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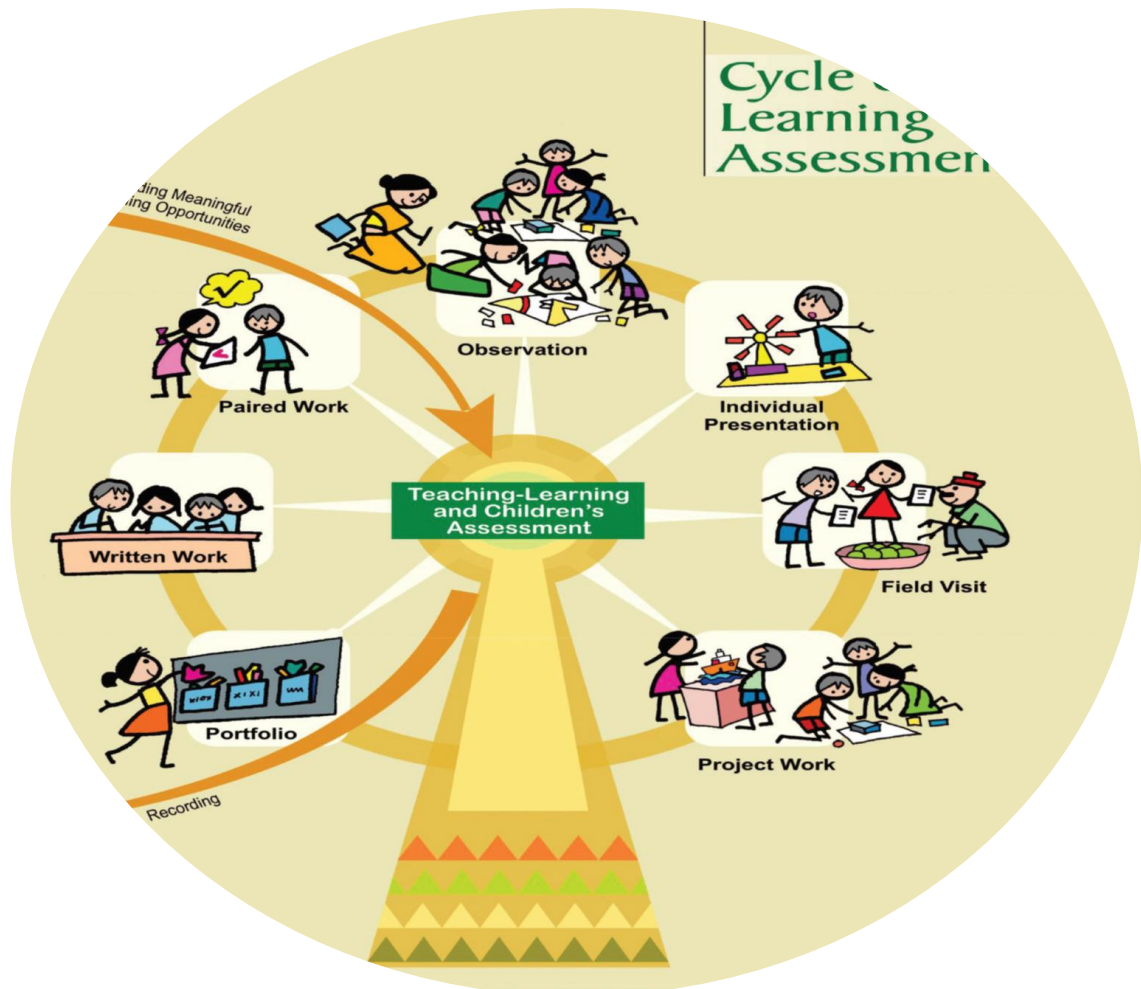
# ***TEACHER'S HANDBOOK ON LEARNING OUTCOMES***

***SUBJECT: ENGLISH***

***CLASS: I***

***VENUE: RIE SEC 32, CHD.***

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**ASSESSMENT TOOLS/QUESTION BANK  
BASED**

**ON**

**LEARNING-OUTCOMES**

**SUBJECT-ENGLISH**

**CLASS-I**

**VENUE: RIE- 32, CHANDIGARH**

## **FOREWORD**

A classroom consists of heterogeneous group of students in terms of learning proficiency. These students exhibit a wide variety of abilities. However, the assessment procedure many times is ignored at the school level. The results of assessment therefore, are not a true representation of level of students. As a result of such negative washback effect of assessment, the learning process slows down. The assessment tool produced at RIE aims at assessing different levels of learners. It measures various learning outcomes of English language (Classes I-VIII) very systematically assessing each focused outcome at a time and other outcomes also. Assessment should explore ways of making the students active contributors with an independent expression that allows individualization in a classroom and assessment should enable students to consistently reflect their true abilities in English language learning using the language holistically in real life situation. Assessment must be continuous and unstressful. It needs to be carried out continuously over a period of time with emphasis on understanding the cultural dimensions of English language learning and teaching for exploring their proficiency in English, its vocabulary and its grammar which are the fundamental features that give children their space and time in learning in their individual ways.

## Subject: English

### About the document :

The document includes unit wise plans of assessing learners as per learning outcomes prepared by NCERT for classes I to VIII in English along with the open ended questions, group activities, individual tasks and paper pencil test.

### Assessment in Language

- One does not need special test for keeping a record of the students or for preparing a report card; learning activities themselves provide the basis for such ongoing observational and qualitative assessment.
- The types of questions that are set for assessment need not be restricted to those found in the **text** book.
- Questions that are open ended and challenging could also be used.
- Grading and correction has to be carried out in the presence of the students and feedback has to be provided on their answers regarding their correct and wrong responses with justified reasons.
- Not only learning outcome but also **learning experiences** themselves must be evaluated. Exercises, both individual and collective can be designed to enable the learner to reflect on and assess their learning experiences.
- Self assessment may be encouraged. Every classroom interaction with the children requires the review of their own work and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not.
- Idea of this document is **NOT** to give the teacher a finite inventory of items on the basis of which she/he can evaluate a child. The idea is to empower to create a large inventory of his/her own, as a **teacher's portfolio** which is constantly enriched and enlarged by experience.
- Assessment should be part of teaching learning process rather than a one time activity.
- Every unit taught and assessed must integrate all the skills.
- Learning outcomes are best achieved when language skills are integrated for a holistic development of language.

Director  
Regional Institute of English  
Chandigarh

**PREPARATION OF SUBJECT WISE ASSESSMENT TOOLS/SAMPLE QUESTION BANK  
IN ENGLISH FOR PRIMARY AND UPPER PRIMARY CLASSES**

**(VENUE – REGIONAL INSTITUTE OF ENGLISH, SECTOR-32C, CHANDIGARH)**

**10.09.2018 TO 19.09.2018**

<b>Venue Coordinator</b>	<b>Dr.Vandana Lunyal, Director, RIE-32, Chandigarh</b>	
<b>Programme Coordinator</b>	<b>Ms. Sarita Tewari,</b>	
<b>Advisory staff</b>	Ms. Preeti Deo Ms. Openderjeet Kaur Ms.Tejinder Kaur	
<b>Primary (Group-1)</b>		
<b>Resource Person</b>	Mr. Munish Kumar GMS, Palsora Colony, Chd.	Class-I

# **CLASS-I ENGLISH**

## Class I (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs or groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• name common objects such as– man, dog etc. when pictures are shown</li> <li>• use familiar and simple words (‘bat’, ‘pen’, ‘cat’) as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc)</li> <li>• develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts</li> <li>• sing or recite collectively songs or poems or rhymes with actions</li> <li>• listen to stories, and humorous incidents and interact in English or home language</li> <li>• ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)</li> <li>• draw or scribble pictures and images from the story as preliminary to writing</li> <li>• respond in home language or English or sign language or non-verbal expressions what he/she has understood in the story or poem</li> <li>• listen to instructions and draws a picture</li> <li>• Use greetings like “Good morning”, “Thank you” and have polite conversations in English such as “What is your name?”, “How are you?” etc.</li> <li>• Say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc.</li> <li>• Give examples of common blend sounds in words like ‘brick’, ‘brother’, ‘frog’, ‘friend’ etc.</li> </ul>	<p><b>The learner–</b></p> <ul style="list-style-type: none"> <li>• associates words with pictures</li> <li>• Names familiar objects seen in the pictures</li> <li>• recognises letters and their sounds A—Z</li> <li>• differentiates between small and capital letters in print or Braille</li> <li>• recites poems/rhymes with actions</li> <li>• draws, scribbles in response to poems and stories</li> <li>• responds orally (in any language including sign language) to comprehension questions related to stories/poems</li> <li>• identifies characters and sequence of a story and asks questions about the story</li> <li>• carries out simple instructions such as ‘Shut the door’, ‘Bring me the book’, and such others</li> <li>• listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or ‘signing’ (using sign language)</li> <li>• listens to instructions and draws a picture</li> <li>• talks about self /situations/ pictures in English</li> <li>• uses nouns such as ‘boy’, ‘sun’, and prepositions like ‘in’, ‘on’, ‘under’, etc.</li> <li>• produces words with common blends like “br” “fr” like ‘brother’, ‘frog’ etc. <ul style="list-style-type: none"> <li>• writes simple words like fan, hen, rat etc.</li> </ul> </li> </ul>

## Contents

### *About the package*

<b>Sr. No.</b>	<b>Content</b>	<b>Page No.</b>
1.	Teachers logbook/rubrics	
2.	Progress Sheet	
3.	Index of Assessment Sheet/ Question Banks	
4.	Assessment Sheet/ Question Banks	
5.	Suggested group activities	



**PLAN TO ASSESS THE CHILD'S PERFORMANCE AND PARTICIPATION  
(TEACHER'S LOG BOOK/ PORTFOLIO)  
CLASS 1**

MONTH	CHAPTER/ UNIT/ THEME	PROCESS/ TO BE DEVELOPED BY THE TEACHER(Focus of teacher training customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES (All skills are integrated)  The Learner
As per DEO	Unit 1 A HAPPY CHILD & THREE LITTLE PIGS	Assumptions: The learner recognizes the upper case and lower case letters in pre primary classes.  Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.	<ul style="list-style-type: none"> <li>• Group work story</li> <li>• narration</li> <li>• recitation observation</li> <li>• drawings</li> <li>• Total Physical Response</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems rhymes with action (E1.5)</li> <li>• draws scribbles in response to story and poems (E1.6)</li> <li>• responds orally to comprehension questions related to stories and poems (E1.7)</li> <li>• listens to instructions and draws pictures. (E1.11)</li> <li>• identifies characters and sequence of the story and asks questions about the story. (E1.8)</li> <li>• is given introduction of letter A – Z(revision of letters A,K,M,N,V E, F,H, I ,L, T C,G,O, Q B, D,P,R,S,U,J in both cases) (E1.3)</li> <li>• draws lines straight and slanting such as drawing a tree, a hut, a box, etc. integrated with mathematics ie. learning shapes also. (E1.6)</li> <li>• is given phonemic awareness. (E1.3)</li> <li>• associates words with pictures (E1.1)</li> <li>• Names familiar objects seen in the pictures (E1.2)</li> </ul>

As per DEO	Unit 2 AFTER A BATH & THE BUBBLE, THE SPAER AND THE SHOE	Assumptions: The learner recognizes the upper case and lower case letters in pre primary classes.  Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents	<ul style="list-style-type: none"> <li>group work story</li> <li>narration</li> <li>recitation observation</li> <li>drawings</li> <li>total Physical Response</li> </ul>	<ul style="list-style-type: none"> <li>recites poems rhymes with action (E1.5)</li> <li>draws scribbles in response to story and poems (E1.6)</li> <li>responds orally to comprehension questions related to stories and poems (E1.7)</li> <li>listens to instructions and draws pictures. (E1.11)</li> <li>identifies characters and sequence of the story and asks questions about the story. (E1.8)</li> <li>is given introduction of letter A – Z(revision of letters A,K,M,N,V E, F,H, I ,L, T C,G,O, Q B, D,P,R,S,U,J in both cases) (E1.3)</li> <li>draws lines straight, <b>curved</b> and slanting such as drawing a tree, a hut, a box, etc. integrated with mathematics ie. learning shapes also. (E1.6)</li> <li>is given phonemic awareness. (E1.3)</li> <li><b>carries out simple instructions such as ‘Shut the door’, ‘Bring me the book’, and such others. (E1.9)</b></li> </ul>
MONTH	CHAPTER/UNIT/ THEME	PROCESS/ TO BE DEVELOPED BY THE TEACHER ( customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES
As per DEO	UNIT 3 ONE LITTLE KITTEN & LAALU AND PEELU	Assumptions: The learner recognizes the upper case and lower case letters in pre primary classes.  Petals: Primer, Petals: Practice	<ul style="list-style-type: none"> <li>group work story</li> <li>narration</li> <li>recitation observation</li> </ul>	<ul style="list-style-type: none"> <li>recites poems rhymes with action (E1.5)</li> <li>draws scribbles in response to story and poems (E1.6)</li> <li>responds orally to comprehension questions related to stories and poems (E1.7)</li> <li>listens to instructions and draws pictures. (E1.11)</li> <li>identifies characters and sequence of the story and asks questions about the story. (E1.8)</li> </ul>

		<p>sheets, Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents Review of the previous work.</p>	<ul style="list-style-type: none"> <li>• drawings</li> <li>• total physical response</li> </ul>	<ul style="list-style-type: none"> <li>• is given introduction of letter A – Z(revision of letters A,K,M,N,V E, F,H, I ,L, T C,G,O, Q B, D,P,R,S,U,J in both cases) (E1.3)</li> <li>• draws lines straight, curved and slanting such as drawing a tree, a hut, a box, etc. integrated with mathematics i.e. learning shapes also. (E1.6)</li> <li>• is given phonemic awareness. (E1.3)</li> <li>• <b>listens to English words, greetings, polite forms of expression, simple sentences, responds in English or the home language or ‘signing’. (E1.10)</b></li> </ul>
<b>As per DEO</b>	UNIT 4 ONCE I SAW A LITTLE BIRD.	<p>Assumptions: The learner recognizes the upper case and lower case letters in pre primary classes.</p> <p>Petals: Primer, Petals: Practice sheets, Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents Review of the previous work..</p>	<ul style="list-style-type: none"> <li>• group work story</li> <li>• narration</li> <li>• recitation observation</li> <li>• drawings</li> <li>• total physical response</li> </ul>	<ul style="list-style-type: none"> <li>• . recites poems rhymes with action (E1.5)</li> <li>• draws scribbles in response to story and poems (E1.6)</li> <li>• responds orally to comprehension questions related to stories and poems (E1.7)</li> <li>• listens to instructions and draws pictures. (E1.11)</li> <li>• identifies characters and sequence of the story and asks questions about the story. (E1.8)</li> <li>• is given introduction of letter A – Z(revision of letters A,K,M,N,V E, F,H, I ,L, T C,G,O, Q B, D,P,R,S,U,J in both cases) (E1.3)</li> <li>• listens to English words,greetings, polite forms of expression, simple sentences, responds in English or the home language or ‘signing’ (E1.10)</li> </ul>

<b>As per DEO</b>	Unit 5 MARRI GO ROUND	Assumptions: The learner recognizes the upper case and lower case letters in pre primary classes.  Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents	<ul style="list-style-type: none"> <li>• group work story</li> <li>• narration</li> <li>• recitation observation</li> <li>• drawings</li> <li>• total physical response</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems rhymes with action (E1.5)</li> <li>• draws scribbles in response to story and poems (E1.6)</li> <li>• responds orally to comprehension questions related to stories and poems (E1.7)</li> <li>• listens to instructions and draws pictures. (E1.11)</li> <li>• identifies characters and sequence of the story and asks questions about the story. (E1.8)</li> <li>• is given introduction of letter A – Z(revision of letters A,K,M,N,V E, F,H, I ,L, T C,G,O, Q B, D,P,R,S,U,J in both cases) (E1.3)</li> <li>• listens to English words,greetings, polite forms of expression, simple sentences, responds in English or the home language or ‘signing’ (E1.10)</li> <li>• uses nouns such as ‘boy’, ‘sun’ etc. (E1.13)</li> <li>• produces words with common blends like “br” “fr” like brother, frog etc. (E1.14)</li> </ul>
<b>MONTH</b>	<b>CHAPTER/UNIT/ THEME</b>	<b>PROCESS/ TO BE DEVELOPED BY THE TEACHER(Focus of teacher training customizing lesson plan)</b>	<b>ASSESSMENT STRATEGY</b>	<b>LEARNING OUTCOMES (All skills are integrated)</b>
<b>As per DEO</b>	Unit 6 IF I WERE AN APPLE	Assumptions: The learner recognizes the upper case and lower case letters in pre primary classes.  Petals: Primer Petals: Practice	<ul style="list-style-type: none"> <li>• group work story</li> <li>• narration</li> <li>• recitation observation</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems rhymes with action (E1.5)</li> <li>• draws scribbles in response to story and poems (E1.6)</li> <li>• responds orally to comprehension questions related to stories and poems (E1.7)</li> <li>• listens to instructions and draws pictures. (E1.11)</li> <li>• identifies characters and sequence of the story and asks questions about the story. (E1.8)</li> </ul>

		sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents	<ul style="list-style-type: none"> <li>• drawings</li> <li>• total physical response</li> </ul>	<ul style="list-style-type: none"> <li>• is given introduction of letter A – Z(revision of letters A,K,M,N,V E, F,H, I ,L, T C,G,O, Q B, D,P,R,S,U,J in both cases) (E1.3)</li> <li>• listens to English words,greetings, polite forms of expression, simple sentences, responds in English or the home language or ‘signing’ (E1.10)</li> <li>• uses nouns such as ‘boy’, ‘sun’ etc. (E1.13)</li> <li>• produces words with common blends like “br” “fr” like brother, frog etc. (E1.14)</li> <li>• <b>differentiates between small and capital letters in print or Braille (E1.4)</b></li> <li>• <b>uses preposition like in, on, under, etc. (E1.13)</b></li> </ul>
<b>As per DEO</b>	Unit 7 A KITE	Assumptions: The learner recognizes the upper case and lower case letters in pre primary classes.  Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents	<ul style="list-style-type: none"> <li>• group work story</li> <li>• narration</li> <li>• recitation observation</li> <li>• drawings</li> <li>• total physical response</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems rhymes with action (E1.5)</li> <li>• draws scribbles in response to story and poems (E1.6)</li> <li>• responds orally to comprehension questions related to stories and poems (E1.7)</li> <li>• listens to instructions and draws pictures. (E1.11)</li> <li>• identifies characters and sequence of the story and asks questions about the story. (E1.8)</li> <li>• is given introduction of letter A – Z(revision of letters A,K,M,N,V E, F,H, I ,L, T C,G,O, Q B, D,P,R,S,U,J in both cases) (E1.3)</li> <li>• listens to English words, greetings, polite forms of expression, simple sentences, responds in English or the home language or ‘signing’ (E1.10)</li> <li>• uses nouns such as ‘boy’, ‘sun’ etc. (E1.13)</li> <li>• produces words with common blends like “br”</li> </ul>

				<p>“fr” like brother, frog etc. (E1.14)</p> <ul style="list-style-type: none"> <li>• uses preposition like in, on, under, etc. (E1.13)</li> <li>• <b>talks about sel/situations/pictures in English.</b> (E1.12)</li> <li>• <b>Writes simple words like fan, hen, rat etc.</b> (E1.15)</li> </ul>
<b>As per DEO</b>	Unit 8 A LITTLE TURLE	<p>Assumptions: The learner recognizes the upper case and lower case letters in pre primary classes.</p> <p>Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents</p>	<ul style="list-style-type: none"> <li>• group work story</li> <li>• narration</li> <li>• recitation observation</li> <li>• drawings</li> <li>• total physical response</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems rhymes with action (E1.5)</li> <li>• draws scribbles in response to story and poems (E1.6)</li> <li>• responds orally to comprehension questions related to stories and poems (E1.7)</li> <li>• listens to instructions and draws pictures. (E1.11)</li> <li>• identifies characters and sequence of the story and asks questions about the story. (E1.8)</li> <li>• is given introduction of letter A – Z(revision of letters A,K,M,N,V E, F,H, I ,L, T C,G,O, Q B, D,P,R,S,U,J in both cases) (E1.3)</li> <li>• listens to English words, greetings, polite forms of expression, simple sentences, responds in English or the home language or ‘signing’ (E1.10)</li> <li>• uses nouns such as ‘boy’, ‘sun’ etc. (E1.13)</li> <li>• produces words with common blends like “br” “fr” like brother, frog etc. (E1.14)</li> <li>• uses preposition like in, on, under, etc. (E1.13)</li> </ul>

<b>QUARTER / WEEK/ MONTH</b>	<b>CHAPTER/UNIT/TH EME</b>	<b>PROCESS/ TO BE DEVELOPED BY THE TEACHER (customizing lesson plan)</b>	<b>ASSESSMENT STRATEGY</b>	<b>LEARNING OUTCOMES</b>
<b>As per DEO</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>

### **NOTES:**

- The entire year is divided into four quarters and the syllabus to be covered in each quarter is divided accordingly.
- Monthly bifurcation of the content to be done as per the plans sent by DEO
- One unit consists of one prose and one poem along with exercises given at the back of the text book.
- The teacher can customize the aforesaid plan as per the classroom requirement and needs of the learner.
- The teacher must use the teacher's handbook prescribed by the NCERT.

## TEACHERS LOGBOOK FOR ASSESSING LEARNING OUTCOMES (CLASS-1)

*Note: Teacher may achieve the given learning outcomes as per the unit being covered for her respective class.*

NAME OF THE STUDENT \_\_\_\_\_

[illegible]



[illegible]





**Note for the Teacher :**

**Teacher can use any grading system or can devise any ranking system in order to identify the level of learner corresponding to each learning outcome.**

The teacher will add the month as per the DEO bifurcation

The teacher can assess the learning outcomes as per his/ her convenience.

March, September, February, June are not included (examination and review time and summer vacation month)

<b>Needs lot of support</b>	
<b>Able to do with support</b>	
<b>Age appropriate</b>	
<b>Beyond expected level</b>	

**Teacher can also write Lowest Performing Learning Outcomes towards the end of quarter out of her targeted outcomes for that quarter (Teacher will plan her learning process in the next quarter as per her lowest learning outcomes)**

For example:

Lowest Performing Outcomes towards the end of April

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of May

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of July

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of August

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of October

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of November

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of December

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of January

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of **Session**

- \_\_\_\_\_
- \_\_\_\_\_

## **INDEX (Class 1)**

<b>Code no.</b>	<b>Learning Outcomes The learner</b>	<b>Sheet no.</b>
<b>E1.1</b>	<b>associates words with pictures</b>	<b>4</b>
<b>E1.2</b>	<b>Names familiar objects seen in the pictures</b>	<b>4</b>
<b>E1.3</b>	<b>recognises letters and their sounds A—Z</b>	<b>8</b>
<b>E1.4</b>	<b>differentiates between small and capital letters in print or Braille</b>	<b>9</b>
<b>E1.5</b>	<b>recites poems/rhymes with actions</b>	<b>6</b>
<b>E1.6</b>	<b>draws, scribbles in response to poems and stories</b>	<b>5</b>
<b>E1.7</b>	<b>responds orally (in any language including sign language) to comprehension questions related to stories/poems</b>	<b>7</b>
<b>E1.8</b>	<b>identifies characters and sequence of a story and asks questions about the story</b>	<b>7</b>
<b>E1.9</b>	<b>carries out simple instructions such as ‘Shut the door’, ‘Bring me the book’, and such others</b>	<b>3</b>
<b>E1.10</b>	<b>listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or ‘signing’ (using sign language)</b>	<b>1</b>
<b>E1.11</b>	<b>listens to instructions and draws a picture</b>	<b>5</b>
<b>E1.12</b>	<b>talks about self /situations/ pictures in English</b>	<b>2,4</b>
<b>E1.13</b>	<b>uses nouns such as ‘boy’, ‘sun’, and prepositions like ‘in’, ‘on’, ‘under’,etc.</b>	<b>12</b>
<b>E1.14</b>	<b>produces words with common blends like “br” “fr” like ‘brother’, frog’ etc.</b>	<b>11</b>
<b>E1.15</b>	<b>writes simple words like fan, hen, rat etc.</b>	<b>10</b>

## 1. Assessment Sheet

**Learning outcomes:- (Listening & Speaking)**

**The Learner**

- listens to English words, greetings, polite forms of expression, simple sentences and responds in English or the home language or 'signing' (using sign language)

**Ref. Primer Pg. 124 & 125**

**Language Items:-**

**The learner will respond to the gestures given by the teacher.**

**1. Greetings**

Hi/ Hello friends  
Good morning  
How are you?  
I am fine.  
Nice to meet you.

**2. Spontaneous reactions**

Thanks a lot.  
Welcome.  
Excuse me, Please.  
Why not?  
It's my pleasure.

**3. Farewell**

Ok Bye/ Goodbye  
Have a nice day, sir  
See you soon.  
Take care.  
Enjoy your day.

**4. Regrets/ Apologies**

sorry.  
I am sorry.  
I apologies.

**5. Magic Words**

Please.  
Excuse me.  
Thank you.  
You are welcome.

## 2. Assessment Sheet

	<p><b>Learning outcomes:- (Listening &amp; Speaking)</b></p> <p><b>The learner</b></p> <ul style="list-style-type: none"><li>• <b>talks about self in English</b></li></ul> <p><b>Ref. Petals Pg. 62</b></p>
	<p><b>Language Items:-</b></p> <p><b>The teacher will ask the following questions from the students and the students will answer the questions.</b></p> <p>Q 1. What is your name?</p> <p>Q 2. Can you spell your name?</p> <p>Q 3. Which class do you study in?</p> <p>Q 4. Where do you live?</p> <p>Q 5. Which is your favourite colour?</p>

### 3. Assessment Sheet

	<p><b>Learning outcomes:- (Listening &amp; Speaking)</b></p> <p><b>The Learner</b></p> <ul style="list-style-type: none"><li>• carries out simple instructions such as ‘Shut the door’, ‘Bring me the book’, and such others</li></ul>
	<p><b>Language Items:-</b></p> <p><b>The teacher will give instructions to the students with appropriate expressions and the students will carry out the instructions accordingly.</b></p> <ol style="list-style-type: none"><li>1. Come here. Take the chalk. Look at the blackboard. Write your name on the blackboard.</li><li>2. Go there. Open the door. Shut the window. Go out. Come in.</li><li>3. Open your books. Open your books at page 56. Bring me your book. Close your books now.</li><li>4. Have your lunch. Close your eyes. Join your hands.</li><li>5. Put your Head down. Stand up. Sit down. Stand in a line.</li></ol>



#### 4. Assessment Sheet

**Learning outcomes:- (Listening & Speaking)**

**The Learner**

- associates words with pictures
- names familiar objects seen in the pictures
- talks about situations/ pictures in English

**Ref. Petals pg. 1,4,7,8,9,13,15,28**

**Language Items:-**

**The teacher will show the pictures to the students. She will ask the students to speak about these pictures in their own words.**



## 5. Assessment Sheet

### **Learning outcomes:-**

#### **The Learner**

- **draws, scribbles in response to poems and stories.**
- **listens to instructions and draws a picture**

**Ref. Petals Primer Pg. 8 to 12**

**Marigold Text Book Units**

### **Language Items:-**

#### **Children will draw the pictures and colour it.**

Draw a hut and colour it brown

Draw a flower and colour it yellow

Draw grass and colour it green.

Draw a shoe and colour it black.

Draw an apple and colour it red.



## 6. Assessment Sheet

**Learning outcomes:- (Listening & speaking)**

- recites poems/rhymes with actions

**Ref. Petals Primer Pg. 1 to 7**  
**Marigold Text book Units**

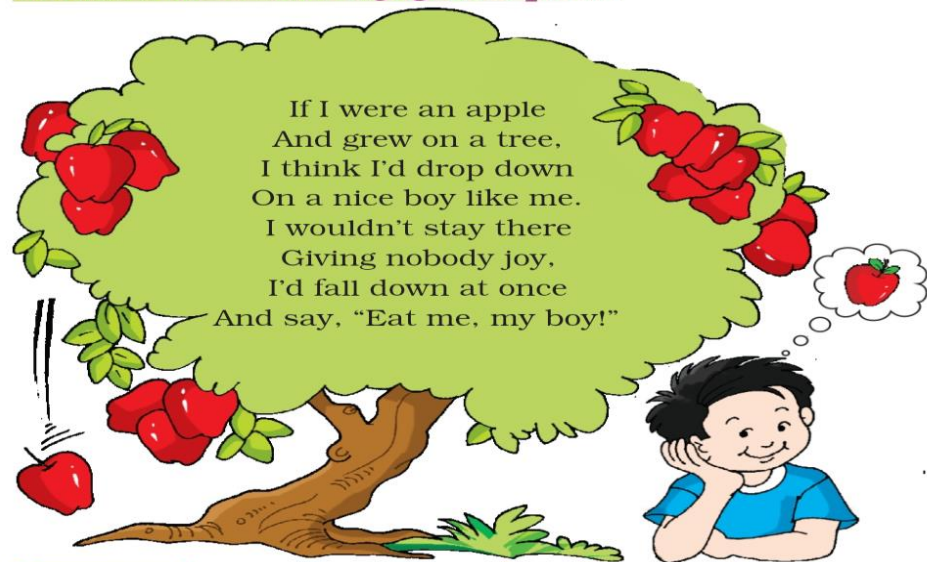
**Language Items:-**

The learner will learn the poems by heart and recite it with actions. The poem given in text book and from other sources as per his level can be taken up.

### If I Were an Apple

**UNIT**  
**6**

*Learn, recite and enjoy this poem*



#### **New words**

apple



boy



eat

drop

joy

#### **Let's read**



I like to eat an apple.

We clap our hands with joy.

## 7. Assessment Sheet

	<p><b>Learning outcomes:- (Listening &amp; speaking)</b></p> <p><b>The Learner</b></p> <ul style="list-style-type: none"><li>• responds orally (in any language including sign language) to comprehension questions related to stories/poems</li><li>• identifies characters and sequence of a story and asks questions about the story</li></ul> <p><b>Ref. Marigold Text book units</b></p>
	<p><b>Language Items:-</b></p> <p><b>The teacher will narrate the story using bilingual language to the students and they will respond orally to the questions related to the story in any language.</b></p> <p>Children, Once a little bird ate a tasty berry. The berry seed fell down and with the help of rain and sun it grew up as a plant. After some years, the plant took the form of a tree. The tree had strong branches. Crows, squirrels and monkeys had fun there. It became really a very beautiful tree.</p> <p><b>Now answer the following questions</b></p> <ol style="list-style-type: none"><li>1. What did the little bird eat?</li><li>2. How did the berry plant grow?</li><li>3. What happened to the berry plant after some years?</li><li>4. Name any two animals who had fun near the berry tree.</li><li>5. What is the importance of the tree?</li></ol>

## 8. Assessment Sheet

**Learning outcomes:- (Reading & writing)**

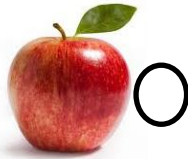
**The Learner**

- recognizes letters and their sounds A—Z

**Ref. Petals Primer Pg 22 to 49**

**Language Items:-**

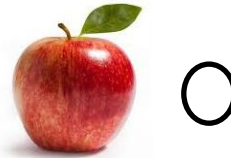
**Q**



**D**



**A**



**W**



**P**



## 9. Assessment Sheet

**Learning outcomes:- (Reading & writing)**

**The Learner**

**differentiates between small and capital letters in print or Braille**

**Ref. Petals Primer Pg. 69 to 75, 121**

**Language Items:-**

**Match the capital letters with their corresponding small letters**

Column A	Column B
BOY	rat
CUP	pen
RAT	dim
PEN	bin
BIN	fix
DIM	boy
FIX	van
GEL	cup
HIS	gel
VAN	his

## 10. Assessment Sheet

**Learning outcomes:- (Reading & writing)**

**The Learner**

**writes simple words like fan, hen, rat etc.**

**Ref. Petals Primer Pg. 84 to 89, 119 & 120**

**Language Items:-**

**The students will read following sentences and write them in their notebook as dictated by the teacher.**

1. A fat cat sat on a mat.
2. Dad is mad at his lad.
3. It is a big bag.
4. Ted and Ned fed a dog.
5. Let the pet get wet.
6. The big pig saw a fig.
7. I saw a cow.
8. The boy got a toy.
9. The tea in the pot is hot.
10. The dog dug up a bug.



## 11. Assessment Sheet

**Learning outcomes:- (Reading & writing)**

**The Learner**

**produces words with common blends like “br” “fr” like ‘brother’, frog’ etc.**

**Ref. Primer pg. 90**

**Language Items:-**

### Beginning Blends

Look at each illustration. What consonant blend matches the beginning of the word? Color in the bubble next to the correct answer.

1. 	pl <input type="radio"/>	gr <input type="radio"/>	gl <input type="radio"/>	pr <input type="radio"/>
2. 	bl <input type="radio"/>	cl <input type="radio"/>	br <input type="radio"/>	st <input type="radio"/>
3. 	br <input type="radio"/>	tr <input type="radio"/>	dr <input type="radio"/>	bl <input type="radio"/>
4. 	fl <input type="radio"/>	sk <input type="radio"/>	fr <input type="radio"/>	sl <input type="radio"/>
5. 	sp <input type="radio"/>	pl <input type="radio"/>	pr <input type="radio"/>	st <input type="radio"/>



## 12. Assessment Sheet

	<p><b>Learning outcomes:- (Reading &amp; writing)</b>  <b>uses nouns such as ‘boy’, ‘sun’ and prepositions like ‘in’, ‘on’, ‘under’,etc.</b></p>
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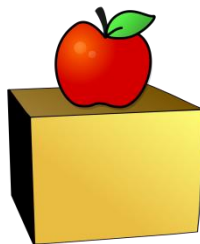
	<b>Language Items:-</b>
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**The teacher will show the pictures one by one to the students and ask them to choose the correct preposition from the given options.**



## Position of the balls

- 1) in                      2) on                      3) under                      4) behind



## Position of the apple

- 1) in                  2) on                  3) under              4) behind**



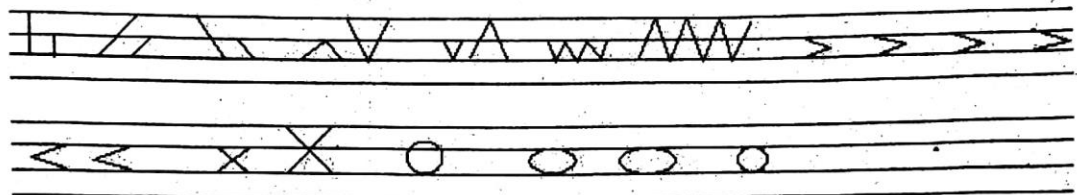
## Position of the apple

- 1) in                  2) on                  3) under              4) behind**

# **ASSESSMENT THROUGH GROUP ACTIVITIES AND TASKS**

## Learning Outcomes:-

- The learners recognize letters and their sounds.
- Mechanics of writing



The target set before pupils is to make these strokes of equal size.

When the uniformity in size has been fairly achieved, the following two sets are to be drawn:

x x x x x x x x x x x x x x

v v v v v v v v v v v v v v

The succeeding sets of should be taught next in the order shown below:

v v v v v v v v v v v v v v

w w w w w w w w w w w w w w

l l l l l l l l l l l l l l l l

y y y y y y y y y y y y y y y y

k k k k k k k k k k k k k k

k k k k k k k k k k k k k k k k

Now, introduce the curves

l l l l l l l l l l l l l l l l

t t t t t t t t t t t t t t t t t t t t

t t t t t t t t t t t t t t t t t t t t

f f f f f f f f f f f f f f f f f f f f

c c c c c c c c c c c c c c c c

d d d d d d d d d d d d d d d d d d d d

b b b b b b b b b b b b b b b b

p p p p p p p p p p p p p p p p p p p p

p p p p p p p p p p p p p p p p

q q q q q q q q q q q q q q q q q q q q

q q q q q q q q q q q q q q q q

a a a a a a a a a a a a a a a a a a a a

o o o o o o o o o o o o o o o o o o o o

o o o o o o o o o o o o o o o o o o o o

a a a a a a a a a a a a a a a a a a a a

e e e e e e e e e e e e e e e e e e e e

i i

j j

u u u u u u u u u u u u u u u u u u u u

n n n n n n n n n n n n n n n n n n n n

n n n n n n n n n n n n n n n n n n n n

h h h h h h h h h h h h h h h h h h h h

n n n n n n n n n n n n n n n n n n n n

m m m m m m m m m m m m m m m m m m m

By now sufficient flexibility in the muscles has been achieved. The following letters of alphabet will therefore be copied with ease:

r r r r r r r r r r r r r r r r r r r r

s s s s s s s s s s s s s s s s s s s s

g g g g g g g g g g g g g g g g g g g g

The next step is to teach the capital letters, which may be taught in the following groups:

• A) K M N V W X Y Z

• E F H I L T

• C G O Q

• B D P R S U J

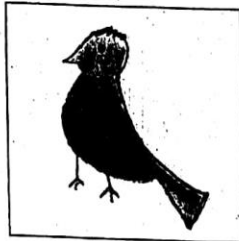
## Learning Outcomes:-

The learner responds orally to comprehension questions related to the story.

### A. Learn these words



a frog



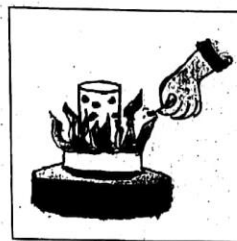
a sparrow



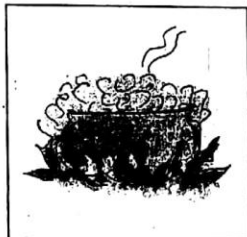
cashewnuts



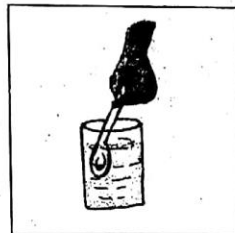
pouring



lighting a stove



spilling



stirring

## THE GREEDY SPARROW

In a small village in South India, there live an old woman. The old woman lived in a hut beside a large pond. Fishes and frogs played in the pond. Big trees grew around it, and birds and squirrels made their nests in them. In the roof of the old woman's hut lived a tiny brown sparrow. The old woman gave the sparrow a little food every day.

One day, the sparrow flew down to the old woman.

"Grandma, Grandma," he chirped, "I want to eat something sweet. Make me a sweet, please."

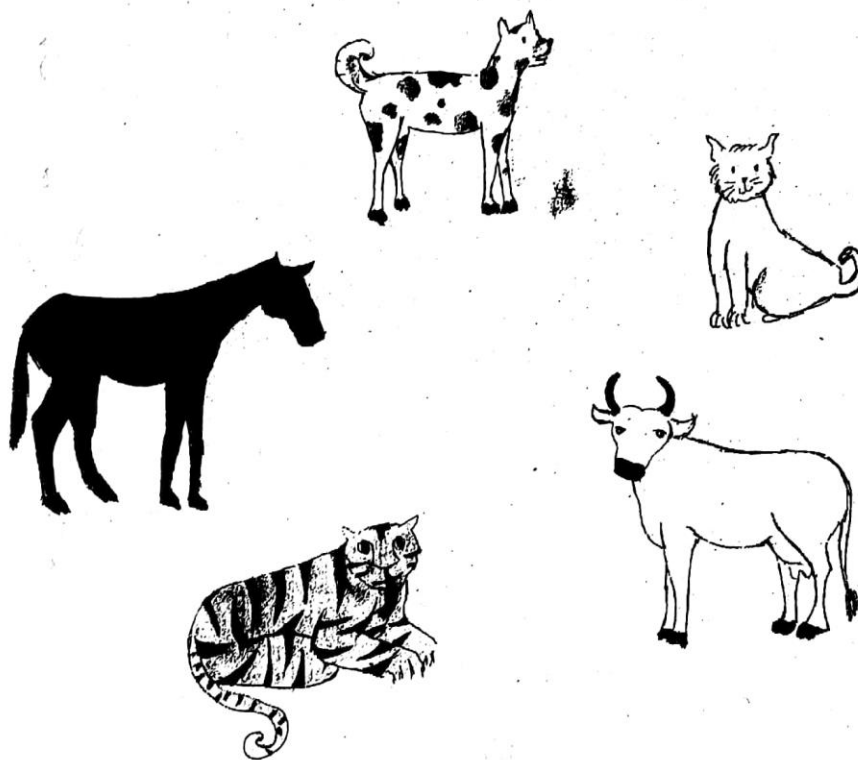
## Learning Outcomes:-

- The learner responds orally to comprehension questions.
- The learner talks about pictures.

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Identify and Number

Look at the pictures carefully. Number the pictures based on what you listen.



It has four legs. It is quite big. You can ride it.  
 It has four legs. It is small. It likes milk.  
 It has four legs. It is big. It gives us milk.  
 It has four legs. It can be big or small. It guards our homes.  
 It has four legs. It is big. It lives in jungles.

Discrimination of sounds

Listen to the following words carefully. If the pairs of words are the same write S. If they are different write D.

(Do not show the list to the learners.)

bit-  
fit-  
sit-  
pic-  
sick

Gri

Lis  
wh  
sar

1.  
2.  
3.  
4.  
5.  
6.

Pt  
R:  
nc  
R:  
to

## Learning Outcomes:-

- The learner recites poem with actions.
- The learner responds orally to the poem.

### I Have Two Eyes

#### Poem

I have two eyes to see with,  
I have two feet to run,  
I have two hands to wave with,  
And nose I have but one.  
I have two ears to hear with,  
And a tongue to say "Good day."

#### Action

Point to eyes  
Point to feet  
Wave hands  
Point to nose  
Point to ears  
Stick your tongue out

### This is the Way

#### Poem

This is the way we wash our hands,  
Wash our hands, wash our hands.  
This is the way we wash our hands  
So early in the morning.

#### Action

Act as if you are washing hands

#### Substitute:

....brush our teeth  
...comb our hair  
...give a hug

The act of washing hands should be replaced accordingly.

### Five Fingers (A finger play)

#### Poem

Five fingers on this hand.  
Five fingers on that  
A dear little nose.  
A mouth like a rose.  
Two cheeks so tiny and fat.  
Two eyes, two ears  
And ten little toes;  
That's the way the baby grows.

#### Action

Hold up one hand  
Hold up the other hand  
Point to nose  
Point to mouth  
Point to each cheek  
Point to each ear  
Point to toes

Continue by putting in all the other parts of the body.

### If You're Happy

#### Poem

If you're happy and you know it clap your hands

#### Action

Clap twice

Learning Outcomes:-

- The learner talks about pictures.

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See the picture and talk about the picture.

