



GOVERNMENT OF TAMILNADU



எண்ணும்
எழுத்தும்

CLASSES - 1, 2 & 3

TEACHER'S HANDBOOK

ENGLISH

TERM - I

2025 - 2026

Department of School Education

Untouchability is Inhuman and a Crime

Government of Tamil Nadu

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Preface

Ennum Ezhuthum 2025-26 - Term 1

The Ennum Ezhuthum mission's objectives of ensuring the attainment of basic literacy and numeracy among the children in the state has moved in the right direction. With the successful completion of two years, Ennum Ezhuthum classrooms across the state have witnessed a variety of learning experiences with the active participation of teachers and children.

The child-centred pedagogy with the teacher as a facilitator and the children as active participants as envisioned in the mission, is clearly seen in the classroom. This vital shift is evident with the consistent and active participation of students and teachers in the classroom.

The following unique features to develop the fundamental language skills used in the modules of previous years have been brought into the modules of this year also.

- ❖ Textbook activities have been **integrated** into the upgraded modules.
- ❖ The **stories** and **poems** from textbook are used as tools to develop the language skills.
- ❖ Scope for children to use the **textbook** more **extensively**



5a. Large group activity: Introducing names of clothes using the structure What do we wear?

Let us dress up

Materials needed: word cards and images of shirt, skirt, frock, T-shirt, shorts, saree, pants, belt, cap, hat, shoes, socks, tie, coat, sweater, handkerchief, dhoti

Tie a string and hang the images in the string. Pick an image and say, This is a saree/ shirt and I like to wear a saree/ shirt. Show the word card and say This is a saree/ shirt. Now ask, What do you like to wear? Ask students to come one by one to choose a dress of their choice from the string. When they take a dress ask them, What is it? Accept bilingual answers. Now say the name in English and help the student say, I like to wear a _____. Repeat it for all the clothes on the string.

- ❖ **Variety of activities** that focus on **fundamental language use**
- ❖ Opportunity to **revisit the fundamental skill** for students in every module

Learning Outcomes: By the end of the activity,

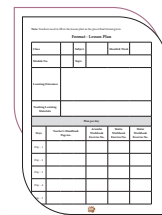
Arumbu level students can	Mottu level students can	Malar level students can
understand and respond to simple instructions.	understand and use simple language structures in context such as, <i>Look at.</i>	understand and use simple language structures in context such as, <i>Look at.</i>

- ❖ **Level based Learning Outcomes** tagged for each day's activities

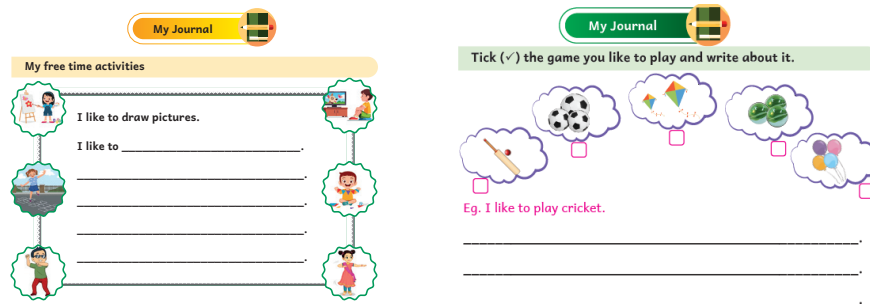
long legs eyes
a this hump
of in desert
place and best
hard skin saves
carry sand hot
cold home thorns

long legs
a lot of sand
live in desert
in this hump
hot and cold
the best place
saves us from thorns

- ❖ Teachers need to fill in the **lesson plan** in the **prescribed format** given in the annexure.



❖ **My Journal** pages for Mottu and Malar level students



- ❖ **Audio and Video files** in QR code
- ❖ **Repetitive use of structures and recycling of language** in real life situations
- ❖ Focus on **understanding** and **critical thinking**
- ❖ **Monthly assessment** sheet is given in workbook.
- ❖ **It's our time!** in Teacher's Handbook is an exclusive space for teachers.
- ❖ **Reading Day** – An Exclusive Day for reading practice has been included in each module. The students will be engaged in guided reading and writing practice on this day.
- ❖ **Assessment Vocabulary** – Students need to understand the meaning of the questions given in workbook such as Fill in the blanks, Choose the correct answer etc. It will help them do the exercises independently. Hence, a set of words used in questions are given in every module for practice as sight words every day.
- ❖ **Annexure** – A collection of Language structures and Chants used in the modules have been annexed at the end along with the TLM pictures, FA(G) activity list and consolidated Learning Outcomes.

Dictation words for Summative Assessment and a list of letters / words / sentences for 'Reading fluently' activity are also annexed. Teachers can reduce the time limit or increase the number of words in Reading fluently activity based on their classroom situation.

With these upgraded features, the modules of this year have been framed in a **child friendly manner**.

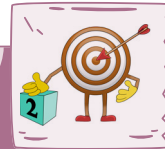
The following logos to indicate the integration of activities are used in the modules.



Class 1 textbook content integration



Class 2 textbook content integration



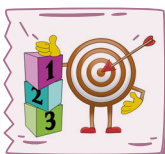
Class 3 textbook content integration



Activities to be conducted for classes 2 and 3



Common logo - Activities to be conducted for all the classes



EVS integration Logo given in THB is to indicate that children will do exercises in their EVS textbook.



It's our time!



Reading and Writing



The activities tagged with class specific logos are meant to be conducted only for the class concerned, and not for other classes. The activities that are tagged with common logo need to be conducted for all the classes. This will help in managing the multi-grade and mono grade classrooms more efficiently.

At the end of two years, it is evident from the field level testimonial videos that teachers have become more innovative and effectively adopt different strategies to enhance the learning process. As a result, the classrooms have become vibrant and dynamic with the students exhibiting their variety of skills like reading fluently, acting out different roles, narrating stories, talking about different things, applying their learning out of the classroom especially at home, demonstrating their critical thinking, writing journals etc. All these have become possible only with the untiring efforts and commitment of teachers.

Hearty wishes and congratulations to all of you to continue your noble efforts with enthusiasm to make this mission a great success!

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E-Book



Teaching Learning
Materials



Assessment

1

Getting to Know Each Other

Learning Outcomes

By the end of the module, students can

- ✓ socialize and learn to work together.
- ✓ build a sense of self and community.
- ✓ build essential skills like hand-eye coordination, fine motor skills, memory and recall.
- ✓ build passive vocabulary.
- ✓ listen and repeat songs and chants.
- ✓ greet everyone appropriately.
- ✓ ask 'What is your name?' and respond with 'My name is _____. / I am _____.'
- ✓ listen and respond to simple classroom instructions (sit down, stand up, clap, stamp).



Greeting

Say Good morning! Tell the students to stand in a line. Let each one come forward and say good morning to you. Greet them by joining your hands together. Let students practise the same with their partner. Repeat the greetings throughout the module.



1a. Large group activity: Greeting each other



Make students stand in a circle. Shake a student's hand and say, **Hello**. Encourage the student to respond. Practise with a few students.

Tell students, 'Listen to me and repeat what I say.'

Say, **Hello**. Encourage students to repeat it. Again say Hello (loudly). Encourage students to repeat it loudly. Third time say **Hello** (softly and quietly). Encourage students to repeat it softly. Repeat it a few times.

Now, sing the song and ask students to say hello loudly and slowly at the appropriate time.

Teacher : Do you like songs?

Students : Yes teacher.

Teacher : Shall we sing a song?

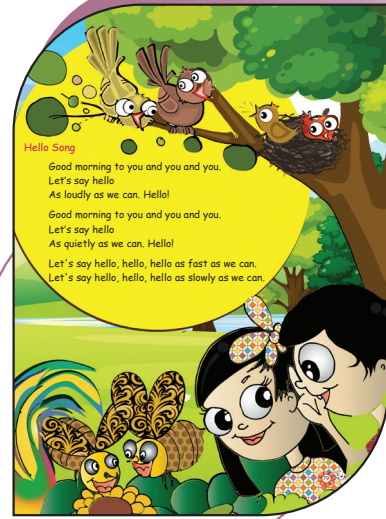
Students : Yes teacher.

Hello Song

Good morning to you, and you and you.
Let's say hello
As loudly as we can. Hello!

Good morning to you, and you and you.
Let's say hello
As quietly as we can. Hello!

Let's say hello, hello, hello as fast as we can.
Let's say hello, hello, hello as slowly as we can.



Learning Outcomes: By the end of the activity,

Arumbu level students can

listen and repeat the words.

Mottu level students can

listen and repeat the song.

Malar level students can

listen and repeat the song.



Warm up

Repeat the **Hello song** practised on Day 1.

2a. **Whole class activity:**
Hello, Friend!



Materials needed: thick coir (2 rolls)

Tell students that we are going to have fun making friends. Spread two coir ropes parallel to each other across the room to form a track/road. Divide students into two groups. Each group stands in lines at one end of the track. Tell students that the first student in each side must walk through the track without touching the rope on both sides, and without touching each other. When they meet in the middle of the road, they must shake hands, and say, Hello, friend!



Then both of them jump out of the track on either side, and go to join their lines at the back. Continue this till everyone has had a chance. Repeat the activity by asking students to run this time. Finally bring the rope a little closer to each other to form a narrower track and ask students to do the same again.

2b. Circle time: Introduce yourself



Make students sit in a circle. You also be a part of the circle. Say your name, **My name is _____**. Say it in Tamil also. Tell the class to call you _____ **teacher**. Make them repeat once or twice. Now turn to the student to your right and ask **What is your name?** and encourage him/her to say **My name is _____**. Repeat the name to the class. Continue till all students have said their names.



Now, ask one or two students if they know anyone's name in the class. Let them point to the student they know and tell her/his name. Every time a student tells her/his friend's name, appreciate them by clapping your hands. Tell the class, whoever says more names of their classmates will get a star / flower. Paste / Draw a flower /star stickers on their hands.

- ☉ Mottu level students need to be encouraged to say their names and that class they belong to. e.g. **My name is Meena (name of the student) and I am in class 2 or 3.**
- ☉ Malar level students need to be encouraged to say their name, their age and the class they belong to. e.g. **My name is Kavitha (name of the student). I am _____ years old. I am in class 3.**

Encourage Mottu and Malar level students to ask, **What is your name?** to Arumbu level students and get their response.

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> ✓ socialize and learn to work together. ✓ understand in context <i>What is your name?</i> and respond <i>My name is _____.</i> 	<ul style="list-style-type: none"> ✓ socialize and learn to work together. ✓ understand in context <i>What is your name?</i> and respond <i>My name is _____.</i> <i>I am in class 2.</i> 	<ul style="list-style-type: none"> ✓ socialize and learn to work together. ✓ understand in context <i>What is your name?</i> and respond <i>My name is _____.</i> <i>I am _____ years old.</i> <i>I am in class 3.</i>



Warm up

Repeat the **Hello song** practised on Day 1.

3a. Large group activity: Responding to instruction



Say, **Listen to my instructions and follow.** Say, **Stand up** and do the action. Make students do it. Repeat it for **Sit down** and **Clap your hands.**

Now, make students sit in a circle. Say, **Come, let us play this game.** Ask the class, **Where is _____?** (name of a student eg. Kavitha.) The whole class points to the student. Encourage the class to say **Please stand up... please stand up.** The student (Kavitha) stands up. Sing **Do a little clapping... Do a little stamping...** and encourage the class to sing together. As the class sings, the student (Kavitha) who stands up will do the actions. Then sing the lines **Sit down please.... Sit down please....** and let the



Sing aloud.

Where is Kavitha?
Please stand up
Do a little clapping
Sit down please.

Where is Kannan?
Please stand up
Do a little stamping
Sit down please.

Tune: Where is thumkin?



do
where
is
little
stand

sit
down
clap
stamp
up

student (Kavitha) sit down. Practise the same with other students too. Display the sight words on the word wall for students to read.

After this activity, class 2 and 3 will do exercises in textbook / workbook.

3b. Large group activity: Chittu's journey (Refer pages 80, 81)



Valli - Hi! you are pretty! What is your name?
Daisy - Hi, I am Daisy.
Chittu - Hello Daisy, my name is Chittu.
Valli - I am Valli. What is your name?
Butterfly - I am Butterfly.
Chittu - Hey, you are so colourful.
Valli - Ah, a beautiful tree!
Chittu - What is your name?
Mango tree - I am Mango tree.



Materials needed: pictures of a girl, a goat kid, daisy, mango tree, kittens, two boys – Ahmed and Andy

The teacher will act as Valli with a student acting as Chittu, the goat kid. Let students wear the masks of daisy, butterfly, mango tree and kittens. Act out the dialogues one by one.

Then, tell students that everyone has a name. Ask, **Do we have a name?** Accept students' responses. Talk to students about pets. You can ask them **Do you have a pet? / What is your pet's name? What does it eat/do?** etc.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Colour the picture.	1.1
	Trace and colour.	1.2
	Take the car to the house.	1.3
	Colour and match.	1.4
Mottu	Read the words and circle them in the pot.	1.1
	Read aloud.	1.2
	Listen and tick (✓) the correct picture.	1.3
	Colour the picture and fill in the blanks.	1.4
Malar	Read the words aloud and fill in the empty boxes with the words you know.	1.1
	Read aloud and answer.	1.2
	Read aloud and fill in the blanks.	1.3
	Read and tick (✓) the correct sentence.	1.4
	Read and answer.	1.5
	Read and match the sentence with the correct picture.	1.6

Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
listen and respond to instructions like sit, stand, clap and stamp.	listen and respond to instructions like sit, stand, clap and stamp.	listen and respond to instructions like sit, stand, clap and stamp.
listen and associate the things around them with their names.	read the sight words displayed on the wall.	read and write the sight words displayed on the wall.
talk about pets (bilingually).		



Learning Outcomes

By the end of the module, the students can

- ✓ listen and repeat songs and chants.
- ✓ listen and respond to simple classroom instructions.
- ✓ name familiar classroom and household things with picture clues.

- ✓ name the characters, read with comprehension and write a few words or sentences about a story.
- ✓ use the structures 'What is it? / It is a _____. How old are you? / I am 7/8 years old and I am a girl/boy.'

Greeting

Say good morning dears!

Paste the pictures of a dancing peacock, a jumping frog and a walking elephant on the wall. Divide the class into three groups. Ask each group to choose a picture, do the action as shown in the picture and say **Good Morning! Good Morning! Good Morning!**



Follow the greetings throughout the module.

- 1a. **Large group activity: Practising the structure, I am _____ / I am a _____ (girl/boy)**



Draw circles, squares, rectangles and stars alternatively as given in the picture. Make all students stand in a line. The first to stand, jumps on the circle and says, **I am _____ (name)**. Then he /she jumps on the square and says, **I am a _____ (boy/girl)**. Next he / she jumps on the rectangle and says, **I am in class two/three** and finally jumps on the star and says, **I am 7/8 years old**. Let him/her continue the same for two more circles, squares, rectangles and stars. Ensure all students get a chance.



1b. Chain drill: Practising the structure I am _____. This is _____.

Ask students to stand in a circle. Invite a student to hold a pencil and say,



Student 1: I am ____ (name). This is ____ (friend's name).

Ask him/her to give the pencil to the student standing next.

Student 2: I am ____ (name). This is ____ (friend's name).

Repeat the activity until everyone gets a turn.

Later, ask Malar level students to write their name and their friends' name in their notebook using the structure **I am _____. This is my friend _____.**



Assessment vocabulary

find fill
match shade circle
tick read

Display the assessment vocabulary on the word wall and practise them with meaning throughout the module.

Help students to read and understand the questions in workbook exercises.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Listen and tick (✓).	2.1
	Listen and colour the picture.	2.2
Mottu	Read and shade the correct picture.	2.1
	Choose and write about yourself.	2.2
	Read aloud and write.	2.3
	Rearrange the words and write the correct sentence.	2.4
Malar	Read and write about yourself.	2.1
	Introduce yourself by choosing the correct word.	2.2
	Read and shade the correct answer.	2.3

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
say their name.	introduce themselves.	introduce themselves.
say the name of their friend.	say the name of their friend.	say and write the name of their friend.



Warm up



Song time

Sing the song and make students repeat after you. Ask students to take the object slowly from their bag and show it to the class as they sing the song.

What's in the bag?	What's in the bag?
What's in the bag?	What's in the bag?
It's a pencil.	It's a notebook.
It's a pencil.	It's a notebook.



(Repeat this for scale/ruler, eraser, pencil box)

2a. Large group activity: Introducing the names of classroom things using the structure

What is it? It is a _____.

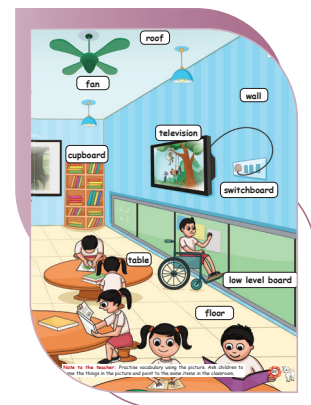
Classroom tour train



Label all objects / furniture in the class: window, door, light, fan, table, chair, board, shelf, dustbin, duster, chalk, calendar, clock, mat, chart etc.

Make students stand in a line. Tell them, **let's go on a classroom tour** in the train. The train will go from one place to another. You are the engine – you will take the train with you. When you come to a station which is a labelled object, you will stop. Show them the object and say the name. Show them the label and say the name again. Mottu and Malar level students ask, **What is it?** and others say, **It is a _____.** (name of the object). Encourage the class to repeat the name of the object using the structure **It is a _____.** (name of the object). Ask Mottu and Malar level students to talk about the objects like **It is a door. It is big / small; blue / brown** etc.

After this activity, class 1 students will say the names of the objects given in the Look and Say page of their textbook to one another. Teacher can guide them if they have difficulty in identifying any object given in the picture. (Refer class 1 **pages 84, 85**)

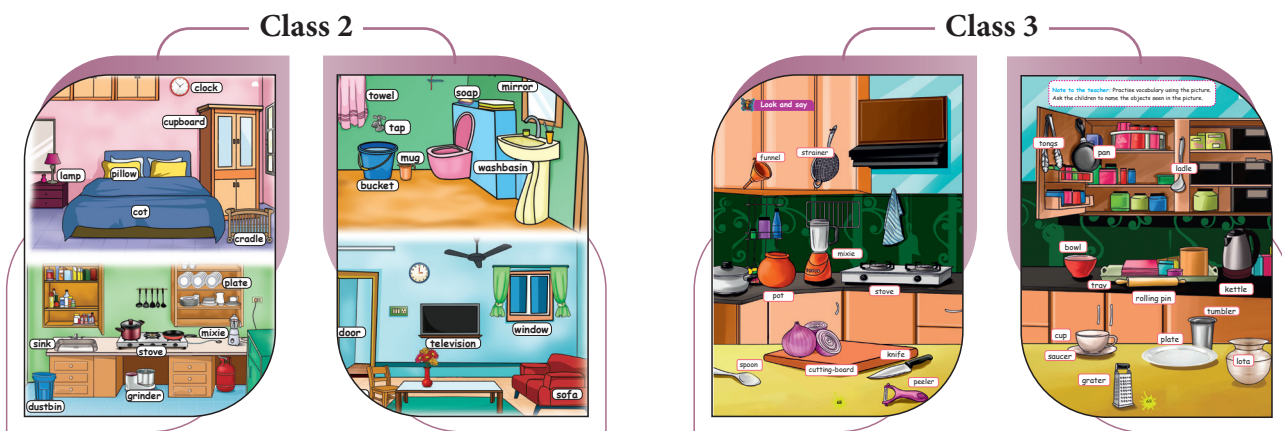


2b. Large group activity: Reinforcing **What is it? It is a _____.** using household/ kitchen things



Show pictures one by one and elicit the names. If the students cannot say, teach the words. Let students repeat a few times. Practise three to four words in each category. Later show the pictures and ask, **What is it?** Let students reply using the structure. **It is a/an _____.**

Let all students stand in a circle. Play some music and pass a ball. When the music stops, the student with the ball should come to the centre, pick a picture card and hold it. Let other students ask **What is it?** Let him / her display the card to the class and say, **It is a/an _____.** (Example: **bag / mug / spoon**). Practise maximum words given. This activity can be done using textbook pages for the respective classes. (Refer class 2 pages 66, 67 and Class 3 pages 52, 53)



After this activity, Mottu and Malar level students will say the words in Look and Say to the teacher.



Note: Ask class 3 students to take science textbook page 107. Discuss common home appliances and their uses.

Workbook

Level	Worksheets	Exercise No.
Arumbu	👤 TB Class 1 - Look and Say. 📖📖	Pages 84-85
Mottu	👤👤 TB Class 2 - Look and Say. 📖📖	Pages 66-67
Malar	👤👤👤 TB Class 3 - Look and Say. 📖📖	Pages 68-69



Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> say the names of classroom objects. use the structure <i>What is it?/ It is a/an _____</i>. (name of the classroom object) 	<ul style="list-style-type: none"> talk about classroom things in two sentences. write the names of classroom objects / household objects using the structure <i>What is it? / It is a/an _____</i>. 	<ul style="list-style-type: none"> talk about classroom objects in three or four sentences. write the names of classroom objects / kitchen objects using the structure <i>What is it? / It is a/an _____</i>.

 **Warm up**

Repeat the song **What's in the bag?** practised on Day 1.

3a. **Circle time: Practising the structure Look at** 

Stand with the students in the circle. Call a student to the centre of the circle. Turn to all students and say, **Look at _____ (student's name)**. Ask that student to turn around two times so that everybody can look at her/him. Now turn to the board, point to and look at the board and say, Children, **look at the board**. Now turn back to the students, point to and look at the fan/light and say, Children, **Look at the fan/light**. Tell the students **Children, look at me**.



Say the following chant and make students do the action and join you. Ask Mottu and Malar level students to take your role and give the instructions. Let others respond.

Look at, Look at

Look at, look at, look at me.		Look at, look at, look at the board.
Look at, look at, look at the door.		Look at, look at, look at your bag.

After this activity, class 1 and 2 will do exercises in textbook / workbook.

3b. Independent Activity: Reading fluently



This is a reading time for the students to read the letters/words/sentences fluently. Show the following list of letters/words/sentences according to their level. Invite the students one by one. Set a timer for 60 seconds. Ask them to read them as fast as they can. Use annexure **page no 109**.

Give a star to the student who reads the most words within the time limit.

Identify the students who find it difficult to read fluently and give them frequent practice in reading.

Mottu			Malar
am	an	is	His name is Guna.
boy	pen	fan	The pot is big.
cot	tap	mug	The cup is red.
this	sofa	girl	Give me the pan.
lamp	soap	sink	There is a small bowl.
my	door	clock	
at	up		

Finally, list out the letters/words/sentences that the student found difficult to read. Write them on the blackboard and practise reading. You read a letter/word/sentence and ask a student to circle it on the board. Continue this till all the words are circled. Class 1 students can be engaged in workbook exercises.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Tick (✓) the objects you see in the classroom.	2.3
	Listen and tick (✓) the correct picture.	2.4
Mottu	Choose and write the correct answer.	2.5
	Read and shade the correct picture.	2.6
Malar	Read and fill in the blanks.	2.4
	Fill in the missing letters.	2.5
	Rewrite the sentences correctly using the picture clues.	2.6

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
understand and respond to simple instructions.	understand and use simple language structures in context such as, <i>Look at</i> .	understand and use simple language structures in context such as, <i>Look at</i> .
	read simple and familiar words fluently.	read simple sentences fluently.



Warm up

Repeat the chant **Look at** practised on Day 3.



Reading and Writing



3a.

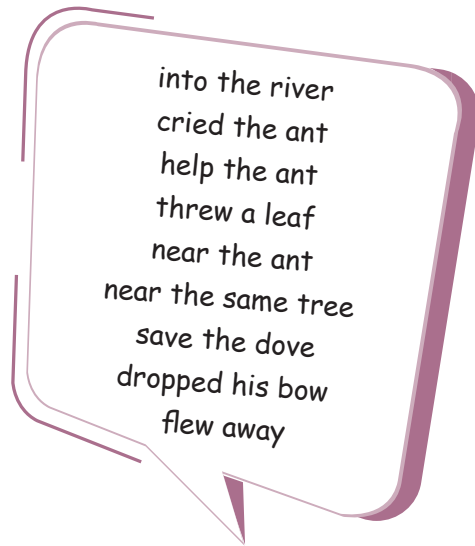
Reading time: The Ant and the Dove



(Refer page 85)

Prepare word cards and phrase cards as given here. Get students of class 3 to sit in a circle. Narrate the story bilingually. Let students first listen and observe.

Then, say the sentences in sequence. Ask students to do the actions appropriately. Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary.



While reading the phrase cards, write the following phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read it faster as a chunk.

Practise the phrases by replacing the highlighted words.

Phrase - into the river

Words to replace

sea lake well
pond room house
school dustbin box
water

Phrase - threw a leaf

Words to replace


paper stone pen
knife ball stick
spoon cup hat
coin

Phrase - near the ant

Words to replace

tree bow river
hills door cot
table wall tank
window

Meanwhile, the students in class 1 and 2 can be engaged in workbook exercises.










Speak for a minute


Ask students to introduce themselves and help them with the following prompts in placards.

- Good morning/Good afternoon everyone.
- I am happy to introduce myself.
- My name is _____.
- I am _____ years old.
- My friend's name is _____.


Thank you.

Workbook

Level	Worksheets	Exercise No.
Arumbu	 Trace.	2.5
Mottu	  Read and write.	2.7
Malar	   TB Class 3 - Exercises. 	Page No. 86



It's our time!



➤ How will I use this time?

I can

- complete the missed out activities of the module.
- help students to complete their worksheets.
- take up remediation if needed.
- explore supplementary readers.
- practise writing.
- execute activities as per the need and interest of the students.

Learning Outcomes



By the end of the module, students can

- ✓ listen and repeat songs and chants.
- ✓ name the characters, identify classroom things from the story and respond orally to comprehension questions.
- ✓ read a story with comprehension and write a few words or short sentences in response to the story.
- ✓ name familiar things they use with picture clues.
- ✓ use the structure 'Is this your ____? / Yes, it is my ____./ No, it is not my ____ and I pack ____ in the bag' in conversation.
- ✓ say the names of familiar objects and their initial sounds.

Greeting

Say **Good morning!**

Tell students to stand in a line. Let each one come forward and say **good morning** to you. Greet them by waving your hand. Let students practise the same.

GOOD Morning



1a. Large group activity: Introducing the structure

Is this your ____? / Yes, it is my ____./ No, it is not my ____.



Make students sit in a circle. First ask a student to give you a book. Now hold the book and ask the student, **Is this your book?** Let the class repeat after you. Now invite the student, who gave the book. Encourage her/him to say, **Yes, it is my book.** Invite another student ask the same question and encourage him/her say, **No, it is not my book.** Now collect the workbooks from all students.

Give one workbook to a student and ask her/him to go around asking every student,

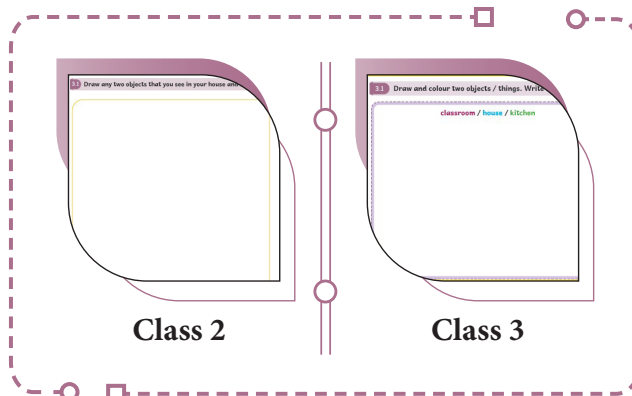


Is this your book? Students will answer, **No, it is not my _____.** or **Yes, it is my _____.** When the right student identifies her/his book and takes it, she/he gets the next workbook and goes around asking every student, **Is this your book?** The game continues till every student receives her/his workbook.

1b. Small group activity : Reinforcing the structures using household objects / kitchen objects



Write the structures, **Is this a _____?**
Yes, it is a _____. **No it is not a _____** on the board. Get Class 2 and Class 3 students to sit in small groups of five to six. Ask students to draw any two objects in their workbooks. (**Exercise 3.1 for Class 2 and Class 3**). It can be any household / kitchen things. Class 3 students can be encouraged to write the name of the object drawn. Once done, let them exchange their workbooks in the team. Each one will ask the other using the structures practised.



Example: Student 1: **Is this a jug?**

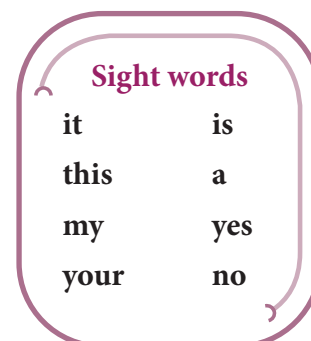
Student 2: **Yes, it is a jug.**

Encourage students to ask the same question for the next object also. (eg. a pencil)

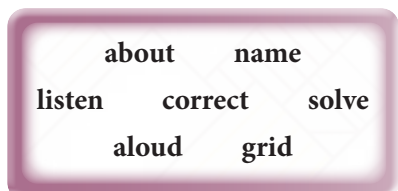
Student 1: **Is this a jug?**

Student 3: **No, it is not a jug. It is a pencil.**

Display the sight words on the word wall for students to read.



Assessment vocabulary



Display the assessment vocabulary on the word wall and practise them with meaning throughout the module.

Help students to read and understand the questions in workbook exercises.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Colour the bag.	3.1

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> name classroom objects. use the structures, <i>Is this ____? /</i> <i>Yes, it is ____.</i> / <i>No, it is not ____.</i> with the classroom objects. 	<ul style="list-style-type: none"> name the objects used in the classroom and house. read the sight words use the structures, <i>Is this ____? /</i> <i>Yes, it is ____.</i> / <i>No, it is not ____.</i> with the objects used in house. 	<ul style="list-style-type: none"> name the objects used in the classroom and kitchen. read the sight words write the name of objects. use the structures, <i>Is this ____? /</i> <i>Yes, it is ____.</i> / <i>No, it is not ____.</i> with the objects used in kitchen.



Warm up

Repeat the **Hello song** practised on Day 1.

2a. **Circle time: Introducing initial sounds of names of objects.**



Materials needed: flash cards of objects **apple, ant, ball, book, cap, cup, doll, duster, egg, fan, goat, hen, ink – all in a bag.**

Make students stand in a circle. Stand with them. Tell them to listen carefully to you. You will say their names aloud one by one along with the initial sound. For example, **Mani..Mani..** starts with **M**; **Sruti, Sruti** starts with **S**. Now say **Barathi, Barathi**, starts with what? Now tell every student to say their name and the initial sound. Help them if necessary. Next, ask all the students whose names begin with the same sound to form a new circle. Continue till all initial sound groups are formed. Now ask every circle which initial sound group they belong to. Tell them to say their names aloud.



Now, make students sit in a circle. Place all the flashcards in a bag. Take out a flash card from the bag and give it to any student you call out. They will have to say the name of the object and the initial sound (e.g. **bag- ba**) Then they will pick a card out of your bag and give it to any other student whose name they can call out.

2b. **Large group activity: Recalling the names of objects with initial sounds**



Materials needed: picture cards of classroom objects, household objects and kitchen objects.

Put all the picture cards into a string bag. Take it around the circle. Ask students to take a picture card and say its name. Encourage them to say the name of the object with its initial sound. e.g. **This is a duster...da..duster.** If it is correct, ask the class to clap for them / give the student a star / do a hi-five. Help them say the name if they do not know. Ask Mottu level students to say one more object with same sound. e.g. **duster.. da.. duck.** Ask Malar level students to say three or more objects with same sound. e.g. **duster..da..duck, doll, drum etc** and write the names on the board.

Workbook

Level	Worksheets	Exercise No.
Arumbu	What comes next? Tick (✓).	3.2
	Listen and shade the correct picture.	3.3
Mottu	Read aloud.	3.2
	Choose and write the names of the pictures.	3.3
	Read and tick (✓) the correct answer.	3.4
	Solve the puzzle.	3.5
Malar	Sort and write.	3.2
	Read aloud.	3.3
	Read and shade the correct sentences for the picture.	3.4
	Write any three words that start with the first letter of the given word.	3.5
	Fill in the words that begin with a to g from the picture.	3.6
	Read the passage and shade.	3.7

Learning Outcomes: By the end of the activity,

<p><i>Arumbu level students can</i></p> <p> identify and say the names of objects with initial sounds.</p>	<p><i>Mottu level students can</i></p> <p> identify and say the names of objects with initial sounds.</p>	<p><i>Malar level students can</i></p> <p> identify and say the names of objects with initial sounds.</p> <p> identify the initial sounds of objects when called out and write their names.</p>
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Warm up

Repeat the **Hello song** practised on Day 1.

3a. Large group activity: Introducing **Up and Down**



Materials needed: pencil box, ruler, book

Make students stand in two rows facing you. Raise your hands above your head and say, **up, up**. Tell students to repeat the action and word. Bring your hands down to point to the floor and say **down**. Tell students to repeat the action and the word. Now pick up a pencil box. Tell students to pick up their pencil box and hold it with both hands. Raise the pencil box up and say **up**. Bring the pencil box down and say **down**. Now repeat the drill with a ruler and their workbook.

Now make students stand in a circle and sing the following song.

Sing and look up

Look up and say, what do you see?
What do you see? What do you see?
I see a fan, I see a fan
I see a fan, when I look up.



Sing and look down

Look down and say, what do you see?
What do you see, what do you see?
I see a mat, I see a mat
I see a mat, when I look down.

Repeat with two more objects like light, bag etc.

3b. Circle time: Reinforcing **What do you see? / I see _____**



Materials needed: labelled picture cards of classroom objects - red pen, yellow pencil, green bag, blue chair, black board, white fan

Paste the pictures on the ice sticks. Invite a student to the front. Pick a picture and show it to the student. Ask the student, **What do you see?** Encourage the student to respond, **I see a pen**. Say, **Yes, you see a red pen**. Encourage the student to repeat it after you, **I see a red pen**. Then, ask the student to display the picture to the class and ask, What do you see? Let all the students in the class say, **I see a red pen**. Practise the same with other objects.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Complete the puzzle and say the names of the pictures.	3.4
	Listen and tick (✓).	3.5
Mottu	TB Class 2 - Let us make.	Page No. 101
Malar	Identify the colour of the object and tick (✓).	3.8
	Who am I? Write.	3.9
	Look at the picture and shade the correct answer.	3.10
	Read and shade the correct answer.	3.11
	Read and answer.	3.12

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> understand and say the words <i>up</i> and <i>down</i>. 	<ul style="list-style-type: none"> understand and use <i>up/down</i> in conversation. 	<ul style="list-style-type: none"> understand and use <i>up/down</i> in conversation.
<ul style="list-style-type: none"> say the names of the colours. 	<ul style="list-style-type: none"> understand and use the structure <i>What do you see? / I see _____</i>. 	<ul style="list-style-type: none"> understand and use the structure <i>What do you see? / I see _____</i>.
<ul style="list-style-type: none"> Use the structure, <i>What do you see? I see a _____ orally.</i> 	<ul style="list-style-type: none"> Say and write the names of objects with their colour. 	<ul style="list-style-type: none"> say the names of objects / things with their colour.



Warm up

Repeat the song **Look up and Say** practised on Day 3.

Reading and Writing

4a. **Reading time: What do you see?** (Refer page 99)



Prepare word cards and phrase cards as given here. Get students of class 2 to sit in a circle. Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary.

what I blue
do you red
see that bird
duck green fish
frog boy small
yellow



a blue bird
a yellow duck
a green frog
a red fish
a small boy



While reading the phrase cards, write the following phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read.

Practise the phrases by replacing the highlighted words.

Phrase - a red fish			Phrase - a small boy			Phrase - a blue bird		
Words to replace			Words to replace			Words to replace		
apple	bag	rose	girl	table	book	green	white	black
pen	shirt	hat	chair	cap	pencil	pink	red	violet
tie	belt	frock	clock	rat	fish	purple	brown	grey
	flower			mug			yellow	

Meanwhile, the students of class 1 and 3 can be engaged in writing. Guide students of class 1 to sit in pairs and encourage them to copy the slanting lines and curved lines in their workbook.

Guide class 3 students to sit in pairs and encourage them to write the passage given in their workbook.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Trace.	3.6
Mottu	TB Class 2 - Let us think and do.	Page No. 100
Malar	Read and write	3.13



Warm up

Repeat the song **Look up and say** practised on Day 3.

5a. Reading Fluently

This is a reading time for the students to name the pictures and read the words/sentences fluently. Show the following list of pictures/words/sentences according to their level. Invite the students one by one. Set a timer for 60 seconds. Ask them to identify / read them as fast as they can. Use annexure **page no 110**.

Give a star to the student who reads the most words within the time limit. Identify the students who find it difficult to read fluently and give them frequent practice in reading. Finally, list out the words/sentences that the student found difficult to read. Write them on the blackboard and practise reading. You read a word/sentence and ask a student to circle it on the board. Continue this till all the words are circled.

Ask class 1 students to identify and say the names of the pictures given in Class 1 textbook **pages 84 - 85**.


Mottu

do red boy tall green white duck
 you see can black small yellow fish
 that what blue chair stove frog


Malar

The duck is yellow.
 The fish is red.
 The boy is tall.
 I can see the white ducks.
 A green frog jumps in the pond.





Speak for a minute




Ask students to draw a thing that they use in their classroom / home. Let them show the picture to the class and talk about it.

e.g.,




Hello all,


- This is a pencil.
- It is green.
- It has black lines.
- It is long and sharp.
- I use my pencil to write and draw. Thank you.

* Use the one given above as a model.




Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
 name the familiar pictures.	 read simple and familiar words fluently.	 read simple and familiar sentences fluently.



It's our time!



How will I use this time?

I can

- ⇒ complete the missed out activities of the module.
- ⇒ help students to complete their worksheets.
- ⇒ take up remediation if needed.
- ⇒ explore supplementary readers.
- ⇒ practise writing.
- ⇒ execute activities as per the need and interest of the students.



Learning Outcomes

By the end of the module, students can

- ✓ listen and repeat songs and chants.
- ✓ associate, talk about and write words related to parts of the body, actions, colours and clothes.
- ✓ use the structure Can you...?/I can.../ What do you like to wear? / I like to wear _____. He / She is wearing a _____ in conversation.
- ✓ use the words 'up / down, left / right' with comprehension.
- ✓ understand and identify the names of colours, parts of the body and clothes and respond orally to comprehension questions.
- ✓ read a story with comprehension and write a few words or short sentences in response to the story.

Greeting

Say **Good morning** friends!

Invite a student and do a thumbs up action.
Greet each other by touching his / her fists.

GOOD
Morning



1a. Chant time: Introducing parts of the body



Say the chant with actions (touching the parts mentioned) once. Tell students to listen to you and look at your actions.



Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.





Next tell them to listen carefully to the name of the body parts in the song and follow your actions. You will ask them to name the parts of the body. Say the words slowly with a pause for each body part and touch the body part being named. For example, head (touching the head) pause, then shoulder (touching the shoulder) etc. Ask them to repeat the names of the parts of the body after you. Then, tell them you will touch each part and they will say the name. Correct them if they are wrong.



Touch your head, then eyes, ears, mouth, nose then shoulder, then knees, and then toes. Do this twice. Then jumble the order and touch. Tell them to give you the names of the parts. Next ask students to touch the parts of the body and say the chant along with you.

- ☉ Now ask Mottu level students to sit in pairs. Encourage the students to point to the parts of the face, and say the names to each other. **e.g. This is my head./These are my eyes./ These are my ears.**
- ☉ Ask Malar level students to sit in groups of three. Ask them to point to the parts of their body and talk about them to their friends. **e.g. These are my eyes. I have two eyes. I have small / big eyes. This is my nose. / I have a small / big nose.** Encourage them to write two or three sentences about it.

1b. Song time: Up and down (Refer textbook page 68)

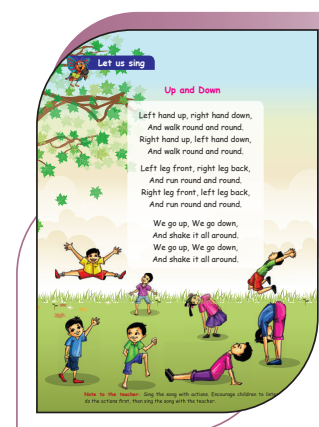


Sing the song with actions. Tell students to follow and do the actions with you.

Left hand up, right hand down, Right hand up, left hand down,
 And walk round and round. And walk round and round.

Left leg front, right leg back, Right leg front, left leg back,
 And run round and round. And run round and round.

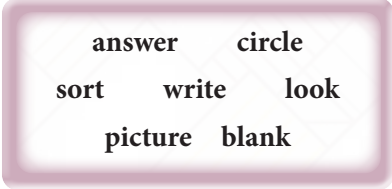
We go up, we go down, We go up, we go down,
 And shake it all around. And shake it all around.



Note: Refer class 1 EVS textbook **pages 75, 77 and 79.** Discuss parts of the body and guide students to do the exercises.



Assessment vocabulary



Display the assessment vocabulary on the word wall and practise them with meaning throughout the module.

Help students to read and understand the questions in workbook exercises.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Complete the face with eyes, nose and mouth.	4.1
	Listen and match the parts of the body.	4.2
Mottu	Read aloud.	4.1
	Match the parts of the body.	4.2
	Choose and write the odd one.	4.3
	Listen and write.	4.4
Malar	Read and fill in the blanks.	4.1
	Circle parts of the body in the grid and write.	4.2
	Choose the correct word and write the sentence.	4.3
	Write the missing letters.	4.4
	Complete the following.	4.5

Learning Outcomes: By the end of the activity,

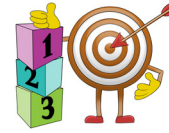
<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
listen and repeat chants and songs with actions.	listen and repeat chants and songs with actions.	listen and repeat chants and songs with actions.
say the names of parts of the body	talk about parts of their body in one or two sentences.	talk about parts of their body in three or four sentences.
	write the names of parts of the body.	write two or three sentences about parts of the body.





Warm up

Repeat the chant **Head, shoulders, knees and toes** practised on Day 1.



2a. Large group activity: Reinforcing colours

Materials needed: placards of colours - blue, yellow, green, red, black, white

Make students sit in a circle. Show the placard and name the colour. Ask them to point to something in the class that is of the same colour. Do it for all colours twice or thrice. Next, say the following and demonstrate the actions:



When I show blue, touch your head and say blue.
 When I show yellow, pull your ears and say yellow.
 When I show red, pinch your cheeks and say red.
 When I show green, wiggle your fingers and say green.
 When I show black, put your tongue out and say black.
 When I show white, pull your chin and say white.



Now, show them a colour and ask them **What do you see?** Encourage them to say **I see _____** (name of the colour). Practise it for all colours.

2b. Large Group Activity: Listen and write



Guide students to open the appropriate pages in the workbooks and dictate the following. Class 1 will respond to instructions. Class 2 will write the words. Class 3 will write the sentences.

Class 1

Colour the pencil red.

Colour the bag blue.

Colour the book green.

Colour the chair yellow.

WB Page **13**

Class 2

nose

head

blue

coat

belt

WB Page **15**

Class 3







The pan is hot.

His eyes are small.

Bring me the green plate.

WB Page **24**

Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
 listen and identify the names of colours appropriately.	 write the names of colours.	 write the names of colours.
 say the names of colours.	 listen and write the words dictated.	 listen and write the sentences dictated.



Warm up

Repeat the chant **Head, shoulders, knees and toes** practised on Day 1.



Reading and Writing



3a. Reading time: The Magic Fish (Refer pages 108–111)



Materials needed: pictures of the story

Introduce the names of sea animals given in the story one by one through elicitation and practise the following as a chant. Give students the pictures of the sea animals (both colourless and coloured). Let students hold up the puppets as you say the chant. The student with the magic fish will hold a magic wand and colour papers. Encourage him/her to give the colours to other fishes.

Put up the flashcards with the names of colours on the word wall.

Dolphin: Magic fish.... Magic fish... I want blue!

Magic Fish: Dear dolphin.... dear dolphin... the blue is here!

Crab: Magic fish... magic fish... I want orange!

Magic Fish: Dear crab... dear crab... the orange is here!

Seahorse: Magic fish.... Magic fish... I want yellow!

Magic Fish: Dear seahorse... dear seahorse... the yellow is here!

Starfish: Magic fish.... Magic fish... I want green!

Magic Fish: Dear starfish... dear starfish... the green is here!

Magic Fish: Dear friends... Dear friends... Now you are colourful! Are you happy?

All together: Yes, dear magic fish, We are happy!





Read the story **The Magic Fish**, from the textbook **pages 108–111**. Ask a few questions from the story to check the understanding.

1. What colour did the dolphin want?
2. Which sea animal in the story did you like?
3. What are the colours that you heard in the story?
4. Name some objects that are blue.
5. Do you like to share things with your friends?
6. What will you share with your friends?



Then say the name of a colour and ask students to point to the correct picture in the textbook. Later ask students to draw something that is green / blue / red / orange. Play the audio of the story **The Magic Fish** for the students of class 1.

Meanwhile, the students in Class 2 and 3 can be engaged in copy writing.

- ☉ Guide students of Class 2 to sit in pairs. Encourage them to write sentences in their workbook.
- ☉ Class 3 students can sit in small groups of five to six. They can be asked to read a passage, comprehend it and do as per the instructions given in their workbook.

Workbook

Level	Worksheets	Exercise No.
Arumbu	TB Class 1 - Exercises.	Page No. 112
Mottu	Read and write	4.5
Malar	Read and colour the picture.	4.6



Warm up

Repeat the chant practised on Day 1.

- 4a. **Large group activity: Introducing the structure**
Can you ___? / I can ___.



Materials needed: chant written on a chart

Tell students to stand in a circle. Be a part of the circle. Do the chant with action and ask them to repeat after you. Tell students, whenever you hear **can you**, turn to your left and right and look at your friends there and make the question gesture.





Can you run?
Yes, I can run!
Show me
Run, run, run.

Can you jump?
Yes, I can jump!
Show me
Jump, jump, jump.

can you I
show me run
jump skip
stamp run
hop bend

Say, **run..run.. run** and ask everyone to **run** around the circle, saying **run, run, run**. Practise it with **jump** also. Now ask students to stand still. Point to a student and ask, **Can you run?** Encourage student to say, **Yes I can run**. Say, **Show me Show me**. Make the student do the action of running, saying **run..run..run**: Repeat the same with **jump, stamp, skip, run, turn, hop and bend**.



Later, encourage Malar and Mottu level students to model the chant with the person standing next to them. Practise it as a chain drill till all students have had a chance to ask the question and do the action.

Write the words, **can, you, I, show, me, run, jump, skip, stamp, run, hop, bend** on the word wall. Ask Mottu and Malar level students to read the words. Then ask students to write down as many words as possible in their notebooks.

4b. Large group activity: Exploring action and words
(Refer page 98)





Tell students to stand in two lines facing each other. Practise the poem as a chant and do the actions first. Then ask students to follow the actions. Ask students, **Can you clap?** Let students reply, **Yes, I can clap** (with action).



Repeat the same with stamp, skip, run, turn, hop, jump, bend and stretch. Display the sight words on the word wall for students to read.

“











	Clap your hands	Clap your hands	Clap your hands	
	Stamp your feet	Stamp your feet	Stamp your feet	
	Skip and run	Hop and jump	Bend and stretch	
	And turn around.	And turn about.	And play a game.	

Come, let us play together and have fun.







”



Workbook

Level	Worksheets	Exercise No.
Arumbu	 Listen and tick (✓).	4.3
Mottu	 Find the word and circle.	4.6
	 Read the words and circle them.	4.7
	 Read aloud.	4.8
	 Read and shade the correct picture.	4.9
Malar	 Read and shade the correct picture.	4.7
	 Read and write the word in the given box.	4.8
	 Read, choose and write the correct sentence.	4.9
	 Shade the correct picture.	4.10
	 Write Yes, I can / No, I cannot .	4.11

Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
 listen and repeat chants and songs.	 listen and repeat the chant.	 listen and repeat the chant.
 listen and follow actions.	 read grade level sight words.	 use the structure <i>Can you _____ ?</i> <i>Yes, I can _____. /</i> <i>No, I cannot</i> <i>appropriately.</i>



Warm up

Practise the chant **Head shoulder knees and toes** practised on Day 1.

5a. **Large group activity: Introducing names of clothes using the structure **What do we wear?****

Let us dress up



Materials needed:

1. word cards and images of shirt, skirt, frock, T-shirt, shorts, saree, pants, belt, cap, hat, shoes, socks, tie, coat, sweater, handkerchief, dhoti
2. placards of colours - brown, violet, pink, orange, grey



Tie a string and hang the images in the string. Pick an image and say, **This is a saree/shirt and I like to wear a saree/shirt.** Show the word card and say, **This is a saree/ shirt.** Now ask, **What do you like to wear?** Ask students to come one by one to choose a dress of their choice from the string. When they take a dress ask them, **What is it?** Accept bilingual answers. Now say the name in English and help the student say, **I like to wear a ____.** Repeat it for all the clothes on the string.



Make students sit in a circle. Recall the colours learnt (black, white, blue, green, red, yellow). Show the placard and name the new colours. Ask them to point to a clothe and name its colour (e.g. **It is a grey saree**). Practise it for all the colours and clothes twice or thrice.

- ☉ Encourage Mottu level students to ask the question **What do you like to wear?** and others to respond.
- ☉ Encourage Malar level students to point to their friends and say, **____ (name of the student) is wearing a green skirt / shirt. _____.** Make them say as many sentences as possible describing their pants / trousers/ shirts/ ribbons / belts / caps/ socks / shoes etc.

After this, ask class 1 and class 2 students to complete their workbook exercises – reinforcing on the names of colours and clothes.

5b. Story Time: Baby Camel and Mother Camel (Refer textbook pages 95-97)



Materials needed: picture of a cow and a camel

Show the picture of a cow and a camel. Encourage the class to find at least five differences between the two animals. Let them come up with as many responses as possible bilingually. You can guide them with some leading questions like,

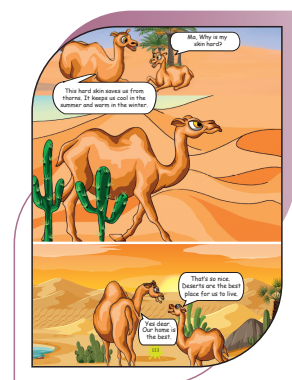
- Whose legs are long?
- Who has long eyelashes?
- Who has horns? etc.

Encourage them to use big gestures (like stretching out the arms) while answering. Finally invite a student and give him/her the instructions to respond as directed.

Touch the camel's legs. Touch the cow's eyes. Touch your ears.

Shuffle the instructions with other parts of the body when you call out a new student. Then point to the camel and say,

- The camel has long legs.
- The camel has long eyelashes.
- The camel has a hump.
- The camel has a hard skin.



Invite a student to the front. Ask the student to act as a camel. Encourage the student to ask, Why do we have long legs? Say, Long legs help us walk on the desert sand. Practise with other statements also.



Baby Camel and Mother Camel

<p>Baby camel</p> <p>Why do we have long legs?</p> <p>Why do we have long eyelashes?</p> <p>Why do we have hump?</p> <p>Why do we have hard skin?</p>	<p>Mother camel</p> <p>Long legs help us walk on the desert sand.</p> <p>to save our eyes from strong winds</p> <p>to store our food</p> <p>to save us from thorns, to keep us cool in summer and warm in winter</p>
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Workbook

Level	Worksheets	Exercise No.
Arumbu	Colour and say the names.	4.4
	Listen and tick (✓) the correct picture.	4.5
Mottu	TB Class 2 - Look and Say.	Pages 86-87
	TB Class 2 - I can do.	Page No. 102 (Ex I)

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> identify and say the names of clothes with colours. understand and respond to the structure <i>I like to wear _____ with comprehension.</i> 	<ul style="list-style-type: none"> read and write the names of clothes with colours. use the structure <i>I like to wear _____ in reading and writing.</i> 	<ul style="list-style-type: none"> read and write the names of clothes with colours. talk about the parts of the body of animals. use the structure <i>I like to wear _____ in reading and writing.</i> understand and use the structure <i>He /She is wearing _____.</i>



Warm up

Practise the chant **Head shoulder knees and toes** practised on Day 1.



Reading and Writing



6a. Reading time : Baby Camel and Mother Camel (Refer pages 95–97)

Get students of class 3 to sit in a circle. Narrate the story bilingually. Distribute the word and phrase cards (already prepared) to the students. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary. Ask students to listen to the audio of the story.



While reading the phrase cards, write the following phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read.

Practise the phrases by replacing the highlighted words.

Phrase - a lot of **sand**

Words to replace

rice sugar water
fruits fun men
trees birds clouds
stars

Phrase - live in **desert**

Words to replace

land water trees
sea holes caves
den nest mud
shed

Phrase - **hot** and **cold**


Words to replace

tall – short big – small
thick – thin black – white
high – low


Encourage class 3 students to read the story and complete the comprehension exercises in their textbook. Meanwhile, the students in Class 1 and 2 can be engaged in writing.

- ☉ Guide students of Class 1 to sit in pairs. Ask them to trace and write the curved lines in their workbook.

- ☉ Guide Class 2 students to sit in pairs. Encourage them to read and copy the sentences given in their workbook.



Speak for a minute



Display the colour cards on the wall.

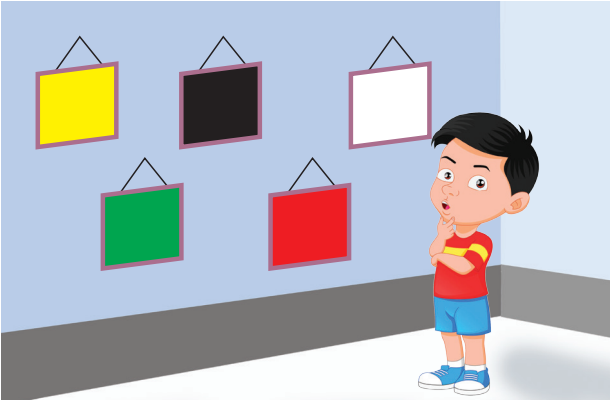
Ask students to choose a colour and speak about it.

e.g. Hello all,









- I like black.
- A crow is black.
- A cuckoo is black.
- A bear is black.
- My hair is black.


Thank you.

* Use the one given above as a model.




Workbook

Level	Worksheets	Exercise No.
Arumbu	 Trace.	4.6
Mottu	  Read and write.	4.10
Malar	   TB Class 3 - Let us learn.  	Page No. 98



It's our time!



📌 How will I use this time?

I can

- ⇒ complete the missed out activities of the module.
- ⇒ help students to complete their worksheets.
- ⇒ take up remediation if needed.
- ⇒ explore supplementary readers.
- ⇒ practise writing.
- ⇒ execute activities as per the need and interest of the students.



Learning Outcomes

By the end of the module, students can

- ✓ listen and repeat songs and chants.
- ✓ name and understand the relationship words such as father, mother etc. and talk about their family.
- ✓ use the structures 'big/small' and What is this? This is a big / small _____ in conversation.
- ✓ read a story with comprehension and write a few words or short sentences in response to the story.
- ✓ identify, name and say the sounds and write the letters from Aa to Dd.
- ✓ associate the names of familiar objects that start and end with consonant blends.

Greeting

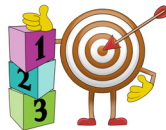
Say **Good Morning!**

Invite a student to join you to do a high-five and say **good morning** to him/her.

Repeat the greetings throughout the module.



1a. Large group activity: Song time



The Finger Family

Sing the following song with actions using the finger puppets. Encourage Mottu and Malar level students to sing the song using the puppets with the actions and Arumbu level students to follow the actions.





Daddy finger, daddy finger, where are you?

Here I am, here I am, how do you do?

Replace daddy with mummy/brother/sister and baby and sing.



Talk to students about the members of their family.

The following questions can be used for building a conversation:

- What do you call your mother, father, grandmother, and grandfather, uncle, aunt, cousin in Tamil?
 - How do you help each other?
 - What do you do together?
- 🎯🎯 Ask Mottu and Malar level students to write the names of their family members and talk about them to their partners.



Note: Ask class 3 students to do the exercises in **pages 122-123, 125-127** in their Social Science textbook.

1b. Large group activity: Story time

My Family and Friends (Refer pages 117-119)

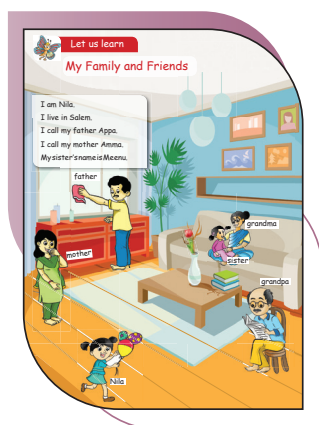


Say, I will now talk about my family. Tell them,

I am _____ (name of the teacher). I live in _____ (name of the place). I call my father Appa. I call my mother Amma.

Now, play the role of Nila.

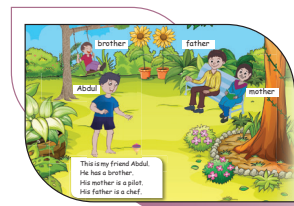
Show the pictures of Nila's family, Mary's family and Abdul's family. Introduce the families to the class pointing to the pictures. Point out each member of the family in the picture and elicit the names like father, mother etc.



I am Nila.
I live in Salem.
I call my father Appa.
I call my mother Amma.
My sister's name is Meenu



This is my friend Mary.
She lives with her mother.
Her mother takes care of her.



This is my friend Abdul.
He has a brother.
His mother is a pilot.
His father is a chef.



Invite a few students to talk about their family as you did. Then invite three students to do it as a role play.

Assessment vocabulary

letter choose
connect replace using
clues appropriately word

Display the assessment vocabulary on the word wall and practise them with meaning throughout the module.

Help students to read and understand the questions in workbook exercises.

Workbook

Level	Worksheets	Exercise No.
Arumbu	TB Class 1 - Let us understand.	Page No.120
Mottu	Circle the odd one.	5.1
	Complete the puzzle.	5.2
	Read aloud.	5.3
	Choose and write.	5.4
Malar	Read and tick (✓) the correct picture.	5.1
	Read and shade.	5.2
	Read and shade.	5.3

Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
listen and repeat songs and chants.	listen, repeat and sing songs and chants.	listen, repeat and sing songs and chants.
understand and use the relationship words such as mother, father, brother etc., in conversation.	read simple sentences related to family.	read and understand a simple passage related to family.





Warmup

Warm up : Repeat the Finger Family song practised on Day 1.



2a. Circle time: Introducing **big** and **small**

Materials required: a big ball, a small ball, a big box, a small box, a big bag and a small bag

Place two balls of different sizes in front of the group. Ask students to name the objects. Ask them if they look the same. Accept relevant answers. Point to a smaller ball and say, **This is a small ball**. Point to a bigger ball and say, **This is a big ball**. Repeat the activity with the other sets of objects. Then tell students to form a circle and sit down. Keep all objects in a box next to you inside the circle. Place the big ball and small ball on the floor.



Now, make students stand in a circle. Place a pen, a bag and a few more small things on the table. Take the pen and say, **The pen is small. I can lift it** (Do the action). Then take the bag and say, **The bag is small. I can lift it**. Now try lifting the table and say, **The table is big. I cannot lift it**. Invite a student and ask him/her to take an object from the table. Encourage the student to say **The ____ (name of the object) is small/big. I can/cannot lift it**. Practise this with a few students.

Sight words

big	small
yes	is
no	it
can	cannot

2b. Small group activity : Story time

Too big... Too small (Refer pages 69 - 71)



Ask students, What are the things that you can do at home? Accept their responses. Now say,

Can you lift your baby brother / baby sister?

Can you come to school alone?








Can you sleep in the brother's / sister's cradle?

Can you wear your short dress?








Accept their responses. Say, I will tell you a story about a boy who tries all this. Let us see what happens.

Workbook

Level	Worksheets	Exercise No.
Arumbu	 Listen and colour.	5.1
	 Listen and shade the correct picture.	5.2
Malar	 Read and tick (✓) the correct picture.	5.4
	 Look at the picture and fill in the blanks with big or small .	5.5
	 Read and fill in the blanks with big / small .	5.6
	 Read and fill with can lift / cannot lift .	5.7
	 Read the passage and answer the following questions.	5.8

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 understand and respond orally to the structures <i>This is a big/small</i> _____.	 understand and respond orally to the structures <i>This is a big/small</i> _____.  listen to the story Too big.. Too small and respond to comprehension questions.	 understand and respond orally to the structures <i>This is a big/small</i> _____.  understand and read a simple passage on big / small.



Warm up

Warm up : Repeat the Finger Family song practised on Day 1.

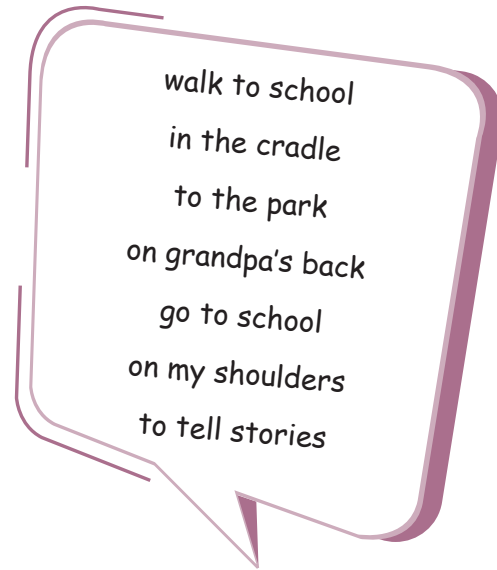


3a. Reading time: Too big... Too small (Refer pages 69 - 71)

Materials needed: words cards / phrase cards



Display the words / phrases on the word wall. Elicit / teach the words / phrases. Now, get students of class 2 to sit in a circle. Narrate the story for the students. Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary. Ask students to listen to the audio of the story. Make class 2 students read the story and complete the comprehension exercises in their textbook.



While reading the phrase cards, write the following phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read.

Practise the phrases by replacing the highlighted words.

Phrase - on my shoulders	Phrase - in the cradle	Phrase - on grandpa's back
Words to replace	Words to replace	Words to replace
hands head nose	cot bag box	father's mother's
eyes legs ears	room van school	grandma's sister's
knees fingers face	park zoo car	brother's
feet	bus	

Meanwhile, the students in Class 1 and 3 can be engaged in writing. Guide students of Class 1 to sit in pairs. Encourage them to trace and write the curved lines in their workbook.

Guide Class 3 students to sit in pairs. Encourage them to read and write a passage given in their workbook.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Trace.	5.3
Mottu	TB Class 2 - Let us understand.	Page No. 72
Malar	Read and write	5.9





Warm up

Warm up : Repeat the Finger Family song practised on Day 1.

4a. Large group activity: Introducing Aa, Bb, Cc and Dd



Show letter cards and picture cards with words. Ask students, **Can anyone say the names of the objects in the pictures?** Encourage Mottu and Malar level students to say the names of the objects.

Show letter cards and picture cards with words and practise the chant.

Teacher: An A and a, B and b one, two, three
Can you tell me three words for A?

Student: A for an ant, an apple, and an arrow, see?

Teacher: Can you tell me three words for B?

Student: B for a bat, a bag and a buzzing bee!

Teacher: A C and c, D and d one, two, three

Can you tell me three words for C?

Student: C for a cup, a cat and a cap, see

Teacher: Can you tell me three words for D?

Student: D for a dog, a duck and a drum see!









As the students say the names, help Arumbu level students to repeat the chant.

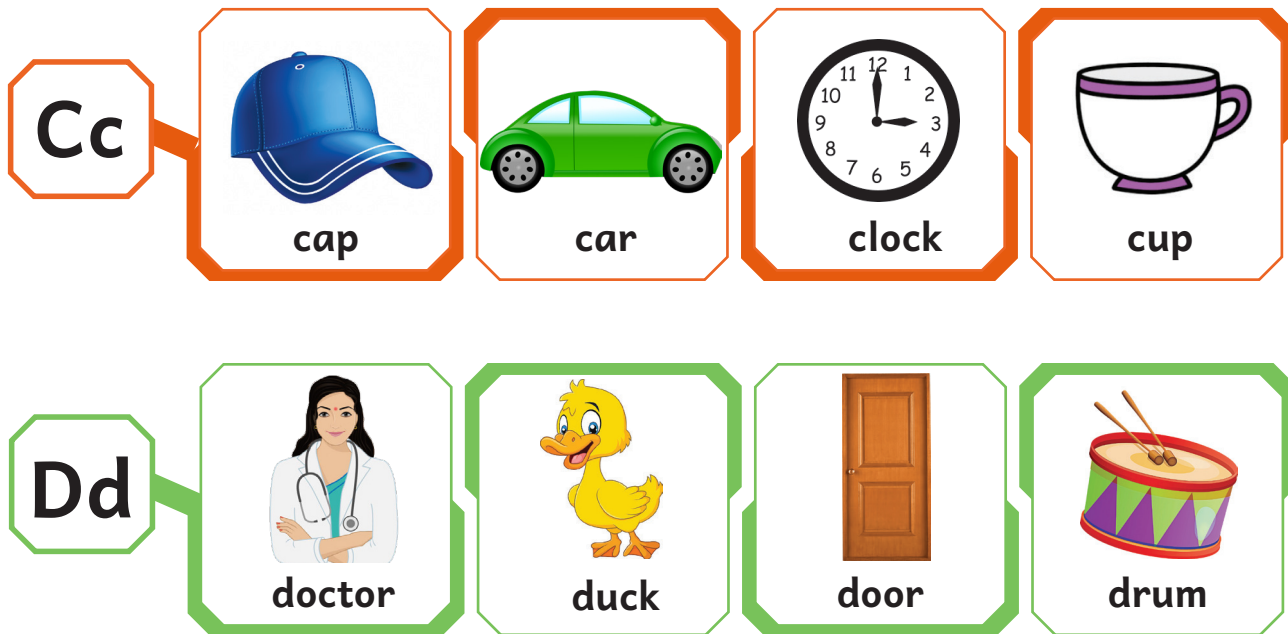
After this activity, ask Mottu level students to write names of any three objects starting with A, B, C and D. Similarly ask Malar level students to write names of any two objects starting with A, B, C and D and write one sentence using each word.

4b. Circle time: Introducing Aa, Bb, Cc and Dd

Materials needed: Letter cards – Aa , Bb, Cc, Dd; Picture cards - any two for each letter from Aa to Dd.



Aa	 ambulance	 axe	 ant	 arrow
Bb	 belt	 banana	 bat	 bucket



Write Aa , Bb, Cc and Dd in four different columns on the board. Place the letter cards face up and the picture cards face down on the table. Have a bunch of ice cream sticks with students' names written on it. Choose any one stick in random and call the student. Tell the student to turn any one of the cards and say its name if she/he knows it. If not, it can be shown to the other students and anyone who knows it can say it. Now say the word emphasizing the initial sound. e.g. apple - aa – apple. Let students repeat after you. Ask that student to paste the picture card in the appropriate column (Aa/Bb/Cc/Dd) on the board. Continue this activity for all other cards too.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Say the names of the pictures.	5.4
	Colour the letters.	5.5
	Read the letter and circle it in the box.	5.6
Mottu	Write the first letter of the picture.	5.5
	Read and complete.	5.6
	Choose and write.	5.7
	Look at the picture and fill in the blanks.	5.8
Malar	Read and tick (✓).	5.10
	Tick (✓) the correct sentence for the picture.	5.11
	Read and complete the sentence.	5.12
	Tick (✓) the correct spelling for the picture.	5.13
	Look at the picture and write.	5.14
	Write two sentences about each picture.	5.15

Learning Outcomes: By the end of the activity,





Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> identify the letters a, b, c and d. say the names of objects starting with the letters a, b, c and d. 	<ul style="list-style-type: none"> read and write names of objects starting with the letters a, b, c and d. 	<ul style="list-style-type: none"> write simple sentences using words starting with letters a, b, c and d.



Warm up

Warm up: Repeat the **Finger Family song** practised on Day 1.

5a. Large group activity: Reinforcing **Aa, Bb, Cc** and **Dd**



Materials needed: picture cards of apple, arrow, broom, brick, clock, cloud, drum, dress

Ask students to stand in a circle. Show the picture cards one by one and introduce the words. Emphasise the initial sound for each word. e.g. broom -b - b - broom. Make students repeat it. Encourage Mottu level students to say, broom - br- broom. Practise the same for all other words also.

After this draw **Aa, Bb, Cc, Dd** on the board. Encourage Arumbu level students to move their fingers on those letters. Practise this for all the letters. After this activity class 1 students will be engaged in workbook exercises and class 2 students will be engaged in textbook exercises.

5b. Small group activity : Story time (Refer pages 54-56)



Materials needed: a big book with pictures of the story, sketches

Point to the pictures in the book and elicit the names of different rooms like bedroom, kitchen etc. Ask them questions like, **Where do we cook? Where do we take a bath? Where do we sleep? etc.** Let them come up with different answers. Accept them and have a small conversation about different rooms in our home.



Rooms in our House

What is a kitchen?

A place where we cook

And sometimes eat.

What is a bedroom?

A place to sleep

And sometimes read.

What is a bathroom?

A place to bathe

And clean ourselves.

What is a home?

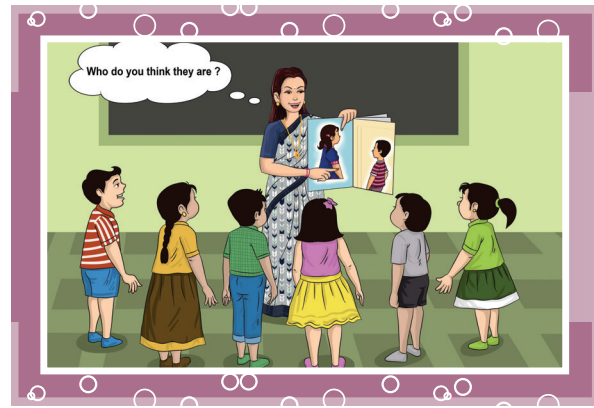
A place to be

With a loving family.



Now ask students, **Do you help your parents at home?** Let them respond. Ask, **What do you do when your mom or dad falls sick?**

Later, narrate the story using a big book. Prepare a big book as shown in the picture. The first page will have the phrase **This story is about.....** Show this page and ask the class **What do you think the story is about?** Let them come up with different answers. After creating this curiosity, turn to page 2. Page 2 will have the pictures of the two kids. Pointing to the picture, ask questions like, **Who do you think they are? Is the boy her brother?** etc. Let students guess and answer. Tell them **They are brother and sister.** Say, they are searching for somebody in their house, **Can you guess who it is?** Get answers from students and tell them, they are searching for their Amma. Similarly show all the pictures one by one and engage students by asking various questions.



Summary of the story.

A boy and a girl are looking for their Amma in the house.

She is not in the kitchen.

She is in the bedroom.

She has a headache.

The boy and the girl make a cup of tea with the help of their grandmother and give it to Amma.








Picture sequence

- Page 3:** The girl is looking for Amma in the kitchen.
 - Page 4:** The boy is looking for Amma in the hall.
 - Page 5:** The boy and girl are looking at Amma sleeping in the bedroom.
 - Page 6:** The boy and girl are talking to Amma in the bedroom.
 - Page 7:** The boy and girl are in the kitchen with Paati.
 - Page 8:** The boy and girl are making the tea.
 - Page 9:** The boy and girl are adding sugar in the tea .
 - Page 10:** The boy and girl are giving tea to Amma.
- While pointing at the characters, ask students to say the names of relations.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Trace and write.	5.7
Mottu	TB Class 2 - Let us say.	Page No. 77
	TB Class 2 - Let us do.	Page No. 78

Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
 say the names of objects starting with the letters <i>a, b, c</i> and <i>d</i>	 read the names of objects with consonant blends like <i>br, cl, dr...</i>	 listen to the story <i>My house</i> and respond to comprehension questions.
 trace and write the letters <i>Aa, Bb, Cc</i> and <i>Dd</i>	 read and write words with starting and ending consonant blends.	



Warm up

Warm up : Repeat the **Finger Family song** practised on Day 1.



Reading and Writing



6a. **Reading time: My House** (Refer pages 55-56)

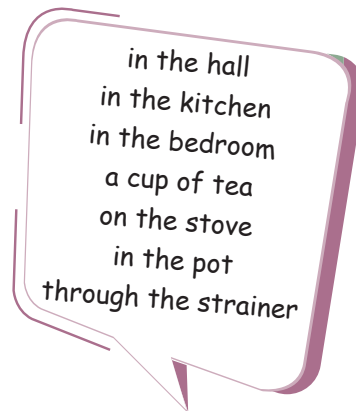
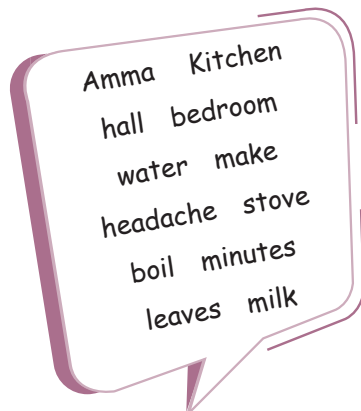


Materials needed: words cards / phrase cards

Display the words / phrases on the word wall. Elicit / teach the words / phrases. Prepare read aloud cards. Give these cards (a word card and a phrase card) to Class 3 students as a pre-reading task. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary.

Meanwhile, the students in Class 1 and 2 can be engaged in writing. Guide students of Class 1 to sit in pairs. Encourage them to trace the letters *a, b, c,* and *d* in their workbook.

Guide Class 2 students to sit in pairs. Encourage them to read and copy simple sentences given in their workbook.



While reading the phrase cards, write the following phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read.

Practise the phrases by replacing the highlighted words.

Phrase - a cup of **tea**

Words to replace

coffee milk juice
water soup curd
 rice
 ice cream

Phrase - through the **strainer**

Words to replace

funnel window door
room hall hole
gate glass road
 tunnel

Phrase - on the **stove**

Words to replace

roof table desk
sofa chair shelf
tray plate road
 book

Speak for a minute



Encourage students to talk about their family.

- Good morning class. I am _____ . (name of the student)
- I like to speak about my family.
- My father's/mother's name is _____ . (show appropriate picture)
- I like my _____ (father/mother) very much.
- I have a _____ . (brother/sister)
- His/Her name is _____ .
- He/She is _____ years old.
- We play together.

Thank you.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Trace and write.	5.8
Mottu	Read and write.	5.9
Malar	TB Class 3 - Let us understand.	Page No. 57
	TB Class 3 - Let us practise.	Page No. 58



It's our time!



How will I use this time?

I can

- ⇒ complete the missed out activities of the module.
- ⇒ help students to complete their worksheets.
- ⇒ take up remediation if needed.
- ⇒ explore supplementary readers.
- ⇒ practise writing.
- ⇒ execute activities as per the need and interest of the students.



Learning Outcomes

By the end of the module, students can

- ✓ listen and repeat songs and chants.
- ✓ name and talk about playthings.
- ✓ use the structure 'Who has a _____ (name of the object)? / _____ (name of the student) has the ball and May I _____? / Can I _____?' in conversation.
- ✓ use please / sorry / thank you in conversation.
- ✓ name the characters in stories and respond to the comprehension questions.
- ✓ identify, name and say the sounds and write the letters from Ee to Ii.
- ✓ associate the names of familiar objects that start with the letters from Ee to Ii.

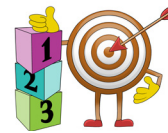
Greeting

Say Good morning! Tell students to stand in a line. Let each one come forward and say good morning to you. Greet them by joining your hands together. Let students practise the same with their partner. Repeat the greetings throughout the module.

GOOD
Morning



1a. Large group activity: Introducing the names of playthings



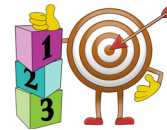
Materials needed: labelled picture cards of ball, bat, kite, marbles, swing, see-saw, slide, top

Develop a conversation using the pictures. Show and elicit the name of each picture one by one. If the students cannot say, teach the words. Let students repeat it. Pointing to each picture, ask questions like,

- What is this?
- Have you played on a swing?
- Who likes to fly a kite?



Then play Pelmanism game. Display the flashcards of the playthings and their names facing down on a table. Invite an Arumbu level student to turn a picture card and say its name. Then ask a student from Mottu level, **What do you see?** Let the student pick the name cards one by one till he/she finds the right one. Encourage him/her to read the word and say, **I see a _____ (name of the picture)**. Let both the Arumbu and Mottu level students hold the cards up for the class to read it and say, **I see a _____**. Malar level students will write them on the low level blackboard.



1b. Circle Time: Practising the structure Who has the _____?

Materials needed: picture cards of **ball, bat, kite, marbles, swing, see-saw, slide, top**

Display the pictures on a table. Ask students to walk in a circle around the table. Invite a student to select a picture and say its name. **e.g. ball**. If the students do not know the name, help them say it.



Next, make students pass the ball. As they pass the ball, say **Stop** in-between. The class will stop passing the ball. Now ask **Who has the ball?** The students will point to the student with the ball and say **_____ (name of the student) has the ball**. Now, practise the game with a different picture. **e.g. a bat**

Invite a Malar level student to the middle of the circle. Encourage that student to take your role and ask **Who has the bat?** Others will respond **_____ (name of the student) has the bat**.

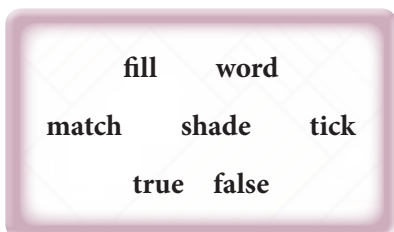
☉ In addition, ask Malar level students,

- **Do you like to play with a ball / bat / kite/ top / marbles ?**
- **Do you like to play on a see-saw / slide?**

Encourage them to respond **Yes, I do / No, I don't**.

After this activity help class 1 students read the Look and Say in their textbook **page 96 - 97**.

⊙ **Assessment vocabulary** ⊙



Display the assessment vocabulary on the word wall and practise them with meaning throughout the module.

Help students to read and understand the questions in workbook exercises.

Workbook

Level	Worksheets	Exercise No.
Arumbu	TB Class 1 – Look and Say.	Page No. 96 – 97
Mottu	Match the picture with the word.	6.1
	Fill in the blanks and read the sentence.	6.2
	Read and shade the correct picture.	6.3
	Look at the picture and fill in the blanks.	6.4
Malar	Match the picture with the word.	6.1
	Read and draw a line to the correct picture.	6.2
	Write about the picture.	6.3
	Fill in the missing letters and read the sentences.	6.4
	Read the passage and answer the following questions.	6.5

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
identify and name playthings.	associate playthings with their names.	associate playthings with their names and write them.
listen and respond to the structure, <i>Who has a/an _____? / _____ has a/an _____.</i>	read and use the structure, <i>Who has a / an _____? / _____ has a/an _____. I see _____.</i>	write and use the structures, <i>Who has a / an _____? _____ has a/an _____. Do you like to play with a / play on a _____. Yes I do/ No, I don't.</i>



Warm up

Repeat the **Finger Family song** practised in Module 5.

2a. **Large group activity: Introducing the structure**
May I please use your _____? / Yes please.



Ask students to take any one of their things like pen, book, pencil etc. and stand in a circle. Invite a student to the centre and ask him/her, **May I please use your pencil?** Encourage the student to answer **Yes, please!** Say, **Thank you** and let the student get back to his/her place. Practise with a few more students. Then ask a student in the circle to ask the next one, **May I please use your _____?** (name of the thing that

Sight words

may your you
use please yes
thank you sorry

he/she has) Let them answer with **Yes, please!** and say **Thank you.** Practise it till everyone gets a chance. Write these words on the word wall too.

After this activity, class 2 and 3 students will do their workbook exercises.

2b. Large Group Activity: Listen and write

Guide students to open the appropriate pages in the workbooks and dictate the following. Class 1 will write the letters. Class 2 will write the words. Class 3 will write the sentences.

Class 1	Class 2	Class 3
a	tell small walk	The hall is big.
b	pink park ball	We make tea.
c	top kite bat	They play with a kite.
d	frog	
WB Page 24	WB Page 29	WB Page 46

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> understand and use please/sorry/thank you orally in context. listen and write the letters of the alphabet. 	<ul style="list-style-type: none"> understand and use <i>May I please _____?/ Yes, please / Thank you</i> in various situations. Listen and write simple and familiar words. 	<ul style="list-style-type: none"> understand, read and write <i>May I please _____?/ Yes, please / Thank you.</i> Listen and write simple sentences.





Warm up

Repeat the **Finger Family song** practised in Module 5.



Reading and Writing



3a. Reading time : Come Let us play (Refer pages 99-101)



Jigsaw Puzzle

Materials needed: pictures of the story – 6 frames, each frame cut into four parts and each picture will have a magic word: picture 1 – sorry; picture 2 – please; picture 3 – sorry; picture 4 – please; picture 5 – please; picture 6 – thank you

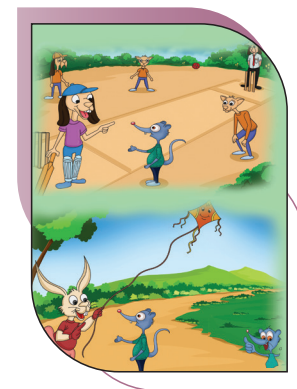
Have students in six groups. Give each group a picture card. Ask them to fix the parts to get the complete picture. Encourage them to turn the picture and find the word. Ask them to read the words (Sorry / please / thank you) given at the back.



Now show pictures from the textbook one by one and encourage students to guess what happens. Ask questions such as,

- Who are they?
- What are they doing?
- Have you played this game?
- Can you show me how to play it?

Let them respond bilingually. Then explain each picture focusing on please, sorry and thank you. After this activity let class 1 students name and talk about the pictures in the story with your help.



Class 3 students will write the answers for the textbook exercise page 107.

Class 2 students will do writing exercises in workbook.





The dogs are playing cricket.

Rat: May I **please** play with you?

Dog: **Sorry**, you are late.



The rabbit is flying a kite.

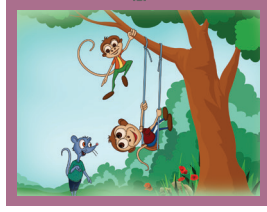
Rat: May I **please** fly your kite?

Rabbit: **Sorry** I have only one.

The monkeys are swinging on the tree.

Rat: May I **please** play with you?

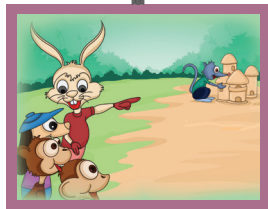
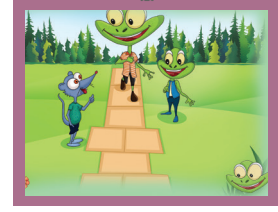
Monkeys: **Sorry**, rats cannot swing.



The frogs are playing hopscotch.

Rat: May I **please** hop with you?

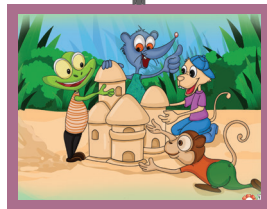
Frogs: **Sorry**, only two can play this game.



The rat is building a sandcastle. Everyone wants to join.

All animals: Oh, that's a nice sandcastle! Shall we **please** join you?

Rat: Yes, let us play together.



All of them play together happily and say **thank you** to the rat.

Workbook

Level	Worksheets	Exercise No.
Arumbu	TB Class 1 - Look and Say.	Page No. 96-97
	TB Class 1 - Look us learn.	Page No. 99-101
Mottu	Read and write.	6.5
Malar	Big Picture.	Page No. 107



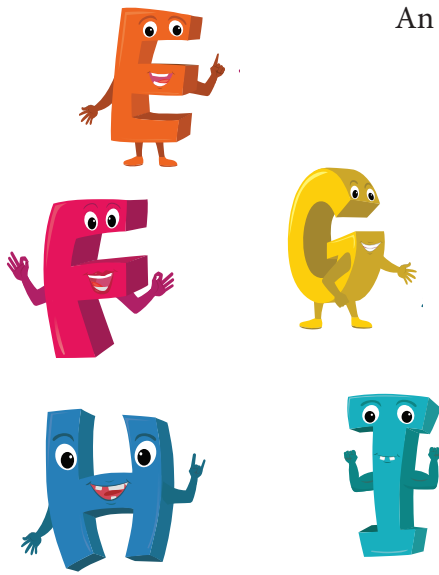
Warm up

Repeat the **Finger Family** song practised in Module 5.

4a. Large group activity: Chant time

Say the chant and make students repeat after you.





An E and e, F and f, G and g, H and h, I and i one, two, three

Can you tell me 3 words for E?

E for an elephant, an egg and an engine see!

Can you tell me 3 words for F?

F for a fish, a fox and a fan see!

Can you tell me 3 words for G?

G for a goat, grapes and a goose see!

Can you tell me 3 words for H?

H for a hen, a house and a hat see!

Can you tell me 3 words for I?

I for an idly, an igloo and an ink pot see!



Ask Mottu and Malar level students to respond to the chant. Arumbu level students will repeat the chant as the students say the words for each letter.

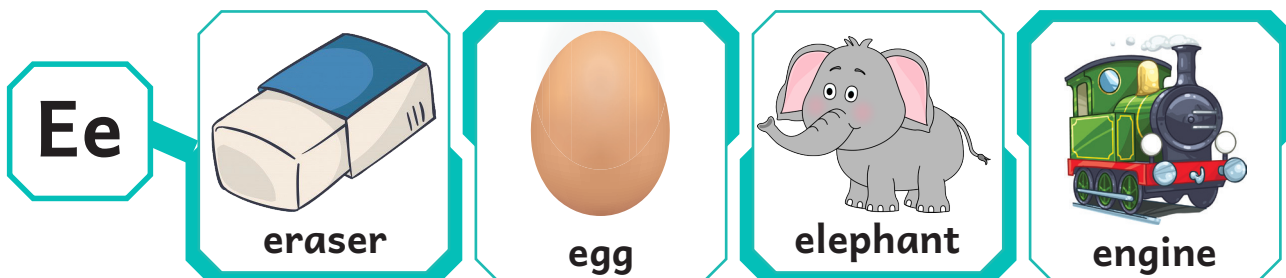
- ⦿ After this activity, ask Arumbu students to do exercises in their workbook.
- ⦿ Encourage Mottu level students to say one more word for each letter.
- ⦿ Ask Malar level students to say two more words for each letter. Then guide them to do the exercises based on the **u** sound in class 3 textbook pages 59-60.

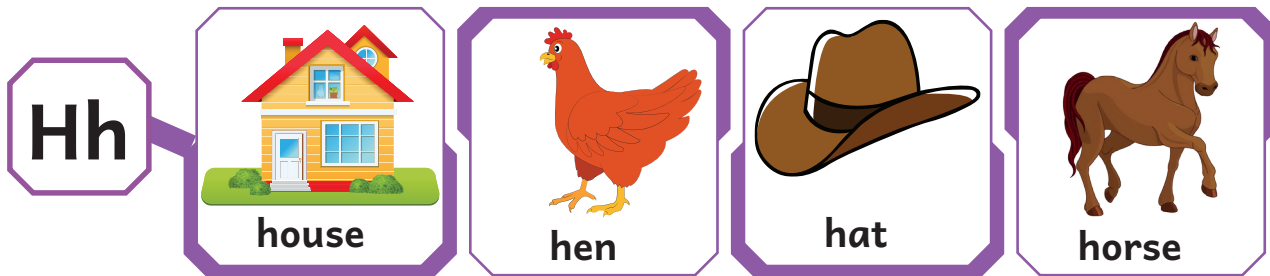
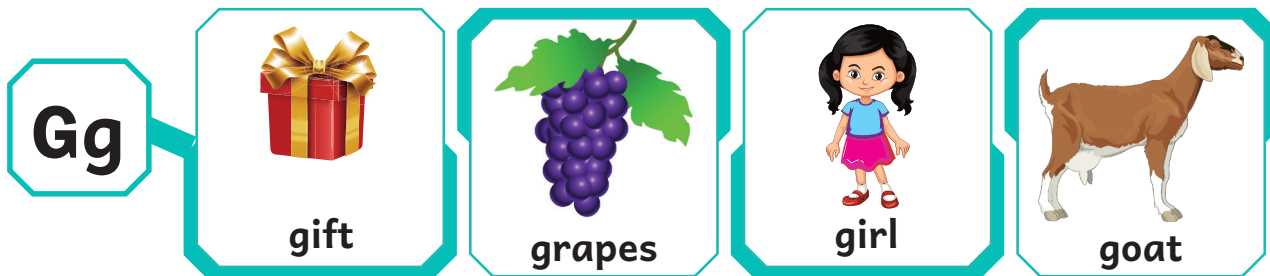
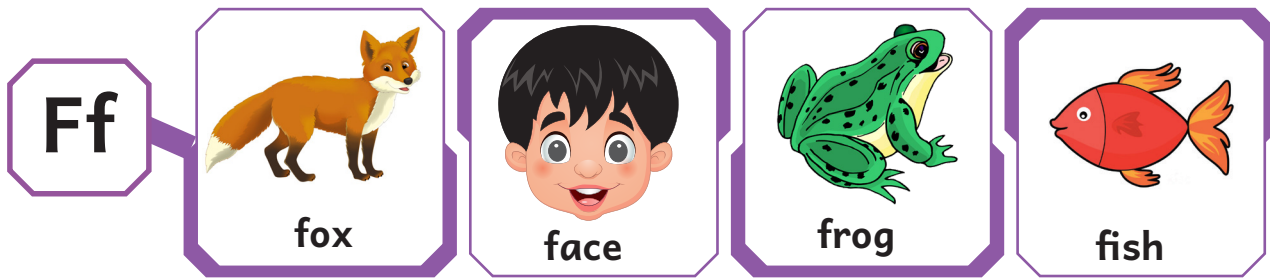
4b. Circle time: Introducing the letters **Ee** to **Ii**



Materials needed: flashcards of letters and pictures

Show the flashcards and introduce the words for each letter. Say, **This is an elephant- e-e- elephant.** Practise for all picture cards. Make students stand in a line. Stand in front of the classroom facing the students. Hold a flashcard/ alphabet block with the letter and the pictures facing the students. Ask the first student to run to you, touch the card/block, say the name of the letter, the sound and the name of the picture in the card. Expect the response E for eh...eh... Elephant. Let everyone clap for her/him. Once done, they can join the end of the line. Practise till all students read the card. Follow the same for all cards.





Workbook

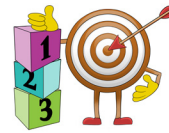
Level	Worksheets	Exercise No.
Arumbu	Say the names of the pictures.	6.1
	Circle the first letter of the picture.	6.2
Mottu	Match the pictures with the words.	6.6
	Fill in the blanks using the picture clues.	6.7
	Write the name of each picture.	6.8
	Rewrite the correct sentence using the picture clues.	6.9
Malar	TB Class 3 - Let us say.	Page No. 59
	TB Class 3 - Let us do.	Page No. 60

Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
<ul style="list-style-type: none"> ✓ identify, read and write the letters <i>Ee</i> to <i>Ii</i>. 	<ul style="list-style-type: none"> ✓ identify, read and write words starting with <i>Ee</i> to <i>Ii</i>. 	<ul style="list-style-type: none"> ✓ write simple sentences with words starting with <i>Ee</i> to <i>Ii</i> ✓ read words with short u sound (good, hook etc.,).

 **Warm up**

Repeat the **Finger Family song** practised in Module 5.





5a. Song Time: The Magic Words

Show the words please, sorry, thank you in flashcards and get students to repeat. Then, sing the following song or do as a chant and encourage students to follow. Say the first stanza and ask students to repeat the words please, please, please pointing at the one next to them. Similarly at the end of each stanza, encourage students to repeat the magic words. (Refer class 2 Textbook **page 88**). This has to be done for all levels of students across grades.



The Magic Words

<p>When we want someone to help What do we say? Please, please, please.</p>	<p>When someone help us out What do we say? Thank you, thank you, thank you.</p>	<p>When we make someone cry What do we say? Sorry, sorry, sorry.</p>
<p>Please, thank you and sorry Please, thank you and sorry Say them as you need. Say them to make it all good.</p>		

5b. Circle Time: Introducing the structure **Can I _____? / May I _____?**



Divide the class into two groups. Display some objects on the table such as a pen, pencil, book, notebook, etc. Ask a student from one group to pick an object and ask **Can I use this pencil?** A student from the other group will answer **Yes, you can. / No, you cannot.** Practise it with all children from both groups. Then, change the role of the groups and practise with all children.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Listen and shade the correct picture.	6.3
	Listen and colour the pictures.	6.4
Mottu	Choose and write the correct word for the picture.	6.10
	Read and shade the correct picture.	6.11
	Choose and write the correct answer.	6.12
	Complete the sentence with Yes, I can / No, I cannot.	6.13
Malar	TB Class 3 - Exercises.	Page No. 61

Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
understand say the magic words <i>Please, Sorry and Thank you</i> in appropriate situations.	understand and repeat the chant.	understand and repeat the chant.
say <i>Yes, you can / No, you cannot</i> appropriately.	use the magic words <i>Please, Sorry, Thank you</i> in appropriate situations.	use the magic words <i>Please, Sorry, Thank you</i> in appropriate situations.
write the letters <i>Ee to Hh</i>	use the structure <i>Yes, You can / No, You cannot</i> appropriately.	respond to situations with <i>Please, Sorry, Thank you</i> in writing.
		use the structure <i>Can I__? / May I __? / Yes, You can / No, You cannot</i> appropriately.



Warm up

Repeat the song **Look up and say** practised on Day 3.



6a. Reading time: **The Fat Dog** (Refer page 79)

Show picture of a fat dog and ask, **What do you see?** Let students respond, **It is a dog.** Say, **This is a fat dog.** Introduce thin king similarly.

Later, use the pictures and tell them the story two times. Model the actions for the following sentences from the story. Let students first listen and observe. Then, say the sentences and ask students to do the actions appropriately.

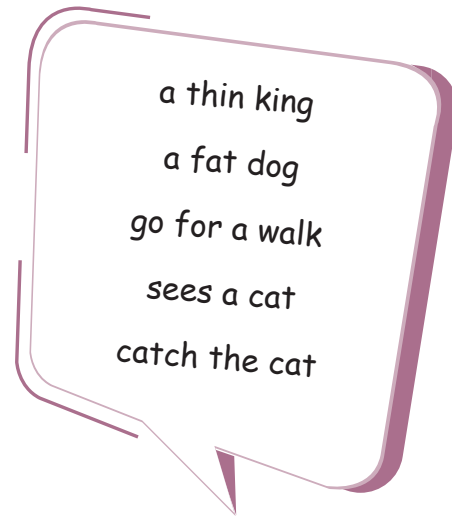
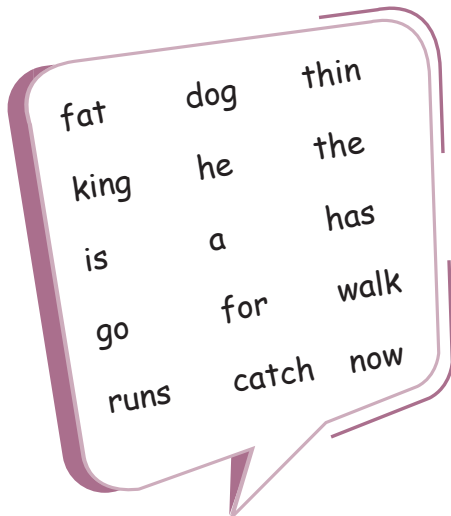


Example

- **The fat dog goes for a walk.**
- **The thin king goes for a walk.**
- **The thin king catches the dog.**
- **Now, the fat dog is thin.**

Act out the story with two students in the class.

Prepare word cards and phrase cards as given here. Get students of class 2 to sit in a circle. Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary.



While reading the phrase cards, write two phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read.

Practise the phrases by replacing the highlighted words.

Phrase - a fat **dog**

Words to replace

rat cow hen duck goat
man cat fish king fox

Phrase - a **thin** king

Words to replace

sad big tall small kind
bad good mad rich fat

Make class 2 students read the story and complete the comprehension exercises in their textbook.

Meanwhile, the students in Class 1 and 3 can be engaged in writing. Guide students of Class 1 to sit in pairs. Encourage them to trace the curved lines in their workbook.

Guide Class 3 students sit in pairs. Encourage them to read, write the passage given in their workbook.



Speak for a minute



Ask students to look at the picture and talk about it using the words given.

- ball
- slide
- cat
- bat
- boy
- girl
- bicycle



Workbook

Level	Worksheets	Exercise No.
Arumbu	Trace and write.	6.5
Mottu	TB Class 2 - Let us think and do.	Page No. 80
Malar	Read and write	6.6



It's our time!



How will I use this time?

I can

- ⇒ complete the missed out activities of the module.
- ⇒ help students to complete their worksheets.
- ⇒ take up remediation if needed.
- ⇒ explore supplementary readers.
- ⇒ practise writing.
- ⇒ execute activities as per the need and interest of the students.



Learning Outcomes

By the end of the module, students can

- ✓ listen and repeat the chants and songs.
- ✓ name and talk about senses and sense organs.
- ✓ use the structure 'I can ____ (see/hear/smell/touch/taste); Where does it come from?/It comes from the ____ (parts of the body)' in conversation.
- ✓ use the structure 'I can ____' in context.
- ✓ associate the names of familiar objects that start with the letters from Jj to Mm.
- ✓ identify, name and say the sounds and write the letters from Jj to Mm.
- ✓ read and write grade level words and simple sentences.
- ✓ write a few words or short sentences in response to a story.

Greeting

Say, **Good morning!**

Invite a student and do a thumbs up action. Greet each other with a fist bump, that is, by touching fists.

Repeat the greetings throughout the module.



1a. Circle time: Identifying objects through the senses



Materials required: any fruit, a tumbler with warm water, a tumbler with cold water, flowers, a whistle, a bell and a toothbrush

Keep the objects in a cardboard box. Tumblers with liquids may be kept separately. Let students sit facing the teacher. Invite two students to the front. Blindfold one of them. You will give her/him one object to hold. She/He must guess its name without seeing it. Her/His partner can help to hold and give hints, but cannot give out its name. The teacher also can help students with hints like taste it and see/smell it/feel its shape/its texture etc. Remove the blindfold and ask the student to look at and name



the object. All the objects can be named bilingually. Make students sit in a circle. Ask them how they guessed the objects. Which parts of the body helped them to guess it? Help them say.



Make Arumbu and Mottu level students stand in a row. Malar level students can stand opposite to them in a row. Ask Malar level students to say, **I can smell with my...** Arumbu and Mottu level students can touch the nose and shout **nose**. Practise the same with the other sense organs too.

Display the words on the word wall for students to read.

Sight words

can	with
smell	my
see	touch
taste	hear

1b. Song time: Reinforcing the names of sense organs and senses



Make students sit in a circle. Read the poem aloud with action two times. Let students listen to you. When you do it the second time, at the end of every stanza, ask them what they understood. Let them explain bilingually.

“

Close your eyes, close your eyes. Tell me what you feel. It's soft, it's small. It's a ball.		Close your eyes, close your eyes. Tell me what you smell. It smells good. It's a rose.
Close your eyes, close your eyes. Tell me what you hear. Mew, mew, mew. It's a cat.		Close your eyes, close your eyes. Tell me what you taste. It's watery and sweet. It's orange juice.

Open your eyes, open your eyes.
Tell me what you see.
I see your face, dear teacher! It's you, I see you!

”

Repeat the poem. Let students sing along line by line with action.



Note: Refer class 1 EVS textbook **pages 80-83**; class 2 EVS textbook **pages 89-90** and class 3 Science textbook **pages 72-73**.

Assessment vocabulary

about name
listen correct solve
aloud grid

Display the assessment vocabulary on the word wall and practise them with meaning throughout the module.

Help students to read and understand the questions in workbook exercises.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Listen and draw.	7.1
	Listen and tick (✓) the correct picture.	7.2
Mottu	Look at the picture and tick (✓) the correct sentence.	7.1
	Choose and fill in the boxes.	7.2
	Choose and write.	7.3
Malar	Sort and write.	7.4
	Read and complete.	7.1
	Choose the words and frame a sentence for the picture.	7.2
	Look at the picture and shade the correct answer.	7.3
	Look at the picture and write a sentence.	7.4

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
understand the words related to senses and associate them with the sense organs.	understand and write the words related to senses and the names of the sense organs.	understand and write simple sentences using the words related to senses and the names of the sense organs.
	use the structure, <i>I can _____ (see/hear/smell/touch/taste) with my _____ (sense organs) in various situations.</i>	read and understand a passage on senses.



Warm up

Repeat the song **Close your eyes** practised on Day 1.

2a. Circle time: Introducing the letters **Jj to Mm**



Materials required: flashcards of letters and pictures of jeep, jug, kite, kitten, lion, lamp, mat and monkey.

Make students sit in a circle. Select three students sitting side by side. Give the first student the jeep picture card, the second student the jug picture card and the third student the letter card Jj.



Ask the first student to show the jeep card and say **j - j for jeep** (the initial sound to be focused and not the letter). The class claps and repeats **j-j for jeep** twice. Ask the second student to show the jug card and say **j - j for jug**. The third student shows the letter card **Jj** to the class and says **Jj**, and the **j** sound (**J - ja**). The class claps and repeats it twice.

Now, ask Mottu level student, **Can you tell me two words that start with the letter J?** Encourage the students to respond appropriately. The expected response can be **jam, jar, juice**. Now, ask a Malar level student to say a sentence using any one of the words said by the mottu level student e.g. **I like jam. / I like juice. / Jam is in the jar** etc., Practise the same for Kk and Ll.

Ask Arumbu level students to take a card, look at the card carefully and say the name of the picture/letter. Then pass it to the next student. The letter and picture cards for **J** can be passed around the group for every student to take, hold, see and pass. Repeat the entire activity for the letters **K, L and M**.

After this activity ask Arumbu level students to do exercises in their workbook based on the letters **Jj to Mm**.

2b. Large group activity : Reinforcing the structure I can ____.



Materials required: picture cards of action words like run, read, dance, write, jump, skip, sing, swim, draw

- Display the picture cards on the table. Ask students to name the actions as you show each picture. Say **“I can dance”** and demonstrate.
- Now distribute the pictures to the class. Let children hold it up. Ask each child, **“What can you do?”** Encourage them to answer, **“I can ____.”** Point to a girl/boy and say **“She/He can ____.”** Let the class repeat it. Practise the same with all the cards.



Workbook

Level	Worksheets	Exercise No.
Arumbu	Listen and shade the correct picture for the word.	7.3
	Circle the first letter of the picture.	7.4
Mottu	TB Class 2 - Let us practise.	Page No. 96
Malar	Look at the picture and fill in the blanks.	7.5
	Write three actions you can do.	7.6
	Look at the picture and complete the sentence.	7.7
	Read and answer.	7.8

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
identify and say the letters from <i>Jj to Mm</i> .	identify and read the words that start with <i>Jj to Mm</i> .	use the structure <i>I can ____</i> appropriately.
	use the structure <i>I can ____</i> appropriately.	read and understand a simple passage.



Warm up

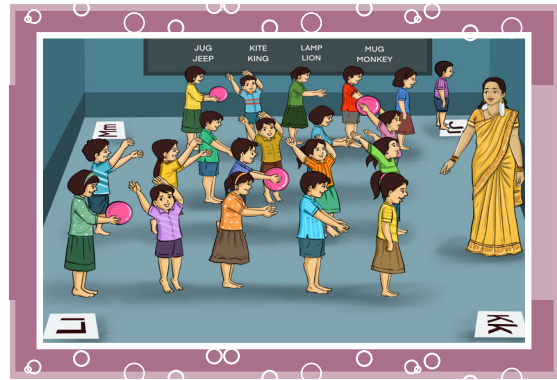
Practise **Close your eyes** song practised on Day 2.

3a. Circle time: Reinforcing the letters Jj to Mm



Materials needed: 4 big balls

Write two words each for the letters **Jj to Mm** on the board. Make students stand in 4 lines. Give a ball to the first student in each line. Draw **Jj, Kk, Ll, Mm** on four corners of the classroom. Tell students to pass the ball backwards above their head. As they do it, keep clapping your hands. When you stop clapping, the student who has the ball will come forward in each line. She/he will run to the letters walk on them and name the letters. Once finished, Arumbu level students will come back and form a new line. Mottu level students will touch the word that starts with that letter (written on the board) and she/he will form a new line. Malar level students will write one word that starts with that letter on the low level blackboard and form a new line. Continue till all students join the new line.



After this activity, ask Mottu and Malar level students to do workbook exercises.

3b. Stand and jump: Practising the shape of the letters Jj to Mm









Write the letters **Jj, Kk, Ll and Mm** on the floor inside a big circle. Write the capital and small letters separately and write each in 4 or 5 different places. Ask Arumbu students to stand around the circle. Call out the name of an object that starts with **Jj** (e.g. **jug**). Students should find the letter on the floor and stand on it. Then, call out the name of an object that starts with **Kk** (e.g. **kite**). Students will jump from **Jj to Kk**. Practise with **Ll** and **Mm** also. Continue with as many as words as possible and let students identify them correctly.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Say the names of the pictures.	7.5
	Trace and write.	7.6
Mottu	Circle the objects that DO NOT start with k .	7.5
	Read aloud.	7.6
	Read and shade.	7.7
Malar	Read and answer.	7.8
	Number the sentence that matches the set of pictures correctly.	7.9
	Complete the sentences with the given clues.	7.10
	Fill in the blanks.	7.11
	Write the name of the common objects you see in both the pictures.	7.12
	Read and shade.	7.13

Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
 identify and say the letters from <i>Jj</i> to <i>Mm</i> .	 name the objects that start with the letters <i>Jj</i> to <i>Mm</i> .	 write simple sentences with the words starting with the letters <i>Jj</i> to <i>Mm</i> .
 name the objects that start with the letters <i>Jj</i> to <i>Mm</i> .	 write the words starting with the letters <i>Jj</i> to <i>Mm</i> .	
 trace and write the letters <i>Jj</i> to <i>Mm</i> .		

 **Warm up**

Practise **Close your eyes** song practised on Day 2.

4a. **Large group activity: Reinforcing Senses**



Make students stand in a circle. Say, let us play the game **Teacher says**. Tell them the rules of the game. When you say an instruction with **Teacher says**, the students will respond with an appropriate sentence.

e.g. **Teacher:** Teacher says, Touch your ears.

Students: I can hear (touching the ears).

When you say an instruction without Teacher says, they should not respond.

e.g. **Teacher:** Touch your nose.

Students: (No response)

If they do the opposite, they will be out of the game.

Instructions that the teacher can give Touch your eyes. Touch your nose. Touch your ears. Show your tongue. Rub your hands.	Sentences that the students will say I can see. I can smell. I can hear. I can taste. I can feel.
---	---

After this activity, ask Class 1 and Class 3 students to do workbook / textbook exercises.

4b. **Large group activity: Listen to your body!** (Refer pages 89 - 91)

Make students stand in a circle. You stand at the centre and say, **We will play a game.** Tell them that you will do some actions and students will follow.

Now, breathe in and breathe out. Let students also do it. Ask them, **Can you hear your breath?** Encourage them to say **Yes, we can hear** and make the breathing sound they hear **ssssss!** Ask, **Where does it come from?** Help them say, **It comes from the nose!**

Next, place your hand on your chest. Let students follow. Ask them, **Can you hear anything?** Encourage them to say **Yes, we can hear** and make the sound **lup tup lup tup!** Ask, **Where does it come from?** Help them say, **It comes from the heart!**

Next, clap your hands and let students also clap. Clap with the repeated beats. Ask them, **Can you hear anything?** Encourage them to say **Yes, we can hear** and make them clap again. Ask, **Where does it come from?** Help them say, **It comes from the hands!**

Next, stamp your feet and let students also stamp. Ask them, **Can you hear anything?** Encourage them to say **Yes, we can hear** and make them stamp again. Ask, **Where does it come from?** Help them say, **It comes from the feet!**

Encourage all students to repeat the structure used in the activity.



Workbook

Level	Worksheets	Exercise No.
Arumbu	Colour the food items that you can taste.	7.7
	Listen and shade the odd one.	7.8
Malar	Look at the picture and fill in the blanks.	7.14
	Read and match the following.	7.15
	Read and circle the correct picture.	7.16
	Rewrite the sentence correctly.	7.17



Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> understand the words related to senses and associate them with the sense organs. 	<ul style="list-style-type: none"> understand the story and respond to questions orally and in writing use the structure, <i>I can</i> _____ (<i>see/hear/smell/touch/taste</i>) <i>with my</i> _____ (<i>sense organs</i>) in various situations. 	<ul style="list-style-type: none"> understand and write simple sentences using the words related to senses and the names of the sense organs. read and understand a passage on senses.



Warm up

Repeat the **Sense organs song** practised on Day 3. (Refer pages 89-91)



Reading and Writing



5a. Reading time: Nina Wonders...

Prepare read aloud cards. Display the words / phrases on the word wall. Elicit / teach the words / phrases. Now, get students of class 2 to sit in a circle.

Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary. Ask students to listen to the audio of the story. Make class 2 students read the story and complete the comprehension exercises in their textbook.

today going times
 holiday hear game
 anyway chest drum
 listen beats louder
 cooker lunch ready
 heart sweet someone
 breathes stamp



too hot
 play a game
 breathe louder
 make a song
 no more jamuns
 with my hands
 my nose says
 in the kitchen
 Let's play

While reading the phrase cards, write two phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read.

Practise the phrases by replacing the highlighted words.

<p>Phrase - let's play Words to replace</p> <p>go come sit</p> <p>read sing do</p> <p>jump cook cut</p> <p> make</p>		<p>Phrase - no more jamuns Words to replace</p> <p>pens cups pencils</p> <p>eggs apples keys</p> <p>bags balls kites</p> <p> cars</p>
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Meanwhile, the students in Class 1 and 3 can be engaged in writing. Guide students of Class 1 to sit in pairs. Encourage them to trace and write **Jj**, **Kk**, **Ll** and **Mm** in their workbook.

Guide Class 3 students to sit in pairs. Encourage them to read and write a passage given in their workbook.

Workbook

Level	Worksheets	Exercise No.
Arumbu Trace and write.		7.9
Mottu TB Class 2 - Let us understand..		Page No. 92
Malar Read and write		7.18

Speak for a minute

Stick the picture (given in annexure) on the wall. Invite a pair of students to the front. Guide one of them to ask some of the following questions and the other to answer. Then ask them to change the roles.

- Is there a tree in the picture?
- Who is under the tree?
- Where is the snail?

- What is flying in the sky?
- How many dogs are there?
- What is the colour of the ducks?
- Do you see a cat in the picture?
- Where is the boy sitting?

* Encourage students to make their own questions.



It's our time!



How will I use this time?

I can

- ⇒ complete the missed out activities of the module.
- ⇒ help students to complete their worksheets.
- ⇒ take up remediation if needed.
- ⇒ explore supplementary readers.
- ⇒ practise writing.
- ⇒ execute activities as per the need and interest of the students.





Learning Outcomes

By the end of the module, students can

- ✓ listen and repeat songs and chants.
- ✓ name and talk about insects.
- ✓ talk about their daily routine.
- ✓ understand and use **in**, **on**, and **under** in simple sentences.
- ✓ write a few words or short sentences in response to a story.
- ✓ use the structure 'This is a ____/ That is a ____, What do you do every day?' in conversation.
- ✓ identify, name and say the sounds and write the letters from **Nn** to **Rr**.
- ✓ associate the names of familiar objects that start with **Nn** to **Rr**.

Greeting

Say Good morning! Tell students to stand in a line. Let each one come forward and say good morning to you. Greet them by joining your hands together. Let students practise the same with their partner. Repeat the greetings throughout the module.



1a. Introducing **in**, **on**, **under** and **near**



Materials needed: a box and a toy animal (the toy of rat given in English Language kit can be used)

Before entering the class, put the toy inside the box. In class, make your students sit down in a circle and take out the box. Rattle the box and get your students to guess what is inside. Take out the toy and introduce it to the class. Also elicit the word “box”.

Keep the toy on the box and ask, “Where is it?”. Elicit/Teach the preposition “on” and then say, “It is on the box”. Do the same for the rest of the prepositions (in, under, near).

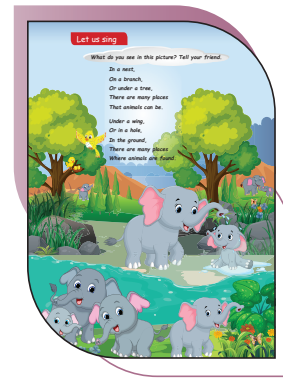
Later, put students in pairs and give each pair a box and toy – or anything which can be used to practise the prepositions (e.g. a pencil and pencil box). Encourage each pair to ask and answer questions, ‘Where is the ____?/It is ____.’ using the prepositions.

After this, guide class 2 and 3 students to do their workbook exercises.

1b. Song time: **In a nest** (Refer page 116)



Make students sit in a circle. Tell them, We will sing a song about where animals and birds live. Sing the song **In a nest**...with action twice. Let students listen to you and do the actions. Ask them, **Have you seen a nest? What do you see in a nest? Have you ever seen a bird sitting on a branch? Have you ever seen an animal/bird standing under a tree? Which animal/bird lives in a hole?** etc. You can show the pictures of the song from the textbook for students to point at. Focus on the use of **in**, **on** and **under**. Repeat the poem. Let students sing along line by line with action.



Then, ask questions like, **Where is the _____** (classroom object?)/ **It is _____** (in/on/under) **the _____** (name of the place) using the objects in the classroom. You can also give instructions for students to follow such as, **Take the duster and put it on the table. Take the notebook and put it in the bag** etc.

After this activity, write the words, **in, on, under, a, an, am, can, be** on the word wall. Point to each word and teach. Ask Class 1 students to read those words aloud to their friends. Class 2 students will do workbook exercises based on **in, on, and under**.



In a nest,
On a branch,
Or under a tree,
There are many places
That animals can be.



Under a wing,
Or in a hole,
In the ground,
There are many places
Where animals can be.



Assessment vocabulary

find odd aloud
following missing
picture sentence

Display the assessment vocabulary on the word wall and practise them with meaning throughout the module.

Help students to read and understand the questions in workbook exercises.



Workbook

Level	Worksheets	Exercise No.
Arumbu	TB Class 1 - Let us sing.	Page No. 116
Mottu	Look at the picture and write in / on / under .	8.1
	Tick (✓) the correct word.	8.2
	Look at the picture and fill in the blanks with in / on / under .	8.3
Malar	TB Class 3 - Let us know.	Pages 83 - 84

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> listen and repeat the song <i>In a nest...</i> understand the use of <i>in</i>, <i>on</i> and <i>under</i> in context and respond orally. read grade level sight words. 	<ul style="list-style-type: none"> use <i>in</i>, <i>on</i>, <i>under</i> appropriately in speech and writing. use the structure, <i>Where is the _____? (classroom object)/ It is _____ (in/on/ under) the _____ (name of the place)</i> in various situations. 	<ul style="list-style-type: none"> use the structure, <i>Where is the _____? (classroom object)/ It is _____ (in/on/ under/ near) the _____ (name of the place)</i> in various situations.



Warm up

Repeat the song **In a nest** practised on Day 1.



Reading and Writing



2a. Reading time: The Black Rat (Refer pages 64-65)



Prepare read aloud cards. Display the words / phrases on the word wall. Now, get students of class 3 to sit in a circle. Elicit / teach the words / phrases. Then narrate the story bilingually. Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary. Ask students to listen to the audio of the story. Make class 3 students read the story and complete the comprehension exercises in their textbook.



sleepy goes cleans
 in puts on under
 shelf fruits soap
 trunk plate spoon
 tumbler neatly



to the bedroom
 full of things
 in the school bag
 in the basket
 under the shelf
 near the wall
 rolls out the mat
 goes to sleep

Practise the phrases by replacing the highlighted words.

Phrase - under the **shelf**
 Words to replace

fan table roof
 tree desk light
 Sun clouds wings
 tap

Phrase - full of **things**
 Words to replace

ink milk dust
 sand jam honey
 money cream salt
 oil

Phrase - rolls out the **mat**
 Words to replace

sheet paper ribbon
 towel bed socks
 tie belt rope
 screen

Meanwhile, the students in Class 1 and 2 can be engaged in writing. Guide students of Class 1 to sit in pairs. Encourage them to trace and write the letters **Aa** to **Mm** in their workbook.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Trace and write.	8.1
Mottu	Read and write.	8.4
Malar	TB Class 3 - Let us think and do.	Page No. 66



Warm up

Repeat the song **In a nest** practised on Day 1.

3a. Circle time: Introducing the letters **Nn, Oo, Pp, Qq** and **Rr**



Make students sit in a circle. Hold up the flash card N with a picture of a nurse without showing it to the students. Ask, **What's in the picture?** Give them clues like, We can see him / her in hospital. She / he will give us injections, He / she wears a white dress etc. Accept students' responses in Tamil and say, **oh yes, He / she is a nurse.** Now show the picture and introduce the sound and name of the letter N. Say, **Nurse - N for nurse, na...na... nurse.**





Do the same for the letters N, O, P, Q and R showing the picture of an owl, a parrot, a queen and a rat and introduce the sound and name of the letters.

3b. Play time: Reinforcing the letters Nn, Oo, Pp, Qq and Rr




Materials needed: Two chairs/mats, chalk, as many chits of paper for the number of students (write Nn/Oo/Pp/Qq/Rr in each chit.)

Draw 2 squares on the floor. Say, **this is the nurse's hospital**. Draw 2 small trees on the floor. Say, **this is the owl and parrot's tree**. Place 2 chairs or mats. Say, **this is the queen's palace**. Draw 2 small circles on the floor.



Ask, **Where does a nurse work?** Say, **in a hospital**
 Ask, **Where does an owl live?** Say, **in a tree**
 Ask, **Where does a parrot live?** Say, **in a tree**
 Ask, **Where does a queen live?** Say, **in a palace**
 Ask, **Where does a rat live?** Say, **in a hole**



Say, **this is the rat's hole**. Give each student a chit with **Nn/Pp/Qq/Rr** written on them. Let students run around the class in a large circle. Play some music as the students run. After 3 rounds, stop and say any one of the following instructions: **Run to the hospital! Run to the tree! Run to the palace! Run to the hole!**

If you say, **Run to the hospital**, the students with **Nn** must run and find a hospital. If you say **Run to the tree**, the students with **Oo** and **Pp** must run and find a tree. If you say, **Run to the palace**, the students with **Q** must run and find a chair / mat. If you say, **Run to the hole**, the students with **Rr** must run and find a circle. The ones who find the place win and sit down. Then others will continue the game. Play till all students find the place. Finally, show the alphabet blocks for these letters and ask students to name all the words in it.



After this activity, ask Arumbu level students to write the letters in air and copy them in the workbook.

- Ask Mottu level students to circle any five words each that start with **Nn, Oo, Pp, Qq and Rr** in their textbook and write them in their notebook/LLB.
- Help Malar level students read the words with **ir and ur** sounds in their textbook.







Workbook

Level	Worksheets	Exercise No.
Arumbu	Say the names of the pictures.	8.2
	Choose and write the correct word for the picture.	8.3
Mottu	Look at the first letter and circle the odd one.	8.5
	What comes next? Choose and write it in the circle.	8.6
	Form a new word with the first letters, draw and name it.	8.7
	Read aloud.	8.8
Malar	TB Class 3 - Exercises	Page No. 100
	TB Class 3 - Exercises	Page No. 101



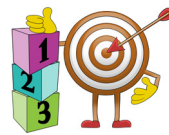
Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 identify, read and write the letters from <i>Nn</i> to <i>Rr</i> .	 identify, read and write the words that start with <i>Nn</i> to <i>Rr</i> .	 write the words that start with <i>Nn</i> to <i>Rr</i> .
		 read and write words with <i>ir</i> and <i>ur</i> sounds.



Warm up

Repeat the song **In a nest** practised on Day 1.



4a. Circle time: Introducing far and near

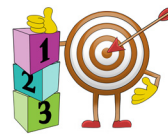
Draw a circle and make students stand around the circle. You can also join them. Make the circle move backwards by four steps. Now say: **We are far from the circle.** Later, jump and go near the circle. Say, **We are now near the circle.** Practise this with different movements like jump, walk, hop to get closer to the circle and move away again. Practise with individual students also. As they do, encourage them to say far/near.



Place some classroom objects within the circle (e.g: pen, pencil, water bottle, mat). Place some objects on a table at a corner (e.g: pen, pencil, water bottle, mat). Pick up the pencil and say: **This is a pencil.** Point to the pencil on the table and say: **That is a pencil.** Do this with 2 or 3 of the objects placed in the circle and on the table. Explain when to use **this / that.** Let students look at the things around them and say: **This / That is a / an _____.**

In the classroom, point to the roof and say **That is the roof.** Point to the door and say **This is the door.** Point to the window and say **This is the window.** Point to the door and say **That is the door.** Ask students to repeat the chant with actions. Take students around the school camps. Ask questions like, **What is this/that?** Let them say, **This is a tree./ That is a tank./ This is a tap./etc....**

4b. Large Group Activity: Listen and write



Guide students to open the appropriate pages in the workbooks and dictate the following. Class 1 will write the letters. Class 2 will write the words. Class 3 will write the sentences.



Class 1

E
G
M
A
F

WB Page 41

Class 2

so for into
yes red ears
eyes can you
one

WB Page 50

Class 3

The rat sleeps on the bed.
She rolls out the mat.
The pot is near the wall.

WB Page 71

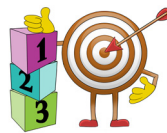
Learning Outcomes: By the end of the activity,

Level	Worksheets	Exercise No.
Arumbu TB Class 1 - Exercises		Pages 107, 113 (Ex. IV and V)

Arumbu level students can	Mottu level students can	Malar level students can
understand the words and concept of <i>far</i> and <i>near</i> .	understand and read simple sentences using <i>this / that</i> .	understand, read and write simple sentences using <i>this / that</i> .
understand and talk about <i>this</i> and <i>that</i> using familiar objects.	listen and write the words dictated.	draw and describe an object using <i>this / that</i> in writing.
listen and write the letters of alphabet dictated.		listen and write the sentences dictated.

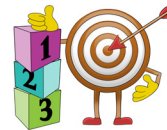


Warm up



Repeat the song **In a nest** practised on Day 1.

5a. Song time: Practising a song on daily routine



Sing a song about what they do in the morning. As you sing, show actions for brushing, washing, combing and walking to school. Let students do the actions first. Sing it for the second time. Let them do actions and sing along with you.

This is the way we brush our teeth,
Brush our teeth, brush our teeth.

This is the way we brush our teeth
So early in the morning.



Repeat the song by replacing **brush our teeth** with the following phrases - **wash our face; comb our hair; eat our food, walk to school**. After practising the song, divide the class into two groups. A student from one group will act out any one of their daily routine. Other group will have to guess what they are doing. Change roles between groups and practise the same once again.



Display the words **brush, teeth, comb, our, walk, wash, eat** on the word wall. Ask Mottu level students to read those words and talk about their daily routine.

Malar level students can read those words and write their routine in simple sentences.



Note: Refer class 1 EVS textbook pages 84-86; class 3 Science textbook pages 68-71.

Workbook

Level	Worksheets	Exercise No.
Arumbu	EVS textbook exercises.	Pages 84-86
Mottu	Let us think and do.	Page No. 120
Malar	Science textbook exercises.	Pages 68-71

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
listen and respond to the song with actions.	understand and sing the song with actions.	understand and read simple sentences related to daily routine.
say the names of familiar objects like brush, comb, bag etc.	write the names of actions related to daily routine.	talk about their daily routine in simple sentences.



Warm up

Practise **This is the way** song practised on Day 5.

6a. Circle time activity: Reinforcing the structure **This is a _____ / That is a _____**



Materials needed: labelled picture cards of butterfly, ant, ladybird, bumblebee, beetle, mosquito, housefly, spider, chameleon

Show each picture card one by one and say the name of the insect. Let all students repeat it. Practise it a few times. Now, draw two circles. Let students stand in a circle. You stand in the middle. Invite a student to stand with you. Give him/her a picture card. Ask, **What is this?** Encourage the class to say, **This is a ____** (name of the insect). Ask the student to run to the other circle and show the picture to the class. Ask, **What is that?** Encourage the class to say, **That is a ____** (name of the insect in the other circle). Practise the same for all picture cards, inviting a different student each time.

Display the sight words on the word wall for students to read.

Sight words

this	that
your	is
our	did
an	do



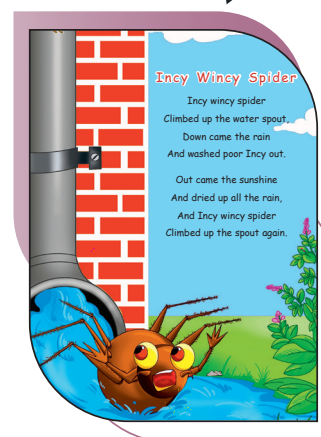
Encourage class 1 and 2 students to read the sight words and circle them in the newspaper. Ask Malar level students to write them on the LLB.



6b. Song time : *Incy Wincy spider* (Refer page 74)







Show a picture of a spider and say, It is a spider. Let students repeat it. Now sing each line and let the class repeat. Show actions for climbing up/ rain coming down / sunshine etc.



Workbook

Level	Worksheets	Exercise No.
Arumbu	Number the pictures from 1 to 4.	8.4
	What do you do every day? Tick (✓) the pictures.	8.5
Mottu	Find and match the words.	8.9
	Read, fill and write.	8.10
	Read and circle the words.	8.11
	Find and circle the word. Create your own puzzle.	8.12
Malar	Tick (✓) the correct picture for the sentence.	8.1
	Match the following.	8.2
	Fill in the blanks.	8.3
	Read and answer.	8.4

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 read grade level sight words.	 read and write grade level sight words.	 understand and sing the song with actions.
		 name common insects using the structure, <i>This is a _____ / That is a _____ in writing.</i>

 **Warm up**

Repeat the song **This is the way** practised on Day 5.



7a. Large group activity: Reinforcing Daily routine using the structure I can...

Make students stand in a circle. Ask students to say the numbers from 1 to 10. Ask the student who says 10, to come to the middle of the circle. Ask the student, **Do you brush your teeth in the morning?** As you ask, show actions also. Accept the student's response. Ask, **Can you brush your teeth or does anyone do it for you?** Encourage the student to say, **I can brush my teeth.** Ask the student to get back to his/her place. Again continue the game and invite the next 10th student. Ask a



different action each time like – take your bath, comb your hair, eat your food, walk to school. If the students do not do the action by themselves, let them say **No, I cannot** e.g. **No, I cannot comb my hair.**

After this activity class 1 and class 2 students do their workbook / textbook exercises.

7b. Small group activity: Reinforcing daily routine (Refer pages 75-77)



Materials needed: labelled pictures of butterfly, ant, ladybird, bumblebee, beetle, chameleon, mask of a dragon fly

Let students stand in a semi-circle. You stand in front of them. Invite a student near you. Ask, **What do you do every day?** Let the class repeat the question after you. Encourage the student to reply, **I _____ (e.g. brush my teeth) every day.** Other sentences could be **take a bath, wash my face / comb my hair / walk to school.** Practise it with a few students.

Now, have the pictures of insects (butterfly, ant, ladybird, bumble bee, beetle, chameleon) in a tray. Place a mask of the dragonfly on the table. One student from the circle comes forward, wears the mask of dragonfly. Let the student take a picture from the tray and give it to you. e.g. butterfly. Practise the following:

Student : Who are you?

Teacher : I am a butterfly.

Student : What do you do every day?

Teacher : I collect nectar from flowers every day.

Practise the same with other students, each time taking a different picture from the tray. Let all students get a chance to ask the question.

ant	I carry food to my anthill every day.
ladybird	I look for the tiny insects every day.
bumblebee	I visit many flowers every day.
beetle	I walk around the pond every day.
chameleon	I eat insects every day.



Workbook

Level	Worksheets	Exercise No.
Arumbu	Trace and write.	8.6
Mottu	Read and shade the correct picture.	8.13
	Write a sentence using I can... for the given picture.	8.14

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
say and follow the action.	use the structure, I can / I cannot in conversation.	read and understand the story.
		talk and write about their daily routine in simple sentences.



Warm up

Repeat the song **Incy wincy spider** practised on Day 6.



Reading and Writing



8a

Reading time : The Insects at the pond (Refer pages 75-77)



beautiful plants insects
 every day nectar fierce
 butterfly beetle scared
 dragonfly buzzing anthill
 bumblebee together
 ladybird chameleon



near the pond
 flew around the pond
 fly around
 red and black
 look for
 insects around
 food on the ground
 as fast as he could

Prepare read aloud cards. Display the words / phrases on the word wall. Elicit / teach the words / phrases. Now, get students of class 3 to sit in a circle. Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary. Ask students to listen to the audio of the story. Make class 3 students read the story and complete the comprehension exercises in their textbook.

While reading the phrase cards, write the following phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read.

Practise the phrases by replacing the highlighted words.

Phrase - as **fast** as he could

Words to replace

quick slow tall
 cool deep cute
 small busy low
 high

Phrase - **fly** around

Words to replace

play walk move
 go hop see
 look swim jump
 run



Phrase - **food** on the ground

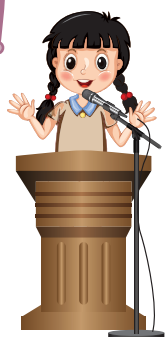
Words to replace

ball bat stones
 feet toes roots
 grass trees leaves
 ants

Meanwhile, the students in Class 1 and 2 can be engaged in writing. Guide students of Class 1 to sit in pairs. Encourage them to trace and write the letters **Nn** to **Rr**.

Workbook

Level	Worksheets	Exercise No.
Mottu	 Read and write.	8.15
Malar	 TB Class 3 - Exercises 	Pages 78-79



Speak for a minute



Help students to talk about their daily routine.

- I wake up at 6 o'clock.
- I have a green tooth brush.
- I brush my teeth with that.
- I take a bath in hot water.
- My mother combs my hair.
- I eat my breakfast at 8 o'clock.
- I go to school every day.
- I come home in the evening.
- I play with my friends.
- I go to bed at 9 o'clock.

Thank you.

* Use the one given above as a model.



It's our time!



How will I use this time?

I can

- ⇒ complete the missed out activities of the module.
- ⇒ help students to complete their worksheets.
- ⇒ take up remediation if needed.
- ⇒ explore supplementary readers.
- ⇒ practise writing.
- ⇒ execute activities as per the need and interest of the students.

Learning Outcomes

By the end of the module, students can

- ✓ listen and repeat songs and chants.
- ✓ name and talk about common vehicles.
- ✓ talk about what they do in school.
- ✓ use the structure 'How do you come to school? / I come to school by ___(name of the vehicle) and What do you do in school?/ We _____ in school (read/write/draw etc.)' in conversation.
- ✓ understand and use numbers and number names in simple sentences.
- ✓ write a few words or short sentences in response to a story.
- ✓ identify, name and say the sounds and write the letters from Ss to Vv.
- ✓ associate the names of familiar objects that start with Ss to Vv.



Greeting

Say **Good morning!**

Tell students to stand in a line. Let each one come forward and say **good morning** to you. Greet them by waving your hand. Let students practise the same.



1a. Circle time activity: Song time



Ask students to stand in a circle. Sing the following lines and do the action. Encourage students to repeat the same.

Round and round Round and round
And that's the way we go around
We are spinning round and round
Like a merry-go-round
Up and down, side to side
That's how we take the ride



1b. Circle time: Introducing the name of vehicles using the structure,
This is a/ an _____ (name of the vehicle)



Materials needed: picture cards **auto, car, scooter, bicycle, bus, van**

Make students stand in a circle. Have these pictures in a tray. Ask a student to pick a card and say its name, e.g. **This is an auto/This is a bus etc.** Then call out the next student to pick a picture card and say its name. The game goes on till all students in the class have named a card.



Sight words
 auto go van
 car in scooter
 come on school
 bicycle no how
 foot come do

Tell the class, **I come to school _____** (by scooter /on foot etc., the actual mode of transport the teacher uses). Then ask the class, **How do you come to school?** Encourage them to say, **I come to school on foot; I come by auto/car/scooter/bicycle/van.** Make students sit in pairs. Tell students to ask their partner: **How do you come to school?** The partner will answer with **I come to school by _____.** Let the other partner take the next turn. Display the sight words on the word wall for students to read.

Assessment vocabulary

find fill
 match shade circle
 tick read

Display the assessment vocabulary on the word wall and practise them with meaning throughout the module.
 Help students to read and understand the questions in workbook exercises.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Look at the pictures and say their names.	9.1
	Listen and tick (✓) the correct picture.	9.2
Mottu	Read and match.	9.1
	Fill in the correct option and read the sentence.	9.2
	Look at the picture and fill in the blanks.	9.3
	Read and shade the correct answer.	9.4
Malar	How do you come to school? Read and tick (✓).	9.1
	Look at the picture and complete the sentence.	9.2
	Read and complete.	9.3
	Fill in the blanks.	9.4
	Read and answer.	9.5

Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
listen and repeat the song.	listen and repeat the song.	use the structure, <i>How do you come to school? / I come to school by ___ (name of the vehicle) in various situations.</i>
identify and say the names of common vehicles.	read and write the names of vehicles.	
listen and understand the structure, <i>How do you come to school? / I come to school by ___ (name of the vehicle) in context and respond orally.</i>	use the structure, <i>How do you come to school? / I come to school by ___ (name of the vehicle) in various situations.</i>	



Warm up

Repeat the song **Round and round** practised on Day 1.



2a. **Circle time: Reinforcing names of vehicles using the structure I see ____.**

Materials needed: picture cards – an auto / two autos; a car / three cars; a scooter/ four scooters; a van / five vans

Make students run around the circle. Hold the cards with one auto / one car / one scooter/ one van with you. Display the other cards in the middle of the circle. Ask students to run around the circle. Say 'Stop.' Show a picture card that you hold and say, **I see one auto in the picture.** Ask students to repeat it. Invite a student to the middle. Ask the student to take the other auto picture and show it to the class. Ask, **What do you see?** Encourage the student to say, **I see two autos.** Ask the class to repeat it. Now, practise the same with **three cars, four scooters and five vans.**



After this activity, ask Class 1 students to say the names of objects in their textbook **pages 88-89.** They will learn to relate the numbers (1-5) with the number names. Class 2 will read the Let us Know **page 73** in their textbook and do the exercises in **page 74.**

2b. **Reading Fluently**

This is reading time for the students to read the letters/words/sentences fluently. Show the following list of letters/words/sentences for their level. Invite the students one by one. Set a timer for 30 seconds. Ask them to read them as fast as they can. Use annexure **page no 111.**





Arumbu

N

R

O

P

H

Mottu

my	old	his
your	sorry	for
take	give	him
tongue	warm	are
just	once	insect
game	catch	hop
heart	late	

Malar

This is an ant.

He saw a bee.

She walks to the pond.

I like my food.

There is a red bug.

Give a star to the student who reads the maximum number of words within the time limit. Identify the students who find it difficult to read fluently and give them frequent practice in reading. Finally, list out the letters/words/sentences that the students found difficult to read. Write them on the black board and practise reading. You read a letter/word/sentence and ask a student to circle it on the board. Continue this till all the words are circled.

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> understand and use the structure <i>I see _____ orally.</i> 	<ul style="list-style-type: none"> understand and use the structure <i>I see _____ orally.</i> 	<ul style="list-style-type: none"> understand and use the structure <i>I see _____ orally.</i>
<ul style="list-style-type: none"> identify the vehicles and associate with the number names (from one to five). 	<ul style="list-style-type: none"> understand the concept of one and many. 	<ul style="list-style-type: none"> use one and many in different situations.
<ul style="list-style-type: none"> read the letters of alphabet fluently. 	<ul style="list-style-type: none"> read simple and familiar words fluently. 	<ul style="list-style-type: none"> read simple sentences fluently.



Warm up

Repeat the song **In a nest** practised on Day 1.





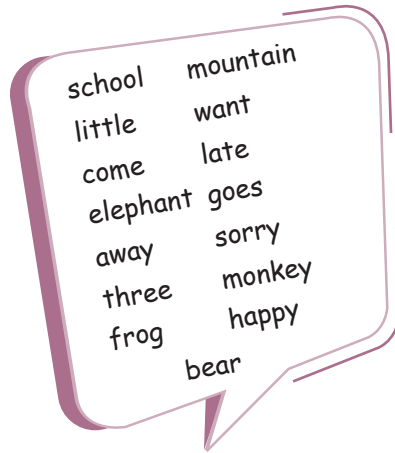
Reading and Writing



3a. Reading time: A school in the mountain (Refer pages 104-105)

Narrate the story bilingually to the class.

Prepare read aloud cards. Display the words / phrases on the word wall. Elicit / teach the words / phrases. Now, get students of class 3 to sit in a circle. Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks.



While reading the phrase cards, write two phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read.

Practise the phrases by replacing the highlighted words.

Phrase - go to school	Phrase - walks by	Phrase - play with me
Words to replace	Words to replace	Words to replace
park beach lake	runs moves plays	sing talk clap
zoo bank bed	crawls creeps stands	dance come run
shop market mall	waits jumps hops	eat read draw
playground	sleeps	swim

Later tell them to read the story. Help them wherever necessary. Ask students to listen to the audio of the story. Make students read the story and complete the comprehension exercises in their textbook.

Meanwhile, the students in Class 1 and 2 can be engaged in writing. Guide students of Class 1 to sit in pairs. Encourage them to trace and write sight words. Class 2 students will write simple sentences.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Trace and write.	9.3
Mottu	Read and write	9.5





Warm up

Repeat the song **Round and Round** practised on Day 1.



4a. Large group activity: Introducing the letters Ss – Vv

Materials needed: flashcards of objects with letters Ss – Vv (Eg: Sun, tree, umbrella, van)

Show the **Ss** letter card. Ask, Can you find a word that starts with **S** in the classroom? (e.g. slate / slippers). Show the **Tt** letter card.

Ask, Can you find a word that starts with **T** in the classroom? (e.g. table / tray). Show the **Uu** letter card.

Ask, Can you find a word that starts with **U** in classroom? (e.g. umbrella). Show the **Vv** letter card.

Ask, Can you tell a vehicle that starts with **V**? (e.g. van). Show the flashcards for these 4 letters. Say the word, the initial sound and the letter name (e.g. Sun – /s/ – s)

Ask students to listen and repeat. Show the flash cards of the **Sun, tiger, umbrella** and **van**. Ask them to say the word, the letter sound and the letter name. Use these hints.

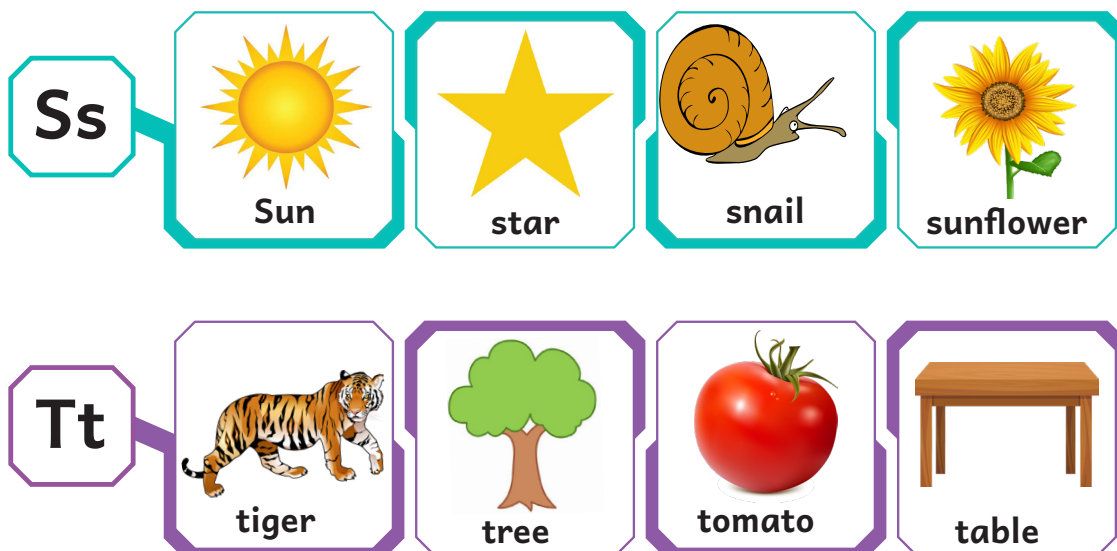
Show the flash cards of the **Sun, tiger, umbrella** and **van**. Ask them to say the word, the letter sound and the letter name. Use these hints.

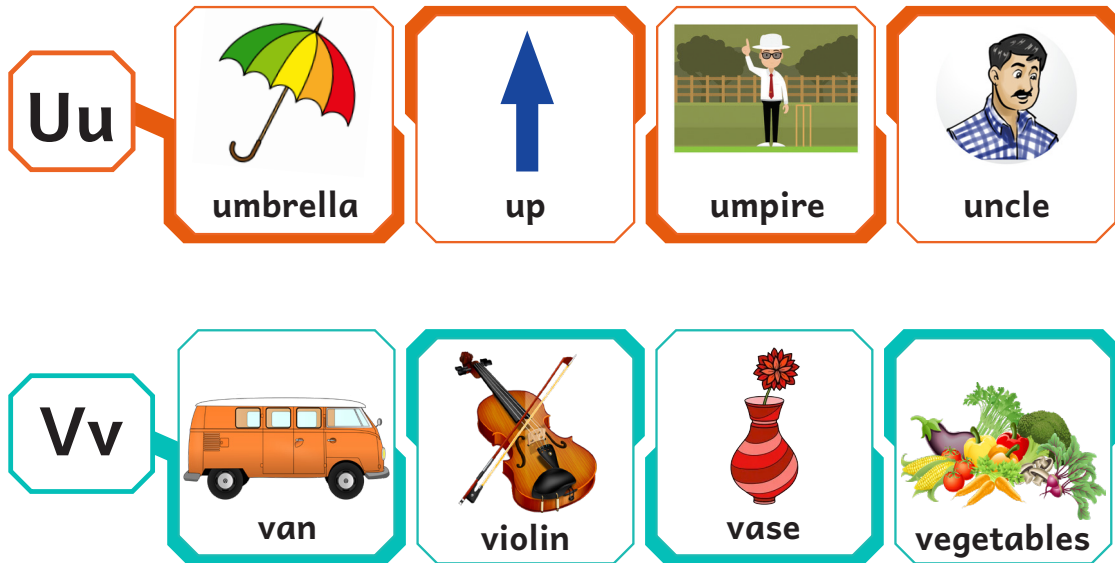
Use these hints.



- ✓ Sun - I rise in the morning. I set in the evening.
- ✓ tiger - I am a wild animal. My body has stripes and I live in a cave.
- ✓ umbrella - I help you during rain.
- ✓ van - I have four wheels. I run on roads.

Write these letters on the board. Once you have taught a letter, paste the flashcard near the letter on the board. Ask Class 1 students to write in air / write on the floor / slate. While reinforcing all these letters, write the letters on the board.





4b. Large group activity: Practising the shape of the letters

Hop on the letters



Draw big **Ss**, **Tt**, **Uu** and **Vv** on the floor. Call a student and ask him to hop on the capital letter you point to. Tell the student to say the name of the letter, as he hops on it. Then ask the student to jump on the small letter you point to, saying the name of the letter. If the student does it correctly, give him a high - five. Repeat with the other students.



After this activity, give Arumbu level students at least 30 sticks of different sizes.






Encourage students to form the letters S, T, U, V by arranging the small sticks.

Help Class 2 students to read words with long vowel - **snail**, **tail**, **snake**, etc from **page 97** of their textbook. Class 3 students will do exercises based on **-ar/ -ast** in their textbook **pages 80-81**.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Say the names of the pictures.	9.4
	Trace and write.	9.5
Mottu	TB Class 2 - Let us say.	Page No. 97
	TB Class 2 - Let us practise.	Page No. 98
Malar	TB Class 3 - Let us say and let us practise.	Page No. 80
	TB Class 3 - Let us practise.	Page No. 81

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 identify, read and write the letters from Ss to Vv.	 read and write the words starting from Ss to Vv.  read and write words with long vowel.	 read and write the words starting from Ss to Vv.  read and write words with <i>ar</i> and <i>ast</i> sounds.



Warm up

Repeat the song Round and round practice on day 1.

5a. Large group activity: Introducing the structure **we _____ in school**



Tell the class to form a circle and sit with the students in the circle.

Ask, 'What do we do in school?' Allow them to answer bilingually. Say come, let us say a chant on it. Encourage students to repeat after you.



We come to school.
 We read and write.
 Read and write.
 Read and write.



We come to school.
 We laugh and play.
 Laugh and play.
 Laugh and play.

We come to school.
 We draw and paint.
 Draw and paint.
 Draw and paint.



We come to school.
 We sing and dance.
 Sing and dance.
 Sing and dance.



5b. Circle time: Introducing vocabulary related to school

School tour



Tell students that you will take them on a tour of the school. Take them around the school. Ask them to greet HM/teacher/others on the way by saying, **Good morning, teacher.** Introduce

some English words at every stop. Introduce the idea of greeting everyone and thanking all helpers for their help. Introduce **flagpole**, **flag** and **play equipment** if any (e.g. **swing**, **see-saw**, **slide etc**). Take them to noon meal kitchen. Ask students to together thank the noon meal workers for making their lunch. Encourage them to say **Thank you for our lunch**.

Come back to the classroom. Ask the following in English.

What did you see in the school? What did you like in the school?

Encourage the students to respond, **I saw the HM's room / the noon meal kitchen / the flagpole/ the swing / the slide / the see-saw / the playground / compound wall / trees. I like _____** (whatever they like can be included)



Speak for a minute





Cut the **page 127** and paste it on the wall. Help students to use the prompts and speak.

- Good morning friends.
- I am Babu.
- I come to school **by auto**.
- I greet my **teachers** and **friends** in the school.
- I **sing songs** and **read stories** in school.
- I like to come to school everyday.
- I like my school because I like **my friends** very much.

Thank you.

by bus on foot by van by scooter

headmaster headmistress noon meal worker







dance play draw pictures write stories

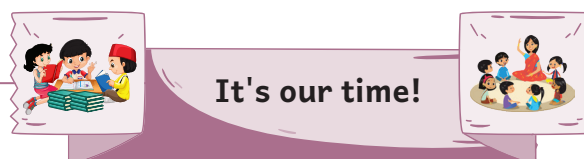
my teachers my studies the activities


Workbook







Level	Worksheets	Exercise No.
Arumbu	Listen and shade the correct picture.	9.6
	Connect the activities you do in school.	9.7
Mottu	Read aloud.	9.6
	Shade the correct sentence for the picture.	9.7
	Read and match.	9.8
Malar	Look at the picture and answer.	9.9
	Read and shade the correct picture.	9.6
	Choose and write the correct word for the picture.	9.7
	Write the correct word for the picture.	9.8
	Complete the sentences using the clues.	9.9
	Read and shade.	9.10

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 understand the structure, <i>What do you do in school?/ We _____ in school (read / write / draw etc.)</i> in context and respond orally.	 understand the structure, <i>What do you do in school?/ We _____ in school (read / write / draw etc.)</i> in context and respond orally.	 understand the structure, <i>What do you do in school?/ We _____ in school (read / write / draw etc.)</i> in context and respond orally.
 talk about their school in one or two sentences.	 write four or five words about their school.	 Write three or four sentences about their school.



 How will I use this time?
I can

-  complete the missed out activities of the module.
-  help students to complete their worksheets.
-  take up remediation if needed.
-  explore supplementary readers.
-  practise writing.
-  execute activities as per the need and interest of the students.



Learning Outcomes

By the end of the module, students can

- ✓ listen and repeat songs and chants.
- ✓ name and talk about feelings and emotions.
- ✓ talk about what they like.
- ✓ use the structure 'How do I feel? / I feel ___ and I like ___ (my school / class...) / I like to ___ (play, sing, read....)' in conversation.
- ✓ understand and use **a/an** in simple sentences.
- ✓ understand and use **I am** _____ / **You are** _____.
- ✓ write a few words or short sentences in response to the story.
- ✓ identify, name and say the sounds and write the letters from **Aa** to **Zz**.
- ✓ associate the names of familiar objects that start with **Aa** to **Zz**.



Greeting

Teacher : Good morning, students.

Students : Good morning, teacher.

Teacher : Are you all happy today?

Students : Yes teacher.

Repeat the greetings throughout the module.

1a. Song time: **How do I feel?**

Make students stand in a circle. Do the action for words of feelings such as **laugh, cry, sleep, being angry, hungry, thirsty, tired**. Ask students to do the actions. Then you just say the words and get students to do the actions. Next, you do the action and let them say the word. Then sing the song, **How do I feel?** with appropriate actions. Let students sing each line along with you. (Refer **Class 2** textbook page 108)





How Do I Feel?



When I am happy,
I laugh... ha, ha, ha.
When I am sad,
I cry... hoo, hoo, hoo.
When I am surprised,
I say... wow, wow, wow.
Any way I feel, I can show it to you.
Do you ever feel the same way too?

When I am hungry,
I eat... chew, chew, chew.
When I am thirsty,
I drink... gulp, gulp gulp.
When I am tired,
I sleep... zzz, zzz, zzz.
Any way I feel, I can show it to you.
Do you ever feel the same way too?



1b. Circle time: Introducing words of feelings



Pass the box

Materials needed: Sentence strips, labelled picture cards of feelings such as happy, surprised, sad, angry, hungry, thirsty, sleepy, lazy, excited, afraid and an empty box

Make students sit in a circle. Write the given sentences in strips. Put them in a box. Pass the box in the circle. When you say stop, the student who has the box picks a strip from the box. He/She brings the strip to the teacher. The teacher reads and explains the sentence in the strip bilingually in the student's ears. The student will act out the feeling appropriately. Others in the circle will guess the feeling acted out. Accept bilingual answers and say it in English. Show the labelled picture cards and emojis for that. Make them say **I feel _____**. Continue the activity till all the feelings are introduced. (Refer **Class 2 textbook pages 106-107**)

Sight words

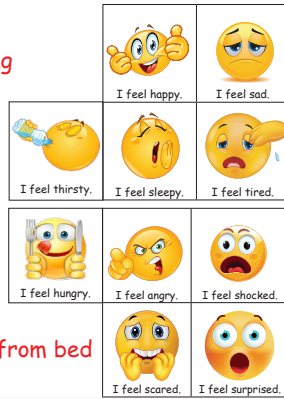
happy	sad
shocked	angry
hungry	afraid
thirsty	lazy
excited	sleepy
surprised	



How do you feel when...?

Questions (To be given in the strips)

- you get the toys you want
- your friend does something wrong
- your toy is broken
- a dog barks at you
- your Paati gets you a gift
- you have played a lot
- you missed your lunch
- you feel like drinking water
- you don't want to wake up early from bed
- it is time to go to bed



Emotions

- Happy
- Angry
- Sad
- Afraid
- Surprised
- Tired
- Hungry
- Thirsty
- Lazy
- Sleepy

After this activity, ask Mottu level students to read the words in the Look and Say page in their textbook. Meanwhile, Arumbu and Malar level students will do the exercises in their workbook.

Assessment vocabulary

find suitable aloud
odd following missing
picture sentence

Display the assessment vocabulary on the word wall and practise them with meaning throughout the module.

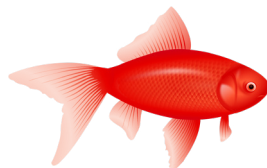
Help students to read and understand the questions in workbook exercises.



Note: Refer Class 1 EVS textbook page 78.

Workbook

Level	Worksheets	Exercise No.
Arumbu	TB Class 1 - EVS textbook.	Page No. 78
Mottu	TB Class 2 - Look and Say.	Pages 106 - 107
Malar	Circle the words of emotions / feelings.	10.1
	Read and shade the correct picture.	10.2
	Look at the picture and write a sentence using the clues.	10.3
	Rearrange the jumbled letters.	10.4
	Read and shade.	10.5



Learning Outcomes: By the end of the activity,

<i>Arumbu level students can</i>	<i>Mottu level students can</i>	<i>Malar level students can</i>
<ul style="list-style-type: none"> ✓ listen and repeat the song, <i>How do I feel?</i> and understand the words of feelings. ✓ listen and respond to instructions using the structure I feel _____ orally. 	<ul style="list-style-type: none"> ✓ sing the song, <i>How do I feel?</i> ✓ read and understand the words of feelings. ✓ identify and read the words of feelings. ✓ use the structure, I feel _____ (words of feelings) with picture clues. 	<ul style="list-style-type: none"> ✓ sing the song, <i>How do I feel?</i> ✓ identify and write the words of feelings. ✓ use the structure, <i>I feel _____</i> (words of feelings) in various situations.

 **Warm up**

Repeat the song **How do you feel?** practised on Day 1.



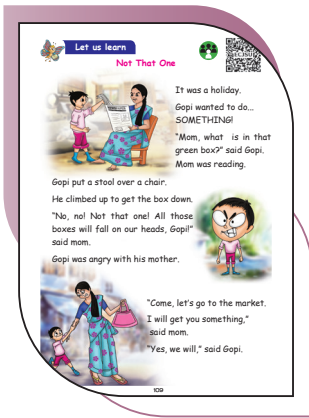
2a. Song time: Reinforcing the structure I like _____.

Sing the song about what they like in school. Say the chant fully once and the second time, tell them to clap while you chant and the third time, encourage them to repeat after you.

<p>I like my school, My class, my friends, My teacher, my books, My bag and things, I like them all.</p>	<p>I like the lessons, The songs, The stories, The numbers and letters, I like them all.</p>	<p>I like to read, I like to write, I like to draw, I like to play, I like them all.</p>
--	--	--

After this song, Class 1 and Class 3 students will do their workbook exercises.

2b. Large group activity: Introducing the story **Not that one** (Refer pages 109-111)



Arrange a heap of books on the table. In different places of the classroom, arrange a heap of flowers, paper cups, newspaper balls, alphabet blocks, pencil boxes etc. Now invite a student and ask the student to pull out a paper cup from the last row of the stack. Say, **I want that one**. The student does it. The paper cups fall down. Make a sorry face and ask the class, **Is it okay to pull out the last one from the stack?** Encourage them to say, **No no, not that one. The cups will fall down**. Do the same with the other objects also.



After this activity, narrate the story bilingually. Focus on using the sentences, **I want that one; No, no, not that one. The _____ will fall down** in English. Invite two students and model the activity once again. Encourage one student to say **I want that one**, pointing to the objects in the last row of the stack. The other student will say, **No, No, Not that one. The _____ will fall down**.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Connect the pictures and read aloud.	10.1
	Match the sentence with the picture.	10.2
Malar	Tick (✓) the picture, write and read it to your friend.	10.6
	Write a suitable sentence for the picture.	10.7
	Frame sentences using the words given.	10.8

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> listen and repeat the song. understand the structure, <i>I like / like to</i> ___ and respond orally. 	<ul style="list-style-type: none"> understand the story and respond to the questions orally. read <i>I like / like to</i> ___ with picture clues. use the structure, <i>I want that one / No, No Not that one</i> in various situations. 	<ul style="list-style-type: none"> listen and sing the song. use the structure <i>I like / like to</i> in various situations. read and understand a simple passage.



Warm up

Repeat the **How do you feel?** song practised on Day 1.



Reading and Writing



3a. **Reading time: Not that one** (Refer pages 109-111)



holiday stopped
 wanted suddenly
 climbed basket
 market shopkeeper
 pile puppies
 shouted brown
 stack loudly smiled



wanted to do over a chair
 climbed up on our head
 to the market will fall down
 not that one pulling out
 crying loudly top of the pile

basket of puppies
 get the box down
 in the green box
 with his mother

Prepare read aloud cards. Display the words / phrases on the word wall. Elicit / teach the words / phrases. Now, get students of Class 2 to sit in a circle. Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks. Later tell them to read the story. Help them wherever necessary. Ask students to listen to the audio of the story. Make Class 2 students read the story and complete the comprehension exercises in their textbook.

Sight words

or at
 do us
 on an
 it

Meanwhile, the students in Class 1 and 3 can be engaged in writing. Guide students of Class 1 to sit in pairs. Encourage them to trace and write the sight words in their workbook.

Practise the phrases by replacing the highlighted words.

Phrase - over a chair
Words to replace

bench desk tree
 flower house bridge
 river lake tunnel
 track

Phrase - top of the pile
Words to replace

hill grass tree
 cupboard roof bus
 head car van
 mountain

Phrase - basket of puppies
Words to replace

apples mangoes
 chicks kittens
 flowers roses
 candies tomatoes
 chocolates potatoes

Workbook

Level	Worksheets	Exercise No.
Arumbu Trace and write.		10.3
Mottu TB Class 2 - Let us understand.		Page No. 112
Malar Read and write.		10.9



Warm up

Repeat the song **How do you feel?** practised on Day 1.



4a. Circle time: Introducing the letters Vv, Ww, Xx, Yy and Zz

Materials needed: composite picture card

Show the composite picture and encourage them to talk about it. Point to the zebra and ask what it is. Let students answer in Tamil. Say aloud as **zebra - zzz - zebra** and get students to repeat it. Show the letter card **Zz** and ask them to say its sound **zzz** and zebra.



Ask what the zebra is playing. Get answers and say **xylophone - xxx - xylophone**. Then, ask where the zebra is standing. Near the **van - vvv - van**. Show the letter card **Vv** and ask them to say its sound **vvv** and **van**. Ask what colour the van is. Get answers and say **yellow - yyy - yellow**. Show the letter card **Yy** and ask them to say its sound **yyy** and yellow. Ask what helps the van to run. Get answers and say **wheels - www - wheels**. Show the letter card **Ww** and ask them to say its sound **www** and **wheels**.

Ask Mottu level students to point to each thing in the picture and say, what they see. e.g. **I see a zebra / a xylophone / a van** etc. Malar level students can describe the picture. e.g. **I see a zebra. I see white lines on it. I see a van. It is yellow. It has wheels** etc.

4b. Small group activity: Practising the letters Vv, Ww, Xx, Yy and Zz



Materials needed: A4 sheets, threads and flashcard

Divide the class into two groups. Let five students be in a group and the rest be in the other. Write the letters **V, W, X, Y, and Z** each in a sheet of paper and make five students wear it like an apron / hold it like a card. Call them the **Letter group**. Make picture cards of these letters and give them to the students in the other group. Ask students to wear it like an apron / hold it like a card. Call them the

Picture group. Call out **W**, then the student with **W** will say the sound and name of that letter. The students who have pictures of **W** words will say the names of the objects aloud e.g. **wheels**. Do it for all the letters.

Stick five kites or balloons on the wall with the letters **Vv, Ww, Xx, Yy, Zz** written on it. Provide the alphabet blocks for these letters to five students. Make them say the letter name, sound and the pictures in it.



Later ask them to reach the respective letter balloon/kite pasted on the wall. Continue this activity till all students get a chance to say the name of a letter.

After this activity, ask **Class 2** students to read words from their textbook **page 117**. **Class 3** students will read words from their textbook **page 116**. Help students if necessary.

Workbook

Level	Worksheets	Exercise No.
Arumbu	Say the names of the pictures.	10.4
Mottu	TB Class 2 - Let us say.	Page No. 117
	TB Class 2 - Let us do.	Page No. 118
Malar	TB Class 3 - Let us do.	Pages 100 - 101

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
identify, read and write the letters from Vv to Zz .	identify, read and write the words that start with Vv to Zz .	read, understand and write the words that start with Vv to Zz .
	read grade level words with ee and ea	read words with ir / ur sounds.



Warm up

Repeat the song **How do you feel?** practised on Day 1.

5a. Large group activity : Revision of Aa to Zz



Materials needed: Alphabet blocks and cards

Give every student an alphabet block. If there are more than 26 students in your class, give the additional students a letter card each. Tell students that they will now form the alphabet train all by themselves, without your help. The letter card students will be add-on coaches standing along with their block partners. Let students check the sequence and organise themselves into a train with the correct sequence of cards and blocks. Let them stand in a line, show their card/ block and call out their letters one by one. Then the alphabet train can go around the class two times singing the ABCD song.



5b. Large group activity: Introducing the articles a and an



What comes first?

Materials needed: picture cards of apple, ant, elephant, egg, ice cream, igloo, orange, owl, umbrella, fan, light, chair, table, bat, cap, doll, hat, nest, pencil, rat and tree; (Can add more words if needed)

Divide the blackboard into two columns. Ask students one by one to say the names of the objects they see in the class and also of the pictures you show them one by one. As they say each word, write the words with the vowel sounds **a e i o u** on the left column and the other words with consonant sounds on the right column. After finishing, ask students if they can find out why the words are written in two different columns. Let them come out with different answers. Then, write **an** on the top of the left column and underline **a e i o u** in the words written. Tell them that for a word that starts with the vowel sounds **a e i o u** we add **an** before it. Now tell the students to say all the words in that column using **an** before them e.g. **an apple, an umbrella etc.** Then, write **a** in the right column and then explain that for words which start with the other letters we add **a** before that word. Now ask them to read all the words in that column using **a** before them e.g. **a fan, a table etc.**



After this activity, guide Class 2 students to read and do the activity at page 93 in their textbook (Let us know). Meanwhile, help Class 3 students understand the use of **the** as given in their textbook pages 118-119 (Let us know) and do the follow up exercises.

Workbook

Level	Worksheets	Exercise No.
Arumbu	TB Class 1 - Let us practise.	Page No. 92
Mottu	TB Class 2 - Let us know.	Page No. 93
	TB Class 2 - Let us practise.	Page No. 94
Malar	TB Class 3 - Let us know.	Pages 102 - 103

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
identify, read and write the letters from Aa to Zz.	identify, read and write the words starting with Aa to Zz.	read and write grade level words.
listen and repeat the words with <i>a</i> and <i>an</i> .	read and write simple words using <i>a / an</i> .	understand, read and write simple sentences using <i>a / an / the</i> .



Warm up

Repeat the song **How do you feel?** practised on Day 1.

6a. **Song time: Reinforcing the vowel sounds**



Sing the song with actions. Let students listen first and do the actions. Sing it again without actions. Now, they will do the actions and repeat it after you.

Shake your hand a...a...a
 Shake your leg e...e...e
 Shake your hip i...i...i
 Shake your body o...o...o
 Shake your thumb u...u...u



6b. Large group activity: Reinforcing the use of **a** and **an**



Materials needed: labelled picture cards used in 5b

Draw two big circles on the floor. Write **an** in a circle and **a** in the other one. Place the picture cards on the table. Call a student and ask her/him to take a picture card. Show it to all the students. Then ask him/her to show the card and say, **This is a/an**

_____. (e.g. **This is a rose/an orange**). Make other students repeat and keep the card in the appropriate circle. Let the next student pick another card and do the same. Continue this game till all students get a chance. Help students to place the cards in the appropriate circles. Display the sight words on the word wall to read by sight.



Sight words

this that
is a
an the

Guide students of class 1 to write the sight words on LLB.



Workbook

Level	Worksheets	Exercise No.
Arumbu	Read aloud.	10.5
Mottu	TB Class 2 - I can do.	Page No. 103 (Ex. 7)
	TB Class 2 - Let us recall.	Page No. 105 (Ex. 3)
Malar	TB Class 3 - I can do.	Page No. 108 (Ex. 3, 4, 5)

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
listen and repeat the song with actions.	use a / an appropriately in writing.	read and write grade level words.
use a / an appropriately.	read grade level sight words and phrases with understanding.	understand, read and write simple sentences using <i>a / an / the</i> .
read and write grade level sight words.		



Warm up

Repeat the **Vowel song** practised on Day 6.



7a. Large group activity: Introducing **I am / You are / We are / They are** _____ orally

Make students stand in a circle. Ask them to run around the circle. Clap your hands as they run. Instruct students to stop when you stop clapping your hands. When they stop, say a number. e.g. **1 / 2 / 3 / 4**. When you say 1, ask students to stand independently without touching / leaning to anyone in the circle.

Encourage Malar and Mottu level students to say **I am a girl / boy** and ask them to point to any other student and say **You are a girl / boy**. Once a few students have said, ask Arumbu level students also to say **I am a girl /**



boy and **You are a girl / boy** pointing to any other student. Practise with a few students. Again clap your hands and ask students to run around the circle. Again when you say stop and say a different number e.g. **2 / 3**, ask them to stand in pairs / in groups of three. Encourage the groups to say, **We are friends**. After all the groups have said, instruct each group to point at a different group and say, **They are friends**. Practise with all groups. Display the sight words to read by sight.

Sight words

am are
you we
they

7b. Large group activity: Listen and write



Guide students to open the appropriate pages in the workbooks and dictate the following. Class 1 will write the letters. Class 2 will write the words. Class 3 will write the sentences.

Class 1

S

u

Z

W

y

WB Page **54**

Class 2

was

top

will

get

bad

WB Page **63**

put

fall

our

very

mom

Class 3

My skin is hard.

Our home is the best.

The camel has a hump.

WB Page **94**



Level	Worksheets	Exercise No.
Arumbu	Colour the words.	10.6
Mottu	TB Class 2 - Let us know.	Page No. 113
	TB Class 2 - Let us practise.	Page No. 114
Malar	Read and shade the correct picture.	10.10
	Complete the sentences.	10.11
	Form sentences and write.	10.12

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
understand and repeat <i>I am _____ / You are _____.</i>	Use <i>I am _____ / You are _____ / We are _____ / They are _____</i> appropriately.	understand and write simple sentences using the structure <i>I am _____ / You are _____ / We are _____ / They are _____</i> appropriately.
listen and write letters of the alphabet.	listen and write familiar words.	listen and write simple sentences.



Warm up

Repeat the **Vowel song** practised on Day 6.



Reading and Writing



8a. **Reading time: No... No... Not now** (Refer page 119)

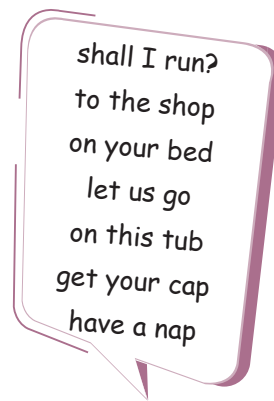


Get students of Class 2 to sit in a circle. Do the actions like hop, jump, run, nap etc.,. Say **I can hop / jump / run / nap**. Ask students to repeat the action and say it. Then, write those words on the board. Ask a student to touch a word. e.g jump. Encourage the student to ask, **Shall I jump?** Say, **No.. No.. Not now**. Similarly practise other actions, inviting a different student for each action. Then

say, a cat wants to do all these actions. Let us see what it does. Narrate the story bilingually to the students.

Prepare read aloud cards. Display the words / phrases on the word wall. Elicit / teach the words / phrases. Give the cards to the students and encourage them to read. Guide them to read the words and phrases in chunks.

While reading the phrase cards, write two phrases from the list and a few new words on the board as given below. Ask students to replace the word in the phrase and read.



Practise the phrases by replacing the highlighted words.

Phrase - shall I **run?**
Words to replace

walk talk read
write go come
do draw drink
 eat

Phrase - get your **cap**
Words to replace

pen pencil ball
bag belt shoes
toy food book
 cup

Phrase - have a **nap**
Words to replace


good day
tasty meal
good sleep
nice dream
deep look

Ask students to read the words given in word cards. Then encourage the students to read the story from their textbook **page 119** and do comprehension exercises in **page 120 and 121**. Meanwhile Class 1 and Class 3 students can do writing exercises in their workbook.

Workbook



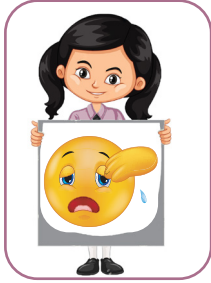


Level	Worksheets	Exercise No.
Arumbu	Trace and write.	10.7
Mottu	TB Class 2 - Let us think and do.	Page No. 120
	TB Class 2 - Let us make.	Page No. 121
Malar	Read and write.	10.13



Speak for a minute 



Ask students to take the emoticons one by one and talk about their emotions.

e.g.,

-  • I feel happy when I get my favourite toy.
-  • I feel surprised when my mom gets me a gift.
-  • I cry when I lose my pencil.
-  • I feel scared when a dog barks at me.
-  • I feel sad when I return from my grandma's house.

Thank you.

* Use the one given above as a model.

 **It's our time!** 

How will I use this time?
I can

- ⇒ complete the missed out activities of the module.
- ⇒ help students to complete their worksheets.
- ⇒ take up remediation if needed.
- ⇒ explore supplementary readers.
- ⇒ practise writing.
- ⇒ execute activities as per the need and interest of the students.





Annexure

Dictation words

Dictate the following words / sentences to the students during monthly assessment (Class 2 - Module 7 - Page 42).

Priya plays with the ball.

Guna smells the rose.

The cat drinks milk in a cup.

Dictate the following words / sentences to the students during summative assessment.

Class 1

D

F

T

w

h

n

WB Page 58

Class 2

head

chair

that

hear

come

cake

WB Page 64

Class 3

A dove is on the tree.

The little bear went to school.

The pan is in the kitchen.

WB Page 98



2b. Independent Activity: Reading fluently

Mottu

am an is boy pen

fan cot tap mug this

sofa girl lamp soap sink

at my door clock up

Malar

His name is Guna.

The pot is big.

The cup is red.

Give me the pan.

There is a small bowl.

Module 3

5a. Independent Activity: Reading fluently

Mottu

do red boy you see
can that what blue duck
fish frog tall green white
black small yellow chair stove

Malar

The duck is yellow.
The fish is red.
The boy is tall.
I can see the white ducks.
A green frog jumps in the pond.

Module 9

2b. Independent Activity: Reading fluently

Arumbu

N R O P H

Mottu

my old his your sorry
for take give him tongue
warm are just once insect
game catch hop heart late

Malar

**This is an ant.
He saw a bee.
She walks to the pond.
I like my food.
There is a red bug.**

Language structures used in the Modules

Module	Title	Arumbu	Mottu	Malar
1	Getting to Know Each Other	My name is ____. I am a ____ (boy/girl). I am ____ (name). This is ____ (friend's name) What is it? It is a/an ____ (classroom objects).	What is your name? My name is ____. I am in class 2. I am ____ (name). I am a ____ (boy/girl). I am ____ (name). This is ____ (friend's name) What is it? It is a/an ____ (things in the house).	What is your name? My name is ____. I am ____ years old. I am in class 3. I am ____ (name). I am a ____ (boy/girl). I am ____ (name). This is ____ (friend's name) What is it? It is a/an ____ (kitchen things).
3	Things We Use	Is it/this a/an ____?/ Yes, it/this is a/an ____./ No, it/this is not a/an ____. I see a/an ____.	Is it/this a/an ____?/ Yes, it/this is a/an ____./ No, it/this is not a/an ____. Is this your ____?/ Yes, it is my ____./ No, it is not my ____. What do you see? I see a/an ____.	Is it/this a/an ____?/ Yes, it/this is a/an ____./ No, it/this is not a/an ____. Is this your ____?/ Yes, it is my ____./ No, it is not my ____. What do you see? I see a/an ____.
4	Parts of the Body	I can ____. I like to wear ____.	I can ____. What do you like to wear? I like to wear ____.	Can you ____?/ Yes, I can ____./ No I cannot ____. What do you like to wear? I like to wear ____. He/She is wearing a/an ____.
5	My Family	This is a big / small ____.	This is a big / small ____.	This is a big / small ____.

Module	Title	Arumbu	Mottu	Malar
6	Playtime	Who has a/an _____? _____ has a / an _____. Yes, you can _____. / No, you cannot.	Who has a/an _____? _____ has a / an _____. May I please _____? / Yes, Please / Thank you. Yes, you can _____. / No, you cannot.	Who has a/an _____? _____ has a / an _____. Do you like to play with a / an _____? Yes, I do / No I don't. May I please _____? / Yes, Please / Thank you. Can I _____? / May I _____? Yes, you can / No, you cannot _____.
7	My Senses		I can _____ (see/hear/smell/ touch/taste) with my _____ (sense organs).	What can you do ? I can _____.
8	Daily Routine	It is _____ (in/on/under) the _____ (name of the place). This is a/an _____. That is a/an _____.	Where is the _____? It is _____ (in/on/under) the _____ (name of the place). This is a/an _____. That is a/an _____. I can _____. / I cannot _____.	Where is the _____? It is _____ (in/on/under) the _____ (name of the place). This is a/an _____. That is a/an _____. What do you do every day? I _____ every day.
9	My School	I come to school by / on _____. We _____ (read/write/play/ draw) in school.	How do you come to school? I come to school by / on? What do you do in school? / We _____ (read/write/play/ draw) in school.	How do you come to school? I come to school by / on. What do you do in school? / We _____ (read/write/play/draw) in school.
10	My Feelings	I feel _____ (feelings / emotions). I am / You are _____.	How do you feel? / I feel _____ (feelings / emotions). I am / You are / We are / They are _____.	How do you feel? / I feel _____ (feelings / emotions). I am / You are / We are / They are _____.

Formative Assessment (a)

Modules	Topic	Activity	Page No.
1	Getting to Know Each Other	2b. Circle time: Introduce yourself	3
2	About Me	1a. Large group activity: Practising the structure, I am _____. / I am a _____.	6
3	Things We Use	2a. Circle time: Introducing initial sounds of names of objects	16
4	Parts of the Body	2a. Large group activity: Reinforcing colours	25
5	My Family	2a. Circle time: Introducing big and small	37
6	Playtime	1b. Circle Time: Practising the structure Who has the _____?	47
7	My Senses	1a. Circle time: Identifying objects through the senses	58
8	Daily Routine	3b. Reinforcing the letters Nn, Oo, Pp, Qq and Rr	74
9	My School	2a. Circle time: Reinforcing names of vehicles using the structure I see_____.	85
10	My Feelings	1b. Circle time: Introducing words of feelings	94

Term I — Learning Outcomes

Arumbu	Mottu	Malar
associates words with pictures	sings songs or rhymes with action.	recites poems individually/ in groups with correct pronunciation and intonation.
Names familiar objects seen in the pictures	responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)	performs in events such as role play/ skit in English with appropriate expressions.
recognises letters and their sounds A—Z	identifies characters and sequence of events in a story.	reads aloud with appropriate pronunciation and pause.
recites poems/rhymes with actions	expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English or home language.	reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.
draws, scribbles in response to poems and stories	draws or writes a few words or short sentence in response to poems and stories.	expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
responds orally (in any language including sign language) to comprehension questions related to stories/poems	listens to English words, greetings, polite forms of expression, and responds in English/home language like 'How are you?', 'I'm fine, thank you.' etc.	responds appropriately to oral messages/ telephonic communication.
identifies characters and sequence of a story and asks questions about the story	uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft' etc.	uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.
carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others	listens to instructions and draws a picture.	reads printed scripts on the classroom walls: poems, posters, charts etc.
listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or 'signing' (using sign language)	uses pronouns related to gender like 'his/ her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.	uses vocabulary related to subjects like Maths, EVS, relevant to class III.
listens to instructions and draws a picture		writes/types dictation of words/phrases/ sentences
talks about self /situations/ pictures in English		
uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.		
differentiate between small and capital letters		
<p>Note: The highlighted learning outcomes have to be treated as critical learning outcomes.</p>		

Ennum Ezhuthum - English - Term I

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Note: Teachers need to fill in the lesson plan in the prescribed format given.

Format - Lesson Plan

Class		Subject		Month & Week	
Module No.		Topic			
Learning Outcomes					
Teaching Learning Materials					
Plan per day					
Days	Teacher's Handbook Page no.	Arumbu Workbook Exercise No.	Mottu Workbook Exercise No.	Malar Workbook Exercise No.	
Day - 1					
Day - 2					
Day - 3					
Day - 4					
Day - 5					





cap



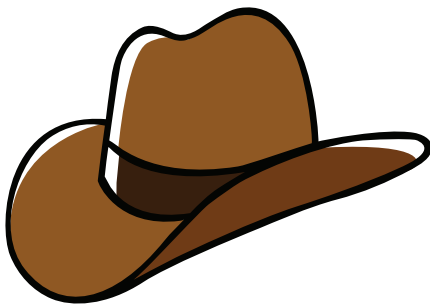
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doll



hat



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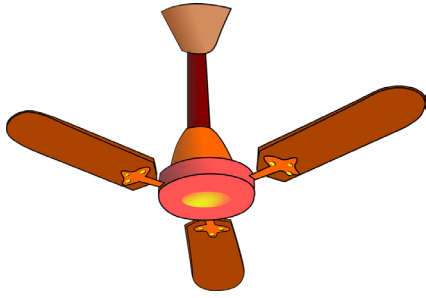


umbrella



owl

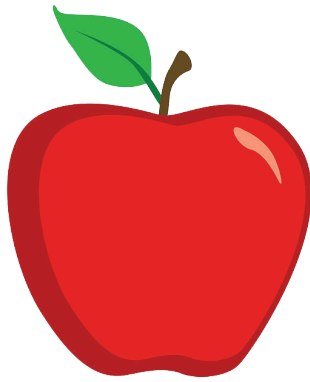




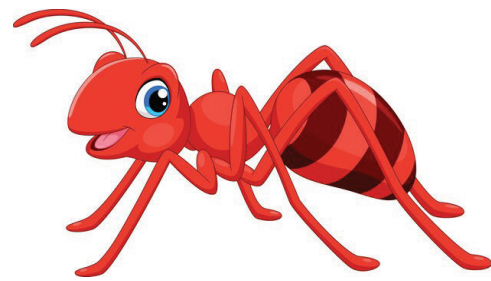
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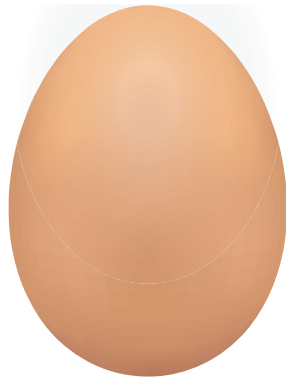
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apple



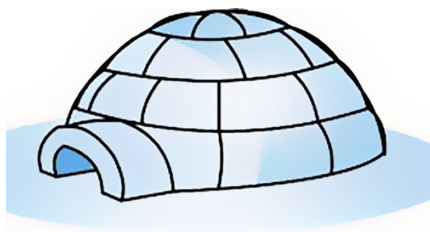
ant



egg



ice cream



igloo



orange





sleepy



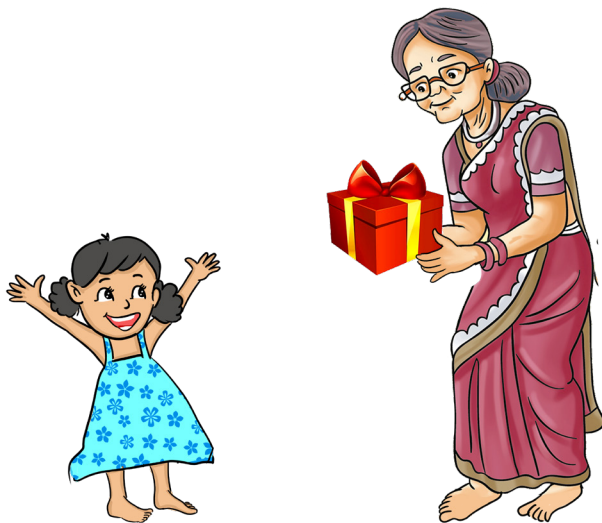
tired



afraid



lazy



surprised



excited







happy



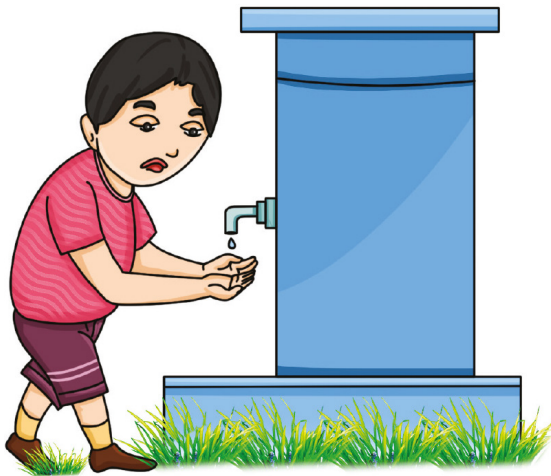
sad



angry



hungry



thirsty



shocked







chair



table





Speak for a minute



Help students to use the prompts and speak.

- Good morning friends.
- I am Babu.
- I come to school **by auto**.
- I greet my **teachers** and **friends** in the school.
- I **sing songs** and **read stories** in school.
- I like to come to school everyday.
- I like my school because I like **my friends** very much.

Thank you.

by bus
on foot
by van
by scooter

headmaster
headmistress
noon meal worker

dance
play
draw pictures
write stories

my teachers
my studies
the activities



• •

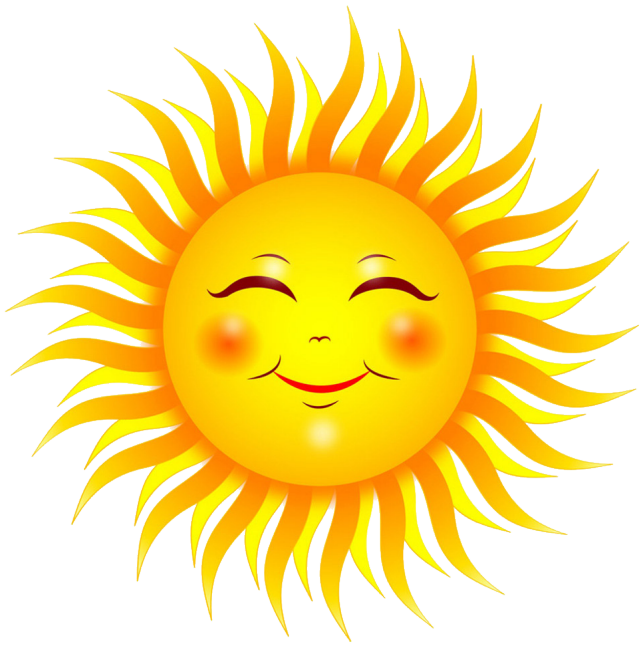


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Module 9



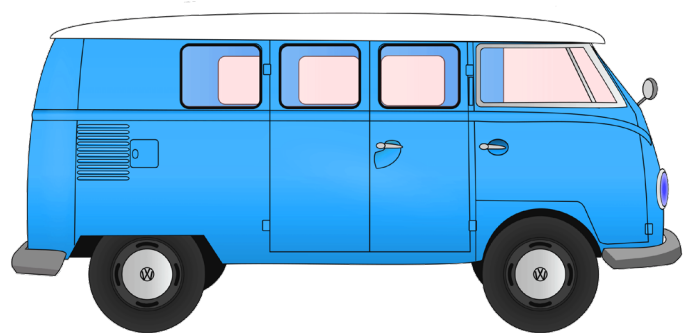
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van



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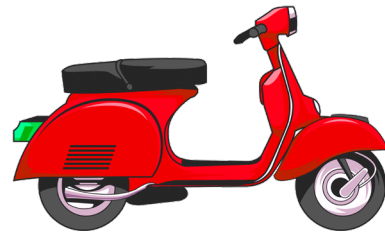
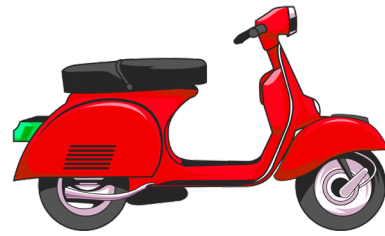
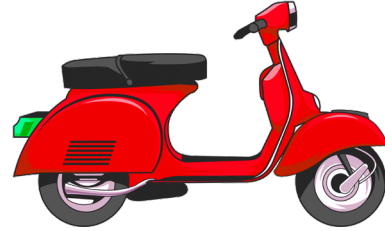
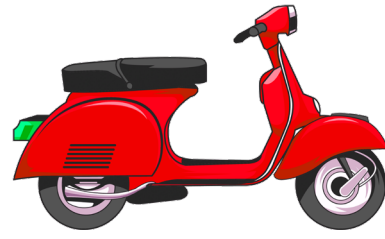
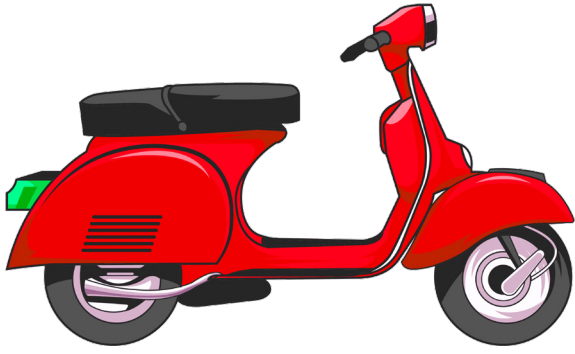


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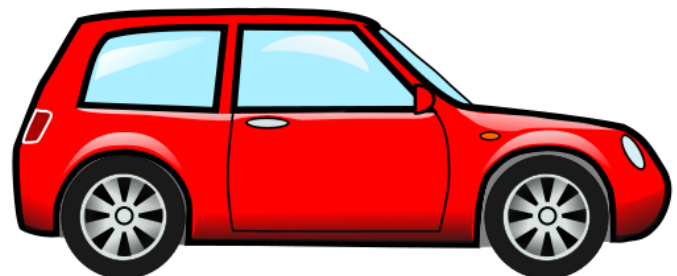
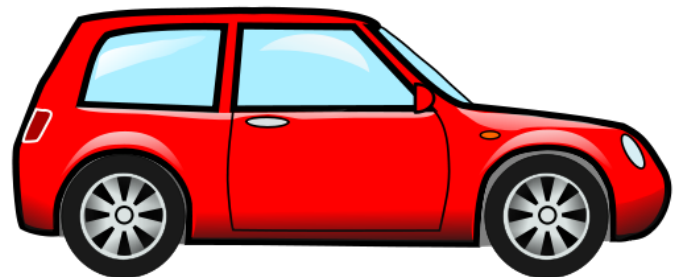
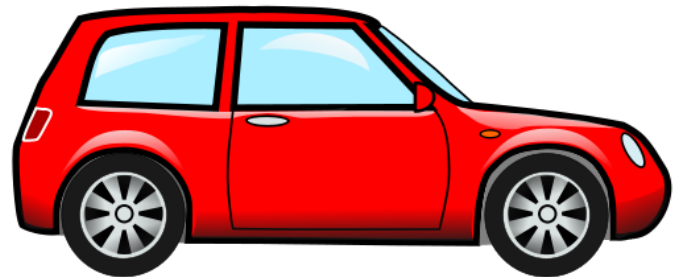
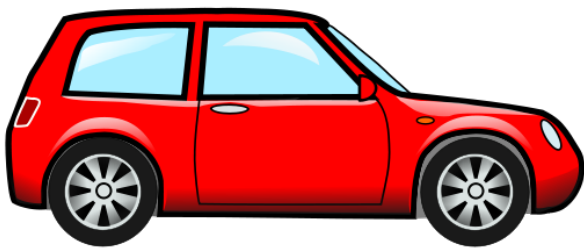
Module 9







Module 9

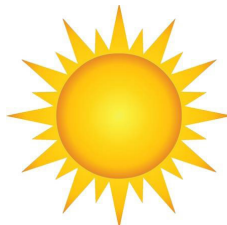




Ss



star



Sun



snail



strawberry

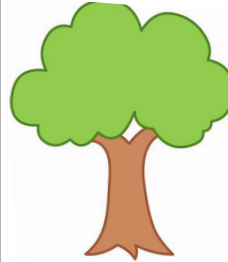


sunflower

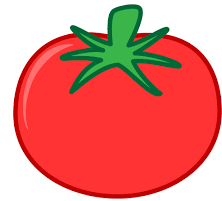
Tt



tiger



tree



tomato



table

Uu



umbrella



up



umpire

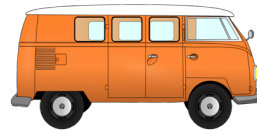


uncle

Vv



violin



van



vase

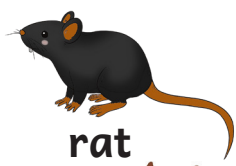


vegetables







Rr




rat




rabbit



rose



rocket



radish



chameleon



butterfly



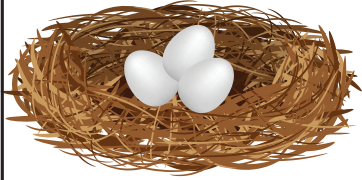


Module 8

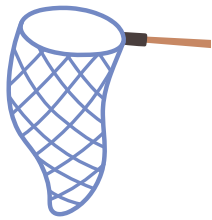
Nn



nib



nest



net



nurse

Oo



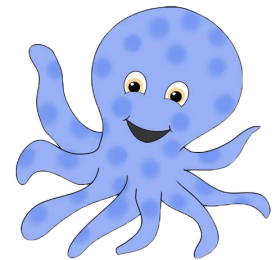
ox



ostrich



orange

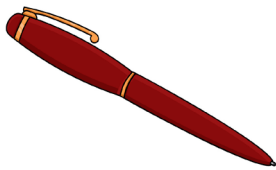


octopus

Pp



parrot



pen



pot



peacock



pan

Qq



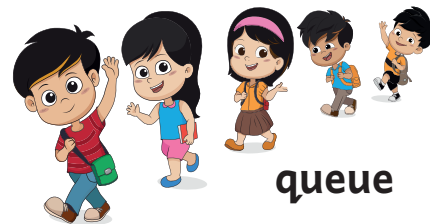
quill



queen

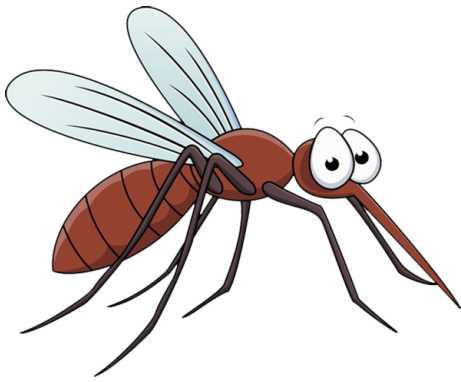


question mark

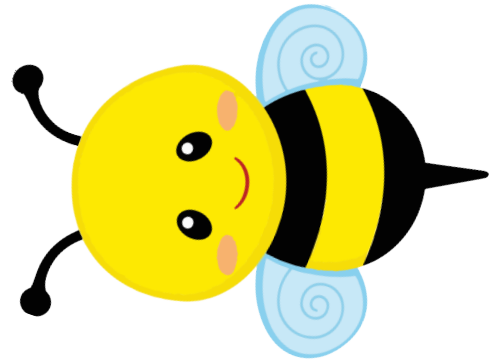


queue

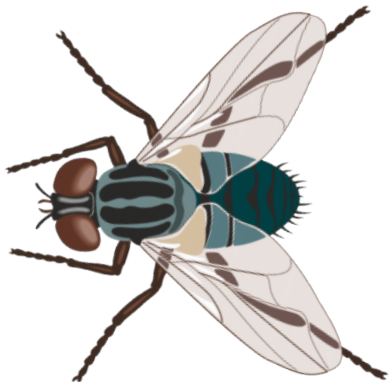




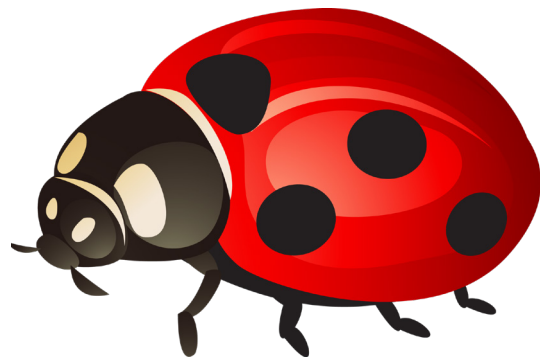
mosquito



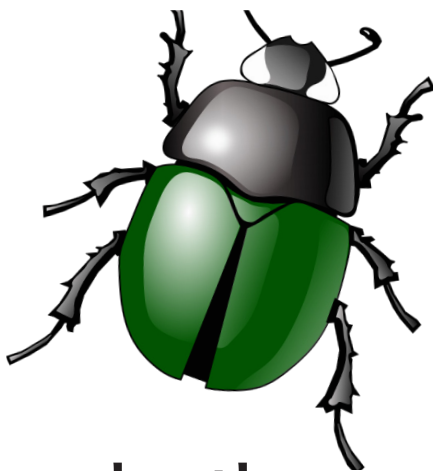
bumblebee



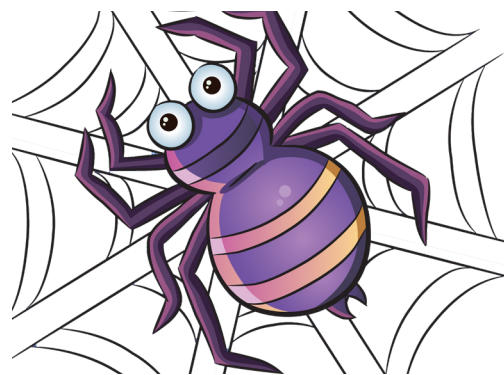
housefly



ladybird



beetle

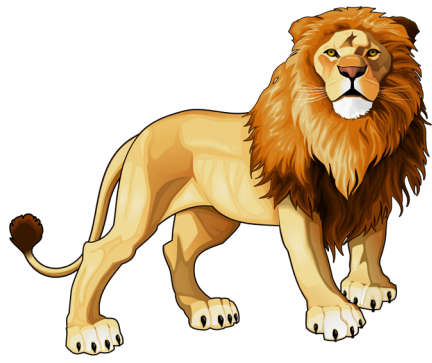


spider









lion



lamp



moon



monkey



jeep



jug



kite



kitten







run



write



dance



read



skip



jump



swim



sing



Jj



jug



jam



jar



jeep

Kk



kite



key



kitten



king

Ll



lion



lamp



leaf



lemon

Mm



mango



moon

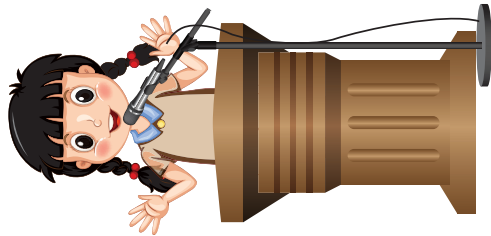


mat



monkey



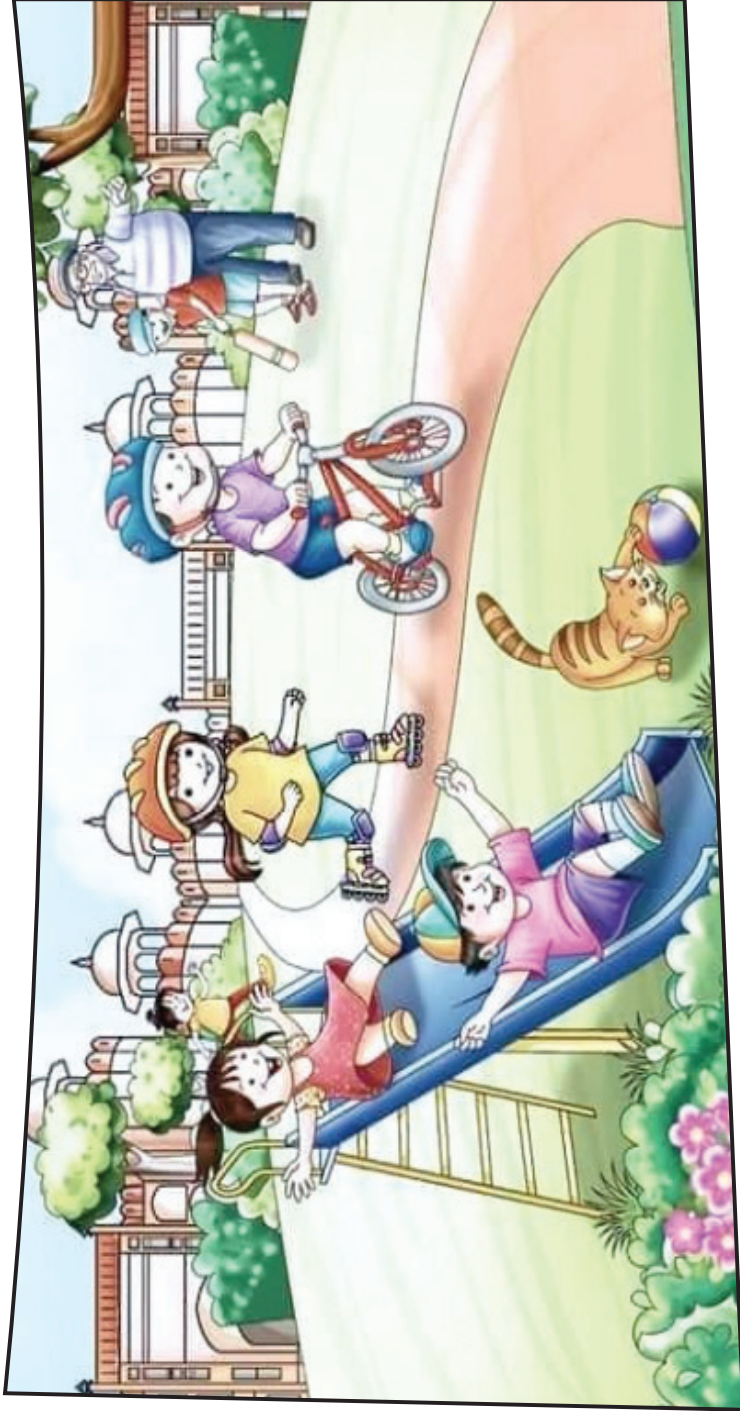


Speak for a minute

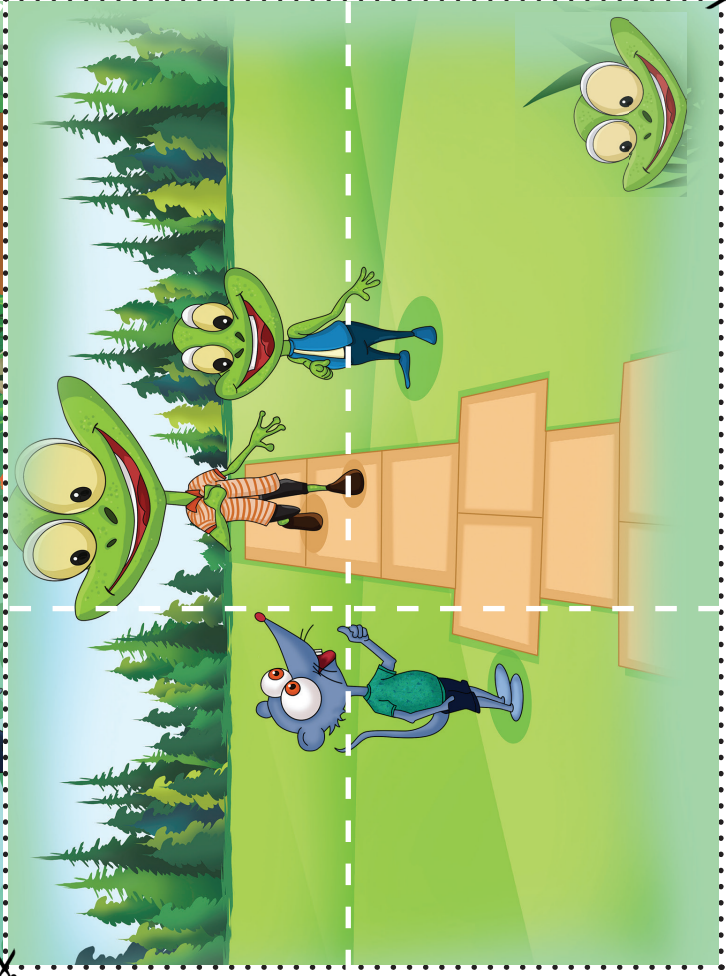
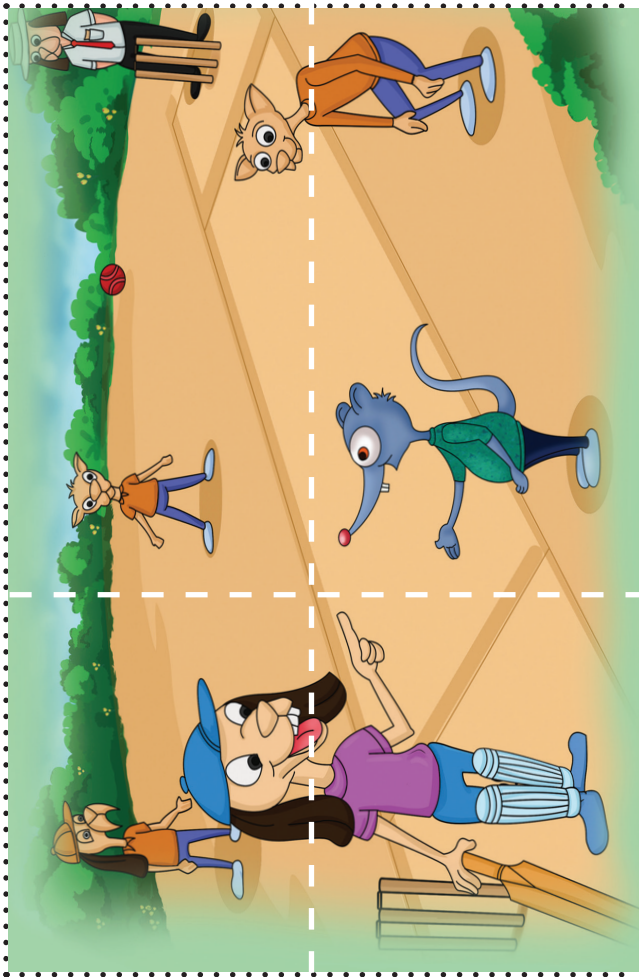


Ask students to look at the picture and talk about it using the words given.

- ball • slide • cat • bat • boy • girl • bicycle









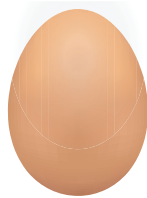
SORRY SORRY

please please

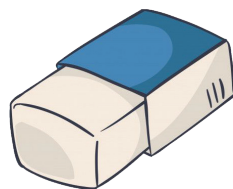




Ee



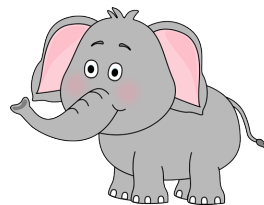
egg



eraser



engine



elephant

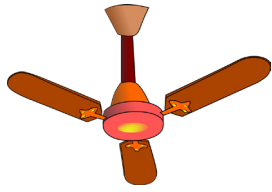


thank you

please



Ff



fan



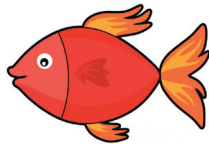
face



fox



frog



fish

Gg



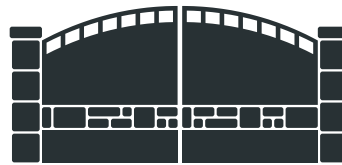
gift



grapes



girl



gate

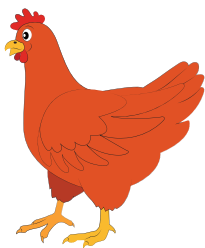


goat

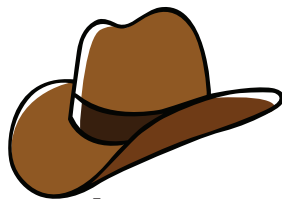
Hh



house



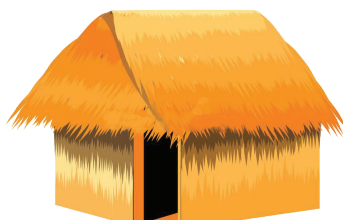
hen



hat



horse

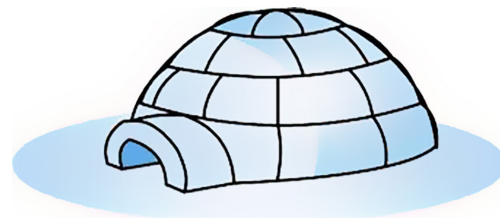


hut

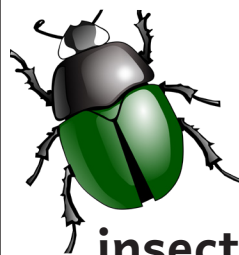
Ii



inkpot



igloo

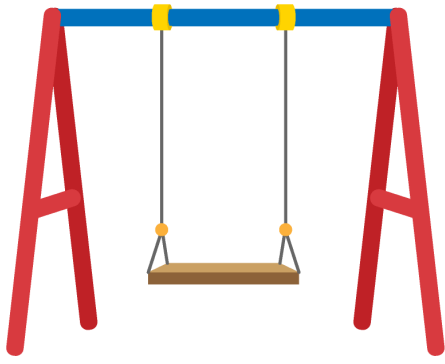


insect



idly





swing



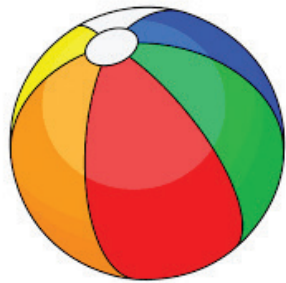
see - saw



slide



top



ball



bat



kite

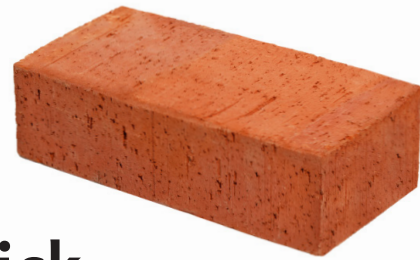


marble





broom



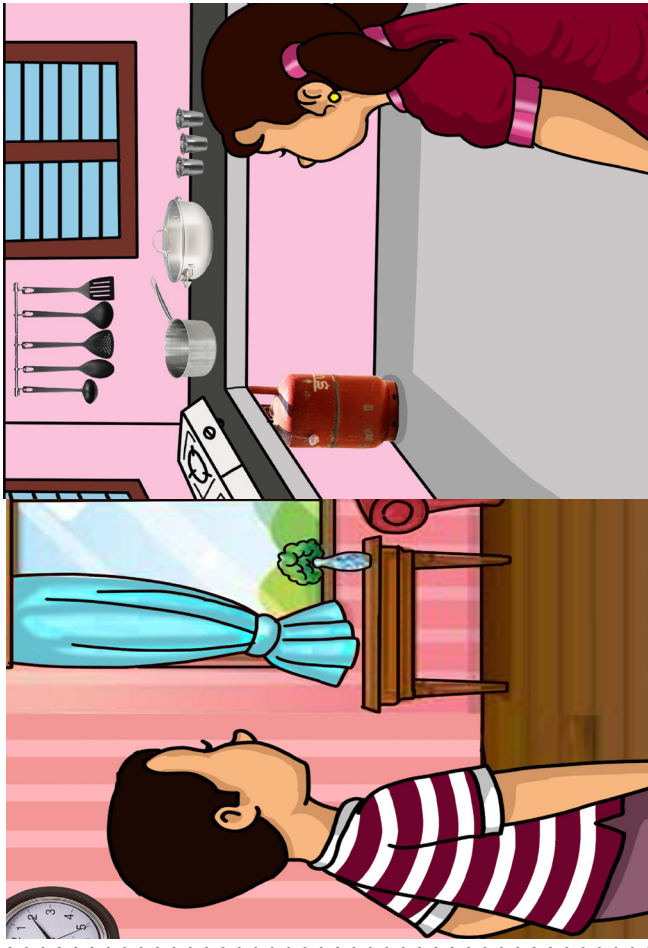
brick



cloud



dress











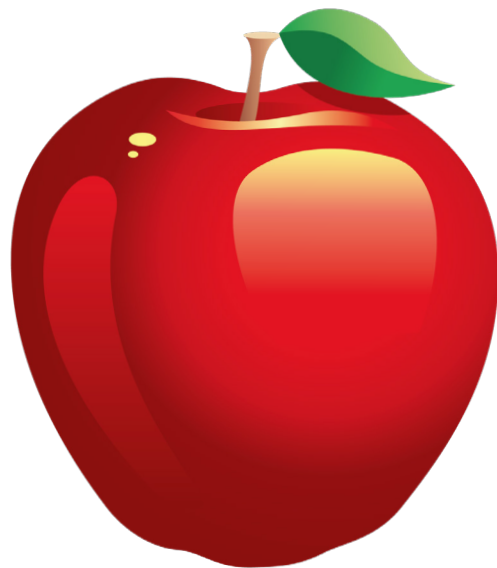
clock



drum



arrow



apple



Aa



axe



apple



ambulance



ant



arrow

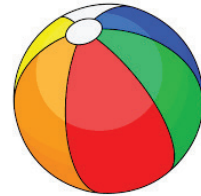
Bb



belt



banana



ball



bucket



bat

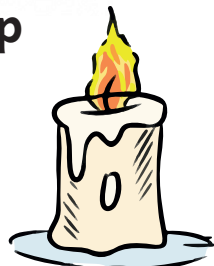
Cc



cap



cat



candle



cup



clock

Dd



doctor



duck



drum



door



dog



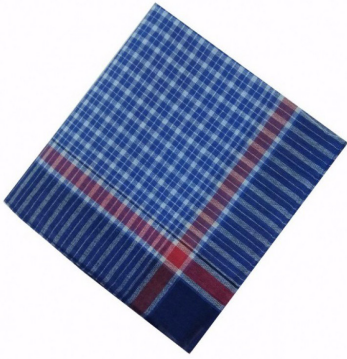


tie



frock

Module 4



handkerchief



dhoti



sweater



shoes



socks

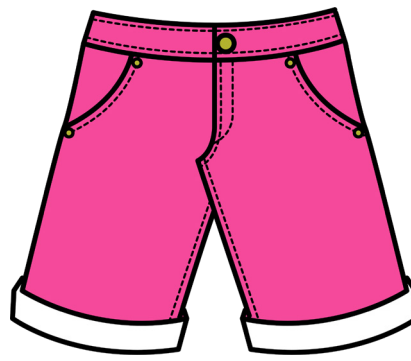


raincoat

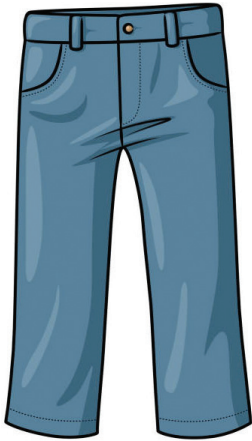




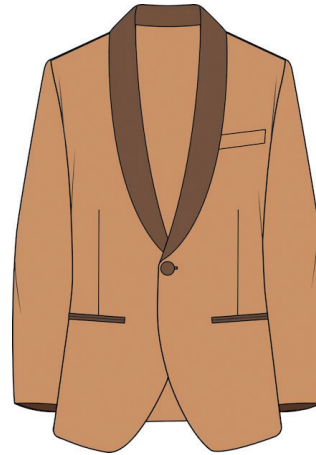
T- shirt



shorts



pants



coat



belt



saree

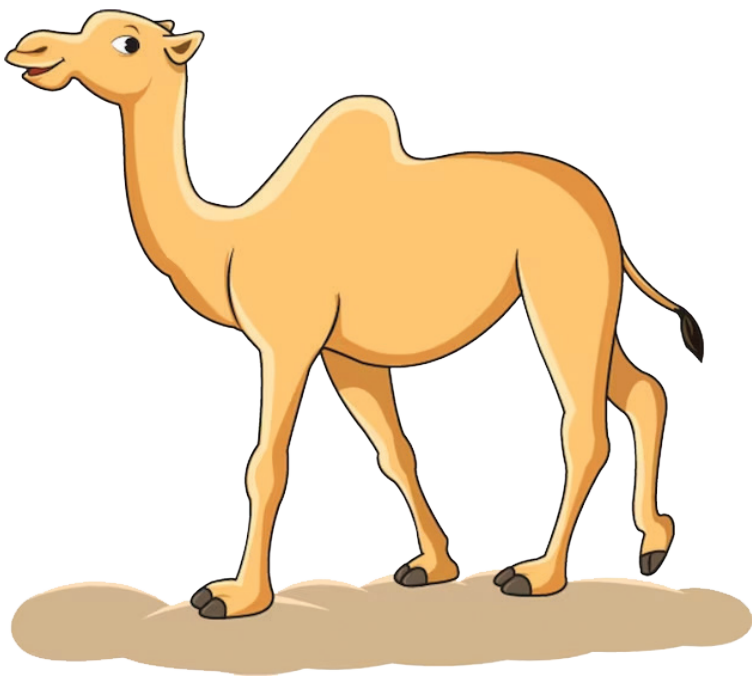


shirt

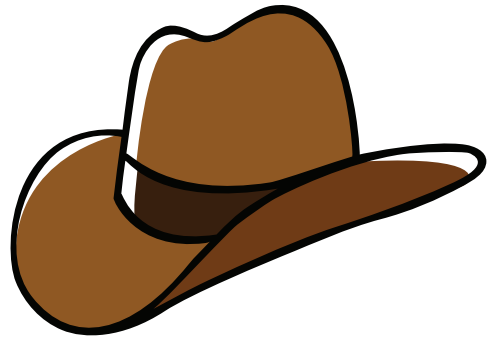


skirt

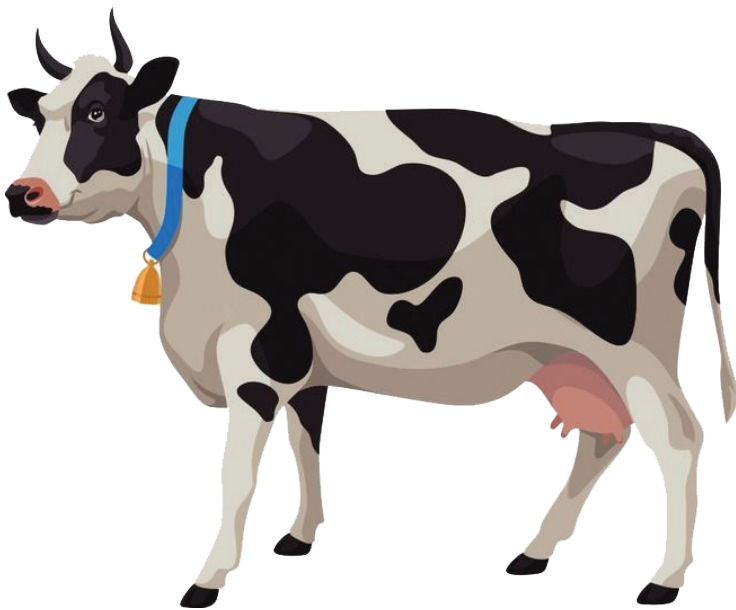




camel



hat



COW



cap





• •

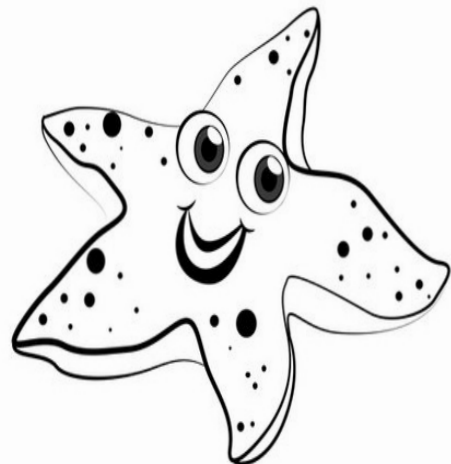
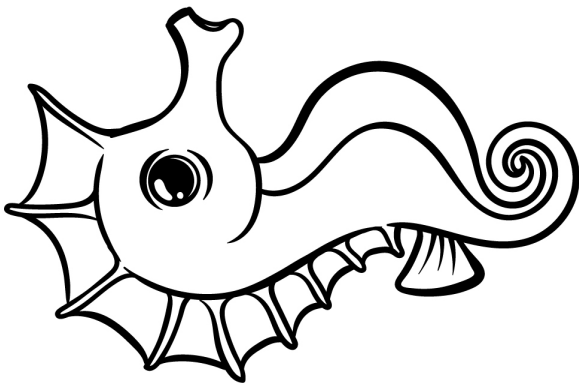
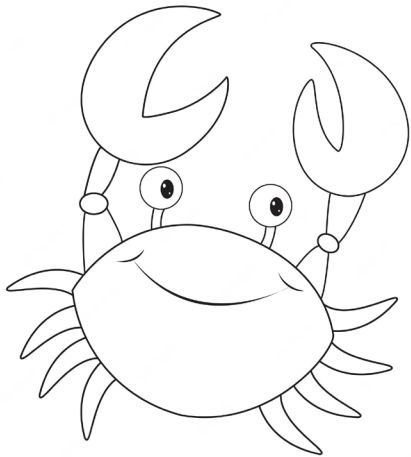
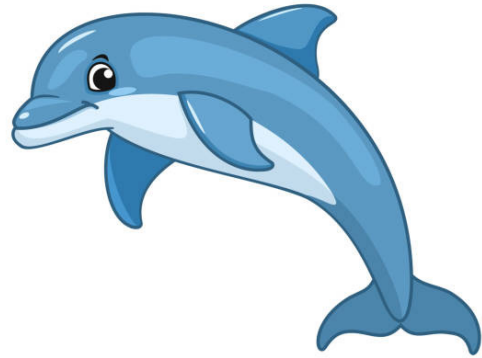
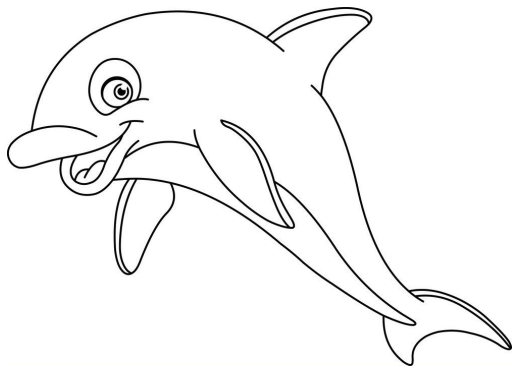
• •

• •

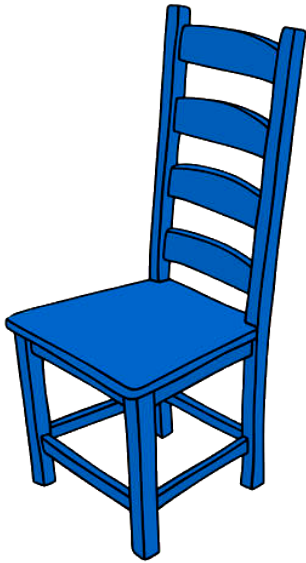




Module 4







blue chair



blackboard



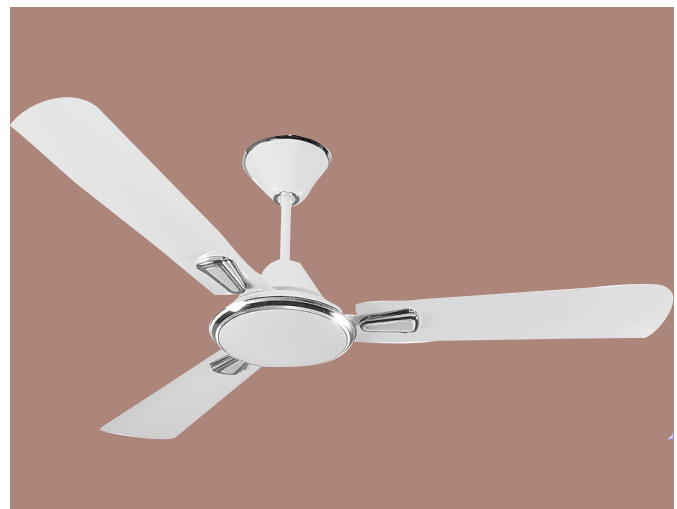
green bag



red pen



yellow pencil



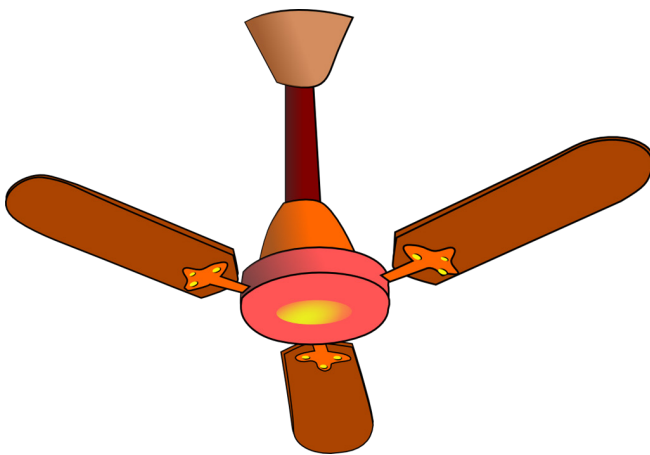
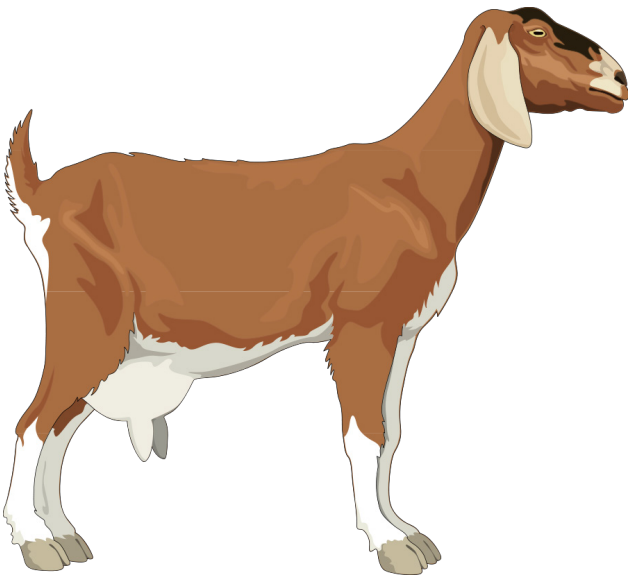
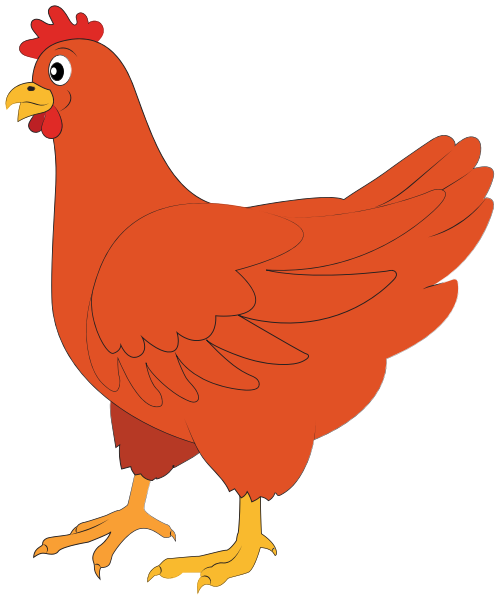
white fan







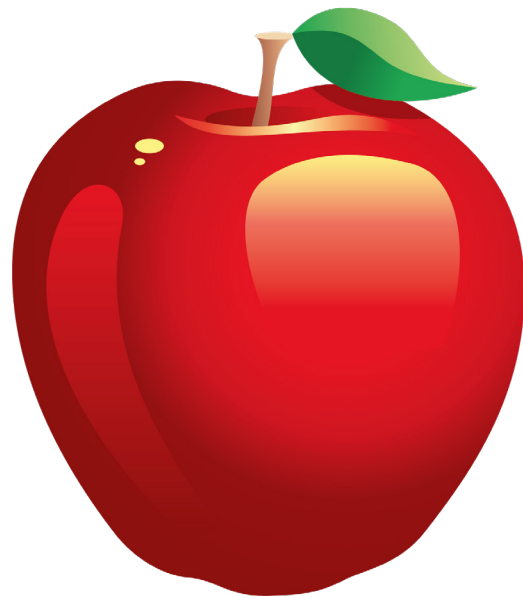
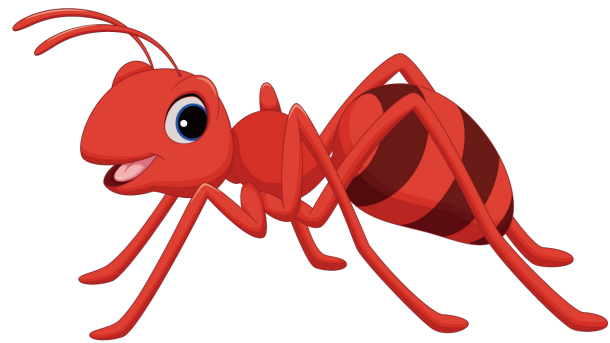
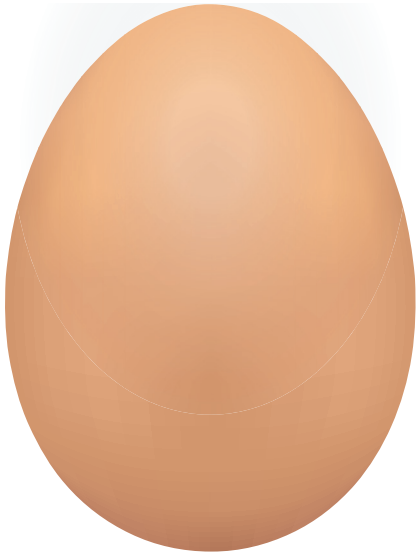
Module 3







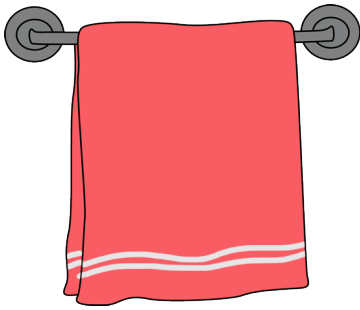
Module 3



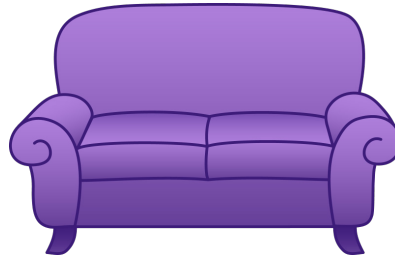




Module 2



towel



sofa



mirror



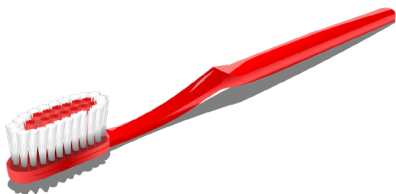
tap



plate



door



brush



bucket



cup



mug



clock







mat



calendar



blackboard



cradle



cot





pillow



television



soap



mixie



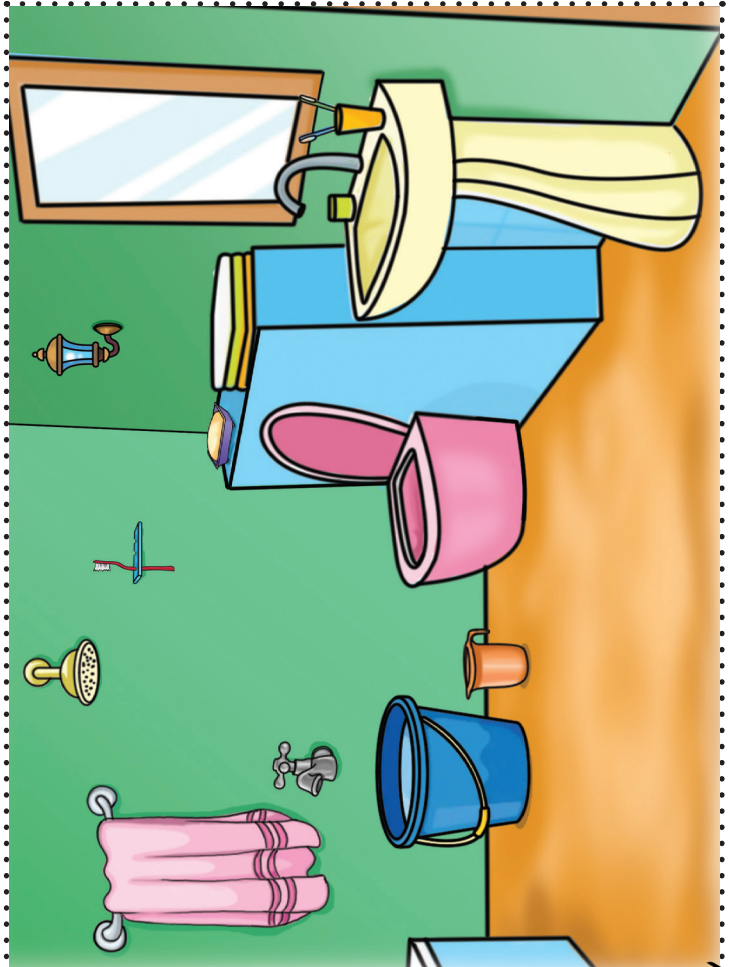
grinder



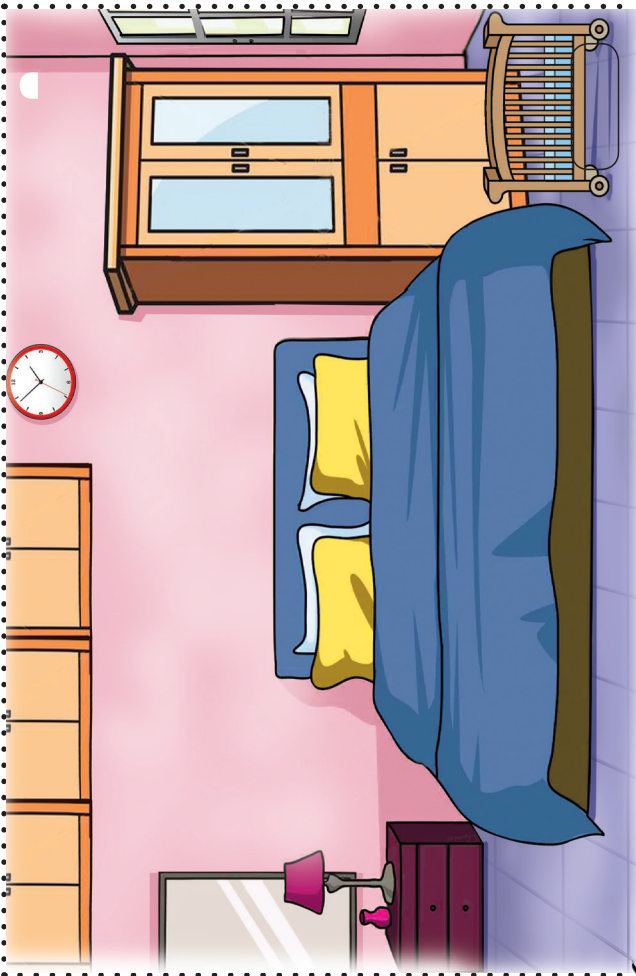
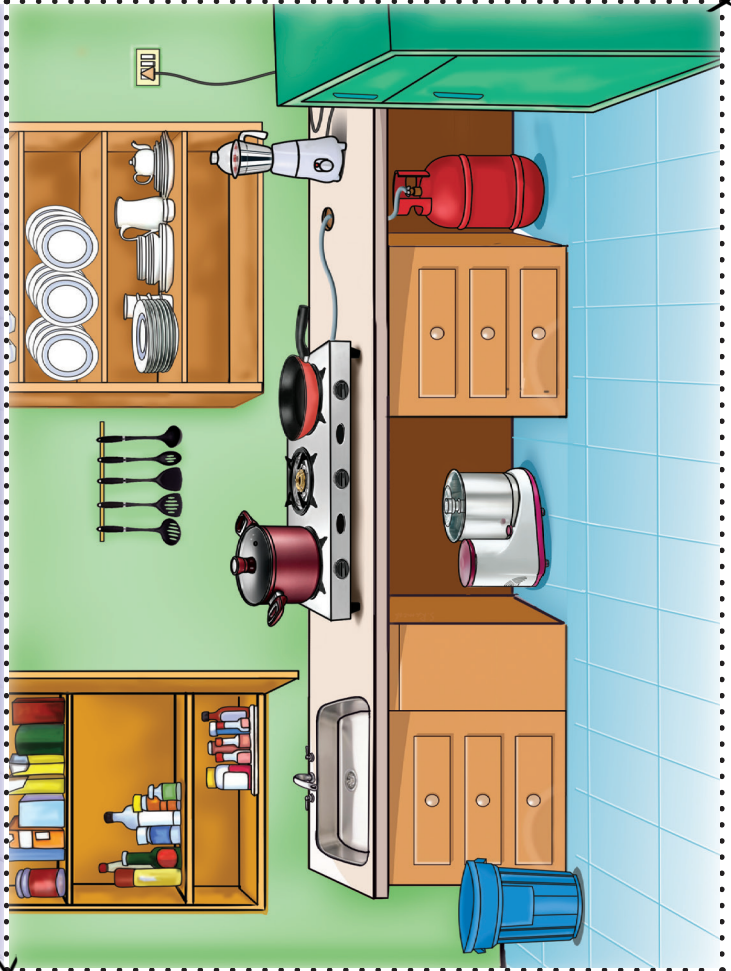
stove







sink







Module 1

