and draw

Materials required: Plain paper, pencil, pen, and eraser.

शिक्षक सारे Learners को Plain paper देंगे।

Instructions for the Learner

Students, listen to me carefully.

- I will tell you some Shapes, sizes, and locations and you all will draw accordingly on the paper.
- At last, you will guess what you have drawn.
Ok, so let's start
- Draw a big square at the centre of the paper.
- Within the square, draw another square, smaller in size.
- Draw two vertical lines below the square, in opposite directions.
- Draw a sleeping line, to join the two vertical lines.
- On the right side of the square, draw a rectangle in a vertical position, and draw two small squares inside the rectangle.
- Join the downward part of the square and rectangle with a zig-zag wire.
- Below the big square, draw a rectangle in a horizontal position, and draw many small squares inside it.
- Join the horizontal rectangle with a vertical rectangle, with a zigzag wire.
- On the right side of the horizontal square, draw an oval shape. And at its Centre make a dot.
- Put a dot by a pencil and draw a v shape on the right side.
- Join the left side of the oval shape, with the vertical rectangle, using a zigzag wire.

Now, children, can you guess, what have you all, drawn.

Children: COMPUTER

Good! This is a computer, an electronic machine.

Step –III (Production)

हम सभी ने 'Clock 'पर आधारित एक poem सुनी है, अब आप लोग clock को draw करने के लिए English में step by step instruction कैसे देंगे, बताइए।

Learners:

1. Draw one circle.
 2. Draw another circle outside the first circle.
 3. Put a dot in the middle of the circle.
 4. Draw three lines from the dot...big, medium, and small in size.
 5. Write numbers from 1 to 12 inside the circle.
- (विद्यार्थी steps बताएंगे और teacher, board पर draw करेंगे)

Teacher: हमने 'clock' poem में कौन सा sound सुना था?

Students: Tick-tock

Drawing activity में आपने कौन-कौन से shape बनाएं?

Square, rectangle, circle, oval, sleeping line, slanting line, zig-zag lines.

DAY 2**(Reading)****LOs****LE504, LE508, LE509, LE516****Objective**

- To develop fluency, and reading with the correct rhythm.
- To help learners comprehend unknown text.
- To understand the content and appreciate the poem.
- To locate significant points and features.
- To grasp the meaning of new words from the context.

Introduction

Write down five uses of the computer. (Teacher asks the students to read aloud their answers. The answers are written on the board and common points are deleted.)

Preparation: Pencil, eraser, and paper.

Step – I (Presentation)

Model reading of the poem My Computer with proper intonation and pronunciation.

Activity 1 Reading and drawing

Note: the teacher will read 2 lines from the textbook, children will repeat the lines, and based on the drawing of the previous day, they will try to identify, which part of the computer is being

pointed in these 2 lines. After identifying, they will draw that particular part in their paper.

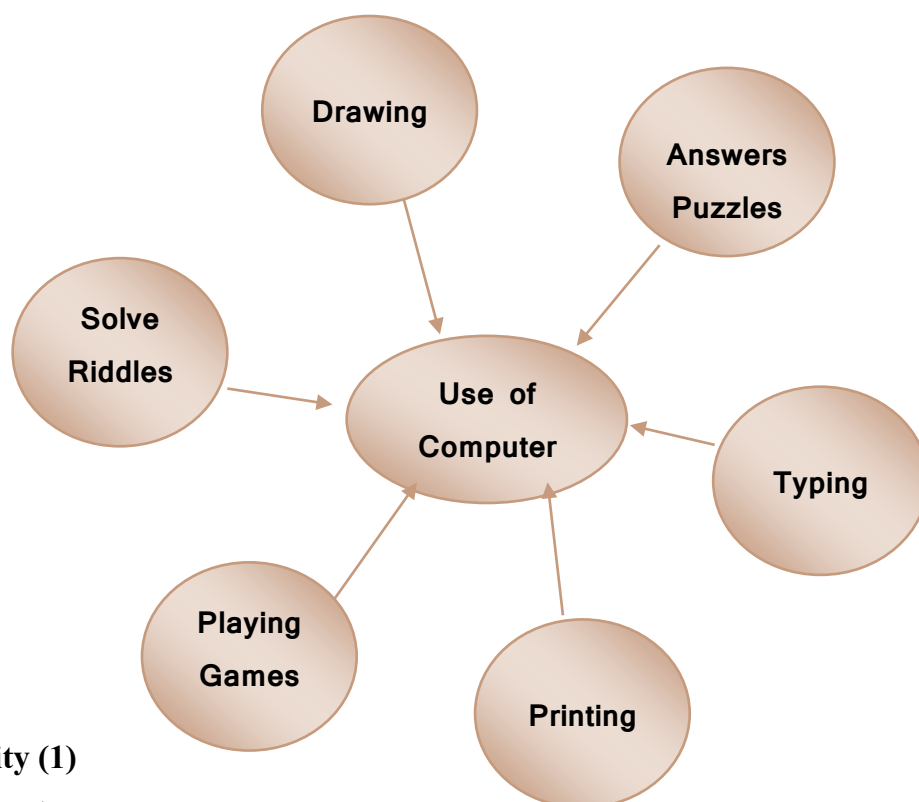
Activity 2

The teacher can now ask a few questions that the students respond to.

Step - II (Practice)

Model recitation of the last two stanzas of the poem with proper intonation and pronunciation should be done..

While recitation, the teacher should draw a word web on the blackboard, showing uses of computer.



Activity (1)

Seating Arrangement

- ❖ In a class of 30 students, divide them into 5 groups of 6 students in each group.
- ❖ One group will practise, at a time.

Material required

- ❖ A full sheet with parts of computer-drawn on it.
- ❖ Flashcards with, names of parts of computer written on it.
- ❖ Flashcards with, use of, parts of a computer, written on it.

Instructions for learners

The class is divided into groups of six.

- ❖ Each of you will get two flashcards, one will have the name of a computer part, and other will have, 'use of the computer', written in it.
- ❖ You have to put, both the flashcards, under the respective columns.

Computer Part	Name	Use
	Monitor	To see
		Store data
	Keyboard	
		To move
		Listening
	Speaker	

[Note: Teacher will put the sheet, with the first column drawn on it, before the students. Students will put the flashcards in their respective places in columns 2 and 3.]

Step- III

Activity (1) True or false / fill the gap

Material required

- One sheet of paper with five true or false questions written on it.
- One sheet of paper with five questions of gap-filling written on it.
- Flashcards of true and false.

Instructions to learner

- ❖ Divide the class into two groups
- ❖ In each group, both of you will get one sheet of paper each.
- ❖ You will ask questions written on your paper to your partner and he or she will reply showing the flashcards of 'True' or 'False'.
- ❖ Then, the second partner will ask the questions written on his or her paper and the first partner will answer using the flashcard.

Paper I True or False

1. A computer is a magic box.
2. CPU has many keys.
3. A computer has a mouse.
4. A computer has a cat.
5. We can play games

Paper-II Fill in the Gap

1. We can play ----- on computer.
2. Keyboard has many -----.
3. Computer is a ----- box.
4. We write with a -----.
5. A clock has ----- hands.

DAY 3 (Vocabulary)

Objective

- To develop, the ability of the learner to use words in different situations.
- To enable them, to better communicate their thoughts.

Introduction

शिक्षक poem को धीरे धीरे पढ़ते हैं और छात्रों से कम्प्यूटर के क्रियाकलाप से संबन्धित सभी शब्दों को पहचान कर कक्षा में सुनने को कहते हैं।

e.g. headphones, speakers, play games, paint, draw, build, printer, etc.

Preparation

Teacher will prepare word cards with one different word, written on them. A puzzle for the vocabulary in the poem.

Step – I (Presentation)

Activity (1)

Read and write activity page - 65

Instructions for learners

Look at the pictures, given in question number II on the page number 65.

Identify the pictures.

Write the name of the picture, in the given box.



Step- II

Dictation of new or unknown words present in the lesson.

Mouse, brain, CPU, monitor, game open, enter, print

Find The Words In The Given Puzzle

M	O	U	S	E	D
O	P	R	I	N	T
N	E	F	L	T	B
I	N	O	M	E	R
T	Y	P	E	R	A
O	C	P	U	V	I
R	G	A	M	E	N

Sumup

1. These activities will enable learners, to better express their thoughts.
2. Learners will be able to use different words, in different situations.
3. Learners will be able to identify, things by looking at the pictures.

DAY 4 (Grammar)

Objective

- To recognise and understand the meaning of grammatical structures in the written and oral form.
- To make students, use grammatical structures 'do/does' and 'have/has' in short conversations.

Step – I (Presentation)

Activity 1

Concept of do/ does, have/ has

Instruction for learners

Children, open page number 65 of your textbook

We are going to do question 3, on this page

I will ask you these questions, you will answer Yes or no

(Note: While asking teacher will write questions on the board)

Let's start

Q1. Do you use a mobile?

Answer: yes/no

Q 2. Have you seen a computer?

Answer:yes/no

Q3. Do you have a computer in your school?

Answer: yes/no

Q4. Do you love your teacher?

Answer:yes

Q5. Does she/he love you?

Answer: yes

Q6.Has Ram finished his homework?

Answer: yes/no

So, Children, anything which is singular will use 'has' or 'does' Like,

I have a car

(Repeat after me)

She has a car.

Ram has a car.

Sita doesn't have a car.

(For the use of does, again we will write)

Sonu does his homework.

I do my homework

You do your homework

Sita, Monu, and Ali do their homework.

[Children, we saw that we use 'has' or 'does' with he, she, it, or any singular noun]. Please note the subject-verb concord/ match.

HAVE



HAS

Have and Has are both used to denote possession, form the perfect tense, and the past tense of both is HAD, but they are used differently.

HAVE

- Have is used with the pronouns: I, you, we, they
- It can also used with pluralized nouns.

Examples

- I have a pencil.
- We have a big house.
- Doctors have a rough time, dealing with illnesses all the time.
- Do you have any money?
- We have a new ride at the amusement park.
- The children have gone to play in the park.

HAS

- Has is used with the third person singular (he, she, it).
- It can also be used when you are referring to someone by name.

Examples

- She has dark hair and brown eyes.
- Japan has a population of over 120 million.
- The boom has created job opportunities.
- She has made a television documentary on poverty in our cities.
- She has a car that we can borrow.
- The field has been seeded with corn.

Step - II (Practice)

I have a school bag.

We have school bags.

You have a school bag.

They have their school bags.

Ram & Mohan have school bags.

Notice the use of the pronoun and the singular / plural status of the nouns after the verb (object).

Instructions for learners

Children, anything which is plural will use have or do

For the use of 'do', we will write

I do my homework.

We do our homework.

Children do their homework.

They do their homework.

(So, we saw that we use 'have' or 'do' with I, we, you, they, or any plural noun)

Step- III (Production)

Activity (1) WHAT DOES HE DO?

1. Mohan is a carpenter. Write the names of the tools he has.

He has an axe.

(कारपेंटर द्वारा प्रयोग में लाये जाने वाले औजारों के चित्र लगाएँ)

He has a saw

He has a hammer...

2. Veena is a doctor. She has a stethoscope

She has injection syringes...

(teacher adds more professions)

shopkeeper

postman

milkman

(शिक्षक इस गतिविधि के माध्यम से do/does/has/have के प्रयोग के नियम छात्रों से उद्धृत कर सकेंगे)।

Sumup

- Learner can recognise the grammatical structure, in oral or written form.
- Lerner can now, make short conversations, using these structures.

DAY 5
(Speaking)

Objective

- To enable the learner to communicate effectively in real-life situations.
- To improve the ability of the learner to speak fluently.

Introduction

Learners will be prepared to speak structured sentences.

Preparation

Chits of the different professions (doctor, farmer, Tailor, nurse, Gardener, teacher, shopkeeper, magician, dentist, cobbler, Goldsmith, etc.) are to be prepared.

Step – I (Presentation)

Activity (1) Drill activity

Students को 10 के group में डिवाइड करके सभी को chit देकर, Teacher model drill start करें। सबसे पहले पहला student शुरू करेगा, उसके बाद सभी करते जाएंगे।

Step - II (Practice)

Activity 1

Children sing with their teacher

I have an aunt, an auntie Monica,

And when she goes shopping

We sing tra-la-la

My auntie goes shopping

And does not get a pie

So, she instead buys hair dye

Tra-la-la,tra-la-la

I have an auntie----

My auntie goes shopping

And she does not get her dog

So, she instead brings a hedgehog!

Tra-la-la,tra-la-la

My father has a motorbike.

My sister has a scooty.

We do not have a four-wheeler.

(इस प्रकार सभी बच्चे अपने अपने घर की जानकारी देंगे। एक बच्चा सारी जानकारी नोट करेगा।)

Step- III (Production)

Based on the handout given in the above activity students can be asked to take an interview or introduction of various persons they know. Like mother, father, brother, grandfather, grandmother, or sarpanch of the village.

Sumup

- Learner, मुद्रित सामग्री को Read कर पाएंगे और समझ कर question के answers दे पाएंगे।
- Learner, घटनाओं का वर्णन कर पाएंगे और Questions frame कर पाएंगे।

DAY 6 (Writing)

Objective

- To develop, learners have written expression of thought.
- To provide them opportunities to explore ideas.
- To develop critical thinking.

Introduction

Introducing the concept of writing biography, autobiography, and replying to the messages received on a mobile phone.

Step – I (Presentation)

Activity 1

Teacher: Children, can you write 5 lines on the topic computer?

Write it down in your notebook.

Model answer

1. Computer is a machine.
2. It has a CPU.
3. It has a mouse.
4. It has a keyboard.
5. I have a computer at my home.

Teacher: Good, now, write 5 lines on yourself.

(Teacher will give 2 minutes to write.) जैसे ,

Mahatma Gandhi was born on October 2, 1869.

He was born in Porbandar in Gujarat.

He was a great leader.

He came to be called Bapu, the father of the nation.

उसी प्रकार, जब हम खुद अपने बारे में लिखते हैं, तो खुद को संबोधित करते हैं

यह आत्मकथा या Autobiography कहलाती है। जैसे यदि मैं स्वयं को कंप्यूटर समझूँ तो मैं अपनी ऑटोबायोग्राफी इस प्रकार लिखती हूँ:

I am a special instrument.

I can do all kinds of writing work for you.

I can calculate, draw, play games, music and show films.

I can remember many things at a time.

I am the magic box, the computer.

Teacher: Children, take out your textbook and open page #66

Read an autobiography of a mango tree.

[Teacher, will do the model reading, and the students will repeat.]

Step - II (Practice)

ACTIVITY 1

Writing an Autobiography

Teacher, autobiography लिखने के लिए Topics दे।

1. Write an autobiography on **The Classroom** (Book exercise)
2. Write an autobiography on **Clock**.
3. Write an autobiography on **Student**.

Critical thinking questions for writing:

1. Write a paragraph or speak on the situation.
What would happen when all computers in the bank went corrupt?
2. Write a biography on 'water'.

Step- III (Production)

Introduction

(Teacher will ask some questions related to mobile phone and messages)

Teacher...Do you have a mobile phone at your home?

Student.. yes/no

Teacher...Do you receive messages on it?

Student.. yes

Teacher...Do you reply to those messages?

Student.. no/yes

Teacher... OK, today we will see, how to reply to messages on our mobile phones.

Teacher.. take out your textbook, and open page #67 activity V, fun time

Note: Teacher, message को read करके, reply देना सिखाएंगे।

Message... We are celebrating my sister's birthday at home, in the evening.

Please join

Anand

Reply 1... Wishing your sister a very happy birthday.

I will surely join you in the evening.

Rajesh

Reply 2. Wishing your sister a very happy birthday.

I am sorry; I can't join you, as I am not well.

Rajesh

OR

I am sorry; I am unable to join you, as I am travelling.

Sumup

- With these activities, learners can write and differentiate between biography and autobiography.
- Learners can reply, messages received on mobile phones.
- Learners can express their views and thoughts in written form.

विशेष टिप्पणी-

- New words Biography, autobiography, reply, travelling, receive, bear, yourself evening.
- Teachers can ask the students, to search the meaning of these words, using a dictionary.

Lesson - 12

THE MAGIC PORRIDGE POT

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 4 days.

Code of Learning Outcomes that could be addressed	LE502, LE503
Teaching Procedure	
DAY 1 (Listening skill)	
Objective <ul style="list-style-type: none">➤ To develop, the ability to identify new words.➤ To enable students to capture the central idea of the poem.➤ To develop better comprehension.	
Introduction <p style="text-align: center;">(Step – I)</p> Teacher poem recite करेंगे और students भी recite करे। <u>Teacher instruction for learner</u> <ul style="list-style-type: none">➤ Students take out your textbook and open page no. 70. Exercise no. IV. <u>Listen & recite</u> <p>आप मुझे सुनेंगे और मेरे बाद recite करेंगे।</p> Peas porridge hot. Peas porridge cold. Peas porridge in the pot. Nine days old. Some like it hot. Some like it cold. Some like it in the pot. Nine days old. ➤ Teacher can ask the meaning of words like Pot – घड़ा Peas– मटर Hot– गर्म Old– पुराना Porridge -?	

➤ What do you mean by porridge?

Ans- It means खिचड़ी, हलुवा या खीर जैसा खाद्य पदार्थ.

Presentation

What is the porridge in the poem made of?

(peas)

For how long is the porridge kept in the pot?

(nine days)

Preparation

➤ Take a full sheet and draw heading as:

Word	Synonym	Antonym	Rhyming word

The teacher will at random speak out a list of words. This list will contain synonyms, antonyms, and also rhyming words. Listen and write the root word, its synonym, antonym, and rhyming word to the root word in the appropriate column. The above sheet will be distributed to the students as a listening activity worksheet.

**Hot, like, dislike, cold, pot, hike, give, live, light,
warm, dark, high, sky, low, glowing, rich,
energetic, dull, which, money, poor, charged,
quick, gigantic, thick, slow, fast,**

Practice

Teacher will say a few definitions. The students will listen to them and strike out the word related to them in the grid. Each child or a pair of children will work on the grid.

Strikeout the suitable word for the definitions you hear.

Teacher's sheet

- i. The process of preparing dishes.
- ii. Understanding solutions to problems.
- iii. Using a pair of scissors.
- iv. The color of the rising sun.

- v. tasty food
- vi. need to eat something
- vii. to wait and see
- viii. separated

Student's sheet

watch	beautiful	delicious	angry
golden	cook	isolated	Solve
device	cut	answer	hungry

Sumup

- Learners, word को सुनकर, Rhyming word बता पाएंगे।
- Poem को सुनकर, Recite कर पाएंगे।
- Proper Rhythm से poem recite कर पाएंगे।
- सुनने की दक्षताओं का सही उपयोग कर पाएंगे।

DAY 2 (Reading Skill)

Objective

- To help learners read the text with understanding.
- To enable learners to respond to brief questions based on the text.

Introduction (Step -1)

- Model reading of the lesson "The magic Porridge pot" of the textbook, (page no. 6)

Instruction for Learners

Children,

A person comes to the stage and says," ABRA KA DABRA, GILI-GILI CHHOO'
Who is this person?

Students: magician teacher

Teacher: very good.

And you all know the story of Aladdin and the magic lamp, don't you?

What kind of a lamp was it?

Students: the lamp had a ginni

Teacher; yes, what did the gin say?

Students; kya hukum hai mere aaka!

Teacher: yes, and then he arranged for whatever the
Master said.

: can you do magic?

Students: no, ma'am, but we can learn

Teacher: yes, we can learn. But the gin and the lamp had supernatural powers. Today we will read
about a similar power of a MAGIC PORRIDGE POT.

शिक्षक पाठ की मॉडल रीडिंग करेंगे और बच्चों को मौन वाचन के लिए निर्देशित करेंगे।
तत्पश्चात् छोटे छोटे हिस्सों पर प्रश्न पूछेंगे।

Presentation

1. The magic pot was given to Tara by
 - a. The Gods
 - b. An old woman
 - c. An old man
 - d. Her mother
2. The pot cooked porridge when someone said,
 - a. Cook porridge
 - b. Cook porridge pot
 - c. Pot, cook porridge
 - d. Cook-pot-cook
3. Why did porridge overflow on to the road?
 - a. Because mother was greedy
 - b. Because Tara was not at home
 - c. The instruction to stop cooking was incorrect
 - d. Because mother was having fun
4. What mistake did Tara do?
 - a. She didn't tell her mother how to stop the pot
 - b. She carried the pot with her
 - c. There was no one at home
 - d. Tara forgot the way to stop the pot.

Step – II (Practice)

Activity– I

Reading an Interview

- Teacher makes students to read, an Interview given in the textbook, on page no. 72.

Instruction for Learners

Children, open page no. 72 In TV channels you often watch Interviews with a famous person like an actor, actress.

Politician, Teacher, Sports person, writer, poet, etc.

Here, we are going to read Rani's Interview with her grandfather.

(Students will read, one dialogue each)

Teacher- What did you understand by the word interview?

Student- किसी के बारे में सवाल पूछना

- To ask about what someone likes and dislikes

Yes, an interview is a meeting at which one asks questions about one's life, one's opinion on certain issues.

Step - III

Activity– I

Reading and Replying to an Interview

Material Required

- A sheet of paper, with interview questions and structure of answers written on it.
(Note: Teacher can also write on blackboard)

Instruction for Learners

- Children, I have written some questions on the board/paper

- Read these questions and answer accordingly:

Q.1. May I know your good name?

Ans. I am -----

Q.2. When is your birthday?

Ans. My birthday is on 25th December.

Q.3. What is your favorite subject?

Ans. My favorite subject is English.

Q.4. What is your favorite food/meal?

Ans. I like Dosa very much.

Q.5. What is your hobby?

Ans. My hobby is gardening.

Q.6. What is your favourite dress?

Ans. I like to wear embroidered kurta and pyjama.

Q.7. What is one thing you are good at doing?

Ans. I am very good at sketching and I love doing it.

(Each, the child will read the question from the board/paper and answer according to the given structure and try to ask the same questions to any friend in the class.

Sumup

- Develops reading with comprehension.
- Learner, read की हुई सामग्री को दैनिक जीवन से जोड़ पाएंगे।
- Learner proper intonation और Rhythm साथ Read कर पाएंगे।

DAY 3 (Vocabulary) LE511

Objective

- To develop, the ability of the learner to use words in different situations.
- To enable them, to better communicate their thoughts.

Step – I (Presentation)

Activity– I

Material Required

Dictionary and a paper

Process

- In a paper write difficult/new words
From the lesson:
(also, can be done on blackboard)

S.N.	WORD	MEANING	हिंदी अर्थ
1	Magic	-----	-----
2	Spill	-----	-----
3	Whole	-----	-----
4	Hungry	-----	-----
5	Floor	-----	-----
6	Breakfast	-----	-----

Ask the learner, to find out its Hindi and English meaning from the Dictionary.

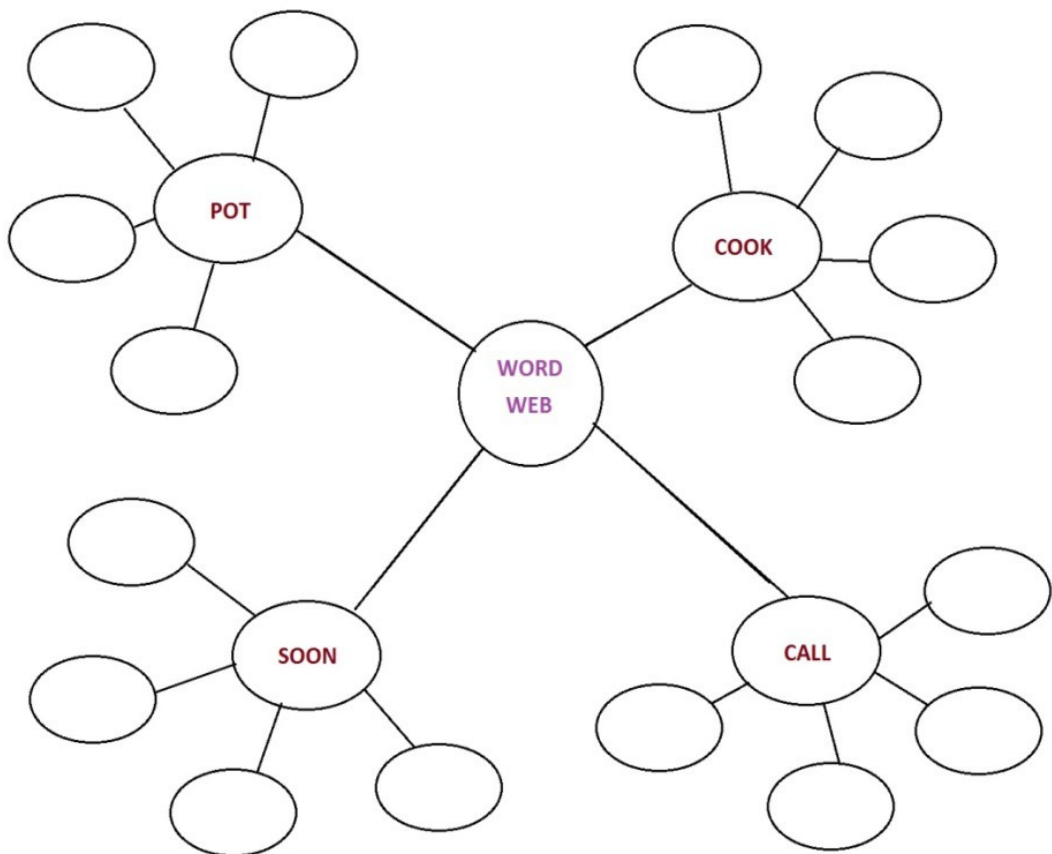
Step - II (Practice)

Activity-2 Form a Word Web

Text Book Activity- Page no. 71

Instruction for Learners

- Take out your textbook, Students.
- Open Page no. 64
- Exercise No. V, WORD WEB
- Word web includes meanings, prefixes and suffixes, derivatives, and rhyming words.
- You have to find 4 Rhyming words, for each word, given in a yellow circle, and make a word web



Step- III (Production)

Activity– I

Find the word from Lesson/Dictionary

Material Required

Text Book, Dictionary, Pencil.

Instruction for Learners

- Students, open page no. 64 of your book.
- You have to write three words, starting with the given alphabet.
- You can use a dictionary textbook or write of your own.

Page No. 64 of text Book

k	-----	-----	-----	-----
p	-----	-----	-----	-----
J	-----	-----	-----	-----
t	-----	-----	-----	-----
m	-----	-----	-----	-----

Sumup

- Learners, dictionary का use सीख पाएंगे।
- Learners, नए शब्दों का pronunciation जान पाएंगे।
- Learners, नए शब्दों को बनाना सीख पाएंगे।

DAY 4

(Grammar) LE512

Objective

- To develop the concept of the 'Tense'.
- To make students, use grammatical structures in short conversations.

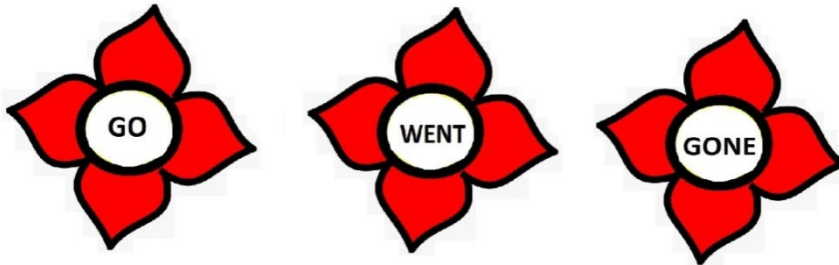
Step – I (Presentation)

Activity– I

Verb Forms

Process

- Teacher can prepare cutouts of flowers.
- In the centre write different verb forms, of a word.



- बच्चों से, Present Tense में Red Colour, Past Tense में Blue Colour और Past Participle में Green Colour करा सकते है |

Instruction for Learners

- Children, You will get 3 flowers each.
- Each flower has different verb forms.
- You have to colour, red colour in V1 Form.
- Blue colour in V2 Form, and
- Green colour in V3 Form

(Note: 3 flowers to be given to each child)

See Saw Seen

Drive drove driven

Choose chose chosen

Sing sang sung

Fly flew flown

{ V1 is the Present Tense
V2 is the Past Tense
V3 is the Past Participle }

Sumup

- Tense का Concept, develop होगा।
- बच्चे, correct Grammar के साथ sentence बोल पाएंगे।

DAY 5

(Speaking skill) LE519, LE506

Objective

- To improve communicative efficiency
- To observe the rules, applied in each communication situation.
- Good Morning Class, How are you all?
- Students: I am/we are fine ma'am.

Step – I (Introduction)

Activity– I Let's Talk

(Textbook Activity – page no. 70)

Q.1. What did you eat today, for your breakfast?

Ans. Roti/chapatti, Rice, Fara, Etc.

Q.2. Would you like to eat wheat porridge/ दलिया?

Ans. Yes/No (I like to eat/No, I don't like to eat)

Q.3. Which porridge do you like sweet or salty?

Ans. I like sweet/salty porridge.

Q.4. Is it a healthy dish?

Ans. Yes, It is.

Q.5. Have you seen any Magic? Tell us about it?

Ans. Yes, I have seen MAGIC SHOWS

Q.6. What do you call magic in your language?

Ans. जादू.

Q.7. What do you call a magician in your language?

Ans. जादूगर.

Step - II (Presentation)

Activity–2 Let's CookPorridge

Material Required

- Toy (gas stove, pan, spoon) lighter.
- Little porridge (दलिया), Sugar, Salt, Milk/Water.

Process

- Students को 3-3 के ग्रुप में divide कर सकते है।
- सभी ग्रुप में 1 set (material required) दे सकते है।
- Porridge बनाने का method English में बोलकर ग्रुप से, बोले गए method English में बोलकर, group से, बोले गए method अनुसार action करने के लिए कह सकते है।

Instruction for Learners

- Children, divide your self in a group of 3 members.
- Today we are going to prepare porridge.
- We will prepare sweet and salty porridge.
- You have to act, according to my steps.

Activity

Step 1: For preparing porridge, ingredients are dalia, sugar, water/milk.

Step 2: Turn on the gas with the lighter.

Step 3: Put the pan over the gas.

Step 4: Put some milk in the pan.

Step 5: Let it boil for 5 minutes.

Step 6: Put some porridge in the boiling milk.

Step 7: Stir with the spoon, continuously.

Step 8: Now add some sugar according to your taste.

Step 9: Keep stirring for 2 minutes.

Step 10: Switch off the gas.

Step 11: Transfer your porridge to a clean bowl. It is ready to serve.

Sumup

- Learner, किसी Dish को बनाने की विधि के बारे में बोल पाएंगे।
- While speaking, the learner will be able to speak with correct grammatical structure.
- Learner will be able to connect these activities with his daily life situation.

DAY 6

(Writing skill) LE517, LE519

Objective

- To revise and reinforce content already learnt.
- To use English effectively.
- To develop, Students write an expression of thought and provide them opportunities to explore ideas and build aconnection between content areas.

Step – I Introduction

Presentation

Activity– I

Text Book Activity (Page no. 70, Q. II)

Write down five adjectives or describing words for each of the following characters in the lesson

Tara

Tara's mother

The old woman

Why do you think the old woman gave the magic pot to Tara?

Step - II (Practice)

Suppose, you are Tara. You live with your mother in the outskirts of the village. You want to do many things like other children but you don't have enough money. Luckily one day you got the Magic Pot. Write a small paragraph (autobiography) describing how the Magic Pot changed your life.

Step-III (Production)**Activity-2**
Translate in English**Process**

- Teacher, simple sentence Hindi में बोलेंगे कक्षा को दो भागों में बाँट दिया जायेगा. सबसे अधिक सही अनुवाद करने वाली टीम विजयी होगी..
- Students उसे, Translate कर, Board पर लिखेंगे।

Sumup

- Students will be able to write simple sentences in English.
- Students will be able to use adjectives or describing words
- Learners will be able to write **an** autobiography with the help of the lesson.
- Learners Vocabulary will be enhanced.

Lesson - 13

HE IS MY BROTHER

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 4 days.

Code of Learning Outcomes that could be addressed	LE501, LE510, LE512, LE518
Teaching Procedure	
DAY 1 (Listening skill)	
LOs: LE502	
Objective Listen coherently.(501) बच्चे शिक्षक द्वारा कही जा रही बातों को ध्यान से सुनेंगे और शिक्षक द्वारा पूछे जा रहे कुछ प्रश्नों का अपने दैनिक जीवन व जीवन के अनुभव से जोड़कर उत्तर दे पाएंगे। Note- शिक्षक द्वारा प्रश्न अंग्रेजी में होंगे और बच्चे उत्तर English में दे तो बहुत अच्छी बात है यदि बच्चे उत्तर अपने Language में देंगे तो शिक्षक उसे अंग्रेजी में translate करने में मदद करेंगे। <ul style="list-style-type: none">➤ Teacher द्वारा dictate किये जा रहे शब्दों को सुनकर लिखेंगे।➤ बच्चे यह समझ पाएंगे की किसी रिश्तों में अपनापन है तो कोई काम यदि हम उनके 5/8- write, speak, on peace, love, equality, unityfaith etc.➤ Adverb को बच्चे underline करेंगे, जब Teacher lesson read करेंगे।➤ 512- The learner identifies adverbs. Note- The text will be read by Kamishibai theatre.	
Introduction शिक्षक बच्चों को कुछ कार्ड देंगे, जिसमें कुछ कार्यों से संबंधित sentence लिखे हुए होंगे। जैसे- Which of these will you like doing most? Why? <ol style="list-style-type: none">1. अपनी माँ के पैरों में मालिश करना। To massage your mother's legs.2. अपने छोटे भाई या बहन को मेला दिखाने ले जाना। Take your younger brother or sister to see a fair. ऐसे ही कुछ और कार्ड teacher तैयार करके class में से किस कार्य को करने में आप सबसे अधिक enjoy करेंगे	

और क्यों?

सभी बच्चे अपने-अपने पसंद के कार्य को बताएँगे और उसके बाद शिक्षक अपने lesson को start करते हुए कहेंगे:
“We have a story of a girl Meena who loved her brother too much and was ready to do anything for him”.

Let's listen to the story...

Preparation

कमिशी बाई तरीके से पूरे पाठ के लिए चित्र तैयार करना, पाठ को पेपर स्ट्रिप्स पर लिखकर डायलाग के रूप में तैयार करना, flannelboard.

Step – I (Presentation)

शिक्षक द्वारा Kamishibai theatre बनाया जाना होगा और He is my brother lesson में picture दिया गया है वो दोनों picture और साथ ही एक तरफ Hill के side-side में फिर tree वाला picture drawing sheet पर draw कर कक्षा में ले जाना होगा और उस drawing sheet पर picture के नीचे पूरे lesson का text लिखा होगा। जिसमें adverb (Lucky, slowly, carefully, steadily) को highlight किया गया रहेगा।

Step - II (Practice)

शिक्षक Kamishibai theatre के माध्यम से बच्चों को He is my brother की story सुनायेंगे और साथ ही highlight किये गए adverb शब्दों पर बात करेंगे और बच्चों को उन शब्दों को अपने Notebook पर Note करने को कहेंगे। इस तरह Kamishibai theatre के माध्यम से बच्चों की listening skill अधिक प्रभावी तरीके से develop होगी।

Note- शिक्षक बच्चों को जब कमिशी बाई थियेटर के माध्यम He is my brother lesson में present करेंगे, तब during story telling बच्चों से उनके अनुभव के आधार पर कुछ प्रश्न भी करते रहे जिससे बच्चों का ध्यान story listening पर बना रहे। जैसे-

1. क्या आप कभी अपने भाई बहन को मेला ले गये हो?
Have you ever taken to your brother or sister to the fair or Have your ever carried your brother/sister to the fair?
2. क्या आपके मम्मी पापा आपको गोद में लेकर मेला गए है?
Have your mother/father carried you to the fair ever?
3. Where did people go climbing up the hill?
4. How old is Meena?
5. Why did Meena carry her brother on her back?

Step - III (Production)

शिक्षक द्वारा बच्चों का silent assessment होगा, कि बच्चे बीच-बीच में किये जा रहे प्रश्नों का सही उत्तर दे पा रहे हैं या नहीं, किस तरह के उत्तर बच्चों से मिल रहे हैं, कहानी सुनते समय बच्चों में कैसा attitude है आदि।

The teacher will dictate some words and students will write down in their notebook.

Words are- hill, thick, lovely, woods, holy place, slowly, carefully, back, morning dew, steadily, load, wonder.

Sumup

- (1) बच्चों की listening skill develop हुई
- (2) Adverb की समझ बनी।
- (3) कार्य एवं रिश्तों के प्रति प्रेम को समझ पाये।

शिक्षक द्वारा ध्यान दी जाने वाली बातें: While narrating the story, the teacher should keep a very slow pace.

DAY 2 (Reading Skill)

LOs: LE504, LE508, LE512, LE516

Objective

- Read the text with comprehension, and proper in to nation (508/504/516)
- Identifies adverb. (512)

Introduction

The teacher will show the family photographs and ask the students to guess who they are. Students respond. Students are asked how they guessed.

Preparation: Lesson is written on paper strips, flannel board. Some family photographs.

Step – I (Presentation)

Teacher classroom में अपने table को एक काउंटर का लुक देंगे और उस पर lesson के paragraph लिखा हुआ कार्ड रखेंगे।

- (1) Find out the paragraph that talks about the natural beauty of that place.
- (2) Find out the line that says that many people were going up the hill.
- (3) The line that says Meena did not stop or feel tired while climbing up the hill.
- (4) The word that is similar in meaning to ‘never’.
- (5) The line says that the man shows pity on Meena.

Step - II (Practice)

बच्चे one by one ticket counter पर आकर अपना ticket (paragraph या sentences लिखे हुए कार्ड) लेंगे

और proper intonation के साथ पढ़ेंगे। यदि कोई बच्चा नहीं पढ़ पायेगा तो अन्य बच्चों के help से पढ़वाया जाएगा और पढ़ते समय adverb शब्द आने पर बच्चे तीन बार clap करेंगे, इससे बच्चों के adverb की समझ का assessment होगा।

Step- III (Production)

Now, complete these sentences according to the lesson:

- i. Meena isyears old
- ii. Her brother's face is as.....
- iii. The sunshine.....through the trees.
- iv. Meena looked at the man in.....
- v. 'Don't you feel
- vi. The boy was also.....
- vii. Meena carried her brother on.....

Sumup

1. Students learnt read with proper intonation and pronunciation.
2. Undertake adverb. (Students could understand adverb)

DAY 3 (Vocabulary)

LOs: LE506, LE511, LE12, LE517

Objective

- हिंदी meaning और English word relate कर पाएंगे। (517)
- Students will learn to see the dictionary (511)
- Adverb को identify कर sentence बना पाएंगे। (506, 517, 512)

Introduction

We have read the lesson well. Now open your books and find out a word that matches with heavy
talks about a type of tree
same as meaning continuously
matches with temple
equivalent to jungle

Preparation: Word cards, flannel board, picture dictionaries.

Step – I (Presentation)

शिक्षक जिन शब्दों को listening skill पर dictate करवाये थे, उन शब्दों के chit बनाएंगे और उनके hindi meaning के भी chit बनाएंगे। छोटे-छोटे sentence के card बनाकर जिन शब्दों के लिए activity करायी जा रही है उन शब्दों के लिए blank छोड़ देंगे- Words- hill, thick, woods, back, holy place, morning due, load, wonder, luckily, slowly, carefully, steadily, beautifully, nicely, quietly, properly.

इन शब्दों के Hindi meaning के भी chit रहेंगे और sentence कार्ड भी रहेगा जिससे blank में समझ के साथ इन शब्दों में से sentence से relate/match करता हुआ शब्द sentence के blank में भरेंगे।

Step - II (Practice)

- (1) Teacher कुछ बच्चों को English word के chit और कुछ बच्चों को Hindi word के chits देंगे और बच्चे इसे खेल में present करेंगे-

Complete the words with suitable letters.

Q	U	I	C	K	L	Y	*	O	*
U	*	*	*	*	O	*	*	I	D
I	*	*	*	*		*	*		A
E	S		E	A	D	I	L	Y	I
T	O	U		H	L	Y	*	*	
*	*	*	*	*	Y	*	*	*	Y
Y	O	U	T	H	F	U	L	L	Y

Note- जिन शब्दों के meaning किसी भी बच्चे को नहीं मालूम होगा वे dictionary से meaning search करेंगे।

Step- III (Production)

- (1) Activity के दौरान teacher बच्चों के meaning knowledge और adverb की समझ का assessment करेंगे।
- (2) संपर्क foundation के रबर लेटर के माध्यम से शब्दों की spelling arrange करवायेंगे इससे बच्चों के spelling knowledge का assessment होगा।
- (3) Teacher जो भी word बोलेंगे बच्चे उसका spelling arrange करेंगे संपर्क foundation के letter के माध्यम से।

Sumup

- (i) Students increased their vocabulary.
- (ii) Understand adverb.
- (iii) Students learn to speak new sentences in English.
- (iv) Learn to see the dictionary.

DAY 4
(Grammar)

LOs: LE512, LE516, LE517, LE503

Objective

- Students will learn to make sentences by using an adverb. (512)
- Read print in surrounding. Understand and make sentences also speak creatively. (516,517)
- Act according to instruction. (503)

Introduction

Hello children! I will act out a few things in front of you. You will have to recognize and say what I'm doing.

Preparation: Word cards, action words, pictures.

Step – I (Presentation)

शिक्षक कक्षा या कक्षा के बाहर बिल्लस बनाकर कुछ adverb लिखेंगे।

Step - II

(Practice)

Game- एक बच्चा jump jump..... करके बिल्लस पर jump करता रहेगा, बाकी बच्चे जैसे ही stop बोलेंगे बच्चा उसी खंड में रुक जाएगा। फिर सभी बच्चे कहेंगे- Lets say sentence by using adverb where you stop. तब बच्चा पहले तीन step में पढ़े हुए पूर्वज्ञान के आधार पर sentence बनाएगा।

(1) **Act-** jump..... jump.....jump..... stop बच्चा जिस adverb पर stop होगा बाकी बच्चे उस word से sentence बनाएंगे और play कर रहा बच्चा act करेगा। जैसे- Walk slowly.....

Come quietly.....

(3) **Activity-** Look at the pictures carefully and add adverbs to the action words e.g. She is singing beautifully.

Action verbs



Carefully

Slowly

Beautifully

Steadily

Luckly

Quietly

Properly

Nicely

बिल्लस

Step- III (Production)

दिए गए वाक्यों में adverbs को छोड़कर वाक्यों को लिखा जायेगा। flannelboard पर वाक्य लिख दिए जायेंगे और बच्चों को adverbs लगाने को कहा जायेगा। बच्चों के presentation वाले step में ही teacher silently assesment कर लेंगे। साथ ही teacher sentence card भी रखेंगे जिसमें adverb से बने sentence होंगे। जैसे-

- (1) He walks.....slowly.
- (2) hold the glasscarefully.
- (3) Please climbsteadily.
- (4) She danced.....nicely.
- (5) He works properly.
- (6) Come here quietly.
- (7) Luckily I got the job.
- (8) They danced on the floor beautifully.
- (9) Teacher speaks clearly

Sumup: बच्चों में adverb की समझ स्थायी हुई।

DAY 5 (Speaking skill)

LOs: LE501, LE502, LE518

Objectives

- Speak on kindness and love. (518)
- Recite dialogs with peers. (502)

➤ Answer coherently in oral form. (501)

बच्चे Meena के kindness के बारे में बोल पाएंगे, पाठ में आये dialogs बोल पाएंगे। समझ और अनुभव के आधार पर मौखिक रूप से उत्तर दे पाएंगे।

Introduction

Listen to this prayer

GOD BLESS MUMMY

GOD BLESS DADDY

HELP ME ALWAYS

TO KEEP THEM HAPPY.

What does the poet want? Why?

Now, can you replace the last two lines of the prayer with your feelings about your Mum and Dad?

E.g. help me always to do my duty.

Preparation: Pieces of paper with topics for extempore speech.

Step – I (Presentation)

- (1) मीना और आदमी द्वारा बात करता हुआ picture card.
- (2) “Tell about Meena” लिखा हुआ कार्ड
- (3) What do you do for your mother/father and what do you do when your friend asks you for help लिखा हुआ कार्ड teacher घर से बनाकर लाएंगे।
- (4) बच्चों को (पूरे class) को तीन group में divide करेंगे।
Teacher allot the name to the group- Satyam, Shiwam, Sundaram.

Step - II (Practice)

Teacher one by one एक-एक group को बुलाकर किसी भी कार्ड को उठाने को कहेंगे- “Satyam” group come in front and pick any one card and prepare according to the card.

इसी प्रकार तीनों group को एक-एक कार्ड को देकर सभी group को 15 minute का समय देंगे, उसके बाद कार्ड में जो mention उस according बच्चे present करेंगे।

Topics-

- i. My grandmother
- ii. My naughty little sister
- iii. When my brother spilled water on my homework copy.

- iv. Why my father scolds me
- v. When I tell lies
- vi. Our family celebrations
- vii. My mother's birthday

Teacher- Ok... take a card and sit in the group and discuss your card. you have 15 minutes then every one should tell what their group has prepared.

इस तरह बच्चों का presentation होगा।

Step- III (Production)

Teacher सभी बच्चों को अपनी family member या teacher के बारे में दो-दो sentence बोलने को कहेंगे।
जैसे-

What do you do for your younger brother/sister?

What do you do for your grand parents?

Who loves you more/?

What does your elder sister do for you?

How do you help your father at home?

Do you get angry when you are asked to do something? Why?

बच्चे अपने से English में कोई दो sentence बनाकर कक्षा में सुनायेंगे।

Note- Dialogs के sequence में set कर बोलने का गतिविधि भी की जा सकेगी।

Sumup: Speaking skill developed in students (बच्चों में बोलने की क्षमता का विकास हुआ)

शिक्षक द्वारा ध्यान दी जाने वाली बातें:

Mark your students' presentations on the choice of words, expression, and originality.

DAY 6 (Writing skill)

LOs: LE508

Objective

- The student will be able to arrange the dialogs in a sequence which are mentioned in the lesson. (508)
- The student will learn to write a mini-biography and mini autobiography.

Note- बच्चों को lesson 11 my computer में biography और autobiography का concept clear हो चुका होगा।

Introduction

TEACHER: Suppose, you are Meena's brother. How will you request your sister to carry you to the temple up the hill?
Students respond.

Preparation: Chart papers and sketch pens, old calendars.

Step – I (Presentation)

- (1) Teacher lesson में आये dialogs को किसी पुराने calender या A-4 size paper पर बड़े-बड़े अक्षरों में लिखकर wall पर paste करेंगे।
- (2) पूरे class को दो group में divide करेंगे।

Step - II (Practice)

(1) **Teacher-** Look at the dialogs which are written on the paper/calendar and arrange in sequence according to the lesson.

Student- Students will arrange the dialogs in sequence.

(2) Teacher एक group को Meena की biography लिखने को कहेंगे और दूसरे group को स्वयं को Meena मानकर autobiography लिखने को कहेंगे।

The teacher asks both groups:-

Group 1st Let's write a biography about Meena and group 2nd suppose you are Meena Let's write an autobiography about yourself.

My name is Meena. I am 12 years old. I live in....

Step-III (Production)

Teacher बच्चों को पाइरस में बैठने को कहेंगे और अपने साथी के बारे में पञ्च वाक्य लिखने को कहेंगे. फिर वे दोनों कक्षा के सामने एक दुसरे का विवरण पढ़कर सुनायेंगे.

Sumup (i) बच्चों में creativity develop हुई।

Creativity developed in students.

(ii) बच्चे biography an autobiography लिखने में सक्षम हुए।

Students are able to / can write biography and autobiography.

(iii) नए शब्दों के निर्माण करना सीखें।

Learn to form new words.

(iv) Sequence की समझ बनी।

Lesson - 14
I AM LUCKY

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 4 days.

Code of Learning Outcomes that could be addressed	LE501, LE502, LE504, LE518
Teaching Procedure	
DAY 1 (Listening skill)	
LOs: LE502	
Objective	
<ul style="list-style-type: none"> ➤ To help students answer coherently in oral form based on day-to-day life. (501) ➤ To enable learners to listen to the poem and respond to queries. 	
Introduction	
<p>शिक्षक इस कविता को बच्चों को सुनाकर प्रश्न करते हैं: सुभद्रा कुमारी चौहान की यह एक प्रसिद्ध रचना है : यह कदंब का पेड़ अगर माँ होता यमुना तीरे।</p>	
Presentation: कविता सुनकर आपको क्या समझ आता है? सही या गलत में उत्तर दीजिये:	
<ol style="list-style-type: none"> 1. कदम्ब का पेड़ यमुना किनारे नहीं है. 2. कवि के पास एक बांसुरी है. 3. The child wants to play with his friends 4. The child cannot easily climb up the tree. 5. The mother is not bothered where the child is. 	
Step – I Activity 1	
<p>शिक्षक सभी बच्चों को गोल घेरे में बैठने को कहेंगे और सबके हाथ में छोटे छोटे कागज़ के रंगीन झंडे दिए जायेंगे. शिक्षक जानवरों और पक्षियों के नाम एक श्रंखला में लेंगे, जिसमें से एक /दो अलग नाम लिए जायेंगे. पृथक नाम लिए जाने पर बच्चे झंडे उठाकर odd one out को प्रदर्शित करेंगे और शब्द का उच्चारण करेंगे. जो झंडा नहीं उठा पाएंगे वे खेल से बाहर हो जायेंगे.</p>	
Activity 2:	
<p>Teacher will slowly recite the poem. A few questions will then be asked which will be answered by the class divided into two groups like a quiz.</p>	

Group A**Group B**

The bird in the poem	The word wriggle is associated with
Who rises his trunk to greet?	Who is thankful for the wings?
The word that is related to eight	Glee means joy/ goal
I rise/raise early in the morning	Who needs water to live?
Which animal can jump up to the moon?	Who lives in the tree?
Spell the word –giggle	How will you pronounce-l—a-u-g-h?

Step - II

शिक्षक poem rhythm के साथ recite करेंगे और student poem repeat करते हुए Introduction में हुई बातों को poem से relate करेंगे और imagine करेंगे कि वे बाकी सबसे अलग और अनमोल है, means वे lucky हैं।

शिक्षक द्वारा picture के माध्यम से lucky की अवधारणा स्पष्ट किया जाएगा। शिक्षक कुछ वाक्य द्वारा बच्चों में concept clear कर पाएंगे कि human being सबसे श्रेष्ठ है- (picture next page पर है)

- (1) Fish can swim, human beings can't. But human beings can do more important work than fish planting dives in the depths of the sea with their mind.
(शिक्षक इसे हिन्दी में भी समझा सकते हैं)
- (2) उसके बाद शिक्षक फिर कुछ question करेंगे।
 - (i) Do you think that you are lucky?
 - (ii) Do you think that birds, animal creatures also think that they are lucky too?



इस picture के माध्यम से lucky और qualities को समझाएंगे। मछली तैर सकती है पर हम नहीं लेकिन हम education के बल पर समुद्र की गहराईयों तक जाकर जानकारी एकत्र कर सकते हैं, Bird की तरह fly नहीं कर सकते पर हम चाँद तक जा सकते हैं। हाथी से भी अधिक वजन इन्सान आज बुद्धिमता से उठा सकता है। इन्सान ने ऐसे मशीन तैयार कर लिए हैं।

बच्चे कुछ answer देंगे और शिक्षक उस पर बात करेंगे और कहेंगे –

Let's repeat poem after me and know what the fish, butterfly, elephant, kangaroo are think.....

Step - III बच्चों से इस प्रकार के question पूछकर assessment किया जाएगा।

- (1) Why are you lucky?
- (2) Are you better than the animals and birds? Why?

Sumup

- (1) बच्चे human being क्यों lucky है यह समझ पाए।
- (2) अपने special quality को समझ पाए और अपने इंसान होने पर गौरवान्वित होए।

DAY 2 (Reading Skill)

Objective

- (1) Student Rhythm के साथ poem recite करना सीखेंगे। (LO 2)
- (2) Picture और phrase match करना सीखेंगे। (LO 8)
- (3) Rhyme words I would की समझ बनेगा।
Students can act according to the poem. (503)

Introduction

Once upon a time, there lived a crow who was very satisfied with his life. He used to roam about looking all around.

One day, he saw a swan and thought, 'It's such a beautiful white bird, I 'm so ugly and black. The swan must be the happiest bird in the world.

He went to the swan and said," You must be the happiest bird in the world. You are so white; I'm so black. No one likes me. The swan replied, "I have ever felt that I'm the most beautiful bird in the world until I saw the parrot. It has two colours and I think the parrot must be the happiest bird in the world.

Now, the crow approached the parrot and told him everything. The parrot said, "I have lived happily until I saw the peacock. I have only two colours, but the peacock is multicoloured.

Now, the crow visited the peacock in a zoo and saw hundreds of people had gathered to see him. After the people left, the crow approached the peacock and said, "Dear peacock, you are so beautiful. Every day thousands of people come to see you but when anyone sees me, they just want to move me away! I think you're the happiest bird on the planet.

The peacock replied sadly," I always thought that I'm the most beautiful and happy bird on

the earth but because of this beauty I'm trapped in this cage and live an imprisoned life. So, for some time I've been thinking if I were a crow, I could happily roam everywhere.

Preparation

Teacher poem में आये animal व birds के card तैयार रखेंगे। poem को बड़े चार्ट पेपर पर लिखकर उसे flannel board पर चिपकायेंगे।

The teacher will write an interesting story related to the theme on a chart paper in big visible letters/ on a sheet of paper and gets them Xeroxed for the children to read silently.

Step – I (Presentation)

The teacher now asks a few questions about the story.

What is the moral of the story?

Why were the swan and the parrot dissatisfied?

What was the ambition of the crow?

Why was the peacock sad?

What lesson did the crow learn?

Step - II (Practice)

Activity 1

The teacher reads the poem I AM LUCKY aloud and the students recite the poem too.

The students are asked to come to the flannel board and paste the picture card of the animals and birds in front of the related stanzas on the flannel board.

Activity 2

Teacher-The students are asked to come to the table and pick any card. (Teacher सभी को one by one call करेंगे) and match the phrase with your card from the poem (बच्चे के हाथ में जो भी card रहेगा उससे related phrase poem में ढूँढ़कर read करेंगे और बाकी बच्चे act करेंगे।

Step- III(Production)

बच्चों से शिक्षक पूछे कि यदि वे मनुष्य न होते तो क्या बनना पसंद करते? उनकी पसंद के अनुसार उन्हें समूहों में बांटा जाये और उनसे “If I were” structure का उपयोग करते हुए छोटी सी कविता लिखने को कहा जाये जैसे पक्षी को इच्छुक समूह से If I were a bird, I would fly and fly and fly

high up in the sky

If I were a lion,

I would be the king of a million

Children are asked to imagine and write such small poems and let them all be displayed on the flannel board. To make the activity interesting they can be asked to use small colored cards and stickers in their presentation.

Sumup

- (1) Picture व Phrase relate करना सीखें।
- (2) Rhyme word की समझ बनी।
- (3) Sequencing की समझ बनी।

DAY 3 (Vocabulary)

LOs: LE511, LE507

Objective

- (1) शब्दों की meaning बताना।
 - (2) Act करना।
 - (3) Sentence बना पाना।
 - (4) Question कर पाना।
 - (5) Dictionary देखना।
- (Note- पहले पढ़ चुके 1 से 13 तक के पूर्वज्ञान के आधार पर)

Introduction

Hello students. We have read the poem and come across the names of several birds and animals. Let's recall some of them.

We will get divided into four groups and take two turns for each question. This means we can have 8 names for each question.

1. Names of aquatic animals:
Fish, turtles, whales, crabs. (1st round)
Frogs, prawns, octopus, sea-horses (2nd round)
2. Animals that can climb trees
monkeys, cats, chameleons, leopards, Squirrel,
3. Birds that are black in color.
Crow, cuckoo, swallow, mynah, pigeon, hen
4. Animals that have stripes on their body
Tiger, zebra, leopards, squirrels.

Preparation: Teacher arranges for a flannel board and picture cards, chart papers and sketch pens.

Step – I (Presentation)

शिक्षक द्वारा bird, animal और कुछ शब्दों का cards बनाया जाना।

जैसे- Butterfly, Thankful, Wings, Myna, Fish, Wiggle, Giggle, Glee, Lucky, Elephant, Raise, Trunk, Octopus, To be like me, Just you.

An incomplete poem will be written on the flannel board. Each group will get a chance to complete the poem with words from the tray...

Look at the

With colorful wings

And the

That wriggles under the sea

The big eight hands

Of the.....

And theof the elephant

Thatwith glee.

Thank you, God

To help me be.....me.

(Each group in the class will try to complete the poem. Correct completions can be rewarded.)

Step - II (Practice)

Butterfly, Thankful, Wings, Myna, Fish, Wiggle, Giggle, Glee, Lucky, Elephant, Raise, Trunk, Octopus, tree, hope, swim climb, hands, swipe, ripe, mind, flowers, mountains, round, long, jungle, joy.

Activity 1

Refer to the dictionary and arrange these word cards in alphabetical order.

Activity 2

Make two paper trees and put up the nouns and verbs from the word cards to make a noun tree and a verb tree.

Step- III (Production)

1. Understanding images

Divide the class into two groups and ask them to think about examples for the words the teacher says e.g. wriggle

In response group 1 says: earthworm

Group 2 says: caterpillar

Sumup

- (1) बच्चे हिंदी meaning से परिचित हुए।
- (2) Sentence बनाना सीखेंगे।
- (3) dictionary देखना सीखेंगे।

DAY 4 (Grammar)

Objective

- (1) बच्चे conditional sentence बनाना सीखेंगे।
- (2) Verb व noun का concept clear होगा।

Introduction

शिक्षक द्वारा chart में conditional sentence लिखा जाएगा।

- as-(1) If I were a -----, I would treat sick people.
(2) If I were a ----- I look after sick people.
(3) If I were a ----- I would act in films.
(4) If I were a -----, I would punish the criminals.
(5) I were a -----, I would build beautiful buildings.
(Note- Teacher can also write a sentence from page no. 85)

Preparation

Chart paper, word cards, and picture cards.

Step – I (Presentation)

The teacher will make word cards of professions and keep them upside down. Students come one by one pick up a card and say one thing that they would not do if they were that character. E.g. if I were a doctor, I would not take any fees from poor people.

Step - II (Practice)

बच्चे chart में लिखे sentence को अपने पूर्व ज्ञान के आधार पर fill करेंगे जो verb है उसके according common noun fill करेंगे।

Antakshari: children play a word chain of common nouns

E.g. elephant (next child begins with the letter t), tiger, rabbit, tortoise, elephant, toad, deer, and so on....

Step- III (Production)

शिक्षक chart में लिखे वाक्यों को दो अलग-अलग भागों में बाँटकर match करने की भी activity करवा सकेंगे।
जैसे-If I were a doctor.

I would treat sick people.

इसी तरह दोनों sentence अलग-अलग paper पर लिखा रहेगा। जिसे बच्चे match करेंगे। वाक्य का एक हिस्सा एक समूह को एवं दूसरा हिस्सा अगले समूह में बाँट दिया जायेगा। एक समूह द्वारा क्लॉज़ का एक पार्ट बोले जाने पर अगले समूह को उसका जवाब सम्बंधित हिस्से से देना होगा। इसी तरह सभी वाक्यों पर बच्चे गतिविधि करेंगे।

Sumup

- (i) बच्चे conditional sentence बनाना सीखे।
- (ii) Verb and noun की समझ बनी।
- (iii) common noun की समझ बनी।

शिक्षक द्वारा ध्यान दी जाने वाली बातें

शिक्षक if के प्रयोग से conditonal sentence के विषय में छात्रों को समझायेंगे।

Step – I (Presentation)

The students respond to a few questions asked by the teacher:

1. Why does the poet say “So I just think I am lucky to be ‘me’”?
2. What does the poet think of doing as a kangaroo?
3. Who can giggle with glee? Why?
4. What does an elephant do with his trunk?

Step - II (Practice)

चार-चार के group में बच्चे divide होंगे और दो बच्चे goat का mask लगाकर act करेंगे और दो बच्चे story/telling करेंगे। (English book class 5th Lesson-14, page 86)

Step- III (Production): बच्चे बारी-बारी से story को sequence में जमाकर पढ़ेंगे।

Sumup

- (1) बच्चों ने sentence सुनकर act करना सीखें।
- (2) Story sequence में जमाना सीखें।

DAY 6 (Writing skill)

LOs LE517, LE513

Objective बच्चे अपनी समझ के according answer लिख सकेंगे।

Introduction

Teacher question prepare करेंगे।

Q.1. Why are you lucky?

Q.2. Why are you thankful to Gllod?

Q.3. Why do you think the butterfly likes its wings?

Q.4. What are the lucky moments that have happened with you? Write any two.

Preparation Flannel board, paper strips, sketch pens

Step – I छात्र अपनी समझ व पूर्वज्ञान के आधार पर answer लिख सकेंगे।

Step - II (Practice)

Look at the series of pictures and write a story on your own...

The students write the story of 'The Lucky Seed' on their own.



Step–III (Production)

The stories will be displayed on the flannel board. Each group will present their story as individual/group work.

Sumup छात्र अपनी समझ व सोच को लिखित रूप में explain कर पाने में सक्षम हुए।

शिक्षक द्वारा ध्यान दी जाने वाली बातें

Teacher can provide words as clues for the given pictures.


Lesson - 15

THE MISER

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 6-7 days.

Code of Learning Outcomes that could be addressed	501, 502, 503, 504, 505, 506, 507, 508, 510, 511, 516, 517
Teaching Procedure	
DAY 1 (Listening skill)	
Learning outcomes 501- Answers coherently in written or oral form to questions in English, based on daily life experience and unfamiliar story poem heard or read. 502- Recites and share English song, poem game riddles story tongue twister etc. recite and share with peers and family members. 503- Acts according to instructions given in English, in games/sports.	
Objective <ul style="list-style-type: none">➤ Use relevant strategies to build the vocabulary of the learners.➤ Gain, maintain and monitor the interest of the listener.➤ Recite and share English song, poem, game, riddles, stories, tongue twisters, etc.	
Introduction (Listening) <ul style="list-style-type: none">➤ The teacher will give some fake notes to the children.  Rs 30/- Rs30/- Rs 30/- Rs 30/-. Donation: Rs10/- Rs15/- Rs25/- Rs20/- The teacher will tell the children a situation, in which they have to help a poor child, and would ask them to donate some money from the money they have been given. The donations given have been shown above.➤ After this, the teacher will ask other students, “Who spent the maximum money?”	

- (Note: The students will calculate by subtracting the donation from the given amount)
- All the students will tell that student3 paid the maximum amount because he is left with Rs 5/- only.
- The teacher will ask “Who is the Miser among these?”
- Students: Student1 / Student 3
- Teacher: Notice, which child is left with the maximum amount?
- Students: Student1 is left with Rs20, so he is the miser.
- Then the teacher will tell that student number 1 is a miser because he had more money but he spent less on donations.

Preparation

The teacher will collect items related to the lesson like a flower, perfume, coins, artificial rupee notes, bells, etc. To relate the lesson, the teacher will ask some questions and perform some small activities.

शिक्षक पाठ से संबंधित वस्तुएं एकत्रित कर लेंगे उदाहरण के लिए कुछ फूल परफ्यूम कॉइंस घंटियां आदि और पाठ से संबंधित कहानी से जोड़ने के लिए शिक्षक बच्चों से कुछ प्रश्न पूछें एवं कुछ छोटी-छोटी गतिविधियां कराएंगे।

Material Required: Some coins, pen, pencil, plain paper, bell, etc.

Step – I (Presentation)

- ❖ शिक्षक यूट्यूब से कंजूस मित्रा की कहानी students को सुनवाये।
- ❖ <https://youtu.be/WA49uz52zkA>
- ❖ इसके बाद शिक्षक बच्चों से पूछे
Who was the Miser?
Why do you feel, he was a Miser?

Step –II (Practice)

Teacher will distribute work cards to students, in groups.

The students will discuss and complete the sentences on the cards with proper words.

Sentences:

1. The old man looked at the children with a _____. (smell/smile)
2. She heard the _____ (tinkle / twinkle) of coins.
3. The watchman’s wife was very _____. (clever/clear)
4. The miser _____ (lend/land) money to small shopkeepers.
5. The shopkeeper’s paid _____ (high/hi) interest to the miser.

Step –III (Production)

Teacher will prepare and distribute word cards to the students related to fragrance, sounds, food, money, etc. Students will be asked to read aloud the words related to the word that the teacher pronounces.

EXAMPLE:

Teacher: FRAGRANCE

Students: Sweet, rosy, fishy, spicy, bad, good, pleasant, perfume...

Teacher: FOOD

Students: vegetarian, non-vegetarian, spicy, oily, cook, fish, tasty, delicious, hungry.....

Sumup

- Students will be able to respond and repeat nouns, verbs, and adjectives as they listen to their teacher.
- Students will develop the skills to listen to their friends/teachers patiently and carefully and respond/react accordingly.

DAY 2 (Reading Skill)

Learning outcomes 504- 511- 508-

Objective

- To help students increase familiarity with a wide range of books, including fairy stories, myths, etc.
- परियों की कहानियों, मिथक सहित पुस्तकों की एक विस्तृत श्रृंखला के साथ उसकी परिचित को बढ़ाना।
- To enable comprehension of a given text with the help of brief questions and visuals.

Introduction

शिक्षक पाठ का model reading करते हैं इसके बाद शिक्षक छात्रों को पाठ के पहले दो paragraphs को स्वयं silent reading करने को कहते हैं। निम्नलिखित प्रश्न कक्षा में प्रत्येक समूह से बारी बारी से पूछे जाते हैं।

Say True / False

1. The miser was a poor man.
2. The miser ate good food.
3. He lent money at high interest.
4. He went to see the shopkeepers at midday.

5. The watchman looked after the miser's house.
6. The miser's wife cooked fish every day.
7. The watchman did not like the smell of fish.
8. The watchman lived in a hut.

Preparation

The teacher will write some paragraphs of the text in big letters on the blackboard. Teachers will collect some flashcards, tray, book, copy, plain paper.

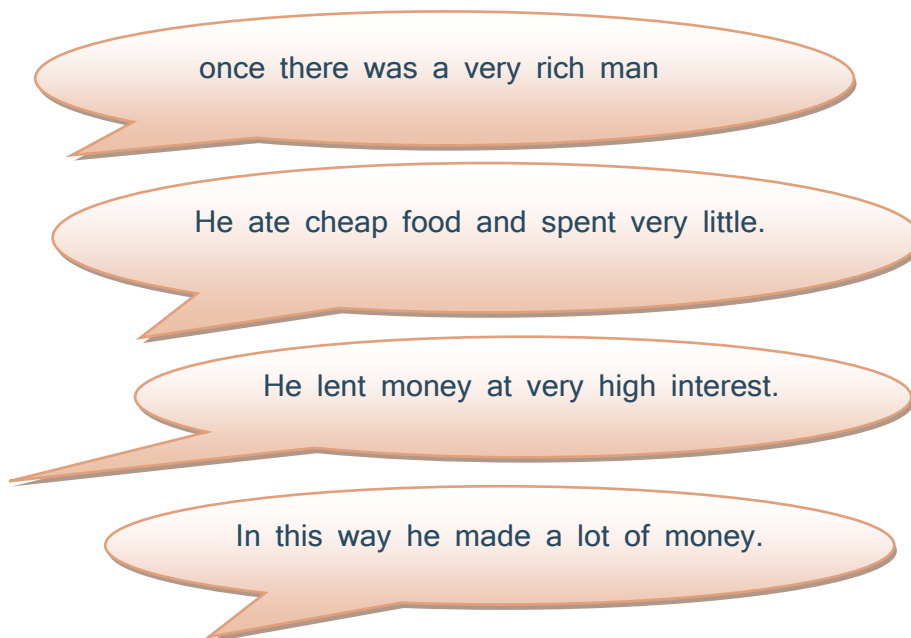
Material Required: Pictures related to the text, plain paper, pencil, book, flannel board.

Step – I (Presentation)

The teacher will ask the students to read the lesson displayed on chart papers silently. The students will be asked to note down the words that are new to them.

The class will be divided into 4 groups and strips of chart paper containing small paragraphs of the lesson are distributed randomly.

Students are asked to read carefully and arrange the paragraphs according to the events in the story on a flannel board in front of the class, which will look like this:



Step - II

Activity 1

The teacher will tell the children to open their textbooks and answer the questions asked or locate the expressions given by the teacher.

Find out the word that means in front of / near in the sentence:

He walked past the watchman's hut and caught the smell of fish.

Find out the word that means forgive:

"I won't do it again sir! Please excuse me."

Who said this:

"I earn only 30 Rupees a month sir."

Activity 2

Discuss in groups and tell the class.

1. Why did the Miser drop the coins on the floor?
2. Why did the watchman's wife think that their master was mad?
3. Why did the watchman say, "I won't do it again sir? Please excuse me."?
4. Why did the Miser ask, "Did you enjoy it?"?

शिक्षक प्रत्येक समूह को एक प्रश्न चुनने को कहेंगे और समूह में चर्चा करने के पश्चात, कक्षा के समक्ष कारण प्रस्तुत करेंगे।

Sumup

- The learners answer coherently in written or oral form to questions in English based on text.
- The learners understand meaning from the given context in a text.

शिक्षक द्वारा ध्यान दी जाने वाली बातें-

शाला में उपलब्ध पुस्तकों जैसे सरल कहानियों को अंग्रेजी में पढ़ने के लिए बच्चों को प्रेरित करेंगे। आसपास में उपलब्ध पैकेट्स में लिखे हुए अंग्रेजी के स्पेलिंग को पढ़ने और समझने के लिए कहेंगे।

DAY 3
(Vocabulary)

LOs 502. 505.

The teacher will tell the children about those pictures in simple sentences. Before showing them picture cards. For example it is fish. I like to eat fish.

❖ And the teacher will write the same sentences in a flash card and ask the children to read.

Student- 1 fish- This is fish I like to eat fish.

Student- 2 Mother- my mother cooks very tasty food.

Student- 3 Watchmen- Watchmen provide security to our house.

Objective

- Learner speaks audibly and fluently in correct English.
- Participates in discussions, presentations, performances, role play, improvisations and debates.
- Uses appropriate vocabulary for interviewing.

Introduction: एक कंजूस व्यक्ति के घर कुछ बच्चे होली का चंदा मांगने जाते हैं। कक्षा में बने हुए सभी समूहों से इस वार्तालाप का अभिनय करने को कहा जाएगा।

Children: Good evening, Uncle.

Uncle: Good Evening. What do you want?

Children: We are collecting funds for celebrating Holi.

Uncle: So, what can I do?

Children: Please give us 50 Rupees.

Uncle: (Excitedly) 50 Rupees! that is too much. What will you do with that?

Children: We will buy sweets and firewood.

Uncle: My God! Why should you buy these? There are dry twigs all around you and your mothers already make sweets at home.

Children: But we want a big Holi.

Uncle: A small holi is as good as a big holi. Why create danger for others. Take this 10 Rupee note; this is enough for a Coconut and candies.

Children: But not enough for all of us.

Uncle: So what? Now go away, Don't disturb me.

Preparation

The teacher prepares the dramatized script of the lesson to make the activity easy. The students are provided with script with the dialogues written on them. One girl, 2 boys are selected to play the roles of Miser, Watchman and Watchman's wife.

(शिक्षक के द्वारा पूरी कहानी का नाट्यरूपान्तरण कर प्रत्येक पात्र को उसके संवाद लिखकर दिये जाएंगे)

Materials required:

Children's Costume related to the story, script of the story dramatized flashcards, pen, pencil, plain paper, book etc.

Step – I (Presentation)

The teacher will ask the children to pick up the 1-1 picture card from the tray, after which they will give the children a few minutes and the children will Monoply according to the card.

For example:-

- ❖ How the lion roars?
- ❖ How the frog jumps?
- ❖ How the grocer sells the vegetables?

Step - II (Practice)

The Miser पाठ का नाट्यरूपान्तरण कक्षा में प्रस्तुत करते हुए छात्रों से पूछा जाए की इस कहानी में आपको किसका चरित्र अच्छा लगा और क्यों।

छात्र उत्तर देते समय पाठ में आए नवीन शब्दों का सही संदर्भ में प्रयोग करें।

- The teacher prepares the dramatized script of the lesson to make the activity easy. The students are provided with dialogue scripts written on the piece of papers. The students: 1 girl and 2 boys are selected to play the roles of miser, watchman, watchman's wife.

Stage setup

A little boy walks around in a stage wearing a dhoti kurta and cap.

He walks around the stage with both hands tied behind. Another student plays the watchman who is wearing a pant, shirt, cap and stick.

Goes to his wife who is cooking fish in the hut.

One day the master came home early. He caught the smell of fish. It was a nice smell and like it very much that he called the Watchman.

Miser: What are you cooking today?

Watchman: (Quickly) I won't do it again sir. Please excuse me.

Miser: Don't be afraid, I am not angry what was your wife cooking, please tell me?

Watchmen: We were cooking fish.

Miser: Please cook it every day I like the smell very much.

(The watchman and his wife thought
Our master is mad.)

After a month one evening the watchman and his wife came to see their master.

Watchman: Sir, you like the smell of fish, so we cooked it everyday But fish is not cheap. It is very costly. It costs us a lot of money. I earn only 30 rupees a month, so please give us money for the fish.

(Miser thought for a while)

Miser: Oh alright! Wait here.

He went into his room and shut the door behind them. He took out some silver coins from a bag and dropped them one by one on the floor.

Watch man and his wife heard the tinkle of the coins and they were very happy.

Watchman and his wife:

He is going to give us all that money!

After some time their master came out and sat down on a chair.

Miser: Did you hear the tinkle of the coins?

Watchman

Yes sir we did?

Miser: Did you enjoy it?

Watchman and his wife

Yes sir.

Miser: Alright I enjoyed the smell of your fish and you enjoyed the sound of my coins. I don't ask for your fish so you don't ask me for money. Now go away.

Teacher: How was the rich man?

Student 1: The rich man was Miser.

Teacher: Who did he lend money to?

Student 2: He lent money to small shopkeepers.

Teacher: What did the watchman's wife cook everyday?

Student 3: The watchman's wife cooked fish everyday.

Teacher: Did the Miser like the smell of the fish?

Student 4: Yes the miser liked the smell of the fish.

Teacher: What did the Miser enjoy?

The miser enjoyed the smell of the watchman's fish.

Step- III: बच्चों से कहें की यदि उन्हे घर में एक watchman रखना हो तो किस प्रकार की पूछताछ करेंगे / watchman पद पर किसी की नियुक्ति के लिए साक्षात्कार का आयोजन करो।

जैसे: Why do you want to take this job?

How much salary do you get for your work at present?

Can you work on night shift?

Continue further as required.....

Sumup

- Children will be able to conduct short interviews.
- Children will be able to engage in short conversations fluently.

विशेष टिप्पणी- आस पास उपलब्ध सामानों से ही पात्रों के वेशभूषा का निर्माण करेंगे।

DAY 4

(Grammar) (LE512)

LOs 507. 517. 508.

Objective

छात्र नए शब्दावली शब्दों को सीखेंगे, उन्हें एक वाक्य में सही ढंग से उपयोग करेंगे, और पाठ में उनके अर्थ को समझेंगे।

संदर्भ के अनुसार समझ विकसित करना।

Introduction /Preparation

The teacher will place the card of the opposite word in the tray and show it in turn and tell the children about it.

शिक्षक विलोम शब्द के कार्ड को ट्रे में रखेंगे और बारी-बारी से दिखाएंगे एवं उसके बारे में बच्चों को बताएंगे।

Material required:

Pen, pencil, plain paper, flash card, picture card.

Step – I (Presentation)

- ❖ The teacher will distribute some balloons with words written on them. Children will be asked to write the opposite words on small paper smiles and paste them on the other side of the balloon.

E.g., Miser, Master, strong, open, Quickly, etc.

- ❖ Students will look at the balloons and enact the words with expression.

For example: Happy - Sad

Step - II (Practice) सर्कल के शब्द कहानी में कुछ या किसी का वर्णन करते हैं। उन्हें रिक्त स्थान पर बॉक्स में शब्दों के साथ उनकी परिभाषाओं की जोड़ी बनाए।

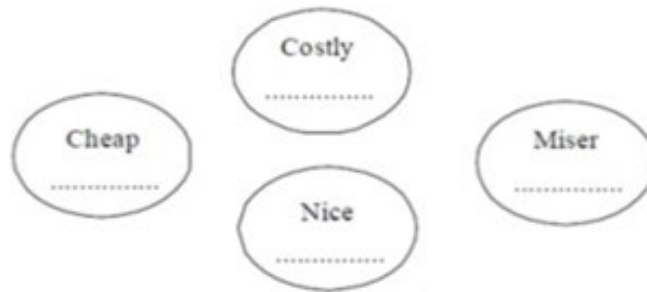
Something that is not costly.

One who spends very little?

Something for which we have to spend more money.

Pleasant / good

MISER, CHEAP, COSTLY, NICE



Step- III (Production)

Choose the right cards for the given expressions.

Tired Request sorry thank you command

I have been awake all night, I want to sleep.

Please tell me the way to the post office.

Go and switch off the lights. / Wait here.

I won't do it again.

Take your watch, I found it lying on the tennis table.

शिक्षक बॉक्स में दिये गए शब्दों के लिए एक से अधिक कार्ड्स बनाकर Tray में रखेंगे। expressions के लिए दिये गए उदाहरण के समान अन्य वाक्य बनाए जा सकते हैं।

Sumup: Children will be able to use new words in proper context and understand their meanings accordingly. Derivatives of root words can be practised in different situations.

DAY 5 (Speaking skill)

LOs 506. 516.

Objective

- Students will learn to use prepositions.

- Use question words such as where what, how, who, when why.

Introduction /Preparation

Picture cards, Flashcards, Flannel board.

Material required: Some picture cards, plain paper, book, etc.

Step – I (Presentation)

शिक्षक बच्चों को कुछ इस प्रकार के कार्ड दिखाएंगे तथा उनकी परिस्थितियों को दिखाते हुए बच्चों से प्रश्न बनाने के लिए कहेंगे।

Teachers will show some of these cards to children and show their circumstances to ask children to make questions.

<p>Who is a person</p> 	<p>What is a thing or an action</p> 	<p>When is a time</p> 
<p>Where is a place</p> 	<p>Why is the reason something happened</p> 	<p>How is a number, or the way something is done</p> 

शिक्षक बच्चों को कुछ इस प्रकार के कार्ड दिखाएंगे तथा उनकी परिस्थितियों को दिखाते हुए बच्चों से प्रश्न बनाने के लिए कहना शिक्षक अलग-अलग क्वेश्चनवर्ड बच्चों को दिखाएंगे तथा उससे नया वाक्य बनाने के लिए कहेंगे। जैसे- Who

Who?	Who is that boy? My brother Tom.	
When?	When is the party? On Friday at 2 o'clock	
What?	What is on the table? There is a pencil.	
Why?	Why are you late? Because I missed my bus.	
Where?	Where is your book? It is in the bag.	
Which?	Which is your apple? The green one.	

Step - II (Practice)

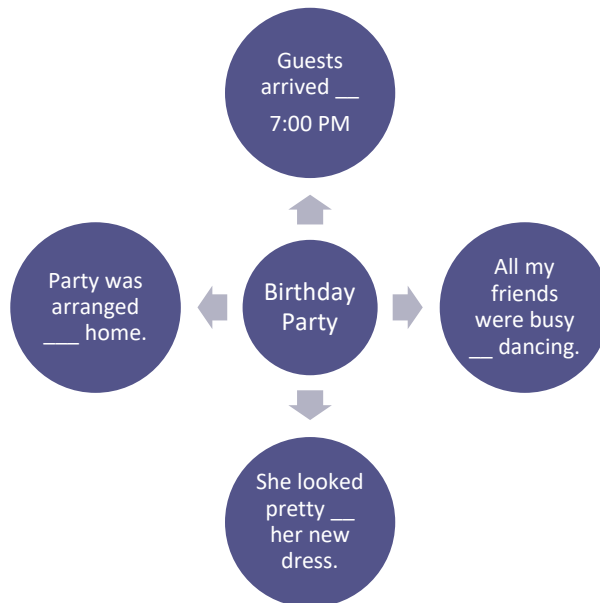
Yes /No questions = Questions with auxiliaries

Make questions for the given sentences.

1. Yes, I enjoyed the party.(Did you enjoy the party?)
2. No, I don't like fish.(Do you like fish?)
3. Yes, we heard the tinkling of coins.
4. Yes, I am afraid of snakes.
5. No, I don't take coffee.
6. Yes, I know his mother.
7. No, I didn't get my salary.

Step- III (Production)

Complete the sentences for the birthday party using 'in' / 'at'



Sumup: Students will be able to make questions with auxiliaries and use prepositions 'in' and 'at' correctly.

विशेष टिप्पणी- संबंधित गतिविधि के लिए उदाहरण शिक्षक अपने अनुसार ले सकते हैं।

DAY 6 (Writing skill)

LOs 510- 504-

Objective: To help learners find out the punctuation errors.

Introduction: Punctuate the following sentences:

- I like to read story books.
- What was your wife cooking?
- Wow-what a beautiful dress.
- Wait don't go there.

Preparation: Paper, pencil, eraser, some flashcards.

Step – I (Presentation)

शिक्षक बच्चों को दो-दो जोड़ी में बाटेंगे और बच्चों को कुछ शब्द देंगे तथा उसकी स्पेलिंग बनाने के लिए एक-एक करके अक्षर कार्ड का उपयोग करके स्पेलिंग बनाने के लिए कहेंगे। जो बच्चा पहले स्पेलिंग बना लेगा उसके लिए तालियां बजाएंगे।

उदाहरण के लिए- coin, mid-day, lend आदि।

The teacher will divide the children into two pairs and give some words to the children and ask them to make spellings using letter cards one by one to make a spell.

For example- coin, mid-day, lend, etc.

Step - II (Practice)

- 1) Suppose you are the watchman. Write a letter to the Miser requesting him to increase your salary.
- 2) Suppose you are the watchman's wife. Write an autobiography including your feelings for the Miser.

Example:

I am fed up with my master. He is so rude; I don't know what will he do with all his money. We live in a small hut, where as he has a big palace but he.....



Step- III (Production) Teachers will divide the children into small groups and then show a picture story in which sentences related to it are also written. This story is not in order. Children have to read the story carefully and also write it in order.

शिक्षक बच्चों को छोटे-छोटे समूह में बाटेंगे फिर पिक्चर कहानी

दिखाएं। जिसमें उससे संबंधित नीचे वाक्य भी लिखे होंगे यह कहानी क्रम से नहीं है बच्चों को कहानी को ध्यान पूर्वक पढ़ना है क्रम से जमाना है एवं उसे लिखना भी है।

Sumup

- Children will write 10-10 lines about their favourite dishes or their favourite friends.
- Students will read the lesson and write the difficult words in the text.

शिक्षक द्वारा ध्यान दी जाने वाली बातें-

शिक्षक परिस्थितियों के अनुसार चित्र कार्ड अक्षर कार्ड शब्द कार्ड फ्लैश कार्ड उपयोग कर सकते हैं।

विशेष टिप्पणी-

शिक्षक बच्चों को अलग-अलग समूह में अलग-अलग कहानी स्वयं से बना कर देंगे।

Lesson - 16

NINA AND THE BABY SPARROWS

Standard Class Strength:- 30

Class Duration: - 40 minutes

Expected days to complete the lesson:- 6-7 days.

Code of Learning Outcomes that could be addressed	LE502, LE507, LE508, LE509, LE511, LE512
Teaching Procedure	
DAY 1 (Listening skill)	
Objective <ul style="list-style-type: none">➤ To enable children to feel love, care, affection for birds and animals.➤ To connect ideas that he/she has inferred, through listening and interaction, with his/her personal experiences.	
Introduction: Teacher: Hello students, how are you? Students: Fine thank you sir/ madam and how are you? Teacher: I am fine thank you. Teacher: Ok. Good.... Now tell me, do you have a pet at your home? Students: Yes, I have.....(बच्चे अपने पालतू पशुओं का नाम बताएंगे।) Teacher: Then, what arrangements you do for them whenever you go out? Students: (बच्चे अपनी जानकारी अनुसार बताएंगे।) We give them a lot of food for the rest of the days, we request our neighbor's to take care of them. Etc..... Teacher: Ok.... It means you do some arrangements before going out, for your pet. Isn't it? Students: Yes. Teacher: Ok, let's see what preparations we do, whenever we go out for weddings or vacations.	
Preparation: Wedding cards.	
Step – I First of all, we will do some shopping like:- we will buy some new clothes, new shoes, a new makeup kit, etc. Don't we? Students Yes sir /madam. Teacher: Tell me, what Preparations you will need for yourself before going to the wedding. (Students answer देंगे। शिक्षक बच्चों के उत्तर का इंतजार करेंगे एवं दिए गए उत्तर को blackboard पर लिखेंगे।)	

Step - II

शिक्षक यहां बच्चों को 3 groups में बैठाएंगे एवं उन्हें group discussion हेतु 3 प्रश्न देंगे। बच्चे उन प्रश्नों का उत्तर समूह में बातचीत कर लिखेंगे एवं कक्षा में बताएंगे।

Teacher: Dear students, listen to me carefully. Please sit in 3 groups. I will give a question to each group. You have to discuss it and write down your own opinion. Later on, you have to come in front of the class and tell them what you have written.

Question:-

- 1) What arrangements you do for yourself / pet animals before going to a marriage (out of the station)
- 2) What do we do at weddings?
- 3) What rituals take place there?

Note:- शिक्षक बच्चों को समूह में बातचीत करने के अवसर प्रदान करेंगे साथ ही उन्हें कक्षा में अपना विचार रखने का अवसर देंगे।

(students can take the help of information given in a wedding card)

Step - III

शिक्षक बच्चों से कुछ प्रश्न पूछ कर उनका आकलन करेंगे। जैसे:-

- 1) Which part of the wedding ceremony do you like most and why?
- 2) What worries you about your home?
- 3) How do you feel after returning home?
- 4) How does your pet behave when he sees you after a long time?
- 5) Do you wish to go out for such ceremonies again? Why or why not?

Sumup

1. बच्चों में pet animals के प्रति लगाव उत्पन्न हुआ।
2. English भाषा में प्रश्नों का उत्तर दे सकते हैं।

DAY 2 (Reading Skill)

Objective

- To enable Children to read properly with proper intonation and pronunciation.
- To enable Children to punctuate any text properly.
- To enable students to arrange the story according to the events.

Introduction

Teacher: Children, Do you remember, yesterday we were talking about weddings and their

arrangements?

Students: Yes sir /madam.

Teacher: Ok, tell me one by one, what arrangements we do before going out especially for a wedding?

(Students will answer according to their own experience and previous knowledge.)

Teacher: Ok, now tell me what arrangements we do for our pet?

(Students will answer. The teacher will wait for the answer.)

Teacher: Ok now... I am going to tell you a story of a girl. She was about to go to a wedding, but what she did for sparrows who made their nest in her room, will surprise you.

Preparation: Sentence strips

Step – I

शिक्षक कहानी को पूरे हाव-भाव के साथ पढ़ेंगे साथ ही पाठ में आए नए शब्दों को blackboard पर लिखेंगे। इसके बाद उन शब्दों का उच्चारण कर छात्रों से भी उच्चारण करने को कहेंगे। नए शब्दों को शिक्षक पाठ के context के माध्यम से समझाएंगे।

Teacher: Ok students, I am going to read the Lesson. And here is a story of a girl Nina. Listen to it carefully. And try to understand the new words and their uses in sentences.

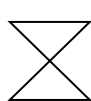
Listen to me and repeat after me.

Step - II

The mother bird has made a nest on the cupboard of your room. There are three little sparrows in the nest. Mother bird is always worried about them. What are her worries?

Mother

Bird



Step- III

Teacher writes the story on strips of chart paper. The strips are jumbled up.

शिक्षक बच्चों को group में बैठाएंगे। और उन्हें sentence strips दें। इसके बाद शिक्षक blackboard पर कुछ numbers लिखेंगे जितने कि strips उनके पास है। शिक्षक बच्चों से कहेंगे कि वे sentence strips को ध्यान से पढ़ें एवं story के events को ध्यान में रखकर serial number पर इन्हें चिपकाए।

Note: शिक्षक ध्यान रखेंगे कि कहानी उसकी सही घटना क्रम अनुसार ही चिपके हो।

Q1. How did mother make the house ready and safe for the sparrows?

Q2. Nina's mother gave her a big hug. Why?

Q3. Nina was in tears because:

- a. She was hurt
- b. She noticed that the mother bird was sad.
- c. She was worried about how will sparrows feed their babies
- d. The baby sparrows were crying.

Q4. Nina did not want to buy a new dress because:

- a. She did not want to go to the wedding.
- b. She did not like to attend weddings.
- c. Her mother scolded her.
- d. She wanted dresses for sparrows also.

Sumup

- Children enjoyed reading.
- Children read correctly with intonation and punctuation marks and the right pronunciation.

DAY 3 (Vocabulary)

Objective

- The learner will be able to use a dictionary for reference.
- The learner will know new words and their uses.

Introduction

Arrange the words alphabetically:

beginning, feathers, cheep, food, lock, sparrows, window, bookshelf, room

Preparation: Piece of paper जिसमें पाठ में आए नए शब्द लिखे होंगे।

Box, dictionary

Step – I Activity 1

शिक्षक lesson को पुनः पढ़ेंगे एवं बच्चों को lesson में आए नए शब्दों को underline करने को कहेंगे। इसके पश्चात बच्चों द्वारा बताए गए नए शब्दों को blackboard पर लिखेंगे। शिक्षक उन शब्दों को pronounce करेंगे एवं बच्चों को भी pronounce करने को कहेंगे।

Teacher: Dear students, I am going to pronounce each word. Listen it carefully and repeat after me.

शिक्षक बच्चों को उन शब्दों को वाक्य में प्रयोग करके भी बताएंगे। जैसे: joy, bother, marry, upset, feed,

remove, etc.

Sentence:- There was great joy in Nina's house.

Activity 2

Nina was upset.

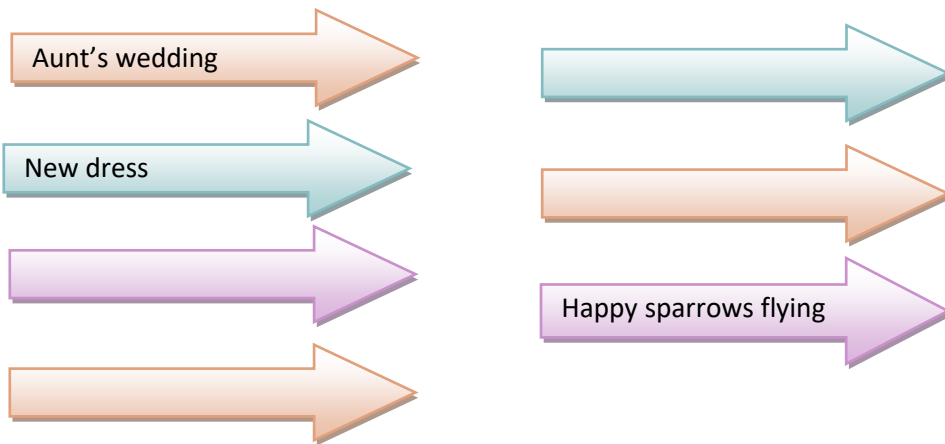
Find out the word related to her behavior in the lesson.

Nouns **verbs** **Adjectives**

Step - II

Fill in the events of the lesson using suitable words from the story in a proper sequence.

Clues: ticket, travel, plan, idea, worry, arrange, remove, happy



Step- III

शिक्षक बच्चों को गोल घेरे में बैठाएंगे। circle के बीच में 2 Box रखेंगे जिसमें से 1 में new word card और दूसरे में उन शब्दों के अर्थ लिखे हुए cards होंगे। जैसे:-

Question card Answer card

Joy Happiness

Thrilled Overjoyed

Upset Unhappy

बच्चे दोनों box से cards निकाल कर new words and it's meaning को match करेंगे।

Sumup

1. Children enjoyed the vocabulary section.
2. Children learned to make a new sentence using new words.
3. बच्चों ने dictionary का उपयोग करना सीखा।

DAY 4
(Grammar)

Objective

- To enable students to know the three forms of verbs.
- To enable students to know the three forms of tenses.
- To enable students to make grammatically correct sentences.

Introduction

शिक्षक कक्षा में tense and verb के forms से संबंधित chart लगाएंगे। साथ ही lesson से कुछ वाक्य छांटकर blackboard पर लिखेंगे। जैसे:-

I see. I saw. I will see.

Nina says. Nina said. Nina will say.

Teacher: Now.....please look at the blackboard. There are some sentences. Can you tell me what does it say?

Students: (छात्र अपनी जानकारी अनुसार उत्तर देंगे। शिक्षक उत्तर को ब्लैक बोर्ड पर लिखेंगे और जानने का प्रयास करेंगे कि कौन सा उत्तर सटीक है।) It shows time.


Teacher: Good. It means ...we can say that, every sentence which we use while conversations reflect time. We say some sentences for today, others for yesterday and sometimes we use sentences to show the future.

Students: Yes sir /madam.

Teacher: these are called present, past, and future. Ok...so we can say that tense is related to time.

Preparation

- A chart paper, जिसमें तीनों tense से संबंधित कुछ वाक्य लिखे होंगे।
- A chart paper जिसमें verb के तीनों forms लिखे होंगे।

Dice  जिसके 6 फलक में तीनों tense के नाम लिखे होंगे।

Step – I

शिक्षक verbs के chart की ओर इशारा करके छात्रों से कहेंगे कि चलिए आज हम इन verbs का उपयोग करके तीनों tenses में वाक्य बनाने का प्रयास करते हैं। जैसे वाक्य है:-**Eat**

Teacher:- Students, look at the blackboard carefully.

There is a verb 'Eat'. We will try to use it in a sentence. We will also transform these

sentences into three tenses. Like:- present, past, and future. Ok? Are you ready?

Students: - Yes sir /madam.

Teacher: Now see.

शिक्षक blackboard पर 3 column बनाएंगे। और बच्चों को तीनों काल/ tense के बारे में समझाएंगे कि तीनों tense में वाक्य कैसे बनाए जाते हैं।

Present Past Future
(Today). (Yesterday). (Tomorrow)

Eat:-. I eat. I ate. I will eat.

See:- you see. You saw. You will see.




Note: इसी प्रकार कुछ अन्य verbs को लेकर शिक्षक बच्चों के साथ अभ्यास करेंगे। और उन्हें ज्यादा से ज्यादा tense की समझ विकसित करने का अवसर देंगे। जिससे उन्हें तीनों tense and verb के तीनों forms की जानकारी हो सके।

Step - II

शिक्षक बच्चों को समूह में बैठाएंगे एवं हर समूह में एक चार्ट पेपर देंगे। उस chart पर एक column बना होगा एवं बच्चों को समूह में बातचीत कर इस column को पूरा करने को कहेंगे।

S.N.	Today	Yesterday	Tomorrow
I)	I play	I played.	I will play.
II)	I go	I went.	I will go.
III)	I sing	-----	-----
IV)	I cry	-----	-----
V)	I cut	-----	-----
VI)	I dance	-----	-----

Step- III

शिक्षक एक box में बहुत सारे chits बनाकर रखेंगे जिसमें verbs लिखे होंगे। साथ ही शिक्षक एक लकड़ी का dice  भी अपने पास रखेगा जिसके 6 फलक में तीनों tense लिखें होंगे। अब शिक्षक बच्चों को गोल घेरे में बैठाएंगे एवं छात्रों को एक-एक करके  dice फेंकने को कहेंगे।  फेंकने पर dice के ऊपरी भाग में जिस tense का नाम लिखा होगा उसे बच्चों को पढ़ना है इसके बाद box से एक verb का chit निकालना है। अब dice फेंकने वाला बच्चा उस verb को dice पर

आए tense में use करके बताएगा।

For example:- verb है eat और dice पर tense आया past तो sentence बनेगा 'I ate.'

Sumup

- (i) Children understood the tenses and verb forms.
- (ii) Children learnt to use tense in their sentences.

DAY 5 (Speaking skill)

Objective

- To connect ideas that he/she inferred through reading and interaction with her/his personal experiences.
- To enable students to speak in English.

Introduction

Teacher:- Well.... Do you remember in this lesson we were talking about weddings and their arrangements, which we do before going out? We also do some arrangements for our pets. Isn't it?

Students: yes sir/madam.

Teacher: let's recall it once again. So tell me if you are going to attend a wedding (for 2 or more days) what will you do before going? I mean your arrangements about you and your pet.
छात्र अपने पूर्व ज्ञान के आधार पर उत्तर देंगे शिक्षक बच्चों के उत्तर का इंतजार करेंगे।

Students: we buy some new clothes, shoes, etc. And we take our pet to our neighbor's house to take care of it. We also give them some food for the rest of the days.

Teacher: Ok..... Now we can say, that going to a wedding was your problem and buying some clothes, shoes and taking your pet to your neighbor's house was the solution to that problem. Isn't it?

Students: yes sir/ madam.

Preparation

- Some chits जिसमें problematic sentence और solution sentence लिखे होंगे।
- A chart paper जिसमें कुछ problematic sentence लिखे होंगे।

Step – I

Teacher: Ok...let's start the class. Oops! There is no chalk in the classroom. What should I do now?

Students, you tell me what should I do?

- 1) I won't use the blackboard?
- 2) Should I borrow it from another teacher?
- 3) Should I tell the principal about it?
- 4) Should I send a student to bring it?

What do you think should I do? Give your opinion

(Students will answer according to their own opinion)

Teacher: Having no chalk in the classroom, is my problem. It means this is a problematic situation for me. And these options are our solution to this problem.

And remember this type of sentence that shows problems are called problematic sentences.

Step - II

शिक्षक बच्चों से कुछ ऐसे प्रश्न, जो की समस्या को दर्शाते हो, पूछेंगे और जिसका समाधान बच्चे देंगे।

Teacher will give some sentences of problematic situations and students will answer them in English.

(i) If I am ill...

Ans:- (a) I will go to a doctor.

(b) I will call my mother for help.

(ii) If Someone fights with me...

Ans:- (a) I will also fight.

(b) I will call the police.

(c) I will tell the teacher.

(d) I will call my parents. Etc.

Question:-

- 1) I don't have water in my bottle. I will.....
- 2) I have a toothache. I will.....
- 3) I don't have a pencil. I will.....

Note:- Teacher ऐसे ही बहुत से problematic sentences देकर बच्चों को बोलने को प्रेरित करेंगे। चूंकि ये उनके जीवन से जुड़े सामान्य घटना या समस्या होगी तो बच्चे स्वतः ही उत्तर देंगे।

Step- III

शिक्षक बच्चों को दो समूह में बांटेंगे। उसमें से एक समूह को वे chits देंगे जिसमें problematic sentence होंगे। और दूसरे समूह को वे chits देंगे जिसमें solutions होंगे। एक समूह के सदस्य प्रश्न पूछेंगे तो दूसरे समूह के सदस्य उसका उत्तर देंगे। बाद में यह प्रक्रिया बदल जाएगी जो समूह पहले प्रश्न पूछते थे अब उत्तर देंगे।

Sumup

- बच्चों ने problematic sentence को जाना और इसका उत्तर देना सीखा।
- साथ ही साथ बच्चों में अंग्रेजी भाषा में बोलने के कौशल का विकास हुआ।

DAY 6 (Writing skill)

Objective

- The learner will learn how to solve unseen passages.
- The learner will know to find an answer to the question.

Introduction

This is a wedding card



Preparation: Chart sheets, sketch pens, sample wedding cards

Step – I

- Prepare a wedding card for your sister/ friend/ brother.
- Different groups will plan different designs for the cards.

Step - II Suppose you are Nina. Write a letter to Mamma Bird telling her about your worries regarding attending your aunt's wedding.

Step- III

The birds were happy to have the room open, even when no one was there at home. Write a dialogue between Baby sparrows and Mother Bird after Nina's family left for the wedding.

A friend in need is a friend indeed

Once upon a time, there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterward.

Question:-

- 1) Who started playing?
- 2) Where was the lion sleeping?
- 3) Why did the lion get angry?
- 4) Who caught the lion?

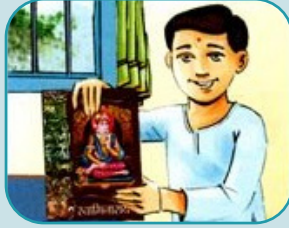
Sum up: बच्चों ने seen/unseen passage solve करना सीखा।

हम पुस्तक क्यों पढ़ें?

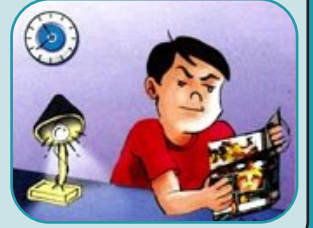
अच्छी पुस्तकें हमारी सर्वोत्तम मित्र हैं। अध्ययन करते समय शैक्षणिक पुस्तकों द्वारा हमें अच्छा शिक्षण प्राप्त होता है। इसके अतिरिक्त बहुत सी ज्ञानप्रद और संस्कारप्रेरक पुस्तकों तथा शास्त्रों का मनुष्य के जीवन-निर्माण में अमूल्य योगदान रहता है। अनुचित पुस्तकों को पढ़ने से व्यक्तित्व पर बुरा प्रभाव पड़ता है।



सदैव सूचनाप्रद
ज्ञानवर्धक तथा धार्मिक
पुस्तकें-पत्रिकाएँ पढ़ता
है।



फिल्मी पत्रिकाएँ
और स्तरहीन
साहित्य पढ़ता है।



शांत और व्यवस्थित
स्थान पर बैठकर
एकाग्रचित्त हो पुस्तकें
पढ़ता है।



अपनी मनमानी करते हुए
बैठकर, लेटकर अथवा
टहलते अनुचित तरीके से
पुस्तक पढ़ता है।



पुस्तक के मुख्य अंशों
को याद रखने के लिए
उचित 'बुकमार्क' का
प्रयोग करता है।



पुस्तकों में लाइन खींच
देता, यहाँ-वहाँ व्यर्थ के
शब्द लिख देता तथा पन्ने
फाड़कर फेंक देता है।



पुस्तकें पढ़कर उचित
स्थान पर रखता है।



उल्टे-सीधे जहाँ
चाहा, वहीं पुस्तकें
फेंक देता है।



