



CONTINUOUS AND COMPREHENSIVE EVALUATION

ENGLISH

TEACHERS' MANUAL

PRIMARY (STANDARD I TO V)

TERM I

PUBLISHED BY:

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

CHENNAI – 600 006, TAMIL NADU

TEACHERS' MANUAL FOR PRIMARY CLASSES

STANDARD I to V - SUBJECT - ENGLISH

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Foreword

If literacy increases stupidity shall diminish.....

State Government has decided to implement continuous and Comprehensive Evaluation in Std VI to VIII from the academic year 2012 - 2013. The State has taken its first step towards quality education by integrating CCE with the Trimester Pattern reducing the burden of learning.

Tamil Nadu is the only state to have introduced CCE along with Trimester Pattern across the country. Savoring the pride, SCERT has designed brought out guidelines for the implementation of CCE, Guidelines for implementation of Trimester Pattern and subject wise activity book for Primary and Upper Primary teachers.

There teacher manuals indicate student assessment activities. They not only illustrate the activities but also provide necessary information to the teacher as to how he / she can measure the quality of learning achieved by every child in the school. CCE, when implemented as per the suggestion of this manual, shall help teachers identify the individual talents of the students but also their multiple skills. This shall help the teacher to do the assessment all through the year comprehensively.

Under this innovative evaluation system, student's scholastic activities, co-scholastic activities, physical education, Yoga, behaviour, wellness and life-skills are also assessed. As assessment is done covering all the above it is easy for the teacher to assess the personality development of the students. Besides, there is enormous scope for evaluating differently abled children according to their learning pace and by consciously allowing some flexibility.

In pursuance of changes in State-sponsored learning styles for the first time the state has heralded a major change in evaluation system. This change shall not only encourage teachers but also improve students and delight them.

Teachers are hereby requested to assimilate the concepts illustrated in this manual to bring about welcome changes in the teaching learning processes. This shall facilitate the growth of young children into confident individuals who can design a great future for the country. Everyone expects teachers to conduct themselves in such a way realizing the fact that the destiny of a nation is shaped in its classrooms. So, I request all the teachers to carryout their responsibilities with utmost commitment and dedication.

With warm wishes

Director

Introduction to Teacher's Manual

Examination reform is a catchword these days. It has many foci, promoting stress-free and holistic learning being the major one among them. The evaluation system moves beyond assessing students for their content knowledge. The concept of CCE was introduced mainly to offset this deficiency in our external examination system. With the ever-increasing importance of life skills, there is now greater realization that students' performance should be assessed in both scholastic as well as co-scholastic aspects. CCE refers to school-based evaluation covering both scholastic and co-scholastic areas to make the evaluation comprehensive.

CCE is a system of school-based evaluation. In an effort to ease the stress and anxiety involved in the completion of a course of study, C.C.E has been evolved to evaluate a child in a non threatening environment. It is child-centered and activity based learning, promotes cognitive abilities and a variety of skills in the formative ages. It aims at a holistic development of a child with a focus on communal harmony, coexistence, growth and development.

Evaluation has been built sensitively into the teaching-learning process. This leads to enhancement of quality of pedagogy permits diagnosis and remediation. Continuous evaluation reveals the strengths and weaknesses of learners periodically and helps learners to improve their learning and teachers to modify teaching strategy. It encompasses formative and summative assessments.

CCE IN ENGLISH LANGUAGE TEACHING:

Language is the most vital and basic tool for communication. Mother tongue is considered as the most powerful and convenient mode for effective communication. English, both as second language has always been considered as a language for effective communication both at the national and international level. In the Indian context, the content and pedagogy of teaching English as second language has been examined critically at various levels.

The four important dimensions of language learning include;

- Listening
- Speaking
- Reading
- Writing

The communicative approach to language teaching has emphasized on the integration of the above four components into the pedagogy of language teaching

in classrooms. The learning of languages can occur both in the formal and informal contexts. The focus has to be on empowering the learner through vocabulary, phonetics, grammar and creativity.

The CCE provides ample opportunities for all the four dimensions at the same time empowering learning through role- play, debates, peer learning, group discussions and the like. All these activities facilitate both formative and summative modes of assessment.

The manual aims to bring home to the teachers the objectives of language teaching in the context of CCE. Adequate exercises have been suggested to enable the teachers to understand and appreciate the meaning and spirit of CCE in order to make classroom teaching learning process effective, interesting and enjoyable. The activities listed are only suggestive and the teachers can plan similar activities in their own school environment to make learning contextual and relevant.

It is also suggested that the teachers can facilitate the learners to enhance their language competency through extended learning.

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INTRODUCTION

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The CCE provides ample opportunities for all the four dimensions at the same time empowering learning through role-play, theatre, debates, peer learning, group discussions and the like. All these activities facilitate both formative and summative modes of assessment.

This manual aims to bring home to the teachers the objectives of language teaching in the context of CCE. Adequate exercises have been suggested to enable the teachers to understand and appreciate the meaning and spirit of CCE in order to make classroom teaching-learning process effective, interesting and enjoyable. The activities listed are only suggestive and the teachers can plan similar activities in their own school environment to make learning contextual and relevant.

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A NOTE TO THE TEACHER

FORMATIVE ASSESSMENT

This teachers' manual is a guide for the teachers. Teachers must know the difference in the activities of F.A. (a) and F.A. (b). F.A(b) activities are abundant in the text book. So, this manual high lights the activities of F.A(a)

F.A(a) activities have been illustrated with examples. Model Question papers also have been annexed. Teachers are requested to make use of this manual and enrich their professional development.

SUMMATIVE ASSESSMENT

Summative Assessment is for sixty marks. It is a formal, individual, blue print based written test. It is a time scheduled test that tests knowledge, understanding, comprehension, application, analysis, evaluation and creativity.

Individual activity: Each learner is evaluated. Such activities promote one's competitive spirit.

Peer Group Activity: Group Projects can be given as group activities. It promotes team spirit.

Class Activity: All the children in the class may be asked to take roles in role play or drama. Class activities develop positive behaviour and strengthen social competence of children.

Remedial Teaching: As per the needs of children, and as per the resourcefulness of the teacher, remedial teaching must be planned and executed. Teachers can give separate work sheets for remedial teaching or they can have retesting method.

Period Allotment: In a month, minimum twenty periods are allotted to the subject, English. In the first term primary classes have two or three units only. For a month they usually have only one unit in the syllabus. So, the teachers will have enough time to have CCE in their regular functioning.

List of Textual Activities			
STD-I ::Term-I			
Topic	Name of the Activity	F.A(a) or F.A.(b)	Individual Activity or Group Activity
Hello, Hello Good morning	1. Colour the flower	F.A(a)	Individual Activity
	1. Colour the flower	F.A(b)	Individual Activity
	3. Pattern writing	F.A(b)	Individual Activity
	4. Listen to the poem - Look at me	F.A(b)	Individual Activity
	5. This is my family	F.A(b)	Individual Activity
Ponni's House	1. Reading the passage	F.A(b)	Individual Activity
	2. Finding out homes	F.A(b)	Individual Activity
	3. Learning the new words. Eg:(egg, fish and gate)	F.A(b)	Individual Activity
We are friends	1. Role play	F.A(a)	Group Activity
	2. Action song - I listen, I sing	F.A(b)	Individual Activity
	3. Circle time	F.A(b)	Individual Activity
	4. I listen, I read	F.A(b)	Group Activity
	5. Circling the correct word	F.A(b)	Individual Activity
	6. Write the letters in order to form words	F.A(b)	Individual Activity

SKILL BASED ACTIVITIES

Unit 1

<u>Formative Assessment(a)</u>	<u>Objectives</u>	<u>Skill</u>
Identify the parts of your body	To introduce new Vocabulary	Speaking
Mention the names of your friends	To introduce naming words	Speaking
Tell me any three organs of your body	To introduce naming words	Speaking
This is my family	To introduce naming words	Speaking

Likes and dislikes

<u>Formative Assessment(a)</u>	<u>Objectives</u>	<u>Skill</u>
Magic words	To introduce sounds	Reading
Hello, English activity	To improve the speaking ability	Speaking
Colouring the similar pictures	Introducing colours and shapes	Psychomotor
Circling the letters	To introduce the alphabet and new words	Reading

Formative Assessment (b)

<u>Formative Assessment(a)</u>	<u>Objectives</u>	<u>Skill</u>
What is your name	To introduce oneself	Speaking
Structures in speaking	To talk about their family	Speaking
Identifying the letters	Learning the alphabet	Reading
In/Out activity	To introduce opposites	Vocabulary
Practicing letters in four lines	Development of writing	Writing
Reading the words and colouring	Usage of colours	Psychomotor
Reading sentences	Using Structures	Reading

Time-period allotment

5 periods -per week

(5x4) =20 Periods - Per month

(20x3)= 60 periods – Per term

The teacher can use 20 periods to complete each unit, so that three units can be completed within the stipulated time. She may be flexible in allotting time for each unit, according to the complexity of the content.

Skills to be Acquired by the Children at the End of First Term in Standard I.

Listening : Listening to rhymes and performing actions.

Speaking : Singing Rhymes

Reading : Reading letters and words

Writing : Writing letters and words

Vocabulary : Parts of the body, Family members, Fruits
Flowers,

Animals, Birds.

Language functions : Talking about oneself.

Points to remember

The child has to identify the parts of the body, Alphabet, sounds

The child has to read Pictures, Letters, Words, and Structures.

The child has to write letters and simple words.

Illustration of F.A (b) activities with examples

Model Activity- I

Topic : ‘ Hello ! Hello! Good morning!’

Task: Learning the names of family members.

Objective: Learning the nouns that denote kinship.

Procedure: The teacher shows pictures and teaches the nouns
father, mother, grandfather, grandmother, aunt, uncle,
sister and brother.

Parameters of Assessment:

- Learning the spelling
- Knowing the meaning of words.
- Ability to pronounce the above mentioned words.

Model Activity- II F.A(b)

Topic : Ponni’s House

Task: Matching the Animal homes properly.

Objective: Learning the names of Animal homes.

Procedure: The teacher shows pictures of a girl, bee, cow and a bird. She asks the children for their homes. Then she writes the words, hive, house, shed and nest on the black board. She tells the children to match them.

Parameters of Assessment:

- Correctness of answers
- Spontaneity of children

Model Activity- III F.A(b)

Topic: 'We are friends'.

Task: Framing sentences with the modal auxiliary verb 'Can'.

Objective: Learning the usage of 'Can'.

Procedure: The children say sentences like the following:

- I am a monkey, I can jump.
- I am a fish, I can swim.
- I am a peacock, I can dance.

Parameters of Assessment:

- Correct usage of the modal verb
- Imagination of children

Model Activity- IV F.A(b)

Topic : Look at me(Poem)

Task: Reading the poem

Objective: Understanding the poem after reading it and learning certain words that refer to the human body.

Procedure: The teacher reads the poem. The Children repeat the poem after teacher. Then the children have loud reading and learn the nouns eyes, nose, fingers, toes, mouth, teeth, head and feet.

Parameters of Assessment:

- Reading the poem with correct pronunciation.
- Understanding the keywords of the poem.

Note : Since the book has enough FA(b) activities we do not recommend supplementary activities.

Illustration of FA(a) Activities with Examples

Unit-1

Preparing flashcards, showing parts of the body, letters of the alphabet

Asking the children to say the story from the pictures

Unit-2

Preparing a letter grid on the blackboard using the letters

Preparing a set of words with 'e' sound as in 'bed'

Collecting pictures of animals and their homes

Collecting pictures of action words

Model Activity I

FA (a) Unit-1

Task : Introduce yourself

Objective : To help the children talk about their family members

Procedure: The teacher should introduce herself. Then the children introduce themselves saying their names

Parameters of Assessment

1. Expression
2. No fear
3. Involvement

Model Activity -2

Lesson Ponni's House

Task : Teaching a song

Objective : To sing the song with proper rhythm

Procedure : The teacher sings the song with actions. students repeat the song. Then the students sing the song individually and in groups.

Parameters

Singing the song with rhythm, actions and pauses.

Model Activity -3

Lesson Name Where is my house?

Task role play

Objective Developing the listening skill, moral values, interpersonal relationship

Procedure Prepare the masks

Ask the class to play the roles, wearing the masks.

Parameters of assessment: Involvement
Participation

**Model Question paper for Summative Assessment -
Standard I**

Time : 01.30.

Marks: 60

1. Choose the letter and write the words (a c f h l) (5 Marks)

---nt

---ion

-at

--en

---an

2 . Write the following words (5 Marks)

1. Jug 2. Girl 3. Leaf 4. Boy 5. Ice cream

3. Read the following words (5 Marks)

Green Pink Yellow Blue Red Brown

4. Fill up the blanks with action words (5 Marks)

1. s - - 2. sk - - 3. ju - - 4. sta - - 5. dan

5. Arrange the jumbled letters in proper order (5 Marks)

1. pac 2. naf 3. dllo 4. Kikt 5. Flae

6. Match A with B the animals with their homes (5 Marks)

A

B

Girl	Shed
Bird	House
Bee	Nest
Cow	Hive

7. Fill in the blanks with parts of your body: (5 Marks)

1. See my ____.
2. See my ____.
3. See my ____s.
4. See my ____s.
5. See my ____th.

8. Fill the missing letters. (5 Marks)

1. G_ _nd m_ th_r
2. Br_th_r
3. S_st_r
4. A _ _t
5. Un_ _e

9. Circle the letter 'a' in the following words. (5 Marks)

Apple, Aunt, Am, An, Cat, Cap, Bat, Ran, Fan, Van

10. Circle the letter 'o' in the following words. (5 Marks)

Top, House, Goat, cow, Boy.

11. Complete the following with verbs(Action words)
(10 Marks)

1. A cuckoo can __
2. A bird can __
3. A Frog can __
4. A Peacock can ____
5. A parrot can ____

Blue Print for Standard I

BLUE PRINT Class – I

S.No.	Sections	Knowledge			Understanding			Application			Total
		V.S.A.	S.A.	L.A.	V.S.A.	S.A.	L.A.	V.S.A.	S.A.	L.A.	
1	<u>Vocabulary</u> a. Choosing the correct letters b. Writing the dictation words		5 5								
2	<u>Prose</u> 1. Reading Words 2. Arranging the jumbled words 3. Matching 4. Writing the names of parts of the body 5. Writing words of Kinship 6. Circling the Particulars letters		5			5 5 5			5 10		
3	<u>Poetry</u> - Spelling Check up – Fill in					5					
4	<u>Grammar</u> - Completion with action words		10								
	TOTAL		25			20			15		60

Worksheet for Remedial Teaching.

Answer the following questions: (orally)

- What is your name?
- How many brothers have you?
- How many sisters have you?
- Is this a pen or paper?
- What colour do you like the most?
- Say an action song.
- Say letters of the Alphabet.
- Write the letters of the Alphabet in proper order.
- Write any two words starting with a letter 'a'.
- Write two words ending with the letter 'n'.
- Write any 2 three lettered words.
- Write any 2 four lettered words.
- Write the names of any two objects in your class.
- Write the names of any 2 colours.
- Write any 2 names of animals.

Standard II

Topic	Name of the Activity	F.A(a) or F.A.(b)	Individual Activity or Group Activity
Our School	1. Answering the comprehension questions	F.A(b)	Individual Activity
	2. Fill in the blanks	F.A(b)	Individual Activity
	3. Finding out the action words	F.A(b)	Individual Activity
	4 Finding out the words from the grid	F.A(b)	Individual Activity
Go to School	1. Choosing the similar sounding words	F.A(b)	Individual Activity
	2. Describe your school in three sentences	F.A(a)	Individual Activity
No more Fear	1. Hints developing	F.A(b)	Individual Activity
	2. Writing on different topics	F.A(a)	Individual Activity
	3. Answering the comprehension questions	F.A(b)	Individual Activity
	4. Drawing faces to match verbs	F.A(a)	Individual Activity
	5. Frame sentences from the triangles	F.A(a)	Individual Activity
	6. Reciting a rhyme - 'Tick tock'	F.A(b)	Group Activity
	7. Learning months of the year, number names	F.A(b)	Individual Activity
	8. Enacting as postman, doctor etc	F.A(a)	Group Activity
Black is Beautiful	1. Dramatizing the story in the lesson	F.A(a)	Group Activity
	2. Rearranging the sentences in sequential order	F.A(b)	Individual Activity
	3. Name three insects you see around house	F.A(b)	Individual Activity

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I TERM

Skill Based Activities

Activity	Objective
Topic : Our School Let us speak Let us colour and write Do it yourself	Developing speaking Skill Developing Drawing skill Developing Writing Skill

Activity	Objective
Unit -2 No more fear - Let us speak Let us sing Let us make a puppet	Developing speaking Skill Developing reading Skill To follow the instruction

Activity	Objective
Unit-3 Black is beautiful Let us write and speak Let us write Poem Music of the frogs Let us read Seeing the picture and telling the story	Developing Word power Developing writing skill Finding out the rhyming words Developing Speaking skill

Skills to be acquired in Standard II

Speaking

Saying rhymes, singing songs, responding to questions and narrating stories.

Reading

Reading sentences, recalling spelling rules and reading for fun

Writing

Writing sentences, writing longer passage, using grammatical forms

Vocabulary

Verbs, Nouns, Singing Songs and rhymes

Language Function

Acting in drama, Making Presentation such as scrap book, talking on themes such as 'My School'

List of things to be remembered in Std II in the I Term

Listening and responding to instruction and directions

Able to recite rhymes, Jingles and songs

Ability for picture reading

Ability to find out the time

Skill to use nouns, verbs, articles, prepositions and adjectives

Ability to find out the subject, verb agreement

Ability to identify spaces, days of the week, nouns and action words

Ability to participate in role play

Ability to introduce oneself

Ability to interact with teachers and peer group

Illustration of F.A (b) activities with examples in Standard II

Model Activity- I

Topic : ‘Our School’

Task: Learning the parts of school building.

Objective: Learning the Nouns, School, National flag, Office, Classroom and Teacher etc.

Procedure: The teacher takes the children around the school and shows library, science lab, computer lab, playground, rest room and office etc. Then the children learn the names written on the blackboard. The teacher trains the children to read the above mentioned nouns.

Parameters of Assessment:

- Writing the correct spelling.
- Knowing the meaning of newly learnt words.

Model Activity- II

Topic : Music of the Frogs(Poem)

Task: Making the children to appreciate the poem ‘Music of the Frogs’.

Objective: Making the children to read the poem and enjoy it.

Procedure: The teacher reads the poem. The Children repeat the poem after the teacher. The croaking sound of the frogs is compared to music in this poem. It has been described as a musical party in which one frog sings high and another frog sings low. The frogs jump here and there. They enjoy jumping as well as singing. When the teacher explains the funny poem the children like it and appreciate it.

Parameters of Assessment:

- Learning the keywords of the poem - ‘croaking, jumping, singing and musical instruments etc.
- Learning the sound of frogs.

Model Activity- III

Topic : 'Black is Beautiful'

Task: Learning to write suitable adjectives.

Objective: Learning adjectives which describe things.

Procedure: The teacher shows the pictures of elephant, tortoise, giraffe, deer and an insect. She asks the children to describe them.

Parameters of Assessment:

Choice of the adjectives that describe correctly

- Knowing the spelling and meaning of adjectives.

Model Activity- IV

Topic : No more Fear

Task: Writing the Numerals and Number names

Objective: Making the children to write the number names.

Procedure: The teacher must use a set of cards on which numerals are written. The teacher can use another set of cards on which the number names are written. Then the teacher tells the children to match both the set of cards.

Parameters of Assessment:

- Identifying the numeral and matching it with a number name.
- Ability to read the number names.

Illustration of F.A (a) Activities with Examples

List of supplementary tasks

1. Preparing a scrap book with pictures of common places such as temple, church, mosque, airport, railway station, post office, bus stand, market, library etc.
2. Singing songs glorifying the National Flag
3. Conducting games on word building
4. Having a role play of welcoming a guest to their classroom
5. Conducting a talk show on hobbies, singing songs
6. Conducting a role play –Children play the roles of pilot, teacher, singer, actor etc.
7. Making the children narrate stories based on animals
8. Narrating parallel stories based on the lesson (Black is beautiful)
9. Puppetry show based on animal characters

Model activity I

Task :- Preparing a scrap book with pictures

Objective:- Making the children to understand the concept 'common place'

Procedure :- Generally children have the instinct to collect pictures. since 'Unity in diversity' is the mantra of our Indian culture our children must get familiarized with different religions and different cultures. So it is pertinent to collect the pictures of temples, churches, mosques, golden temple of Sikhs, public places such as airport, market, railway station, harbour etc and prepare a scrap book as their F.A (a) activity

Parameters of Assessment

1. Interest, involvement,
2. Neatness of the scrap book
3. Information in the book

Model Activity – 2

Topic : Unit I (Our School) – Prose

Task: singing songs, glorifying the National flag

Time -5

Objective: Encouraging the children to participate in singing

Procedure: The children can sing songs, glorifying our National Flag
For e.g in Tamil there is a song ‘Thayin ManiKodi pareer’

Parameters of Assessment :-

1. Enjoying the musical quality of the tune
2. Understanding the rhythm
3. Appreciation of its meaning

Model Activity – 3

Task: Conducting games on word building

Objective: To improve the linguistic competence

Procedure: The teacher displays some objects. For e.g if the teacher shows a pen the children must say the verb ‘writing’.

If the teachers show a bird, the children must say ‘flying’.
The teacher makes the children to frame verbs.

Parameters of Assessment :-

The spontaneity of children and enthusiasm

Model Activity – 4

Task: Role play

Objective: To promote the verbal fluency of children

Procedure: The teacher gives a chance to each student to welcome a guest to their class. The student who plays the role of a guest can say vote of thanks.

Parameters: 1.The boldness. 2. The Swiftness. 3. The choice of words

Model Activity – 5

Task: Conducting a talk show on hobbies

Objective: To develop effective communication skill

Procedure: Children come forward and talk on their hobbies such as swimming, reading, dancing, singing, gardening, working on computers etc.

Parameters of Assessment :- Creativity, Body Language and gestures

Model Activity – 6

Task: Narrating parallel stories based on the lesson 'Black is beautiful'

Objective: To promote creative imagination of children

Procedure: Students can narrate stories based on the moral that all creations of god are different but good.

Parameters of Assessment :-

Interest and involvement of children, Fluency of children.

Summavitve Assessment

Model Question Paper for Standard II

Time : 01.30 Hours

Marks : 60

I Arrange the jumbled letters to form new words. (5 Marks)

- a) ALBIRYR -----
- b) OBRAD -----
- c) LACSS -----
- d) ATLEB -----
- e) FGLA -----

II Match the rhyming words (5 Marks)

- | | |
|----------|--------|
| a) Names | Write |
| b) Clay | Come |
| c) Some | School |
| d) Cool | Game |
| e) Right | Play |

III Frame sentences from the jumbled words (5 Marks)

1. Like, I, Swimming
2. Went, He, to, Chennai

IV Draw and colour our National Flag (5 Marks)

V Draw a blackboard and colour it (5 Marks)

VI Write five action words (5 Marks)

VII Write two sentences using 'this and these' (5 Marks)

VII Draw a clock showing the time as 9 'o clock (5 Marks)

VIII Answer the following (10 Marks)

1. Do you respect our National Flag?
2. Where do the pupils go every day?
3. Who teaches Babloo in swimming class?
4. Write down the first two months of the year.
5. At what time do you go to school?

VIII Quote from Memory (5 Marks)

First Five lines of 'Go to School'

X Write five Sentences about yourself (5 Marks)

BLUE PRINT - Class – II

S.No.	Sections	Knowledge			Understanding			Application			Total
		V.S.A.	S.A.	L.A.	V.S.A.	S.A.	L.A.	V.S.A.	S.A.	L.A.	
1	<u>Vocabulary</u> a. Arranging the jumbled words					5					
2	<u>Prose</u> a. Matching Sounds b. Framing Sentences c. Draw and Colour National Flag d. Draw and Colour Block Board e. Draw the Clock and show time f. Comprehension questions								5		
						5				5	
						5				5	
3	<u>Grammar</u> a. Usage of 'this' & 'these' b. Writing action words		5								
			5								
4	<u>Composition</u> Writing about one self					5					
5	<u>Poetry</u> Quote from memory										
	TOTAL		25			20				15	60

Work Sheet on Remedial Teaching for Std. II

1. Match the rhyming words.

Name	play
Some	school
Cool	game
Clay	white
Right	come
	say
	long

2. Arrange the words to frame sentences

can, I, dance - can, I, fly - can, you, swim
dance, he, can - she, take, can

3. Write five naming words (Nouns)

4. Write five action words (Verbs)

5. Answer the following questions

- | | |
|----|--------------------------------|
| a) | Write your name. |
| b) | Write your age. |
| c) | Write your native place. |
| d) | Write your class. |
| e) | Write the name of your school. |
| f) | Write your father's name. |
| g) | Write your father's job. |

h)
name.

Write your mother's

i)
name.

Write your friend's

j)
class teacher.

Write the name of your

---*---

Standard III

Topic	Name of the Activity	F.A(a) or F.A.(b)	Individual Activity or Group Activity
Beno and the Butterfly	1. Completion of sentences	F.A(b)	Individual Activity
	2. Do you know -Learning names of the plants	F.A(b)	Individual Activity
	3. Arranging the jumbled letters and framing words	F.A(b)	Individual Activity
	4.Learning to ask excuse from teacher, friend and parents	F.A(b)	Individual Activity
	5. Filling the blanks with adjectives	F.A(b)	Individual Activity
	6. Picking out the missing rhyming words	F.A(b)	Individual Activity
	7.Degrees of comparison	F.A(b)	Individual Activity
Who saved the tree	1. Forming new words using the clues given	F.A(b)	Individual Activity
	2. Filling the blanks with clusters of sounds	F.A(b)	Individual Activity
	3. Finding out the importance of special days	F.A(b)	Individual Activity
	4. Learning the details of yearly calendar	F.A(b)	Individual Activity
Unity is strength	1. Dramatizing the story 'Unity is Strength'	F.A(a)	Group Activity
	2. (Doing magic by changing one animal into the other - Change one letter at a time)	F.A(b)	Individual Activity
	3. Word ladder	F.A(b)	Individual Activity
	4. Making a list of things you will buy from four different shops	F.A(b)	Individual Activity

Skill Based Activities for Std. III

	Activities	Objectives
1	Talking on the characters in the story 'Unity is strength' –Topic - My best friend	To develop speaking skill
2	Write a poem about your best friend in four lines	To develop writing skill.
3	Topic-Who saved the tree (page 54) The teacher encourages the students to narrate a memorable experience.	To develop word power.
4	(page-50) Let us discuss Why should we not cut down trees? - Every student is encouraged to say a reason.	To develop fluency in speech.
5	(page-57) Write a biography of a tree.	To develop writing skill and presentation skill.
6	Topic-`Beno and the butterfly' Describe a garden	To develop word power and creative thinking.
7	Make a list of insects, birds, animals, vegetables, and fruits that you know.	To develop classifying skill (higher order thinking skill).

Unit - 2

	Textual activities	Objectives
1	Unit-`unity is strength' Comprehension questions.	To promote comprehension
2	Conversion exercises	To develop spelling ability
3	Learning the animals cry.	To improve word power.
4	Listing out the names of things that you will buy from a grocery shop.	Knowledge of nouns
5	Topic-My best friend (poem) Complete the proverbs	To develop linguistic competence
6	Topic- Who saved the tree. Framing words with cluster sounds	To cultivate pronunciation aspect in children
7	Talking on the reasons of some important days such as March -8th, May-1 st etc,	To develop reasoning power and speaking skill
8	(page-52)Learning the synonyms and	To promote word power.

antonyms.	
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Skills to be acquired in Class III

Listening-Listening to rhymes, poems, songs, stories, discussion

Speaking: Saying rhymes, singing songs, poems, expressing regrets, responding to questions, narrating and talking in discussion

Reading:-Reading sentences, reading longer text, recalling spelling rules and reading for fun

Writing:-Writing sentences, writing longer passage, using grammatical forms etc.

Vocabulary:-Singular, plural, nouns, months, of the year, singing rhymes etc,

Language function:- 1.Acting in drama, for e.g dramatizing the story of Akbar and Birbal.

2. Making presentations such as scrap book of flowers, fish made with shells.

3. Talking on themes such as, 'My school, My pet cat' etc.

List of things to be remembered in Std III

WH questions

Nouns, verbs adjectives, comparisons of adjectives, verb form, singular, plural.

Spelling rules

Prepositions, articles

Months of the year

Road signs

Pronunciation of high frequency words.

Illustration of F.A (b) activities with examples

Model Activity- I

Topic : ‘Who saved the tree’.

Task: Learning the importance of some special days.

Objective: Knowing the significance of some special days.

Procedure: Some days are important for us due to special reasons.

Eg: Dec 10 - Human rights day.

May 1 – International labour day

Mar 8 – International women’s day

The children collect information and present it in the class. The teacher writes the dates and their significance of special days on the black board. The Children read them and copy in their notebooks.

Parameters of Assessment:

- Correctness of information
- The clarity in their presentation.

Model Activity- II

Topic : Colour Butterflies (poem).

Task: Reading and understanding the poem.

Objective: Making the children to appreciate the poem ‘Colour Butterflies’.

Procedure: The teacher reads the poem and children repeat after the teacher. They learn to read the poem. The teacher highlights the keywords and writes them on the board. The children learn the central idea of the poem and meaning of keywords.

Parameters of Assessment:

- Spelling Ability.

- Meaningful reading of the poem
- Knowledge of keywords.

Model Activity- III

Topic : ‘Five tall teak trees’(Poem)

Task: Answering the comprehension questions given in the poem.

Objective: Understanding the central idea of the poem.

Procedure: The teacher reads the poem and children repeat after the teacher. The children have individual, silent and loud reading of the poem. The teacher writes the new words and their meanings on the blackboard. The Children understand the meaning of the poem and the moral implied in the poem. Then the teacher poses the comprehension questions to the children.

Parameters of Assessment:

- Clarity in the answers.
- Spelling ability.
- Correctness of sentence construction.

Illustration of F.A(a) Activities with Examples

List of Supplementary Tasks

1. Preparing a scrap book with the pictures of different birds.
2. Singing a song on birds.
3. Preparing a scrap book with the pictures of trees found in other states of India.
4. Enacting the drama “Unity is strength”.
5. Conducting a role play based on the lesson ‘Unity is strength’ using marks.
6. Narrating parallel stories after learning the story “Unity is strength”
7. Recalling and narrating different situations in which you helped your friend.

8. Recitation of the poem “My best friend”.

Illustrations of F.A(a) Activities with examples

Model Activity-I

Lesson – ‘Beno and the butterfly’ (prose)

Unit-3

Task:- Preparing a scrap book with the pictures of different birds.

Objectives:- Making the children to acquire life skill, empathy.

Procedure:-Generally children have the instinct to catch the flies for fun. But they must learn the skill, empathy and respect the freedom of others, especially birds and insects, So it is pertinent to collect the pictures of different birds and prepare a scrap book with the names of different birds as their F.A(a) activity.

Parameters of assessment:

1. Interest and involvement in the collection of materials.
2. Neatness of the scrap book.
3. Information given in the scrap book.

Model Activity -2

Lesson-`Beno and the butterfly’

Time-5

Unit 3

Tasks:- Singing a song on birds

Objectives:- Encouraging the children to participate in singing.

To help the children appreciate and enjoy singing

Procedure;-The children can sing song on birds. For e.g in Tamil, there is a song “Pachai kiliye va va”

Parameters of assessment:

1. Enjoying the musical quality of the tune.
2. Understanding the rhythm.
3. Appreciation of the poem.

Model Activity-3

Lesson name-“Unity is strength”

Time-5

Tasks: Role plays with masks (group activity).

Objectives:-To evaluate the effective communication skill(life skill)of children.

Procedure:-Preparing masks of tortoise, deer, crow, mouse and conducting a role play based on the story.

Parameters of assessment:-

1. Taking Initiative
2. Efforts in preparing masks
3. Involvement in acting.

Model Activity-4

Lesson-“Who saved the tree.”

Time-5’

Task-Puppetry

Objective :- To make children understand the content through puppetry

Procedure : The children make puppets and enact the story ‘Jack and the bean stalk’

It is a group activity.

Parameters of Assessment: Dialogue delivery and Creativity

Model Activity-5

Task-Recitation of the poem “My best friend”

Objective: To develop the pronunciation of children

Procedure: The teacher can ask children recite the poem individually

Parameters of Assessment

Correct pronunciation, Rhyme and rhythm

VI Fill in the blanks with adjectives (3 Marks)

1.A--- girl

2.A-----pencil

3.A----- boy

VII Give the other degrees of comparison (6 Marks)

1.	www.crsttp.blogspot.com	Fat--- -----
2.		Big----- -----
3.		Tall----- -----

VIII Answer the following (10 Marks)

- 1.Name the four places the butterfly rested on?
- 2.Which letter of the alphabet is an insect?
- 3.Mention the three things for which the trees were cut?
- 4.What is special about leap year?

IX. Quote from memory - : The first four lines of the poem "Colour Butterfly"

X. List out the things you would do on Sunday (5 Marks).

XI. Write 5 rhyming words on your own (5 Marks).

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BLUE PRINT - Class – III

S.No.	Sections	Knowledge			Understanding			Application			Total
		V.S.A.	S.A.	L.A.	V.S.A.	S.A.	L.A.	V.S.A.	S.A.	L.A.	
1	<u>Vocabulary</u> a. Finding out the hidden animal b. Identify from the Clues c. Antonyms		5			5					
2	<u>Prose</u> a. Drawing the signals b. Making list of things c. Comprehension Questions		10			5			6		
3	<u>Poetry</u> a. Quote from memory b. Writing 5 pairs of rhyming words		5						5		
4	<u>Grammar</u> a. Degrees of Comparison b. Adjectives							6	3		
5	<u>Composition</u> Listing out the actions					5					
	TOTAL		20			20			20		60

Samples of Work Sheet for remedial measures

Std.III

1.Fill in the blanks

January_____ _____ August
_____ _____ November _____.

2.Fill in the blanks using the words given in brackets:

(noisy, dry, easy, tall, tasty)

- 1._____ banana 2._____ land 3._____ question
4._____ girl 5._____ crowd

3. Match the following:

- | | |
|---------------|----------------------|
| May 1st | Teachers Day |
| November 14th | Labourers Day |
| September 5th | Children’s Day |
| March 8th | World Population Day |
| June 11th | Women’s Day |

4.Dictation Words

deer, rabbit, tortoise, elephant, lion, plant, beard, ration, catch

5.Classify the things given in the respective columns.

wire, brush, paste, comb, plug, soap, rice, dal, oil, switch board, pickle, sugar, salt, gadget,

Grocery Shop	Shop of Electrical Goods

Standard IV - list of activities

Topic	Name of the Activity	F.A(a) or F.A.(b)	Individual Activity or Group Activity
Little Tuppen	1. Matching the animals with their sounds	F.A(b)	Individual Activity
	2. Dramatising the story ' The Sky is falling'	F.A(a)	Group Activity
	3. Choosing the Rhyming words	F.A(b)	Individual Activity
	4. Filling up with homonyms.	F.A(b)	Individual Activity
	5. Learning homophones	F.A(b)	Individual Activity
	6. Classifying the common nouns and proper nouns	F.A(b)	Individual Activity
	7. Circling the verbs from the passage	F.A(b)	Individual Activity
	8. Finding out the anagrams	F.A(b)	Individual Activity
	9. Learning 'present tense'	F.A(b)	Individual Activity
All about me	1. Word search using the clues	F.A(b)	Individual Activity
	2. Narrating the biography of an object	F.A(a)	Group Activity
	3. Talking about the uses of trees - (Talks how)	F.A(a)	Group Activity
	4. Filling with personal pronouns	F.A(b)	Individual Activity
	5. News paper activity and dictionary usage	F.A(a)	Individual Activity
	6. Making a booklet with stories from 'Young World'	F.A(a)	Individual Activity
	7. Making collage from newspapers	F.A(b)	Group Activity
Say yes to Yelagiri	1. Framing a timetable for given events	F.A(b)	Individual Activity
	2. Saying aloud the tongue twisters	F.A(b)	Individual Activity
	3. Picture composition	F.A(b)	Individual Activity
	4. Degrees of comparison	F.A(b)	Individual Activity
	5. Finding out the rhyming words	F.A(b)	Individual Activity
	6. Preparing a bill board for the rules to be followed on the railway station.	F.A(a)	Group Activity
	7. Preparing a bill board for the rules to be followed inside the classroom	F.A(a)	Group Activity

Skill Based Activities

Activity	Skill
1. Singing rhymes	Tongue practice
2. Listening activities	Responding to questions
3. Speaking activities	Meaningful utterances
4. Telling stories	To develop Speaking skill
5. Reading activities	development of Pronunciation
6. Craft	creativity
7. Scrap book	cultivating hobbies
8. Other projects	Extensive reading

Skills to be achieved at the End of Term I in Standard IV

1. Answering simple questions
2. Finding out the rhyming words
3. Homonyms and homophones
4. Nouns and pronouns
5. Using substitution table
6. Tense forms
7. Enquiring
8. Adjectives
9. Degrees of comparison
10. Talking about picture

Points to be Remembered at the end of term-1 in class IV.

1. The Children must acquire the ability to make craft from waste paper.
2. Empowerment of storytelling and the usage of tongue twisters.
3. Developing fear free expression in children.
4. Ability to discuss in groups.
5. Ability to write sentences related to a particular topic.
6. Ability to make sentences from the substitution table.
7. The children must respond to the questions and they must frame questions of their own.
8. Learning to talk about the uses of trees.
9. Learning about the autobiographies.
10. The Children must have the potentiality to use the dictionary, newspaper and extensive reading.

Illustration of FA (b) activities with examples

Model Activity- I

Topic : Little Tuppen.

Task: Matching the animals with their sounds.

Objective: Learning the words of animal cries.

Procedure: The teacher can teach the old song, 'Old Mc Donald had a farm'. From the song, the children learn the animal cries 'quack' etc. The pictures of donkey, horse, cow, cat, duck, dog, lion, rat, pig and monkey are shown to the children. The sounds grunt, squeak, chatter, quack, neigh, roar, bray, moo, bark and mew are written on the blackboard. The children match the pictures with the words of animal cries and learn the new words that denote the sounds made by various animals.

Parameters of Assessment:

- Correct spelling
- Knowing the meaning
- Correct pronunciation of the new words.

Model Activity- II

Topic : Trains (Poem)

Task: Learning and appreciating the poem 'Trains'.

Objective: Understanding and enjoying the given poem.

Procedure: The teacher reads the poem. The children repeat with correct pronunciation. Then the children have loud and silent reading individually. The teacher highlights the keywords given in the poem. The children understand the central idea of the poem 'Trains'

Parameters of Assessment:

- Reading the poem.
- Understanding the poem
- Appreciating the rhythm in the poem.

Model Activity- III

Topic : 'Say Yes to Yelagiri'.

Task: Making the children to write sentences on a given picture at the lesson 'Say Yes to Yelagiri' .

Objective: Develop the writing skill in students

Procedure: The teacher shows the composite picture in which 6 children play and enjoy. To motivate the children in observing the picture the teacher asks them a few questions and make them think. After allowing the children to observe the picture for 10 minutes the teacher can ask the children to write 3 sentences about the picture.

Parameters of Assessment:

- Coherence in writing.
- Correctness
- Choice of words.

Illustration of FA(a)- activities in Std IV

Model Activity I

Task-singing a song

Objectives :-

To feel and enjoy the rhythm

To participate enthusiastically

Procedure- Encourage the groups to sing in turns

Teacher must facilitate singing of children.

Parameters of Assessment

Enthusiastic participation

Sensitivity to the tune and rhythm

Model Activity-2

Task-Making a scrap book

Objectives

To encourage the students in collecting pictures

Procedure

Collect flowers from your garden. press them and fix them in your note book.

Parameters of Assessment

Group involvement

Individual's responsibilities

Model Activity-3

Task :- Word building game

Objectives :-

To strengthen vocabulary

Procedure :-

Tell the children to write the names of a few things they see in their class room.

Ask them to write the names on the low level black board.

Parameters of Assessment

Group participation

Vocabulary power

Model Activity-4

Task-Group activity preparing salad with friends.

Objective :- To make the children work in groups

To develop life skill

Procedure :-

Children must wash and cut the vegetables.

They mix the vegetables and prepare the salad

Parameters of Assessment

Team participation

Cleanliness

Model Activity-5

Task- Craft - 'let's make a bird'

Objectives -To create interest in craft

Procedure :- The children collect the materials needed.

They sit and make the bird together

Parameters of Assessment

Involvement, neatness in presentation

Model Activity - 6

Task : Story telling

Objective :- To develop speaking skill

Individual activity-Story narration

Procedure :- The children come forward and narrate the story in turns

Parameters of Assessment

Imagination and body language

Fluency in speech

Model Activity-7

Task- picture composition (oral exercise)

Objective:-To develop speaking skill

Procedure:-The children are encouraged to narrate the story one by one. Looking at the picture given.

Parameters of Assessment :

Gestures, modulation of voice

IV Std English – SUMMATIVE ASSESSMENT

MODEL QUESTION PAPER

Time : .01.30. Hours

Max Marks -60

I Supply the missing letters and write correct words - 5x1=5

1. F - - mer
2. W- - d cutter
3. Blac - - mith
4. Sh- e -aker
5. Do - - or

II Match the Meanings

5x1=5

1. Fetch ----- make a mark
2. Precious ----- having importance
3. Valuable -----loud noise
4. Scratch -----highly valid
5. Explode -----to bring

III Fill in with correct sounds choosing from the box given below 5
Marks

(roars, quacks, chatters, brays, moos)

1. Lion -----
2. Monkey-----
3. Duck-----
4. Donkey-----
5. Cow-----

IV Fill in the blanks with correct Homonyms and Homophones
(10 Marks)

1. I save money in the ----- .Preeti collected pebbles on the -----of a river
2. She made a mask from the-----of a tree. Dog -----at strangers
3. Don't walk on the road with -----foot

V Underline the proper nouns

5 Marks

1. King Ashoka was a great emperor
2. Indira Gandhi was a great leader
3. Mrs. Radha is a good teacher
4. The Ganga is a big river

VI Write down the underlined verbs in to past tense 5x1=5 Marks

Separately in the space given below.

I know a boy named Sam. He is my neighbour's son. He goes to a school

near by. He watches cartoon network and plays cricket with his friends.

1. ----- 2. ----- 3. ----- 4. -----
5. -----

VII Answer the following questions

5x2=10 Marks

1. Who gave water to the 'Little Tuppen' ?
2. How is the paper graded?
3. Who plays important role in modern life?
4. Who invented the paper?
5. Which is known as the "the queen of hill stations"?

VIII Fill up with more rhyming words choosing from the list.

5x1=5 Marks

1. Plains, Trains -----
2. Mail, Fail -----

(rain, gain, pain, main, rail, role, tail, pan, girl)

IX Fill up the blanks 5x1=5 Marks

Write about "Myself"

1. I am -----
2. I am studying -----
3. I have -----
4. My pet's name is -----
5. My school is -----

X. Quote from memory : The first four lines of the poem "Trains"

BLUE PRINT

Class – IV

S.No.	Sections	Knowledge			Understanding			Appli	
		V.S.A.	S.A.	L.A.	V.S.A.	S.A.	L.A.	V.S.A.	S
1	<u>Vocabulary</u> a. Finding the missing letters b. Matching Meanings					5 5			
2	<u>Prose</u> a. Filling with correct sounds b. Comprehension Questions c. Filling with Rhyming words		10						
3	<u>Grammar</u> a. Homonyms and Homophones b. Proper Nouns c. Tense	10							
4	<u>Composition</u> Writing about one self					5			

5	Poetry							
	Quote from Memory	5						
	TOTAL		25			15		

Worksheet for Remedial Teaching. STD –IV

1. Match the animals with their sounds:

A

Donkey
Horse
Cow
Duck
Dog
Lion
Rat
Pig

B

Squeaks
Chatters
Barks
Neighs
Mews
Grunts
Moos
Quacks

2. What are homophones? Give e.g

3. What are homonyms? Give e.g

4. Give the past tense of the following - work, ride, sit, eat, jump and talk.
5. Circle the verbs in the following sentences:
- My dog barked.
 - I told my teacher the truth.
 - I laughed loudly.
 - I sat down.
 - The baby slept.
6. Write an auto biography of a doll(5 sentences)
7. Fill in the blanks using the possessive pronouns(My, Yours, His, Mine, Our)
- I have a car. It is _____.
- I am going to _____ school.
- I took your pencil. It is _____.
- Raju is _____ brother.
- Is this _____ pencil?

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Std V – List of Textual Activities

Topic	Name of the Activity	F.A(a) or F.A.(b)	Individual Activity or Group Activity
Our Mother Earth	1. Arranging the words given as found in the dictionary	F.A(b)	Individual Activity
	2. Collecting the pictures of materials that pollute our environment	F.A(a)	Individual Activity
	3. Discussing about man made wonders of the world.	F.A(a)	Group Activity
	4. Dramatising the story of shruti and Edward	F.A(a)	Group Activity
	5. Talking on the favourite places that students visited.	F.A(a)	Individual Activity
	6. Writing a paragraph on any one of the topics given.	F.A(a)	Individual Activity
	7. Reading the poem 'who loves the trees best' and answering the questions given.	F.A(b)	Individual Activity
	8. Making new words with prefix/suffix	F.A(b)	Individual Activity
	9. Classifying the personal pronouns	F.A(b)	Individual Activity
	10. Collecting the details about your classmates	F.A(b)	Individual Activity
A Golden Hour	1. Dramatising the story 'A Golden Hour'	F.A(a)	Group Activity
	2. Supply the missing letters	F.A(b)	Individual Activity
	3. Finding out the words hidden in the puzzle	F.A(b)	Individual Activity
	4. Arranging the sentences in the right order	F.A(b)	Individual Activity
	5. Listing out the names of flowers, fruits, eatables, games and TV Channels	F.A(b)	Individual Activity
	6. Filling up the forms of banks	F.A(b)	Individual Activity
	7. Learning prepositions and interjections	F.A(b)	Individual Activity
	8. Learning the words of kinship	F.A(b)	Individual Activity
	9. Learning the poem 'Little drops of water'	F.A(b)	Individual Activity

Skill based activities for std V in term I

Topic	Activity	Skill Developed
Our Mother Earth	1. Comprehension questions	writing
	2. Arranging the words in the order of dictionary	reference
	3. Discussing in groups about man made wonders of the world	Speaking
	4. Looking at the picture and writing sentences	Writing
Our Mother Earth - Who loves the trees best.	5. Reading the poem 'Who loves the trees best'.	Reading
	6. Taking effort to plant a sapling	Life skill
	7. Forming club to protect plants	Life skill
	8. Making new words with prefix/suffix	Vocabulary
	9. Degrees of comparison	Grammar
	10. Pronouns	Grammar
A Golden Hour	1. Building words	Vocabulary
	2. Framing words from the puzzle	Spelling
	3. Sequencing the sentences in a paragraph	Language function
	4. Filling up the forms	Functional grammar
	5. Talking on one's likes and dislikes	Speaking
	6. Prepositions	Grammar
	7. Interjection	Grammar
	8. Learning the words of kinship	Vocabulary
A Golden Hour - Little drops of water	9 Finding out meanings from the dictionary	Vocabulary
	10. Reading the poem	Reading
	11. Answering the comprehension questions in the poem	Writing

Skills to be acquired in std V in I term

1. Listening to conversation
2. Reading paragraph
3. Knowledge of nouns, pronouns, degrees of comparison, prepositions, adjectives
4. Knowing the meaning of pronunciation and intonation
5. Knowledge of prefixes and suffixes
6. Knowledge of singular, plural

Things to be remembered at the end of term I in Std V

1. There are different geographical forms on earth such as sky, mountains, valleys, forest, river, ocean, desert, etc.
2. The four seasons on the earth
3. Adjectives and degrees of comparison
4. Learning the values such as eco friendliness, mercy, love and pity.
5. Learning classifying skill
6. Filling the empty forms(eg Bank forms)

Illustration of F.A (b) activities with examples

Model Activity- I

Topic : ‘Our Mother Earth’

Task: Learning the prefixes and suffixes.

Objective: Learning the usage of prefixes and suffixes.

Procedure: List of prefixes and suffixes are written on the chart. The Children find out words that match prefixes and suffixes. The teacher helps them in matching.

E.g of Prefixes

Un, im, mis, dis and re

E.g of suffixes

Ful, y and ment.

Parameters of Assessment:

-
- Resourcefulness of children in matching.
- Correctness of matching.

Model Activity- II

Topic : Little drops of water (Poem).

Task: Understanding and appreciating the poem ‘Little drops of water’.

Objective: To develop the reading skill.

Procedure: The teacher shows the pictures of ocean, Mother Teresa and historic monuments. She teaches to read and understand the poem. The children read and underline the keywords in the poem. The teacher writes the meanings of key words. The teacher gives them some comprehension questions. After reading the poem many times the children write the answers for the comprehension questions.

Parameters of Assessment:

- Correctness of spelling.
- Coherence in the sentences.
- Error free construction.

Model Activity- III

Topic : Finding out the meaningful words hidden in the puzzle

Task: ‘A Golden Hour’.

Objective: To improve the spelling ability of children.

Procedure: The puzzle square is given in the text book. The children must frame meaningful words from the puzzle book. They can frame words such as ‘ sea, on, deed, turn, port, van, advise, row, ask etc.

Parameters of Assessment:

- Correctness of spelling.
- Speed of children in framing words.

Illustration of FA(a) activities with examples

List of Supplementary activities

1. Conducting a role play having the different geographical forms as characters.
2. Story narration of the lesson “The golden hour’
3. Preparing a scrap book, with pictures of mountains, valleys, lakes, rivers, deserts, Forests etc
4. Recitation of the poem in unit 2 ‘wanting’ an answer’
5. Narrating a parallel story based on the story ‘The Golden Hour’
6. Conducting verbal games

Model activity - 1

Task: Role play
 Topic: Our mother earth
 Objective: To develop verbal fluency and team spirit

Procedure: The teacher tells the students to play the roles of different geographical forms such as ocean, desert, etc.

Parameters of Assessment : Correct pronunciation

Body language

Speech delivery

Model Activity – 2

Task: Story narration of the lesson ‘The golden Hour’

Objective: To develop the speaking ability of students

Procedure: The teacher tells the student to narrate parallel stories. These stories will motivate the children to help others who are in need.

Parameters of Assessment : Verbal fluency

Choice of words

Model Activity – 3

Task : Conducting verbal games

Objective: To improve word power.

Procedure: The teacher gives a noun. Each child contributes an adjective. For example the teacher can give the noun ‘Cat’. Each child must say an adjective with the noun, cat. For example the children can say lovely cat, pretty cat, angry cat, white cat, black cat, small cat etc.

Parameters of Assessment : Spontaneity of children

The correctness of adjectives

Model Question paper for Summative Assessment

Subject: English Std V

Time : 01.30 hours

Marks: 60

I Fill in the blanks (5 Marks)

1. It is mostly found in desert - - - - -
2. We use boats to cross this - - - - -
3. It frightens us - - - - -
4. They bring rain - - - - -
5. We find seven colours in this - - - - -

II Arrange the words as found in the dictionary (5 Marks)

Valley, Peak, Fall, Rain, Animal, Flower, Spring, Plants, Tree, River

III Arrange the words in rhyming pairs (5 Marks)

Free, rain, Mood, Play, Coat, Hood, Clay, Pain< Boat, Tree.

IV Make New words with prefix or suffix (5 Marks)

(dis, ment, mis, im, en)

1. Joy
2. Possible
3. Appear
4. Manage
5. Understand

V Write the suitable pronouns for the nouns given (5 Marks)

1. Ram is a good boy. ----- is our class leader.
2. The lion lives in the forest. -----is the king of the forest
3. Arun and Sam are in the same class-----are friends
4. Mrs. Prema is our teacher. ----- teaches English for us
5. Kala has brother. -----name is Deva

VI Fill in the blanks with prepositions (3 Marks)

1. I get up -----7o'on Sundays
2. We wear cotton dress-----summer
3. Our school reopens ---1st June

VIII Make sentences from the table (5 Marks)

The Parrot flew	Under over through in to	The	Neem Tamarind Mango Palmyrah	Tree

VIII Give the meaning of (5 Marks)

1. Huge
2. Aquatic
3. Weep
4. Console

IX Answer the following (10 Marks)

1. What captivates our soul?
2. What kind of food do we get from the oceans?
3. Why are the plants in the desert leafless and thorny?
4. Who was looking sad?
5. How did Anand save money?

X. What is an adjective? Give 2 examples (2 Marks)

XI. What is a pronoun ? Give 2 examples (2 Marks)

XII. What is an interjection? Give 2 examples (2 Marks)

XIII. Quote from memory : The first four lines of the poem 'Wanting an Answer'

BLUE PRINT Class – V

S.No.	Sections	Knowledge			Understanding			Application			Total
		V.S.A.	S.A.	L.A.	V.S.A.	S.A.	L.A.	V.S.A.	S.A.	L.A.	
1	<u>Prose</u> a. Fill in the blanks b. Dictionary Skill c. Making Sentences from the table d. Comprehension questions		5 10			5			5		
2	<u>Sounds</u> Arranging the Rhyming pairs								5		
3	<u>Grammar</u> a. Prefix / Suffix b. Pronouns c. Preposition d. Adjective e. Interjection					5 7 3 3 2					
4	<u>Vocabulary</u> Synonyms		5								
5	<u>Poetry</u> Quote from Memory		6								
	TOTAL		26			24			10		60

Work Sheet for Remedial Teaching Class V

I Rewrite the Sentences using pronouns for the nouns given.

1)Raj is a good boy. Raj obeys elders.

2)This is a rose. The rose is red.

3)Rani likes music. Rani sings well.

II. Arrange the words in alphabetic order

Apple, jug, house, kite, cat, dog, ball, elephant, lion, man

III. Add prefix and make new words

Mis	Place
	management
	Understand

1. _____

2. _____

3. _____

dis	respect
	locate
	obey

IV. Add suffix and make new words

Move

joy

Improve

ment

play

ful

Manage

care