



GOVERNMENT OF TAMILNADU



எண்ணும்
எழுத்தும்

CLASSES - 1, 2 & 3

TEACHER'S HANDBOOK

ENGLISH

TERM - II

2025 - 2026

Department of School Education

Untouchability is Inhuman and a Crime

Government of Tamil Nadu

First Edition - 2022

Revised Edition - 2023, 2024
2025

Content Creation



State Council of Educational
Research and Training

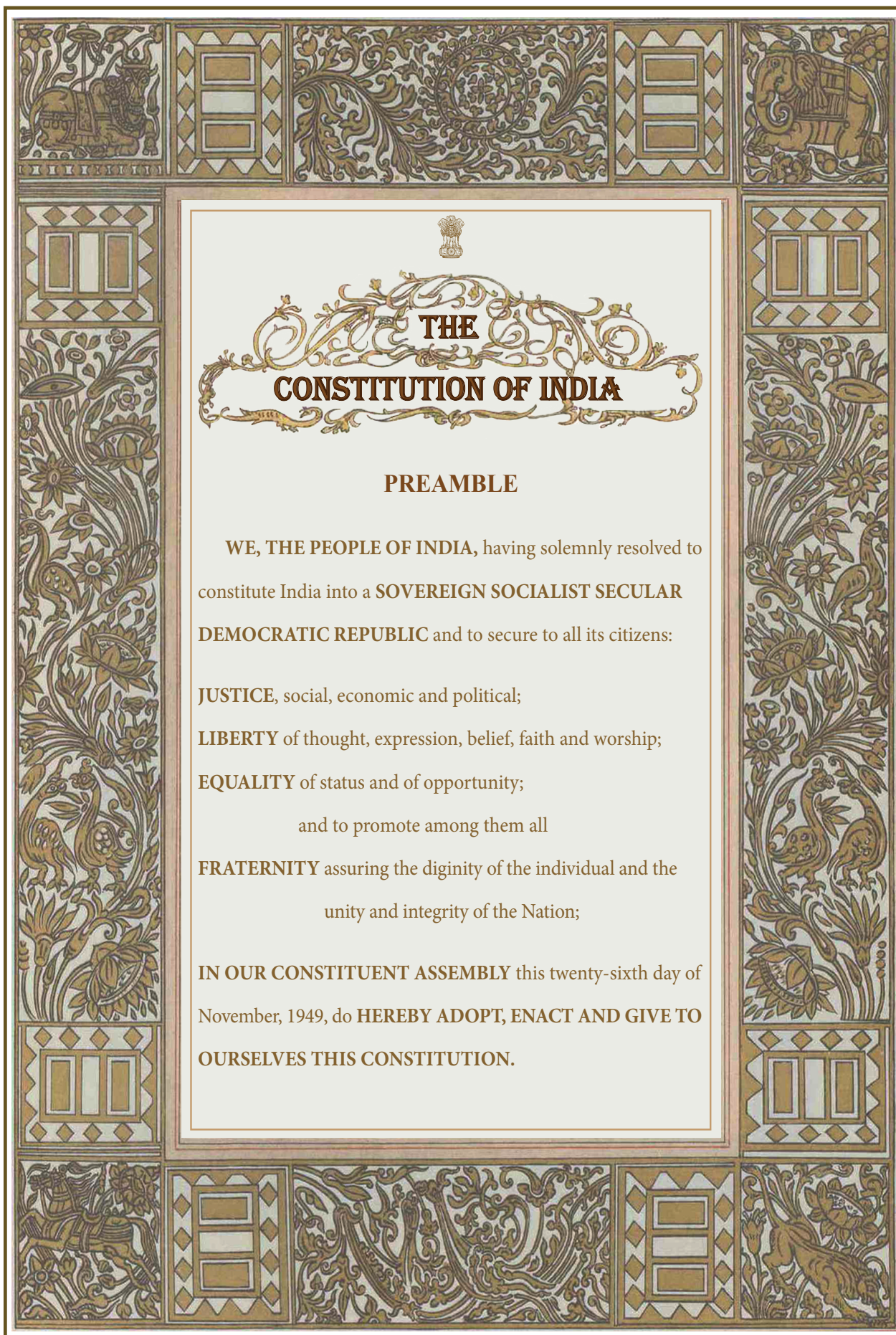
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Printing & Publishing



Tamil Nadu Textbook and Educational
Services Corporation

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THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

EQUALITY of status and of opportunity;

and to promote among them all

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

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



Preface

Ennum Ezhuthum 2025-26 - Term 2

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 from 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. Small group activity - Reinforcing CVC words with short 'i' sound

Hop and pop
Materials needed: five balloons and word chits

Show the balloons to the class and say, **Let's play a game—Hop and Pop!** Divide the class into five groups. One student from each group picks a balloon labelled with **ig, id, ip, in, or it**. On the floor, place five word ladders for each word family:

- **ig** – big, dig, fig, pig, wig
- **id** – bid, hid, lid, kid, mid
- **ip** – dip, hip, lip, tip, sip
- **in** – bin, tin, fin, pin, win
- **it** – bit, sit, wit, fit, hit

The chosen student climbs the ladder with their group, reading each word aloud. When they reach the top, they pop the balloon and cheer, **We have done it!** Support Arumbu level students by helping them read page 69 of the Class 1 textbook.

- ❖ 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,

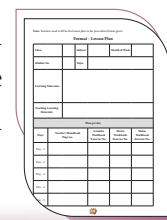
Arumbu level students can	Mottu level students can	Malar level students can
<ul style="list-style-type: none"> identify, read and write CVC words with short vowel sounds. 	<ul style="list-style-type: none"> recognize and use CVC words with short and long vowel sounds in reading and writing simple sentences. 	<ul style="list-style-type: none"> read a passage containing short and long vowel sounds and respond to comprehension questions in writing.

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

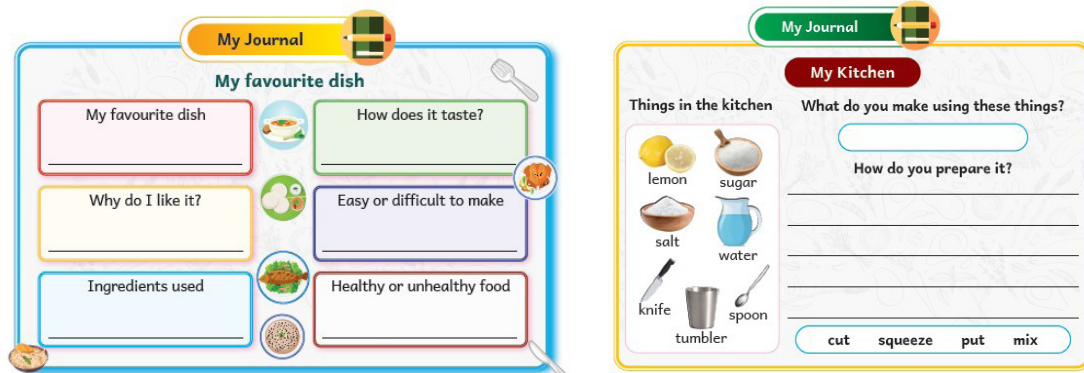
bun plate there
jumps pig runs
catch away rat
goat pup frog
hops fox does
stops eats

plate of buns
jumps off
runs to catch
runs away
jumps on it
eats the bun

- ❖ 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, a list of FA(a) activities 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.



Textbook Integration logo given in Exercises grid is to indicate that children will do exercises in their textbook.



Low-level blackboard



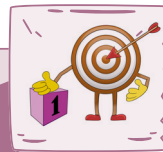
Newspaper activity



Speak for a minute activity



Class 1 textbook content integration



Class 2 textbook content integration



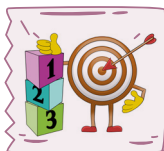
Class 3 textbook content integration



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.






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.

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!

Content

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E-Book



Teaching Learning
Materials



Assessment



1

On a Trip

Learning Outcomes

By the end of the module, students can

- ✓ listen and repeat songs and chants with action.
- ✓ recall content words such as names of classroom things, playthings and describe them in simple sentences.
- ✓ recall the letters of the alphabet.
- ✓ talk about family members in simple sentences.
- ✓ use the structure *I come to school on / by _____* with comprehension.
- ✓ associate names of classroom objects and common vehicles with pictures.
- ✓ read level-based words, phrases and sentences.
- ✓ listen and write the letters of the alphabet, simple words and sentences.



Greeting

Sing the following song and welcome students to the class.

(Tune - *Mary had a little lamb*)

Selvi comes to school today!
School today! School today!
Selvi comes to school today!
To draw, learn and play!
Hi Selvi!

GOOD
Morning



Replace the name (Selvi) with the names of the students in the classroom and continue the song.



Warm up

1a. Large group activity: Song Time




Let all students stand in a circle. Sing the song with actions and get them to listen to you. Ask students to repeat the actions and sing along with you.




I like to come to school
Tune: Farmer's in the dell


“




I like to come to school
 I like to come to school
 Heigh-ho-the-derry-oh
 I like to come to school



I like to play with friends
 I like to play with friends
 Heigh-ho-the-derry-oh
 I like to play with friends



I like to sing and dance
 I like to sing and dance
 Heigh-ho-the-derry-oh
 I like to sing and dance



”

1b. Large group activity: Talking about classroom things and playthings



Who am I?

Hide a classroom object or toy behind your back. Give clues about it and ask the students to guess. Use simple riddles like:

I am long,
 I am brown,
 I help to draw lines.
 What am I?

The answer is **ruler**.
 When students guess correctly, praise them by saying:

- ♦ **Wow, you got it right!**
- ♦ **Great job!**
- ♦ **That's awesome!**



Then ask, **Who has a ruler?** Let the students answer, **I have a ruler**. Ask them to show it if they have one.

☉☉ **Mottu and Malar** : Encourage them to describe the things they guess e.g. **I have a ruler. It is white. I put it in my pencil box/bag. It helps to draw lines.** (The fluency may differ for Mottu and Malar level students)



Workbook

Level	Topic	Exercise no.
Arumbu	Listen and tick (✓) the classroom objects and (✗) cross out the playthings.	1.1
	Read aloud.	1.2
Mottu	Read and shade.	1.1
	Read the sentence and write the correct number.	1.2
	Choose and complete the grid using the clues.	1.3
Malar	Choose and write the names of the objects / things.	1.1
	Arrange the jumbled letters and write the correct word.	1.2
	Shade the correct question for the sentence.	1.3
	Look at the picture and answer.	1.4
	Look at the picture and complete the passage.	1.5

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 songs.	listen and repeat the songs.	listen and repeat the songs.
listen and identify the names of classroom objects/ playthings using the riddles.	describe the classroom objects/ playthings using their colour and shape.	describe the classroom objects/playthings using their colour and shape.
		understand and respond to simple questions orally and in writing.



Warm up

Repeat the song **I like to come to school** practised on day 1.

2a. **Large group activity: Revising the letters of the alphabet**



Materials needed: a soft ball

Hot potatoes

Write a letter on the board. Take a soft ball and throw it to a student, saying his/her name. The student catches the ball and says a word that starts with that letter. Then, the student goes to the board, writes a new letter, and throws the ball to another student. Everyone should get a turn.


☉ **Arumbu** : Ask students to say the letter and a word begins with it. e.g. **s – soap**.

- ☉ **Mottu** : Ask students to say at least three words like:
- ♦ One word starting with the given letter (e.g. **s – soap**)
 - ♦ One word starting with the letter before (e.g. **r – rat**)
 - ♦ One word starting with the letter after (e.g. **t – table**)





- ☉ **Malar** : Ask students to do the same and make sentences using those words like:
- ♦ r – rat → **The rat is small.**
 - ♦ s – soap → **I use a green soap.**
 - ♦ t – table → **There is a table in the classroom.**

Note: At the end of the day, ask students to bring any one of the authentic materials such as the wrappers and covers of chocolates, biscuits, snacks, soap, shampoo, bus tickets etc, they find at home for the next day's activity.

Workbook

Level	Topic	Exercise no.
Arumbu	👤 TB Class 1 - Let us revise 	Pages 54 - 55
Mottu	👤 Write Yes / No .	1.4
	👤 Arrange the words in alphabetical order.	1.5
	👤 Write the names of the pictures.	1.6
Malar	👤 Read and shade the correct picture.	1.6
	👤 Sort and write.	1.7
	👤 Write three words starting with the letters given.	1.8
	👤 Read and answer.	1.9
	👤 Frame a sentence using each word given.	1.10

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>
 recall the letters of the alphabet.	 identify the letter sounds and say a list of words that starts with the letter.	 frame simple sentences using the structures such as <i>There is a _____, I use a _____.</i>  understand and respond to simple questions orally and in writing.



Warm up

Talk about the things they use

Show a wrapper (like a biscuit wrapper) to the class. Talk about it.

e.g.

- ♦ Say: **This is a biscuit wrapper.**
- ♦ Read the brand name: **This is ____ biscuit.**
- ♦ Describe it: **It is brown. It is sweet and crispy. It is round in shape.**
- ♦ Say your opinion: **I like this biscuit or I don't like this biscuit.**

Then, ask students to come one by one, show the object they brought, and talk about it in the same way.




3a. Large group activity: Reading and talking about one's family members




Materials needed: Read aloud cards to be prepared

Make all students sit in a big circle. Keep the Read aloud cards on a table. Call out a student's name (only from Mottu and Malar levels). The student picks a card and reads it aloud to the class. Then give a high-five and ask the student to talk about his/her family members. Do this for all students using different cards.

Arumbu level students don't need to read. They can just talk about their family members.

	F A T H E R	<p>Father Nila's father This is Nila's father. His name is Ganesan.</p>
<p>Mother John's mother This is John's mother. Her name is Mary.</p>	M O T H E R	
	S I S T E R	<p>Sister Salim's sister This is Salim's sister. Her name is Salma.</p>

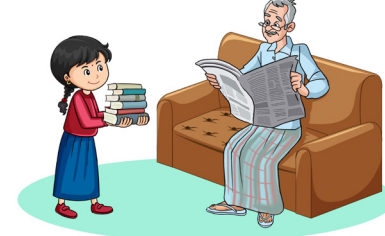





B
R
O
T
H
E
R
F
A
T
H
E
R

Brother
Priya's brother
This is Priya's brother.
His name is Selvam.

Grandfather
Anbu's grandfather
This is Anbu's grandfather.
His name is Rajan.



G
R
A
N
D
F
A
T
H
E
R



G
R
A
N
D
M
O
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H
E
R

Grandmother
Madhi's grandmother
This is Madhi's grandmother.
Her name is Jeyanthi.

Workbook

Level	Topic	Exercise no.
Arumbu	Look and say.	1.3
	Listen and write the first letter.	1.4
Mottu	Read aloud.	1.7
	Choose and complete the following.	1.8
	Read and write True / False .	1.9
Malar	Read aloud.	1.11
	Read and tick (✓) the correct option for the picture.	1.12
	Read and shade.	1.13
	Read and answer.	1.14



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 name of an object/ wrapper displayed. talk about family members in general. 	<ul style="list-style-type: none"> talk about an object / wrapper displayed. read and talk about family members using the read aloud cards in 1-2 simple sentences. 	<ul style="list-style-type: none"> talk about an object / wrapper displayed. read and talk about family members using the read aloud cards in 3-4 simple sentences.



Warm up

Repeat the song **I like to come to school** practised on day 1.

4a. Circle time activity: Talking about how they come to school



Make all students sit in a circle. Ask them to clap their hands. When you say **stop** they should stop clapping. Say, **I am (teacher's name). I come to school by scooter.**

Then point to a student and ask, **How do you come to school? Who brings you?** Help the student answer, **I am (student's name). My (mother/father/etc.) brings me to school. I come to school by (bus/scooter/etc.). or I come to school on foot.** Do this with all students.



🎯 **Arumbu** : Ask students to say the names of the vehicles.

🎯🎯 **Mottu and Malar** : Ask students to answer using full sentences. The fluency may differ based on their level.



4b. Circle Time: Introducing the names of vehicles



(Refer Class 1 TB pages 78–79)

Where do you like to go?

Materials needed: picture cards of vehicles – bike, bus, car, van, auto, scooter, bicycle, train, helicopter, aeroplane, ship (annexed)

Start by talking about going on trips or journeys.

Ask, **When do you go on trips?** (Answers may be: on holidays, weekends, for weddings, or festivals.) Let students share their trip experiences. Help them with questions like,

- ♦ **Who did you go with?**
- ♦ **How long did you stay?**
- ♦ **How did you go?**

Use words like: **trip, wedding, festival, train, bus, suitcase, bag, station, road, vehicle,** etc.

Put picture cards (e.g., of vehicles) in a bag. Make students stand in a circle. Now start the activity. Say, **We are going on a trip!**

Slowly take a card out and ask, **What is it?** Let the class say, **It is a _____** (e.g., train). Then ask, **Can you guess where I like to go?** Let students guess places. Say, **This is a train. I like to go to Madurai by train.**

Then pass the bag to the next student. That student takes out a card. Other students ask, **What is it?** and **Where do you like to go?** The student answers, **It is a _____. I like to go to _____ by _____.**

Make sure every student gets a turn.

- 🎯 **Arumbu** : Let them say just the vehicle name. If they don't know it, say it and help them repeat.
- 🎯 **Mottu** : Help them speak in simple sentences. Give ideas for place names if needed.
- 🎯 **Malar** : Encourage them to ask and answer questions clearly. Also, help them write short answers after the activity.



Workbook

Level	Topic	Exercise no.
Arumbu	TB Class 1 - Look and say	Page 78-79
Mottu	Look at the picture and shade the answer.	1.10
	Choose and write the correct word for the picture.	1.11
	Look at the grid and answer.	1.12
	Fill in the blanks.	1.13
Malar	Read and fill in the blanks.	1.15
	Read and match.	1.16
	Look at the picture and complete the sentence.	1.17
	Choose and write.	1.18
	Look at the chart and answer.	1.19

Learning Outcomes: By the end of the activity,

Arumbu level students can

Mottu level students can

Malar level students can

- associate the pictures of vehicles with their names.
- say the name of the vehicle they come by.

- use the structure *I come to school by_____* in simple sentences.

- ask questions in English like *What is it? Where would you like to go?* to their friends and respond fluently.
- use the structure *I come to school by_____* in simple sentences.



Warm up

Repeat the song **I like to come to school** practised on day 1.



5a. Large group activity: Listen and write

This is dictation time. Ask the students to open the correct page in their workbook. Tell class 3 students that the last letter of one word will be the first letter of the next word. Give an example if needed - there is one already shown in their workbook. Now, dictate the words clearly and slowly. Guide them as they write each word.

Class 1

z X q E i

WB Page 2

Class 2

an the as can us

WB Page 7

Class 3

man book gum tap

WB Page 11

5b. **Song Time: Row row row your boat (Refer Class 1 TB page 81)**



Write or display the song on the board or word wall. Sing it slowly with actions and ask students to listen carefully. Pause and ask, **Have you listened carefully?**

Sing the first line again, putting focus on the word 'boat'. Ask, **Did you hear the word 'boat'?** Do the same for the next parts, focusing on the words **bike** and **plane**. Point to the words **bike** and **plane** on the board.

Ask, **Can you guess what the song is about?** Let the students guess the theme by connecting the names of the vehicles. Now sing the song a second time and ask students to copy your actions. Then encourage them to sing and do the actions with you.

To make it fun, change the speed - sing it faster or slower. This will help students learn action words and vehicle names through movement and fun.



Row row row your boat
Gently down the stream
Merrily, merrily,
merrily, merrily,
Life is but a dream.



Ride ride ride your bike
Slowly down the street.
Safely, safely,
safely, safely,
Pedal with your feet.







Fly fly fly your plane
Straight into the sky.
Merrily, merrily,
merrily, merrily,
Zooming up so high.



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. listen and write the letters. 	<ul style="list-style-type: none"> listen and write the words. 	<ul style="list-style-type: none"> listen, understand and write simple sentences. read and understand a simple passage.

Workbook

Level	Topic	Exercise no.
Mottu	 Read, shade and write.	1.14
	 Circle and write the words in the box.	1.15
	 Read the following and answer the questions.	1.16
Malar	 Fill in the blanks.	1.20
	 Read and answer.	1.21
	 Read and answer the following questions.	1.22



Warm up

Repeat the song **I like to come to school** practised on day 1.

6a.

Story Time: A joyful trip



(Refer Class 1 TB pages 82–84)

Materials needed: pictures of the story (given in annexure)

Distribute pictures numbered from 1-12 to the students. Ask them, **What do you see in the picture?** Let them give different answers like **a girl, a boy** or **an aeroplane**.


Say, **Shall we guess the girl's name? It starts with 'K'.** Encourage them to guess names. Finally say, **Her name is Kaviya.** Do the same for the boy. Say, **His name is Kabir.**

Tell the class, **We are the storytellers, and we are going to tell a story!** Ask the student with picture 1 to stand up and say a sentence about the picture. Let them say it in Tamil, and you can repeat it in English. Appreciate the students by showing a smiley and asking the class to clap for them. Then tell the class the actual line from the story.


Later, spread all the pictures face down on the table. Call students one by one to pick a picture and ask, **Who is there in the picture?** and **What happens?**

Let students speak in both Tamil and English.

A Joyful Trip

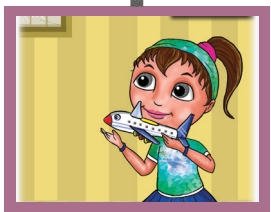


1




Kaviya's aunt gave her an aeroplane.

2



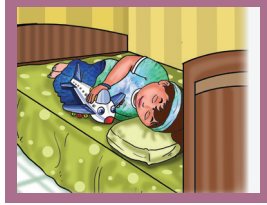
Kaviya loved to play with it.





3

It was with her
all the time.



4

One night,
it spoke to her.
*Come! Let us fly
over the city
says the
aeroplane.*



5



The aeroplane flew
over the trains
and boats.



6



Look there!
It is my
friend Kabir.
Let us take him with us,
says Kaviya.

7

*Come Kabir.
Let us go on a ride,
says Kaviya.*



8

What is that?
asks Kaviya.
That is a
zebra crossing,
says the aeroplane.



9



What is it?
It is red, green and
yellow, says Kaviya.
That is a traffic signal,
says the aeroplane.



10



Hey! Look,
there is your Amma,
says Kaviya.

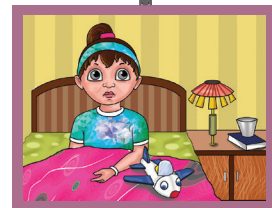
11

Aunty... Aunty...
says Kaviya.
What happened Kaviya?
says Kaviya's Amma.



12

Oh!
Was that a dream?
says Kaviya.



Then read the story, A Joyful Trip from the textbook pages 82–84. Ask a few questions from the story to check the understanding.

- ♦ What did Kaviya's aunt give her?
- ♦ Who is Kaviya's friend?
- ♦ Where did the aeroplane fly over?
- ♦ Have you seen a zebra crossing?
- ♦ What are the colours that you see in a traffic signal?
- ♦ Whose Amma did they see on the road?
- ♦ Did Kaviya and Kabir really fly in the plane?



Play the audio of the story for the students of class 1 to listen. Meanwhile, the students in class 2 and 3 can be engaged in 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 the passage, comprehend them and do as per the instructions given in their workbook.

Workbook

Level	Worksheets	Exercise no.
Arumbu	TB Class 1 - Let us understand	Pages 85
Mottu	Read and write	1.17
Malar	Read and write	1.23



Warm up

Repeat the song **I like to come to school** practised on day 1.



7a. Large group activity: Reinforcing the name of vehicles

Show vehicle pictures and talk about them. e.g. **This is a car. It runs on the road. It has four wheels.** Then show another picture and ask, **What vehicle is this? Does it move on road, water, or air?** Accept students' answers.

Next, choose three students to hold placards of Road / Water / Air. Ask them to stand in different parts of the room.

Place the vehicle pictures on the table. One by one, invite students to pick a picture and say, **It is a bus. It runs on road. It is a boat. It sails on water. It is an aeroplane. It flies in the sky.** Then ask them to join the correct placard holder.

Finally, each group holds up their pictures and placard, and says together, **We go on road. / We sail on water. / We fly in the sky.**



7b. Large group activity: Introducing road rules



Make students stand in a big circle. Write the sentences (given here) on chits and put them in a box. Call one student to pick a chit and give it to you. Read the sentence aloud to the class.

Tell them:

- Nod your head if the sentence is correct.
- Shake your head if it is not correct.
(Show the actions for yes and no)

You can say the sentence in Tamil and English. (Use pages 89-90 from class 1 textbook and show the pictures as support.) After the game, talk to the students about what we should and should not do on the road.



Also, explain the traffic signal.

- Red means stop
- Yellow means wait
- Green means go



Then, repeat the activity with the chits. Ask students to nod or shake their heads based on whether the sentence is right or wrong.

Sentences to read

We play on the road. (No)

We walk on the platform. (Yes)

We stand in a line to board the bus. (Yes)

We rush to board the bus/train. (No)

We wait for the bus/train to cross. (Yes)

We cross the road at the zebra crossing.
(Yes)

We hold our mom's hand while crossing the road. (Yes)

We look right and left before crossing the road. (Yes)

Finally, write the sentences on the board so students can read and remember them by sight.

🎯 **Arumbu** : Let them pick a chit, and you read the sentence aloud for them.

🎯🎯 **Mottu and Malar** : Encourage them to read the sentence on the chit themselves and respond correctly by nodding or shaking their heads.



Speak for a minute



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

- Good morning/Good afternoon everyone.
- I like to go to _____. (name of the village / city)
- I like to go in a _____. (name of the vehicle)
- I want to go with my _____. (father / mother / brother / sister / ...)
- I like to see _____ there. (name of the place)

Thank you

Note: Support them as need based on their level. Encourage confidence and clear speaking.

Workbook

Level	Topic	Exercise no.
Arumbu	TB Class 1 - Exercise No. I	Page 92
	TB Class 1 - Exercise No. III and VI	Page 93
Mottu	Read and write Yes / No .	1.18
	Colour the traffic signal and fill in the blanks.	1.19
	Shade the correct picture for the sentence.	1.20
Malar	Read and match.	1.24
	Read and answer.	1.25
	Look at the picture and shade the correct answer.	1.26

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
can sort vehicles as road, water and air transport.	associate the name of vehicles with the pictures.	read and understand a passage on vehicles and road rules.
can respond orally to questions on road rules.	associate pictures of road rules with appropriate phrases.	



How can I use this time?

I can

- ⇒ complete the missed out activities of the module.
- ⇒ help students 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 with action.
- ✓ associate names of common fruits and vegetables with pictures.
- ✓ talk about some common fruits and vegetables.
- ✓ use the structure 'These are _____ / Those are _____' in conversation.
- ✓ use 'He / She / It has _____' with comprehension.
- ✓ identify, read and write CVC words with short 'a' sound.
- ✓ read and write level-based words, phrases and sentences fluently and accurately.

Greeting

Get a hat or make one. Wear it on your head. As students enter, remove the hat from your head. Hold it in your hand, bow slightly, and say, **Good morning!**

Practise the greeting throughout the module.



Warm up

Song Time – Where are you?



Materials needed: pictures of the fruits and vegetables - apple, orange, watermelon, papaya, lady's finger, onion, beetroot and carrot

Introduce the theme of the module by talking to the students about the meals they had over the last two days. Ask, **What fruits and vegetables did you eat? Which ones did you like and why?** Then introduce the activity.

Paste the pictures on the wall and sing the song with actions. When you sing **Here I am... Here I am...**, point to the matching fruit or vegetable. Encourage students to repeat after you. The second time, let them touch the picture while saying the lines. Once done, touch the picture of the fruits and ask students to say the names.



Apple, apple, apple, apple
 Where are you? Where are you?
 Here I am, Here I am,
 How do you do?
 Watermelon, watermelon
 Where are you?
 Where are you?
 Here I am, Here I am,
 How do you do?

(Replace apple with orange,
 watermelon with custard apple
 and repeat)



Carrot, carrot, carrot, carrot
 Where are you?
 Where are you?
 Here I am, Here I am,
 How do you do?
 Lady's finger, lady's finger
 Where are you? Where are you?
 Here I am, Here I am,
 How do you do?

(Replace carrot with beetroot, lady's
 finger with cauliflower and repeat)
 (Tune: *Where is Thumbkin?*)



Ask students if they would like to continue the song using one or two fruits of their choice. Take a suggestion or two and let the student who suggests it lead the song. The rest of the class can repeat after him or her.

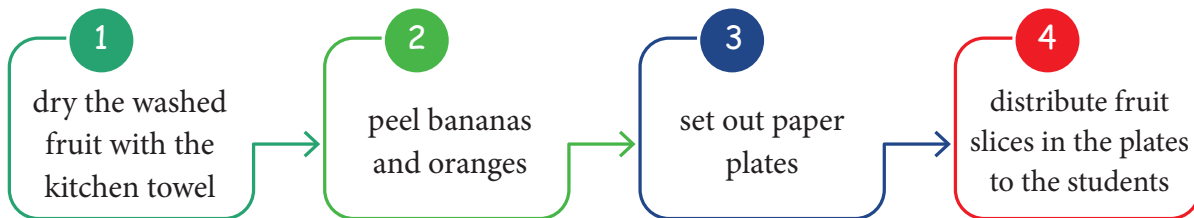
1a. **Large group activity: Introducing the names of fruits - What did you eat?**



A bowl of salad

Materials needed: real fruits and vegetables- banana, papaya, orange, apple, grapes, pineapple, carrot, beetroot, cucumber, tomato (any fruit / vegetable available), labelled picture cards of fruits and vegetables (annexed), paper plates for the entire class (with a few extras), a clean kitchen towel

Bring 3 or 4 fruits or vegetables to class. Wash, peel and cut them in front of the students. Involve them in the process. Seat them in small groups and assign simple tasks.



Use clear instructions such as:

- ◆ Come here
- ◆ Put these on the plate
- ◆ Give this to Group 1
- ◆ Bring the peeled fruits here
- ◆ Collect the peels and put them in the dustbin
- ◆ Don't let the fruits fall



Ask simple questions like:

- ♦ **Have you washed your hands?**
- ♦ **Have you finished?**
- ♦ **What are you doing?**

Encourage students to reply in full sentences in English.

While students eat, name the fruits and vegetables in both Tamil and English. Talk briefly about the importance of eating them. Remind students to clean their hands, eat carefully and avoid spilling. Let them name the fruits and vegetables they ate and talk about them. Then, ask them to find the matching labelled picture card and say its name. Ask them, **What did you eat?** and encourage responses like:

- ♦ **I ate a banana.**
- ♦ **I ate an apple.**
- ♦ **I ate a carrot.**

Ask, **What did it taste like?** and guide them to say:

- ♦ **It was sweet.**
- ♦ **It was sour.**

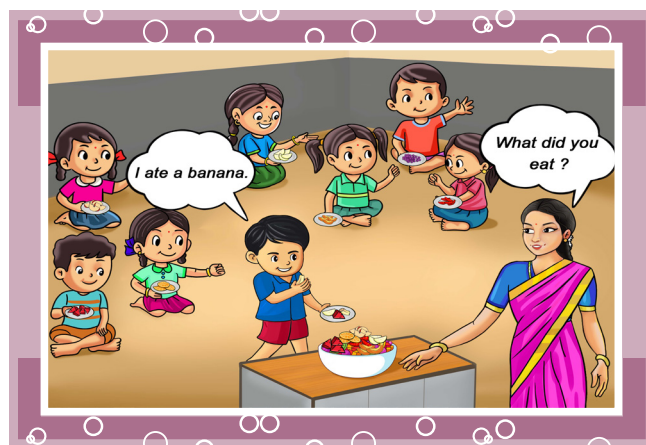
Accept bilingual answers and explain the meanings of sweet and sour. Make the class cheer the name of the fruit or vegetable, raising their hands, **Banana! Banana! Banana!**

Repeat this with each fruit or vegetable and different students. End with a short conversation.

Ask,

- ♦ **Are all bananas/oranges/carrots the same size and colour?**
- ♦ **Have you seen bananas of different colours?**
- ♦ **Have you seen drumsticks of different sizes?**







Let them respond bilingually. Encourage the use of English words like **yellow, green, big, small, long, short**, and phrases like **small oranges, big oranges**. Show the labelled picture cards and let students read them by sight.



Workbook

Level	Topic	Exercise no.
Arumbu	👤 TB Class 1 - Look and say 📖📖	Page 60
	👤 TB Class 1 - Look and say 📖📖	Page 61
Mottu	👤 Shade the correct name of the picture.	2.1
	👤 Complete the sentences using the clues.	2.2
	👤 Circle the names of the fruits and vegetables in the grid and write.	2.3
	👤 Look at the picture and rewrite the sentences correctly.	2.4
Malar	👤 Listen and shade the correct picture.	2.1
	👤 Solve the crossword puzzle with the names of fruits.	2.2
	👤 Shade the correct sentence for the picture.	2.3

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.	 use the structure, <i>I ate a/an _____.</i>	 talk about the vegetables and fruits using their colour, size and shape.
 associate the pictures of vegetables and fruits with the names.	 describe the vegetables and fruits using their colour, size and shape.	 understand and respond to simple questions orally and in writing.

Warm up

Repeat the song **Where are you?** practised on day 1.

2a. Large group activity: Reinforcing the colours and names of fruits and vegetables



I spy... You see...




Materials needed: pictures of fruits and vegetables and placards of colour papers - green, yellow, red, orange, purple, white, brown (annexed).

Paste pictures of different fruits and vegetables in various places around the classroom. Tell the students they are going to play **I Spy, You See** game.

Begin by saying, **I spy something green in the classroom**, while holding up a green placard. Prompt students to point to any green fruit or vegetable, such as jackfruit or cabbage. Ask one student to go and touch one of them. Encourage the class to say its name. If they don't know it, say the name yourself and tell them to repeat it. Then ask the student, **What is it?**



Adjust your prompts based on the students' learning levels:

-  **Arumbu** : Say the name and ask them to repeat it.
-  **Mottu** : Encourage them to say, **It is a (fruit/vegetable).**
-  **Malar** : Encourage them to respond in full sentences like:

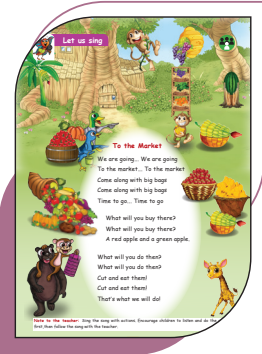
- ◆ **It is a banana. It is yellow. It is sweet.**
- ◆ **It is a cucumber. It is green. It is long.**

Continue the game with other colours until all fruits and vegetables are identified and named.

After the game, have a short conversation about the importance of eating fruits and vegetables. Explain how they keep us healthy. Also, tell students to avoid junk food like noodles, pizza, and chips.

2b. **Song: To the Market**  (Refer Class 1 TB page 62)

Ask the students to stand in a circle. Play or sing the song using the tune of **Where is Thumbkin?** with appropriate actions. Let them listen to the song first and watch the actions. Then, encourage them to join in and sing along with the actions. As you sing, show the matching fruit cards. Make sure students learn the names of the fruits and understand the action words in the song through your gestures and movements. This will help them connect words with meaning in a fun and active way.















2c. **Independent Activity** 









Write the set of words on the blackboard. Give a newspaper to every student. Ask them to find and circle the words written on the blackboard.

Sight words
that the she
you all can

Workbook

Level	Topic	Exercise no.
Arumbu	 Circle the fruits.	2.1
	 Write the first letter of the given pictures.	2.2
Mottu	 Fill in the blanks with one letter in all the words and read.	2.5
	 Draw 😊 for healthy food and ☹️ for unhealthy food.	2.6
	 Form new words from the words given.	2.7
Malar	 Find Who am I? Tick (✓).	2.8
	 Fill in the blanks with a fruit / vegetable.	2.4
	 Read and write.	2.5
	 Complete the following.	2.6
	 Find me. Who am I?	2.7
	 Rearrange the words and form sentences.	2.8
	 Shade the correct statement and write.	2.9

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.	 use the structure, <i>It is a _____.</i>	 talk about the vegetables and fruits using their colour, size and shape.
 identify the colours of vegetables and fruits and associate with their names.	 read level based sight words.	 understand and respond to simple questions orally and in writing.
 identify level based sight words.		 read level based sight words.



Warm up



Repeat the song **Where are you?** practised on day 1.

3a. Reading Fluently

This is reading time for students to practise reading letters, words, or sentences fluently. Show them the list that matches their level. Use the list from Annexure page no. 90. Invite the students one by one. Set a timer for 30 seconds and ask each student to read as many items as they can within that time. Encourage them to read quickly and clearly.

Arumbu

is it in an at
on as no do go

Mottu

put help draw
bring eat those
to on them
these car bus
road sour water
sweet air carrot
orange papaya ship
grapes tomato sky
banana

Malar

She eats grapes.
We go by train.
The banana is sweet.
These are garlics.
The plate is full of fruits.
The lemon is yellow.
I want to fly in the sky.

Give a star to the student who reads the maximum number of words within the time limit. Identify students who struggle with fluency and provide them with regular reading practice. At the end of the activity, list the letters, words, or sentences that students found difficult. Write them on the blackboard. Read each one aloud and ask a student to come up and circle it. Continue until all the items have been circled and read together.

3b. Large group activity: Naming the vegetables using **These are ___ / Those are ___**

Finger puppets



Materials needed: finger puppets of some fruits and vegetables or real ones - each one should have two or more in number of vegetables / fruits

Ask students to sit in a large circle. Give each student two or more units of the same fruit or vegetable (e.g., two lemons, three beans, two carrots). Make sure there is a variety in the group. You can also participate with a pair of items. Hold up your fruits or vegetables and say, **These are carrots**. Then point to another student's items and say, **Those are bananas**. Then, the student you pointed to, stands up, holds their fruits/vegetables, and says, **These are onions**. Then he/she points to another student and say, **Those are bananas**.



Keep the game moving in this pattern until every student has had a turn. Every 5 turns, say, **Fruit change!** and let students exchange their items with someone sitting nearby. This gives them the chance to use new vocabulary.

🎯🎯 **Mottu and Malar:** Encourage them to describe the fruit / vegetable they call out, for example they can say, **These are onions. They are purple. They are used in sambar.**

As an extension, you can ask all students to keep their vegetables in a pile in the centre of the circle. Then divide the class into three groups and give each group a plate or a bowl. Name the groups sambar, poriyal and biryani. Ask the groups to go to the centre and pick the vegetables to make the dish (that is their group). After picking the vegetables and putting them in their plates, each group can identify the vegetables by name and say, **We make sambar/ poriyal/ biryani with these vegetables.**

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"> ✓ talk about fruits in simple sentences. ✓ read the letters of the alphabet fluently. 	<ul style="list-style-type: none"> ✓ talk about fruits and vegetables in two or three simple sentences using the structures, <i>These are</i>_____. <i>Those are</i>_____. ✓ read simple and familiar words fluently. 	<ul style="list-style-type: none"> ✓ collect information and present it using simple sentences in English. ✓ read simple sentences fluently.

Workbook

Level	Topic	Exercise no.
Arumbu	👤 Listen and tick (✓).	2.3
Mottu	👤 Fill in the blanks with These / Those .	2.9
	👤 Shade and complete the sentences.	2.10
Malar	👤 Rearrange the words and form sentences.	2.10
	👤 Frame sentences using These / Those .	2.11
	👤 Replace This / That with These / Those and complete the sentences.	2.12



Warm up

Repeat the song **Where are you?** practised on day 1.



Reading and Writing



4a. Reading time: A Feast in the Jungle (Refer Class 1 TB pages 63-66)



Materials needed: pictures of a squirrel, bear, deer, rabbit, monkey, fox, crow, duck, parrot

Show the picture of a rabbit and encourage the students to say its name. Appreciate their response with a thumbs-up and ask them to repeat the word while pointing to the picture. Invite one student to come forward and hold the picture of the rabbit. Encourage them to act like a rabbit - for example, make two long ears with their hands and hop. Offer help if needed to make it more fun.

Now prompt the class to ask, **Who are you?** The student should reply, **I am a rabbit.** Give the student a picture of a carrot and let them hide it behind their back. Then, ask them to say, **What do I have? Guess it!** When the class guesses correctly, the student shows the carrot picture and says, **Yes, I have carrots. Let us make halwa!** Applaud the class for participating.

Repeat the same activity with other students using different animals and birds. Each one gets a matching food item, performs a simple action, and speaks their lines.

Finally, imagine all the animals coming together to cook and enjoy a feast in the jungle.

Ask students to conduct a simple survey at home. They can ask their family members which fruit or vegetable they like. The next day, help students report their survey using simple sentences like: **My mother likes papaya. My father likes guava. My sister likes banana.**

Read the story, A Feast in the Jungle, from the textbook pages 63-66. Ask a few questions from the story to check the understanding like:

- ♦ **Who brings carrots?**
- ♦ **What did they make soup with?**








Play the audio of the story **A Feast in the Jungle** for the students of class 1.

Meanwhile, the students in class 2 and 3 can be engaged in 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 passages, understand them and do as per the instructions given in their workbook.



Workbook

Level	Worksheets	Exercise no.
Arumbu	 TB Class 1 - Exercises 	Pages 67-68
Mottu	  Read and write	2.13
Malar	   Read and write	2.19




Warm up

Repeat the song practised on day 1.


5a. Large group activity: Chant time




Say the chant and get students to listen to it. Say it again and encourage students to repeat after you.

This is an ant 


The ant had a nap




nap... nap... nap...
nap on a tap

This is a cat 


The cat had a nap



nap... nap... nap
nap on a mat

This is a rat 

The rat had a nap



nap... nap... nap
nap on a can

5b. Large group activity: Introducing and practising CVC words with short a sound

Clap the words



Materials needed: flash cards of letters and words, pictures of pan, map, nap, cap, ran, mat, fat, bat, cat, rat, hat, sat, fan, man, can, van

Begin the activity by saying, **Let's play the game Clap the Words!**

Write the word **t-a-p** on the board. Say each letter sound with a clap: t (clap), a (clap), p (clap) – then say the full word, **tap**. Ask students to repeat after you.

Continue this with other words like **m-a-p** – map, **c-a-p** – cap, **n-a-p** – nap, and **r-a-p** – rap.



pan	map	nap	cap	ran	mat	fat	bat
cat	rat	hat	sat	fan	man	can	van

Next, ask the students to stand in rows of three. Give each student a letter card. Let them say the letter they are holding, one by one, then say the complete word together. The rest of the class claps once the word is formed.

Repeat this for the rest of the CVC words: **pan, map, nap, cap, ran, mat, fat, bat, cat, rat, hat, sat, fan, man, can, van.** Show matching pictures for each word as they are formed and pronounced.



After all the words are done,

☉ **Mottu** : Guide them to read the words from the flip book in the English Language Kit.

☉ **Malar** : Guide students to form small groups. Ask them to create simple sentences using the CVC words (e.g. I have a cap.). Get them to present their sentences to the class.

Workbook

Level	Topic	Exercise no.
Arumbu	☑ Match the word with the picture.	2.4
	☑ Choose and write.	2.5
Mottu	☑ Read and shade the correct sentence for the picture.	2.12
	☑ Join and write.	2.13
	☑ Read and tick (✓) the correct picture.	2.14
	☑ Match the sentence with the picture.	2.15
Malar	☑ Read aloud.	2.14
	☑ Read the passage and answer.	2.15
	☑ Frame a sentence using each word given.	2.16
	☑ Try to read.	

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 chant.	☑ listen and repeat the chant.	☑ listen and repeat the chant.
☑ identify read and write CVC words with short <i>a</i> sound.	☑ recall, read and write CVC words with short <i>a</i> sound.	☑ frame simple sentences using CVC words.
	☑ build new words using short <i>a</i> sound.	☑ understand and respond to simple questions orally and in writing.



Warm up

6a. Small group activity: Reinforcing CVC words with short **a** sound

Mix and Fix



i. Materials needed: flash cards of letters **a, t, c, b, g**

Begin the session by saying, **We are going to play a game with cards!** Show the letter cards **a** and **t** to the class and ask, **What sound do these letters make together?** Help them blend and read it as **at**. Now, add the **c** card in front and say, **What is this? c - at?** Let the students say **cat**.



Repeat this with other combinations:

- ♦ **b - at = bat**
- ♦ **b - ag = bag**
- ♦ **t - ag = tag**

Let students repeat each word loudly as you show the cards, and cheer for correct answers.

ii. Materials needed: flashcards with word endings: **-at, -an, -ag, -am, -ap**, flashcards of letters: **p, v, m, c, r, b, t, l, j, y, d**

Now, divide the class into five groups and say, **Let's play a new game called Mix and Fix!** Give each group a word-ending card (e.g., **-at, -an, -ag, -am, -ap**). Ask each group to call out their team name based on their card. Then, give each group a set of beginning letter cards (for example, **r, b, c, m, t**, etc.). Ask one student to hold up their group's word-ending card. Another student adds a letter card in front of it. Ask the group to blend and read the word aloud - for example, **r - at = rat**. The entire class claps and repeats the word. Continue until all students get a turn across all groups.

- ➡ **-at group: c, m, r**
- ➡ **-an group: p, v, m**
- ➡ **-ag group: r, b, t**
- ➡ **-ap group: t, m, l**
- ➡ **-am group: j, y, d**

6b. Large group activity – Enriching CVC words with short **'a'** sound



Phonic chunks

Materials needed: Pictures for the words and phrases (annexed)

Write / display the chunks on the board / wall. Stick pictures for these sentences.

Begin the activity by reading the sentences aloud for Arumbu level students and helping them identify the correct pictures that match each sentence. Once they are familiar with the sentences, support them in reading the sentences on their own.



“

A cat	A tap	A man	A rat
A fat cat	I see a tap.	A man on a mat	I see a rat.
A hat	A cap	A mat	A bag
The fat cat has a hat.	I see a cap on the tap.	A man sat on a mat.	I see a rat in a bag.

”

☉ **Mottu:** Invite them to choose a word or sentence chunk from the board, read it aloud, and match it with the appropriate picture.

☉ **Malar:** Engage them in a conversation using the pictures. Divide them into two teams while one team asks questions another team can answer. The following questions can be asked.

- ◆ What is this? (pointing to a cat, hat, etc.)
- ◆ Who has a hat?
- ◆ Who sat on the mat?
- ◆ Is the cat fat or thin?
- ◆ Where is the rat?
- ◆ Have you seen a rat? Was it small or big?



Encourage students to respond in simple sentences.









After this activity guide Malar level students to read the words on page 47 of the class 3 Textbook, and help them complete the follow-up activities on page 48.

Workbook

Level	Topic	Exercise no.
Arumbu	Circle the words which do not have -at in it.	2.6
	Choose and write the word that comes next.	2.7
Mottu	Try to read.	
	Try to read.	
	Fill in the missing letters.	2.16
	Complete the sentence with correct answer.	2.17
	Read and shade the correct picture.	2.18
	Shade the question which is NOT appropriate for the sentences.	2.19
Malar	TB Class 3 - Let us say.	Page 47
	TB Class 3 - Let us practise.	Page 48



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, read and write CVC words with short <i>a</i> sound.	 read and understand simple phrases and sentences with CVC words.	 read and understand simple phrases and sentences with CVC words.
 associate the pictures with the CVC words.	 read words with long <i>a</i> .	 understand and read the words with <i>aw / or / all / ore</i> .
 understand and sort the words in word families.		 understand and respond to questions orally and in writing.



Warm up

Repeat the chant on short 'a' sound

7a. Circle Time – Introducing He / She / It



What's in the box ?

Materials needed: A decorated box (label it **Magic Box**), picture cards of a **boy, girl, fruits, and vegetables** (taught so far), a **small toy microphone** (optional) or any object to serve as a **speaker's mic** and a **drum beat / clap rhythm** for background (optional)

Tell students, **Today, we have a magic box that holds secrets! It wants to hear your voice and share surprises!** Let them sit in a big circle. Play a soft clap rhythm or tap a drum as the box moves around the circle. Students pass the box while chanting:

Pass the box, don't let it stop,

When the teacher claps, take off the top!

When you clap, the student with the box opens it, picks a card, and holds the magic mic (or object). They must show the picture and say, **He is a boy / She is a girl / It is a ___ (fruit or vegetable)**. After speaking, ask them to act it out

- ♦ If it's a boy/girl – walk like one, wave hello, etc.
- ♦ If it's a fruit/vegetable – pretend to eat, peel, or cut it.

The class guesses or copies the action.

- ☉ **Arumbu** : Help them repeat just the key word (boy, girl, banana) after you. They can clap once after each word to stay involved.
- ☉ **Mottu** : Ask them to make simple sentences using real people/things around them.
Eg. **This is my friend. She is a girl. It is a fan.**
- ☉ **Malar** : Turn it into a sentence relay. One student starts: **He is a boy.** The next adds: **He has a mango.** Another continues: **It is yellow.** They build the sentences together and write it on the board.

7b. **Small group activity – Reinforcing Pronouns –**
He has ____ . / She has ____ . / It has ____ .



Clap and stop

Materials needed: labelled picture cards of fruits and vegetables (e.g., **carrot, mango, brinjal, watermelon**, etc.), **a drum / any box** that makes noise

Tell students, **We are going to play a fun game called Clap and Stop! Watch carefully, listen to the claps, and speak clearly when we stop!** Invite a boy and girl to the front. Give each a picture card of fruit or vegetable. Ask them to run or jog slowly around the classroom, holding up their picture cards high for everyone to see. The whole class claps rhythmically while they move (you can lead the clap: slow, fast, or mixed). Suddenly say **STOP!**



The students freeze. Point to the boy and ask, **What does _____ (name) have?** The class responds, **He has a carrot.** Then ask them to repeat after you and say, **_____ (name) is a boy. He has a carrot. It is orange.**

Ask the class to repeat after you with actions.

Then point to a girl and ask, **What does _____ (name) have?** The class says, **She has a brinjal.** You say, **_____ (name) is a girl. She has a brinjal.** It is purple. The class repeats with actions.

Invite a Malar level student and ask him/her to take the teacher's role and model the sentence.

This is Ravi. He is a boy. He has a tomato. It is red.

Help them frame sentences and speak confidently.

To sum up, add a memory challenge. Ask, **What fruit did _____ (name) have?** or **Who had the green vegetable?** Award a sticker/star for correct answers!



Speak for a minute



- Hi everyone!
- Today I am going to talk about my favourite fruit.
- I am Ananya.
- We should eat fruits and vegetables.
- They make us healthy and strong.
- I like mangoes.
- They are yellow in colour.
- They are sweet and very tasty.
- I have eaten them many times.
- We can make juice and jam with them.







Thank you.

Workbook

Level	Topic	Exercise no.
Arumbu	Listen and shade the correct picture for the sentence.	2.8
	Choose and write.	2.9
Mottu	TB Class 2 - Let us know	Page 55
	TB Class 2 - Let us practise	Page 56
Malar	Shade the correct sentence for the picture.	2.17
	Complete with He / She / It .	2.18
	Read and choose the correct answer.	2.19



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>
 use pronouns <i>he, she, it</i> in conversation.	 use pronouns <i>he, she, it</i> in speech and writing.	 understand and respond to simple questions orally in writing.
 use the structure ____ <i>is a boy/girl, He has a</i> ____. <i>She has a</i> ____.	 use the structure ____ <i>is a boy/girl, He has a</i> ____. <i>She has a</i> ____.	 use the structure ____ <i>is a boy/girl, He has a</i> ____. <i>She has a</i> ____.









It's our time!



 How can I use this time?

I can

-  complete the missed out activities of the module.
-  help students 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 with action.
- ✓ associate names of grocery items with pictures.
- ✓ use the structure 'This is _____ / That is _____' in conversation.
- ✓ identify, read and write words with short and long 'e' sound.
- ✓ read and write level-based words, phrases and sentences fluently and accurately.
- ✓ use action words with comprehension.
- ✓ listen to the story and identify characters and sequence of events in a story.
- ✓ listen and write the letters of the alphabet, simple words and sentences.

Greeting

Say **Good morning!** Tell students to stand in a line. Let each one step forward, look at you and say **Good morning** to you. Respond by smiling, joining your hands together. After all students greet you, ask them to turn to their partner and practise the same. Repeat the greetings throughout the module to help build confidence and politeness.



Warm up



Repeat the song from module 2.

- 1a. **Large group activity : Introducing the grocery items using the structure **This is/That is _____****

Trip to the school kitchen

Begin the activity by telling the students with excitement, **Today, we are going to meet the wonderful people who cook our lunch every day!** Take the students to the noon meal kitchen in your school. If that's not possible, invite the Noon Meal Organiser and the Cook to the classroom with a few grocery items they use regularly.

As they arrive, ask the students to greet them politely with a cheerful, **Good morning!**. Then, take a moment to honour these important members of the school community. Tell the children, **These are the people who give us tasty and healthy food every day. Let's thank them.** Lead the students in a big round of applause. If possible, pin a small flower or appreciation badge on the cook and organiser as a sweet gesture.

Introduce the cook and organiser by name to the class in English — for instance, **This is Mary. She is our cook. This is Shanta. She is the organiser.** Ask them in Tamil and translate their

answer into simple English for the students for example, **Mary aunty comes early in the morning, washes the rice, cuts the vegetables, and cooks our food with love.**

Next, bring out the small trays or bowls with grocery items like rice, green gram, chickpeas, onions, garlic, groundnuts, curry leaves, turmeric powder, sugar, oil, and so on. Invite the Noon Meal Organiser or Cook to introduce these items in Tamil. As each item is shown, repeat the name in English. For example, when the cook says அரிசி, you say, **This is rice.** Let the children repeat the word in English after you. Continue this process for all items such as salt, tamarind, pepper, cumin, and so on.

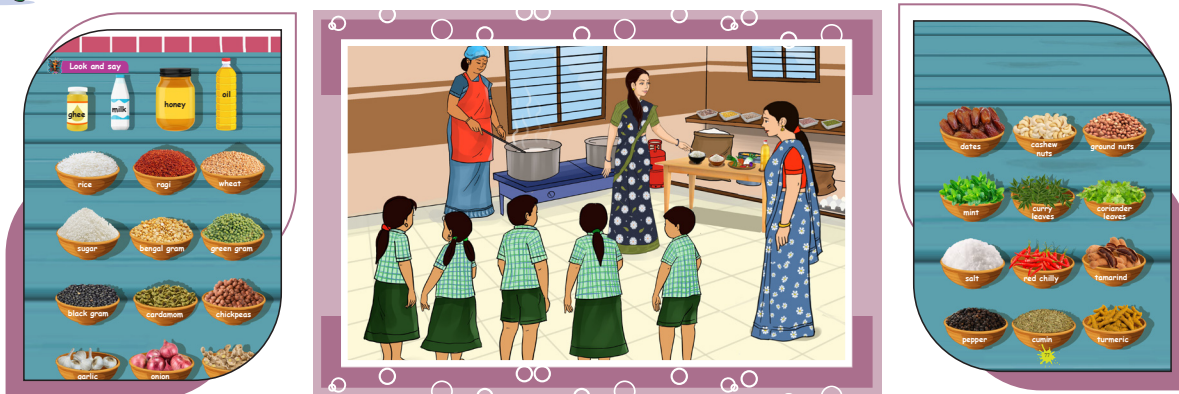
You can also ask them, **What is for lunch today?** When they name the dishes in Tamil, you say it in English for the class, **Today's lunch is sambar, egg, and lady's finger.** Then, ask the students to say the names of the vegetables in English. Ask the class to clap once again and say loudly, **Thank you for the food!** to appreciate the noon meal workers.

- ☉ **Arumbu** : As you wrap up the session, ask them to point to some grocery items and ask, **What is this?** Help them respond with one-word answers like rice, salt or sugar, and encourage them to repeat after you.
- ☉ **Mottu** : Encourage them to describe the colour or size of the items, for example, **This is rice. It is white.**
- ☉ **Malar** : Encourage them to talk about the items in detail. For example, **This is sugar. It is white and sweet. We use it in tea, coffee, pongal, sweets,** etc. Help them with leading questions such as **What colour is it? What does it taste like? Where do we see this?** etc.

Finally, give the students a simple and meaningful homework task. Ask them to go home and request their parents to show them some grocery items from the kitchen. Let the children try to name them in English. Ask them to write the English names of these items on small slips of paper and paste them on the respective containers. This way, learning continues beyond the classroom and becomes a part of their everyday lives.









Have a discussion on spices, vegetables and fruits as given in class 2 EVS textbook **pages 51-52.**



Workbook

Level	Topic	Exercise no.
Arumbu	☑ Listen and tick (✓) the correct picture.	3.1
	☑ Fill in the blanks with This / That.	3.2
Mottu	☑ EVS TB - Textbook Exercises.	Page 51 - 52
Malar	☑ TB Class 3 - Look and say	Page 60 - 61

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 use <i>This is</i> _____ / <i>That is</i> _____ orally in conversation.	 understand and use <i>this/that</i> in simple sentences.	 understand and use <i>this/that</i> in simple sentences.
 name some familiar grocery items in English orally.	 talk about grocery items in simple sentences.	 identify and write about the grocery items in English.



Warm up

Repeat the song from module 2.

2a. 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

can bat man
cat jam bag

WB Page 8

Class 2

bear crow egg
van auto carrot

WB Page 25

Class 3

She likes to sing.
Give me a cup of tea.
Add a bowl of rice.

WB Page 36

After this, have a discussion on food items as given in class 1 EVS textbook pages 55-58. Then guide class 1 and class 2 students to complete their workbook / textbook exercises.

2b. Small group activity: Introducing the story Varun's day out (Refer Class 3 TB pages 63-64)



Materials needed: picture of Varun and his Amma, dosa, chutney, salad (annexed)

Ask students, **When you feel bored at home, where would you go?** Accept their responses. Show picture of Varun and his mother and introduce them. Say, **This is Varun. This is Varun's Amma.** Say, **Varun feels bored. He wants to go out.** Guess, **Where will they go?** Take a guess. Accept their responses. Then say, **Varun and Amma planned to go on a picnic to the park.** Now, guess what they would take with them. Show pictures of dosa, chutney and salad.

Tell them Varun and his Amma went to the park.

Divide the class into three teams. Ask each team to discuss and guess what ingredients Amma would have used to prepare the following, Team 1 - dosa, Team 2 -salad and Team 3 - chutney. Accept their responses.





Then say, **Amma used rice and black gram to prepare dosa**

Amma used carrots, lemon and salt to make salad






Amma used coconut, coriander leaves, chilli and salt to make chutney.

Then narrate the story **Varun's Day out!** As you narrate the story interact with students. Ask them what dishes they would like to prepare if they go out. Give a chance to all the students.

Workbook

Level	Topic	Exercise no.
Arumbu	 EVS TB - Textbook Exercises. 	Page 55-58
Mottu	 Read aloud.	3.1
	 Who am I?	3.2

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 write the letters of the alphabet dictated.	 listen and write the familiar words dictated.	 listen and write the simple sentences dictated.
		 express orally her/his opinion/ understanding about the story and characters in the story, in English.
		 understand and respond to simple questions in writing.



Warm up

Repeat the song from module 2.

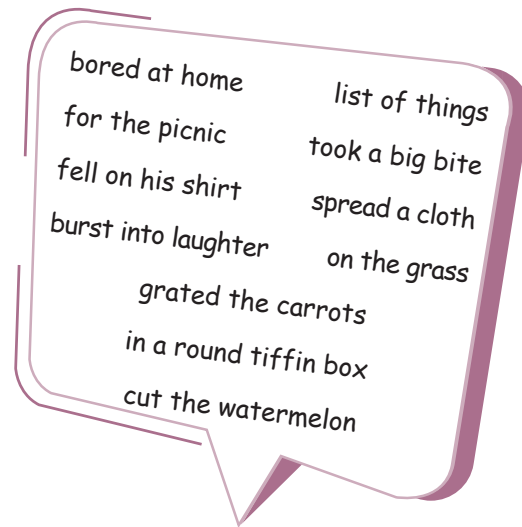


Reading and Writing



3a. Reading time: Varun's Day out (Refer Class 3 TB pages 63-64)

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 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 - fell on his shirt	Phrase - cut the watermelon	Phrase - bored at home
Words to replace	Words to replace	Words to replace
head book chair	slice chop eat	happy sad calm
hands bed shoes	wash grind share	active lazy busy
bag feet pillow	bring take taste	sleepy tired brisk
way	hold	good

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 Read and write		3.3
Mottu Read and write		3.3
Malar TB Class 3 - Exercises		Pages 65-66



Warm up

Repeat the song from module 2.

4a. **Large group activity: Introducing and practising CVC words with short 'e' sound**

Materials needed: pictures of bed, pet, hen, leg, red, net, ten, pen

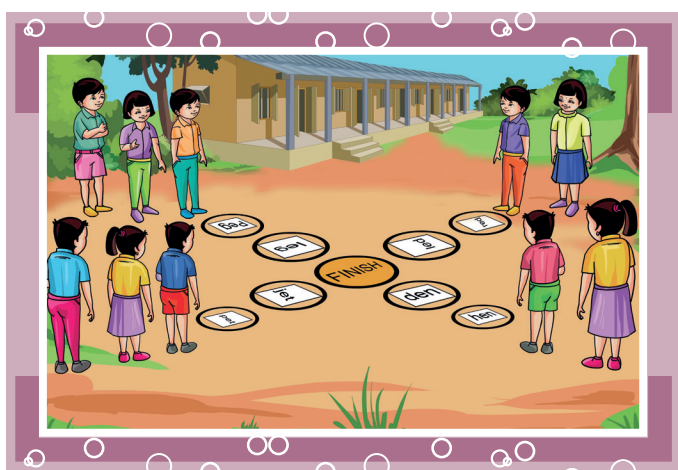
Make students stand in a circle. Pile up all the picture cards in the middle of the circle. Make students run in the circle. When you blow a whistle or say **stop**, everyone should freeze. Invite one student to select a picture card from the pile. Let the student say the name of the picture and the class will repeat it. Similarly, name all the picture cards. Write these words on the board. Point each



word to the class. Blend the sounds as **b...e...d** (sound of the letters) and then say **bed**. Make the class repeat it. Repeat the same with all other words. At the end of the activity, ask students, **What is common in all the words?** Place all the words in a row in the middle of the circle. Prompt them to say that all the words have **e** in the middle. Invite a few students to practise reading the words aloud to the class.

4b. **Small group activity – Reinforcing CVC words**

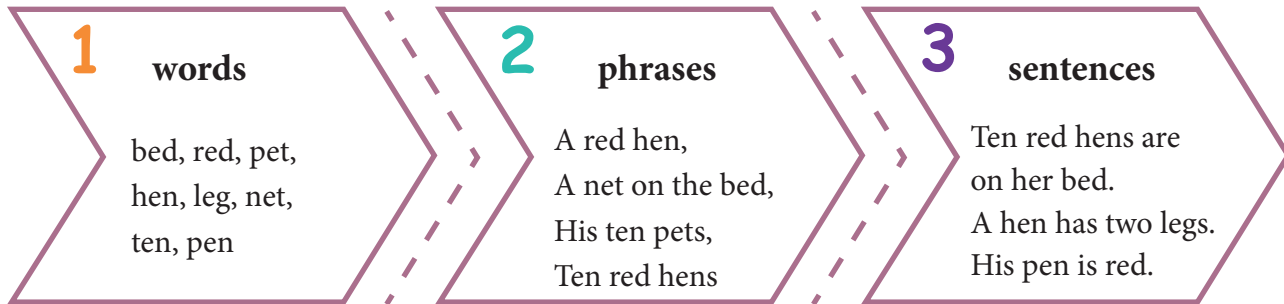
Jump on the words!



Materials needed - word cards: **bed, red, pet, net, jet, hen, ten, pen, leg, peg**; family cards: **-et, -ed, -eg, -en**; Letter cards: **a to z**, phrase strips, sentence strips

Arrange students in 4 teams as shown in the picture. Each team will have a set of family words. (e.g. **-en, -eg, -et, -ed**). First student from each team will jump on the words, say it aloud and reach the finish point. They cheer saying **Bingo – I did it**. The team which finishes first is the winner. Make all 4 teams change places to read the words of all

word families. After the game, ask the class, **What is common to *ten* and *hen*, *net* and *pet*?** Help them answer **-en** and **-et**. Then call each student and ask them to blend a word that is not part of the game. Example: **f-ed, m -en, d -en, m -et**. Show them the letter card (**j**) and the family word card (**-et**) and ask them to blend. Give every student an opportunity and teach them to blend new words. Later set three boxes in front of the class.



- 🕒 **Arumbu** : Help them blend the sounds and read the words.
- 🕒 **Mottu** : Guide them to read the phrases.
- 🕒 **Malar** : Encourage them to read the sentences and answer the following questions.
 - ◆ **How many hens are there?**
 - ◆ **Where are the hens?**
 - ◆ **How many legs does a hen have?**
 - ◆ **What colour is the pen?**

4c. Independent Activity






Ask students to write CVC words with /e/ sound in LLB.

Workbook

Level	Topic	Exercise no.
Arumbu	👤 Match the pictures with their names.	3.4
	👤 Read and shade the correct picture.	3.5
	📖 Try to read.	
Mottu	👤 Read and match.	3.4
	👤 Read and shade the correct picture.	3.5
	👤 Read and shade.	3.6
	👤 Choose and write the correct answer.	3.7
	📖 Try to read.	
Malar	👤 Read aloud.	3.1
	👤 Look at the picture and fill in the blanks.	3.2
	👤 Read it to your friend.	3.3
	👤 Circle the odd word.	3.4
	👤 Create your own pairs of words.	3.5
	👤 Read and write the correct answer.	3.6
	📖 Try to read.	

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, read and write CVC words with short <i>e</i> sound.	 understand and write words with short and long <i>e</i> in simple sentences.	 understand and read a passage with the words of short and long <i>e</i> sound.



Warm up



5a. Song time – This is the way

Say, today we are going to prepare tomato chutney in our class! Before that we shall sing a song on clean eating habits.



This is the way we wash our hands
Wash our hands wash our hands
This is the way we eat our food
Eat our food eat our food

This is the way we drink water
Drink water drink water
This is the way we clean our hands
Clean our hands clean our hands

Sing the song with actions and let students repeat the actions first. Then sing it once again and let students repeat the song after you.

5b. Large group activity: Introducing action words



Let's cook

Materials needed: tomatoes, onions, chillies, coriander leaves, curry leaves, turmeric powder, oil and salt.

Say the procedure aloud and do the actions. Get students to listen to the procedure. Ask students to mime the action and repeat the procedure. Use instructions such as, **clean your hands, come here, take the tomatoes** etc.



- Wash the tomatoes and chillies.
- Peel the onions.
- Chop the onions, tomatoes and chillies.
- Keep a pan on the stove.
- Switch on the stove.
- Add oil into the pan.
- Heat the oil.



- Add mustard seeds and curry leaves.
- Add the chopped onions, tomatoes and chillies. Cook it well.
- Add turmeric powder and salt.
- Cook a little longer.
- Switch off the stove and let the mixture cool. Grind it in a mixer.
- Now, the tomato chutney is ready.

After this, do the actions at random and encourage students to mime. Then do it the other way around. Help them respond if needed.

- 🎯 **Arumbu** : Guide them to identify and say the **action words** used in the activity.
- 🎯 **Mottu** : Encourage them to pair up and guide one of them **to mime and the other to say the action word**. Tell them to exchange the roles.
- 🎯 **Malar** : Have a discussion as given in class 3 EVS textbook pages 42.



Workbook

Level	Topic	Exercise no.
Arumbu	Listen and shade the correct picture.	3.6
	Listen, colour and write the words in the boxes.	3.7
Mottu	Listen and do.	3.8
	Read and shade.	3.9
Malar	EVS TB - Textbook Exercises.	Page 43

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 simple instructions, understand and do simple actions.	listen and respond to simple instructions. understand and respond to simple questions in writing.	listen and respond to simple instructions and talk about preparing a dish. understand and write simple sentences related to grocery items.





Warm up

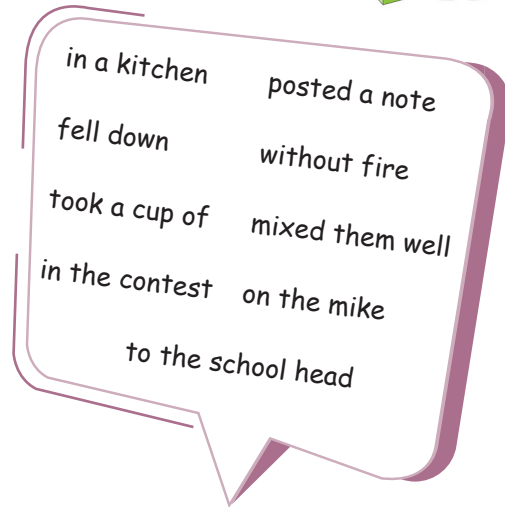
Repeat the song practised on day 1.



Reading and Writing



6a. Reading time: The Great Cooking Contest (Refer Class 3 TB pages 71-72)



Display the words on a chart / board / word wall. Elicit / teach the words and phrases. Then read the story aloud and ask students to listen. Narrate the story once to the students bilingually. Then ask students to read the words / phrases on the board. Then play the audio of story and ask students to listen to it. Then encourage them to read the story from their textbook. Ask students to complete the comprehension exercises in their textbook.

Practise the phrases by replacing the highlighted words.

Phrase - took a **cup** of

Words to replace

plate	bowl	glass	oil
basket	bunch	pinch	salt
slice	piece	pack	food
	pair		

Phrase - without **fire**

Words to replace

water	sugar
break	rest
rain	pain
help	

Phrase - **mixed** them well

Words to replace

cut	served	stirred
chopped	boiled	cooked
grated	sliced	filtered
packed		

Finally encourage students to say a sentence using one of the phrases.

e.g. ♦ **I took a plate of fruits.**

♦ **She can cook without fire.**

♦ **He mixed them well.**

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



Speak for a minute 



Ask students to talk about their favourite food item.






e.g.



- I like Idlis very much.
- They are white and soft.
- My mother makes Idlis.
- She soaks rice and urad dal.
- She grinds them and makes batter.
- She steams it.
- Then we get hot and tasty idlis.
- We eat them with coconut chutney.


Thank you.



Workbook

Level	Worksheets	Exercise no.
Arumbu	 Read and write	3.8
Mottu	 Read and write	3.10
Malar	 TB Class 3 - Exercises  	Pages 73

 **It's our time!** 

 How can I use this time?
I can

- ⇒ complete the missed out activities of the module.
- ⇒ help students 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 with action.
- ✓ associate the names of common wild animals and their homes with their pictures and talk about them.
- ✓ use 'Where does the _____ (name of the animal) live? / The _____ (name of the animal) lives in _____ (the animal's home)' in conversation.
- ✓ identify, read and write words with short and long 'i' sound.
- ✓ read and write level-based words, phrases and sentences fluently and accurately.
- ✓ listen to the story and identify characters and sequence of events in a story.
- ✓ read a story with comprehension and write a few words or short sentences in response to the story.

Greeting

Greet the class saying 'Good morning dears!' Paste the pictures of a hopping rabbit, a jumping monkey 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 together **Good Morning! Good Morning! Good Morning!**

Repeat this cheerful greeting at the start of every session in this module to build routine and energy!



Warm up

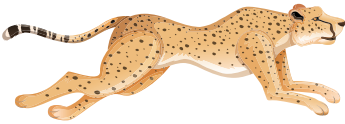


Song Time - Animal song

Introduce the theme by asking students, **Have you ever seen jungle animals, or What animals have you seen in or around your village/town?** Encourage them to answer bilingually and use the

English names of animals, wherever they can. Ask them which animal they liked and which they did not like and why? Then introduce the animal song.

Animal song



Run... run... like a cheetah
Run... run... like a cheetah
Run... run... like a cheetah
Let's sing the animal song!



Jump... jump... like a monkey
Jump... jump... like a monkey
Jump... jump... like a monkey
Let's sing the animal song!

Swim... swim... like a crocodile
Swim... swim... like a crocodile
Swim... swim... like a crocodile
Let's sing the animal song!



Pounce... pounce... like a tiger
Pounce... pounce... like a tiger
Pounce... pounce... like a tiger
Let's sing the animal song!



Swing... swing... like an elephant
Swing... swing... like an elephant
Swing... swing... like an elephant
Let's sing the animal song!

Hop... hop... like a rabbit
Hop... hop... like a rabbit
Hop... hop... like a rabbit
Let's sing the animal song!



1a. Large group activity: Introducing names of animals in the forest using the structures

What do you see/I see a _____.



Animal safari

Materials needed: branches of a real tree/ a plant/ a tree drawn in a chart, labelled pictures of animals in the forest (lion, tiger, bear, rhino, hippo, monkey, giraffe, zebra, deer, elephant, cheetah, rabbit, snail)

Place tree models in the corners of the class. You can also make students stand like trees. Stick/hang the pictures of the animals on and around the trees. Say, **We are going on an Animal safari.** Make the sound of a bus (vroom-vroom) while moving. When you say **stop**, students should stop. Point to the picture of an animal for example, Lion and ask students,

What do you see? Encourage them to say, **I see a / an _____** (name of the animal). Practise it with a few more students. Do the same for all the animals.

☉ **Arumbu:** Encourage them to repeat the name of the animals.

☉☉ **Mottu and Malar:** Encourage them to say the name of the animal and describe it as given below.



↷ - I see a lion.	It is strong.	It can roar.
↷ - I see an elephant.	It is big.	It has a trunk.
↷ - I see a rhino.	It has horns.	Its skin is hard.
↷ - I see a bear.	It is black or brown.	It has a lot of hair.
↷ - I see a tiger.	It is strong.	It has stripes on its body.
↷ - I see a monkey.	It has a long tail.	It jumps on trees.
↷ - I see a hippo.	It is fat.	It lives in lakes or rivers.
↷ - I see a giraffe.	It is tall.	It eats leaves.
↷ - I see a zebra.	It has black and white stripes.	It eats leaves and grass.
↷ - I see a rabbit.	It has long ears.	It eats carrots.
↷ - I see a cheetah.	It has brown or black dots.	It runs fast.
↷ - I see a deer.	It eats grass.	It runs fast.
↷ - I see a snail.	It is small and slow.	It has a shell.
↷ - I see a tortoise.	It has a shell.	It is slow.

After this, guide class 1 and 2 students to do exercises in their workbook. Meanwhile for class 3, have a discussion on Animal sanctuaries and national parks as given in their Social Science Textbook. Ask them, **Where do you see animals? Which animals are kept in zoo? Ask them, How is a zoo different from a sanctuary or national park?** In a zoo, animals are caged.



A national park is a forest that is protected by the government. So, the animals are free in their homes in a sanctuary/national park.

Accept their responses and talk about the names of different animal sanctuaries and national parks. Finally display a big Indian map with the sanctuaries and national parks marked.



Guide class 3 students to do the project given in their Social Science textbook page 98.

Workbook

Level	Topic	Exercise no.
Arumbu	Listen and circle the animals.	4.1
	Colour the wild animals.	4.2
Mottu	TB Class 2 - Look and say	Page 68 - 69
Malar	Social Science TB - Textbook Exercises.	Page 98

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.	listen and sing the song.
associate the pictures of animals in the jungle with their names.	use the structure, <i>What do you see ____? / I see a/an ____.</i> with the names of animals.	use the structure, <i>What do you see ____? / I see a/an ____.</i> with the names of animals.
	describe the animals in simple sentences.	describe the animals and write answers to comprehension questions in simple sentences.



Warm up

Repeat the **Animal song** practised in day 1.

2a. **Large group activity: Introducing animal homes**



A Tour of the Animal kingdom

Materials needed: models or pictures of the given animals and their homes to create a forest ambience in the class

hole – rabbit river/ lake – hippo	>> <<	trees – monkey cave – bear, wolf, tiger, lion
--------------------------------------	-------	--------------------------------------------------

Place pictures or models of animals and their homes in different spots around the classroom or just outside the classroom. Ask the students to stand in a line. Tell them, **We are going on a tour of the animal kingdom!** Walk the students around. When they reach a spot, for example, **a hole**, stop and say, **This is a hole (or burrow)**. Tell them to repeat after you.

Then ask, **Which animal lives in a hole?** Help students respond, **The rabbit lives in a hole.** Repeat the activity for other animals and their homes.

Next, make students stand in a circle. Ask, **Where does a rabbit live?** and prompt them to run to the correct place and say, **A rabbit lives in a hole.** Repeat for other animals.

For extra practice, ask Malar level students to take the teacher's role and ask questions. Others answer.

- ☉ **Arumbu** : Help them name animals and their homes.
- ☉ **Mottu** : Guide them to speak in full sentences.
- ☉ **Malar** : Encourage them to describe the animals.

Note: The lion lives in a cave (or den).



2b. Listen and draw.







Ask students to listen to the instructions and draw the pictures in their workbook pages Mottu - 35, Malar - 46.

- ◆ **There is a big tree.**
- ◆ **It is green.**
- ◆ **There are three crows flying over the tree.**
- ◆ **There is an elephant under the tree.**
- ◆ **There is a pond near the tree.**

Workbook

Level	Topic	Exercise no.
Arumbu	☉ Listen and tick (✓) the correct sentence and cross out (✗) the wrong sentence.	4.3
	☉ Help the animals to reach their homes.	4.4
Mottu	☉ Write Yes / No .	4.1
	☉ Tick (✓) the correct answer.	4.2
	☉ Choose and write the correct answer.	4.3
Malar	☉ Read the sentences and write the correct number in the spaces given.	4.4
	☉ Write the correct number for the picture.	4.1
	☉ Look at the picture and shade.	4.2
	☉ Tick (✓) the correct pair.	4.3
	☉ Choose and write the correct name of the animal.	4.4
Malar	☉ Frame questions for the following statements.	4.5
	☉ Replace the underlined words and rewrite the sentences.	4.6


Learning Outcomes: By the end of the activity,


Arumbu level students can	Mottu level students can	Malar level students can
 identify and say the homes of animals.	 identify and talk about the homes of animals using the structure, _____ (name of the animal) <i>lives in a</i> _____ (home of the animal.)	 ask and answer questions, <i>Where does a</i> _____ (name of the animal) <i>live?/</i> _____ (name of the animal) <i>lives in a</i> _____ (home of the animal.)
		 understand a passage related to animals and their homes and answer simple comprehension questions.

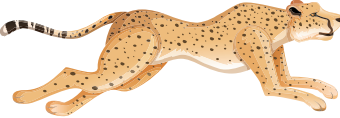



Warm up


Song Time


 This is **big... big... big**
The elephant is **big**.

 This is **tall... tall... tall**
The giraffe is **tall**.

 This is **fast... fast... fast**
The cheetah is **fast**.

 This is **small... small... small**
The rabbit is **small**.

 This is **short... short... short**
The monkey is **short**.

 This is **slow... slow... slow**
The tortoise is **slow**.

Sing the song and do appropriate actions for the describing words. For example, **big** – move and spread your hands away, **small** – move and bring your hands together, etc. Use the tune given in the QR and encourage students to repeat after you.

3a. Introducing describing words – tall, short, fast, slow

Peg the animals



Materials needed: labelled picture cards of animals, a string, a bowl of chickpeas and tamarind seeds, two balls in different colours

i. Tall and short

Invite two students and give them pictures of a tall and short animal (e.g., giraffe and monkey). Ask, **Who has the giraffe card?** Let the student respond and peg it on a string. Do the same for the monkey. Then ask, **Which animal is tall/short?** Students respond bilingually and act out the meanings. Practise with all students.



ii. Fast and slow



Divide the class into 3–4 teams.

Task 1: Students separate chickpeas from tamarind seeds. The fastest wins.

Task 2: Roll two balls on a race track. Ask, **Which ball is fast? Which is slow?**

Task 3: Two students start walking like ducks-this time, the slowest wins. Ask, **Who is fast? Who is slow?**

If time is short or the class is large, do just one task.












Big and Small: Show animal picture pairs (e.g., elephant & fox, horse & frog) and ask teams to say which is big and which is small. Conduct it as a quick quiz using familiar animals.

To conclude, write these words – big, small, fast, slow, tall, short on the word wall.







- ☉ **Arumbu** : Encourage them to show the word you read and say its initial letter.
- ☉ **Mottu** : Help students read out the words one by one.
- ☉ **Malar** : Ask students to point to a small object in class and describe it in two or three sentences. e.g. **This is a duster. It is soft. It is small.**



Workbook

Level	Topic	Exercise no.
Arumbu	 Listen and tick (✓) the correct picture.	4.5
	 Write the first letter of the picture.	4.6
Mottu	 Read aloud to your teacher.	4.5
	 Choose and write the correct answer.	4.6
	 Read, find and write.	4.7
	 Shade and write the correct answer.	4.8
Malar	 Read and tick (✓) the correct picture.	4.7
	 Choose the correct word to complete the sentences.	4.8
	 Fill in the blanks.	4.9
	 Rewrite the sentences correctly.	4.10
	 Read the passage and answer the questions.	4.11

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 describing words, <i>big/small, tall/short, fast/slow</i> orally in meaningful context.  identify and say the initial letter of the words learnt. 	<ul style="list-style-type: none">  use the describing words, <i>big/small, tall/short, fast/slow</i> in speech and writing.  read the words by sight. 	<ul style="list-style-type: none">  use the describing words, <i>big/small, tall/short, fast/slow</i> in simple sentences.  understand a passage based on the describing words and answer simple questions.



Warm up

Repeat the song **This is big ... big ... big**



4a. Reading Fluently

This is reading time for students to practise reading letters, words, or sentences fluently. Show them the list that matches their level. Use the list from Annexure page no. **91**. Invite the students one by one. Set a timer for 30 seconds and ask each student to read as many items as they can within that time. Encourage them to read quickly and clearly.



Arumbu

can bat rat mat
 sat jet bed pen
 leg ten

Mottu

big den fox
 tall fast slow
 lion bear cave
 hole live home
 small short tiger
 duck hippo river
 rabbit deer wolf
 long fat brinjal
 watermelon

Malar

The frog jumps into the pond.
 The giraffe is tall.
 I saw a big elephant.
 The cheetah can run fast.
 He adds some sugar to the milk.
 The lion is strong.

Give a star to the student who reads the maximum number of words within the time limit. Identify students who struggle with fluency and provide them regular reading practice. At the end of the activity, list the letters, words, or sentences that students found difficult. Write them on the blackboard. Read each one aloud and ask a student to come up and circle it. Continue until all the items have been circled and read together.

4b. Story Time: Chutti's Tail (Refer Class 2 TB pages 71-73)



Materials needed: Pictures of the story (annexed)

Tell the class they are going to find out what Chutti is doing today. Hide a squirrel picture behind your back and ask, **Who is Chutti?** Let students guess excitedly. Say, **Chutti is an animal... a tiny one!** (Use hand gesture to show size.) Once they guess, show the picture and as, **What is this animal? Have you seen it? Where? What was it doing?** Let a few students respond. Give them stars.

Now say, Let's see what Chutti is doing today. At the end, tell me why we call her Chutti.

Show and narrate each story picture (except the last one), using bilingual storytelling. Involve students by letting them act as Chutti, the doctor bear, and the dog—use different students for each scene.

Before the last picture, pause. Hide it and ask the class to guess the ending. Accept all responses warmly with praise like, **That's so interesting!** or **What a fun idea!** If someone gets it right, confirm it saying, **Yes, that's the real ending!**

Throughout, highlight **describing words** like **happy, tiny, light, heavy, long, new, old,** etc., during narration.





Workbook

Level	Topic	Exercise no.
Arumbu	Colour the correct picture for the word.	4.7
Malar	Write about the animal.	4.12
	Look at the picture and answer the questions.	4.13
	Look at the picture, write Yes or No and rewrite the sentences.	4.14

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
read the letters of the alphabet and simple words fluently.	listen to the story and identify characters and sequence of events in a story.	read simple sentences fluently.
	read simple and familiar words fluently.	read and answer simple questions.





Warm up

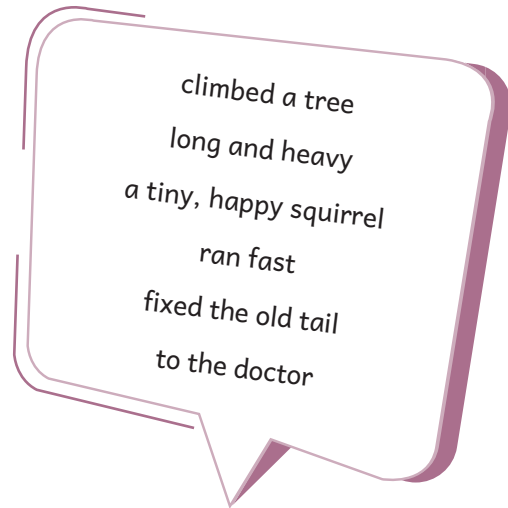
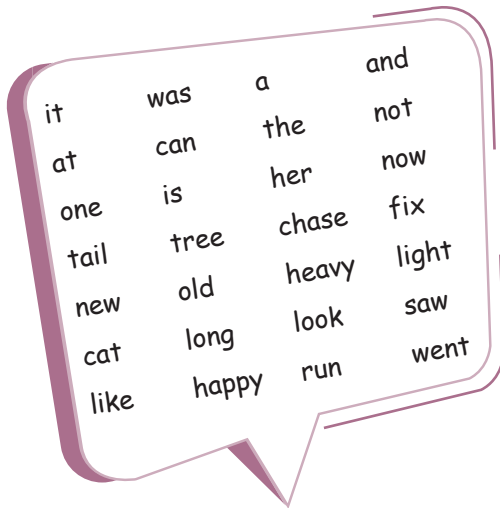
Repeat the song **This is big ... big ... big.**



Reading and Writing



5a. Reading time: Chutti's tail (Refer Class 2 TB pages 71-73)



Create read aloud cards with key words and phrases from the story. Display these on the word wall.

Make class 2 students sit in a circle. Distribute the cards and encourage them to read aloud from word or phrase 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. Provide guidance and support as needed.

After practising, ask them to read the full story. Play the audio version of the story to reinforce listening. Finally, guide them through the comprehension activities in their textbook.

Practise the phrases by replacing the highlighted words.

Phrase - to the **doctor**

Words to replace

teacher father mother friend tree
hole cave table den bear

Phrase - a **tiny** squirrel

Words to replace

happy small cute little quick
smart lazy naughty kind fast

Finally encourage students to say a sentence using one of the phrases.

♦ I saw a **tiny squirrel**.

♦ I spoke **to the teacher**.

Meanwhile, the students in class 1 and 3 can be engaged in writing in the workbook.

Workbook

Level	Worksheets	Exercise no.
Arumbu	Read and write	4.8
Mottu	TB Class 2 - Let us understand	Page 74
Malar	Read and write	4.15



Warm up

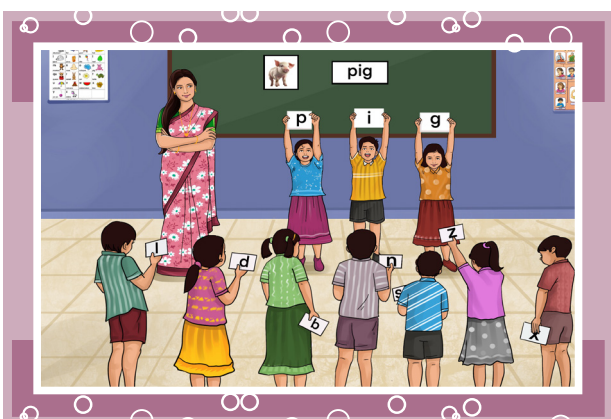


Chant Time

It's a pig! It's a wig! The big pig wears a wig!		It's a fish! It's a fin! The fish has a fin!		It's a kid! It's a lid! The kid hits the lid!		It's a pin! It's a tin! The pin is on a tin!
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6a. Small group activity - Introducing and practising CVC words with short i sound

Let's team up



Materials needed: word cards and picture cards of **pig**, **lid**, **bin**, **zip**, **six** and letter card of the letters used in the words

Stick the picture and word cards on the board. Give each student a letter card and let the word hunt begin! Students must find friends to complete a CVC word (like **p-i-g**). When a team forms a word, they come forward, sound it out together, and the class cheers and repeats the word. Keep the excitement

going until all words are found and read aloud. Then, the Malar students take the lead in reading the words and the class will repeat after them.

6b. Small group activity - Reinforcing CVC words with short i sound

Hop and pop



Materials needed: five balloons and word chits

Show the balloons to the class and say, **Let's play a game—Hop and Pop!** Divide the class into five groups. One student from each group picks a balloon labelled with **ig**, **id**, **ip**, **in**, or **it**. On the floor, place five word ladders for each word family:



- ♦ **ig** – big, dig, fig, pig, wig
- ♦ **id** – bid, hid, lid, kid, mid
- ♦ **ip** – dip, hip, lip, tip, sip
- ♦ **in** – bin, tin, fin, pin, win
- ♦ **it** – bit, sit, wit, fit, hit

The chosen student climbs the ladder with their group, reading each word aloud. When they reach the top, they pop the balloon and cheer, **We have done it!**

Support Arumbu level students by helping them read page 69 of the class 1 textbook.

Workbook

Level	Topic	Exercise no.
Arumbu	TB Class 1 - Let us say	Page 69 - 70
	Try to read.	
Mottu	TB Class 2 - Let us say	Page 59
	Try to read.	
Malar	Shade True / False .	4.16
	Choose the correct answer, write and shade it below.	4.17
	Choose the correct answer.	4.18
	Find and write the words using the letters and pictures.	4.19
	Choose the correct answer and shade it.	4.20
	Fill in the blanks.	4.21
	Try to read.	

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 a chant.	listen and repeat a chant.	listen and repeat a chant.
identify, read and write CVC words short 'i' sound.	understand, read and write CVC words with short and long 'i' sounds in simple sentences.	read a passage with the words of short and long 'i' sound.
		understand and respond to questions with long 'i' sounds in writing.



Warm up



Repeat the song **It's a pig ... It's a wig**

7a. **Small group activity - Reinforcing describing words – short, tall, fast, slow**

Place three boxes in front of the class:

Box 1 – Animal pictures (e.g. **tiger, bear, hippo, lion, monkey, wolf, rabbit**)

Box 2 – Describing words (e.g. **big, small, tall, short, fast, slow**)

Box 3 – Animal homes (e.g. **cave, jungle, river, tree, den**)

Pick one card from each box and say, **This is a hippo. It is big. It lives in the river.**

Prompt the class to repeat. Then, point to yourself and say, **I am _____ (name). I live in _____ (your hometown).**

Call students one by one to choose a mix of animal, describing word, and home cards. Guide them to speak using the prompts.

- 🕒 **Arumbu** : Help them say the animal names using beginning sounds.
- 🕒 **Mottu** : Let them describe the animal and say where it lives.

- 🕒 **Malar** : Encourage them to ask and answer questions like, **What is this? Is it fast or slow? Where does it live?** and describe their hometown with lines like, **I live in Senneri. It is a small village.**

Make it fun, interactive, and supportive for every level!



7b. **Song time – Fun in the Forest (Refer Class 2 TB page 70)**



“

Monkeys can jump, And parrots can fly, Turtles can swim, And Cheetahs can run.		Giraffes are tall, And Hippos are big, Zebras are swift, And Tigers are strong.		We see the animals here today. They love to play, And love to say, Would you join us and play!
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”

Write or display the song on the board or word wall. Sing it with actions while students watch and listen. Use big, fun gestures for words like *jump, fly, swim, tall, run, big, and strong*.

Sing it again—this time, encourage students to copy your actions. Finally, sing together with the whole class, using gestures to make it lively and fun!



Workbook

Level	Topic	Exercise no.
Arumbu	👤 Shade the correct name of the picture.	4.9
	👤 Read and match.	4.10
Mottu	👤👤 TB Class 2 - Let us recall	Page 67
	👤👤 TB Class 2 - Let us practise	Page 76
Malar	👤 Match the opposites.	4.22
	👤 Write the names of the animals.	4.23
	👤 Choose the correct answer, write and shade it.	4.24
	👤 Write three sentences about the pictures using the clues.	4.25
	👤 Read and answer the following questions.	4.26

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 a few wild animals. identify the initial sound / letter of the animals when called out. 	<ul style="list-style-type: none"> talk about the wild animals and their homes using the describing words. talk about the place they belong to. read and write the names of wild animals in simple sentences. 	<ul style="list-style-type: none"> recall and talk about the wild animals and their homes. talk about the place they belong to. read and understand a passage based on the wild animals and answer simple questions using short sentences.



Warm up

Repeat the song **It's a pig ... It's a wig**



Reading and Writing



8a. **Reading time: One bun runs (Refer Class 2 TB page 61)**

Create read aloud cards with key words and phrases from the story. Display these on the word wall.

bun plate there
jumps pig runs
catch away rat
goat pup frog
hops fox does
 stops eats



plate of buns
jumps off
runs to catch
runs away
jumps on it
eats the bun

Make students sit in a circle. Distribute the cards and encourage them to read aloud in word or phrase chunks. While reading the phrases, 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. Provide guidance and support as needed.

After practising, ask them to read the full story. Play the audio version of the story to reinforce listening. Finally, guide them through the comprehension activities in their textbook.

Practise the phrases by replacing the highlighted words.

Phrase - **jumps** on it

Words to replace

sits stands runs hops plays
sleeps writes draws lies stamps

Phrase - runs to **catch**

Words to replace

play eat see drink buy
take give get join put

Finally encourage students to say a sentence using one of the phrases.

- ♦ **The monkey jumps on it.**
- ♦ **The boy runs to catch the ball.**

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

Speak for a minute



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

- monkey
- trees
- lion
- big
- cave
- lives
- deer
- run
- elephant
- fast



Workbook

Level	Worksheets	Exercise no.
Arumbu	Read and write	4.11
Mottu	TB Class 2 - Let us think and do	Page 62
Malar	Read and write	4.27

It's our time!

How can I use this time?

I can

- ⇒ help students complete their worksheets.
- ⇒ practise writing.
- ⇒ take up remediation if needed.
- ⇒ explore supplementary readers.
- ⇒ complete the missed out activities of the module.
- ⇒ 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 with action.
- ✓ identify and name the pictures related to seasons and talk about them.
- ✓ use I like to eat /drink/ wear ____ in ____ (name of the season) in conversation.
- ✓ identify opposites like day/night, dark/ bright and such others.
- ✓ identify, read and write words with short and long 'o' sound.
- ✓ read and write level-based words, phrases and sentences fluently and accurately.
- ✓ listen to the story and identify characters and sequence of events in a story.
- ✓ read and understand a story and write a few words or short sentences in response to the story.
- ✓ listen and respond to short texts from newspapers, read out by the teacher.



Greeting

Greet the class with **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 to build confidence and warmth.



Warm up



Chant Time


Begin the session with a friendly conversation about the weather. Ask students, **How is the weather today? Is it hot, cool, or rainy?** Encourage a few children to respond. Then ask, **What was the weather like when school reopened? What do you think it will be like two months from now?** Guide them to understand that weather changes over time and that these changes are called seasons.

Next, say the chant from the picture slowly and clearly:

As you say the chant, perform simple actions like, wipe forehead for hot, hug yourself and shiver for cool, and tap the floor or your clothes gently for wet. Ask children to follow the actions and repeat after you.





“




Hot.. Hot.. Hot..
The Sun is hot.
It is Summer...
It is Summer.

Cool... Cool... Cool
The wind is cool.
It is winter...
It is winter.





Wet... Wet.. Wet..
The ground is wet.
It is the monsoon...
It is the monsoon.



”

After the chant, hold a short discussion about opposites. Ask questions like:

- ♦ **What is the opposite of hot?** (Cool)
- ♦ **The ground is wet.** What is the opposite of wet? (Dry)
- ♦ **It is sunny.** What is the opposite of sunny? (Cloudy)

Then play a quick game. Say a word like **hot** and ask students to respond with the opposite **cool**. Do the same for other pairs like **wet-dry, sunny-cloudy, summer-winter, day-night, and bright-dark**.

1a. Large group activity : Introducing seasons of the year

Stick it on



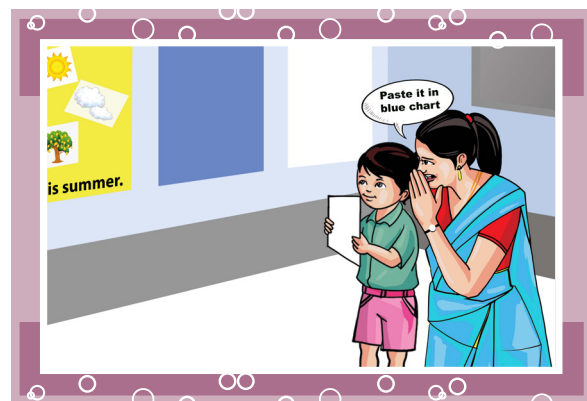
Materials needed: three charts – yellow, blue, white and pictures of **clouds, Sun, mango tree with fruit, sunglasses, hat, rain, puddles, umbrella, lightning, campfire, sweater, blanket, tender coconut, buttermilk, watermelon, juice, tea**

Divide the class into three teams and place three charts on the wall—yellow, blue, and white.

Invite one student from each team. Give the first student a picture of the Sun. Let them show it and say, **I can see the Sun**. Help if needed, then ask them to paste it on the yellow chart. Do the same for clouds, mango tree, watermelon, tender coconut, juice, and buttermilk.

Next, another student shows the rain picture, says **I can see the rain**, and pastes it on the blue chart. Add puddles, lightning, umbrella, and tea.

Then, a third student shows a campfire and says **I can see a campfire**. Paste it on the white chart, followed by sweater, blanket, tea, and soup.



Now start a discussion:

Ask, **What do you see in the first chart?** Teach words like mangoes, clouds, bright Sun.
 Ask, **When do we see these things?** Accept responses and write Summer on the yellow chart.
 Ask, **How do you feel in summer? What do you like to eat or drink?**

Then talk about the Rainy Season using the blue chart:

What do you do when it rains? What do you use?

Add responses like, **I use an umbrella. I like to play.** Write Rains on the chart.

Do the same with the Pink chart and talk about Winter:

How do you feel in winter? What do you eat?

Add responses like, **I feel cold. I like to eat hot food.** Write Winter on the chart.

🕒 **Arumbu** : Encourage students to say names of labelled pictures.

🕒 **Mottu** : Guide students to say short sentences like, **I can see the Sun. It is summer.**

🕒 **Malar** : Help students say **I can see the Sun. It is summer. I drink juice. I eat watermelon.** Guide them to write sentences on the LLB.



Workbook

Level	Topic	Exercise no.
Arumbu	👤 Listen and tick (✓) the correct season.	5.1
	👤 Choose and write the correct word for the picture.	5.2
Mottu	👤 Match.	5.1
	👤 Match the opposites.	5.2
	👤 Shade the correct opposite of the underlined word.	5.3
	👤 Look at the grid and write Yes / No .	5.4
Malar	👤 👤 👤 TB Class 3 - Look and say 📖 📱	Page 40 - 41

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.	🛡️ listen and repeat the song.	🛡️ listen and sing the song.
🛡️ identify and name the pictures related to the seasons.	🛡️ talk about seasons and things related to them.	🛡️ identify opposites like <i>day/night, dark/bright</i> and such others.
🛡️ identify opposites like <i>day/night, dark/bright</i> and such others.	🛡️ identify opposites like <i>day/night, dark/bright</i> and such others.	🛡️ write three or four simple sentences related to seasons.



Warm up

Repeat the song practised on day 1.

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

What do you like to wear?



Let us dress up

Materials needed: word cards and pictures / realia of **shirt, skirt, frock, T-shirt, shorts, saree, pants, belt, cap, hat, shoes, socks, sweater, coat, raincoat, scarf**

Tie a string across the classroom and hang pictures of different clothes on it. Pick one and say, **This is a saree. I like to wear a saree.** Show the matching word card and read it aloud, **This is a saree.**

Ask students, **What do you like to wear?** Let them come one by one to choose a picture from the string. Ask, **What is it?** Accept bilingual answers, then say the name in English and guide them to say, **I like to wear a _____.** Repeat this for all the clothes.



Then talk about seasonal clothes:

- ♦ **We wear cotton clothes in summer.**
- ♦ **We wear warm clothes like sweaters and coats in winter.**
- ♦ **We wear a raincoat in monsoon.**

Ask, **Why do we wear warm clothes in winter?**

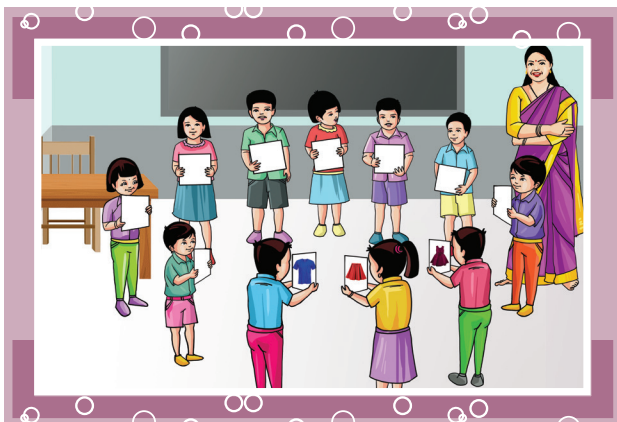
Answer: **Because it is cold in winter.**

Let the students repeat each sentence after you and reinforce learning.

2b. Circle Time activity – Introducing the structure **He / She has....**



Walk and talk



Materials needed: pictures/ stick puppets/ realia of **shirt, skirt, T-shirt, shorts, frock, saree, pants, belt, cap, hat, shoes, sweater, coat, raincoat, scarf**

Ask students to stand in a circle and give each one a picture of clothing. Ask, **What do you have?** Encourage them to answer, **I have a _____.** Practise this with everyone.

Now, bring one student to the middle and give them a coat. Point and ask, **What does he/she have?** Prompt the class to say, **He/She has a coat.**

Next, play some music. Let students walk in a circle holding their pictures. When the music stops, close your eyes and point to someone. That student comes to the middle. Ask the class, **What does he/she have?** Encourage the full sentence, **He/She has a _____.**

- 🕒 **Arumbu** : Help them name their picture and say, **I have a _____.**
- 🕒 **Mottu** : Ask students to use both questions and answers: **What does he/she have? → He/She has a _____.**
- 🕒 **Malar** : Guide students to add a description. e.g. **He has a cap. The cap is blue.**

Workbook

Level	Topic	Exercise no.
Arumbu	👤 Listen and number.	5.3
	👤 Write the first letter of the word.	5.4
Mottu	👤 Write the names of the clothes in the boxes.	5.5
	👤 Read and complete.	5.6
	👤 Read and fill in the blanks.	5.7
Malar	👤 Read and complete.	5.8
	👤 Read and number the picture.	5.1
	👤 Choose and write the correct opposite word.	5.2
	👤 Look at the picture and write three sentences.	5.3
	👤 Shade the correct opposite of the underlined word.	5.4
	👤 Rewrite the sentences replacing the opposite words for the underlined words.	5.5
	👤 Read and shade the correct sentences.	5.6

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>
🛡️ identify and say the names of the clothes.	🛡️ identify and say the names of the clothes.	🛡️ identify and say the names of the clothes.
🛡️ use the structure <i>I have a _____ in conversation.</i>	🛡️ use the structure <i>I have a _____ and He / She has a _____ in writing.</i>	🛡️ use the structure <i>I have a _____ and He / She has a _____ It is _____ (colour) in writing.</i>



Warm up

Repeat the chant practised on day 1.



3a. Reading fluently

This is reading time for students to practise reading letters, words, or sentences fluently. Show them the list that matches their level. Use the list from **Annexure page no. 92**. Invite the students one by one. Set a timer for 30 seconds and ask each student to read as many items as they can within that time. Encourage them to read quickly and clearly.

Arumbu

dig red sit yam
fig tap pin tip
bit net

Mottu

as can was
it yes we
come hear play
have hot wet
rain Sun juice
feel day belt
skirt shoes those
night what has
summer

Malar

I have a blue ball.
She is tall.
This is a big book.
Come to my house.
I can run fast.
They are happy.
She wears a raincoat.
We feel cold in winter.

Give a star to the student who reads the maximum number of words within the time limit. Identify students who struggle with fluency and provide them with regular reading practice. At the end of the activity, list the letters, words, or sentences that students found difficult. Write them on the blackboard. Read each one aloud and ask a student to come up and circle it. Continue until all the items have been circled and read together.

3b. Song time: Practising the song

Welcoming Spring

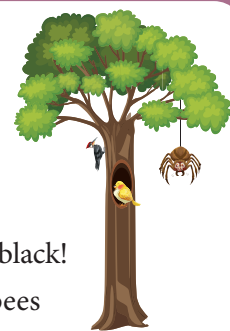


(Refer Class 3 TB page 42)

Out of the cave! Out of the hole!
Came the rabbit and the foal.
Hatch from egg in the nest,
The birds too join the fest!
The leaves green and flowers swing
Do you know that it is spring?






The bugs are back
And little spiders in black!
Bears, rabbits and bees
Near flowers, grass and trees!
Just like me they hum
That spring has come!



Recite the poem and let students repeat after you.

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 read the letters and simple words fluently.	 read simple and familiar words fluently	 read simple sentences fluently.
		 listen and repeat the song

 **Warm up**

Repeat the song practised on day 1.



4a. Large group activity: Listen and do

Tell the class, **Listen carefully. I am going to read a short news item.** Read the news item **Coconut Day at School** aloud, slowly and clearly. You may read it twice and use gestures or show related pictures (like a coconut, coconut water, sweets, etc.) to make it engaging.

**THE COCONUT DAY AT
GOVERNMENT PRIMARY SCHOOL, KANNIYAKUMARI.**

TN | Sept - 03

Kanniyakumari: The Coconut Day was celebrated yesterday at Government Primary School, Kanniyakumari.

The teacher brought a real coconut. All the children saw it and touched it. The teacher cut the coconut. The children drank the coconut water. "It is sweet," said Meena, a class 1 student. Then, they ate coconut sweets. The children smiled and clapped. They all had a fun day!



After reading, ask a few simple oral questions to check the children's understanding. Ask:

- ♦ **What day was it?**
- ♦ **What did the children drink?**
- ♦ **Who said, "It is sweet"?**
- ♦ **Were the children happy?**

Let the children respond freely. Encourage them with smiles and praise.

Next, move on to a level-based dictation activity. Say each word slowly and clearly. Ask them to find and circle the words.



Class 1

at it is the
was had and

WB Page 22

Class 2

teacher drank
school water
children sweet

WB Page 43

Class 3

The teacher brought
a real coconut.
The children drank the
water.
They all had a fun day!

WB Page 67

4b. Story Time: Raincoat



(Refer Class 3 TB pages 43-44)

Materials needed: picture / realia of a raincoat and the character Nalan from the story (annexed)

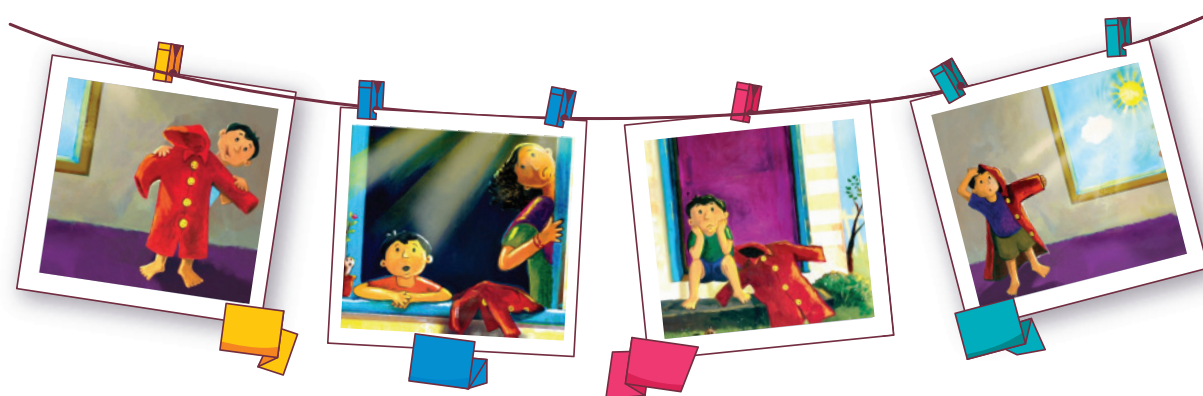
Hang a **raincoat** in the classroom and ask, **What is it?** Let students respond. Say, **Yes, it is a raincoat.**

Draw the **Sun** on the board. Ask, **What do you see?** Students reply, **We see the Sun.** Ask, **Do you wear a raincoat when it is sunny?** Encourage them to say, **No, we don't. We don't wear a raincoat in summer.**

Now draw a **cloud**. Ask, **What do you see?** → **We see a cloud.**

Ask, **Do you wear a raincoat when it is cloudy?** → **No, we don't.**

Add **grey clouds and swaying trees**. Ask, **What do you see?** → **Many clouds and trees.**



Ask, **Do you wear a raincoat when it is windy?** → **No, we don't.**

Now add **raindrops**. Ask, **What do you see?** → **We see raindrops.**

Ask, **Do you wear a raincoat when it rains?** → **Yes, we wear a raincoat when it rains.**

Invite a student to the front with a picture of **Nalan** and say, **This is Nalan. This is Nalan's raincoat.**

Draw the **Sun** and guide the student to ask, **Shall I wear the raincoat now?**

The class replies, **No, Nalan. It is sunny. Don't wear the raincoat.**

Repeat with **cloudy and windy** scenes.

Then draw **raindrops** again. Let the student ask, **Shall I wear the raincoat now?**





The class replies: **Yes, Nalan. It is raining. Wear the raincoat.**

Now ask, **Do you know what Nalan did?** Let students guess.

Ask Nalan, **What will you do when it rains?**

Help the student say, **I will play in the rain** and act it out by running out joyfully.

Workbook

Level	Topic	Exercise no.
Arumbu	Read and fill in with S for summer / M for monsoon / W for winter.	5.5
	Read aloud.	5.6
Mottu	Choose and write the names of the clothes.	5.9
	Read and write the correct number.	5.10

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 respond to short texts from newspapers, read out by the teacher. 	<ul style="list-style-type: none"> listen and respond to short texts from newspapers, read out by the teacher. 	<ul style="list-style-type: none"> Listen and respond to short texts from newspapers, read out by the teacher. express their opinion/ understanding of the characters and the story in English.



Warm up

Repeat the song practised on day 1.

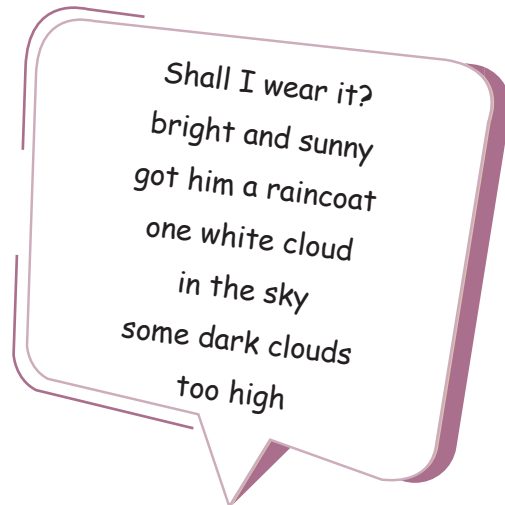


Reading and Writing



5a. Reading time: Raincoat (Refer Class 3 TB pages 43-44)

Create read aloud cards with key words and phrases from the story. Display these on the word wall.



Ask students to sit in a circle. Distribute the cards and encourage them to read aloud in word or phrase chunks. While reading the phrases, write three 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. Provide guidance and support as needed.

Practise the phrases by replacing the highlighted words.

Phrase - Shall I **wear** it?

Words to replace

draw eat drink
bring hold write
copy close open
fold

Phrase - got him a **raincoat**

Words to replace

shirt sweater hat
tie bat watch
coat cap pen
ball

Phrase - too **high**

Words to replace

fast busy tall
slow late easy
simple quick dark
early





Encourage students to say a sentence using one of the phrases.

e.g. ♦ **His father got him a raincoat.** ♦ **The hill is too high.** ♦ **Shall I fold it?**

After practising, ask them to read the full story. Play the audio version of the story to reinforce listening. Finally, guide them through the comprehension activities in their textbook.

While class 3 is reading, engage class 1 and class 2 students in writing tasks in their workbooks.

Workbook

Level	Worksheets	Exercise no.
Arumbu	 Read and write.	5.7
Mottu	 Read and write.	5.11
Malar	 TB Class 3 - TB exercises  	Page 45-46






Warm up

Chant time - Listening and repeating the chant



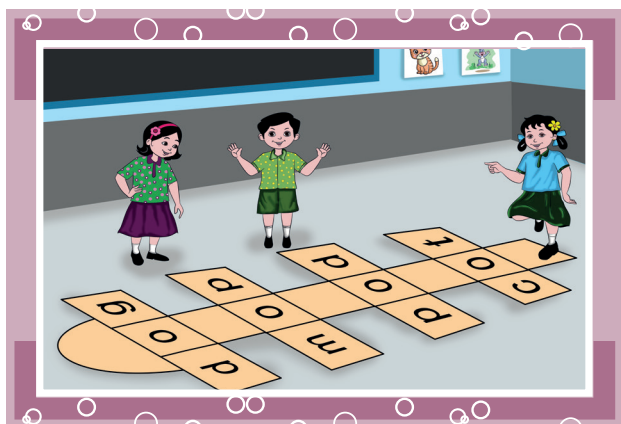
Hop... Pop... Nod

 <p>Hop hop goes the rabbit</p> <p>Pop pop goes the corn</p> <p>Nod nod goes the head</p>	 <p>Mop mop goes the stick</p> <p>Hot hot gets the pot on and off through the day!</p>	
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6a. Small group activity – Introducing and practising CVC words with short o sound



Materials needed: Alphabet blocks from language kit and word chits - **job log top pot fox pod sob jog mop cot box rod**



Display CVC words with the short o sound (e.g. **cot, pot, top, log, box**) on the board. Say, **Let's play a Hopscotch game!**

Blend and say each word (sound by sound), for example, /c/ /o/ /t/ – **cot**. Help students repeat after you and practise all the words.

Now, in groups, ask students to pick three alphabet blocks from the Language Kit and form a CVC word shown on the board. Let them arrange the letters and read the word aloud.

Draw a **hopscotch grid** as shown in the picture on the floor. Call one group at a time. Each member takes turns hopping through the grid. They hop on each letter sound and blend it aloud-for example:

- ◆ First square: /c/
- ◆ Second square: /o/
- ◆ Third square: /t/
- ◆ Then say: **cot**

Pause at the blank square before the next turn. Repeat with other word families: **-ob, -og, -op, -ot, -ox, -od**. Let all groups play and enjoy while learning sounds and blending!

6b. Independent Activity



Give Arumbu level students the flip book from the Language kit and ask them to read the words with the short /o/ sound.

Peer work

- Guide Mottu level students to read the words given in class 2 textbook page 79.
- Guide Malar level students to read the words given in class 3 textbook pages 67-68.

Workbook

Level	Topic	Exercise no.
Arumbu	Read aloud.	5.8
	Fill in the missing letter and colour the picture.	5.9
	Try to read.	
Mottu	TB Class 2 - Let us say	Page 79 - 80
	TB Class 2 - Let us do	
	Try to read.	
Malar	TB Class 3 - Let us say & Let us practise	Page 67 - 68
	TB Class 3 - Let us do & Let us practise	
	Try to read.	

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
listen and repeat the chant.	listen and repeat the chant.	listen and repeat the chant.
identify, read and write CVC words short 'o' sound.	recall, read and write simple words with short and long 'o' sounds in simple sentences.	read a passage with the words of short and long 'o' sounds and answer comprehension questions in writing.
		read the words with letter combinations <i>or / ar</i> .



Warm up

Repeat the song practised on day 1.

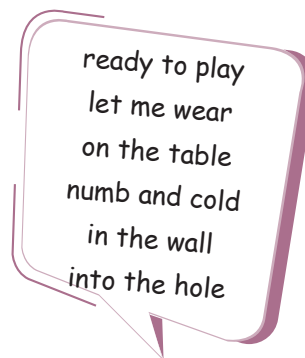


Reading and Writing



7a. Reading time: A Winter morning (Refer Class 3 TB pages 52-53)

Create read aloud cards with key words and phrases from the story. Display these on the word wall. Narrate the story bilingually to the class.



Make students sit in a circle. Distribute the cards and encourage them to read aloud from words or phrase chunks. While reading the phrases, write three 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. Provide guidance and support as needed.

Practise the phrases by replacing the highlighted words.

Phrase - into the **hole**

Words to replace

Box bag room
bin park bucket
pond clouds den
 bus

Phrase - ready to **play**

Words to replace

sing dance start
cook swim walk
sail brush clean
 bake

Phrase - **in** the wall

Words to replace

on to near
above behind over

Encourage students to say a sentence using one of the phrases.

e.g. ♦ **The rat went into the hole.**

♦ **The boys are ready to play**

♦ **There is a crack in the wall.**

After practising, ask them to read the full story. Play the audio version of the story to reinforce listening. Finally, guide them through the comprehension activities in their textbook.

While class 3 is reading, engage class 1 and class 2 students in writing tasks in their workbooks.

Speak for a minute



Invite a pair of students to the front. Guide one of them to take the role of A and the other to take the role of B. Give the dialogue and pictures from the annexure. Help them to talk by using the following dialogue as a model. Then ask them to change the roles.



A : Hi! How are you?

B : I am _____.

A : When do you get up in the morning?

B : I get up at _____.

A : What is your favourite food?

B : My favourite food is _____.

A : How do you come to school?

B : I come to school by / on _____.

A : What is the weather like today?

B : The weather is _____.

A : How do you spend your free time?

B : I _____ in my free time.



Workbook

Level	Worksheets	Exercise no.
Arumbu	Read and write	5.10
Mottu	Read and write	5.12
Malar	TB Class 3 - Let us read	Page 54



It's our time!



How will I use this time?

I can

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

Learning Outcomes



By the end of the module, students can

- ✓ listen and repeat songs and chants with action.
- ✓ identify and name the pictures of musical instruments and talk about them.
- ✓ understand and use the structures 'What do you have? - I have / You have / We have / They have ____./ and 'Can you play a ____? - Yes, I can / No, I cannot.'
- ✓ understand and use plural nouns in speech and writing.
- ✓ identify, read and write words with short and long 'u' sound.
- ✓ read and write level-based words, phrases and sentences fluently and accurately.
- ✓ listen to a story and identify characters and sequence of events in the story.
- ✓ identify, read and write CVC words with short 'u' sound.
- ✓ read and understand a story and write a few words or short sentences in response to the story.

Greeting

Say, **Good morning!** to the class. Invite a student and greet them with a thumbs up and a friendly fist bump. Let them return the greeting. Do the same with a few more students.

Repeat this fun greeting with different students each day to build a warm and friendly classroom environment throughout the module.



Warm up

Repeat the chant **Hot... Hot... Hot...** practised on day 1.

1a. **Large group activity: Introducing names of musical instruments**



Materials needed: picture cards or realia of **guitar, violin, shakers, trumpet, flute, veena, drums,** and **tabla.**

Play a lively song in class. Ask, **Do you like the song?** Let students respond. Then ask, **Can anyone sing it for me?** Encourage them to try.

Now ask, **What sounds do you hear besides the words?** Talk about where music is heard—**movies, temples, thiruvizha, weddings, churches, and festivals.** Ask, **What instruments are played there?** Accept and celebrate all answers—give claps or high-fives!

Hang the instrument picture cards on a string. Ask, **Have you seen any of these?** Discuss where they have seen or heard them. Say, **These are musical instruments. They help create music.**



Point to each picture and introduce its name. For example:

This is a flute. F...lute, flute, flute. Act like you are playing it. Let students repeat the word and the action.

Practise with all instruments. Then, point to each picture again and have students say the names. Start removing pictures one by one but still ask them to name all—including the ones that are gone!

Support by Levels:

- 🎯 **Arumbu** : Encourage students to say the names of the instruments like **flute**.
- 🎯 **Mottu** : Guide them to say full sentences like **This is a flute**.
- 🎯 **Malar** : Ask questions and encourage responses like **This is a flute. It is thin. It is brown.**

1b. Song time : Practising the song

Five little bells  (Refer Class 2 TB page 50)

Introduce the theme with a conversation on music. Ask them if they have seen bells and heard them ring. Different bells have different sounds. Now introduce the song.



Five little bells

Five little bells, hanging in a row!
The first one said,
“Ring me slow”
The second one said,
“Ring me fast.”
The third one said,
“Ring me soft.”

The fourth one said,
“Ring me loud.”
The fifth one said,
“Ring us together
all at once.”
Ting..ting..ting.,
ting..ting..ting

After the song, organise the class into 5 groups. Say the first two lines. Let the whole class repeat after you. Then, say the next two lines. Ask group 1 to repeat it. Do the same with the other groups getting each one to repeat the sets of two lines. Then all together say **ting ting.. ting... ting...ting... ting...ting**. Do it two or three times more.

Workbook

Level	Topic	Exercise no.
Arumbu	Match the name with the picture.	6.1
	Listen and colour.	6.2
Mottu	TB Class 2 - Look and say.	Pages 48-49
Malar	Write the names of the pictures using the letters.	6.1
	Read the sentence and connect to the picture.	6.2
	Shade the correct sentence for the picture.	6.3
	Read aloud to your teacher.	6.4
	Look at the picture and shade the correct answer.	6.5

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.	listen and repeat the song.	listen and repeat the song.
associate the pictures of musical instruments with their names.	use the structure, <i>This is a _____ with the names of musical instruments.</i>	recall musical instruments and describe them in simple sentences like, <i>This is a _____. It is _____ (colour, size, shape etc) in writing.</i>



Warm up

Chant time - Repeat the song – Five little bells



2a. **Circle time: Introducing one and many using the structure *What do you have? I have _____.***

Cards in pairs

Materials needed: labelled picture cards of **one flute / many flutes, one tabla / many tablas, one veena / many veenas, one drum / many drums**

Ask students to stand in a circle and pair them up. In the centre, place all picture cards face down. Pick up a pair of cards e.g. one drum / many drums. Show the first card to the class and say, **I have one drum**. Then show the other card and say, **I have many drums**. Then tell the class that each of them will pick a card, show it to their partner and tell them what they have. Call a pair to pick

a card. One student will ask the other, **What do you have?** The other will show their card and answer **I have ____ (one drum / many drums).**

The class repeats the sentence and claps for the pair. Continue until all pairs have had a turn.



2b. Circle time: Introducing the structures **What do I / We / You / They have? and **I / We / You / They have _____.****

Run and stop



Ask students to **draw a simple musical instrument** of their choice—like a flute or drum—on a sheet of paper and colour it.

Then say, **Let's play a game – Run and Stop!**

Take them outside and begin with a fun pronoun activity:



- ♦ Point to themselves and say, **I**
- ♦ Join hands with others and say, **We**
- ♦ Point to a classmate and say, **You**
- ♦ Point to a group and say, **They**

Practise this a few times with actions.

Now, ask students to hold their instrument drawings. Say, **Run... run... run!** Let them run in a circle, chanting, **What do I have? What do I have?**

Say **Stop!** They freeze. Then say, **Pair up!** In pairs, have them say:

- ♦ **I have a flute. What do you have?**
- ♦ Partner replies: **I have a drum.**
- ♦ Then switch roles and ask **What do I have? → You have a drum.**

After everyone has a turn, say **Run again!** Then **Stop!** get them to form groups based on their instruments - flute group, drum group, etc. Ask each group:

- ♦ **What do you have? → We have flutes.**

Group-to-group questions:

- e.g. ♦ **What do they have?** (Flute group asks about another group.)
- ♦ **They have pots.**

Let all groups take turns asking and answering.

Support by levels:

- 🎯 **Arumbu:** Ask students to repeat the sentence **I have ____.**
- 🎯 **Mottu:** Guide students to use full structures with **I, you, we, they.**
- 🎯 **Malar:** Help students ask questions and respond to the questions fluently. Encourage them to practise at home too.

At the end of the day, tell them,

Tomorrow, we'll have a music concert! You can bring a simple instrument made at home using coconut shells, sticks, boxes - or bring musical toys or anything that makes sound!

Note: Remind students to use has for he/she.

Example: He has a flute. She has a drum.

Workbook

Level	Topic	Exercise no.
Arumbu	Fill in the blanks with one / many .	6.3
	Listen and write the first letter.	6.4
Mottu	TB Class 2 - TB Exercises	Pages 55-56
	TB Class 2 - TB Exercises.	Page 78
Malar	Write the plural form of the following words.	6.6
	Read and match with the picture.	6.7
	Fill in the blanks with one / many .	6.8
	Choose and write the correct answer.	6.9
	Fill in the blanks with I/You/ We/They .	6.10
	Read and shade the correct sentence.	6.11

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
understand and use <i>plural nouns</i> using the vocabulary they are familiar with.	understand and write plural nouns in writing.	use the structures, <i>What do/I/we/you/they have?</i>
understand and use the structure <i>I have_____.</i>	use the structures, <i>What do/I/we/you/they have?</i> <i>I/we/you/they have _____.</i>	<i>I/we/you/they have _____.</i>



Warm up

Repeat the song practised on day 1.

3a. Independent Activity: Reading fluently



This is reading time for students to practise reading letters, words, or sentences fluently. Show them the list that matches their level. Use the list from Annexure page no. 93. Invite the students one by one. Set a timer for 30 seconds and ask each student to read as many items as they can within that time. Encourage them to read quickly and clearly.



<p>Arumbu</p> <p>rag the lap are car dig was ball top cot</p>	<p>Mottu</p> <p>I can read. We sit here. He is a tall boy. She has a cap. They feel sad. I come to school on foot.</p>	<p>Malar</p> <p>The rat is sleepy. The bed is full of things. The rat cleans the bed. She puts things in their place. The bed is clean now. The rat goes to sleep.</p>
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Give a star to the student who reads the maximum number of words within the time limit. Identify students who struggle with fluency and provide them with regular reading practice. At the end of the activity, list the letters, words, or sentences that students found difficult. Write them on the blackboard. Read each one aloud and ask a student to come up and circle it. Continue until all the items have been circled and read together.

3b. Story time: Narrating the story Mani's drum  (Refer Class 2 TB pages 51-53)

Mani's drum

Materials needed: Musical instruments made by the students or real musical instruments if available, pictures of the story (annexed).

Begin by asking the class, **Students, have you brought any musical instrument today?** Invite those who want to come forward and display it. Encourage them to say:

I am _____ (name). This is my _____ (instrument).

Ask, **Can you play the _____ (e.g., violin)?**

Prompt them to reply, **Yes, I can play / No, I cannot.**

If needed, provide English names for the instruments they have brought. e.g. **pot, shakers, flute, or drum made from a box or coconut shell.**

Once all students have shared, say, **You are so good, my dear students. Now, I will tell you a story about a class just like you!**

Narrate Mani's Drum story bilingually, showing pictures as you go.

Then say, **Let's have our own concert like Mani's class!** Arrange the students in a concert setup and take your place as the conductor to guide them in playing music.

Begin the concert with the musical instruments available, e.g,

- ♦ The shaker player starts : **I am playing my shakers... ch...ch...ch.**
The class says : **He/She has shakers. He/She plays ch...ch...ch.**
- ♦ The drum player says : **I like to beat my drums... tada...tada...dum...dum.**
- ♦ The pot player says : **I like to tap my pot... tum...ti...tot...tum...ti...tot.**
- ♦ The flute player says : **I like to blow my flute... too...ti...too.**



Mani's drum



Teacher: We are going to play in the concert next week.
Children: That will be great fun!
 Mani really loved to play the drums.



Mani: Mom, can you buy me a drum?
Mom: I will try, Mani.
 Mom did not have money to buy them. She gave Mani two nice sticks. Mani played with the sticks.



Mani drummed on anything he found.
 Tada-Tada-Dum-Dum
Teacher: Let us start. Mani, where is your drum?
Mani: I don't have a drum. I only have the sticks.



Abu played the violin.
 Malar followed Abu with her keyboard.
 The heads in the class moved to the tune.
 Soon, Lisa played her shakers.
 Ch-ch-ch-ch



Suddenly they heard tada-tada-dum-dum...
 It was Mani with his sticks and a few boxes.
 The teacher loved the sound.
 The children clapped to the beat.



Abu, Malar and Lisa followed the beat.
 The entire class danced to the song.
 Everyone clapped.
 Class 2 was ready for the concert.
 It was so much fun.





Let the rest of the class clap and nod to the rhythm.

Sum up with joyful praise:

That's awesome, students! You all did it so well. Our concert was so much fun!



Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 read the letters of the alphabet and simple words fluently.	 listen to the story and identify characters and sequence of events in the story.	 read the passage given fluently.
	 read simple sentences fluently.	



Warm up

Repeat the song practised on day 1.



Reading and Writing



4a. Reading time: Mani's drum (Refer Class 2 TB pages 51-53)



excited
tomorrow
sticks
played
suddenly
clapped
beat

surprise
whatever
drummed
heads
sound
followed
concert



going to play
wanted to play
a few boxes
with his stick
so much fun
let us start
a big surprise

loved to play
money to buy
clapped to the beat
followed the beat
danced to the song
ready for a concert
loved the sound
drummed on anything

Ask students to sit in a circle. Distribute the cards and encourage them to read aloud in word or phrase chunks. While reading the phrases, write three 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. Provide guidance and support as needed.

After practising, ask them to read the full story. Play the audio version of the story to reinforce listening. Finally, guide them through the comprehension activities in their textbook.

Practise the phrases by replacing the highlighted words.

Phrase - a few boxes	Phrase - a big surprise	Phrase - with his stick
Words to replace	Words to replace	Words to replace
books pens balls	jar car doll	hands head feet
kites steps cups	bag pot cat	toes eyes ears
toys girls pencils	rat dog tree	legs knees teeth
boys	box	nose

Finally encourage students to say a sentence using one of the phrases.

- e.g. ♦ **There are a few boxes in the room.** ♦ **My father gave me a big surprise.**
 ♦ **He bends with his knees.**

While class 2 is reading, engage class 1 and class 3 students in writing tasks in their workbooks.

Workbook

Level	Worksheets	Exercise no.
Arumbu	Read and write.	6.5
Mottu	TB Class 2 - Let us understand.	Page 54
Malar	Read and colour the picture.	



Warm up



Say, Good morning like a bird! – Pretend to be a bird by flapping your hands like wings and chirping “Good morning!” in a light, cheerful voice. Encourage the students to imitate your actions and greet you the same way.

Chant time

Show the letter card 'u' as you say the chant.

“
 /u/ /u/ up go umbrellas
 /u/ /u/ up go umbrellas
 /u/ /u/ up go umbrellas
 when it starts to rain! (2)
 ”

















Ask students to repeat it a few times. Ask them to guess what they are going to learn today. Take a few answers. Then introduce the learning objective of the day: short /u/ sound.

5a. Large Group Activity - Introducing and practising CVC words with short u sound

Read the words!



Materials needed: Alphabet blocks from English kit box

-un	-um	-ug	-ub	-ut	-ud	-up
 bun	 gum	 bug	 cub	 cut	 bud	 pup
 gun	 sum	 rug	 tub	 hut	 mud	 cup

Write CVC words on the board with the middle sound missing, like:

c _ t b _ g s _ n m _ g r _ g

Ask students to say the first and last sounds.

e.g. ♦ What sound does c make? → /k/

♦ What sound does t make? → /t/

Now, show the 'u' letter block and say, This is 'u', and it makes the sound /u/ as in umbrella.

Let them repeat the /u/ sound a few times. Then write 'u' in the blank: c u t — and say, Let's blend the sounds: /k/ /u/ /t/ — cut. Have them say the whole word cut.

Repeat the same steps for the rest of the words:

♦ b u g → bug

♦ s u n → sun

♦ m u g → mug

♦ r u g → rug

Encourage all students to read aloud together and enjoy sounding out the words!

5b. Large Group Activity - Reinforcing CVC words

Ball and Hat



Materials needed: a ball, a hat, flashcards of CVC words with short u sound

Say, Let's play a musical game! Write several CVC words on the board. Ask students to sit in a big circle. Give one student a ball and another a hat. Play some music. As it plays, the ball is passed clockwise, and the hat is passed anti-clockwise.



-un		-um		-ug		-ub		-ut
bun	○	hum	○	bug	○	cub	○	but
gun	○	gum	○	rug	○	tub	○	cut
fun	○	sum	○	dug	○	hub	○	hut
run	○	yum	○	hug	○	pub	○	nut
sun	○	mum	○	mug	○	rub	○	rut

When the music stops:

- ♦ The student with the hat picks a flashcard from the table, blends the sounds, and says the word aloud.
- ♦ The class repeats the word together.
- ♦ The student with the ball finds the same word on the board, blends it, and reads it aloud.
- ♦ The class repeats again.

Continue the game until all students have had a chance to read a word aloud.



5c. Independent Activity






Individual work: Give students the flip book from the Language kit and ask them to read the words with the short /u/ sound.

Workbook

Level	Topic	Exercise no.
Arumbu	TB Class 1 - Let us say.	Page 87
	TB Class 1 - Let us practise.	Page 88
Mottu	Choose and write the next word.	6.1
	Sort and write.	6.2
	Look at the picture and write.	6.3
	Make sentences with the pictures and write.	6.4
Malar	Circle the words that sound as boon and read aloud to your teacher.	6.12
	Replace the word with the same sound and rewrite the sentence.	6.13
	Read, draw and colour.	6.14
	Read the passage and answer the questions.	6.15
	Try to read.	

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 identify, read and write CVC words with short <i>u</i> sound.	 recall, read and write CVC words and simple sentences with short <i>u</i> sound.	 recall, read and write CVC words and simple sentences with short <i>u</i> sound.



Warm up

Repeat the chant practised on the previous day.

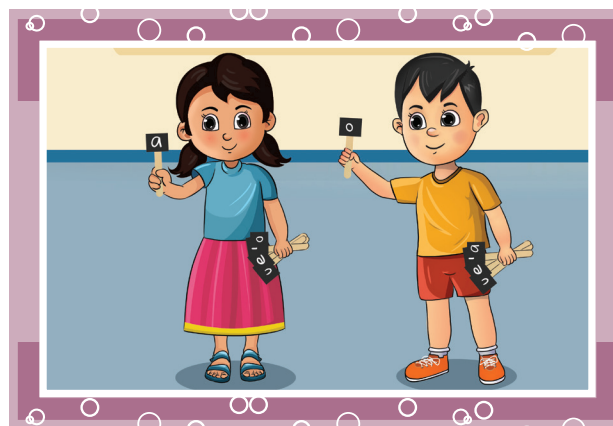


6a. Small Group Activity – Recalling CVC words with all five short vowel sounds

Phonic Puppets

Materials needed: stick puppets of **a, e, i, o, u**

Organise the class into groups of 5 and give each group a stick puppet showing a vowel sound (**a, e, i, o, u**). Pick a group at random and ask them to hold up their puppet. Write CVC words on the board that match their vowel sound—for example, for 'a': cap, mat, ran.



Ask the group to read the words aloud by blending the sounds. If a student needs help, their teammates can support them. Continue this with all groups. After each round, give points to the teams based on how many words they read correctly. The team that completes reading all their words the fastest is the winner!

Word lists for each vowel:

a	– mat	sap	pat	had	sat	lap	pan	man			
e	– ten	net	pet	pen	set	let	men	bet	bed		
i	– lit	lip	pit	tip	sip	bit	sit	hit	lid	kid	rid
o	– mop	lot	bot	hot	hop	not	pot	top	cot		
u	– hub	tub	dub	nut	gut	hut	hum	rut			

6b. Small Group Activity – Reinforcing CVC words

Our Word bank!



Let the students be in their groups. Allot a vowel to each team — a, e, i, o, or u.

Write an equal number of CVC words for each vowel on the board. Ask the teams to discuss and write the words for their vowel in their notebooks. All team members must help by reading aloud from the board to the one who is writing.



Say, **The team that finishes first will be the winner!** Encourage them to think of and write more words with their vowel too. Set a timer for 10 minutes. When time is up, say, **Stop! Great job, everyone!** and lead a big clap for all teams. Invite each team to come forward and read their words aloud, taking turns. Finally, announce the winner and cheer, **You are so smart! Great job! That's fantastic!**




Support by levels:

- 🎯 **Arumbu** : Help them write by saying the words aloud.
- 🎯 **Mottu** : Encourage writing short vowel CVC words.
- 🎯 **Malar** : Ask them to use the words in simple sentences.

Workbook

Level	Topic	Exercise no.
Arumbu	📖 Try to read.	
	👤 Choose and write the missing letters.	6.6
	👤 Match the pictures with their names.	6.7
Mottu	👤 Circle the odd one and write.	6.5
	👤 Read aloud.	6.6
	👤 Circle the words for the pictures and write.	6.7
	👤 Choose and write the correct answer.	6.8
Malar	📖 Try to read.	
	👤 Sort and write.	6.16
	👤 What comes next?	6.17
	👤 Choose and write the correct answer.	6.18
	👤 Read the passage and answer the questions.	6.19

Learning Outcomes: By the end of the activity,

Arumbu level students can	Mottu level students can	Malar level students can
 identify, read and write CVC words with short vowel sounds.	 recognize and use CVC words with short and long vowel sounds in reading and writing simple sentences.	 read a passage containing short and long vowel sounds and respond to comprehension questions in writing.



Warm up

Repeat the song practised on the previous day.



Reading and Writing



7a. Reading time: Where is My Cup? (Refer Class 2 TB page 81)

Create read aloud cards with key words and phrases from the story. Display these on the word wall. Make students sit in a circle. Distribute the cards and encourage them to read aloud in word or phrase chunks. While reading the phrases, write three 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. Provide guidance and support as needed.

bag	cup	sad
where	there	here
mat	under	bed
bin	pot	tub



on the mat
under the bed
in the bin
in the tub
on the pot
in my bag

After practising, ask them to read the full story. Play the audio version of the story to reinforce listening. Finally, guide them through the comprehension activities in their textbook.

Practise the phrases by replacing the highlighted words.

Phrase - in the **tub**
Words to replace

jug	mug	cup	tin
tub	nest	shop	zoo
	jeep	bus	

Phrase - on the **pot**
Words to replace

cot	bed	mat	tap
rug	mud	lid	door
	table	stool	


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

chair	fan	roof	tree
sky	light	Sun	bench
	leaf	feet	


Encourage students to say a sentence using one of the phrases.


e.g. ♦ **The dog is in the tub.** ♦ **The plate is on the pot.** ♦ **The rat is under the chair.**

While class 2 is reading, engage class 1 and class 3 students in writing tasks in their workbooks.



Speak for a minute










Stick the picture card 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.


- Who plays with the cat?
- Where is the computer?
- What shape is the clock?
- What time does the clock show?
- Where is the book?
- Is the ball on the cot?
- Do you see any musical instrument in the room? If yes, name it.
- How many flowers are there in the vase?

Workbook

Level	Worksheets	Exercise no.
Arumbu	 Read and write	6.8
Mottu	 TB Class 2 - Let us think and do 	Page 82
Malar	 Read and write.	6.20



It's our time!



➤ How will I use this time?
I can

- complete the missed out activities of the module.
- help students 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

Assessment vocabulary

Display a set of assessment vocabulary as you begin a module. Elicit or teach the words. Guide students to read them by sight. Change the set of vocabulary when you move on to next module.

find fill match
shade circle tick
read

word name listen
correct solve aloud
grid

true answer sort
write look picture
blank

letter choose clues
replace using connect
appropriately

missing which color
number first opposite
rearrange

false suitable aloud
about odd sentence
following

Dictation words

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

Class 1

tag
the
pot
tin
bus
egg

Refer WB page 33

Class 2

this
read
flute
beat
saree
rain

Refer WB page 55

Class 3

The room is clean.
These are drums.
The deer runs fast.

Refer WB page 89

Reading fluently

Module 2

3a. Reading Fluently

Arumbu

is it in an at on as no do go

Mottu

put help draw bring eat those to on them
these car bus road sour water sweet air
carrot orange papaya ship grapes tomato
sky banana

Malar

She eats grapes.
We go by train.
The banana is sweet.
These are garlics.
The plate is full of fruits.
The lemon is yellow.
I want to fly in the sky.

Module 4

4a. Reading Fluently

Arumbu

can bat rat mat sat jet bed pen leg ten

Mottu

big den fox tall fast slow lion bear cave
hole live home small short tiger duck
hippo river rabbit deer wolf long fat brinjal
watermelon

Malar

The frog jumps into the pond.

The giraffe is tall.

I saw a big elephant.

The cheetah can run fast.

He adds some sugar to the milk.

The lion is strong.

3a. Reading Fluently

Arumbu

dig red sit yam fig tap pin tip bit net

Mottu

as can was it yes we come hear play
have hot wet rain Sun juice feel day belt
skirt shoes those night what has summer

Malar

I have a blue ball.
She is tall.
This is a big book.
Come to my house.
I can run fast.
They are happy.
She wears a raincoat.
We feel cold in winter.

3a. Reading Fluently

Arumbu

rag the lap are car dig was ball top cot

Mottu

I can read.

We sit here.

He is a tall boy.

She has a cap.

They feel sad.

I come to school on foot.

Malar

The rat is sleepy.

The bed is full of things.

The rat cleans the bed.

She puts things in their place.

The bed is clean now.

The rat goes to sleep.

Chant

Module 1

1a. Large group activity: Song Time

“



I like to come to school
I like to come to school
Heigh-ho-the-derry-oh
I like to come to school



I like to play with friends
I like to play with friends
Heigh-ho-the-derry-oh
I like to play with friends



I like to sing and dance
I like to sing and dance
Heigh-ho-the-derry-oh
I like to sing and dance

”

5a. Story Time: Row row row your boat

“

Row row row your boat
Gently down the stream
Merrily, merrily,
merrily, merrily,
Life is but a dream.



Ride ride ride your bike
Slowly down the street.
Safely, safely,
safely, safely,
Pedal with your feet.

Fly fly fly your plane
Straight into the sky.
Merrily, merrily,
merrily, merrily,
Zooming up so high.



”

Module 2

Song Time – Where are you?



Apple, apple, apple, apple
Where are you? Where are you?
Here I am, Here I am,
How do you do?
Watermelon, watermelon
Where are you?
Where are you?
Here I am, Here I am,
How do you do?

(Replace apple with orange,
watermelon with custard apple
and repeat)



Carrot, carrot, carrot, carrot
Where are you?
Where are you?
Here I am, Here I am,
How do you do?
Lady's finger, lady's finger
Where are you? Where are you?
Here I am, Here I am,
How do you do?


(Replace carrot with beetroot, lady's
finger with cauliflower and repeat)
(Tune: *Where is Thumbkin?*)



5a. Large group activity: Chant time

This is an ant 


The ant had a nap

 nap... nap... nap...
nap on a tap



This is a cat


The cat had a nap

nap... nap... nap 
nap on a mat



This is a rat

The rat had a nap

nap... nap... nap 
nap on a can

Module 3

5a. Song time – This is the way



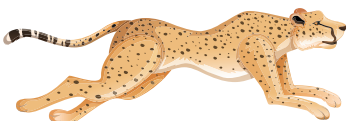
This is the way we wash our hands
Wash our hands wash our hands
This is the way we eat our food
Eat our food eat our food

This is the way we drink water
Drink water drink water

This is the way we clean our hands
Clean our hands clean our hands

Module 4

Animal song



Run... run... like a cheetah
Run... run... like a cheetah
Run... run... like a cheetah
Let's sing the animal song!



Jump... jump... like a monkey
Jump... jump... like a monkey
Jump... jump... like a monkey
Let's sing the animal song!

Swim... swim... like a crocodile
Swim... swim... like a crocodile
Swim... swim... like a crocodile
Let's sing the animal song!



Pounce... pounce... like a tiger
Pounce... pounce... like a tiger
Pounce... pounce... like a tiger
Let's sing the animal song!

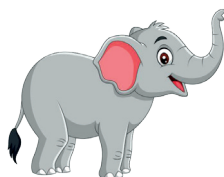


Swing... swing... like an elephant
Swing... swing... like an elephant
Swing... swing... like an elephant
Let's sing the animal song!

Hop... hop... like a rabbit
Hop... hop... like a rabbit
Hop... hop... like a rabbit
Let's sing the animal song!



Song Time



This is **big... big... big**
The elephant is **big**.

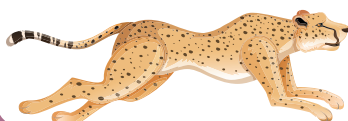
This is **small... small... small**
The rabbit is **small**.



This is **tall... tall... tall**
The giraffe is **tall**.



This is **short... short... short**
The monkey is **short**.



This is **fast... fast... fast**
The cheetah is **fast**.




This is **slow... slow... slow**
The tortoise is **slow**.





Chant Time



“

It's a pig!		It's a fish!		It's a kid!		It's a pin!
It's big!		It's a fin!		It's a lid!		It's a tin!
The big pig wears a wig!		The fish has a fin!		The kid hit the lid!		The pin is on a tin!

”

6a. Song time – Fun in the Forest

“

Monkeys can jump, And parrots can fly, Turtles can swim, And Cheetahs can run.		Giraffes are tall, And Hippos are big, Zebras are swift, And Tigers are strong.		We see the animals here today. They love to play, And love to say, Would you join us and play!
-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

”

Module 5

Chant Time

“

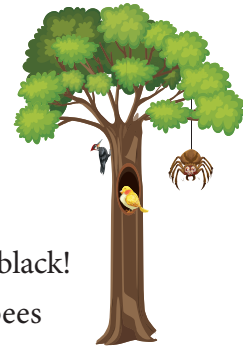
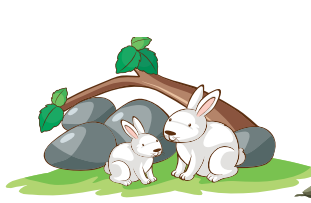
		Cool... Cool... Cool The wind is cool. It is winter... It is winter.			
Hot.. Hot.. Hot.. The Sun is hot. It is Summer... It is Summer.					Wet... Wet.. Wet.. The ground is wet. It is the monsoon... It is the monsoon.

”



Song time – Welcoming Spring

Out of the cave! Out of the hole!
 Came the rabbit and the foal.
 Hatch from egg in the nest,
 The birds too join the fest!
 The leaves green and flowers swing
 Do you know that it is spring?



The bugs are back
 And little spiders in black!
 Bears, rabbits and bees
 Near flowers, grass and trees!
 Just like me they hum
 That spring has come!



Chant time - Listening and repeating the chant

Hop... Pop... Nod

Hop hop goes the rabbit
 Pop pop goes the corn
 Nod nod goes the head

Mop mop goes the stick
 Hot hot gets the pot
 on and off through the day!

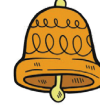
Module 6

Song Time

Five little bells

Hanging in a row!
 The first one said,
 "Ring me slow"
 The second one said,
 "Ring me fast."
 The third one said,
 "Ring me soft."

The fourth one said,
 "Ring me loud."
 The fifth one said,
 "Ring us together
 all at once."
 Ting..ting..ting...
 ting..ting..ting



Chant time

Show the letter card 'u' as you say the chant.

“
/u/ /u/ up go umbrellas
/u/ /u/ up go umbrellas
/u/ /u/ up go umbrellas
when it starts to rain! (2)
”



Formative Assessment (a)

Modules	Topic	Activity	Page No.
1	On a Trip	4a. Circle time activity: Talking about how they come to school	7
2	Fruits and Vegetables	3b. Large group activity: Naming the vegetables using These are ___ / Those are ___	22
3	What's in the kitchen?	4b. Small group activity: Reinforcing CVC words	38
4	Animals in the jungle	2a. Large group activity: Introducing animal homes	47
5	Seasons	2a. Large group activity: Introducing names of clothes using the structure What do you like to wear?	63
6	Musical instruments	2b. Circle time: Introducing the structure What do I / We / You / They have? I / We / You /They have _____.	77

Language structures used in the Modules

Module	Title	Arumbu	Mottu	Malar
1	On a Trip	This is a _____.	This is a _____. I come to school by _____. It goes / runs / sails in / on _____.	There is a _____. I use a _____. This is a _____. I come to school by _____. It is a _____. It goes / runs / sails in / on _____.
2	Fruits and Vegetables	I ate a / an _____. It is a _____. Those / These are _____. He / She has a _____.	I ate a / an _____. It is a _____. Those/These are _____. He / She has a _____.	I ate a / an _____. It is a _____. Those/These are _____. He / She has a _____.
3	What's in the kitchen?	This / That is _____.	This / That is _____.	This / That is _____.
4	Animals in the jungle	I see a _____.	I see a _____. _____ lives in a _____.	I see a _____. Where does a _____ (live)? _____ lives in a _____.
5	Seasons	I have a _____.	I can see _____. It is _____. I have a _____. He / She has _____.	I can see _____. It is _____. I have a _____. He / She has _____. It has _____.
6	Musical instruments	I have _____.	It is _____. I / We / You / They have _____.	It is _____. I / We / You / They have _____.

Learning Outcomes

Arumbu

Common Learning Outcomes covered in all terms	
	• associates words with pictures
	• Names familiar objects seen in the pictures
	• recognises letters and their sounds A-Z
	• recites poems/rhymes with actions
	• draws, scribbles in response to poems and stories
	• responds orally (in any language including sign language) to comprehension questions related to stories/poems
	• identifies characters and sequence of a story and asks questions about the story
	• carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others
	• listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or 'signing' (using sign language)
	• listens to instructions and draws a picture
	• talks about self/situations/pictures in English
	• uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.
In addition to these, the remaining learning outcomes are term - specific and covered in the following terms.	
Term 1	• differentiates between small and capital letters in print or Braille
	• produces words with common blends like 'br' 'fr' like 'brother', 'frog' etc.
Term 2	• writes simple words like fan, hen, rat etc.

Mottu

Common Learning Outcomes covered in all terms	
	• sings songs or rhymes with action
	• responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)
	• identifies characters, and sequence of events in a story.
	• expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English or home language.
	• draws or writes a few words or short sentence in response to poems and stories.
	• 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.
	• uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft' etc.
	• listens to instructions and draws a picture
	• uses pronouns related to gender like 'his/ her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.
	• composes and writes simple, short sentences with space between words.

Mottu

In addition to these, the remaining learning outcomes are term - specific and covered in the following terms.

Term 1	<ul style="list-style-type: none">• uses prepositions like 'before', 'between' etc.
Term 2	<ul style="list-style-type: none">• listens to short texts from children's section of newspapers, read out by the teacher

Malar

Common Learning Outcomes covered in all terms

- recites poems individually/ in groups with correct pronunciation and intonation.
- performs in events such as role play/ skit in English with appropriate expressions
- reads aloud with appropriate pronunciation and pause
- reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English
- expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.
- responds appropriately to oral messages/telephonic communication
- writes/types dictation of words/phrases/sentences
- 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
- identifies opposites like 'day/night', 'close/open', and such others
- uses punctuation such as question mark, full stop and capital letters appropriately
- reads printed scripts on the classroom walls:poems, posters, charts etc.
- writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
- uses vocabulary related to subjects like Maths, EVS, relevant to class III.

In addition to these, the remaining learning outcome is term - specific and covered in the following term.

Term 3	<ul style="list-style-type: none">• distinguishes between simple past and simple present tenses
--------	---------------------------------------------------------------------------------------------------------------

Note: The highlighted learning outcomes have to be treated as critical learning outcomes.

Ennum Ezhuthum - English - Term II

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This book has been printed on 80 G.S.M.
Elegant Maplitho paper.

Printed by offset at:

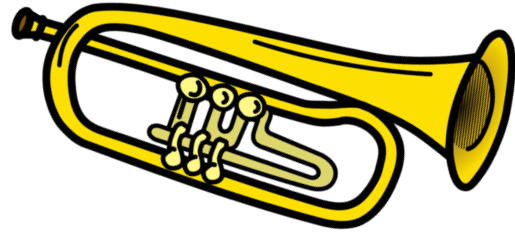
Note: Teachers need to fill in the lesson plan in the prescribed format given.

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					



shakers



trumpet



flute

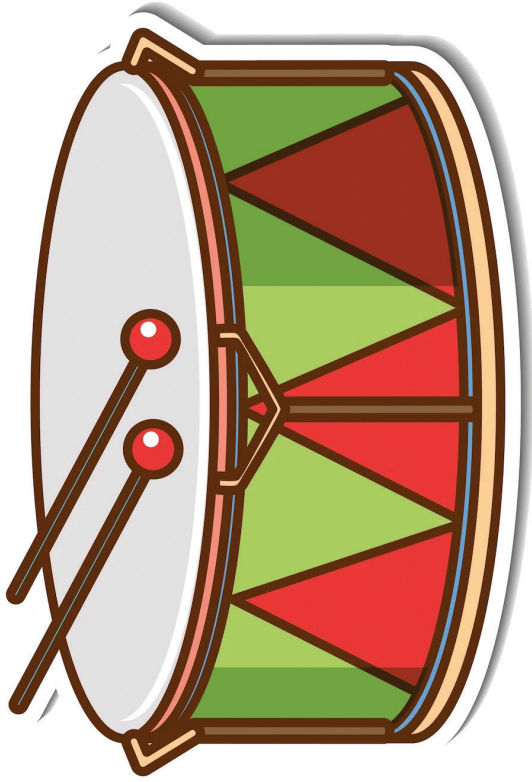


guitar

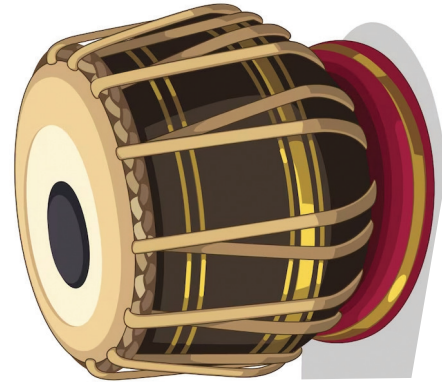


veena





drum



tabla

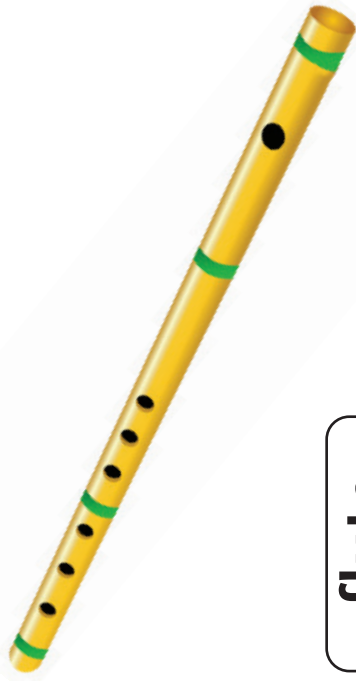


pot



violin

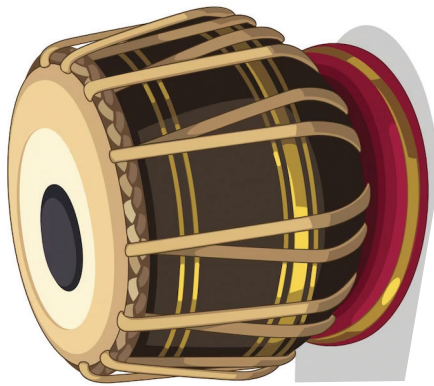




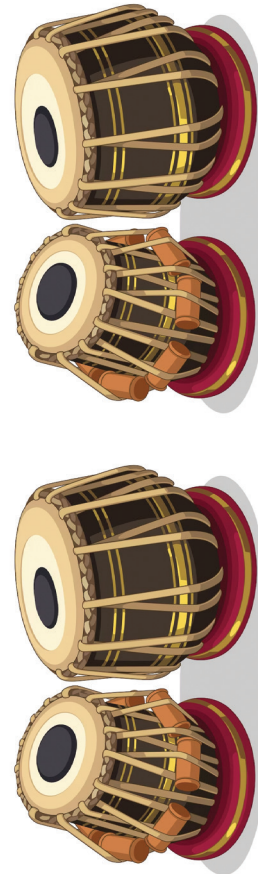
flute



flutes



tabla



tablas

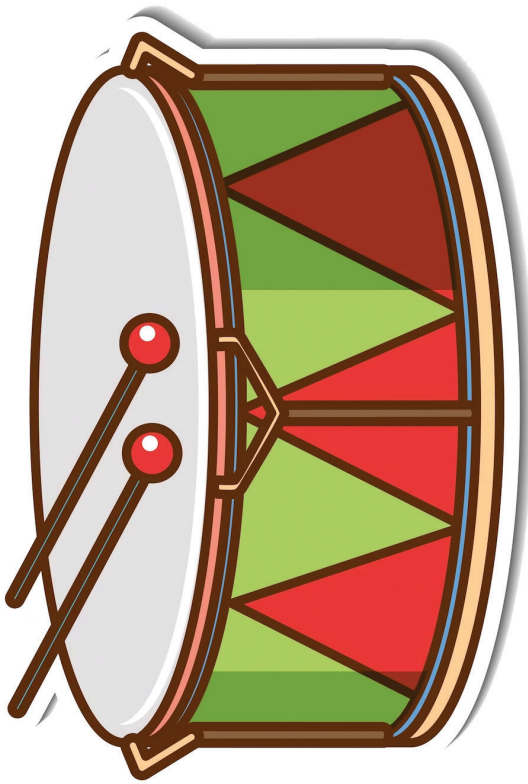




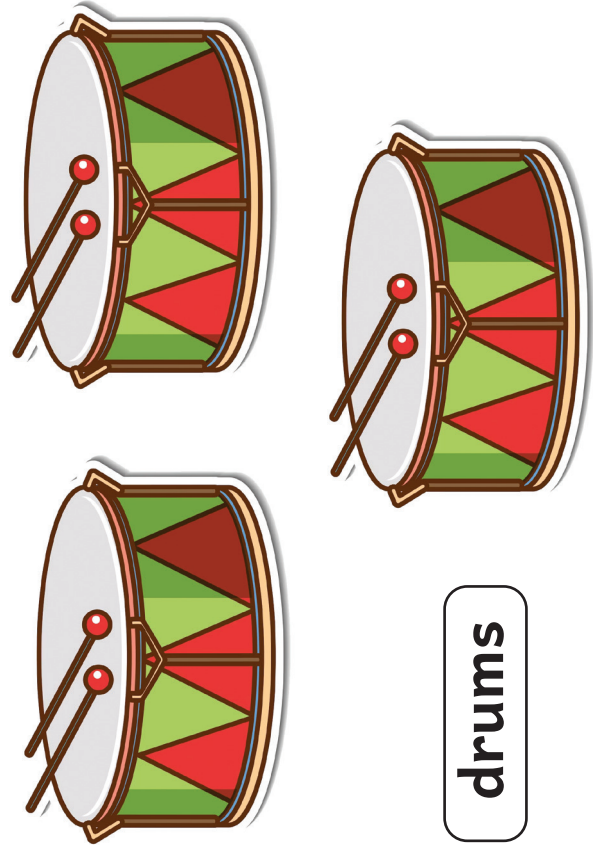
veena



veenas



drum



drums





Module 6







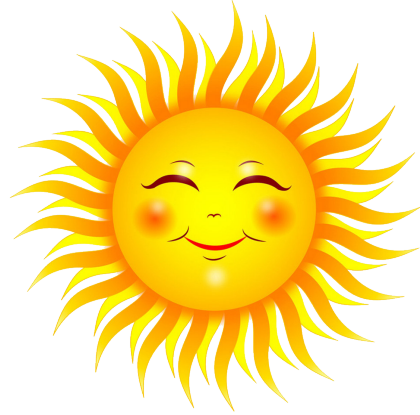
Speak for a minute



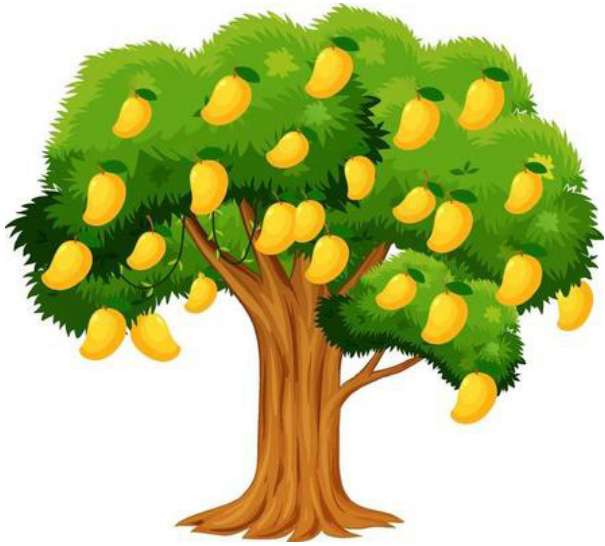




clouds



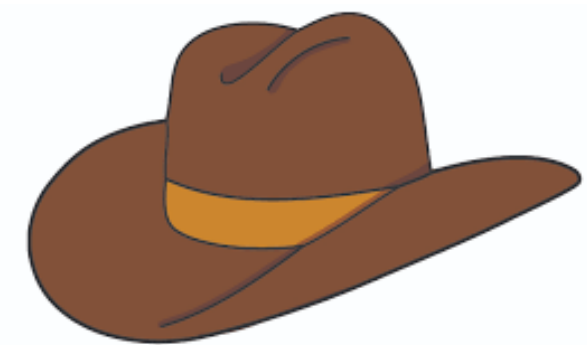
sun



mango tree



sunglasses



hat



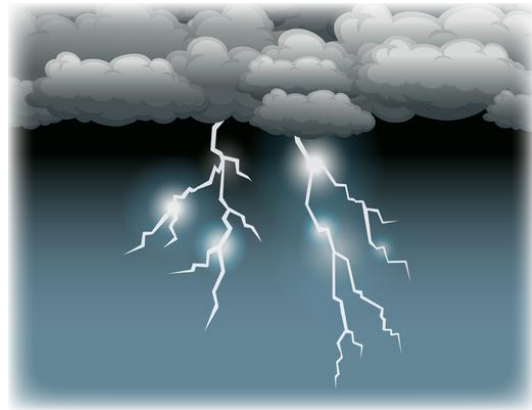
puddle







umbrella



lightning



campfire



sweater



blanket



tender coconut





buttermilk



juice



tea



rain







shirt



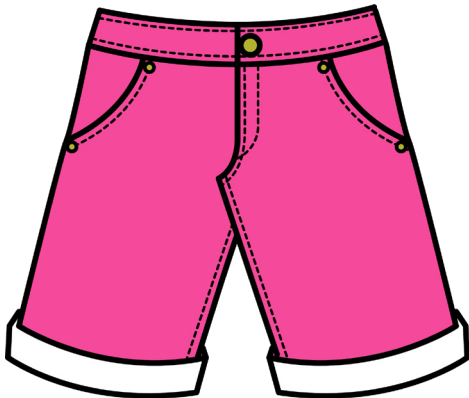
T-shirt



frock



skirt

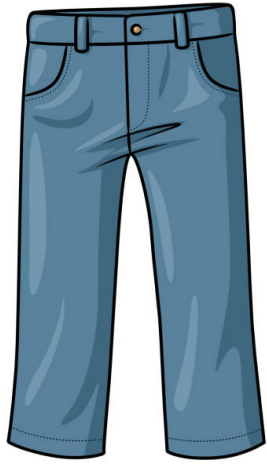


shorts

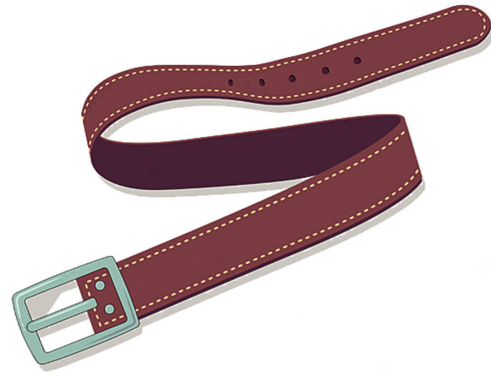


saree





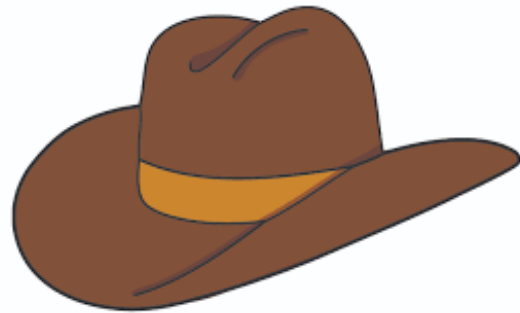
pants



belt



cap



hat



shoes



socks





coat



raincoat



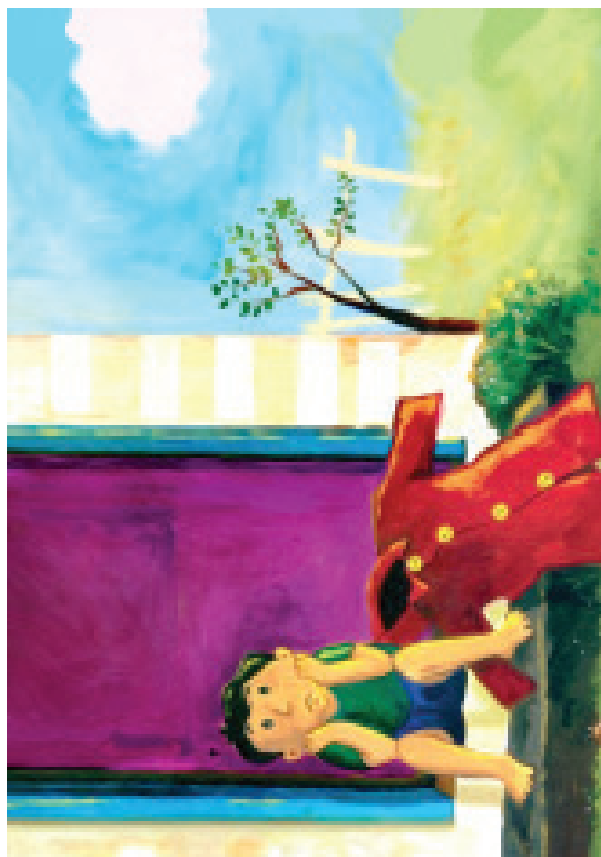
scarf







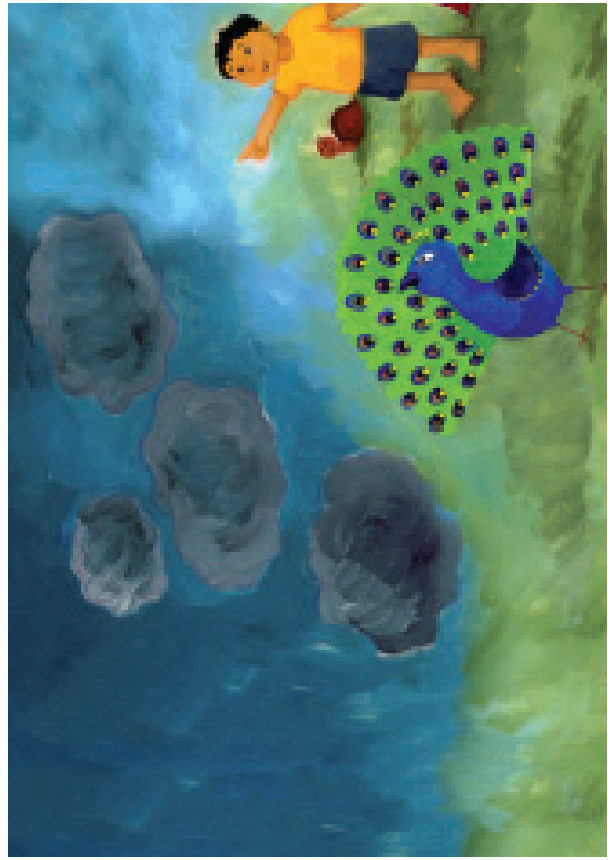
Module 5







Module 5





Speak for a minute

A : Hi! How are you?

B : I am _____.

A : When do you get up in the morning?

B : I get up at _____.

A : What is your favourite food?

B : My favourite food is _____.



A : How do you come to school?

B : I come to school by/on _____.



A : What is the weather like today?

B : The weather is _____.

A : How do you spend your free time?

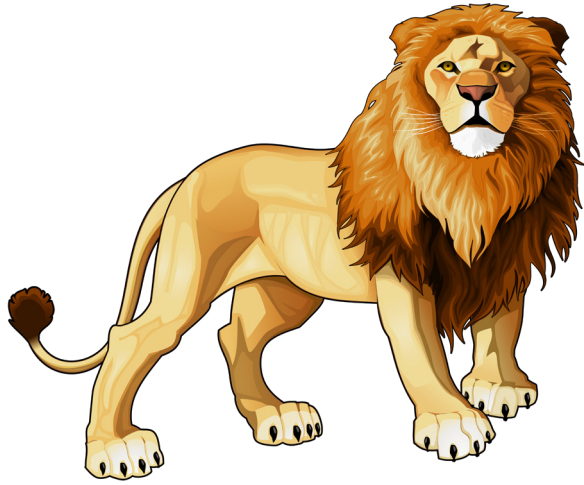
B : I _____ in my free time.







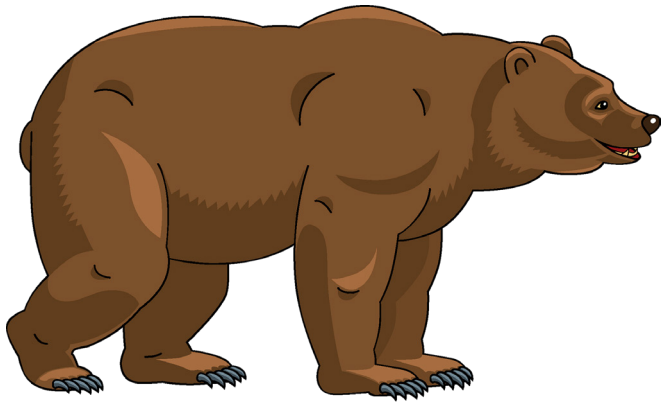
Module 4



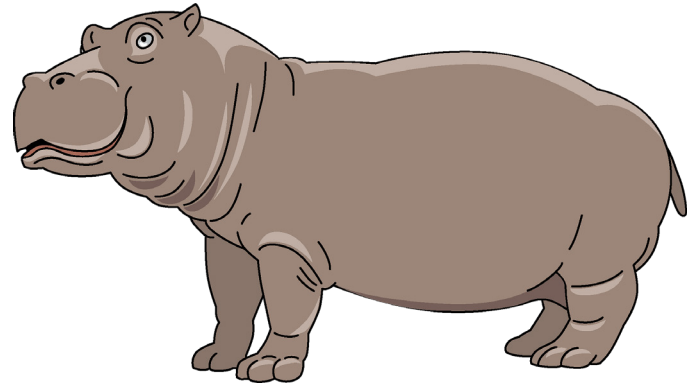
lion



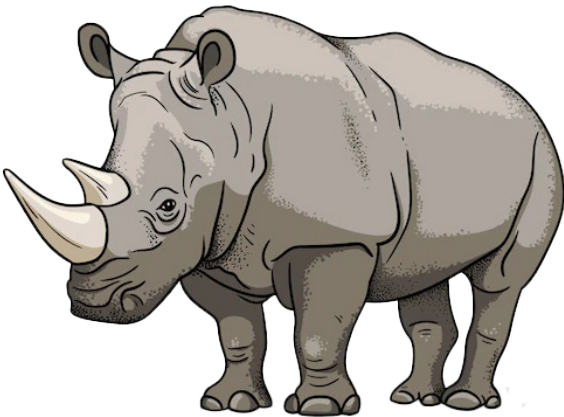
tiger



bear



hippo



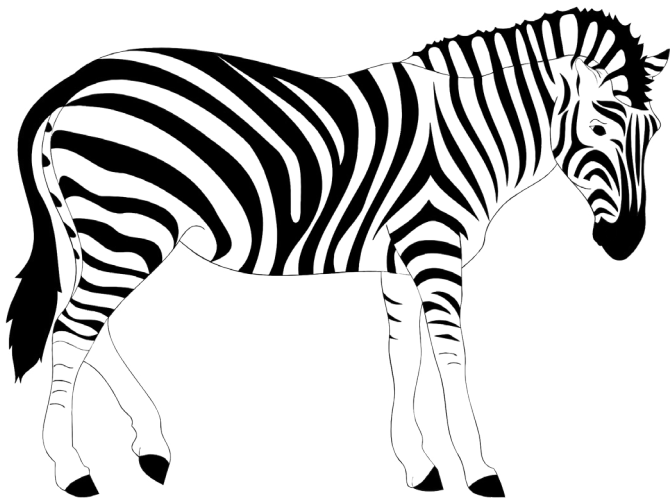
rhino



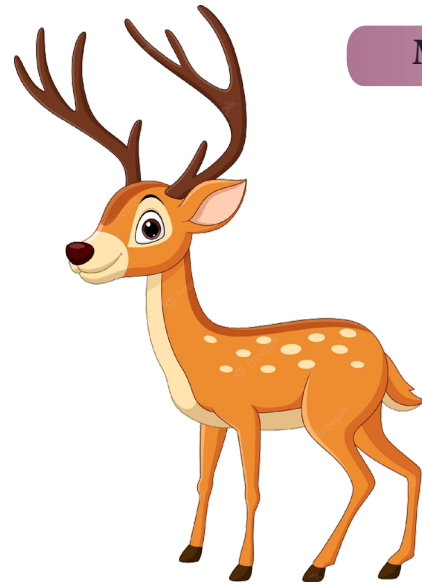
monkey



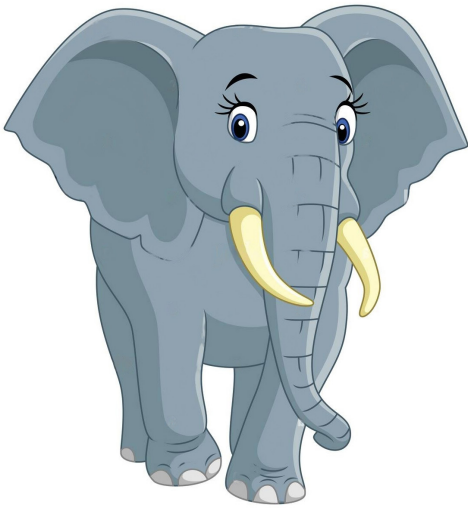




zebra



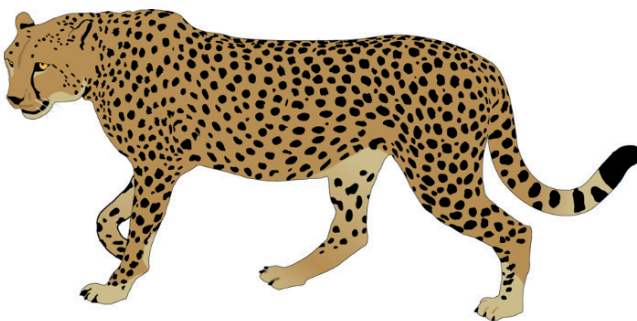
deer



elephant



giraffe

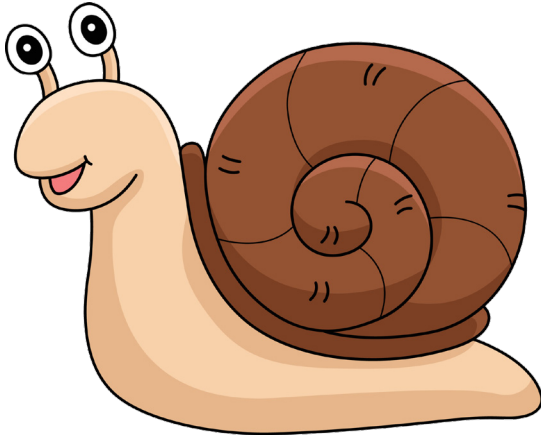


cheetah



rabbit





snail



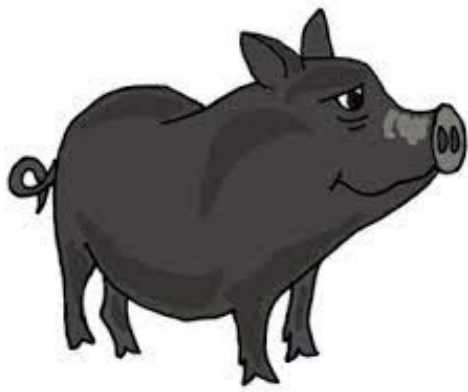




Module 4



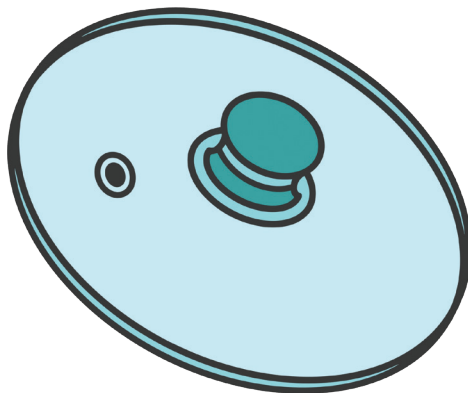




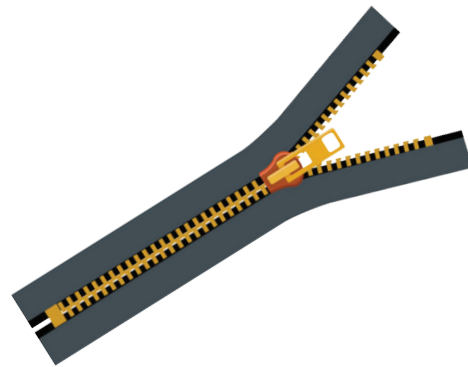
pig



six



lid



zip



bin







Speak for a minute



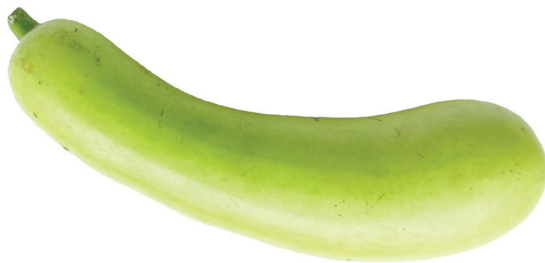




ash gourd



mango



bottle gourd



pumpkin



coriander leaves



tomato





rice



salt



black gram



green gram



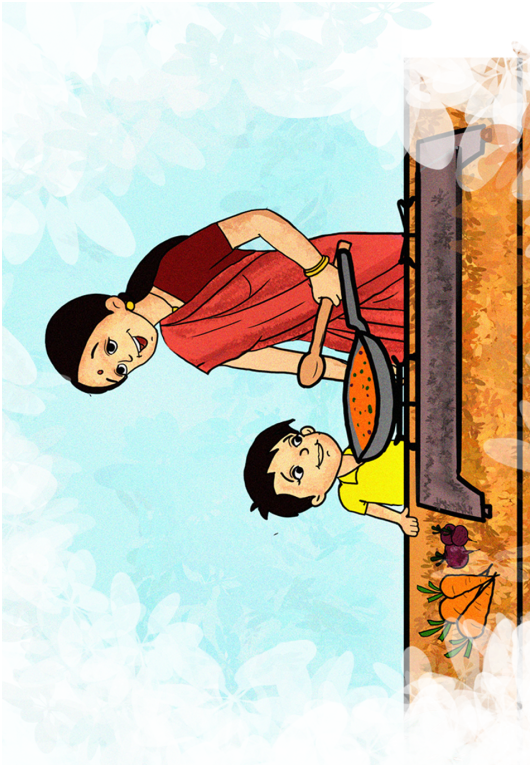
lemon



ragi



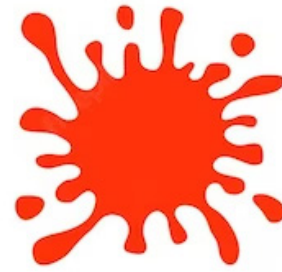








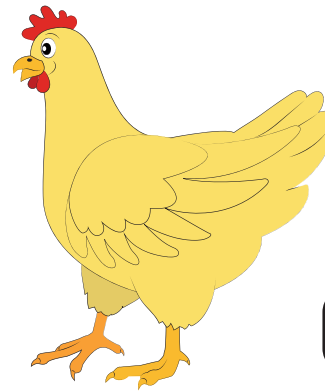
bed



red



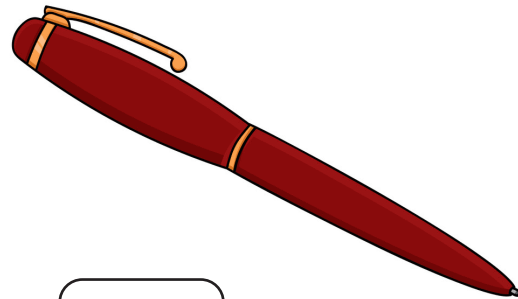
pet



hen



net

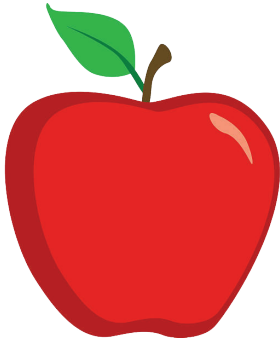


pen



ten

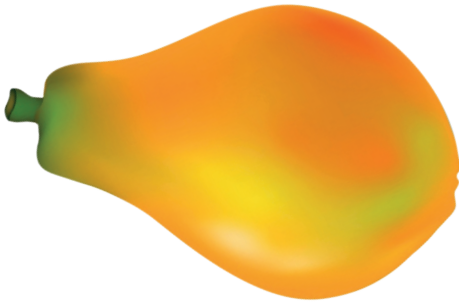




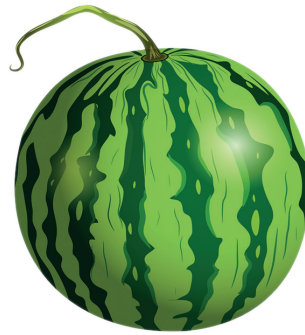
apple



orange



papaya



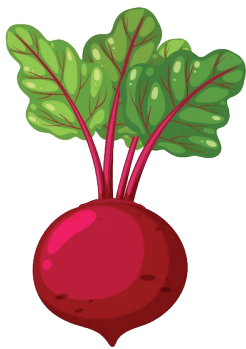
watermelon



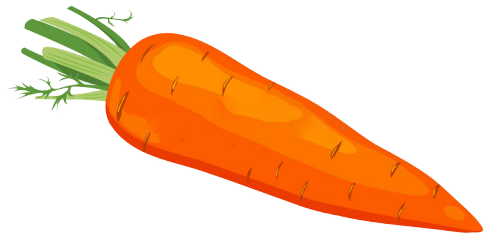
lady's finger



onion

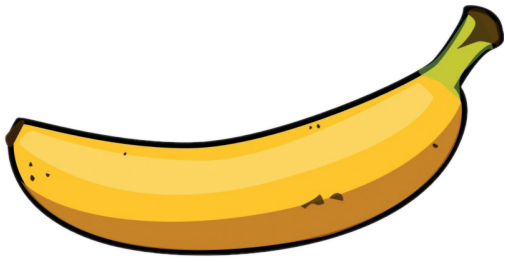


beetroot

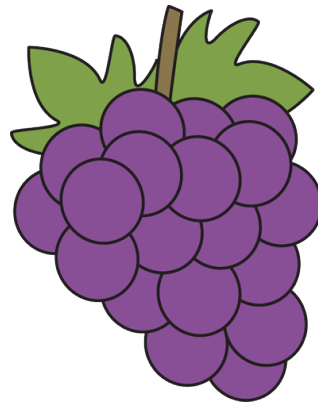


carrot





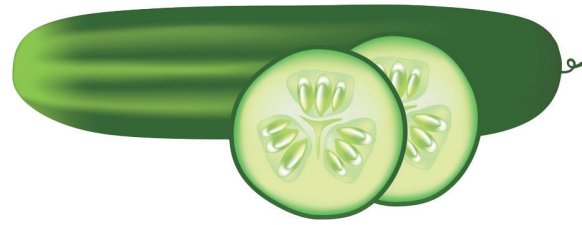
banana



grapes



pineapple



cucumber



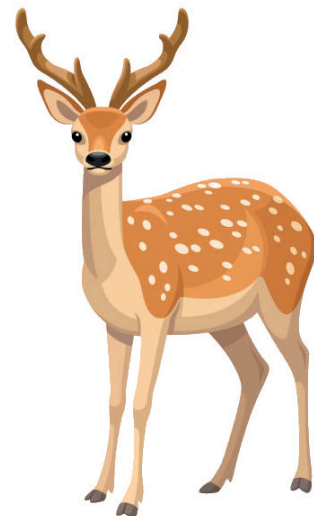
tomato



squirrel



bear

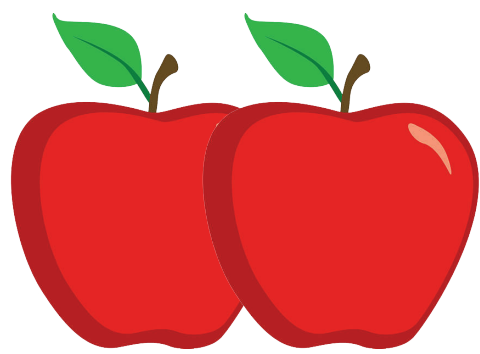
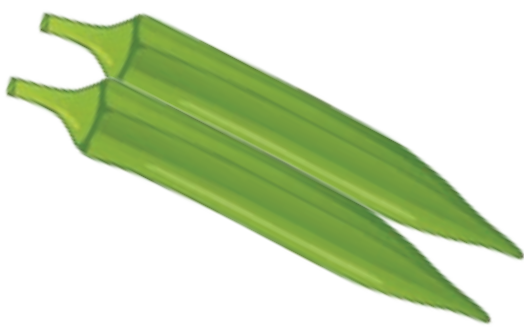
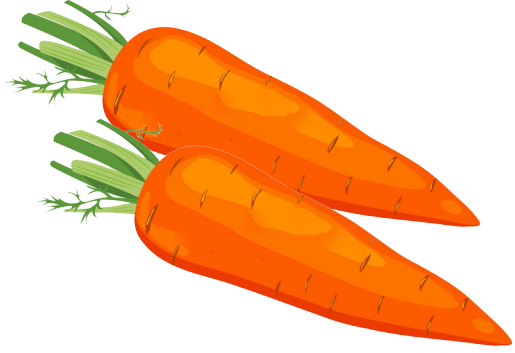
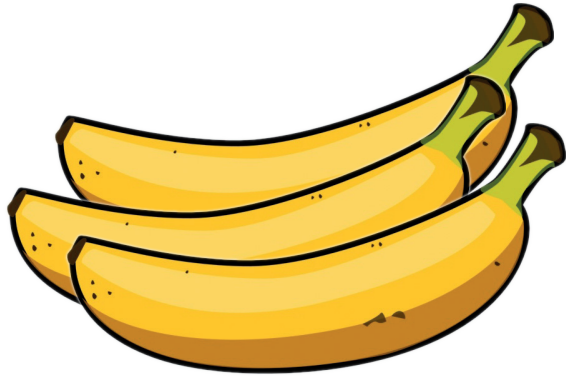


deer





Module 2







rabbit



monkey



crow



fox



duck



parrot





Module 2







Module 2







bike



car



bus



auto



ship

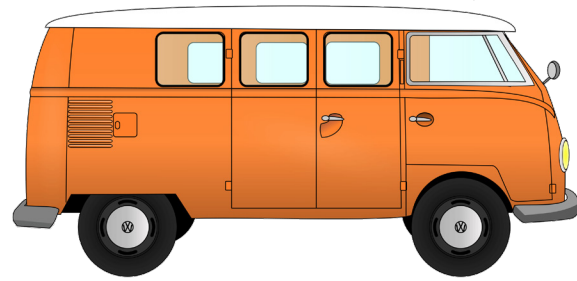


helicopter

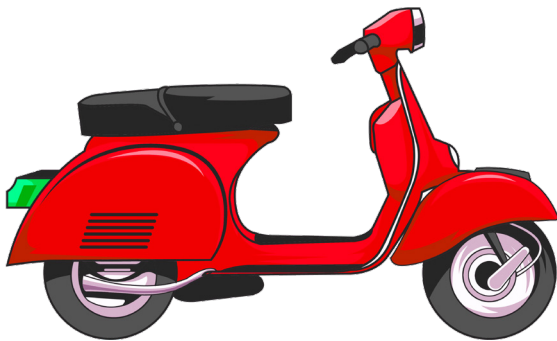




train



van



scooter



bicycle



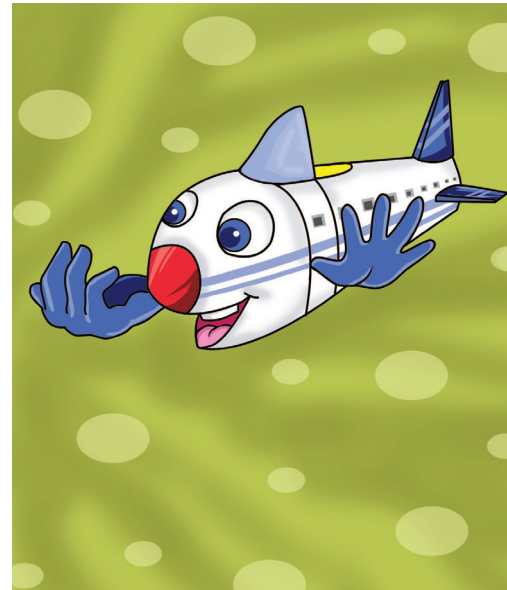
aeroplane







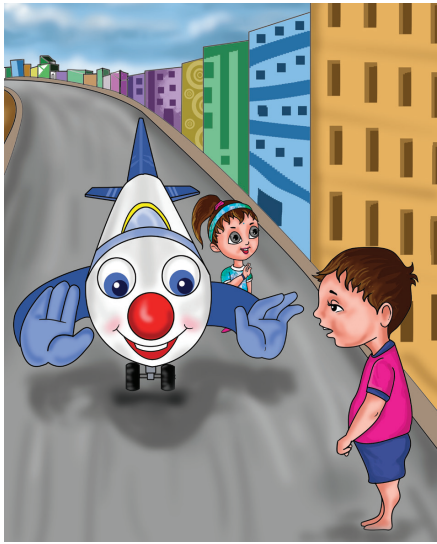
Module 1







Module 1







Module 1



