

**SAMPLE DRAFT**  
**OF**  
**TEACHER'S**  
**HANDBOOK**  
**ON**  
**LEARNING**  
**OUTCOMES**

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***QUESTION BANK /ASSESSMENT TOOL  
BASED ON LEARNING OUTCOMES***

***SUBJECT: ENGLISH***

***CLASS: IV***

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

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**ASSESSMENT TOOLS/QUESTION BANK  
BASED**

**ON**

**LEARNING-OUTCOMES**

**SUBJECT-ENGLISH**

**CLASS-IV**

**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-8.) 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 1 to 8. 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 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 onetime 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>	
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<b>Primary (Group-I)</b>		
<b>SRG</b>	Ms. Richu Sharma (TGT English) GMSSS-46, Chandigarh  Ms.Uttam Dagar (JBT English) GMSSS-19, Chandigarh	Class-IV

# **CLASS-IV**

# **ENGLISH**

## Class IV (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• participate in role play, enactment, dialogue and dramatisation of stories read and heard</li> <li>• listen to simple instructions, announcements in English made in class/school and act accordingly</li> <li>• participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard</li> <li>• learn English through posters, charts, etc., in addition to books and children's literature</li> <li>• read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc.</li> <li>• understand different forms of writing (informal letters, lists, stories, diary entry etc.)</li> <li>• learn grammar in a contextual and integrated manner and frame grammatically correct sentences</li> <li>• notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities.</li> <li>• notice categories and word classes</li> <li>• enrich vocabulary in English mainly through telling and re-telling stories/folk tales</li> <li>• start using dictionary to find out spelling and meaning</li> <li>• practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing</li> <li>• infer the meaning of unfamiliar words from the context</li> <li>• take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts</li> <li>• be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc.</li> <li>• look at cartoons/pictures/comic strips with or without words and interpret them</li> </ul>	<p><b>The learner–</b></p> <ul style="list-style-type: none"> <li>• recites poems with appropriate expressions and intonation.</li> <li>• enacts different roles in short skits</li> <li>• responds to simple instructions, announcements in English made in class/ school</li> <li>• responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read</li> <li>• describes briefly, orally/in writing about events, places and/or personal experiences in English</li> <li>• reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements</li> <li>• shares riddles and tongue-twisters in English</li> <li>• solves simple crossword puzzles, builds word chains, etc.</li> <li>• infers the meaning of unfamiliar words by reading them in context</li> <li>• uses dictionary to find out spelling and meaning</li> <li>• writes/types dictation of short paragraphs (7-8 sentences)</li> <li>• uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop</li> <li>• uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters</li> <li>• writes informal letters or messages with a sense of audience</li> <li>• uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.</li> <li>• uses nouns, verbs, adjectives, and prepositions in speech and writing</li> <li>• reads printed script on the classroom walls, notice board, in posters and in advertisements</li> </ul>



- enrich vocabulary through crossword puzzles, word chain, etc.
- appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc.

- speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a *mela*
- presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

## Contents

### *About the package*

<b>Sr. No.</b>	<b>Content</b>	<b>Page No.</b>
1.	Teachers logbook	
2.	Progress Sheet	
3.	Assessment tools as per learning outcomes	
4.	Suggested Group Tasks activities	
5.	Exemplary Plan for Teaching	

## PLAN TO ASSESS THE CHILD'S PERFORMANCE AND PARTICIPATION (TEACHER'S LOG BOOK/ PORTFOLIO) CLASS-IV

MONTH	CHAPTER/UNIT/ THEME	PROCESS TO BE DEVELOPED BY THE TEACHER (Focus on customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES (all skills are integrated)  The Learner
<b>As per DEO bifurcation</b>	<b>Review of classes 2 &amp; 3</b>  U-I ➤ Wake up ➤ Neha's alarm clock  Themes :  <ul style="list-style-type: none"> <li>Importance of time,</li> <li>Appreciating nature</li> </ul>	<b>Review of Previous Outcomes</b>  All processes will be task based and in accordance with the learning outcomes provided by NCERT  <b>Petals:</b> practice sheets suggested	<ul style="list-style-type: none"> <li>Group work</li> <li>Narration</li> <li>Recitation</li> <li>Drawings</li> <li>Total physical response</li> <li>Paper pencil test</li> <li>observation</li> </ul>	<ul style="list-style-type: none"> <li>recites poems with appropriate expressions and intonation (E 4.1)</li> <li>responds to simple instructions, announcements in English (E 4.3)</li> <li>responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read. (E 4.4)</li> <li>shares riddles and tongue-twisters in English. (E 4.7)</li> <li>in a different roles in short skits. (E 4.2)</li> <li>Uses dictionary to find out spelling and meaning. (E 4.10)</li> <li>Uses linkers to indicate connections between words and sentences such as 'first' 'next'. (E 4.15)</li> </ul>
<b>As per DEO bifurcation</b>	U-II ➤ Noses ➤ The Little Fir Tree  Themes :  <ul style="list-style-type: none"> <li>Self-esteem and satisfaction</li> <li>Respecting individuality</li> </ul>	<b>Review of Previous Outcomes</b>  All processes will be task based and in accordance with the learning outcomes provided by NCERT <b>Petals:</b> practice sheets suggested	<ul style="list-style-type: none"> <li>Group work</li> <li>Narration</li> <li>Recitation</li> <li>Drawings</li> <li>Total physical response</li> <li>Paper pencil test</li> <li>observation</li> </ul>	<ul style="list-style-type: none"> <li>recites poems with appropriate expressions and intonation. (E 4.1)</li> <li>responds to simple instructions, announcements in English. (E 4.3)</li> <li>responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read. (E 4.4)</li> <li>uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. (E 4.13)</li> <li>presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc. (E 4.19)</li> </ul>

				<ul style="list-style-type: none"> <li>• in a different roles in short skits. (E 4.2)</li> <li>• Uses dictionary to find out spelling and meaning. (E 4.10)</li> </ul>
<b>As per DEO bifurcation</b>	<p>U-III</p> <ul style="list-style-type: none"> <li>➤ Run</li> <li>➤ Nasruddin's Aim</li> </ul> <p>Themes :</p> <ul style="list-style-type: none"> <li>• Importance of games and sports</li> <li>• Building concentration</li> </ul>	<p><b>Review of Previous Outcome</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT.</p> <p><b>Petals:</b> practice sheets suggested</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Narration</li> <li>• Recitation</li> <li>• Drawings</li> <li>• Total physical response</li> <li>• Paper pencil test</li> <li>• observation</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems with appropriate expressions and intonation (E 4.1)</li> <li>• responds to simple instructions, announcements in English(E 4.3)</li> <li>• responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4)</li> <li>• <b>uses nouns, verbs, adjectives, and prepositions in speech and writing. (E 4.16)</b></li> <li>• in a different roles in short skits. (E 4.2)</li> <li>• Uses dictionary to find out spelling and meaning. (E 4.10)</li> </ul>
<b>As per DEO bifurcation</b>	<p>U-IV</p> <ul style="list-style-type: none"> <li>➤ Why?</li> <li>➤ Alice In Wonderland</li> </ul> <p>Themes :</p> <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• wonder developing creativity.</li> </ul>	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT.</p> <p><b>Petals:</b> practice sheets suggested</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Narration</li> <li>• Recitation</li> <li>• Drawings</li> <li>• Total physical response</li> <li>• Paper pencil test</li> <li>• observation</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems with appropriate expressions and intonation (E 4.1)</li> <li>• responds to simple instructions, announcements in English(E 4.3)</li> <li>• responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4)</li> <li>• <b>enacts different roles in short skits (E 4.2)</b></li> <li>• <b>reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements (E 4.6)</b></li> <li>• <b>shares riddles and tongue-twisters in English. (E 4.7)</b></li> <li>• <b>uses dictionary to find out spelling and meaning. (E 4.9)</b></li> </ul>

<b>As per DEO bifurcation</b>	<p>U-V</p> <ul style="list-style-type: none"> <li>➤ Don't be afraid of the dark</li> <li>➤ Hellen Keller</li> </ul> <p>Themes :</p> <ul style="list-style-type: none"> <li>• Respecting difference</li> <li>• people around us.</li> </ul>	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with learning outcomes provided by NCERT.</p> <p><b>Petals:</b> practice sheets suggested</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Narration</li> <li>• Recitation</li> <li>• Drawings</li> <li>• Total physical response</li> <li>• Paper pencil test</li> <li>• observation</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems with appropriate expressions and intonation(E 4.1)</li> <li>• responds to simple instructions, announcements in English (E 4.3)</li> <li>• responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4)</li> <li>• enacts different roles in short skits (E 4.2)</li> <li>• infers the meaning of unfamiliar words by reading them in context. (E 4.9)</li> <li>• <b>uses dictionary to find out spelling and meaning. (E 4.10)</b></li> <li>• <b>writes / types dictation of short paragraphs (7-8 sentences). (E 4.11)</b></li> </ul>
<b>As per DEO bifurcation</b>	<p>U-VI</p> <ul style="list-style-type: none"> <li>➤ The Donkey</li> <li>➤ I had a little Pony</li> </ul> <ul style="list-style-type: none"> <li>• The Milkman's cow</li> <li>• Caring for animals</li> </ul>	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p><b>Petals:</b> practice sheets suggested</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Narration</li> <li>• Recitation</li> <li>• Drawings</li> <li>• Total physical response</li> <li>• Paper pencil test</li> <li>• observation</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems with appropriate expressions and intonation(E 4.1)</li> <li>• responds to simple instructions, announcements in English (E 4.3)</li> <li>• responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read(E 4.4)</li> <li>• enacts different roles in short skits</li> <li>• <b>writes informal letters/messages with a sense of audience. (E 4.14)</b></li> <li>• <b>uses nouns, verbs, adjectives, and prepositions in speech and writing. (E 4.16)</b></li> <li>• <b>reads printed script on the classroom walls, notice board, in posters and in advertisements (E 4.17)</b></li> </ul>
<b>As per DEO bifurcation</b>	<p>U-VII</p> <ul style="list-style-type: none"> <li>➤ Hiawatha</li> <li>➤ The Scholar's mother tongue</li> </ul>	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Narration</li> <li>• Recitation</li> <li>• Drawings</li> <li>• Total physical</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems with appropriate expressions and intonation(E 4.1)</li> <li>• responds to simple instructions, announcements in English(E 4.3)</li> <li>• responds verbally/in writing in English to questions based on day-to-day life experiences, an article,</li> </ul>

	<p>Themes :</p> <ul style="list-style-type: none"> <li>Communication, mother tongue and multi lingualism</li> </ul>	<p>provided by NCERT</p> <p><b>Petals:</b> practice sheets suggested</p>	<p>response</p> <ul style="list-style-type: none"> <li>Paper pencil test observation</li> </ul>	<p>story or poem heard or read (E 4.4)</p> <ul style="list-style-type: none"> <li>enacts different roles in short skits. (E 4.2)</li> <li>presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc. (E 4.19)</li> <li>uses punctuation marks appropriately in reading aloud with intonations &amp; pauses such as question mark, comma, and full stop. (E 4.12)</li> <li>solves simple crossword puzzles, builds word chains, etc. (E 4.8)</li> </ul>
<b>As per DEO bifurcation</b>	<p>U-VIII</p> <ul style="list-style-type: none"> <li>➤ A Watering Rhyme</li> <li>➤ Giving Tree</li> </ul> <p>Themes :</p> <ul style="list-style-type: none"> <li>Caring for plants</li> <li>trees</li> </ul>	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with learning outcomes provided by NCERT</p> <p><b>As per DEO bifurcation:</b> practice sheets suggested</p>	<ul style="list-style-type: none"> <li>Group work</li> <li>Narration</li> <li>Recitation</li> <li>Drawings</li> <li>Total physical response</li> <li>Paper pencil test observation</li> </ul>	<ul style="list-style-type: none"> <li>recites poems with appropriate expressions and intonation (E 4.1)</li> <li>responds to simple instructions, announcements in English (E 4.3)</li> <li>responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4)</li> <li>enacts different roles in short skits (E 4.2)</li> <li>uses punctuation marks appropriately in reading aloud with intonations &amp; pauses such as question mark, comma, and full stop. (E 4.12)</li> <li>uses nouns, verbs, adjectives, and prepositions in speech and writing. (E 4.16)</li> <li>uses dictionary to find out spellings and meanings. (E 4.10)</li> <li>writes / types dictation of short paragraphs (7-8 sentences). (E 4.11)</li> </ul>
<b>As per DEO bifurcation</b>	<p>U-IX</p> <ul style="list-style-type: none"> <li>➤ Books</li> <li>➤ Going To buy a Book</li> </ul> <p>Themes :</p>	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	<ul style="list-style-type: none"> <li>Group work</li> <li>Narration</li> <li>Recitation</li> <li>Drawings</li> <li>Total physical response</li> </ul>	<ul style="list-style-type: none"> <li>recites poems with appropriate expressions and intonation (E 4.1)</li> <li>responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read(E 4.4)</li> <li>describes briefly, orally/in writing about events, places and/or personal experiences in English. (E</li> </ul>

	<ul style="list-style-type: none"> <li>Books</li> <li>the Joy of reading</li> </ul>	<b>Petals:</b> practice sheets suggested	<ul style="list-style-type: none"> <li>Paper pencil test</li> <li>observation</li> </ul>	<b>4.5)</b> <ul style="list-style-type: none"> <li>speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela. (E 4.18)</li> <li>presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc. (E 4.19)</li> <li>enacts different roles in short skits. (E 4.2)</li> <li>Infers the meaning of unfamiliar words by reading them in context. (E 4.9)</li> </ul>
<b>As per DEO bifurcation</b>	U-X ➤ The Naughty Boy ➤ Pinocchio Themes : <ul style="list-style-type: none"> <li>Importance of Art</li> <li>Craft Creativity</li> </ul>	<b>Review of Previous Outcomes</b> All processes will be task based and in accordance with the learning outcomes provided by NCERT <b>Petals:</b> practice sheets suggested	<ul style="list-style-type: none"> <li>Group work</li> <li>Narration</li> <li>Recitation</li> <li>Drawings</li> <li>Total physical response</li> <li>Paper pencil test</li> <li>observation</li> </ul>	<ul style="list-style-type: none"> <li>describes briefly, orally/in writing about events, places and/or personal experiences in English. (E 4.7)</li> <li>shares riddles and tongue-twisters in English</li> <li>uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. (E 4.12)</li> <li>recites poems with appropriate expressions and intonation (E 4.1)</li> <li>responds to simple instructions, announcements in English (E 4.3)</li> <li>responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4)</li> <li>enacts different roles in short skits (E 4.2)</li> <li>uses dictionary to find out the spelling and meaning. (E 4.9)</li> </ul>

## NOTES:

- 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 give 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-IV)

**Note :** Teacher may achieve the g4.en learning outcomes as per the unit being covered for her respect i.e class.

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

[illegible]



Sr. No.	Learning Outcomes Description: The Learner	April	May	July	August	October	November	December	January	Final Performance Level
17	E 4. 17									
18	E 4. 18									
19	E 4. 19									

### 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**

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

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### CLASS IV

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4.	E 4.4	responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read	5, 6
5.	E 4.5	describes briefly, orally/in writing about events, places and/or personal experiences in English.	21, 22, 23, 24
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7.	E 4.7	shares riddles and tongue-twisters in English.	7
8.	E 4.8	solves simple crossword puzzles, builds word chains, etc.	7
9.	E 4.9	infer the meaning of unfamiliar words by reading them in context.	11, 12, 13
10.	E 4.10	uses dictionary to find out spelling and meaning.	11, 12
11.	E 4.11	writes / types dictation of short paragraphs (7-8 sentences).	18
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13.	E 4.13	uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.	17
14.	E 4.14	writes informal letters/messages with a sense of audience	20
15.	E 4.15	uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.	19
16.	E 4.16	uses nouns, verbs, adjectives, and prepositions in speech and writing.	19
17.	E 4.17	reads printed script on the classroom walls, notice board, in posters and in advertisements.	14, 15, 16
18.	E 4.18	speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela	9, 10
19.	E 4.19	presents orally and in writing the highlights of a given written text/a short speech/narration/video, film, pictures, photograph etc.	9, 10, 21, 22, 26, 27

**Learning Outcomes: -****The learner**

- responds to simple instructions, announcements in English made in class/ school

**Language items 1****Instructions**

The teacher will give instructions to the students to do different activities.

- i) Jump like a horse
- ii) Spin around
- iii) Walk backwards
- iv) Mew like a cat
- v) Walk on tiptoes

☆ These are some examples. These can be a lot of activities and instructions.

**Announcements**

**The Parent Teacher meeting (PTM) will be held on Saturday i.e. 29<sup>th</sup> September, 2018 between 8 am to 12 pm in the classroom. All parents must attend the meeting.**

The children will respond to the following question on the basis of the announcement.

**I. The announcement is about :**

- (a) Poem recitation
- (b) Parent Teacher meeting
- (c) Dance competition
- (d) Holiday

**II. At what time is the PTM?**

- (a) 9:30am
- (b) 8.30 am
- (c) 9.00 am
- (d) 8.00am

**III. On which date is the PTM?**

- (a) 28<sup>th</sup> September, 2018
- (b) 30<sup>th</sup> September, 2018
- (c) 29<sup>th</sup> September, 20158
- (d) 27<sup>th</sup>September, 2018

Cont...

**IV. Where will be the meeting held?**

- (a) Classroom
- (b) Computer lab
- (c) Playground
- (d) Library

☐

**V. On which day is the PTM?**

- (a) Saturday
- (b) Monday
- (c) Friday
- d) Wednesday.

☐

**Learning Outcomes: -****The learner**

- recites poems with appropriate expressions and intonation.

**Language items 2**

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

**Poem 1 (Seen)**

If I had a donkey  
And he wouldn't go,  
Would I wallop him?  
No, no, no  
I'd find a little hay  
And give him some corn,  
Then he'd be the best donkey  
That ever was born.

**Poem 2 (Seen)**

Early in the morning  
Or the evening hour  
Are the times to water  
Every kind of flower.  
Watering at noonday  
When the sun is high  
Doesn't help the flowers,  
Only makes them die.

**Poem 3 (unseen)**

When I was young  
I used to think that water came from  
The kitchen sink  
But now I'm older  
And I know  
That water comes  
From rain and snow  
It stays there, waiting  
In the sky  
In clouds above  
Our world so high  
And when it falls,  
It flows along  
And splashes out  
A watery song.

Cont...

**Poem 4 (unseen)**

Trees are the kindest things I know.  
They do not harm , they simply grow  
And spread a shade for sleepy cows,  
and gather birds among the boughs  
They are the first when day's begun  
To touch the beams of morning sun  
They are the last to hold the light  
When evening changes into night  
And when a moon floats on the sky  
They hum a drowsy lullaby  
Of sleepy children long ago  
Trees are the kindest things I know

**Poem 5 (unseen)**

A little bird sat singing  
So sweetly on a tree,  
And a squirrel started listening  
To the haunting melody.  
A butterfly played hide and seek  
With a daisy in the breeze  
A pussy padded up to peek  
Then raindrops fell to tease



**Learning Outcomes:-****The learner**

- responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read

**Language Items3**

The teacher will narrate the story to the students and they will respond orally to the questions related to the story.

Listen to the story and write 'YES' or 'NO' in the response sheet

**PASSAGE I**

Once a hunter came to the forest. While hunting he came near the tree in which lived the magic bird. He saw birds laying golden eggs. He caught the bird in his net and returned home. But he was afraid of keeping the bird in captivity. He thought that the magic bird would lay him golden eggs. Soon he would be rich by selling the golden eggs. But he was afraid that the king might think that he became rich by stealing money form others.

**I. The hunter came to a pond.**

**II. The magic bird lived in the tree.**

**III. All the birds in the tree laid golden eggs.**

**IV. Hunter wanted to become rich by selling the golden eggs.**

**V. He was afraid of the king.**

Cont...

## PASSAGE II

**The teacher will narrate the story to the students and they will respond orally to the questions related to the story.**

A learned Pundit once visited the court of Akbar. He told the King and his courtiers that he had mastery over many different languages. The Pundit could speak many languages fluently. He was so fluent that no one could find out what his mother tongue was. He challenged everybody at the court to name his mother tongue. When everyone failed, the challenge was taken up by Birbal. That night, Birbal went quietly to the Pundit's room when he was asleep.

**I. Who visited the court of Akbar?**

- a) A King
- b) A Learned Pundit
- c) A Student
- d) A Woman

**II. He told the King about his mastery over \_\_\_\_\_**

- a) different languages
- b) mathematics
- c) different dishes
- d) science

**III. The challenge he gave to everybody at the court was \_\_\_\_\_**

- a) to name his village
- b) to name his mother tongue
- c) to name his
- d) to name his country

**IV. One night Birbal quietly went \_\_\_\_\_**

- a) to Pundit's room
- b) to King's room
- c) to the forest
- d) to the village

**V. The word opposite to 'NIGHT' is \_\_\_\_\_**

- a) Dawn
- b) Day
- c) Afternoon
- d) Dusk

Cont...

## Learning Outcomes: -

### The learner

- shares riddles and tongue-twisters in English
- solves simple crossword puzzles, builds word chains, etc.

Ref. Newspaper children section, internet

## Language items4

### Riddles

I It rhymes with house.

It is a small animal.

It is a \_\_\_\_\_

II. Guess the word which begins and ends with an alphabet 'E' and is used to put a letter.

\_\_\_\_\_

III. Name an object that has hands but can't clap.

\_\_\_\_\_

### IV. Tongue Twister

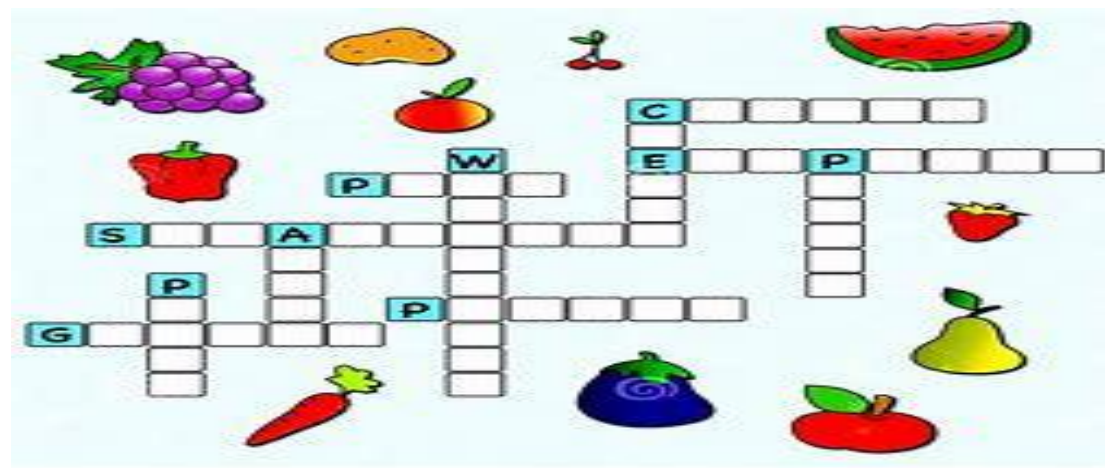
Betty bought a bit of butter

But the bit of butter that Betty bought was bitter

So Betty bought some better butter.

To make the bitter butter better.

V. Solve the cross word with the help of given pictures.



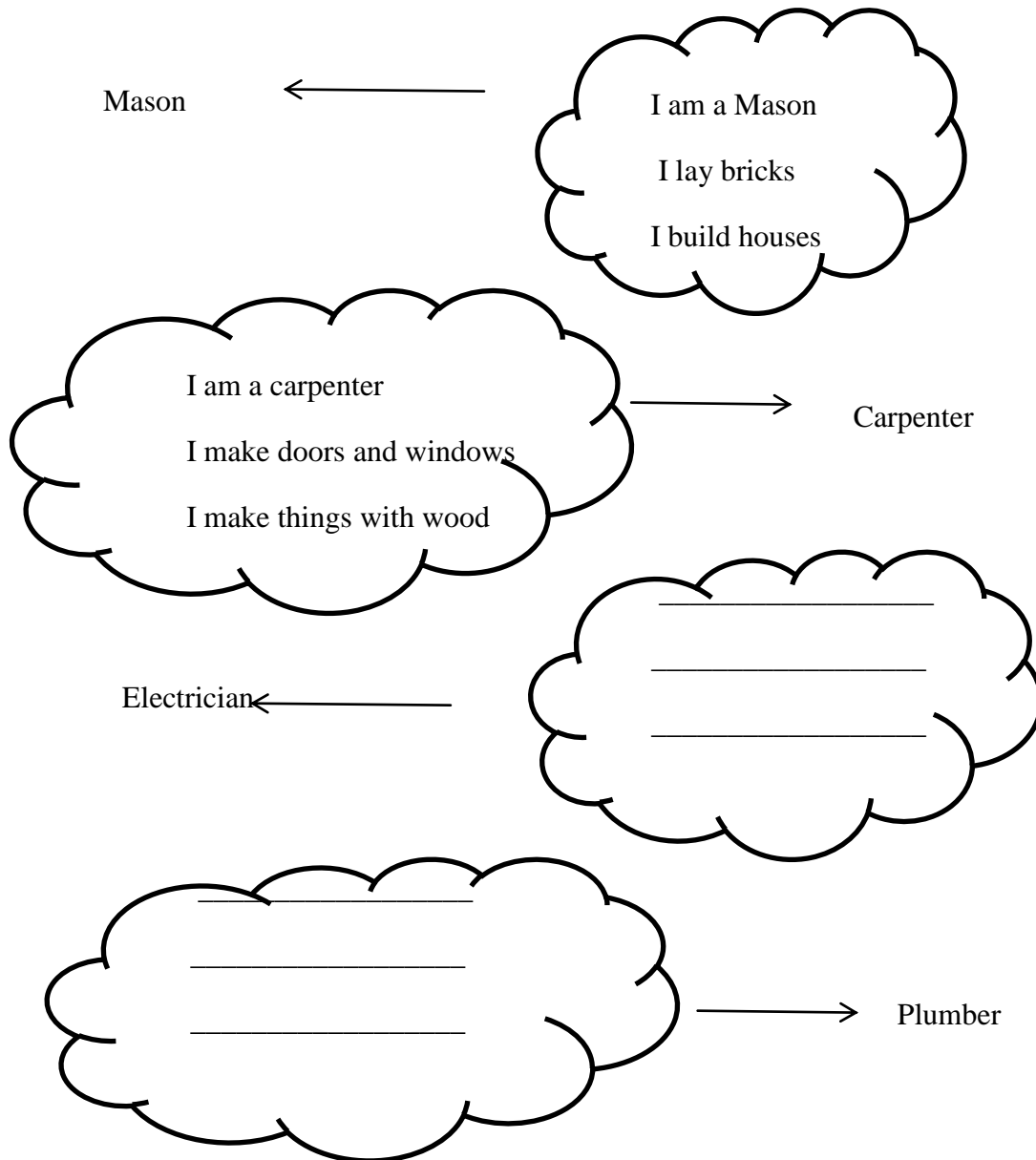
**Learning Outcomes: -**

**The learner**

- enacts different roles in short skit

**Language items 5**

Teacher will divide the class in a group of four. Each student will play a role.



**Note : Students can enact different rolls based on the stories of ‘Marigold’.**

## **Learning Outcomes: -**

### **The learner**

- speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela
- describes briefly, orally/in writing about events, places and/or personal experiences in English
- presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

## **Language Item 6**

**Students will be taken to the place or shown a picture and will be encouraged to speak few lines about it.**

### **I. School Garden**

Hints: -

- flowers
- trees
- swings
- birds
- benches
- children
- hide and seek



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Cont...

## II. Going to a *mela*

Hints:

- Many stalls
- Eating
- Games
- Clothes
- Joker
- Swings
- Merry go round
- Book stalls
- Magic show



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## III. Visit to a zoo

Hints:-

- Cages
- Animals
- Birds
- Crocodiles
- Children



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**Learning Outcomes: -****The learner**

- uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop
- infers the meaning of unfamiliar words by reading them in context
- uses dictionary to find out spelling and meaning

**Language Item 7**

Read the passage carefully and answer the questions given below (Unseen)

Once there was a lion cub called Lenny. He was a very tiny lion cub but he was sure that he was the bravest lion in all of Africa. When his mother taught her cubs how to follow animals for hunting. Lenny would follow his own mother and pounce on her. When she showed them how to wash themselves, Lenny would lick his sisters face. When the mother lioness led her cubs down to the watering hole to drink, he jumped into the water and created a huge splash.

**I. Who was Lenny?**

- (a) Cat
- (b) Dog
- (c) Lion
- (d) Cow

**II. Pick the words in the passage which means the same :**

**Young one of a lion –**

- (a) pounce
- (b) cub
- (c) bravest
- (d) splash

**III. Pick the words in the passage which means the same :**

**Very small –**

- (a) huge
- (b) showed
- (c) tiny
- (d) jumped

**IV. Do as given in the example. eg: Father - mother**

Lion - \_\_\_\_\_`

Cont...

**V. Which word comes first in the dictionary**

- (a) Mother
- (b) Lion
- (c) Animals
- (d) Hunting

**Note :- The teacher will ask the students to bring dictionaries.**

**Read the passage carefully and answer the questions given below.**

Anisha got up at 8 o'clock. While she was brushing her teeth, Mother shouted "Hurry up" your favorite dish is ready and new clothes are waiting for you. Anisha came to the drawing room and she saw a bowl on the table. "What is this Mother?" "This is kheer for you", replied mother. Anisha exclaimed "Wow!" Anisha loved the delicious dish. That evening Anisha's friends came to wish her "HAPPY BIRTHDAY".

**I. At what time did Anisha get up?**

- a) 9 o'clock
- b) 10 o'clock
- c) 8 o'clock
- d) 7 o'clock

**II. What were the things which were waiting for Anisha?**

- a. Doll
- b. Birthday
- c. Table
- d. New clothes

**III. Find out a word from the passage which means 'very tasty'.**

- a) favorite
- b) ready
- c) evening
- d) delicious



IV. Find out a word from the passage having letters 'rr' in between.

V. Find out the name of a Bird hidden in the word 'BOWL'

### Learning Outcomes: -

#### The learner

- reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements
- reads printed script on the classroom walls, notice board, in posters and in advertisements

### Language Item 8

Observe the pamphlet carefully and answer the following questions:-

**WEDNESDAY BAZAAR**  
HAFTE KA SABSE SASTA DIN

**₹29** Mango Sateda (1 kg)

**₹119** Golden Harvest MP Wheat Atta (5 kg) MRP ₹ 200

**₹189** Apple Washington, Apple Granny Smith (1 kg)

**₹6** Tomato (1 kg)

**₹9.9** Launkhi, Mulli, Kheera (1 kg)

**₹19.9** Shimla Mirch, Brinjal Bharta, Pumpkin (1 kg)

**₹24.9** Bhindi, Karela, Parwal, Torai, Tinda (1 kg)

**₹299** Best Special Rice (5 kg) MRP ₹ 750

**₹49** Fortune Besan (1 kg) MRP ₹ 80

**₹99** Egg Grow/Peggs (Eco) 30 Count Egg Tray

**₹76.9** Fresh & Pure Soybean Oil (1 l) Pouch Pack MRP ₹ 790

**₹81.9** Fresh & Pure Mustard Oil Bottle (1 l) MRP ₹ 180

**₹15 off** Ruchi Afta Sharbat (700ml/750ml) MRP ₹ 125

**Buy 3 Get 1 Free** Slice (1.2 l) ₹ 60

**Buy 2 for 179** Tang - Orange/Lemon/Mango (500 g) MRP ₹ 105

**Buy 3 Get 1 Free** Dove Fresh Moisture Soap (75 g) MRP ₹ 44

**Save ₹154** Rin Detergent Powder Advanced (6 kg) ₹ 528 (includes ₹ 79 off on pack)

**₹81 off** Stayfree All Night (28P + All Night 14P) MRP ₹ 380

**OVER 100 GREAT OFFERS, ONLY FOR TODAY!**

**Big Bazaar:** EDM Mall, Ghaziabad • Sahara & Ambience Mall, Gurgaon • Indefat & Wazirpur • Noida • Vasant Kunj • Raja Garden • Mayapuri • Indraprastha • Faridabad • Sohna Road, Gurgaon • Choudhary Mall, Plot No.-19, GT Road, Ghaziabad • VSS Mall.

**Food Bazaar:** Metro Walk Rithala • Shipra Mall, Ghaziabad • Sector 3, Rohini • Rajendra Place Below Metro Station

**Customer Helpline No.: 1800 200 2255**

**BIG BAZAAR**  
Making India Beautiful

Cont...

**I. The pamphlet is about \_\_\_\_\_**

- a) Sunday Bazaar
- b) Wednesday Bazaar
- c) Sale Bazaar
- d) Monthly Bazaar

**II. The cost of 1kg apples is Rs. \_\_\_\_\_**

- a) 299
- b) 81
- c) 189
- d) 154

**III. In Rs 179 how many packs of TANG can you buy?**

- a) 2
- b) 3
- c) 5
- d) 8

**IV. How much off is given on Roohafza?**

- a) Rs. 20
- b) Rs. 9
- c) Rs. 15
- d) Rs. 49

**V. Which one is the cheapest item?**

- a) mango
- b) fortune oil
- c) egg
- d) tomato

**Observe the advertisement carefully and answer the following questions: -**



Cont...

**I. The advertisement is about \_\_\_\_\_**

- a)Ice Cream
- b)Biscuit
- c)Chocolates
- d)Juice

**II. The company of the product is \_\_\_\_\_**

- a) Parle G
- b)Good Day
- c)Britannia
- d)Cadbury

**III. The weight of the packet is \_\_\_\_\_**

- a)500 gm
- b)300 gm
- c)800 gm
- d)400 gm

**IV. The flavour of the biscuits is \_\_\_\_\_**

- a)Chocolate
- b)Strawberry
- c)Vanilla
- d)Butter Scotch

**V. The name of the product is \_\_\_\_\_**

- a)Glucose
- b)Oreo
- c)Bourbon
- d) Tiger

Cont...

**Read the notice put up on a wall and answer the questions that follow**  
**SWAMI VIVEKANAND SCHOOL, FARIDABAD**

**NOTICE**

**BAL MELA**

12.09.2018

Bal Mela will be held on 14<sup>th</sup> November, 2018. All the students who are interested to put up stalls at the mela can give their names to the class teachers today. You can set up a stall of games, food, books or best out of waste.

Arnav  
School Captain

**I. The notice is about \_\_\_\_\_.**

- a) Holi Mela
- b) Diwali Mela
- c) Baisakhi Mela
- d) BalMela

**II. The Bal Mela will be held on :**

- a) 14<sup>th</sup> November
- b) 14<sup>th</sup> October
- c) 18<sup>th</sup> November
- d) 12<sup>th</sup> October

**III. The students are called to put their \_\_\_\_\_.**

- a) swings
- b) shoes
- c) Stalls
- d) Bottles
- e)

**IV. The notice is from \_\_\_\_\_.**

- a) Class teacher
- b) Sports teacher
- c) Class monitor
- d) School captain

**Learning Outcomes: -****The learner**

- uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters

**Language items 9****Punctuate the following sentences-**

I. my father will go to delhi on monday

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II. it is hot in june but it is cold in january

---

III. the ganga is the longest river in india

---

IV. how far is agra from chandigarh

---

V. our prime minister visited england in october

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**Punctuate the following lines :-**

one monday morning radha and her little sister rani went for a picnic to the rose garden. there they saw ducks water and their friend raj

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**Learning Outcomes: -  
The learner**

- writes/types dictation of short paragraphs (7-8 sentences)

**Language items 10**

**PARAGRAPH (Textual)**

Once upon a time , an old carpenter bought a very queer piece of wood . As he used his plane on it , he heard a little laughing voice say , ''Stop ! You're tickling me.'' The old man was puzzled by the voice .He said , ''This is a strange piece of wood .What shall I do with it? I think I'll make it into a puppet .

**PARAGRAPH (Non-Textual)**

There is a beautiful park in my town. It has a big grassy ground, a number of trees and flower beds. There is a water fountain in the middle of the park. Many people visit the park in the morning and evening. Some people sit on the benches or on the ground to relax. Children play many games in the

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**Learning Outcomes: -****The learner**

- uses nouns, verbs, adjectives, and prepositions in speech and writing
- uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc

**Language items 11****Underline the NOUNS in the following sentences-**

- I. Bindu is the best singer in our school.
- II. Kamal and Anita went to Jaipur.
- III. The camel is the ship of the desert.
- IV. Mumbai is a big city.
- V. The Ramayana is a holy book.

**Fill in the blanks with the right verb in brackets**

- I. The train \_\_\_\_\_ late today. (is/are)
- II. It \_\_\_\_\_ very cold yesterday. (was/ were)
- III. I \_\_\_\_\_ nine years old. (is/am)
- IV. You \_\_\_\_\_ very hardworking. (is/are)
- V. They \_\_\_\_\_ a new car. (has/have)

**Circle the ADJECTIVES in the following passage-**

Suddenly, she saw a white rabbit scamper by .He had pink eyes and was wearing a blue coat .He took out a big watch from his pocket and as he hurried away , he said ,''Oh dear , I will be too late !'' Alice wondered, ''A talking rabbit? A rabbit who wears a waistcoat!''

**Fill in the blanks with suitable prepositions:**

- I. He put the books \_\_\_\_\_ the table. (at/on)
- II. He went \_\_\_\_\_ the market. (to/on)
- III. He lives \_\_\_\_\_ a small house. (on/in)
- IV. I live \_\_\_\_\_ the sea. (in/near)
- V. Cat is \_\_\_\_\_ the curtain. (behind/on)

**Complete the sentence by using suitable 'linkers'**

- I. Madhu is slow \_\_\_\_\_ hardworking. (and/but)
- II. Sarla \_\_\_\_\_ Sunita are sisters. (but/and)
- III. He is ill \_\_\_\_\_ he cannot come. (so/or)
- IV. Is this story true \_\_\_\_\_ false? (so/or)
- V. I like Ashok \_\_\_\_\_ he helps everyone. (and/because)

**Learning Outcomes: -**

**The learner**

- writes informal letters or messages with a sense of audience

**Language item 12**

**Your mother has gifted you a bicycle on your birthday. Write a letter to your friend telling him/her about your new bicycle.**

Address

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date\_\_\_\_\_

Dear \_\_\_\_\_

How are you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Regards to uncle and aunty

Your friend

\_\_\_\_\_



## Learning outcome

### The learner

- describes briefly, orally/in writing about events, places and/or personal experiences in English
- presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

## Language item 13

**Look at the picture carefully and write 8-10 lines about your library using given hints :**

Hint:

- Colourful books, Hindi/English
- Story books
- Comics
- Enjoy
- Get knowledge
- Pictures
- Tables and chairs
- Be quiet/no talking
- Shelves/almirah

### LIBRARY



Cont...

Look at the following picture carefully. This picture describes a **MARKET PLACE** in which a woman is selling fruits.

Write 8-10 lines about the pictures using hints given in the box

Hints

fruit seller

woman

fruits

shop

buying

baskets

healthy

market

### MARKET PLACE



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# **ASSESSMENT THROUGH GROUP ACTIVITIES AND TASKS**

## Learning outcome

### The learner

- Enacts different rolls in short skits.
- Describes briefly, orally/in writing about events, places and/or personal experiences in English.

## GROUP ACTIVITY-I

### LANGUAGE: Leisure activities vocabulary area.

- Do you like \_\_\_\_\_?
- Yes, I love it.
- Not very much.
- No, I hate it.

### TECHNIQUE: Role Play, Listening & Speaking

### MATERIALS: 'Half-dialogue' posters (see below).

### PREPARATION: Make the posters.

**Setting up** 1 Divide the class into pairs like this:

A- B    A- B    A- B  
A- B    A- B    A- B

Tell the Bs to turn round and face the back of the class. The As should remain facing the front. Put up half dialogue A at the front of the room and half dialogue B at the back.

### Half Dialogue A    Half Dialogue B

A: Do you like swimming?

B:

A:

B: Not very much- and it's too cold today

A: Do you like cycling then?

B:

A:

B: It's Ok, but I haven't got a bicycle.

Do you like table tennis?

A: No, I hate it!

A:

A:

B: Well, do you like going to the cinema then?

A: Yes, I love it!

A:

B:

B: Good, So do!!

2. Tell the learners that it's Saturday afternoon and, in their pairs, they are deciding what to do. Read the complete dialogue with them, telling the **As** to repeat part A and the **Bs** to repeat part B after you.

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### Role Play:

3. Get the whole class to read the dialogues in chorus, with all the As taking the role of A and all the Bs taking the role of B.
4. Then get them to practice the dialogue in their pairs
5. Take down the half-dialogues and replace them with these role-play posters:

Role-Play A

It's Saturday afternoon.

You want to do something with

Your friend. Ask them what they like doing

Role-Play B

It's Saturday afternoon

You want to do something with

Your friend. Ask them what  
they like doing.

**Feedback**

6. Ask some of the pairs to tell the rest of the class what they decided to do. Review any common pronunciation problems the learners had.

**Learning outcome****The learner**

- Review of learning outcome of Class -3.
- Write/type dictation of words.

**GROUP ACTIVITY-2**

**LANGUAGE:** Small words

**TECHNIQUE:** Completing a grid

**MATERIALS:** A list of the words from a chapter

**PREPARATION:** make a list of words

**Setting up:**

1. Tell learners to draw a grid like this:


2. Tell the learners to work alone and choose fifteen words from the text. They should write one word in each square of their grid.
3. Tell the learners that you are going to call out a list of words in random order. When they hear you call out a word that is in their grid, they should cross it out. The first learner to cross out all their words is the winner.
4. Divide the learners into groups of three or four. One person in each group should write down the letters of the word in random order, as you did. The other member of the group should draw new grids and fill them with letters.
5. The learners can then take turns in playing the game in their groups.

Feedback:

6. Review any problems the learners had in pronouncing the words.

# **EXEMPLARY LESSON PLAN FOR TEACHING**

**Note : The scanned copy of the exemplary lesson plan is available in PDF-2.**