

THIRAN

TARGETED HELP FOR IMPROVING
REMIEDIATION & ACADEMIC NURTURING

ENGLISH

TEACHERS HANDBOOK

CLASS - 9
2025 - 2026



DEPARTMENT OF SCHOOL EDUCATION
GOVERNMENT OF TAMIL NADU

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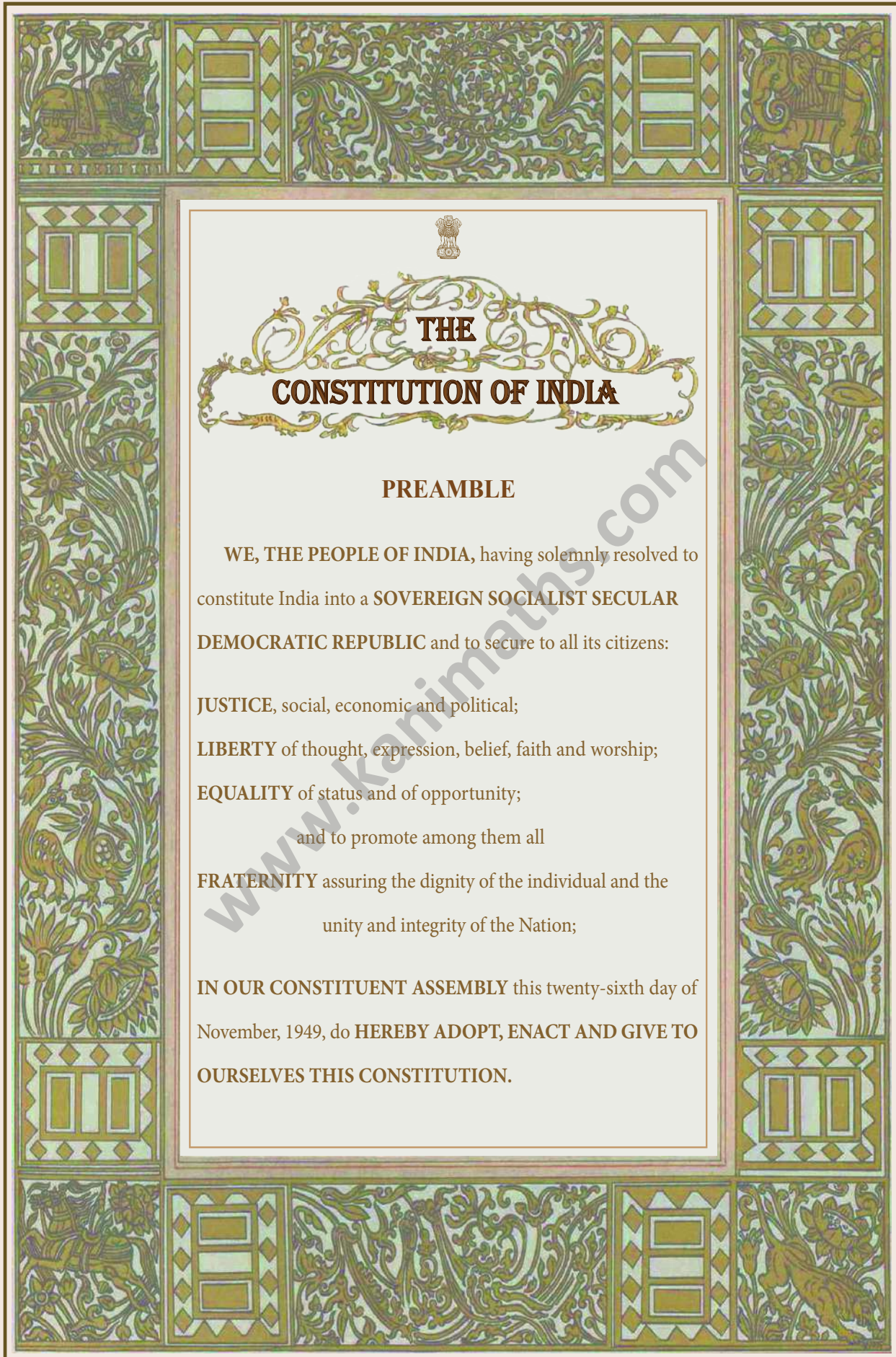
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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;

and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

Fundamental Language Skills & Grade Level Skills

THIRAN

TARGETED HELP FOR IMPROVING
REMEDICATION & ACADEMIC NURTURING

S.No.	Content	Page No.	Duration
1	Fundamental language skills	1 - 21	August 30 Days (90 minutes)
2	Grade level skills	22 - 49	September - February 20 Days (1 period per week) (40 minutes)

I Can... I Will...

15 ★ Date: _____

14 ★ Date: _____

13 ★ Date: _____

12 ★ Date: _____

11 ★ Date: _____

10 ★ Date: _____

9 ★ Date: _____

8 ★ Date: _____

7 ★ Date: _____

6 ★ Date: _____

5 ★ Date: _____

4 ★ Date: _____

3 ★ Date: _____

2 ★ Date: _____

1 ★ Date: _____

Note : Colour the stars after completing each module.

Note : Make students colour the stars after completing each module and write the date of completion of the module in their workbook.

Fundamental Language Skills

Index

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Action Plan

S. No	Topics	Days	Content	Learning Outcomes
1.	Self - Introduction	1 & 2	<ul style="list-style-type: none"> Revision of Alphabet Introduces themselves Handwriting practice (words) 	<ul style="list-style-type: none"> Recognises letters and their sounds A – Z (LO 103) Talks about self /situations/ pictures in English (LO 112)
2.	Conversation	3 & 4	<ul style="list-style-type: none"> Introduction of short a and long a sounds Uses simple sentences in conversation Handwriting practice (sentences) 	<ul style="list-style-type: none"> Recognises letters and their sounds A – Z (LO 103) Uses meaningful short sentences in English, orally and in writing. (LO 308) Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.(LO 704) Engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. (LO 803)
3.	Expressing Opinions and asking questions	5 & 6	<ul style="list-style-type: none"> Introduction of short e and long e sounds Learns to express their opinions and asks questions Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> Recognises letters and their sounds A – Z (LO 103) Asks and responds to questions based on texts (from books or other resources) and out of curiosity. (LO 707) Uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’; ‘I would like to differ’ etc. (LO 804) Reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. (LO 808) Asks questions in different contexts and situations. (e.g. based on the text/ beyond the text / out of curiosity/ while engaging in conversation using appropriate vocabulary and accurate sentences) (LO 809)

S. No	Topics	Days	Content	Learning Outcomes
4.	Responding to Instructions	7 & 8	<ul style="list-style-type: none"> • Introduction of short i and long i sounds • Listens to instructions and responds • Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> • Recognises letters and their sounds A – Z. (LO 103) • Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English. (LO 109) • Listens to instructions and draws a picture. (LO 110) • Responds appropriately to oral messages/ telephonic communication. (LO 306) • Responds to simple instructions, announcements in English made in class/ school. (LO 403) • Responds to announcements and instructions made in class, school assembly, railway station and in other public places. (LO 604) • Responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station. (LO 705) • Responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. (LO 801)
5.	Picture Comprehension	9 & 10	<ul style="list-style-type: none"> • Introduction of short o and long o sounds • Learns to associate pictures and words • Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> • Recognises letters and their sounds A – Z (LO 103) • Associates words with pictures (LO 101) • Reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries. (LO 515)

S. No	Topics	Days	Content	Learning Outcomes
6.	Prepositions & Prepositional Verbs	11 & 12	<ul style="list-style-type: none"> • Introduction of short u and long u sounds • Learns and uses prepositions and prepositional verbs • Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> • Recognises letters and their sounds A – Z (LO 103) • Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc. (LO 113) • Uses prepositions like 'before', 'between' etc. (LO 211) • Uses nouns, verbs, adjectives, and prepositions in speech and writing (LO 416)
7.	Types of Sentences	13 & 14	<ul style="list-style-type: none"> • Revision of a, e, i, o, u • Learns different types of sentences and uses them in different contexts • Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> • Recognises letters and their sounds A – Z (LO 103) • Uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. (LO 610)
8.	Reading Comprehension	15 & 16	<ul style="list-style-type: none"> • Introduction of consonants • Reads passages and comprehends the given questions • Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> • Recognises letters and their sounds A – Z (LO 103) • Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English. (LO 304) • Reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. (LO 606) • Reads textual/non-textual materials in English/Braille with comprehension. (LO 708) • Reads textual/non-textual materials in English/Braille with comprehension. (LO 813)

S. No	Topics	Days	Content	Learning Outcomes
9.	Narrating a Story	17 & 18	<ul style="list-style-type: none"> • Introduction of consonants • Learns to narrate a story • Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> • Recognises letters and their sounds A – Z (LO 103) • Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. (LO 506) • Narrates stories (real or imaginary) and real life experiences in English. (LO 811) • Uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. (LO 610) • Speaks about objects / events in the class / school environment and outside surroundings. (LO 806)
10.	Letter Writing - I	19 & 20	<ul style="list-style-type: none"> • Revision of consonants • Learns to write formal letters • Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> • Recognises letters and their sounds A – Z (LO 103) • Writes informal letters, messages and e-mails. (LO 514) • Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience (LO 615) • Writes formal letters, personal diary, list, email, SMS, etc. (LO 718) • Writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc. (LO 824)



S. No	Topics	Days	Content	Learning Outcomes
11.	Letter Writing - II	21 & 22	<ul style="list-style-type: none"> Introduction of consonants clusters Learns to write informal letters Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> Recognises letters and their sounds A – Z (LO 103) Writes informal letters, messages and e-mails. (LO 514) Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience (LO 615) Writes formal letters, personal diary, list, email, SMS, etc. (LO 718) Writes email, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences etc. (LO 824)
12.	Dialogue Writing - I	23 & 24	<ul style="list-style-type: none"> Introduction of consonant clusters Learns to write dialogues Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> Recognises letters and their sounds A – Z (LO 103) Writes dialogues from a story and story from dialogues. (LO 720) Develops a skit (dialogues from a story) and story from dialogues. (LO 825)
13.	Dialogue Writing - II	25 & 26	<ul style="list-style-type: none"> Revision of consonant clusters Learns to create dialogues from a story Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> Recognises letters and their sounds A – Z (LO 103) Writes dialogues from a story and story from dialogues. (LO 720) Develops a skit (dialogues from a story) and story from dialogues. (LO 825)

S. No	Topics	Days	Content	Learning Outcomes
14.	Paragraph Writing - I	27 & 28	<ul style="list-style-type: none"> • Introduction of Digraphs • Learns to write a paragraph • Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> • Recognises letters and their sounds A – Z (LO 103) • drafts, revises and writes short paragraphs based on verbal, print and visual clues. (LO 613) • Writes coherently with focus on appropriate beginning, middle and end in English / Braille. (LO 614) • Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. (LO 821) • Writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. (LO 822)
15.	Paragraph Writing - II	29 & 30	<ul style="list-style-type: none"> • Revision of Digraphs • Learns to write a paragraph • Handwriting practice (paragraphs) 	<ul style="list-style-type: none"> • Recognises letters and their sounds A – Z (LO 103) • Writes coherently with focus on appropriate beginning, middle and end in English / Braille. (LO 614) • Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. (LO 821) • Writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. (LO 822)

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ talk about self / situations / pictures in English

Classroom Activity – 1**Revision of Alphabet**

<https://youtu.be/XF1MqUGdO-I>

Make students watch the video on Kalvi TV official YouTube channel and then read the words given in the annexure.

- ▲ Dictate the sentences given in the annexure and make students write in their notebook.

Classroom Activity – 2

- ▲ Make students sit in a circle.
- ▲ You are also a part of the circle.
- ▲ Introduce yourself to the students.
- ▲ Now ask a student, **What is your name?** and encourage him / her to say, **My name is _____.**
- ▲ Encourage students also to say, **I am _____ years old. I am in class _____.**
I like _____. **I want to become a / an _____.**
- ▲ Then each student asks the other student, **Tell about yourself** and goes on till all students introduce themselves.

Note: Ask each student to bring wrappers of any healthy snack items for the next day classroom activity.

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ understand and speak simple sentences in conversation

Classroom Activity – 1

Introduction of Short **a** and Long **a** sound

<http://youtu.be/V8Awncdcjsk>

<http://youtu.be/RzAFSQ1PC8>

Make students watch the videos on Kalvi TV official YouTube channel and read the words given in the annexure.

Classroom Activity – 2

- ▲ Show a chocolate wrapper / biscuit cover and say,
 - This is a chocolate wrapper.
 - It is the wrapper of _____. (name of the brand)
 - I bought this chocolate on _____. (day)
 - The chocolate is _____. (brown / white / pink / black)
 - The chocolate is _____. (sweet / sour)
 - I like this chocolate. / I don't like this chocolate.
- ▲ After talking about it, ask students, **Have you brought anything like this today?**
- ▲ Accept students' response.
- ▲ Then invite each student to say at least 4-5 sentences about the things they have brought.

3 Expressing Opinion and Asking Questions

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ express verbally her/ his opinion and ask questions

Classroom Activity – 1

Introduction of Short e and Long e sound

<http://youtu.be/V8Awncdcjsk>

<http://youtu.be/RzAFSQ1PC8>

Make students watch the videos on Kalvi TV official YouTube channel and then read the words given in the annexure.

Classroom Activity – 2

▲ Narrate a story and let the students listen.

e.g.

- The Hare and the Tortoise
- The Thirsty Crow
- The Lion and the Mouse
- The Ant and the Dove

▲ Help students identify the characters and sequence of the events in a story by asking simple questions.

e.g.

- Which character do you like the most? Why?
- What is your opinion about the hare/ tortoise/ ant/ dove/ lion/ mouse?

▲ Ask opinion of the students about the characters in the story.

▲ Write the story in a chart.

▲ Read out the story and let the students listen.

▲ Group the students into two.

▲ Students of group 1 ask questions based on the story and students of group 2 answer for those questions and vice-versa.

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ listen and respond to the instructions given in English

Classroom Activity – 1

Introduction of Short **i** and Long **i** sound

<http://youtu.be/V8Awncdcjsk>

<http://youtu.be/RzAFSQ1PC8>

Make students watch the videos on Kalvi TV official YouTube channel and then read the words given in the annexure.

Classroom Activity – 2

- ▲ Give the following instructions and make students draw the images in their notebook.
 - Draw two houses.
 - Draw two windows and a door in both houses.
 - Draw a tall coconut tree near the houses.
 - Draw two people on the roof of one of the houses.
 - Draw some clouds.
 - Draw heavy rainfall.
 - Draw water in and around the houses.
 - ▲ Give time to the students to complete the picture.
 - ▲ Ask students to show the picture first to their friends and then to the class.
 - ▲ Check the students understanding by verifying their drawings.
 - ▲ Now discuss about the picture and ask,
 - Why are the people in the picture sitting on the roof?
 - Why are their houses surrounded by water?
 - Are they waiting for someone to help?
 - Students will say, Their houses were flooded due to heavy rains. / There are some natural disasters like flood, earthquake, and tsunami. / They affect everyone's lives.
 - ▲ Make students sit in pairs.
 - ▲ Encourage the students to instruct their peers to draw a similar picture and discuss it.
- Read the following instructions to the students and make them write on their workbook pg. 14.
1. Write any three sentences about personal hygiene.
 2. Write about traffic signal.
 3. Write any five classroom instructions that I give usually in the classroom.

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ associate and sequence the pictures of a story in a sentence

Classroom Activity – 1**Introduction of Short o and Long o sound**

<http://youtu.be/V8Awncdcjsk>

<http://youtu.be/RzAFSQ1PC8>

Make students watch the videos on Kalvi TV official YouTube channel and then read the words given in the annexure.

Classroom Activity – 2

▲ Stick the picture on the board given in the annexure and place the given question strips of the picture on the table.

▲ Ask a student to pick a question strip, read the

- What is the name of the tree?
- What animals do you see in the picture?
- What do the old people do under the tree?
- What is the monkey doing?
- Where is the squirrel?
- How many nests are there in the tree?
- What do the kids do in the water?
- How many children are there behind the tree?



▲ Once all are done, ask the students to read aloud the questions and the answers.

Classroom Activity – 3

▲ Paste the pictures on the wall / board given in the annexure.

The Cap-seller and the Monkeys

Once there was a cap-seller who travel from village to village to sell caps. One day, while walking through a forest, he felt very tired and decided to rest under a big tree.



He placed his bag of caps beside him and soon fell asleep. There were many monkeys on the tree. They noticed the cap-seller sleeping and saw the colorful caps inside his bag.



Out of curiosity and fun, they climbed down, took the caps, and wore them on their heads. When the cap-seller woke up, he was shocked to find his bag empty. He looked around and saw all the monkeys sitting on the tree branches, wearing his caps. He didn't know what to do.

He tried to shout and scare the monkeys, but they didn't return the caps. Instead, they just copied whatever he did. If he clapped, the monkeys also clapped. If he stamped his foot, they also stamped.



The cap-seller got an idea. He took off the cap from his head and threw it on the ground. All the monkeys copied him and threw their caps down.

The cap-seller quickly collected all his caps, put them back in his bag, and happily continued his journey. He was very glad that he got his caps back using his clever idea.



- ▲ Prepare sentence strips for the given story and keep it on the table.
- ▲ Call students one by one.
- ▲ Ask each student to pick a sentence strip and read it aloud.
- ▲ Let him/her paste the strip under the correct picture.
- ▲ Continue this activity until all the strips are placed.

6 / Prepositions and Prepositional Verbs

Learning Outcomes

At the end of the module, students will be able to

- ⊙ recognise letters and their sounds Aa – Zz
- ⊙ use prepositions and prepositional verbs correctly in communication and writing

Classroom Activity – 1

Introduction of Short **u** and Long **u** sound

<http://youtu.be/V8Awncdcjsk>

<http://youtu.be/RzAFSQ1PC8>

Make students watch the videos on Kalvi TV official YouTube channel and then read the words given in the annexure.

Classroom Activity – 2

- ▲ Organise the students into small groups.
- ▲ Show flashcards with prepositions **on, under, behind, between, beside, next to, etc..**
- ▲ Demonstrate each preposition using real objects. e.g.
 - **The book is on the table**
 - **The ball is under the chair.**
- ▲ Hide small objects such as **book, ball, toy, etc.** in different places in the classroom.
- ▲ Write clues using prepositions e.g.
 - **The treasure is behind the door.**
 - **Look under the desk.**
- ▲ Give each group a set of clues.
- ▲ Let the students find the hidden objects using the clues.
- ▲ Once they find an object, ask them to describe its location using a sentence with prepositions.
e.g. **The toy is between the books on the shelf.**
- ▲ Ask students to read their sentences aloud.
- ▲ Discuss how prepositions help us describe the location of objects clearly.
- ▲ Explain prepositions and its types.

Prepositions of time	Shows the relationship of time between the nouns and other parts of the sentence.	on, at, in, from, to, for, ago, since, before, till/until etc
Prepositions of place	Shows the relationship of place between the nouns and other parts of the sentence.	on, under, behind, at, in, by, from, to, between, etc.
Prepositions of agents or things	Indicates the relationship between nouns and other parts of the sentence.	of, for, by, with, about, etc.

- ▲ In the same way, explain prepositional verbs with examples.

7 Types of Sentences

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ write grammatically correct sentence for a variety of situations

Classroom Activity – 1

Revision of **a, e, i, o, u**

<http://youtu.be/V8Awncdcjsk>

<http://youtu.be/RzAFSQ1PC8>

- ▲ Make students watch the videos on Kalvi TV official YouTube channel.
- ▲ Dictate the sentences given in the annexure and make students write in their notebook.

Classroom Activity – 2

- ▲ Organise the class into four groups.
- ▲ Give each group a different task:
 - Group 1** describes their daily routine. (Declarative Sentence) e.g. **I wake up at 6 a.m.**
 - Group 2** asks some questions to the class. (Interrogative Sentence)
e.g. **What is your name?**
 - Group 3** gives simple instructions. (Imperative Sentence) e.g. **Open your book.**
 - Group 4** talks about the thing that they like or admire. (Exclamatory Sentence)
e.g. **What a wonderful picture!**
- ▲ Let each group present their sentences.
- ▲ Discuss what is different about each group's sentences.
- ▲ Explain the types of sentences: Declarative, Interrogative, Imperative and Exclamatory with examples.

Classroom Activity – 3

- ▲ Write 20 sentence strips with four types of sentences and put them in a bowl.
 - ▲ Each student picks up a sentence and categorises the sentence according to the type in the blackboard.
- e.g.

Declarative	Interrogative	Imperative	Exclamatory
I go to school everyday.	Do you like mangoes?	Please sit down.	What a beautiful flower!

- ▲ Once completed, ask student to read the sentence type and their sentences.

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ read textual/ non-textual materials in English with comprehension

Classroom Activity – 1

Introduction of Consonants

- ▲ Explain that English alphabet has vowel sounds and consonant sounds, by writing them on the board.

Vowels	Consonants
a e i o u	b c d f g h j k l m n p q r s t v w x y z

- ▲ Prepare picture cards of words starting with different consonant sounds **b, c, d, f, g, h, j, k, l, m**.
- ▲ Prepare letter cards of consonants.
- ▲ Show a picture card (e.g., **ball**) and ask,
 - What is this?
 - What is the starting sound of the word - ball?
- ▲ Emphasize the /b/ sound and point to **B** on the alphabet chart.
- ▲ Repeat the same with a few more examples.
- ▲ Divide the class into small groups to play the **Sound Hunt Game**.
- ▲ Give each group a set of picture cards.
- ▲ Ask them to sort the picture cards by their beginning consonant sound and place the cards under the respective letter cards.
- ▲ Invite each group to share the words they sorted and tell which consonant they start with.
- ▲ Ask the other groups to think and share some other words which start with the same sound.
- ▲ Practise the same for all the other consonant sounds.
- ▲ After this activity, ask students to read the words given in the annexure.

Classroom Activity - 2

- ▲ Organise the class into two groups.
- ▲ Give a passage to the groups and ask them to suggest a title and also write the gist of the passage. This activity improves the students' creative thinking.

Group 1

Penguins are birds that live in the coldest parts of the world. They are black with white stomachs and have small wings. They move across the ice by waddling slowly on their little feet with their wings out to the side. Surprisingly, penguins cannot fly even though they have wings. They use their wings to balance the mass as they waddle across the ice. Their bodies are also very good at keeping the penguin warm in the cold weather. Penguins are very good at swimming and use the strength in their bodies to move easily through the water. Penguins need to be good swimmers because they eat mostly fish and other sea animals. When they catch their food, they swallow it whole! They also need to use their strong bodies to get away from seals and sharks because seals and sharks eat penguins. There are many different types of penguins and they come in all different sizes and shapes. We all need to make sure we take good care of our world because oil spills and global warming can destroy the penguins' homes.

Group 2

Books are very useful to us. They are the best companion of man. Reading books help us learn many things. Books are a good source of knowledge. We can read books of our choice. They enlighten our hearts and make us bold to face the realities and difficulties of life. Books also help us become better speakers and writers. They improve our vocabulary and language skills. We should preserve it as a treasure and read them everyday. A world with books is a world full of light and wisdom.

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ learn to narrate a story

Classroom Activity – 1**Introduction of Consonants**

- ▲ Prepare picture cards of words starting with different consonant sounds n, p, q, r, s, t, v, w, x, y, z.
- ▲ Prepare letter cards of consonants.
- ▲ Show a picture card (e.g. nest) and ask,
 - What is this?
 - What is the starting sound of the word - nest?
- ▲ Emphasize the /n/ sound and point to N on the alphabet chart.
- ▲ Repeat the same with a few more examples.
- ▲ Divide the class into small groups or pairs to play the Sound Hunt Game.
- ▲ Give each group a set of picture cards.
- ▲ Ask them to sort the picture cards by their beginning consonant sound and place the cards under the respective letter cards.
- ▲ Invite each group to share the words they sorted and tell which consonant they start with.
- ▲ Ask the other groups to think and share some other words which start with the same sounds.
- ▲ Practise the same for all the other consonant sounds
- ▲ After this activity, ask students to read the words given in the annexure.

Classroom Activity - 2

- ▲ Narrate a story to the students and let them listen carefully.
- ▲ After narrating the story, ask a few questions to check their understanding.
- ▲ Encourage the students to come up with different endings for the story.
- ▲ Then, divide the students into 4 teams.
- ▲ Encourage each team to write at least ten words related to the story. Give them a few minutes to discuss and prepare.
- ▲ Then, invite a student from Team 1 to read out the words they listed.
e.g. **small boy, train, zoo, monkey, tree, tiger, cat, swing, home.**
- ▲ Encourage another student from team 1 to narrate a few lines of the story using the words.
- ▲ Next, invite a third student from the same team to complete the story.
- ▲ Finally, ask a student from the team to give a suitable title to the story.
e.g.

Ram's Visit to the Zoo

Ram was a small boy. One day, his father took him on a train. They went to the zoo. In the zoo, he saw a monkey. It was sitting on a tree. He also saw a small tiger. It was like a big cat. Ram played on the swing in the zoo. Then they came back home in the train.

- ▲ Let the other teams ask a few questions about the story.
- ▲ Continue the same activity with other teams.

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ understand and write a formal and informal letter

Classroom Activity - 1**Revision of Consonants**

- ▲ Make students stand in a circle and you are in the middle.
- ▲ Say a consonant letter aloud. e.g. /b/.
- ▲ Each student takes turns saying a word that begins with /b/. e.g. ball, bat, bag.
- ▲ If a student says a correct word, everyone claps and says, Great!
- ▲ If they can't think of a word, they can ask a friend to help or you can help.
- ▲ Then choose a new consonant sound and continue the game until all the consonant sounds are revised.
- ▲ After this activity, dictate the sentences given in the annexure and make students write in their notebook.

Classroom Activity - 2

- ▲ Call a student who was absent the previous day and ask, Why were you absent _____ (name of the student)? (If no one was absent on that day, call someone who was absent the previous day / week)
- ▲ The student answers eg. I was sick./ I went to my relative's house./ My mother was sick./ I went to a wedding./ I went to the hospital./ I went to the temple.
- ▲ Practise the same with a few more students who were absent.
- ▲ Then write any one reason on the board and explain, When you are absent, you need to inform your teacher. How will you do it? You can write a letter. We shall practise to write a leave letter.
- ▲ Write down the given format of a leave letter (formal letter) on the board.
- ▲ Ask students to copy the format in their notebooks and fill in the blanks to complete the letter.

Leave Letter

From

_____ (name),
 _____ (class),
 _____ (school),
 _____ (place).
 _____ (date)

To

The class teacher,
 _____ (class),
 _____ (school).
 _____ (place).

Respected Madam,

_____ (reason) on _____ (date) from _____ to
 _____ So, I am unable to attend the class. Please, grant me leave for
 _____ days.

Thanking you,

Yours obediently,

_____ (name)

Classroom Activity - 3

- ▲ Tell students that they recall the format of the leave letter.
- ▲ Divide the letter to seven parts. (**From, To, greeting, body of the letter, closing, signature or name, place and date**)
- ▲ Paste a chart on the wall and group the class into 7 teams.
- ▲ Give each part of the letter to each team.
- ▲ Ask them to read the strips once and encourage all team members to read it.
- ▲ Then say, **Now each team will come forward and form the letter.**
 Invite the team with the strip **From** (name of the sender) to the front.
- ▲ Ask any one student from the team to read the strip aloud and paste it in the appropriate place on the chart.
- ▲ Similarly, practise the same with other parts of the letter.
- ▲ Once the letter format is completed, ask students to read it.
- ▲ Guide students to write similar letter in their notebook.

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ understand and write a formal and informal letter

Classroom Activity - 1

Introduction of Initial Consonant Clusters

- ▲ Prepare paper strips or flashcards of initial consonant clusters such as **bl, st, gr, tr, cl, fl, dr, sp, sn, br** and word ending cards such as **-ue, -op, -ape, -ing, -ow, -eam, ot, ap, ight**
- ▲ Organise students into small groups.
- ▲ Give each group a few consonant cluster cards (**the engines**) and several word ending cards (**the train compartments**).
- ▲ Write consonant clusters on flash cards in the shape of a train engine and word endings on flash cards in the shape of train compartments. Ask students connect the engine to the train compartments and make meaningful words. For example:
 - **gr + ape = grape** • **st + op = stop** • **cl + ock = clock**
- ▲ Make students write new words and read them aloud.
- ▲ Each group shares two or more words they wrote.
- ▲ After completing this activity, ask students to read the words given in the annexure. Explain that a consonant clusters are two or more consonant sounds that come together, and each sound is heard while pronouncing the word, like **bl** in **blue**, or **gr** in **green**.

Classroom Activity - 2

- ▲ Ask students, **Have you ever written a letter to your friend / cousin / uncle / aunt?**
- ▲ Accept their responses.
- ▲ Tell them, **Today we are going to learn how to write an informal letter that you write to someone close to you like family / friends.**
- ▲ Display a given model informal letter on the board.
- ▲ Read the letter to the class and ask,
 - **To whom the letter is written?** • **What is the reason for writing the letter?**
 - **How is the letter different from the formal letter we have learnt in the previous unit?**
- ▲ Now, divide the class into five groups.
- ▲ Give each group a part of the informal letter.
 - **Sender's address and Date** • **Greetings** • **Body of the letter**
 - **Closing statement** • **Name of the sender**
- ▲ Ask them to paste the letter format on the chart in order.
- ▲ Once the complete letter is formed, ask them to write a letter to their cousin about their school picnic in their notebook.
- ▲ Ask them to share their letter to their friends and discuss.

Model letter

No. 23, Nehru Road,

Madurai -12

18.11.2025

Dear Kavitha,

How are you? We are fine. We celebrate Christmas in our house on 25.12.2025. We make cakes at home. We go to church. We enjoy the day happily. I want you to come to my house with your family on Christmas. We will have a good time.

Yours lovingly,

Julie.

Informal letter

Sender's address

Date

Salutations / Greetings

Body of the letter

Complimentary Closing

Sender's name

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ understands and writes a dialogue

Classroom Activity - 1

Introduction of Ending Consonant Clusters

- ▲ Prepare paper strips or flashcards with ending consonant clusters such as **nd, nt, nk, st, sk, sp, ft, pt** and word beginning cards such as **ba, te, si, fa, ri, wa, so, sle**.
- ▲ Organise students into small groups.
- ▲ Write consonant clusters on flash cards shaped like a train engine and word beginnings on flash cards shaped like train compartments.
- ▲ Give each group a few ending consonant cluster cards and several word beginning cards.
- ▲ Ask students to connect the engine and the train compartments to form meaningful words. e.g.

ba + nd = band

te + nt = tent

si + nk = sink

- ▲ Make students write new words and read it aloud.
- ▲ Each group shares two or more words they have written.

Explain that consonant clusters are two or more consonant sounds that come together, and each sound is heard while pronouncing the word, like **nd** in **band** or **nt** in **tent**.

- ▲ After this activity ask students to read the words given in the annexure.

Classroom Activity - 2

- ▲ Make students sit in a circle.
- ▲ Write down the names of fruits, vegetables and flowers on flash cards.
- ▲ Place all the cards in a bowl.
- ▲ Invite two students at random and ask one of them to pick a word card. e.g. **Grapes**

- ▲ Using the selected word, ask them to talk.
- ▲ Display the model dialogue on the blackboard and make them practise.

Use the model given.

Student 1: Hello Ravi

Student 2: Hello Ramesh.

Student 1: What do you have in your hand?

Student 2: I have a carrot.

Student 1: Carrot! I like to eat carrots. Do you like it?

Student 2: Yes, I like it too.

Student 1: It is sweet and crunchy.

Student 2: Yes, It is also good for our eyesight.



- ▲ Once the students have completed, ask them to write the dialogues on the own using any one of the fruits / vegetables / flowers in their notebook.



Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ understand and write a dialogue

Classroom Activity – 1**Revision of Consonant Clusters**

- ▲ Make students sit in a circle.
- ▲ Say a consonant cluster (e.g. **sp**) and throw a soft ball to a student.
- ▲ The student says a word with that consonant cluster (e.g. **spoon**) and throws the ball to another student.
- ▲ Continue this activity until no one can think of a new word.
- ▲ Then start with a new consonant cluster and repeat the same.

Classroom Activity – 2

- ▲ Ask the students to take workbook page 52.
- ▲ Read the story, **The Lost Puppy** aloud to the class.
- ▲ Let them listen to the story carefully.
- ▲ Now make students sit in groups of four. Encourage them to read the story in groups.
- ▲ If there are students who find it difficult, help them read the story.
- ▲ Once the students have read it, ask them to complete the dialogues in their workbook **pg. 53**.

The Lost Puppy



One sunny afternoon, two brothers, Sam and Tom, were playing in the park. Sam saw a small brown and white puppy sitting alone under a tree. **Look, Tom! That puppy looks lost,** said Sam. Tom ran to ask their mom, who was sitting on a bench nearby, **Mom, shall we help that puppy?** She nodded and smiled.

Sam gave the puppy some biscuits from his snack box. The hungry puppy wagged its tail and ate happily. Tom asked, **Whose puppy is this?** **We don't know. It might be lost,** replied Sam.



The children decided to make a **LOST PUPPY** poster. Tom drew a cute picture of the puppy while Sam wrote big letters on the paper. Sam told, **Lets tape the poster in a tree so people could see it.**

The next day, a little girl named Lily came running to the park. She saw the poster and cried, **That's my puppy, Bruno!** She picked him up happily. **Thank you for helping him!** said Lily. Sam and Tom smiled as they waved goodbye to Lily and Bruno.



Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa - Zz
- ⦿ understand and write a paragraph

Classroom Activity - 1**Introduction of Digraphs**

<https://youtu.be/aVcESb38zxQ>

Make students watch the videos on Kalvi TV official YouTube channel and then read the words given in the annexure.

Classroom Activity - 2

- ▲ Prepare sentence strips as shown below.
- ▲ Write the words **fruit**, **vegetable**, **place** and **flower** in four different columns on the blackboard.
- ▲ You can also use charts and paste them on the classroom walls.
- ▲ Divide the class into four teams.
- ▲ Encourage them to read the given sentences in groups and arrange them in order.
- ▲ They need to identify the first sentence.
- ▲ Once they have arranged it correctly, encourage them to say, **We have found it.**
- ▲ Appreciate the team that completes the task first.
- ▲ Then ask them to paste the sentence strips in the appropriate column on the wall / blackboard.
- ▲ Each team will stand in front of the class and read their topic to the class.
- ▲ Each student in the team will read one sentence.

This is a seashore.

We see waves in the sea.

There are seashells in the seashore.

We play in the sand.

We build sandcastles too.

This is a rose.

They are of many colours.

It smells good.

It has soft petals.

We can make garlands with it.

This is a bitter gourd.

It is green.

It tastes bitter.

It is good for our health.

We can make curry with it.

This is a Jackfruit.

It is a big fruit.

It is green outside.

It is yellow inside.

It tastes sweet.

Learning Outcomes

At the end of the module, students will be able to

- ⦿ recognise letters and their sounds Aa – Zz
- ⦿ write paragraphs in English using verbal, visual clues with appropriate punctuation marks and linkers

Classroom Activity - 1**Revision of Digraphs**

<https://youtu.be/aVcESb38zxQ>

Make students watch the videos on Kalvi TV official YouTube channel and then dictate the phrases and sentences given in the annexure.

Classroom Activity - 2

- ▲ Divide the class into four groups and choose a topic for paragraph writing.
- ▲ The first group is asked to come up with the first sentence and write on the black board.
- ▲ A student from the second group is asked to add a supporting detail.
- ▲ Then it is passed to the student of the third group to add more details.
- ▲ Finally the student from the fourth group will add the closing sentence and conclude the paragraph.
- ▲ Ask all the students to read the paragraph aloud.

Examples:**Reading Books**

First Group : Books are the best friends that we can have.

Second Group : Reading gives us pleasure. It develops our imagination.

Third Group : Our knowledge is enriched by reading books. The biographies of noble persons inspire us.

Fourth Group : We can buy books or go to libraries. We should develop the habit of reading books.

Grade Level Skills

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Grade level Skills

Action Plan

S. No	Topics	Days	Content	Learning Outcomes
1.	Phrasal Verbs	1 & 2	Learns and uses phrasal verbs	<ul style="list-style-type: none"> • Uses words, phrases, idioms and word chunks for meaning-making in contexts. (LO 919) • Understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities. (LO 920)
2.	Gerunds & Infinitives	3 & 4	Learns and uses gerunds and infinitives in sentences	<ul style="list-style-type: none"> • Understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities. (LO 920)
3.	Tenses	5 & 6	Learns and uses different types of tenses	<ul style="list-style-type: none"> • Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc. (LO 918)
4.	Modals	7 & 8	Learns and applies Modals in sentences	<ul style="list-style-type: none"> • Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc. (LO 918)
5.	Degrees of Comparison	9 & 10	Learns and applies degrees of comparison in writing	<ul style="list-style-type: none"> • Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc. (LO 918)
6.	Reported Speech	11 & 12	Learns and uses reported speech in a suitable context	<ul style="list-style-type: none"> • Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc. (LO 918)
7.	Active & Passive Voice	13 & 14	Learns and uses active and passive voice	<ul style="list-style-type: none"> • Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc. (LO 918)

S. No	Topics	Days	Content	Learning Outcomes
8.	Reading Comprehension	15 & 16	Reads passages and comprehends the given questions	<ul style="list-style-type: none"> • Reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising. (LO 907) • Reads silently with comprehension and interprets layers of meaning. (LO 908) • Reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc. (LO 914)
9.	Hints Development	17 & 18	Learns to develop the hints into a meaningful story	<ul style="list-style-type: none"> • Takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises. (LO 914) • Edits passages with appropriate punctuation marks, grammar and correct spelling. (LO 917) • Organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes. (LO 915)
10.	Creative Writing	19 & 20	Learns to create posters	<ul style="list-style-type: none"> • Writes short stories and composes poems on the given theme or on their own. (LO 924) • Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme. (LO 909) • Communicates thoughts, ideas, views and opinions verbally and non-verbally. (LO 903)

1 Phrasal Verbs

Learning Outcomes

At the end of the module, students will be able to

- learn and use phrasal verbs in communication

Classroom Activity - 1

- ▲ Show a phrasal verb and explain that it consists of a verb and a preposition (e.g. **wake up**, **look after**).
- ▲ Prepare chits for the given phrasal verbs.

wake up	pick up	turn off	give up	break down
look after	put on	take off	come across	

- ▲ Fold and place them in a bowl.
- ▲ Group students into small teams.
- ▲ One student from a team picks a chit and acts out the phrasal verb without speaking.
- ▲ Other students in the team guess the correct phrasal verb within a time limit (30 seconds).
- ▲ After guessing correctly, the team frames a sentence using the phrasal verb.
e.g. **turn off** - I always **turn off** the lights before leaving the room.
- ▲ Discuss the meanings of different phrasal verbs.
- ▲ Encourage students to share other examples from their daily life.

Explain that a phrasal verb, is a verb that is a combination of a main verb and an adverb or a preposition, or both.

2 Gerunds and Infinitives

Learning Outcomes

At the end of the module, students will be able to

- identify, differentiate and use gerunds and infinitives in sentences

Classroom Activity - 1

- ▲ Write action verbs such as **run, draw, do, write, watch, eat** on word cards.
- ▲ Write the given sentences in the sentence strips.
e.g.
 - Doing homework daily is good.
 - Running is a good exercise.
 - Drawing relaxes your mind.
 - Do you like eating chocolates?
 - I like writing in English.
 - Watching TV is my favourite hobby.
- ▲ Keep the word card on one side and the sentence strips on the other side.
- ▲ Ask a student to pick a word card.
- ▲ Then ask him / her to **act out** that word.
e.g. **Run** (mimes running)
- ▲ Let other students guess the **action** word and find its appropriate sentence.
e.g. **Running is a good exercise.**
- ▲ Then, encourage them to identify whether the sentence is a gerund or an infinitive.
e.g. **Running - gerund**

Explain that a Gerund is an action word that ends in **-ing** and functions as a noun.

The Infinitive is often called as **to + verb** which functions as subject and object.

3 Tenses

Learning Outcomes

At the end of the module, students will be able to

- use different types of tenses in various contexts

Classroom Activity - 1

Picture Story: Guess the Tense

- ▲ Write 3 different sentences on the black board.

e.g.

Past : He got into the bus.

Present : He gets into the bus.

Future : He will get into the bus.

- ▲ As you read each sentence, ask students,
 - What is the time of action?
 - What's the verb used?
- ▲ Then, ask students to write the following in their notebooks.
 - Three activities they did yesterday. (Past)
 - Three activities they do everyday. (Present)
 - Three activities they want to do tomorrow. (Future)

e.g.

- Yesterday, I played football.
- I go to school everyday.
- Tomorrow, I will study English.

- ▲ Then, give students a set of simple sentences:

e.g.

- She is dancing.
- He ate a mango.
- They will go to school.

- ▲ Students work in pairs to underline the verb, then write its tense form.

Explain that tenses demonstrate the time of an action in a sentence. Explain that there are three main tenses and twelve time references in English.

Present Tense	Past Tense	Future Tense
Simple Present	Simple Past	Simple Future
Present Continuous/ Progressive	Past Continuous/ Progressive	Future Continuous / Progressive
Present Perfect	Past Perfect	Future Perfect
Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous

Learning Outcomes

At the end of the module, students will be able to

- identify different modals and use them in sentences

Classroom Activity - 1

- ▲ Group students into two teams.
- ▲ Label corners of the classroom with modals: **must**, **can**, **should**, **may**
- ▲ Give sentence strips to each team for the above modals.

e.g.

- You **must** wear a seatbelt.
 - You **should** obey the traffic rules.
 - I **can** do my homework myself.
- ▲ Let students sort the sentence strips and paste them in the appropriate Modal corners.
 - ▲ Then, ask students to read the sentences one after the other.
 - ▲ Then, ask each group to frame three more sentences using modals.

Explain that modals are generally used before main verbs to express permission/necessity/certainty/ability etc.

5 / Degrees of Comparison

Learning Outcomes

At the end of the module, students will be able to

- apply the rules of degrees of comparison in writing

Classroom Activity - 1

- ▲ Organise students into three groups.
- ▲ Distribute the word cards to each group.

e.g.

Group A	Group B	Group C
Positive	Comparative	Superlative
tall	taller	tallest
hard	harder	hardest
beautiful	more beautiful	most beautiful
clever	cleverer	cleverest
big	bigger	biggest
soft	softer	softest
high	higher	highest

- ▲ Ask a student from Group A to come forward and read the word he has. e.g. **tall**
- ▲ Ask students from Group B and C who have the comparative and the superlative cards of that word to come forward and read their words aloud.
e.g. **tall - taller - tallest**
- ▲ Let all the students repeat the words.
- ▲ Do the same for all the other words.
- ▲ After completing all the words, make students roll the dice one by one.
- ▲ Each number on the dice corresponds to a degree:
1 - 2: Positive 3 - 4: Comparative 5 - 6: Superlative
- ▲ A student picks an adjective (e.g. **tall**) and rolls the dice.
- ▲ Based on the number on the dice, they have to frame a sentence using their respective degrees of comparison.
e.g. When rolling the dice, if a student gets 4, he / she has to frame a sentence in comparative degree - **He is taller than his brother.**

6 Reported Speech

Learning Outcomes

At the end of the module, students will be able to

- use reported speech in suitable context

Classroom Activity - 1

- ▲ Organise the class into five groups.
- ▲ Prepare the following sentence strips and give it to the groups.

Group-1

Direct Speech: "I am going to the store," she said to Mani.

Reported Speech: She told Mani that she was going to the store.

Group-2

Direct Speech: "I will finish the project by Friday," he said to the teacher.

Reported Speech: He told the teacher that he would finish the project by Friday.

Group-3

Direct Speech: "I am feeling unwell," she said to her mother.

Reported Speech: She told her mother that she was feeling unwell.

Group-4

Direct Speech: "Could you please help me?" he asked me.

Reported Speech: He asked me if I could help him.

Group-5

Direct Speech: "I eat an ice cream," she said to her friend.

Reported Speech: She told her friend that she ate an ice cream.

- ▲ Encourage and facilitate the students in each group to answer the following questions.
 - Who is the speaker?
 - Who is the listener?
 - What is the conjunction used?
 - How do you change the pronoun?
 - Find out the tenses.

Classroom Activity – 2

- ▲ Prepare twenty flash cards.
- ▲ Write direct speech on one side of the card.
- ▲ Write reported speech of the same sentence with multiple choices on the other side.
- ▲ Organise the class into four groups.
- ▲ Ask each group to select a card and say the correct answer from the other side of the card.
- ▲ Give scores for the right answer.
- ▲ Acknowledge and appreciate the winning group at the end.
- ▲ An example of a card is given below.

Direct speech	Reported speech
The guard asked, "Who are you?"	a. The guard asked who he was.
	b. The guard asked me who he was.
	c. The guard asks me who he was.
	d. The guard asked who I was.

Explain that reported speech is used to tell what someone said and does not use the exact words of the speaker without changing the meaning of the sentence.

- ▲ Recapitulate that when transforming a sentence from direct speech into reported speech, students will have to change the pronouns, tense and adverbs of time and place used by the speaker.

7 Active and Passive Voice

Learning Outcomes

At the end of the module, students will be able to

- use active and passive voice correctly in communication / different context

Classroom Activity – 1

- ▲ Give sentence strips to the students. Some sentences are to be in active voice, and some sentences are to be in passive voice.
- ▲ Use newspaper headlines, instructions, or advertisements.
- ▲ Ask them to sort the sentences into two categories - Active/Passive.
- ▲ Ask students to identify which voice is used.

Explain that voice is the quality of a verb that shows whether the subject is the doer or receiver of the action.

- ▲ The teacher explains active voice and passive voice with examples.
 - In active voice, the subject is the doer of the action.
Shiva plays basketball.
Peter sings a song.
 - In passive voice, the subject becomes the receiver of the action.
Basketball is played by Shiva.
A song is sung by Peter.

Classroom Activity – 2

- ▲ Organise the class into small groups.
- ▲ Give each group a set of active voice sentences.
- ▲ Ask them to convert the sentences into passive voice within a given time.
- ▲ The team with the most correct sentences wins.

Learning Outcomes

At the end of the module, students will be able to

- read and understand simple sentences and passages and answer the questions

Classroom Activity - 1

- ▲ Write the story given below on a chart and display it on the blackboard.
- ▲ Make the students sit in pairs and read the given story silently.

The Little Sparrow and the Storm



Once upon a time, in a peaceful meadow, lived a little sparrow who was cheerful and friendly with everyone. She chirped good morning to the cow, shared crumbs with the rooster, and danced in the breeze with the butterflies. All the animals called her **friend** and praised her sweet nature.

One morning, dark clouds rolled in, and the wind began to howl. A great storm was approaching. The little sparrow, frightened and cold, looked around for help.

First, she flew to the tall oak tree and asked, *Dear Oak, may I shelter in your branches until the storm passes?* The oak shook his heavy limbs and replied, *I'm afraid my branches are already weighed down. Try the barn. I'm sure someone there can help.*

So, the sparrow fluttered to the barn and pleaded with the horse, *Please, kind horse, may I rest in your stall until the storm goes?* The horse neighed, *Oh no, little one. I have my hay to eat and a long day ahead. Why don't you ask the cow? She's warm and gentle.*

Next, the sparrow went to the cow. *Dear Cow, could I sit beside you for a while? Just until the storm passes?* But the cow replied, *Oh dear, I don't want to be bothered. Try the rooster. He's brave and proud.*

The rooster fluffed his feathers and said, *Not now! My feathers must stay dry. The sparrow should learn to take care of herself.* Finally, she asked the barn cat, who only blinked and said, *Don't you see the storm coming? Everyone's looking after themselves.*

The storm struck with wind and rain, and the sparrow had no choice but to find a hollow in a tree, tiny and rough, but enough to keep her safe. She waited there, wet and alone—but she made it through.

When the sun came out, all the animals came back into the meadow, cheerful again. *Hello, dear friend!* they called.

The sparrow just smiled quietly and flew away and realised that when no one stands by us, courage and self-reliance will help ourselves.

- ▲ Once the students complete reading the story ask them to write the **characters, setting, events, problem and solution** for the story in their notebooks.
- ▲ Also make students write the gist of the story with the characters and events they have listed.
- ▲ At random make students read the gist of the story.

Learning Outcomes

At the end of the module, students will be able to

- develop the hints into a meaningful story/ paragraph

Classroom Activity - 1

Explain how to use hints to build a story and develop logical thinking.

- ▲ Organise the class into four groups.
- ▲ Write the given hints on the blackboard.

A mysterious key - old map with strange markings - a diary with missing pages - footsteps heard in the dark - a shadow moving behind the curtain - muddy footprints leading to the door

- ▲ Ask students in each group to develop the given hints into a mysterious story.
- ▲ Students connect the hints logically and create an imaginative story.
- ▲ Ask each group to present their story.
- ▲ Discuss with students the steps they followed in developing the hints.

Explain the steps in developing hints.

- Use the hints and develop a passage.
- Read the passage twice or thrice carefully.
- Understand the passage well.
- Jot down the points.
- Make sure to use all the hints; do not leave any points.
- Arrange the points sequentially, one leading to the other.
- Ensure using past tense in writing the story.
- Arrange the story in two or three paragraphs.
- Give a suitable title.

Learning Outcomes

At the end of the module, students will be able to

- learn to create posters

Classroom Activity - 1

- ▲ Assign a topic for poster making e.g. **Environmental awareness, Plant More Trees, Importance of Education, Women Empowerment, Healthy Habits, etc.**
- ▲ Discuss key points related to the theme.
- ▲ Encourage students to think about images, slogans, and colours that best represent their message.
- ▲ Organise the class into 4 groups.
- ▲ Give a chart to the first group, and ask them to draw the template design and write a title for the poster. Pass the chart to the next group.
- ▲ The Second group of students draw images and pictures suitable to the topic.
- ▲ The third group of students write catchy slogans.
- ▲ The fourth group of students present the design and the message behind the poster.
- ▲ Display the poster in the classroom.
- ▲ Discuss how visuals help communicate ideas effectively.

Explain the steps in poster making.

- Select a theme or message for the poster.
- Gather information and ideas related to the topic.
- Sketch a rough design, deciding on colours, images, and text.
- Use charts, markers or crayons for design.
- Create a clear title.
- Write catchy slogans.
- Use images to make the poster more engaging.
- Check for errors and improve clarity.
- Present and display the poster.

Annexure

Fundamental Language Skills

Module - 1

Aa



ambulance



axe



ant



arrow

Bb



belt



banana



bat



bucket

Cc



cap



car



clock



cup

Dd



doctor



duck

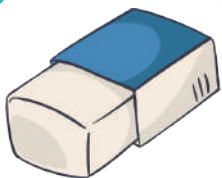


door

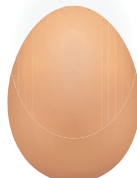


drum

Ee



eraser



egg

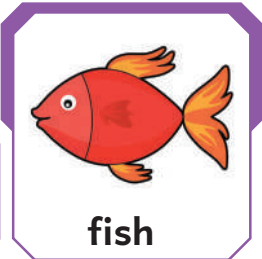


elephant



engine

Ff



Gg



Hh



Ii



Jj



Kk



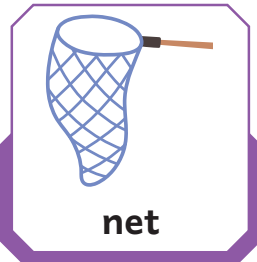
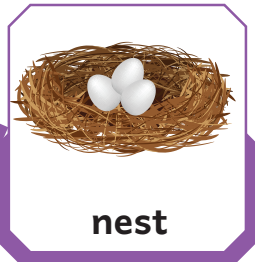
Ll



Mm



Nn



Oo



Pp



Qq



Rr



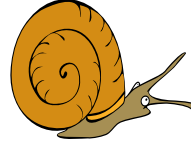
Ss



Sun



star



snail



sunflower

Tt



tiger



tree



tomato



table

Uu



umbrella



uncle



umpire



up

Vv



van



violin



vase



vegetables

Ww



whale



wheel



watch



well

Xx



xylophone

Yy



yak

Zz



zip

Module - 1

Dictation

1. The apple is sweet.
2. The ball is small.
3. The cat drinks milk.
4. The dog plays with a ball.
5. The elephant is big.
6. It is a fan.
7. The goat eats grass.
8. The hen is in the coop.
9. It is an ink pot.
10. He fills water in the jug.
11. The kite flies high.
12. The lion lives in the den.
13. The monkey eats a banana.
14. The fish is in the net.
15. The orange is sour.
16. She writes with a pen.
17. The queen has a quail.
18. The rat runs fast.
19. The stars shines bright.
20. The tree is big.
21. This is an umbrella.
22. The children go in a van.
23. He has a watch.
24. It is a xylophone.
25. There is a yak.
26. The zebra is in the zoo.

Module - 2

Short **a** vowel sounds

-an	man	pan	can	tan	van	-at	cat	rat	bat	fat	sat	-am	ham	dam	jam	yam	-ad	pad	mad	had	bad	dad	-ag	bag	lag	sag	tag	rag	-ap	cap	map	tap	rap	nap
------------	-----	-----	-----	-----	-----	------------	-----	-----	-----	-----	-----	------------	-----	-----	-----	-----	------------	-----	-----	-----	-----	-----	------------	-----	-----	-----	-----	-----	------------	-----	-----	-----	-----	-----

Long **a** vowel sounds

a-e	cake	bake	take	sake	fake	shake	-ay	may	way	hay	bay	clay	pray	-ai	rain	pain	gain	train	-aid	raid	paid	maid	-ail	nail	sail	bail	fail	tail
------------	------	------	------	------	------	-------	------------	-----	-----	-----	-----	------	------	------------	------	------	------	-------	-------------	------	------	------	-------------	------	------	------	------	------

Module - 3

Short e vowel sounds

-en	hen	-et	set	-ed	led	-eg	beg	yes
	pen		bet		bed		leg	web
	ten		wet		red		peg	pep
	den		pet		wed			
	men		net		fed		-em	
			jet				hem	
			met				gem	

Long e vowel sounds

-ee	see	-ee	sleep	-ee	wheel	-ea	team	-ea	meat	-ea	eat
	bee		meet		peel		bean		heat		sea
	fee		feet		keep		clean		neat		pea
	tree		seed		been		leaf		wheat		tea
	free		feed		cheek		meal		cream		heap
	three		need		leech		seal		cheap		leap
	sheep		weed		green		bead		teach		seam
	deep		deed		teeth		read		treat		beam
	jeep		feel				seat				lean

Module - 4

Short i vowel sounds

-in	tin	-it	kit	-id	did	-ip	zip	-ib	nib	-ig	pig
	pin		sit		lid		sip		bib		wig
	bin		wit		bid		dip		rib		fig
	fin		bit		hid		hip		-ix		big
	win		lit		kid		lip		six		dig
			fit		mid		tip		fix		
									mix		

Long **i** vowel sounds

i-e				-y		-ie
bike		kite		my		pie
mice		bite		by		tie
rice		cite		try		die
nine		hide		cry		lie
mine		wide		fry		
fine		side		shy		
pine		lime		sky		
site		file		dry		

Module - 5

Short **o** vowel sounds

-ob		-ot		-ot		-op		-og		-ox		-od
cob		cot		got		cop		dog		box		cod
mob		hot		jot		hop		jog		fox		nod
rob		rot		not		mop		fog				rod
sob		pot				top		log				pod
job		lot				pop						

Long **o** vowel sounds

-oa		-oa		-ow		-ow		o-e
boat		moan		row		blow		stone
goat		coal		low		glow		rope
coat		goal		crow		throw		cone
load		foal		grow		o-e		lone
toad		soap		slow		hole		tone
road				flow		role		pole
foam				show		home		note
roam				snow		bone		vote

Module - 6

Short u vowel sounds

-ubcub
hub
rub
tub
pub**-um**gum
hum
sum
yum
mum**-un**bun
fun
run
nun
gun
Sun**-ut**but
cut
nut
hut
rut**-ug**bug
jug
mug
rug
dug
hug

Long u vowel sounds

-oogoose
spoon
boon
cool
food
fool
moon
soon**-oo**zoo
zoom
room
broom
pool
school
roof**-ue**blue
clue
glue
true
cashew
screw
chew**-ew**few
flew
grew
new
sew
blew
crew
threw
drew
dew**u-e**cube
tube
tune
dune
fuse
mule
mute
cute
huge
duke**u-e**jute
rule
June
rude
dude

Module - 7

Dictation

- The cap is red.
- The dog wags its tail.
- The hay is in the way.
- He bakes the cake.
- There are ten red jets.
- The green leaf is on the tree.
- The kid eats a fig.
- The kite flies high in the sky.
- The dog and the fox are on the log.
- The cone is full of foam.
- The cub runs on the rug.
- The cute bird flew to the zoo.

Module - 8

b	bat	bun	rabbit	board	tab
c	cat	cub	broccoli	cap	catch
d	dog	dig	ladder	dead	dose
f	fat	fan	puffin	fish	leaf
g	gap	got	girl	grab	baggage
h	hat	heap	host	hammer	height
j	just	jet	jug	judge	jammer
k	kit	kite	key	liking	track
l	lap	log	lion	like	shallow
m	map	man	mug	palm	shimmer

Module - 9

n	nap	stand	planner	neat	win
p	pat	pen	paste	proper	laptop
q	quill	quick	quit	quick	queen
r	rat	red	rest	torch	rush
s	sat	sun	set	house	case
t	tap	ten	butterfly	what	shatter
v	van	vase	sleeve	save	advise
w	wet	win	always	well	water
x	x-ray	xylophone	xenolith		
y	yes	yet	yolk	yam	yeast
z	zip	sneeze	zone	puzzle	zest

Module - 10

Dictation

1. The frogs jumped into the pond.
2. The big plane flew high in the sky.
3. He bought a new pencil.
4. The dogs are barking.
5. The fisherman catches the fish.
6. The boys make a kite.
7. Sara plays the xylophone.
8. The vulture sits on the yak.
9. The queen is afraid of rats.
10. She saw a snake on the grass.

Module - 11

bl	st	gr	tr	cl
black	stay	grab	trap	class
blue	stew	green	tree	clove
blind	stir	grip	trade	cling
blush	stop	grow	trip	clown
blow	stem	grace	truth	clue
blot	stick	grapes	try	clock
block	statue	greek	truck	clot
blade	stamp	ground	trend	clip
blank	star	grand	trim	clothes
blast	stone	graph	train	clean
bless	stool	grin	trail	clap

fl	dr	sp	sn	br
flower	drag	split	snap	bread
fly	drive	spam	sneak	braid
flat	drone	sped	snip	bride
flag	drum	spin	snow	broom
flop	dry	spot	snub	brick
flip	drink	spy	snake	brain
flaw	drain	spiral	snack	bridge
flap	drill	spider	snail	break
flame	drop	spoon	snif	brown
flight	dress	sprout	snot	brother
flavour	dream	sparrow	snag	branch

Module - 12

nd	nt	nk	st
bend	mint	bank	list
kind	rent	drunk	jest
mind	burnt	sink	test
sand	sent	ink	adjust
pond	meant	junk	blast
tend	student	monk	crest
send	want	trunk	chest
band	paint	shrunk	frost
wand	servant	think	quest
lend	silent	chunk	first
find	joint	prank	artist

sk		sp		ft		pt
ask		crisp		lift		accept
desk	○	grasp	○	thrift	○	adapt
task		wasp		theft		adopt
mask		clasp		left		attempt
brisk				drift		abrupt
flask	○		○	shift	○	corrupt
risk				draft		script
tusk				gift		prompt
flask	○		○	craft	○	percept
whisk				soft		concept
husk				loft		slept

Module - 13

Dictation

1. Stop eating more snacks.
2. Grab the brush off the grill.
3. The blanket was black.
4. The frog hid under bricks.
5. Drop the trash.
6. The students clap for the drama.
7. The flask and the spoon is near the black tray.
8. Stanley must have felt like a star!
9. The snake sneaked into the woods.
10. Sam slept on the sand with his soft toy.

Module - 14

Digraphs

ch	sh	wh	ph	th	ng
cherry	shirt	wheel	elephant	three	ring
chair	shoe	wheat	phone	thumb	sing
bench	brush	whale	photo	moth	king
torch	fish	whistle	dolphin	tooth	wing
chin	shop	when	graph	thud	swing
chip	ship	which	phonics	thin	sung
chop	shut	whip		with	thing
chat		what		think	song
chick		where		mouth	sang
children					gang

Module - 15

Dictation

1. Ships sail.
2. Whales swim.
3. Spicy chips
4. Trains whistle.
5. Cars rush.
6. Children cheer.
7. The phone is on the table.
8. The moth is on the leaf.
9. The ring is in the box.
10. The ship is in the sea.
11. The wheel is big.
12. The photo of a dolphin is on the wall.

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Module - 5





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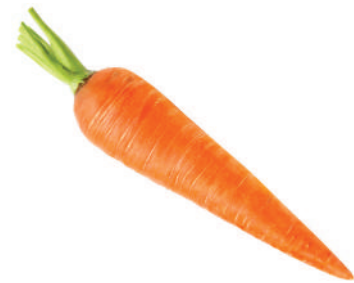


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Caller details will be kept confidential

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