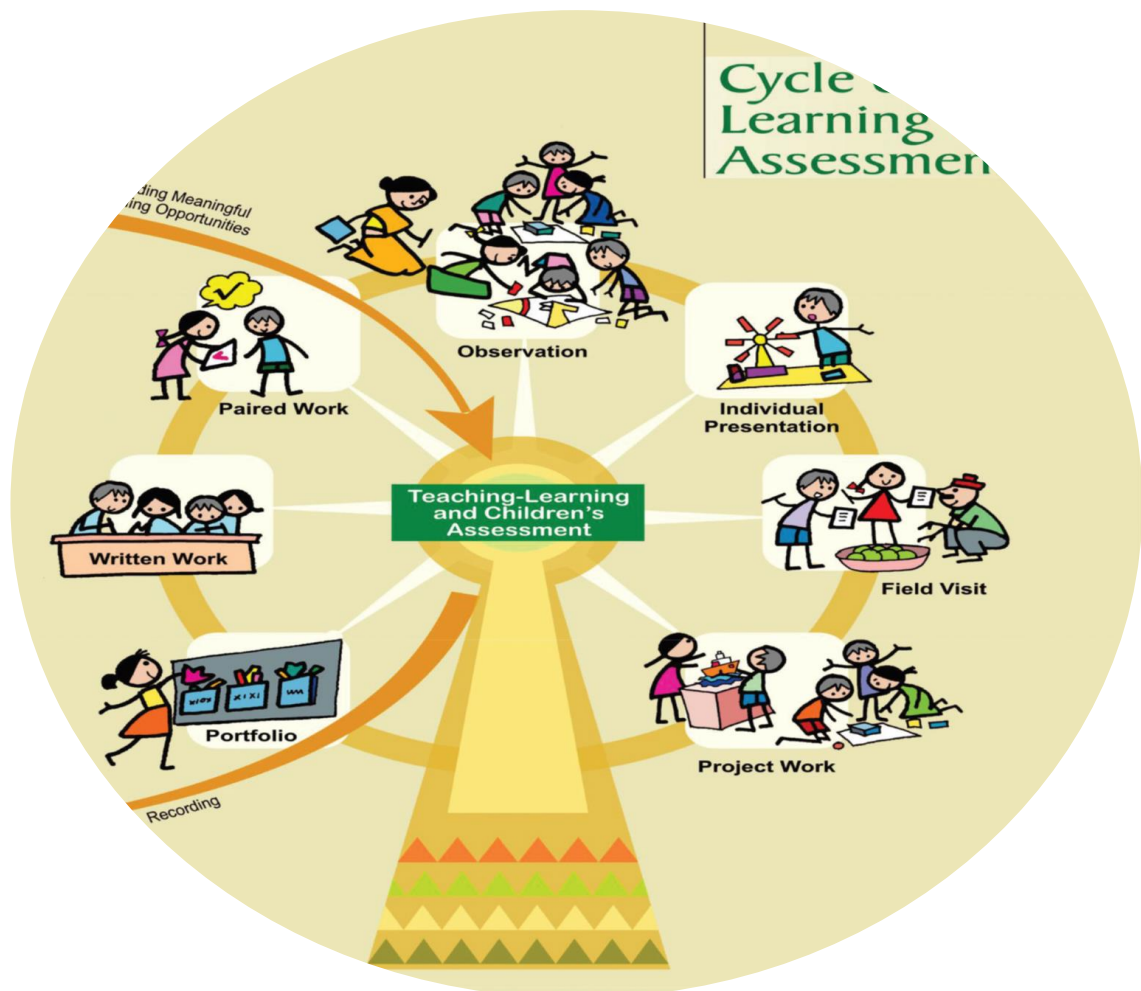

TEACHER'S HANDBOOK ON LEARNING OUTCOMES

SUBJECT: ENGLISH

CLASS: II

VENUE: RIE SEC 32, CHD.



**ASSESSMENT TOOLS/QUESTION BANK
BASED**

ON

LEARNING-OUTCOMES

SUBJECT-ENGLISH

CLASS-II

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

Venue Coordinator	Dr.Vandana Lunyal, Director, RIE-32, Chandigarh	
Programme Coordinator	Ms. Sarita Tewari,	
Advisory staff	Ms. Preeti Deo Ms. Openderjeet Kaur Ms.Tejinder Kaur	
Primary (Group-1)		
Resource Person	Mr. Munish Kumar JBT, GMS, Palsora Colony,Chd.	Class-2

CLASS-II

ENGLISH

Class II (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to—</p> <ul style="list-style-type: none"> • sing or recite collectively songs or poems or rhymes with action • listen to stories, and humorous incidents and interact in English or home language • ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) • respond orally in home language or English or sign language or non-verbal expressions • write 2-3 simple sentences about stories or poems • look at scripts in a print rich environment like newspapers, tickets, posters etc. • develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts • listen to short texts from children’s section of newspapers, read out by the teacher • listen to instructions and draw a picture • speak and write English, talk to their peers in English, relating to festivals and events at homes and schools • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • use appropriately pronouns related to gender such as ‘he’, ‘she’, ‘his’, ‘her’, and demonstrative pronouns such as ‘this’, ‘that’, ‘these’, ‘those’; and prepositions such as ‘before’, ‘between’ etc. • read cartoons/ pictures/comic strips with or without words independently • write 2-3 sentences describing common events using adjectives, prepositions and sight words like “This is my dog. It is a big dog. It runs behind me.” 	<p>The learner—</p> <ul style="list-style-type: none"> • 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 short texts from children’s section of newspapers, read out by the teacher • 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. • uses prepositions like ‘before’, ‘between’ etc. • composes and writes simple, short sentences with space between words.

Contents

About the package

Sr. No.	Content	Page No.
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 2

MONTH	CHAPTER/UNIT/ THEME	PROCESS/ TO BE DEVELOPED BY THE TEACHER (customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES (All skills are integrated) The Learner
As per DEO	Unit 1 FIRST DAY AT SCHOOL & HALDI'S ADVENTURE	Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered words and short sentences in Previous classes.Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.	<ul style="list-style-type: none"> • Group work • story narration • recitation • observation • drawings • Total Physical Response 	<ul style="list-style-type: none"> • sings songs rhymes with action. (E2.1) • responds to comprehension questions related to stories and poems. (E2.2) • identifies characters and sequence of the story. (E2.3) • expresses verbally her or his opinion and asks questions about the characters, storyline, etc. (E2.4)
As per DEO	Unit 2 I AM LUCKY & I WANT	Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered words and short	<ul style="list-style-type: none"> • Group work • story narration • recitation • observation • drawings • Total Physical Response 	<ul style="list-style-type: none"> • sings songs rhymes with action. (E2.1) • responds to comprehension questions related to stories and poems. (E2.2) • identifies characters and sequence of the story. (E2.3)

		<p>sentences in Previous 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"> expresses verbally her or his opinion and asks questions about the characters, storyline, etc. (E2.4) listens to English words and greetings, polite form of expressions (E2.6)
As per DEO	Unit 3 A SMILE & THE WIND AND THE SUN	<p>Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered words and short sentences in Previous 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"> Group work story narration recitation observation drawings Total Physical Response 	<ul style="list-style-type: none"> sings songs rhymes with action. (E2.1) responds to comprehension questions related to stories and poems. (E2.2) identifies characters and sequence of the story. (E2.3) expresses verbally her or his opinion and asks questions about the characters, storyline, etc. (E2.4) uses pronouns related to gender (E2.10)
MONTH	CHAPTER/UNIT/ THEME	PROCESS/ TO BE DEVELOPED BY THE TEACHER (focus on customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES The Learner
As per DEO	Unit 4 RAIN & STROM IN THE GARDEN	<p>Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered</p>	<ul style="list-style-type: none"> Group work story narration recitation observation drawings Total Physical 	<ul style="list-style-type: none"> sings songs rhymes with action. (E2.1) responds to comprehension questions related to stories and poems. (E2.2) identifies characters and sequence

		<p>words and short sentences in Previous classes.</p> <p>Petals: Primer, Petals: Practice sheets, Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents</p> <p>Review of the previous work.</p>	Response	<p>of the story. (E2.3)</p> <ul style="list-style-type: none"> expresses verbally her or his opinion and asks questions about the characters, storyline, etc. (E2.4) uses prepositions like ‘before’, ‘between’ etc. (E2.11)
As per DEO	UNIT 5 ZOO MANNERS & FUNNY BUNNY.	<p>Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered words and short sentences in Previous classes.</p> <p>Petals: Primer, Petals: Practice sheets, Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents</p> <p>Review of the previous work..</p>	<ul style="list-style-type: none"> Group work story narration recitation observation drawings Total Physical Response 	<ul style="list-style-type: none"> sings songs rhymes with action. (E2.1) responds to comprehension questions related to stories and poems. (E2.2) identifies characters and sequence of the story. (E2.3) expresses verbally her or his opinion and asks questions about the characters, storyline, etc. (E2.4) uses simple adjectives related to size, shape, colour, weight, texture such as ‘big’, ‘small’, ‘round’, ‘pink’ ‘red’ ‘heavy’ ‘light’ ‘soft’ etc. (E2.7)
As per DEO	Unit 6 MR. NODOBY & CURLYLOCKS AND THE THREE BEARS	<p>Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered</p>	<ul style="list-style-type: none"> Group work story narration recitation observation drawings Total Physical 	<ul style="list-style-type: none"> sings songs rhymes with action. (E2.1) responds to comprehension questions related to stories and poems. (E2.2) identifies characters and sequence

		<p>words and short sentences in Previous classes.</p> <p>Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents</p>	<p>Response</p> <ul style="list-style-type: none"> 	<p>of the story. (E2.3)</p> <ul style="list-style-type: none"> expresses verbally her or his opinion and asks questions about the characters, storyline, etc. (E2.4) listens to short texts from children's section of newspapers, read out by the teacher (E2.8)
MONTH	CHAPTER/UNIT/ THEME	PROCESS/ TO BE DEVELOPED BY THE TEACHER(Focus on customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES The Learner
As per DEO	Unit 7 ON MY BLACKBOARD I CAN DRAW MAKE IT SHORTER	<p>Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered words and short sentences in Previous 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"> Group work story narration recitation observation drawings Total Physical Response 	<ul style="list-style-type: none"> sings songs rhymes with action. (E2.1) responds to comprehension questions related to stories and poems. (E2.2) identifies characters and sequence of the story. (E2.3) expresses verbally her or his opinion and asks questions about the characters, storyline, etc. (E2.4) listens to instructions and draws a picture (E2.9)
As per DEO	Unit 8 I AM THE MUSIC MAN	<p>Assumptions: The learner recognizes the upper case and lower</p>	<ul style="list-style-type: none"> Group work story narration recitation 	<ul style="list-style-type: none"> sings songs rhymes with action. (E2.1) responds to comprehension

	THE MUMBAI MUSICIANS	case letters, phonemic awareness and can read letter three, four lettered words and short sentences in Previous classes. Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents	<ul style="list-style-type: none"> • observation • drawings • Total Physical Response 	<p>questions related to stories and poems. (E2.2)</p> <ul style="list-style-type: none"> • identifies characters and sequence of the story. (E2.3) • expresses verbally her or his opinion and asks questions about the characters, storyline, etc. (E2.4) • draws or writes a few words or short sentence in response to poems and stories. (E2.5)
As per DEO	Unit 9 GRANNY GRANNY PLEASE COMB MY HAIR & THE MAGIC PORRIDGEPOT	Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered words and short sentences in Previous classes. Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents	<ul style="list-style-type: none"> • Group work • story narration • recitation • observation • drawings • Total Physical Response 	<ul style="list-style-type: none"> • sings songs rhymes with action. (E2.1) • responds to comprehension questions related to stories and poems. (E2.2) • identifies characters and sequence of the story. (E2.3) • expresses verbally her or his opinion and asks questions about the characters, storyline, etc. (E2.4) • composes and writes short simple sentences (E2.12)
As per DEO	Unit 10 STRANGE TALK & THE GRASSHOPPER AND THE ANT PICTURE DICTIONARY	Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered words and short sentences in	<ul style="list-style-type: none"> • Group work • story narration • recitation • observation • drawings • Total Physical Response 	<ul style="list-style-type: none"> • sings songs rhymes with action. (E2.1) • responds to comprehension questions related to stories and poems. (E2.2) • identifies characters and sequence of the story. (E2.3) • expresses verbally her or his

		Previous classes. Petals: Primer Petals: Practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents		opinion and asks questions about the characters, storyline, etc. (E2.4)
MONTH	CHAPTER/UNIT/ THEME	PROCESS/ TO BE DEVELOPED BY THE TEACHER (focus on customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES The Learner
As per DEO	REVISION	Assumptions: The learner recognizes the upper case and lower case letters, phonemic awareness and can read letter three, four lettered words and short sentences in Previous classes.	REVISION	REVISION

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-2)

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)

Needs lot of support	
Able to do with support	
Age appropriate	
Beyond expected level	

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 2)

Code No.	Learning Outcomes The Learner	Sheet No.
E2.1	sings songs or rhymes with action	3
E2.2	responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)	4
E2.3	identifies characters, and sequence of events in a story	4
E2.4	expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English or home language.	4
E2.5	draws or writes a few words or short sentence in response to poems and stories.	13
E2.6	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.	1
E2.7	uses simple adjectives related to size, shape,colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc	11
E2.8	listens to short texts from children's section of newspapers, read out by the teacher	5
E2.9	listens to instructions and draws a picture	2
E2.10	uses pronouns related to gender like 'his/ her/, 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.	9,10
E2.11	uses prepositions like 'before', 'between" etc.	12
E2.12	composes and writes simple, short sentences with space between words.	13

1. Assessment Sheet

	<p>Learning outcomes:- (Listening & Speaking) 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</p>				
	<p>Language Items:- Task 1:- The learner will respond to the teacher and will participate in the conversation. Teacher:- Good Morning! How are you today? Student:- _____ Teacher:- What are you doing? Student:- _____ Teacher:- Do you have your English book? Student:- _____ Teacher:- What is the day today? Student:- _____</p> <p>Task 2 :- The learner will respond to the teacher using following responses as per the conversation/situation</p> <table style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p style="text-align: center;"><u>Greetings</u></p> <p>Hi/ Hello friends Good morning How are you? I am fine. Nice to meet you.</p> </td><td style="vertical-align: top;"> <p style="text-align: center;"><u>Spontaneous reactions</u></p> <p>Thanks a lot. Welcome. Excuse me, Please. Why not? It’s my pleasure.</p> </td></tr> <tr> <td style="vertical-align: top;"> <p style="text-align: center;"><u>Farewell</u></p> <p>Ok Bye/ Goodbye Have a nice day, sir See you soon. Take care.</p> </td><td style="vertical-align: top;"> <p style="text-align: center;"><u>Regrets/ Apologies</u></p> <p>Sorry. I apologize. I am sorry.</p> </td></tr> </table> <p style="text-align: center;"><u>Magic Words</u></p> <p>Please. Excuse me. Thank you. You are welcome.</p>	<p style="text-align: center;"><u>Greetings</u></p> <p>Hi/ Hello friends Good morning How are you? I am fine. Nice to meet you.</p>	<p style="text-align: center;"><u>Spontaneous reactions</u></p> <p>Thanks a lot. Welcome. Excuse me, Please. Why not? It’s my pleasure.</p>	<p style="text-align: center;"><u>Farewell</u></p> <p>Ok Bye/ Goodbye Have a nice day, sir See you soon. Take care.</p>	<p style="text-align: center;"><u>Regrets/ Apologies</u></p> <p>Sorry. I apologize. I am sorry.</p>
<p style="text-align: center;"><u>Greetings</u></p> <p>Hi/ Hello friends Good morning How are you? I am fine. Nice to meet you.</p>	<p style="text-align: center;"><u>Spontaneous reactions</u></p> <p>Thanks a lot. Welcome. Excuse me, Please. Why not? It’s my pleasure.</p>				
<p style="text-align: center;"><u>Farewell</u></p> <p>Ok Bye/ Goodbye Have a nice day, sir See you soon. Take care.</p>	<p style="text-align: center;"><u>Regrets/ Apologies</u></p> <p>Sorry. I apologize. I am sorry.</p>				

2. Assessment Sheet

Learning outcomes:- (Listening & Speaking)

The learner

- **listens to instructions and draws a picture**

Language Items:-

The teacher can use pictures given in the text book and other sources as well. Children will draw the pictures and colour it.

Draw a cap and colour it.

Draw a bear and colour it brown.

Draw stars and moon and colour it.

Draw a mouse and colour it grey.

Draw an ant and colour it.



3. Assessment Sheet

Learning outcomes:- (Listening & Speaking)

The Learner

- sings songs or rhymes with action

Ref. Marigold units

Language Items:-

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

Unit-6

Read and enjoy this poem

Mr . Nobody

I know a funny little man,
As quiet as a mouse,
Who does the mischief
that is done
In everybody's house!
There's no one ever
sees his face,
And yet we all agree
That every plate we break was
cracked
By Mr. Nobody.

New words

quiet, mischief, everybody, agree, nobody



4. Assessment Sheet

	<p>Learning outcomes:- (Listening & Speaking)</p> <p>The Learner</p> <ul style="list-style-type: none"> • 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. <p>Ref. Marigold units</p>
	<p>Language Items:-</p> <p>The teacher will narrate the story using bilingual method to the students and they will respond orally to the questions related to the story in any language.</p> <p>Once there was a girl with curly hair. Her name was curlylocks. One day, she went into the forest and saw a cottage there. The Bear family lived in the cottage but that day they had gone out. The girl went inside the cottage and she saw three bowls of porridge. She was hungry. She ate up all the porridge.</p> <ol style="list-style-type: none"> 1. Q What was the name of the girl? 2. Q What did she see in the forest? 3. Q What did she find when she went inside the cottage? 4. Q Who lived in the cottage? 5. Q Why did she eat the porridge?

5. Assessment Sheet

Learning outcomes:-

The Learner

- listens to short texts from children's section of newspapers, read out by the teacher

Ref. Newspaper, internet

KID'S CORNER

Easters Many Symbols

Replace the missing words

SUNDAY GOD CHRISTIAN
EGGS WEEK RESURRECTION

Easter is known to be the _____ that marks the end of the Holy _____, an event that commemorates the death and _____ of Jesus Christ. It is greatly influenced by the _____ faith as it reminds believers to remember the last sacrifice of the Son of _____. Others think of it as a time of celebration with Easter _____, bunnies and peeps.

Easter Egg Hunt

Can you find how many eggs are in this scene?
Color in the picture and find all of the eggs!



Tallest Easter egg



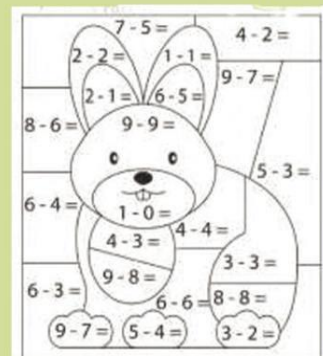
The tallest chocolate Easter egg ever was made in Italy in 2011. At 10.39 metres in height and 7,200 kg in weight, it was taller than a giraffe and heavier than an elephant!

EXTRA

In the old days pretzels were associated with Easter because the twists of the pretzel were thought to resemble arms crossing in prayer.

Answer the math questions and use the color key to color Peter Rabbit.

0 gray
1 yellow
2 blue
3 green



EASTER WORD SEARCH

S U E X I W R K Y B C
I A C I D B X V U R S
B D V E J K T N O R E
J N P I B V N S E T G
M E J H O Y S W E Q L
R Y M E V R O K V X S
N G C D I L S T N A U
C C L S F A E G G S S
I S E H B J A U D W E
D N V Y Y A D N U S J
D O S W T T O M B X S

RISEN
CROSS
TOMB
JESUS
SAVIOR

SUNDAY
FLOWERS
EGGS
BASKET
BUNNY



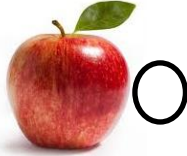
What is your favorite part of Easter?

6. Assessment Sheet

Learning outcomes:-
Basics of class 1

Language Items:-

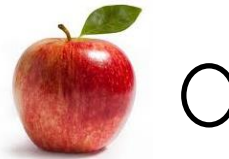
Q



D



A



W



P



7. Assessment Sheet

Learning outcomes:-
Basics of class 1

Language Items:-

Match the capital letters with their corresponding small letters

Column A	Column B
B	r
C	p
R	d
P	b
B	f
D	b
F	v
G	c
H	g
V	h

8. Assessment Sheet

Basics of class 1

Language Items:-

Read the passage and answer the following questions:-

A fat dog sat in the cab. The dog had a red pup. The pup did not run. The dog was sad for it. He led the pup but the pup hid in the bin. It got a bun in the bin. The dog sat in the gap. The pup ran in a big fun. It had bun in its lap. The dog fed the bun to his pup and got it to run. The pup did so. It ran as a jet and met a boy. The boy got it in its lap.

1. The dog had _____.
2. It got a bun _____.
3. The pup ran _____.
4. It ran as a jet and _____.
5. The boy got _____.

9. Assessment Sheet

Learning outcomes:- (Reading & writing)
uses pronouns like **this/that**, **'here/there'** **'these/those'** etc.

Language Items:-

**Look at the given picture and fill in the blank using
this/that/these/those**

..... is a bag.



..... is a watch.



..... are boys.



.....are rats.



.....is a bus.



10. Assessment Sheet

	<p>Learning outcomes:- (Reading & writing)</p> <p>The Learner</p> <p>uses pronouns related to gender like ‘his/her/, ‘he/she’, ‘it’</p>
	<p>Language items:-</p> <p>Choose the correct answer and fill in the blank.</p> <p>1. _____ is my brother. (He/She)</p> <p>2. _____ is a girl. (He/She)</p> <p>3. _____ is a soft toy. (He/She/it)</p> <p>4. This is _____ frock. (his/her/its)</p> <p>5. _____ name is Rohan. (his/her/its)</p> <p>Fill in the blanks:-</p> <p>Ram is my brother. _____ is a good boy. Rita is his sister. _____ is a good girl. _____ plays with a soft toy. _____ frock is red in colour. _____ cousin’s name is Rohan.</p>

11. Assessment Sheet

Learning outcomes:- (Reading & writing)

The Learners

uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc

Language items:

Describe the given picture using appropriate adjectives from the box.

small

heavy

big

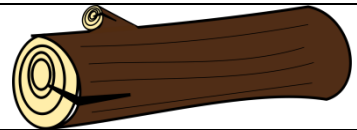
round

bright

a _____ ant



a _____ log



a _____ ball



a _____ elephant



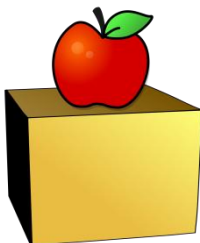
a _____ sun



12. Assessment Sheet

	Learning outcomes:- (Reading & writing) The Learner uses prepositions like ‘before’, ‘between’ etc.
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	<p>Language Items:-</p> <p>The teacher will ask the position of the apple from the students.</p>
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Position of the apple

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



Position of the apple





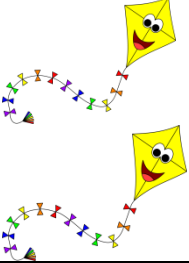




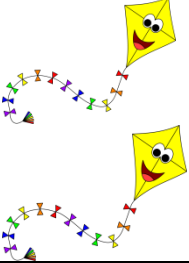




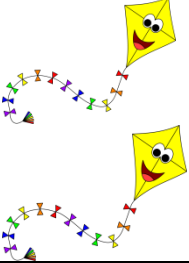
- 1) in 2) between 3) under 4) behind**



Position of the apple

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

13. Assessment Sheet

	<p>Learning outcomes:- (Reading & writing)</p> <ul style="list-style-type: none"> composes and writes simple, short sentences with space between words. draws or writes a few words or short sentence in response to poems and stories 										
	<p>Language Items:-</p> <p>1. Write short sentence on a given picture:-</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%; text-align: center;">  </td> <td style="padding: 10px;"> This _____ </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="padding: 10px;"> She _____ </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="padding: 10px;"> This _____ </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="padding: 10px;"> He _____ </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="padding: 10px;"> These _____ </td> </tr> </table> <p style="margin-top: 20px;">2. Write 5 lines on 'myself'</p> <div style="margin-top: 10px;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> </div>		This _____		She _____		This _____		He _____		These _____
	This _____										
	She _____										
	This _____										
	He _____										
	These _____										

ASSESSMENT THROUGH GROUP ACTIVITIES AND TASKS

Learning Outcomes:-

- The learner sings songs/ rhymes with actions.
- The learner writes few words/sentences in response to poems.

14 ~~Teaching Learning Activities~~

Old Macdonald had a Farm

Old Macdonald had a farm, E-I-E-I-O
And on his farm he had a cow, E-I-E-I-O
With a 'moo moo' here and a 'moo moo' there
Here a 'moo' there a 'moo'
Everywhere a 'moo moo'
Old Macdonald had a farm, E-I-E-I-O.

Old Macdonald had a farm, E-I-E-I-O
And on his farm he had a pig, E-I-E-I-O
With a 'snort' here and a 'snort' there
Here a 'snort' there a 'snort'
Everywhere a 'snort snort'
With a 'moo moo' here and a 'moo moo' there
Here a 'moo' there a 'moo'
Everywhere a 'moo moo'
Old Macdonald had a farm, E-I-E-I-O.

Old Macdonald had a farm, E-I-E-I-O
And on his farm he had a horse, E-I-E-I-O
With a 'neigh neigh' here and a 'neigh neigh' there
Here a 'neigh' there a 'neigh'
Everywhere a 'neigh neigh'
With a 'snort' here and a 'snort' there
Here a 'snort' there a 'snort'
Everywhere a 'snort snort'
With a 'moo moo' here and a 'moo moo' there
Here a 'moo' there a 'moo'
Everywhere a 'moo moo'
Old Macdonald had a farm, E-I-E-I-O.



EXERCISES

I. Match the animal with the sound it makes.

Animal	Sound it makes
Cow	snort
Pig	neigh
Horse	moo

II. Complete the following story.

Once there was a man named He had a On his farm he had various animals. The animals always made sounds. He had which

He had that everywhere. To add to this he even had horses.

III. Rhyming Words

Word that rhymes with the first one is given to you. Can you add another word that will rhyme with the two?

Farm	arm
Cow	bow
Pig	fig
Old	gold
Neigh	weigh

IV. Homes of Animals

Do you know where these animals and birds live? Draw lines to match the animal/bird to its home.

Ant	nest
Bear	burrow
Dog	hive
Bat	hill
Bird	cave
Pig	sty
Horse	den
Rabbit	coop
Bee	kennel
Chicken	stable

(Answers: Ant-hill, Bear-den, Dog-kennel, Bat-cave, Bird-nest, Pig-sty, Horse-stable, Rabbit-burrow, Bee-hive, Chicken-coop)

RHYMES THAT TEACH CHILDREN DAYS OF A WEEK

The lyrics of the poem, 'How many Days?' can be used to teach a child the order and names of the days in a week. There are many more poems like 'Solomon Grundy' and 'Thursday's Child' that talk about the seven days in a week.)

How Many Days?

How many days has my baby to play?

Saturday,

Sunday,

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