

# A Handbook of Teachers' Resources

Let's practise  
cry dry fry  
pry try

## Chant II Class II



Jammu & Kashmir  
Board Of School Education



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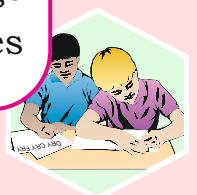




## Introduction

*Chant II* has been prepared keeping in view the activity based approach. Children are expected to carry out activities with linguistic objectives in order to develop language skills. Research tells us that children learn language more easily when they are asked to perform activities and tasks. The instructions that they receive in the target language help them to carry out the tasks. *Chant-II* focuses on the communicative function of language and children are expected to learn to use the second language for communication. Linguists define 'task' as having a pragmatic function in which children choose linguistic resources needed to complete it for a clearly outlined non-linguistic outcome. The aim is to relate carrying out of tasks to actually use language while performing it. This way the linguistic learning objective is met. However, the teacher should not assign the task to a selected few, but ensure the participation of all learners. The rigour of the task should be systematic and its tenor light and funny. It should not be serious enough to make them tired and bored.

Insights from Bloom's taxonomy of educational learning objectives have also been taken care of. An attempt has been made to grade these learning objectives chronologically so that the child first learns simple knowledge and proceeds to the complex one. Language teachers should bear in mind that English language teaching should make students proficient in the four skills. This can be done if the language teacher focuses not only on the knowledge part of learning but also on the skill, which actually nourishes



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language. For example, when our objective is that students should be able to identify naming words in the text, we do not want only the students to understand the concept of nouns but also to identify them in the text and outside it. In fact, the skill part leads to the gaining of knowledge. This will not only help students understand a concept in a better way but also hone their skills.

The major thrust of this coursebook is to make students acquainted with English language in a joyful manner. The instructional material is not meant to bombard children with plain information, but to enhance their cognitive skills. In fact instructional material will help them construct their own knowledge provided the right pedagogical skills are followed. By the end of each chapter they should be able to comprehend and use this knowledge.

The coursebook gives enough freedom and space to the teacher to establish meaningful interactions in the classroom. This is only possible if the teacher has a time slot for doing activities, paying attention to each child and tracking their individual performance through star track. This tests the children in all the four skills (LSRW) apart from polishing their personality.

*A Handbook of Teachers' Resources* for Class I has already explained the rationale of the textbook and the title apart from the use of mother tongue. Teachers can go through the same.

The Learning Outcomes devised by the NCERT have also been invoked while preparing *Chant II*.





### **Worksheets**

*Chant II*, course-cum- workbook attempts to provide stress free learning. It covers the four skills of language. Writing is an important skill. Teachers should pay individual attention to children and monitor their progress. The assessment of language skills provided at the end of the chapter is quite important. The identification of problems by the teacher and their remedies form an important aspect of language learning. This depends on the teacher-student interaction and participation in the class. To achieve the desired results, the teacher should use audio-visual aids and should be open to different learning styles.

The worksheets form an integral part of *Chant II*. These act as language learning aids which will help children learn cognitive based tasks and train them in the skill of writing.

The teacher may help children while answering questions and encourage them to do writing work on their own. They may help them wherever needed. If the teacher feels the need he may ask the children to maintain a separate four line notebook for writing. This is not to stress the child in any way but to improve hand writing and practise difficult words.

### **Suggested Time Schedule**

The time suggested in the content overview of *Chant II* and in this manual is not in any way definitive. Teachers can design their own lesson plans as per the level of their class. However, the teacher should keep in mind that the coursebook is to be completed systematically focusing on LSRW skills. The star track should be followed throughout the academic session. In fact the suggested time schedule presented in *Chant II* reserves a time slot for



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continuous evaluation of the learners. Apart from this, it also aims to facilitate teachers to take recourse to other materials such as stories, comics, newspaper cuttings, audios and videos in order to make the input as much varied as possible. Research shows that in the learning of second language, variety in instructional material aids in its learning. Teachers are supposed to make use of other related materials which will help children to a great extent to use English. In a duration of 180 days, ample time slots have been reserved for readings, conversation, activities, and evaluation. This is to facilitate that teaching of English language becomes result oriented at the grassroots.

### Learning Objectives

Learning Objectives are brief statements that describe what learners will achieve at the end of each chapter. They give proper direction to teaching-learning process and enable the learner to integrate knowledge and skills after the completion of the chapter. The teacher should try to achieve these objectives through activities to facilitate articulated learning. The teacher can also incorporate more learning objectives other than those given in the textbook. In fact they must continuously evaluate the previous ones for repetition and reinforcement.

### Sight Words

Sight words are used in reading and writing. These are vital to reading as they are high frequency words and play a positive role in word recognition and reading acquisition. They help learners to communicate with their friends, teachers and parents. Sight words





enrich the literacy environment of the classroom. Teachers can familiarize students with sight words through flash cards and drill. They may organise quiz for better pronunciation and inculcate a positive sense of competition.

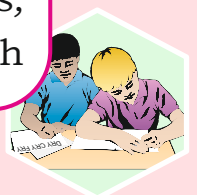
### **Activities**

*Chant II* contains ample activities to engage children in a creative manner. The English class can be made much more interesting with the help of activities. These activities ensure the participation of every child as they break the monotony. Teachers can work wonders with activities. Role play, quiz, songs, rhymes, peer and group work, drawing, colouring, pasting, crafting, audio-video listening and Total Physical Response can prove effective in imparting LSRW skills to children. Apart from the activities given in the textbook and this handbook, teachers can devise their own activities.

### **Phonics**

Words in a text are a code. Adults break this code and arrive at pronunciation, syntactic category and meaning of these words. This is because adults are acquainted with most of these coded forms. However, when children confront this code for the first time, it all seems blank and undecipherable to them. With the help of phonics, children try to decode this code so that they can read.

In the first two chapters in *Chant I*, ten (10) primary vowels and some consonants have been covered. Besides, there are many activities in the textbook that focus on the learning of sounds. Only [3:] and [ə] vowels have not been reflected. The basic sounds have been dealt with exhaustively in *A Handbook of Teachers' Resources, Chant I*. Prior to teaching the textbook, teachers should go through





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this handbook for effective teaching.

In *Chant II*, we have focussed on diphthongs. A diphthong is a vowel sound that has two vowel qualities but is a single sound. There are eight (08) diphthongs in English. In *Chant II*, five diphthongs [aɪ, eɪ, ɔɪ, əʊ, and aʊ] and one vowel [ɜ:] have been covered. The three closing diphthongs [ɪə, eə, and ʊə] have been left out and the same shall be incorporated in higher classes. For each sound, two or more phonic spellings have been given in the box so that the teacher could make the students drill the sound. It uses rhyme, repetition, illustration, and phonics to introduce young readers to diphthongs i.e. vowel sound combinations in which the sound of one letter glides into the other, as in 'toy'.

This is almost following a deductive approach going from the rule to the data. The sounds have been covered in poems and grammar in the prose. This is because sounds are better focussed in the reading of poems. As a follow-up, we have given two rhymes for each sound so that while singing the poem, the sound is inductively and sub-consciously assimilated by the learners. Thus we are following a balanced approach by being deductive as well as inductive.

Once the teacher reaches the **Off to the Language Lab** section, he/she must start reciting the rhymes and let children deduce the summative sound, a sound that is more frequent in a rhyme/text. If they face difficulties, they must be sensitised about the sound and then asked to read/sing the rhymes afresh. This way they will be able to perceive the usage of such sound in the rhyme. After this, the teacher must take them to the words given in the box and make them drill the sound by reading the words aloud. This way, children will be able to pronounce the sounds properly. Remember, a sound must not be taught separately but in a context. It helps the learners







to assimilate the sound.

The objective is to make students understand sounds for word recognition, spelling patterns, fluency and letter-sound knowledge. This will ultimately help them in augmenting their LSRW skills.

### **Suggested Design of Assessment**

Assessment of English at the primary level has been confined to testing reading and writing. Neglecting the two important skills of listening and speaking leaves out essential aspects of language and personality development in children. *Chant II* is designed with an adequate number of listening and speaking activities. The assessment design is envisaged to ensure that children are assessed in the four skills. Listening and speaking have been given due weightage in assessment. A model test paper has been provided at the end of this handbook for reference.

### **Star Track**

Star Track has been incorporated at the end of each chapter with the objective of assessing and tracking the four language skills and also help build the personality of the child. Star Track is not a formal or strict academic tracker but a precursor for the teacher to develop and hone the abilities of each child. It will facilitate the teacher to pay attention towards every child and continuously evaluate his/her progress. The teacher can systematically work on building the language skills and personality of each child. The teacher is also supposed to keep a corresponding record in his / her diary. The teacher can modify the tracker according to classroom situations/needs.

The teacher needs to be sensitized about the fact that tracking is



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aimed at boosting the self esteem of the child and not hurting the learner in any way. The minimum number of stars given to a child is 'one' with the remarks that the child has the potential to do better with the support of the teacher and the parents. The teacher should ensure that little achievements made by children are duly encouraged.

To assess students in the language skills, the teacher can refer to the Design of Assessment given in this handbook. Other variables such as classroom response, creativity, body language, attentiveness, sharing, voice modulation, etc can also be taken into consideration and a record can be maintained in the teacher's diary. For Star Track the following performance rating scale may be used. Teachers are free to develop their own.

#### Star Rating Scale

Marks	=	Star(s)
0 - 20 %	=	*
21 - 40 %	=	**
41 - 60 %	=	***
61 - 80 %	=	****
81 - 100 %	=	*****

The teacher will also write the remarks in the Star Track provided in the coursebook at regular intervals.

The objective of Star Track is to establish meaningful teacher-student interaction. Healthy classroom participation actually certifies the success of a teacher.

Star Track, if followed with the right approach will fulfil the objective of continuous and comprehensive evaluation of the learners while learning English. This will enable teachers to adopt

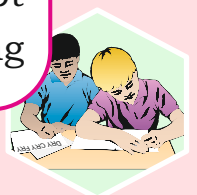




the learner-centred approach by engaging with them in creative ways and, therefore, make teaching learning a student-centred domain. Research tells us that children learn in different ways as learning is neither uniform nor an end in itself. This individualised assessment in the form of Star Track will help the English language teacher to work on the weak areas of students to help them develop the required skills to become proficient in English language.

### **Joyful Learning through Information Communication Technology (ICT)**

The real challenge before the teacher is to engage students in the learning process. This can be achieved if the teacher succeeds in keeping students attentive, thoughtful, and curious about learning. One of the ways to achieve this goal is to make space for joyful learning with the help of effective pedagogical skills. The process of teaching can be channelized with the help of media and information communication technology (ICT). The effective use of ICT stimulates the learners' readiness. This provides clarity, precision, and accuracy in understanding the concepts. The new media has been witnessing an evolution and today the English classroom can be transformed into an English language laboratory. The teacher can make use of the traditional and new media depending on their availability. The ultimate aim is to make the English classroom more vibrant and active. The teachers may use android phones or computers to achieve the desired results. The proper use of such media can sometimes make up for the TLM (Teaching Learning Material). The teacher can play videos in the classroom relevant to the content of the textbook. The teacher can also design, / adapt different tasks in the classroom to make the teaching learning



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experience more relevant need based. Learners in the classroom are heterogeneous. This is the real challenge for the teacher as they come from different social, economic and educational backgrounds. Learners also have different learning levels. The main challenge for the teacher is to address the individual needs of the learners. Individual attention provided by the teacher to learners will equip them with the required knowledge and language skills.

Since skills are learned activities that are developed through practice, the teacher should ensure learners perform them repeatedly to increase their proficiency and competence. Activities encourage learner centred approach as they focus on learning by doing and they integrate learners' experiences in the teaching-learning process through their active participation. This allows them to construct meaningful narratives. This construction of knowledge enables them to understand and make sense of the information.

The teacher may use the following:

#### 1. AUDIO

- (a) Voice
- (b) Stereo records /tapes
- (c) Telephonic conversation
- (d) Audio clips on cell phones
- (e) Songs / Stories from computer / cell phones / radio





## **2. VISUAL (PRINTS)**

1. Supplementary books for children in the form of stories and comics
2. Children's magazines
3. Newspaper cuttings
4. Pictures/messages
5. Posters/charts/cartoons/ advertisements / tabular data.

## **3. AUDIO VISUALS**

1. Films
2. Television
3. Video Cassettes
4. You Tube
5. Android phones
6. Social media

### **Activity Bank**

*Chant II* approaches the textual material through (ABL) i.e. activity-based learning. It provides better contexts for activating the learner acquisition process and promoting second language learning. It also aims to make English classroom lively and vibrant. There are a number of activities in the coursebook. However, teachers can design their own activities and other language learning tasks. They should have a well defined language learning goal, a clear language learning objective and use any of the four language skills (LSRW) in its accomplishment.

Since English is taught as a second language in our context, it is important that this language be scaffolded through activities and tasks.



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**1. Speaking Activity:** The teacher is supposed to take recourse to the coursebook. However, teaching should not be confined to the textual material. The teacher can make use of different activities to enhance speaking skills of the students. A film or a cartoon show may be discussed. A song or poem can be played and children asked to sing along. The teacher should not expect a hundred percent response from learners in English. The child may make use of mother tongue/Urdu/Hindi words. This should be acceptable to the teacher at this stage as children possess very little proficiency in English. The teacher should encourage them to speak up and expose them to a variety of English words.

**2. Asking Questions:** After teaching a particular chapter /concept, the teacher can ask the learners questions. This will enable them to speak simple words and sentences.

The teacher can ask a variety of questions from different chapters of the course book e.g.

- What do you want to become when you grow up?
- Which is your favourite season?
- Name your favourite animals.
- Identify some nouns in your classroom.

**3. Pronouncing Words:** Apart from the sight words given in the textbook the teacher can display flashcards, charts, etc containing appropriate words as per the level of students. The teacher should ensure that students pronounce these words correctly. If they mispronounce these words, the teacher will correct them accordingly and ensure that learners pronounce the words correctly through practice. *Chant II* provides enough scope to enhance





speaking skills through subconscious learning of the sounds. The teacher can make the learner practise vowel sounds and diphthongs reflected in the course books for class I and II respectively.

**4. Dialogue:** The teacher will ask students to practise dialogues, e.g.

Chinar : My name is Chinar. I 'm a tree. I 'm very big.

Monis: How big are you?

Chinar : I am thirty meters tall or even more.

Monis : How do you help us?

Chinar : I give you fresh air. I 'm home to many birds.

This has been taken from *Chant II*. However, teachers can develop short dialogues on different themes such as seasons, shapes, trees, habits, etc. The teacher should ensure that each student gets a chance to say a few lines.

**5. Role-play:** Role-play activities are important for enhancing the speaking skills of learners. They lend excitement and fun to the task. The teacher should ensure that all the students get a chance to play a role. Role - play enhances the imagination and creativity of learners. It enables them to perform different roles e.g. the teacher can ask them to play the role of a teacher, a doctor, a milkman, a tailor, etc. These roles have been defined in the course book. The teacher can assign different roles to learners as per their level and learning objectives reflected in the chapters. Apart from being the facilitator, the teacher can also be a participant so as to lend more relevance and reality to the role-play activities.





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The teacher can devise more activities such as word association , quiz, puzzles, songs, rhymes etc.

### Structure of the lesson

#### Learning Objectives

Learning objectives are specific and are to be achieved in a specific period of time. The teacher can add other objectives and constantly revise the previous ones. Every chapter can be divided into various parts to achieve the desired target. The teacher should ensure that learning objectives are achieved in the process of transacting the content. The teacher may also handle learning outcomes depending upon the level of the class. The teacher can integrate concepts and link different disciplines for wider learning experiences.

#### Warm-up Activity

In no case should any chapter open up spontaneously without arousing the curiosity of the learners. Warm-up activities stimulate learners to interact with the text in a healthy way. Well -designed and simple warm-up activities provoke curiosity. Warm-up activities have been devised keeping in view the age and level of the students. The traditional method of reading out the chapter and explaining the content should be discouraged.

The activities provided in *Chant II* have been devised after thorough deliberations but teachers are free to make innovations and create warm-up activities accordingly to their choice and level of the class. These activities should not be regarded as unnecessary and irrelevant. They serve as an appetiser to the meal.







### **Let's Read**

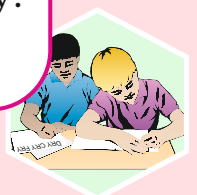
Reading helps decode the text and make meaning. It gives meaning to pictures and symbols. It enables children to understand the text as it involves the cognitive domain and adds insight to learning and thinking by discovering the meaning in the written text.

### **Let's Talk (For listening/speaking skills)**

We cannot ignore the multilingual approach at this stage but exclusive recourse to it will jeopardize the learning of English. Students must be encouraged to use as many English words as they can. But they should not be reprimanded for using their mother tongue. It is a common observation of many English teachers that children in spite of knowing the answer to the question do not speak. The reason behind this could be lack of confidence or fear while speaking. At this juncture, students must be encouraged to speak. A pat or a smile by the teacher can minimise the fear instilled in the minds of young learners. Teachers must avoid negative reinforcement in case of wrong pronunciation or wrong answer. Instead teachers should appreciate what the students have said correctly and also correct their mistakes simultaneously.

### **Let's Write**

This section deals with the students comprehension of the text. The teacher must bear in mind that this is not the only tool to check the comprehension of the text. Fill in the blanks, match the columns, true/false components have also been incorporated in this section. Rote learning has to be avoided in every possible way.



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Encourage children to explore the text themselves and complete the task. Offer them help wherever needed.

### Activity Time

This section has been incorporated in order to break the monotony of the teaching-learning process. Young children are energetic. They want to do things themselves. Singing, telling stories, acting, colouring and painting gives them pleasure. *Chant II* provide ample space to children to get engaged in meaningful activities.

### Grammar in Context

While going through *Chant II*, the teacher will find that the heading for this section is unconventional. This has been done deliberately so that grammar concepts are not taught in isolation. For example, by providing a list of singular and plural to children and asking them to memorize does not help the learner to use the concept of (noun) number. A small paragraph in the coursebook deals with the grammar concept to be taught. Students are made familiar with the concepts in a contextualised manner. In *Chant II* basic concepts such as nouns, pronouns, number, gender, adjectives and articles have been taken up. There are many grammar activities in this resource book. The teacher must ensure that students perform them and construct knowledge through engagement and participation.

### Off To The Language Lab

This section aims at subconscious assimilation of sounds by learners. The objective is to make them fluent readers by decoding

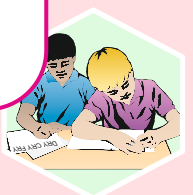




the letter sounds. Teachers should make students drill these words regularly so that they form an imprint in their minds. By this way, they do not have to spell the word each time before reading it. Detailed explanation has already been provided in the beginning.

However, teachers must be conscious about their own pronunciation as children tend to imitate teachers. The teacher must take the help of an audio dictionary before introducing new words.

Similarly sight words have been incorporated to make children fluent readers. Flash cards and charts can be prepared and displayed in the classroom. Children should be encouraged to read these words aloud without spelling them. Continuous drills will help them internalise these words.





## My Mom

### **Suggested Time Schedule: 12 days**

### **Learning Objectives and Warm-up**

- Teach the chapter focussing on the learning objectives. The teacher is free to incorporate other language learning objectives.
- Start the chapter with Warm-up activity and complete it in 5-7 minutes.
- Relate the activity of the chapter to the poem.

### **Let's Read**

### **Read aloud the poem**

- Ensure that children sing, read and re-read the poem separately for pleasure and understanding.
- Singing will enhance the fun element in the classroom.
- Break the poem into parts and ask simple questions. Allow children to discuss and give them some time to respond.

### **For example**

- Who is wonderful?
- What does the mother do in the night?
- What shines in the night?
- What does the child do?
- Who is the speaker of the poem?
- The teacher may also ask thinking questions. For example.





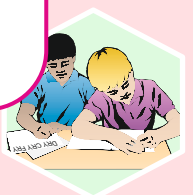
- How will you define your mother?
- What do you like the most about your mother?
- After breaking and teaching the poems in parts, the teacher can devise different kinds of exercises such as fill-ups, match the words, true / false etc.

### **New Words**

- First read the poem aloud with proper gestures, rhyme and rhythm.
- Avoid giving meanings of new words directly in the mother tongue.
- Reinforce new vocabulary with the help of teaching aids like real objects, flash cards, etc and encourage children to guess the meaning.

### **Let's Talk and Let's Write**

- Encourage children to say something in response to the poem.
- Ask questions in English. Do not translate in mother tongue.
- Use simple words to break down the question into parts for better understanding.
- Children should be encouraged to respond in English.
- Ask and encourage them to say something about their mothers.
- Let's Write section should be completed by children in their course books. Allow them to do tasks independently. Offer them help wherever needed.
- This section should enable children to write simple words.



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#### Off to the Language Lab

- The sound to be focussed on in this section is [aɪ].
- The teacher should ensure proper drill for correct pronunciation.
- The teacher should use charts / flash cards of the relevant content and say them aloud. Children must listen to and repeat the same.
- The teacher must make use of an audio dictionary for correct pronunciation. An audio dictionary can be very easily downloaded from play store on the android phone.
- The teacher should continuously revise this part and reinforce what has been learnt previously.





## Our Helpers

### **Suggested Time Schedule: 16 days**

### **Learning Objectives and Warm-up**

- Teach the chapter focussing on learning objectives. Reinforce the previous ones. Children need to be told about different professions right from the beginning. This will help them understand the importance of different professions.
- Divide the chapter into five or six parts to be taught in 12-16 days.
- Start the chapter with the Warm-up activity and complete it in 5-7 minutes. Do not worry about children seeking help from one another or copying others. Actually the idea is to connect children with the theme of the chapter and also have fun.
- Relate the activity with the chapter.

### **Let's Read**

- Read the chapter aloud with proper gestures, facial expressions, hand movements, etc. to arouse the interest of students.
- Display picture dictionary/charts of different people dealing with different professions.
- With the help of android cell phone / computer / smart-board, play songs about teacher, pilot, baker, etc.
- For effective transaction of the contents, teachers can also play You Tube depicting the role of a mason, doctor, potter,



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etc. The teacher can also sensitise students about other professionals other than the ones given in the textbook.

- Let children read the text both individually and in group.
- Ask them simple questions.

#### For example:

- Would you like to say something about the people around you?
- Do you think they help you in any way?
- Who helps you at home?
- Who brings milk for you?
- Who cooks food for you?
- Who takes you to school?
- Who cuts your hair?
- Who treats you when you are sick?

#### New Words

- Avoid giving meanings of new words directly in the mother tongue.
- Reinforce new vocabulary with the help of teaching aids like pictures, and encourage children to guess the meanings.
- Explain new words in meaningful contexts with the help of examples.

#### Let's Talk and Let's Write

- This section aims to enhance the speaking abilities of children.
- The teacher should ensure that all students participate, especially the shy ones. Their performance can be reflected in the Star Track given at the end of the chapter.







- Encourage children to say something in response to the chapter.
- Ask questions in English. Do not translate the content in mother tongue.
- Use simple words for better understanding.
- Let them talk about what they want to become in life when they grow up.
- Let them talk about the people who have helped them.
- Children should be encouraged to respond in English. Let them also pose questions to one another in pairs and groups.
- Let's Write section should be completed by children themselves. Allow them to do the task independently. Provide help wherever needed. However, for answering the questions, seek their responses and help them write correctly.
- In Part A, they will write the missing letters.
- In Part B, they will identify the pictures and name them.
- In Part C, they will answer the questions in one sentence.

### **Activity Time**

- This activity is for vocabulary enhancement. As children work in groups, they will also learn the importance of teamwork.
- Make balanced groups keeping in view the potential of the children. Watch how children love learning from one another.
- Ask students to perform different roles.
- Ensure that all students get a chance to perform a role and say a few words about the same.



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#### Grammar in Context

- The teacher should read "Aruna Goes Shopping" given in the above section.
- This paragraph can be dramatised to make children understand the concept of articles and use them in a particular context.
- This exercise will give the students an idea to use "a" and "an".
- The teacher may use picture dictionary and teach students how "a" and "an" are used.
- Do not ask children to write the definition of articles. They should be able to identify articles in the text and use them in meaningful contexts.
- Add more similar sentences to the exercise to give children more practice.
- You can also engage students in any group activity to reinforce the concept of 'a' and 'an'.

#### Activity Bank

##### material needed

Real objects / pictures / notebooks / paper sheets

#### Activity 1

- Divide the class into two groups.
- Show real objects or flash cards or pictures of some things e.g. orange, pen, book, egg, teacher, door, window, etc.
- Ask each group to recognise the object or the picture shown.
- Write the name of the object or picture shown with appropriate article in their notebook or a sheet of paper.
- The group that writes the correct answer scores a point.





**material needed**

Real objects / flashcard / pictures/ paper / notebook, pencil.

**Activity 2**

- Write a few sentences on ice-cream sticks / flash cards/paper or any other material.
- The sentence must contain an article e.g.: An umbrella is a useful thing.
- The teacher will put this material on the table.
- Ask students to pick up a sentence and read it aloud.
- Ask them to point out the article in the sentence.

**material needed**

Flashcards / paper / strips / marker / sketch pens.

**Activity 3**

- Write a few sentences on ice-cream sticks / flash cards or any other material e.g. I saw an ugly dog.
- The teacher will divide the class into two groups.
- Ask a student from one group to pick up a sentence and read it aloud.
- The members of the same group have to point out the article in the sentence and correct the usage of article wherever needed e.g. an shop – a shop





# Rain

## **Suggested Time Schedule 7 days**

### **Learning Objectives and Warm-up**

- Teach the chapter focussing on learning objectives. The teacher can also devise additional English language learning objectives.
- Reinforce previous learning objectives.
- Do not ignore the Warm-up.

### **Let's Read**

- First read the poem aloud with proper gestures, stressing the rhyming words. Sing the poem and ask students to sing along.
- Let the children read and re-read the poem separately for pleasure and understanding.
- Take pauses in between and ask short, reflective questions, wherever possible.

### **For example:**

- How do you feel on a rainy day?
- Where does the rain fall?
- What do you wear on a rainy day?
- What do you want to do on a rainy day?





### **New Words**

- Avoid giving meanings of new words directly in mother tongue.
- Reinforce new vocabulary with the help of teaching aids such as real objects, charts, flash cards and encourage students to guess meanings.
- Do not get angry with wrong meanings. When students come with the exact meaning, encourage them and explain the meaning to the whole class.

### **Let's Talk and Let's Write**

- The teacher should ensure that all children get a chance to speak. As far as possible, the target language i.e. English, should be used. Use of mother tongue can be effectively used for better communication.
- Let them talk about their activities on a rainy day.
- Let's Write Section should be completed by children.
- In section A, even if the students do not understand the fill ups, encourage them to scan/ locate the words from the text. Provide help wherever needed.

### **Activity time**

- The teacher will bring paper slips with the pictures/words (given in Section A) written on them. S/he will create appropriate columns on a chart (winter, summer, spring, rain, autumn) and ask students to paste their slips in the appropriate column.
- They may then list and classify these words in their own course books.
- In Section B, ask children to come up with different rhyming words.



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- In Section C children may colour the picture and label the colours.
- In Section D, let the children make an umbrella. The steps have been mentioned in the course book.

### Off to the Language Lab

- The teacher has to be very cautious here, as an improper drill will spoil the pronunciation of children.
- The sound to be focussed on in this section is [ei].
- This is phonics/sound-based exercise. Children will learn the vowel sound of the letter 'a' in words like make, take, cake, etc. (In all these words, the sound produced by 'a' is exactly the sound of the letter itself.)
- Write the example words on a chart and say them aloud. Children will listen and repeat after you. Once they have picked up the pattern, ask them to complete the exercise by writing and saying the words loudly. Add more similar words for practice. Encourage children to make new words having the same vowel sound. Do not reject nonsensical words immediately as long as they have the same vowel sound. However, tell children later that their word is not an English word but only after praising them for using the right vowel sound.
- The teacher must make use of an audio dictionary for correct pronunciation.
- Students can practise speaking and writing these words in the course book.





## The Snow Adventures

### **Suggested Time Schedule: 15 days**

### **Learning Objectives and Warm- up**

- Teach the chapter focussing on the learning objectives. Do not forget to reinforce the previous ones. Children need to be sensitised about snow adventures.
- Start the chapter with the Warm-up activity and complete in 5-7 minutes. Do not worry about children asking questions to one another and copying others. Actually the idea is to connect the children with the theme of the chapter and to have fun.
- Relate the activity with the chapter.

### **Let's Read**

- Divide the chapter into parts to be completed in 12-15 days.
- First read the chapter aloud with proper gestures, facial expressions, etc. to arouse the interest of students.
- Take a pause in between and ask short, reflective questions.

### **For example**

- Why was Ali happy?
- What did Ali make?
- Was Ali fascinated with mountains?
- What are adventures?
- Do you like snow? Do you play any games in the snow? Name them.



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- What does snow bring to you?
- The teacher can play themes relevant to the content of the chapter on YouTube.
- Make use of flash cards/charts or other teaching aids wherever required.
- Ask short questions in between to reinforce the comprehension. Remember these short questions not only test the child's understanding of the written text but also help her/him understand it better.

### New Words

- Avoid giving meanings of new words directly in the mother tongue.
- Reinforce new vocabulary with the help of teaching aids like real pictures etc. Encourage children to guess the meanings.
- The teacher should ensure that students practise and pronounce the new words correctly. Ask students to learn the spelling of new words.
- The teacher can give the test intermittently.

### Let's Talk and Let's Write

- The teacher may also encourage students to tell stories, jokes, sing rhymes/poems, etc. related to the theme of the chapter.
- Let them talk about the games that they play in winter.
- Ask questions in English.
- Encourage children to respond in English. After asking these simple questions, try to involve children in a discussion and encourage them to speak without hesitation.
- Let's Write Section should be completed by children







themselves. Offer them help wherever needed.

- In Part A, they will write the correct words in the blank spaces provided after choosing the correct option.
- In Part B, students should be asked to write the answers briefly.

### **Activity time**

#### **Part A**

- This activity is for vocabulary enhancement. As children work in groups, they will also learn the importance of team work. Do not perform this activity with an individual child.

#### **Part B**

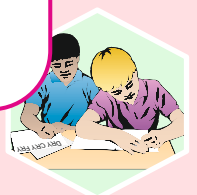
- Ask students to search for meaningful words related to winter. It will help them to identify words and develop vocabulary. They may do it in pairs or groups.

#### **Part C**

- Students will identify the pictures given in this section. They are expected to write a few words about the same.

### **Grammar in Context**

- This paragraph titled 'Naming Words' may be read aloud by the teacher.
- The objective is to make children understand the concept of nouns in a particular context.
- The teacher may help students to understand the concept of nouns through activities.



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#### Activity Bank

These activities have been devised to make students understand the concept of noun through activity based learning. However, the teacher can also develop other skills such as, vocabulary, spellings, speech, writing, etc.

#### Activity 1

- Write simple sentences on ice-cream sticks / flash cards/ paper strips or any other material.
- The sentences should contain names of a person, place, thing or an animal.
- The teacher will put this material on the table.
- She may divide the class into four groups.
- Give each group a name of a person, place, animal, and thing, respectively.
- Ask each group to pick up the sentences according to the group name.
- Ask each group to read the sentence aloud to the class and identify the noun.

#### material needed

Ice-cream sticks / flash cards / paper strips or any other material, marker / sketch pens.

#### Activity 2

- Write the letter sounds on flashcards and put them in a box.
- Ask a student to stand up and pick a letter from the box and say it aloud.
- Students in the class can think of the right type of nouns that





begin with the appropriate letter sounds.

- The student who comes up with the correct words scores highest points.

### **material needed**

Ice-cream sticks / flash cards / paper strips or any other material, marker / sketch pens.

### **Activity 3**

- Divide students into groups.
- Make a four-column chart with the titles "Person," "Place" "Thing" or "Animal".
- Tell them to fill up each column with as many appropriate nouns as they can think of.
- Encourage students to share their lists with others.

### **material needed**

chart / drawing sheet / paper strips / marker / sketch pens.

### **Activity 4**

- Ask a student to stand up and think of a sport / game.
- Then ask him/her to say aloud a list of nouns that relate to the sport. For example, for cricket, she may choose bat, wicket, ball, gloves, etc.
- Encourage the rest of the class to guess which sport the list describes.





## Let's Play

### **Suggested Time Schedule: 10 days**

### **Learning Objectives and Warm-up**

- Teach the poem focussing on the learning objectives and reinforcing the previous ones.
- Let children sing the poem with proper gestures and actions.
- Start the poem with the Warm-up activity and complete it in 5-7 minutes.
- Relate the activity to the theme of the poem.

### **Let's Read**

- Read aloud the poem with proper rhyme and rhythm. Use body language to involve children actively.
- Let children sing it for pleasure and later on read and re-read it individually and in group.
- The poem may be sung outside the classroom.
- Use flash cards / charts / real objects, such as ball, bat, racket, etc. for better appreciation of the poem.
- Make use of other audio visual aids to show different types of games to students.
- Teach the poem in parts and use simple and lucid words.
- Ask questions related to the poem.





### **For example**

- What delights you?
- Name the games that the child plays at home and at school.
- Do you follow rules while playing games?
- Is it good to follow rules while playing games? Why?
- What do you do when you get bored?
- Who is the speaker of the poem?
- Name your favourite games.
- Why do you think playing games is important?

### **New Words**

- Avoid giving meaning of new words directly in the mother tongue.
- Reinforce new vocabulary with the help of teaching aids like real objects, pictures, charts, puppets, graphic aids, etc.
- The teacher should ensure that children practise and pronounce the new words correctly.
- Let them learn the spellings of new words.

### **Let's Talk and Let's Write**

- Encourage children to talk about different games.
- Let them talk freely about their favourite games, players, etc. The teacher can divide them into groups asking them to talk about the fun they have while playing games.
- Children should not be discouraged if they speak in their mother tongue. Encourage them to come up gradually with the English version of the words they use. This will take some time but consistency and practice will help them achieve this.
- Let's Write Section should be completed by the children.



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Provide Help them wherever needed.

- In Part A, they will write words in the blanks provided after choosing the correct option.

### Activity Time

- This activity is about action words.
- The next activity is based on TPR.
- They have been explained in the coursebook.

### Off to the Language Lab

- The sound to be focused is [ɔɪ]
- The teacher should ensure proper drill of the words given in this section for sub-conscious assimilation and better pronunciation.
- The teacher can develop small paragraphs, stories, rhymes, etc. using words containing such sounds.
- The teacher must make use of an audio dictionary for correct pronunciation.
- The teacher can organise pronunciation quiz for practising of the given sound.
- Students will also sing the rhymes.





## **Birbal's Wit**

### **Suggested Time Schedule: 12 days**

### **Learning objectives and Warm-up**

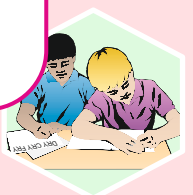
- Teach the chapter focussing on Learning Objectives.
- Divide the chapter into 5-6 parts to be taught / learnt in 10-12 days.
- Start the chapter with the Warm-up activity and complete it in 5-7 minutes.
- All children should participate in the activity.
- The teacher may preferably cite adjectives from the classroom to give an idea of adjectives and their degrees of comparison.
- Relate the activity with the theme of the story.

### **Let's Read**

- First read the chapter aloud. Make use of audio/visual aids for better comprehension.
- Take pauses in between and ask short, reflective questions.
- Let children listen to the story for better understanding. Later on, the story can be divided into short segments for choral reading. Ask short questions after each segment.

### **For example**

- Who was Akbar?
- Who was Birbal?
- Why were the ministers confused?



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- Do you think that Birbal was witty? Why?
- These short questions do not test the child's understanding of the written text only but also help them understand it better.

### New Words

- Reinforce new vocabulary with the help of teaching aids like real objects, charts, flash cards, etc.

### Let's Talk and Let's Write

- Encourage children to say something in response to the questions. Ask questions in English.
- Let them name the people in their family who are taller than them.
- Children should be encouraged to give their answers in English. They can also discuss about related themes.
- Let's Write Section should be completed by children themselves. Help them wherever needed.
- In Part A, they will write true or false in the boxes provided.
- In Part B, they will write the answers briefly. They should be encouraged to revisit the text.

### Activity Time

- This activity is for vocabulary enhancement.
- Activity A also focuses on speaking skills through dialogue.
- Activity B reinforces the concept of comparative degrees of adjectives.







### **Grammar in Context**

- The paragraph titled 'A Fat Man' should be read aloud by the teacher.
- The objective is to make children understand the concept of adjectives in a meaningful context.
- The teacher may help students to learn the concept of adjectives through activities.

### **Activity Bank**

#### **Activity 1**

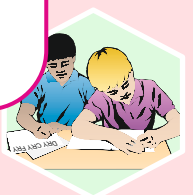
- Let students draw their own picture/drawing.
- Ask them to write words that describe them e.g. long hair, round face, chubby cheeks, red lips, etc.

#### **material needed**

Sheets of paper, pencil / pen / colour box.

#### **Activity 2**

- Divide the class into two groups.
- The teacher will say a sentence containing an adjective, e.g. she is a tall girl.
- The groups have to say a sentence with the opposite meaning of the describing word e.g. She is a short girl.
- The group that comes out with the correct answer scores a point.



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#### Activity 3

- Write a few sentences on ice-cream sticks / flash cards / paper or any other material.
- The sentences must contain describing words, e.g., This is a red pen.
- The teacher will put this material on the table.
- Ask students to pick up a sentence and read it aloud.
- Ask them to point out the adjective in the sentence. e.g. red

#### Material needed

Flashcards / paper strips / marker / sketch pens.

#### Activity 4

- Divide the class into four groups.
- Give each group a small object (fruit, candy, pen, leaf)
- Have them make a list of as many adjectives as they can in order to describe the object.
- Set time to create the list.
- After each group has written the adjectives, tally their lists to see which group has written most adjectives.

#### material needed:

Sheets of paper, pencil / pen / fruit, candy / leaf.





# Shapes

**Suggested Time Schedule: 10 days**

**Learning Objectives and Warm-up**

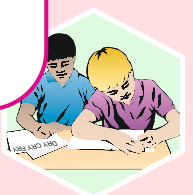
- Teach the poem focussing on learning objectives.
- Start the poem with the Warm-up activity and complete it in 5-7 minutes.
- Relate the activity with the poem.

**Let's Read**

- Read the poem aloud with proper gestures, rhyme and rhythm.
- Let the children sing the poem for pleasure.
- Let them read and re-read the poem separately for pleasure and understanding.
- Ask simple questions in the class.

**For example**

- Where does the child find the circle?
- Where does the child see the triangle?
- What does the picture book look like?
- What does the football look like?
- Where do all the shapes live?
- Who is the speaker of the poem?
- Name some shapes. Where do you see them?



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#### New Words

- Avoid giving meanings of new words directly in the mother tongue.
- Reinforce new vocabulary with the help of teaching aids like real objects, pictures, etc.
- Let children learn the spellings of new words and practise the same.

#### Let's Talk and Let's Write

- Let children speak about different kinds of shapes that they see around.
- Ensure that they work in pairs and groups and come up with varied responses.
- Let's Write Section should be completed by them. Help them wherever needed.
- Part A focuses on words starting with /s / and / k / sounds.
- In Part B, students will write rhyming words.

#### Activity Time

- Part A focuses on observation, following directions and writing.
- Part B is a drawing activity.





### **Off to the Language Lab**

- The sound to be focused is [əʊ]
- The teacher should ensure proper drill of words containing the above sound.
- The teacher should use charts/flash cards of the relevant content and speak aloud. Children will listen and repeat the same.
- The teacher must make use of an audio dictionary for correct pronunciation.
- The teacher can organise a pronunciation quiz for subconscious assimilation and better pronunciation of these words containing the given sound.
- Students can practise speaking and writing these words in the course book.





## The Wind and the Sun

### **Suggested Time Schedule: 15 days**

### **Learning Objectives and Warm-up**

- Teach the chapter focussing on the learning objectives.
- Divide the chapter into 5-6 parts.
- Start the chapter with the Warm-up activity and complete it in 5-7 minutes.
- Children should play the game i.e. Tug of war in the open with a proper rope.
- Don't forget to tell children the name of the game. Also write **Tug of War** on the board and make children read it aloud.
- The questions at the end of the Warm-up activity are meant for developing critical thinking skills of children. Try to elicit response in any language including the mother tongue. Don't reject any unexpected / unusual responses. Just make them speak what they think and finally relate the outcome of the discussion to the chapter.

### **Let's Read**

- Read the chapter aloud. Make use of audio-visual aids or other teaching aids wherever required.
- Play the story on You Tube.
- Take pauses in between and ask short, reflective questions.
- Now children will take turns to read the chapter loudly in pairs. They will play the role of the sun and the wind.





- The teacher can take students outside and ask them to observe, identify and name different forces and objects of nature.

**For example.**

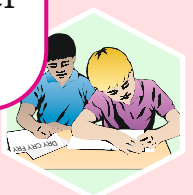
- Who had an argument?
- Who was walking down the road?
- Where did the sun hide?
- What are the things that we can see in the sky?
- What do you wear on a sunny day?
- What do you wear on a windy day?

**New Words**

- Reinforce new vocabulary with the help of teaching aids like real objects, charts, flash cards, etc.
- Let children learn spellings and practise new words.
- Give dictation test at intervals.

**Let's Talk and Let's Write**

- In the Let's Talk section, encourage children to say something in response to the theme of the story. Ask questions in English. Do not translate. Ask them to retell the story or any other story. Encourage their responses and efforts even in their mother tongues.
- Let's Write Section should be completed by children themselves as it is based on the reading comprehension of the text. Help them wherever needed.
- In Part 1, they will write the words in the blanks provided after choosing the correct option.



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- In Part 2, they will write the answers briefly, with the help of the teacher. For example, the answer to the third question can be just 'the sun'. The children should be encouraged to revisit the text.

### Activity Time

- This activity is a role-play. Acting and speaking are activities for personality development as they focus on speaking, imagination and vocabulary. Since children will work in groups, they will also learn the importance of teamwork. Allow them to make some noise while they suggest words to one another. Watch how they love learning from one another.
- The next activity is based on word association. It focuses on vocabulary development.

### Grammar in Context

Let the teacher read "The Hen and the Cock". Let students also read it. The teacher should cite examples from the classroom and family to clarify the concept of gender.

### Activity Bank

#### Activity 1

- Write names of living and non-living things on flashcards.
- Divide the class into four groups.
- Name each group as masculine, feminine, common and neuter.
- Place flashcards on the table. Ask the students to collect the flashcard from the table as per the group name. For example, boy-masculine, cow-feminine, teacher-common, chair - neuter.







**material needed**

Flashcards / marker

**Activity 2**

- Write some sentences on paper strips.
- Divide the class into two groups.
- Ask the groups to identify gender in each sentence and to name the opposite.
- The group that identifies correct gender scores one point.

**material needed**

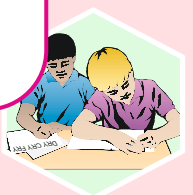
Paper strips / marker.

**Activity 3**

- Write some sentence on the board e.g. The boy is flying a kite.
- Divide the class into two groups.
- Ask the groups to change the gender in the sentence, e.g. The girl is flying a kite.
- For each correct answer the group gets a point.
- The group that gives wrong answer loses the chance and the question passes to other group.

**material needed**

White board / marker



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#### Activity 4

- Divide the class into four groups.
- Give each group a small paragraph.
- Ask each group to rewrite the paragraph changing the gender.  
e.g. I am a boy. My father is a doctor. My sister is five years old.  
My grandfather is a teacher.
- It will be rewritten as:-  
I am a girl. My mother is a doctor. My brother is five years old.  
My grandmother is a teacher.

#### material needed:

Sheets of paper with small paragraphs, marker / pen / notebooks, pencil.





## My Senses

### **Suggested Time Schedule: 10 Days**

### **Learning Objectives and Warm-up**

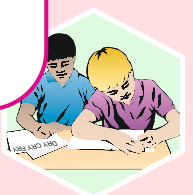
- Teach the chapter focussing on the Learning Objectives and reinforce the previous ones.
- Start the chapter with Warm-up activity and complete it in 5-7 minutes.
- Relate the activity to the poem.

### **Let's Read and New Words**

- Read aloud the poem aloud with proper gestures, rhyme and rhythm.
- Let the children read and re-read the poem for pleasure and understanding.
- Let the children also read individually and in groups.
- Ask them simple questions about the sense organs.

### **For example**

- What can you see with your eyes?
- What kind of sounds do you like to hear?
- Which is your favourite fragrance?
- Name some soft and hard objects around you.
- What kind of food do you like to eat?
- Avoid giving meaning of new words directly in mother tongue.



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- Reinforce new vocabulary with the help of teaching aids like real objects, flash cards, etc. and encourage the children to guess the meanings.
- Spelling, learning, dictation and practise will help the children develop their language skills.

### Let's Talk and Let's Write

- Children should say something in response to the poem. Encourage children to ask questions to one another.
- Ask relevant questions in English.
- Let's Write Section should be completed by children in their course books. Help them wherever needed.
- In Part A children will match the columns. They will write the words in blanks provided after choosing the correct option.

### Let's Do:

- This activity is for development of vocabulary and writing skills.
- Let them classify and write the words as per the senses.

### Off to the Language Lab

- The sound to be focussed on here is [aʊ].
- The teacher has to be very cautious here as improper drill will spoil the pronunciation of children.
- The teacher should use charts / flash cards / computer/cell phones, and speak the words loudly. Children will listen and repeat the same.
- The teacher must make use of an audio dictionary for correct





pronunciation.

## **The Fox and the Chick**

### **Suggested Time Schedule: 18 days**

#### **Learning objectives and Warm-up**

- Let the teacher organise a quiz and show different pictures of animals to the class. The whole class should be involved in this activity. Let them identify and speak the names of the animals.
- Teach the chapter focussing on the learning objectives. Children need to be told about different animals right from the beginning.
- Relate the activity with the title of the chapter.

#### **Let's Read and New Words**

- Read the chapter aloud with proper gestures, facial expressions, etc. to arouse the interest of children.
- Make use of flash cards/charts of different animals / birds and a picture dictionary.
- Divide the chapter into three or four parts to be taught in 14-18 days.
- Ask short questions in between to test the understanding of the content. They do not only test the child's understanding of the written text but also help them understand it better.



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#### For example

- Who was hungry?
- Who was shivering with cold?
- Name some animals that you see on the roadside.
- Name some animals that you see on the TV.
- How did the fox help the chick?
- Summarise the story.
- Describe the main theme of the story.
- Read aloud the below given sentence.
- He saw a poor little chick shivering beneath a tree.
- What are the opposites of poor and little?
- Avoid giving meaning of new words directly in the mother tongue.
- Reinforce new vocabulary with the help of teaching aids like real pictures, objects, etc. and encourage children to guess the meanings. Pay attention to spelling and pronunciation.

#### Let's Talk and Let's Write

- Let children talk about their favourite animals.
- Let them talk about the difference between domestic and wild animals.
- Let's Write Section should be completed by children themselves. Help them wherever needed.
- In Part A, they will write the correct words in the blank space provided after choosing the correct option.
- In Part B, students should be asked to find some past forms that end with-ed in the story and write them.
- In Part C, they will write the answers briefly.





### **Activity time**

- This activity is for vocabulary enhancement. The teacher can prepare flash cards of different animals and ask students to name them.
- Encourage children to tell stories even if they speak in their mother tongues.
- Encourage them to retell the story.
- For better understanding, children may role play the story.

### **Grammar in Context:**

- This exercise will give children an idea of numbers. They will learn how numbers are used in writing.
- Do not ask children to write the definition of numbers. They should be able to identify numbers in a text and use them meaningfully in speech and writing.
- Add more similar sentences to the exercise to give children more practice.
- You can also engage them in other activities to reinforce the concept of numbers.

### **Activity Bank**

#### **Activity 1**

Ask students to identify singular and plural objects in the classroom.

- Divide the class into two groups i.e. A and B or I and II.
- Make two columns of singular and plural on the board.
- Write a word e.g. 'Book' in the singular column.
- Ask group A to write its plural e.g. Books'
- Then write a word in plural column e.g. Toys



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- Ask group B to write its singular i.e. Toy
- For each correct answer give a point to the team.

#### **material needed**

Whiteboard / marker.

#### **Activity 2**

- Write sentences on strips of paper, e.g. The boy is laughing.
- Divide the class into two groups.
- Ask the groups to identify the number of nouns in each sentence.
- Speak the plural of the identified singular and the singular of the identified plural.
- The group that gives a correct answer gets one point.

#### **material needed**

Strips of paper / flashcards, marker.

#### **Activity 3**

- Write sentences on the board, e.g. The boy is flying a kite.
- Divide the class into two groups.
- Ask the groups to change the number of nouns in the sentences, e.g. The boys are flying kites.
- For each correct answer the group gets a point. Continue the game till one group gives the wrong answer.
- The group that gives an incorrect answer loses the chance and the game passes to the other group.







**material needed:**

White Board / marker.

**Activity 4**

- Divide the class into four groups.
- Give each group a small paragraph. e.g. The girl is playing with a ball. Mother called her. Come back home.
- Two paragraphs should refer to singular number and two paragraphs to plural number.
- Ask each group to rewrite the paragraph changing the number of nouns identified. The girls are playing with balls. Mothers called them. Come back home.

**material needed**

Sheets of paper / marker / notebooks / copies / pens





## My Beautiful Tree

### **Suggested Time Schedule: 7 days**

### **Learning Outcomes and Warm-up**

- Teach the poem focussing on learning objectives.
- Start the poem with Warm-up Activity and complete it in 5-7 minutes. The idea is to connect them with the theme of the poem and have fun. Relate the activity to the poem.
- Let the teacher take the children out in the garden. This will help children understand the poem in a better way.

### **Let's Read and New Words**

- First read the poem aloud with proper rhyme and rhythm. Use gestures, facial expressions, voice modulation to sustain the interest of children. Make use of flash cards or other teaching aids wherever required.
- Let the children read and re-read the poem separately for pleasure and understanding.
- Read the poem twice or thrice. You can also ask children to repeat after you in the second or third reading.
- Let children take turns to read the poem loudly with rhyme and rhythm. They can read in pairs, groups or in chorus.
- Encourage them to learn the poem by heart.
- Ask them simple questions for better understanding.





**For example**

- Name some trees that you see around.
- Which is your favourite tree?
- What do trees give us?
- Should we plant trees? Why?
- Reinforce new vocabulary with the help of teaching aids like real objects, charts, flash cards, picture dictionary, etc.
- Let children practise new words. Try to give meaning of these words in English.

**Let's Talk and Let's Write**

- Let children say something in response to the poem. Let them work in pairs and groups and talk about the uses of trees, their favourite trees and fruits. Encourage them to speak even in their mother tongue.
- Let's Write Section should be completed by children themselves. Help them wherever needed.
- In this section the students will write true or false in the space provided.

**Let's Do**

- This activity focuses on vocabulary development. Make all the children participate.
- The next activity is about drawing and colouring.



## Chant II

### Class II

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#### Off to the Language Lab

- The sound to be focussed is [3:]
- The teacher has to be very cautious here as improper drill will lead to incorrect pronunciation.
- The teacher can make use of charts / flash cards, etc. of the relevant content and say them aloud. The children will listen and repeat the same.
- The teacher must make use of an audio dictionary for correct pronunciation.





## Our Chinar Tree

### **Suggested Time Schedule: 18 days**

### **Learning Objectives and Warm-up**

- Teach the chapter focussing on the learning objectives. Children need to be sensitised about the environmental issues right from the beginning. They easily connect with their surroundings. The teacher can take the students outdoors for better understanding of the lesson.
- Divide the chapter into 5-6 lessons to be taught/learnt in 15-18 days.
- Start the chapter with the Warm-up Activity and complete it in 5-7 minutes.
- All the children should participate in the activity.
- Do not correct or interrupt them even if they are pasting their slips on the wrong objects. Let the other students spot the errors and correct them.
- Relate the activity with the chapter.

### **Let's Read and New Words**

- First read the chapter aloud with gestures, facial expressions, voice modulation, etc. Make use of audio-visual aids wherever required.
- Now children will take turns to read the chapter. They may simultaneously role-play the same. The chapter can be broken down into smaller parts.



## Chant II

### Class II

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- Take pauses in between and focus on understanding, and vocabulary development.
- Ask them to read the chapter again for comprehension. They will read silently and after reading a part may have a short discussion with their classmates for better understanding. Ask short questions after each segment to reinforce the comprehension. They do not test the child's understanding of the written text only but also help them understand it better.

#### For example

- Name some trees found in J&K.
- Which is your favourite tree?
- How tall does the Chinar tree grow?
- List some uses of the Chinar tree grow.
- Reinforce new vocabulary with the help of teaching aids like real objects, charts, flash cards etc.
- Let children practise new words and try to understand the meaning of these words.

#### Let's Talk and Let's Write

- Let children say something in response to the lesson. Let them talk about different types of trees in their surroundings. Help them know their English names. Let them speak in groups as to what these trees give them.
- Let's Write Section should be completed by children themselves. Help them wherever needed.
- In Part A, they will select the correct option and write it in the blank space provided.
- Part B is about opposites. More words can be added to this





exercise for practice.

- In Part C, they will write the answers briefly. The children should be encouraged to revisit the text.

### **Let's Do**

- This activity is for vocabulary development. Since they have to read the chapter about the usefulness of trees, it is to connect them with this game about vegetables or fruits which are also plant products.
- When the children are trying to write the recalled words in their notebooks, do not point out any spelling mistakes. This can be done later on individually.

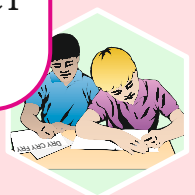
### **Grammar in Context**

- Let the teacher read aloud "The Wet Cat". The focus in this section is on prepositions. After reading the text, the teacher should make the learners understand the use of prepositions with the help of examples. like, keeping objects on the box, in the box and under the box.

### **Activity Bank:**

#### **Activity 1**

- Have the students sit in a large circle and show them an actual box - bigger the better.
- Demonstrate getting IN the box, sitting ON the box, sitting or lying UNDER the box, and sitting BESIDE the box. This is just one example. The teacher will have to devise many such actions that the students can perform for better understanding.



## Chant II

### Class II

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- Have the students practise with you.
- Call out names of the students one by one to perform the correct action using the box.
- Ensure that all the students participate in the activity.

**Note:** This game helps students understand the use of in, on, under and beside.

#### material needed

bag / books / table

#### Activity 2

- Ask the students to take out the books and other things from their bags.
- Ensure that students keep their belongings properly.
- Ask them to keep their bags under the table and on the table.
- Next tell them to keep the bags near their books.
- Now ask them to keep their books in their bags.
- Continue the activity through different instructions.
- Ensure that all the students participate in the activity.







## Model Question Paper

Class : 2<sup>nd</sup>  
Max Marks:50

Subject : English  
Time:2.30 Hours

**Answer the following questions as per the directions.  
Each question carries 2.5 marks**

### Listening and Speaking Skills

- 1) The teacher will recite some verses from the poem. Students will listen to each verse and say the rhyming words.
- 2) The teacher will say some pairs of words and ask students to repeat the second word of each pair like Bread and Butter, Day and Night, Black and Blue, Cup and Saucer, Pen and Paper etc.
- 3) The teacher will read aloud a few lines from the poem.  
My eyes can see  
flowers, trees and the honeybee.  
My ears can hear  
bat, beaver and the black bear.  
  
The teacher will ask the students to speak/name the words starting with /b/ sound
- 4) Listen to each question carefully and answer the following.
  - a) Do you like tea or coffee?
  - b) Who cooks food at home- father or mother?
  - c) Which season do you like the most - summer or winter?



## Chant II

### Class II

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5) Listen to the list of words. Identify the sounds at the end of the word list given below.

- |         |      |      |
|---------|------|------|
| a) Fowl | Howl | Jowl |
| b) Down | Town | Gown |
| c) Goat | Coat | Boat |
| d) Coil | Boil | Toil |
| e) Rose | Nose | Dose |

6. The teacher will ask students to say these words aloud.

Birds	Fly	Deny	Skate	Yummy
Don't	Hello	Sage	Machine	Toss

Speak five words that end with sound [z] e.g chairs.

7. Say the rhyming words of the following.

Fat	Rub	Took	Oil	Make
-----	-----	------	-----	------

8. The teacher will say to students 'One who drives vehicles is called a driver'. Now say what the following are called.

- a) One who teaches
- b) One who bakes cakes
- c) One who acts
- d) One who sails
- e) One who writes

9. Say this aloud.

There was a man from Jammu who used to walk on the ceiling.  
When he walked on the ground, he got a funny feeling.

10. Read these questions and say,

- a) What colour is milk?
- b) Is chocolate sweet or sour?
- c) Are oranges sweet or sour?
- d) What is the colour of your bag?
- e) What do you do with a pencil?





or

Which is your favourite game?  
How do trees help us?  
Who are the people who help us?  
How do you spend your vacations?  
Name the four seasons.

or

The teacher can display a list of sight words and ask the student to read it aloud  
The teacher can display a list of words focusing on a particular sound and ask the student to read them aloud.

### **Reading and Writing Skills**

- 1 The teacher will ask the students to read some sentences, paragraph, comic strips, cuttings from childrens' newspapers
- 2) Once, there lived a fox. He had not eaten food for many days. So he went to the nearby village to find some food. There he saw many animals like cows, goats and sheep. His mouth watered at the thought of a full meal.  
It was raining. He saw a poor little chick shivering beneath a tree.  
The fox wanted to eat the chick.

The \_\_\_\_\_ had not eaten food for many days.  
The fox saw \_\_\_\_\_ and \_\_\_\_\_.  
The \_\_\_\_\_ was shivering with cold.  
Name some nouns from the above passage.



## Chant II

### Class II



3. Ask students to read the following lines in rhythm.

Out in the garden each fine day  
With my rope, I like to play  
I skip my rope, I skip my rope  
Each fine day.

4. The teacher will show a picture of summer season to children and ask.

- a) What season is it?
- b) How many flowers are in the picture?
- c) Which place is it?
- d) Are there any birds in the picture?
- e) Who is playing in the picture?

5. Look at the pictures and write.

I see with my \_\_\_\_\_.

You smell with your \_\_\_\_\_.

\_\_\_\_\_ help us to listen.

A \_\_\_\_\_ tastes sweet.

I feel with my \_\_\_\_\_.

6. Write about your Daddy.

- a) My daddy is \_\_\_\_\_ years old.
- b) He likes to eat \_\_\_\_\_.
- c) His favourite color is \_\_\_\_\_.
- d) He plays \_\_\_\_\_.
- e) I \_\_\_\_\_ my dad.

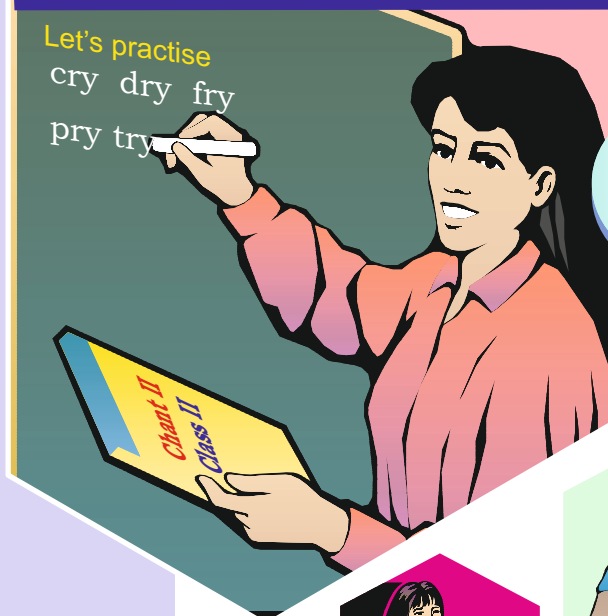




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## Chant II Class II



Jammu & Kashmir  
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