

*TOTAL SESSIONS – 80 Starting from August 1st 2021 CYCLE TESTS – 7 FIRST TEST IS AN ORAL TEST IN ALL SUBJECTS

Plan for introduction of phonics is mentioned in the Learning Objectives column. Teachers may use the PHONICS resource Material

SPLIT UP SYLLABUS				
SESSION 2021-22				
CLASS I SUBJECT ENGLISH				
MONTH	WEEK	NAME OF THE CHAPTER	SESSIONS	
AUGUST	FIRST WEEK	INDIVIDUAL TRANSACTION WITH STUDENTS	3	
	First 3 WEEKS	SCHOOL READINESS PROGRAMME	9	
SEPTEMBER		1. A Happy Child	3	
		2. Three Little Pigs	4	
		3. After a Bath, The Bubble, the Straw and the Shoe	3	
OCTOBER		4. The Bubble, the Straw and the Shoe	4	
		5. One Little Kitten	3	
NOVEMBER		6. Lalu and Peelu	3	
		7. Once I Saw a Little Bird	3	
		8. Mittu and the Yellow Mango	4	
		9. Merry-Go-Round	3	
DECEMBER		10. Circle	3	
		11. If I Were an Apple	3	
		12. Our Tree	4	
JANUARY		13. A Kite	3	
		14. Sundari	3	
		15. A Little Turtle	3	
		16. The Tiger and the Mosquito	4	
FEBRUARY		17. Clouds	3	
		18. Anandi's Rainbow	4	
		19. Flying Man	3	
		20. The Tailor and his Friend	5	80

PHONIC SOUNDS TO BE INTRODUCED

SOUNDS	letters
/s/, /a/, /t/,	s, a, t
/n/, /i/, /p/	n, i, p
Sound blends of these sounds- Sat, tap,sip etc	Display of these words
/g/, /b/, /d/, /h/	g, b, d, h
As in gap, bat, dip, hat	
/e/, /o/, /u/.	e, o, u.
as in pet, dog, tub	
Repeat the above sounds with more examples	
/m/, /r/, /l/	m,r,l
Sound blends	
Mat, rub,lip etc	
/k/,/f/,/j/	c, f, j
As in cat, fan , jam	
/v/,/w/,/k/	v,w,k
As in van,wet,kettle	
/h/,/y/, /z/	h, y,z
As in hat, yell, zip	
Practice time	
/tr/,/cr/,/pl/, /st/,/lk/,/rt/	
As in trap, stop, play, crow, milk, part	
Practice time	
/oo/, /ai/, /ee/,	
/ch/, /sh/	
/th/ as in 'thing' /th/ as in 'this' /ng/ as in 'sing'	
Practice time	
/ar/, /oi/, /or/ as in 'park', 'boil' , 'fork'	
Practice time	
/air/, /ure/, /ear/ as in , 'pair', 'sure', 'bear'(sounds bare)	
/ear/ as in 'near' /igh/ as in 'light'	
/kw/ as in 'quick' /x/ as in 'fix'	q
Recapitulation activities	
Introduce addition, deletion and substitution.	workshop material
Introduce Onset, Rime, Rhyme and alliteration. Practice blends, addition, deletion and substitution for reading	workshop material
Introduce Isolation, Segmentation, Diagraphs and Blends. Practice all others	workshop material
Practice reading and writing (spelling) with the knowledge of Phonics	workshop material

KENDRIYA VIDYALAYA SANGATHAN, CHENNAI REGION

SPLIT UP OF SYLLABUS—2021-2022, CLASS-1- ENGLISH

Number of sessions required	Lesson/chapter unit name	Content/Concept / Skill	Learning objectives	Learning outcomes	AAC activities	Online resources/TLM/ Teaching aids/ Worksheets, links	Assessment strategies
FIRST WEEK -- 3- ONETO ONE INTERACTION WITH STUDENTS							
Week 2 1 period of duration 45 minutes	School readiness Programme (Teacherscompulsorily need to be on video call while taking class)	Skill: listening to instructions Adapting to online classes, Code of conduct in an online class/maintenance of discipline	*Adapt to the online class/handle gadgets properly *Listens to instructions and gets used to words like mute, Video, volume	*Listens to instructions and follows them properly.	Parents guide them to adapt to the new situation.		
Week 2 Session 2	SRP	Listening and speaking Content—words of greetings— Good morning, good afternoon, good evening . *Introduction of letter sounds—s, a,p /s/--as in sat /a/--as in bat /p/--as in pat	To wish teachers, Elders and classmates at different times of the day *To be able to learn the phonic sounds of the given letter To be able to use these words at home and at school.	Learns to greet teachers and elders Learns the sounds and is able to say words with these sounds	Teacher interacts with the students and uses the greeting words The teacher shows a lot of pictures with words with these specific phonemic sounds. Teacher asks questions based on the video followed by interaction with the students.	https://youtu.be/oM-eV2RSQM	

<p>Week 2 Session 3</p>	<p>SRP</p>	<p>Skill: listening and speaking Content; *The four magic words: please, thank you, sorry, excuse me through a story.</p> <p>Introduction of letter sounds: /n/,/i/,/p/ /n/ as in nap /i/ as in sip /p/ as in pan</p>	<p>Learns these magic words</p> <p>To be able to utter the sounds correctly</p>	<p>Learns and uses these magic words</p> <p>Pronounces the letter and sounds correctly</p>	<p>Classroom interactions</p> <p>Teacher shows flash cards with words like Nap, sip, pan(with pictures)</p>	<p>https://youtu.be/aNc0J9c_oec</p>	
<p>Week 3 Session 4</p>	<p>SRP</p>	<p>Skill: listening and speakingContent: - Story telling (story with a moral)</p> <p>Introduction of letter sounds /g/ as in gap /b/ as in bat /d/ as in dip /h/ as in hat</p>	<p>Listens to the story from the video and understands.</p> <p>To be able to utter the sounds correctly</p>	<p>Listens to the story and answers simple questions based on it</p> <p>Picks up the correct sound and is able to utter them correctly</p>	<p>Apart from the video the teacher narrates the story with the help of finger puppets and questions the children at the end. Teacher shows them the relevant sight words, children read after the teacher</p>	<p>https://youtu.be/zTk7G73kbHo</p> <p>REF: NEP : FL</p> <p>www.englishstreams.com/phonogram-sounds/</p>	
			<p>To speak with the</p>	<p>completes a</p>	<p>*Teacher shows a picture,</p>	<p>Relevant</p>	

<p>Week 3 Session 5</p>	<p>SRP</p>	<p>Skill—listening and speaking Concept:-Guided speech—talking about a picture. Interaction with peer</p> <p>Introduction of letter sounds /e/ as in pet /o/ as in dog /u/ as in tub</p> <p>Listening: Listen to instructions</p> <p>Skill: Speaking Talk about yourself (partially guided)</p>	<p>help of cue words</p> <p>Unmutes , speaks and responds</p> <p>Repeats the sounds and words</p> <p>Listens,draws and colours</p> <p>To be able to tell 2 sentences about self</p>	<p>sentence given by the teacher</p> <p>Unmutes , speaks and responds</p> <p>Listens to the teacher and learns the correct sounds of the letters</p> <p>Is able to tell one or 2 sentence about oneself</p>	<p>Eg:(picture of a kite) The kite is _____ (colour/small/big</p> <p>Teacher gives phonic drill with different words</p> <p>*Teacher draws a simple and an incomplete picture ,eg a tree with a brown trunk, children will complete the picture</p> <p>Teacher gives phonic drill with different words</p>	<p>pictures</p> <p>www.englishstreams.com/phonogram-sounds</p> <p>Teacher guides the children to tell sentences. (Alternate activity for children who have finished answering --drawing of their choice</p>	
<p>Week 3 Session 6</p>	<p>SRP</p>	<p>Skill:speaking</p> <p>Phonic practice --more words for all the phonic sounds learned till now can be introduced</p> <p>Reading Content:-Guided reading of very</p>	<p>To be able to read the words with the correct sound</p> <p>To be able to read simple sentences</p>	<p>Able to read unseen words . (remote guidancewherever required)</p> <p>reads simple sentences with guidance</p>	<p>Teacher introduces unseen words as sight words/flash cards</p> <p>Teacher projects some simple sentences and helps the children read them</p> <p>Teacher introduces unseen words with similar sounds</p>	<p>https://youtu.be/6kUvejfpGo</p>	

		simple sentences relating to familiar objects in the surrounding.			and makes the children read them		Oral assessment -reading the letters of the English alphabet (reading each letter learnt till now by attribution to sound , not name)
Week 4 Session 7	SRP	<p>Skill:speaking</p> <p>Phonic practice- Introduction of letter sounds /m/ as in mat /r/ as in run /l/ as in lip</p> <p>Skill:writing</p> <p>Introduction of strokes involved in writing the letters of the English alphabet</p>	<p>To be able to utter the sounds correctly</p> <p>To be able to write the strokes that form the basis for writing of the English alphabet</p>	<p>utters the sounds correctly after listening to the teacher</p> <p>Is able to write the strokes in 4-line notebook</p>	<p>Teacher introduces unseen words with similar sounds and makes the children read them</p> <p>Teacher writes the strokes with emphasis on direction of the lines, children follow, Teacher repeats each stroke 2-3 times so that all the students understand correctly.</p>	<p>www.englishstreams.com/phonogram-sounds</p> <p>https://youtu.be/3kNf6qSE0G8</p>	
Week 4 Session 8	SRP	<p>Skill:speaking</p> <p>Phonic practice Introduction of more unseen words for the sounds/m/,/r/ and /l/</p>	<p>To be able to use the already learnt letter sounds and read the new set of words</p>	<p>Is able to read the new set of words correctly</p>	<p>Teacher introduces the new words with the help of flash cards and pictures. Children draw the pictures.</p>	<p>https://youtu.be/6kUvejfpG0</p>	

		<p>skill: writing</p> <p>Content: Writing the letters of the English alphabet</p> <p>Skill:speaking Phonic practice- Introduction of Letter sounds /n/ as in nib /f/ as in fan /j/ as in jam</p>	<p>To be able to write the letters if the English alphabet (Capital and small letters together) Aa.....</p> <p>To utter the sounds correctly</p>	<p>Writes the letters of the English alphabet correctly and neatly</p> <p>Utters the sound correctly</p>	<p>Teacher shows how to write the letters</p> <p>Teacher uses flash cards to introduce the words related to these sounds</p>	<p>https://youtu.be/rDvKonDZR2w</p> <p>Refer foundational literacy—alphabet</p>	
Week 4 Session 9	SRP	<p>Content: Writing three letter words by observing the objects or pictures- pin, pan, bat, bun, log, lap, man, bib, dig, run. Skill : writing after telling the word(in the mind) Phonic practice- Introduction of Letter sounds /n/ as in nib /f/ as in fan /j/ as in jam</p>	<p>To be able to write the words after observing the picture or the object .</p> <p>To utter the sounds correctly</p>	<p>Writes the 3 letter words correctly.</p> <p>Utters the sound correctly</p>	<p>Teacher shows the pictures / objects</p> <p>Teacher uses flash cards to introduce the words related to these sounds</p>	<p>https://youtu.be/CJQxUSd70u4 (lengthy video: teacher can use it for more than one session)</p>	

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SPLIT UP OF SYLLABUS- CLASS-1-ENGLISH-2021-2022

Number of sessions required	Lesson/chapter unit name	Content/Concept/Skill	Learning objectives	Learning outcomes	AAC activities	Online resources/TLM/Teaching aids/Worksheets, links	Assessment strategies
(3 periods)	A happy child	Self and Neighbourhood. SKILL: Listening and speaking Recitation <u>Vocabulary</u> 1. Cry 2. Day 3. Red 4. Sun 5. Green Expressions : happy, sad, angry Writing: (fill with the correct word) 1.My house is.....	Phonics v/ as in van /w/ as in wet /k/ as in kettle 1.recite the poem with rhythm and melody. 2. Identify the colours of different objects displayed. 3. speaks the words introduced in the lesson. 4.understand that facial expression changes with emotions and able to draw different FE 5.To write the spellings of colours learnt	To be able to utter the given sounds correctly 1.Recites poem with actions in order to show understanding of words by associating them with action. 2. The child picks out the words learnt from a set of given words 3. speaks the words introduced. 4. Draws or scribbles in response to words spoken 5.Writes the colours specified and uses them correctly	Teacher introduces unseen words with the mentioned sounds. • Responds orally (in any language) to comprehension questions related to the poem. After the students listen to the poem, they may be asked questions such as ‘Where does the child live?’ etc., The interaction should move on to a discussion about different types of houses.	https://youtu.be/H76ZkH7ZirY https://images.app.goo.gl/dbh3C5RZheMx9gTbA	Online test Google form Recitation Read and colour Response to simple questions(gen and poem based) Word reading and picture reading

Number of sessions required	Lesson/chapter unit name	Content/Concept/Skill	Learning objectives	Learning outcomes	AAC activities	Online resources/TLM/Teaching aids/Worksheets, links	Assessment strategies
4 periods	Three little pigs	<p>Content: Types of houses Skill : Speaking</p> <p>Skill: listening and reading Listening to the story / correct pronunciation of new words</p> <p>Speaking: discussion</p> <p>Skill: LSRW *Vocabulary Straw Sticks Bricks House Blow strong *Questions based on the lesson *Sight words to be introduced (referpg: 14 of text)</p>	<p>Phonic drill /h/,/y/, /z/ As in hat, yell, zip</p> <p>To be able to attentively listen to the story Follow the teacher and read To be able to discuss different types of houses with the help of pictures</p> <p>To be able to read and write the new words, Q&A and sight words</p> <p>To be able to read the given words correctly</p> <p>And write sentences using them based on example.</p>	<p>To be able to read the words with proper SOUND</p> <p>Reads with guidance</p> <p>Is able to participate in discussion about different types of houses</p>	<p>Teacher initiates discussion about different types of houses/shows pictures of different houses</p> <p>Teacher reads the story loudly</p> <p>Discussion of question and answers and oral drilling of sight words</p>	<p>Pictures of types of houses</p> <p>https://youtu.be/-gdcgnSrUvU</p>	<p>Online test</p> <p>Google Form</p> <p>MCQ</p> <p>*See model sentence and frame sentences for</p> <p>Big Small Good bad</p>

Number of sessions required	Lesson/chapter unit name	Content/Concept/Skill	Learning objectives	Learning outcomes	AAC activities	Online resources/TLM/Teaching aids/Worksheets, links	Assessment strategies
3	After a bath	<p>Content: General hygiene, saving water</p> <p>Skill: Listening and speaking *Recitation</p> <p>*Q and A based on the poem</p> <p>LSRW *(vocabulary) Bath Bathe Myself Fingers Shake</p> <p>Sight words and phonic drill (refer page 27 of text book) Cry, dry, try Shake, cake, take</p>	<p>Phonics : Repeat the sounds introduced till 11th week</p> <p>To be able to listen to the poem and repeat with proper rhythm To be able to answer simple questions based on the poem</p> <p>To be able to read the words with proper pronunciation</p> <p>To be able to read the sight words without teacher's help Write similar words changing a Letter.</p>	<p>Identifies and Speaks more words with same sound</p> <p>Recites the poem with rhythm and proper pronunciation</p> <p>Answers simple questions based on the poem</p> <p>Reads the words and writes them</p> <p>Reads and writes</p>	<p>Guidance by the teacher to recite the poem teacher introduces the words with pictures/flash cards</p> <p>The alphabet in small letters a-z to be hung prominently. The learner may be encouraged to look, trace with finger, and say aloud. Parents help the child to notice certain words in the poem: 'try', 'dry'. The learner may be encouraged to say more such words such as 'brother', 'train', etc.</p>	<p>https://youtu.be/LmTNq4pMss</p>	<p>Online</p> <p>*Recitation</p> <p>GOOGLE FORM</p> <p>* Change first letter and write two more words Eg: cake :bake : take</p>

Number of sessions required	Lesson/chapter unit name	Content/Concept/Skill	Learning objectives	Learning outcomes	AAC activities	Online resources/TLM/Teaching aids/Worksheets, links	Assessment strategies
4 periods)	The bubble, the straw and the shoe	<p>Skill: listening speaking and reading</p> <p>LSRW</p> <p>Writing: new words</p> <p>*Vocabulary Bubble Straw Shoe Float Stretch Laughter Burst</p> <p>*Introduction of doing or action words</p> <p>Phonic drill -sight words Draw, straw (refer pg:27 of text)</p>	<p>Phonics: recapitulate the sound introduced</p> <p>To be able to listen to the story carefully and discuss the characters</p> <p>Follows the teacher and reads</p> <p>To be able to read and write the new words mentioned under vocabulary</p> <p>To be able to write simple Q and A based on the lesson</p> <p>To be able to understand the meaning of action words</p> <p>To be able to read the words</p>	<p>Utters sounds, identifies words</p> <p>Is able to understand the story and participate in the discussion of characters</p> <p>Reads with guidance.</p> <p>Reads and understands the words and writes them.</p> <p>Is able to draw the pictures of a bubble, straw and shoe</p> <p>Is able to tell answers orally and write them down with teacher's help</p> <p>Is able to pick out action words mentioned in the story</p> <p>Is able to read the given words without guidance</p>	<p>Loud reading of the story by the teacher with relevant pictures</p> <p>The parent shows the learner certain objects such as leaf, feather, pebble, straw, marble, paper etc. and ask which of these would float/sink in water</p>	<p>https://youtu.be/k5j6VgRVKDw</p>	<p>CYCLE TEST ONLINE GOOGLE FORM MCQ</p> <p>*Simple questions based on the lesson</p> <p>*Write 10 action words</p>

NUMBER OF SESSIONS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONTENT/CONCEPT / SKILL	LEARNING objectives	LEARNING OUTCOMES	AAC ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/WORK SHEETS	ASSESSMENT STRATEGIES
3	Poem: One Little Kitten	<p>Theme: Animals Love for animals/birds/all living creatures</p> <p>LS Recitation of the Poem</p> <p>LSRW Introduction to various sea creatures (fishes, seals, seagulls, eels, whales) through the poem.</p> <p>LSRW Vocabulary- 1. cat 2. fat 3. rat 4. sad 5. ten 6. fishes 7. eels 8. seals Plurals of words from the Poem</p> <p>LS Expression of emotions: sad, happy, brave, nervous.</p>	<p>Phonics : /pl/ 1. Identify and read words with consonant blend- 'pl' using visual and written supports.</p> <p>2. Recite the poem with proper intonation and rhythm.</p> <p>3. Be able to know ,identify and name different water animals.</p> <p>4. Be able to learn PLURALS of words in the poem.</p> <p>5. Be able to express emotions like happy,sad,brave, nervous,etc.</p>	<p>1.Reads and spells word with consonant blend- 'pl'.</p> <p>https://images.app.goo.gl/4ovjw7XJLfdJfQp6</p> <p>2.Recites the poem with actions in order to show understanding of words by associating them with action.</p> <p>3. Identifies and names water animals from the video shown by the teacher.(https://youtu.be/AskWKTiyLmU)</p> <p>4.Collects objects of their choice from their house and arrange them as Singular and Plural. (pencil-pencils,cup-cups,book-books) Example- https://images.app.goo.gl/NkB1CocCpxjQU6Ti7</p> <p>5. Enact emotions like sad ,happy , brave , nervous,etc</p>	<p>1.Responds orally to comprehension questions related to the poem like – How do you feel when you get a gift ?</p> <p>2. Parents may tell a folk story in mother tongue with questions in between to ensure that learner has understood.(Theme- love and care for animals/birds/living creatures)</p> <p>Refer to AAC</p>	<p>https://youtu.be/DpAivlpEPEs</p> <p>https://youtu.be/nn9Tq7FruSI</p> <p>Animal masks</p>	<p>Recitation</p> <p>Worksheets- https://images.app.goo.gl/ZRo17Du4wiYWGkTHA</p> <p>https://images.app.goo.gl/MscSRNa1ePJwLRnTA</p> <p>https://images.app.goo.gl/w7VegZRsbWhHGsnq8</p>

NUMBER OF SESSIONS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONTENT/CONCEPT / SKILL	LEARNING objectives	LEARNING OUTCOMES	AAC ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/WORKSHEETS (SUGGESTIVE LINKS CAN BE PROVIDED)	ASSESSMENT STRATEGIES
4	Lalu and Peelu Mother Hen and Chicks	<p>Theme: The word of colours Linguistic Diversity Animals and Birds</p> <p>LS Reads the lesson with fluency.</p> <p>LSRW <u>Vocabulary-</u> 1. chicks 2. hen 3. hot 4. plant 5. yellow</p> <p>1.Recognition of colours.</p> <p>2. Acquainting children</p>	<p>1. Identify and read words with consonant blends- st and cr using visual and written supports.</p> <p>2. Read the lesson with proper pronunciation.</p> <p>3. Read and Understand the meaning of the new words.</p> <p>4. Be able to identify colours and relate it to their corresponding objects.</p> <p>5. Be able to</p>	<p>1. Reads and spells word with consonant blends-st and cr (Stop, Star, Step, Stem, Crab, Crow, Cry, Cross, Crop)</p> <p>2. Reads the story with correct pronunciation.</p> <p>3. Reads the spelling shown on the screen with proper pronunciation.</p> <p>4. Identifies things that are yellow in colour in their immediate environment.</p> <p>5. Writes the vowels (a,e,i,o,u) with proper formation in notebook.</p> <p>6. recognises and matches the animals with their young</p>	<p>1. Responds orally to comprehension questions related to the lesson.</p> <p>2. Parents may interact with the learner about the house they live in, specially ceiling roof, wall, door, etc., to help learner recall words for colour.</p> <p>3. Parents may search for and encourage learner to recite poems associated with colours.</p> <p>Refer to AAC</p>	<p>https://youtu.be/szXPuSygNMk (Twinkle Twinkle Traffic Light...)</p> <p>https://youtu.be/J7mayFVTFSY(Reading of the Chapter)</p>	<p>Reading (read and record the and send as audio file in Google Classroom)</p> <p>https://images.app.goo.gl/T7Ww7289mEPub8yE7(short vowel crossword)</p> <p>https://images.app.goo.gl/CQQ3cBLX2rpuir3C7 (colour matching)</p> <p>https://images.app.goo.gl/U5y3pSd</p>

		<p>with vowels through pictures of chicks.</p> <p>3..Animals and their young ones (matching may be upgraded to writing) cow – calf, hen-chick, dog-puppy, cat-kitten,pig-piglet</p>	<p>write vowels neatly in their notebooks.</p> <p>6.Be able to match the correct animal with its baby.</p>	ones.		<p>PNV6ZeNJ u8 (Animal and their young ones Matching)</p> <p>Find the yellow objects present in your house.(Skill -Speaking)</p>
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2	Poem: Once I saw a Little Bird	<p>Theme: Birds Love for nature</p> <p>LS Recites the poem with joy and fluency.</p> <p>Discussion- <u>Raising awareness-</u> Birds are our friends</p>	<p>Phonics 1. Identify and read words with consonant blends- 'lk' and 'rt' using visual and written supports.</p> <p>2.Be able to listen with comprehension to the poem.</p> <p>3.Be able to listen to a wide range of poems ,enjoy them and respond to them.</p> <p>4.Be able to speak sentences with ease</p> <p>5.Be able to express ideas and participate constructively in online class discussion.</p>	<p>1.Reads and spells word with consonant blends-lk and rt (milk,silk,bulk,part,art,dirt,hurt,etc)</p> <p>2.Listens to the model reading by the teacher and recites the poem with actions.</p> <p>3. Listens to similar poems. <u>Two Little Dicky Birds</u> <u>Little Robin</u> <u>Redbreast</u></p> <p>4.Identifies the birds shown by the teacher using picture cards and speaks about them.</p> <p>5. Participates actively in the discussion about the birds around their house.</p>	<p>1.Responds orally to comprehension questions related to the poem.</p> <p>2. Ask the children to imagine that they are birds and let them call out to another bird. Encourage them to listen to sounds of nature (chirping of birds, rainfall, wind blowing etc.)</p> <p>3.Make a bird with clay/play dough</p> <p>Refer to AAC</p>	<p>https://youtu.be/Jf4_IUWMAPg (Recitation)</p> <p>https://youtu.be/4c6FyuetSVo (Action Words)</p> <p>Similar Poems-</p> <p>https://youtu.be/IIHnRIQsk6o</p> <p>https://youtu.be/UDWfp7Dp2nE</p> <p>https://youtu.be/D2UPO2cvUEs</p> <p>Worksheets-</p> <p>https://images.app.goo.gl/rmaDxHCVVDkfWNhy9</p> <p>https://images.app.goo.gl/iJF6GDpPymTX1qSP7</p> <p>Picture Cards of Birds</p> <p>Worksheets</p>	<p>Recitation of the Poem(audio record reciting the poem and send in Google Classroom)</p> <p>Picture description</p> <p>Picture Reading</p> <p>Writing simple sentences</p> <p>Worksheets-</p> <p>https://images.app.goo.gl/mM1Cxx1h8qfdbwnT9</p> <p>Say 5 simple sentences about your favourite bird.(SKILL- Speaking)</p> <p>st-consonant blend Worksheet</p> <p>https://images.app.goo.gl/ZWAXozBe5w4AVDxTA</p>

		<p><u>LSRW</u> <u>Vocabulary-</u></p> <ol style="list-style-type: none"> 1. bird 2. hop 3. stop 4. tail 5. window <p>Action Words See, fly, sit, cry, hop</p> <p>Creative writing: Guided writing about a bird. 2 sentences.</p>	<p>6. Be able to use ACTION WORDS in the right context.</p> <p>8. Be able to develop coherent ideas, organize them and write factual or imaginative text.</p>	<p>6. Performs the action that they read on the screen. Reads and writes</p> <p>.</p> <p>8. Draws a beautiful bird, colour it and writes two simple sentences on it.</p>			
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4	Mithu and the Yellow Mango	<p>Theme: Birds Love for Nature The World of Colours</p> <p>LS Reads the lesson with fluency.</p> <p><u>Raising awareness-</u> Birds are our friends</p> <p>LSR Different kinds of Birds Sounds of various birds</p> <p>LSRW <u>Vocabulary-</u> 1. Black 2. Crow 3. Mango 4. Parrot 5. Balloon</p> <p>Naming Words Fruits, names of children, animals,</p>	<p>Phonics: consonant blends- 'tr' using visual and written supports. Th as in thing Th as in this</p> <p>2. Be able to respond appropriately to the questions.</p> <p>3. Read the lesson independently with proper pronunciation and fluency for information and enjoyment.</p> <p>4..To be able to prepare and deliver an oral presentation on a known theme.</p> <p>5.Express ideas/opinions coherently and develop confidence in speaking skills.</p> <p>Learns the new words and their usage.</p> <p>6.Identify naming words in sentences.</p>	<p>1.Reads and spells word with consonant blends-tr and oo (tree, truck,train,trap,trip, Th as in thing thick,thumb,three,etc Th as in this - this,that,the,mother,b rother,there</p> <p>2.Listens to the model reading by the teacher and answers simple questions reads the story with proper pronunciation.</p> <p>4.Enacts the story through role play- Act like birds and make their sounds</p> <p>5.Acts out a scene when the birds flying in the sky.</p> <p>6.Recognises naming words(sort the words shown on the screen into the names of a</p>	<p>1.Responds orally to comprehension questions related to the lesson. (Do you like eating mangoes?</p> <p>2. Encourage children to listen to sounds of nature- Chirping of birds, rainfall, wind blowing etc.</p> <p>3.Children may be motivated to talk about different tastes after the meal or</p> <p>Have a conversation about nimbupani.(They can make nimbupani at their home)</p>	<p>https://youtu.be/3WkPXi4Ludo</p> <p>Green dupatta and a red beak, black dupatta and a black beak, an yellow mango, a red balloon.</p> <p>Sight words- black, parrot, mango,flew</p> <p>https://images.app.goo.gl/TzpQaEX9B7aeyT5n9(Naming Words)</p> <p>Picture cards- crow, parrot, mango,balloon</p>	<p>Comprehension check</p> <p>Story Narration</p> <p>Dramatization</p> <p>Communication Skills</p> <p>Virtual Classroom discussion</p> <p>Picture Reading</p> <p>Spell check</p> <p>Picture Composition</p> <p>https://images.app.goo.gl/7UXQaNwGgt88y8ai8 (Capital letters and Full stops)</p>

		places Punctuation Capital letters and Full stop	7.Learn the use of capital letters and full stop. 8.Be able to take dictation of letters/known words. 9.Expresses creativity by describing the picture.	person,thing,place or animal) 7.Understands and uses Capital letters and Full stop appropriately.. 9.Draws and colours the horse and describe it in notebook using simple sentences.	Refer to AAC		
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3	Poem: Merry-Go-Round	<p>Theme: Identifying Shapes</p> <p>LS Recites the poem with proper rhyme and rhythm.</p> <p>Discussion</p> <p>LSRW <u>Vocabulary-</u></p> <ol style="list-style-type: none"> 1. around 2. in 3. down 4. on 5. out 6. round 7. up 	<p>Phonics</p> <ol style="list-style-type: none"> 1. Identify and read words with consonant blends- ch and sh using visual and written supports 2. Be able to listen to the poem and comprehend. 3. Be able to speak about things associated with FAIR- snacks,toys,balloons,etc. My visit to a Mela / Fair. 4. Observe objects around them and identify their shapes. 	<ol style="list-style-type: none"> 1. Reads and spells word with consonant blends-ch and sh (shoe,ship,shop, wish,chair,chop, chain,child) 2. Listens to the model reading by the teacher and recites the poem with rhythm. 3. Takes active part in the class discussion and speaks simple sentences on the topic given to them using guided words. 4. Sees and picks objects of specified shapes. 	<ol style="list-style-type: none"> 1. Responds orally to comprehension questions related to the poem like – Have you seen a merry-go-round? Where have you seen it ? Would you like to go to a fair? 2. Parents may make use of a key chain/ small toy/large handkerchief which can be hung on a peg/door/ railing/tree to introduce the PREPOSITION – on .Learners may also collect waste papers to throw IN the dustbin,which is kept UNDER the table/sink 	<p>https://youtu.be/TR3AWtInvzA</p> <p>Similar poems- https://youtu.be/ThXlg2m79ic</p> <p>Various objects Example- book,bag,pencil,etc.</p> <p>Worksheets- Write the small letters of the alphabet a to n . (Activity Sheet)</p> <p>https://images.app.goo.gl/N3aCVwcd2nKCchEo9 (oo sound worksheet)</p>	<p>ONLINE CYCLE TEST</p> <p>Recitation (audio record reading the poem and send in Google Classroom)</p> <p>Prepositions</p> <p>Opposite Words</p>

		<p>Opposites upX down on X under</p> <p>Prepositions Ref : New words</p>	<p>5learns and uses opposites.</p> <p>6.Be able to understand the use of prepositions in sentences.</p>	<p>5. Collects objects of their choice present in their house and sort them ato express opposites. 6.Identifies the place where the objects are placed. Speaks and writes.</p>	<p>etc.</p> <p>3.Students can be assisted in framing sentences for each object and say it in class. For example, 'A wall clock is round in shape.'</p> <p>Refer to AAC</p>		
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3	Circle	<p><u>Theme:</u> Identifying Shapes</p> <p>LS Reads the lesson with proper pronunciation.</p> <p>LSRW <u>Vocabulary-</u></p> <ol style="list-style-type: none"> 1. ball 2. blue 3. circle 4. lines 5. moon 	<p>Phonics</p> <ol style="list-style-type: none"> 1. Identify and read words with sound- oo . 2. Listen and comprehend the story and answers questions requiring who/what/when/where etc. 3. Read the lesson fluently with proper pronunciation. 4. Read and understand the meaning of the new words. 5. Identify shapes in their immediate environment and name them. 6. Be able to look at pictures and fill in the missing letters. 	<ol style="list-style-type: none"> 1. Reads and Spells word with sound- - oo (balloon, moon tool, boot, hoop spoon, room) 2. Listen to the model reading by the teacher and repeats with correct stress. 3. Read the story with correct pronunciation. 4. Read the spellings shown on the screen with proper pronunciation. 5. Understands and sorts objects based on shapes 6. Identifies the picture displayed, names it and writes the spelling neatly in their notebooks with proper formation 	<ol style="list-style-type: none"> 1. Responds orally to comprehension questions related to the poem. 2. Learners are encouraged to look around their house and see how many shapes they can find. 3. Sits in a circle with parents and siblings and speaks about different tastes of food. Refer to AAC 	<p>https://youtu.be/2OYxY_qjzqI (Reading)</p> <p>https://images.app.goo.gl/4uJtNkXTzZhYfNQ48</p>	<p>Comprehension Questions Example- With whom was Mohini sitting?</p> <p>Who drew the circle?</p> <p>Picture Identification and Naming the picture</p> <p>Observe objects around them and identify its shape.</p>

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3	If I Were an Apple	<p>Theme: Love for nature</p> <p>LS Recitation of the poem with rhythm.</p> <p>My Favourite Fruit</p> <p>Importance of Trees</p> <p>LSRW Vocabulary-</p> <ol style="list-style-type: none"> 1. apple 2. boy 3. eat 4. drop 5. joy <p>Different types of Fruits Apple, mango, banana</p>	<p>Phonics 1. Identify and read words with – ee sound using visual and written supports.</p> <p>2. Recites the poem with proper pronunciation, intonation and pause.</p> <p>3. Speak with ease on the topic ‘My Favourite Fruit’.</p> <p>4. Identify the rhyming words in the poem.</p> <p>6. Identify pictures of fruits and write their names.</p>	<p>1. Reads and spells word with ee sound (tree, sheep, keep, sleep, seed)</p> <p>2. Recites the poem with proper rhythm. Sings other poems related to birds and animals. (If I were a Butterfly)</p> <p>3. Speaks about the fruit they like. (Teacher shows an Apple and speaks about it)</p> <p>4. Identifies rhyming pairs and colour the pairs of words with different colours.</p> <p>6. Identifies and writes the names of fruit shown by the teacher (Picture Card/Real) and name them.</p>	<p>1. Responds orally to comprehension questions related to the poem like – Do you like apples? Have you ever climbed a fruit tree?</p> <p>2. Real fruits may be used instead of/along with pictures such as banana, apple, grape, etc. Learners may be encouraged to name the fruit as well as the colour.</p> <p>3. Parents may talk about different kinds of leaves: on the banana tree, grapevine, apple tree, etc.</p> <p>Refer to AAC</p>	<p>https://youtu.be/HMKyXYmZfcs (Recitation of the poem)</p> <p>Picture Charts of Fruits or Real fruits</p> <p>Similar poems- https://youtu.be/1H9aiWGSWZ0</p> <p>https://images.app.goo.gl/zZRp1N5DavxtTXnk7 (Colour the fruits)</p> <p>Worksheet- https://images.app.goo.gl/ycMR5X1fSD EyqjoP6 (ch, sh, th sound)</p>	<p>Recitation of the Poem</p> <p>Worksheets</p> <p>Writing the small letters of the alphabet in cursive form.</p>

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4	Our Tree Murali's Mango Tree	<p>Theme: Love for nature</p> <p>LS</p> <p>Reading the lesson with proper pronunciation.</p> <p>Importance of trees</p> <p>Parts of a Plant Ques and ans oral</p> <p>LSRW <u>Vocabulary-</u></p> <ol style="list-style-type: none"> 1. berry 2. caterpillars 3. nest 4. rain 5. tree 	<p>Phonics 1. Identify and read words with ai and ng sound with visual and written supports.</p> <p>2. Listen read and comprehend the story, and answer questions with who/what/when/where etc.</p> <p>3. guided reading with proper pronunciation.</p> <p>4. Be able to speak sentences with ease and fluency using appropriate sounds, stress and intonation.</p> <p>5. Speak about the parts of a plant.</p> <p>7. Write the plurals of the words given.</p>	<p>1. Reads and spells word with ai and ng sound. (rain, pain, snail, tail, train, ring, sing, long, king, wing, swing)</p> <p>2. Listens to the model reading by the teacher and repeats.</p> <p>3. Reads the story with teacher's guidance</p> <p>4. speaks on trees</p> <p>5. Names parts of a plant (The teacher shows a real plant</p> <p>7. Writes the plural of given words.</p> <p>8 writes simple sentences</p>	<p>1. Responds orally to comprehension questions related to the poem.</p> <p>2. Teacher uses real-life objects to make children understand the concept of one and many. Example: students of the class, pencil boxes, water bottles, chalk pieces, etc</p> <p>3. Discussion- Why do you think trees are importance for us? Give them clues like- They give us shade, flowers, fruits, etc.</p>	<p>Varied objects Eg: water bottles, pencils, glasses, colours, etc</p> <p>Real Plant / Flash Cards of parts of a plant</p> <p>https://youtu.be/8N6liX7JAL4 (Seed Germination)</p> <p>Worksheets- Parts of a plant Match the Plural Words Crossword Puzzle</p>	<p>Reading</p> <p>Comprehension questions Eg: What are the parts of a plant? Which part of the plant do you like? Give two uses of plants.</p> <p>Parts of a plant</p> <p>Cw 2 sentences</p>



		Plurals Cw:2 sentences about a tree	Writes with guidance.		Refer to AAC		
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2	A KITE	<p>Love for nature</p> <p>LS <u>Recitation</u></p> <p>LSRW <u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. sit 2. wish 3. kite 4. blow 5. breeze 6. chanced <p>Hands on activity – to make a kite. Speaking -how they made it.</p>	<p>PHONICS: /ar/, /oi/, /or/ as in 'park', 'boil', 'fork'</p> <ol style="list-style-type: none"> 1. Recite the poem with rhythm and melody. 2. Identify the things fly in the sky from a group of objects. 3. Pick out rhyming words 4. Write the new words and question –answers (2 QUES) 4. Speak on <ol style="list-style-type: none"> a. how did they make kite? b. the difference between day and night. 	<p>Repeats the sounds and identifies words with these sounds.</p> <ol style="list-style-type: none"> 1. Recites poem with actions. 2. The child reads and writes the words given from the lesson. 3. Choose the rhyming words and writes. 4. Comprehends the poem and writes the questions and answers. 4. Draws pictures of night sky and day sky. 5. Speaks how they made kite. 	<p>Discussion on the things that can fly in the sky.</p> <p>Draws a kite. Draws day sky and night sky.</p> <p>Discussion on Kite festival.</p>	<p>https://www.youtube.com/watch?v=szYsHeOmxqg</p> <p>https://www.youtube.com/watch?v=uLjxQH6HoK4</p> <p>https://www.youtube.com/watch?v=AwiFnxhNS3U&ab_channel=RajeevLawrence</p> <p>https://www.youtube.com/watch?v=OZvc7wUwm1g&ab_channel=SuperKids%3ALittleChildrenRhymesSuperKids%3ALittleChildrenRhymes</p>	<p>Cycle test.</p> <p>Online test</p> <p>Recitation</p> <p>Work sheet on rhyming words.</p> <p>Spell check</p> <p>Ask questions based on the Poem.</p> <p>.</p>

KENDRIYA VIDYALAYA SANGATHAN, CHENNAI REGION

SPLIT UP SYLLABUS – 2021-'22 CLASS I ENGLISH


NUMBER OF SESSIONS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONTENT/CONCEPT / SKILL	LEARNING OBJECTIVES	LEARNING OUTCOMES	AAC ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/WORKSHEETS (SUGGESTIVE LINKS CAN BE PROVIDED)	ASSESSMENT STRATEGIES
3	SUNDARI	<p>The world of colours</p> <p>SKILL: Listening, speaking and Reading,</p> <p><u>LSRW</u> <u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Smiled 2. Beautiful 3. Wooden 4. Fair 5. Space 6. String 7. Tug 8. Band 9. Wind 10. High <p>Grammar – Past tense (any 5)</p> <p>Ques and ans (any 2)</p>	<p>1. Phonics Practice of the sounds already introduced.</p> <ol style="list-style-type: none"> 2. Able to read the lesson fluently. 3. Experience the nature of a fair. 4. Spells the words introduced in the lesson and writes in the class work notebook. 5. Opposites 6. Past tense 7. Speak about the experience in a fair. 8. Writes the questions and answers. 	<p>Utters correct sound and uses them</p> <p>2. Reads the lesson fluently with proper stress and pause.</p> <p>3. Speaks about the experience in a fair.</p> <p>4. writes the words</p> <p>5. Finds out opposites of some words in the lesson.</p> <p>6. Finds out the past tense of some action words (verbs) in the lesson.</p> <p>7. The child picks out the materials required for making a kite</p>	<p>Answers the questions based on the lesson. [3 or 4]</p> <p>Who made Sundari? Why did Bobby call her Sundari? etc.</p> <p>Discussion on the experience in a fair. (Public place)</p> <p>Writes opposites High x low Open x close Writes past tense Smile – smiled. Tug - tugged</p>	<p>https://www.youtube.com/watch?v=R1xdD3FbaBc&ab_channel=CALPCALP</p> <p>https://www.slideshare.net/REVATHI13/sundari-122073041</p> <p>https://www.youtube.com/watch?v=3K1MyOPr2LU&ab_channel=HappyBabySongsNurseryRhymesHappyBabySongsNurseryRhymes</p> <p>https://www.youtube.com/watch?v=OZvc7wUwm1g&ab_channel=SuperKids%3ALittleChildrenRhymesSuperKids%3ALittleChildrenRhymes</p>	<p>Cycle test Oral test</p> <p>Spelling test</p> <p>Questions based on the lesson.</p> <p>Work sheets on tenses</p>

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3	A little turtle	<p>Love for animals</p> <p>SKILL: Listening & Reciting LSRW <u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. little 2. turtle 3. crawl 4. slow 5. carry 6. house 7. tail 8. tired <p>Comprehending and writing Q&A (any 2) Speaking with guidance– on water animals. Hands on activity – to make a model of a turtle using clay.</p>	<p>.Phonics /air/,/ure/,/ear/ as in pair, sure, bear[sounds bare]</p> <ol style="list-style-type: none"> 2. Recite the poem with proper intonation and pause. 3. Identify the creatures living in water. 4. Pick out rhyming words 5. Write the new words and question – answers (2 or 3) eg What does the turtle carry on its back? 6. Speak on <ol style="list-style-type: none"> a. water animals. b. the difference between a turtle and a tortoise. c. animals having shells on their body. 	<p>Repeats the sounds.</p> <ol style="list-style-type: none"> 1. Recites poem with actions and proper intonation and pause. 2. The child reads and writes the words given from the poem. 3. Pick up the rhyming words and writes. 4. Comprehends the poem and writes the questions and answers. 5. Draws pictures of a turtle and a tortoise & colour. 6. Speaks on the topics given. 	<ol style="list-style-type: none"> 1. Discussion on water animals, shelled animals and crawling animals (names) 2. Draws a turtle and a tortoise 4. Compares a turtle and a tortoise 5. Questions based on the poem may be asked. 	<p>https://www.youtube.com/watch?v=BJgeUx9XVWI&ab_channel=CALPCALP</p> <p>https://www.youtube.com/watch?v=BJgeUx9XVWI&ab_channel=CALPCALP</p> <div style="display: flex; justify-content: space-around; align-items: center;">  tortoise </div> <div style="display: flex; justify-content: space-around; align-items: center;">  turtle </div> <p>https://www.youtube.com/watch?v=BJEC Hm0mxMg</p> <p>https://www.youtube.com/watch?v=PZ8Rbn7AuLU&ab_channel=JollyPlanetJollyPlanet</p>	<p>Cycle test.</p> <p>Online test</p> <p>Recitation</p> <p>Work sheet on rhyming words, crawling animals, water animals etc.</p> <p>Spell check</p> <p>MCQ</p> <p>Questions with Short answers</p>

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4	The tiger and the mosquito	<p>Love for animals Skill: Listening Speaking and Reading,</p> <p>LSRW <u>New words</u> <u>[spelling]</u> angry, bleed, mosquito, tiger, great, hit,proud, away, dozing, buzzing Punctuation marks(. ? . capital letter) b. Prepositions</p> <p>Speaking on a. Tiger b. Insects</p>	<p>1.Phonics Practice time(ref sounds introduced in earlier weeks) 2.Read the lesson loudly and clearly. 3. Find out wild animals from a group of animals 4.Say the names of some insects. 5.Write the new words and question -answers 6.Usage of a. Punctuation marks(. and capital letter) b. Prepositions 7. Speak on a. Tiger b. insects</p>	<p>1.Reads the lesson loudly and fluently. 2.Reads, spells, and writes new words 3.Realises the moral ‘Everyone is great in its own way.’ 4.Comprehends the lesson. 5.Punctuates simple sentence. 6.Uses prepositions like under, in, out [Use pictures] 7.Speaks on the topics given. 8.Draws a tiger and a mosquito and colour.</p>	<p>1.Draws/sticks the pictures of our national animal, national bird, national flower and name them. 2.Collects and sticks the pictures of cat family and name them.cat, tiger, leopard, cheetah etc. 4.Picks out names of insects from a group of animals. 5.Questions based on the lessons. [3 or 4] a. Why did the tiger’s cheek start to bleed? b. What is the moral of the story.</p>	<p>https://www.youtube.com/watch?v=JWIJmof5aPE&ab_channel=CALPCALP https://www.youtube.com/watch?v=_Yh8Nx7mnaU&ab_channel=YalaKidsChannel https://www.youtube.com/watch?v=EO1IGi83LGg&ab_channel=KiddopediaKidlopedia</p>	<p>Cycle test. Online test Work sheet on punctuations and prepositions, wild animals, insects etc. Spell check with jumbled letter and missing letter questions with short answers Find out words specified (action words in diff forms, prepositions)</p>

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3	Clouds	<p>Love for nature Skill: Listening, Reciting</p> <p><u>LSRW</u> <u>New words</u> <u>[spelling]</u> clouds, hot, sky, blue,bring, dance. again, sing Grammar Singular – Plural [One – Many] Usage of ‘s ‘or ‘es Q&A (2)</p> <p>‘ Speaking – on a rainy day and Seasons</p>	<p>1.Phonics /ear/as in near, /igh/ as in light 2.Recite the poem with proper intonation and pause. 3.Pick out rhyming words 4.Write the new words and question -answers 5. Speak on a. a rainy day b. seasons 6. Uses’ s ‘or ‘es’ properly according to the nouns. 7.Writes plural forms of the nouns.</p>	<p>Speaks words with these sounds. 1.Recites poem with actions. 2. The child reads and writes the words given from the poem. 3. Writes the rhyming words. 4.Comprehends the poem and writes the answers. 5.Draws clouds and colour. 6, Speaks on the topics given. 7.Usage of s or es A little cloud comes. More clouds come. 8. Writes plurals Cloud -clouds [can give some more examples based on previous lessons.]</p>	<p>1.Discussion on clouds and rain. 2.Discussion on a rainy day. 2.Draws clouds and colour. 4.Compares different seasons. 5.Questions based on the poem, like a. What is the colour of the sky? b. What do the clouds bring?</p>	<p>https://www.youtube.com/watch?v=VeWtpPoC7aQ&ab_channel=STEducationArena</p> <p>https://www.youtube.com/watch?v=FbxPbRerhD0&ab_channel=KidsEguidesKidsEguides</p> <p>https://www.youtube.com/watch?v=aJ_V9tz3fmg&ab_channel=PeriwinklePeriwinkle</p> <p>https://www.youtube.com/watch?v=8ZjpI6fgYSY&ab_channel=HaveFunTeachingHaveFunTeachingVerified</p>	<p>Cycle test.</p> <p>Online test</p> <p>Recitation</p> <p>Work sheet on rhyming words, singular-plural’ Usage of ‘s’ or ‘es’.</p> <p>Jumbled letters questions with short answers.</p>

NUMBER OF SESSIONS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONTENT/CONCEPT / SKILL	LEARNING OBJECTIVES	LEARNING OUTCOMES	AAC ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/	ASSESSMENT STRATEGIES
4.	Anandi's rainbow	<p>The world of colours. Skill: , Listening and Reading LSRW <u>New words</u> <u>[spelling]</u> asleep, dreaming, rainbow, bright, across, clear, flowers, shining, favourite Grammar -ing forms of the verb Describing words for nouns[adjectives Speaking on Rainbow</p>	<p>1.Phonics /kw /as in quick /x/ as in fix. 2.Read the lesson loudly and clearly. 3. Find out the colours in a rainbow ,spell and write them in the order. 4.Write the new words and question – answers(3/4) 5.Write -ing forms of the verbs in the lesson. 6.Pick up the describing words from the lesson. 7. Speak on Rainbow</p>	<p>Speaks words with these sounds 1.Reads the lesson loudly and fluently. 2.Reads, spells, and writes new words 3.Identifies and name different colours. 4.Comprehends the lesson. 5.Name some flowers. 6.Speaks on 'Rainbow' 7.Draws a rainbow and a sun and colour 8.Writes -ing form Shine -shining Give -giving. 9.Find out adjectives and underline Huge, bright, clear, blue, beautiful etc.</p>	<p>1.Sticks and name any 5 flowers of different colours and name them. 2. Draws a rainbow and color and name the Colours in the order.{ VIBGYOR } 3.Draws and color a sun. 4.Discussion on when a rainbow appears. 5.Questions based on the lessons. [3 or 4] a. What did Anandi see outside a window? What are the colours of a rainbow? 6.Explains how are the colors of the flowers useful to us-Dyeing.</p>	<p>https://www.youtube.com/watch?v=KR_Up6ytiP4&ab_channel=Periwinkle https://www.youtube.com/watch?v=oxNs3f6OPDY https://www.youtube.com/watch?v=u06Lr6PyBLQ&ab_channel=CatrackKidsTV https://www.youtube.com/watch?v=tvkLl0lJqYE&ab_channel=Periwinkle</p>	<p>Cycle test. Online test Work sheet on -ing forms of the verbs, adjectives and opposites. Spell check [cross word puzzle or unscramble the jumbled words.] Ask questions based on the lesson. Underline the verbs in the form of past tense in the lesson.</p>

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3	FLYING MAN	<p>Love for nature</p> <p>1.Skill: Listening, Reciting</p> <p>2.Speaking and Writing rhyming words, new words,ques &ans</p> <p>4.Speaking on a. flying things b. characters in fictions who can fly .</p> <p><u>LSRW</u> 1.New words Flying,high,man.mountains,sea, Take Q&A (1) Grammar Frame questions using ‘Where’</p>	<p>Phonics Practice time.</p> <p>1.Recite the poem with proper intonation and pause.</p> <p>2.Pick out rhyming words</p> <p>3. Speak on Flying things, mountains, sea [beauty of nature.] And characters who can fly,astronaut,pilot</p> <p>4. Write the new words and question - answers</p> <p>5. Frame questions for simple sentence.</p>	<p>Practices the sounds introduced till now.</p> <p>1.Recites poem with proper intonation and pause.</p> <p>2. Writes the rhyming words</p> <p>.3.Draws a flying man colour and speaks</p> <p>6, Speaks on the topics given.</p> <p>. 4.The child reads and writes the words given from the poem</p> <p>5.Comprehends the poem and writes the answers.</p> <p>6.Frame questions. I am going to school. Where are you going? [2 or 3 examples]</p>	<p>1.Discussion on the beauty of nature.</p> <p>2.Draws a scenery with mountains, sea, sky, sun etc. and colour.</p> <p>3.Questions based on the poem, like a. Where does the flying man go? b. What does the child want to do?</p> <p>4.Stick pictures of any 5 flying things and name them.</p>	<p>https://www.youtube.com/watch?v=hPg6LSf8P7Q&ab_channel=CatrackKidsTV</p> <p>https://www.youtube.com/watch?v=wfT0sQXc23c&ab_channel=BaBaKidsChannelBaBaKidsChannel</p> <p>https://www.youtube.com/watch?v=DLwzvrbcAqw&ab_channel=LittleFox-KidsSongsandStoriesLittleFox-KidsSongsandStories</p> <p> FLYING MAN .pptx</p>	<p>Cycle test.</p> <p>Online test</p> <p>Recitation</p> <p>Work sheet on flying things, frame questions</p> <p>Spell check Fill in the missing letters. Jumbled words.</p> <p>Ask questions based on the poem.</p>

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5	THE TAILOR AND HIS FRIEND	<p>Love for animals</p> <p>Skill: Speaking and reading LSRW</p> <p><u>New words [spelling]</u> Tailor,shop,near, friend, elephant, needle, pricked, wanted, trunk, instead, filled ,later,reached, threw, shook, sorry pain, trick, wet</p> <p>Speaking on</p> <p>a. Elephant</p> <p>b. The value of friendship</p> <p>c.What do you do when some one troubles you?</p> <p>grammar Usage of am/have</p> <p>extra Pick the odd one out</p>	<p>1.Phonics Recapitulation activities.</p> <p>Ref training material of NEP - FL</p> <p>2.Read the lesson with proper stress and pause.</p> <p>3. Narrate the story in simple sentences.</p> <p>4.Be aware that we should not harm animals.</p> <p>5.Write the new words and question -answers</p> <p>6.Use am/have properly,</p> <p>7.Pickodd one out</p> <p>8.Name some helpers.</p> <p>9. Speak on Elephant The value of friendship</p>	<p>1.Reads the lesson loudly and fluently.</p> <p>2.Reads, spells, and writes new words</p> <p>3.Identifies and name some helpers.</p> <p>4.Comprehends the lesson.</p> <p>5.Usage of am/have I <u>am</u> a boy. I <u>have</u> a ball.</p> <p>6.Picks the odd one out. Apple, banana, Elephant[pictures] 4 or 5 examples.</p> <p>7.Speaks on the topics given.</p>	<p>1.Sticks and name any 5 helpers.</p> <p>2. Draw an elephant.</p> <p>4.The value of relationships - Discussion.</p> <p>5.Questions based on the lessons. [3 or 4]</p> <p>a. Who was Kalu?</p> <p>b.How did Kalu’s clothes become wet?</p> <p>6.A friend in need is a friend indeed -Explains.</p> <p>7.Love and care for animals -Discussion.</p> <p>8.Sticks the pictures of</p> <p>a. the biggest animal on the land.</p> <p>b. the tallest animal on the land. [Write their names also }</p>	<p>https://www.youtube.com/watch?v=RfL6zQoFZjY</p> <p>https://www.youtube.com/watch?v=e7XMTM4SfV0</p> <p>https://www.youtube.com/watch?v=XlgtCDejwKc</p> <p>https://www.youtube.com/watch?v=z3z11ptDlhA</p>	<p>Cycle test.</p> <p>Online test</p> <p>Work sheet on -the usage of am/have, odd one out, helpers etc.</p> <p>Spell check [cross word puzzle or choose the correct spelling.]</p> <p>Ask questions based on the lesson.</p> <p>Write the opposites of the given words and past tenses of the given verbs from the lesson.</p>