

REMEDIAL TEACHING
ENGLISH
100 DAY PROGRAMME
TEACHER'S HAND BOOK
LEVEL - I



State Council of Educational Research & Training
Amaravati, Andhra Pradesh

REMEDIAL TEACHING

ENGLISH - Level - I (1 & 2 Classes)

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ముందుమాట

నేర్చుకోవడం పిల్లల సహజ స్వభావం. చూసిన ప్రతి విషయాన్ని ఆకళింపు చేసుకోవాలనే తహతహ, నచ్చిన ప్రతి పనినీ అనుభవంలోకి తెచ్చుకోవాలనీ తాపత్రయం, బాల్యానికి ఉండే అద్భుతమైన లక్షణాలు. అవి ఆటలు కావచ్చు, మాటలు కావచ్చు, పాటలు కావచ్చు. ఆ జిజ్ఞాసల కొలువులూ, అభ్యసన కేంద్రాలే కదా! మన పాఠశాలలు. వాటి వెనుక ఉండే వాస్తవాల నిరూపణలే కదా మన పాఠాలు.

విద్యాభ్యసనంలో పరుగెత్తే విద్యార్థి, అంతులేని ఆత్మవిశ్వాసంతో ముందుకు దూసుకుపోవడాన్ని మనం గమనిస్తూనే ఉంటాం. మాతృభాషాభ్యసనంలో వెనుకబడిన విద్యార్థి తరగతిలో నిస్తేజంగా ఉండిపోవడం, గణితం, విజ్ఞానశాస్త్రాల అభ్యసనంలోనూ, వాటికి లిఖిత రూపంలో వ్యక్తపరిచే సందర్భంలోనూ వెనుకబడిపోవడం మనకు బాధ కలిగించే వాస్తవం. చదవడంలో వెనుకబడితే చదువులో వెనుకబడినట్టే కదా! కావున తరగతి స్థాయికి తగిన సామర్థ్యాలు సాధించాలంటే మాతృభాషలో కనీస అభ్యసన స్థాయిలు కలిగిఉండే విధంగా ప్రతి విద్యార్థిని తయారుచేయాలి. ఇటీవల కొన్ని రాష్ట్రస్థాయి, జాతీయస్థాయి సర్వే సంస్థలు మన పాఠశాలల్లో విద్యార్థుల వెనుకబాటుతనం గురించిన గణాంకాలను మన ముందుంచాయి. సామర్థ్యాలవారీగా ప్రగతిలోని బేధాలను విశ్లేషించాయి. గుణాత్మక విద్య కొరకు అహర్నిశలు శ్రమించే దశలో ఈరకమైన ఫలితాలు ఆహ్వానించదగినవికావు.

రెక్కలకు గాయమై ఎగురలేని పక్షికి కాస్త ఉపశమనం కల్పించే మందు పూసి, తలనిమిరి, ఎగరేస్తే కొత్త ఉత్సాహంతో, విశ్వాసంతో తన సమూహంతో కలవడానికి, వినువీధిలో విహరించడానికి ఎగిరిపోతుంది. మన పాఠశాలలో కూడా అభ్యసనంలో వెనుకబడిన విద్యార్థులకు కాస్త చేయూత నిచ్చే సవరణాత్మక బోధన అవసరం ఎంతైనా ఉందనిపించింది.

పిల్లలకు సహజసిద్ధమైన అభ్యసన వాతావరణం కల్పిస్తూ సులువుగా కనీస అభ్యసన స్థాయిలకు చేరుకునే విధంగా ఒక బృహత్తర కార్యక్రమాన్ని రాష్ట్ర విద్యాశాఖ మీముందుకు తీసుకొచ్చింది. నిష్ణాతులైన ఉపాధ్యాయ బృందంతో నూరు రోజుల పాటు ఒక క్రమపద్ధతిలో నేర్చుకొనే విధంగా కృత్యాలను, అభ్యాసాలను రూపకల్పన చేయించింది. ఆ అభ్యాసాల, కృత్యాల సమాహారమే మీ చేతిలో ఉన్న ఈ కరదీపిక. రోజువారి కార్యక్రమాన్ని చదవండి. అందుబాటులో ఉన్న అన్ని వనరులు సమకూర్చుకోండి. పిల్లలలో ఆసక్తి కల్పించే విధంగా అభ్యాసాల నిర్వహణ చేయండి. దీనికి ఒక పాట, ఒక కథల పుస్తకం, ఒక వార్తాపత్రిక, ఒక ప్రకటన, మీ చేతిలోని స్మార్ట్ఫోన్ కూడా బోధనాభ్యసన సామాగ్రి కాగలవు.

కారణాలేవైనాగానీ చదువులో వెనుకబడిన చిన్నారులకు కాస్త చేయి నందించి, అభ్యసన స్రవంతిలో కలపండి. మీకు కావాల్సిన అన్ని రకాల సహాయ సహకారాలు అందించడానికి మేము సిద్ధంగా ఉన్నాము. ప్రభుత్వ పాఠశాలల బలోపేతమే మన లక్ష్యం. ఈ లక్ష్యసాధనలో మీరే మన సైన్యం. ఇక కార్యోన్ముఖులు కండి. అందుకు మా సహాయ సహకారాలు ఎల్లవేళలా ఉంటాయి. మీకు మా శుభాకాంక్షలు.

ప్రొ|| ఎమ్.వి. రాజ్యలక్ష్మి

డైరెక్టర్

ఎస్.సి.యి.ఆర్.టి.

NOTE TO THE TEACHER

Taking various surveys (ASER, NAS, SLAS & 3R's) and their results into consideration SCERT has planned a Remediation programme for enrichment of learning competencies among the primary school children of our state.

Regarding English subject 5% of our children of all the classes are facing a little difficulty in recognizing letters and 30% of our children are facing problem in reading and writing. To overcome this problem SCERT has planned a 100 day Remediation programme in English. In this programme there will be 10 assessments (6 internal, 3 externals and 1 grand test). And for the remaining 90 days useful material/package has been prepared to develop academic standards among the children. In this material there are three important components.

1. Teacher sheet
2. Work sheet
3. Home task

TEACHER SHEET :

Each teacher sheet starts with a picture for interaction. The teacher has to ask the children some questions. Even if the children respond in Telugu language, all the responses should be megaphoned and written on the blackboard in English.

Here the teachers have to go with 'Bilingual Method'. Some phrases and clauses are given here related to theme for oral practice. The teachers have to read all the given material aloud with proper pause, stress and intonation, so that the children will be able to learn how to read properly. Only while showing the picture charts or the real objects, the teachers have to read aloud. The targeted words should be emphasized.

WORK SHEET :

Many activities are given in this work sheet. It should be answered by the children in the presence of the teacher. All these given activities should be completed in the class room itself. All the activities revolve around a single targeted topic and prepared keeping the low proficient children in view.

HOME TASK :

Home tasks are given for each topic. Before entrusting the home tasks, the teacher has to explain them. The teacher has to give some more tasks regarding the topics depending upon the individual abilities of the children. Particularly alphabet (both Big and Small letters) and some simple words are given to practice. We believe that through substitution table they can learn the construction of sentences.

3Rs Remedial English Material Day wise Grid - Level - I

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
1, 2	Introducing alphabet C, A, T and simple words on C, A, T	Identification of letters C, A, T in simple words through some activities.	<ul style="list-style-type: none"> - Alphabet chart - flash cards - class I text book - news paper - mobile, tab and online material 	The children will be able to read and write letters / words.	I, II &IV
3, 4	Introducing alphabet B, O, Y simple words on B, O, Y.	Identification of alphabet letters B, O, Y in simple words though some activities.	<ul style="list-style-type: none"> - Alphabet chart - flash cards - class I text book - news paper - mobile, tab and online material 	The children will be able to read and write letters / words.	I, II &IV
5, 6	Introducing alphabet W, H, E both in capital and small and simple words on W, H, E.	Identification of letters W, H, E in words through activities.	<ul style="list-style-type: none"> - Alphabet chart - flash cards - class I text book - news paper - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV
7, 8	Introducing alphabet G, I, F both in capital and small and simple words on G, I, F.	Identification of letters G, I, F and interaction through picture and words on G, I, F through activities.	<ul style="list-style-type: none"> - Alphabet chart - Flash cards / wrappers - Class I text book - News paper - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
9, 10	Introducing alphabet J, K both in capital and small and simple words on J, K	Identification of letters J, K in words through activities.	<ul style="list-style-type: none"> - Alphabet chart - flash cards - class I text book - news paper - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV
11, 12	Introducing alphabet L, S and simple words on L, S	Identification of letters L, S in through picture, interaction simple words activities.	<ul style="list-style-type: none"> - Alphabet chart - flash cards - class I text book - news paper - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV
13, 14	Introducing alphabet U, M, R both in capital and small and simple words on U, M, R.	Identification of letters U, M, R in words through activities.	<ul style="list-style-type: none"> - Alphabet chart - flash cards - class I text book - news paper - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV
Internal Assessment – 1 (15th Day)					
15, 16	Introducing alphabet both in capital and small and simple words on Q, N.	Identification of letters Q, N in simple words through activities.	<ul style="list-style-type: none"> - Alphabet chart - Flash cards /wrappers - Class I text book - News paper - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
17, 18	Introducing alphabet both capital and small simple words on it.	Identification of letters P, D and simple words on P, D through activities.	<ul style="list-style-type: none"> - Alphabet chart - Flash cards / wrappers - Class I text book - News paper - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV
19, 20	Introducing alphabet V and simple words on V.	Identification of letter V and simple words through activities.	<ul style="list-style-type: none"> - Alphabet chart - Flash cards - Class I text book - News paper - Wrappers - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV
21, 22	Introducing alphabet O, X and simple words on O, X.	Identification of letters O, X in simple words through some activities.	<ul style="list-style-type: none"> - Alphabet chart - flash cards - class I text book - news paper - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV
23, 24	Introducing alphabet Z both in capital and small and simple words on Z.	Identification of letter Z through zoo picture interaction and words on Z through activities.	<ul style="list-style-type: none"> - Alphabet chart - Flash cards - Class I text book - News paper - Wrappers - mobile, tab and online material 	The children will be able to recognise, read and write letters / words.	I, II &IV

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
External Assessment-1 (25th Day)					
25, 26	Alphabet capital letters A to Z	Writing alphabet capital letters A to Z on four rules.	- Four ruled book	The children are able to read, write capital letters A to Z on four rules.	I, II & IV
27, 28, 29	Introducing 'This and That'	Using This and That through activities.	- Flash cards - chart - class room objects - Class I text book - mobile, tab and online material	The children are able to read, write and make sentences using ('This and That')	I, II, IV & V
Internal Assessment-2 (30th Day)					
30, 31, 32	Introducing 'These and Those'.	To enable the children to use These and Those through activities.	- Charts - Class I text book - Class room objects - mobile, tab and online material	The children are able to read, write and make sentences using ('These and Those')	I, II, IV & V
33, 34, 35	Introducing He, She, It	To enable the children to read, write and make sentences using He, She, It through activities.	- Charts - Class I text book - Class room objects - mobile, tab and online material	The children are able to read, write and make sentences using He, She, It.	I, II, IV & V

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
36, 37, 38	Introducing We, You, They	To enable the children to read, write and make sentences using We, You, They through activities.	<ul style="list-style-type: none"> - Charts - Class I text book - Class room objects - mobile, tab and online material 	The children are able to read, write and make / say sentences using We, You, They.	I, II, IV & V
39, 40, 41	Introducing the usage of 'I am'.	To enable the children to read, write and make sentences using 'I am' through activities.	<ul style="list-style-type: none"> - Charts - Class I text book - Class room objects - mobile, tab and online material 	The children are able to read, write and make / speak sentences using 'I, am' and able to say self introduction.	I, II, IV & V
42, 43, 44	Introducing the usage of 'Have, Has'.	to enable the children to read, write and make sentences using 'Have, Has' through activities.	<ul style="list-style-type: none"> - Charts - Class I text book - Class room objects like pen, pencil, eraser, book, crayons, bag etc., - mobile, tab and online material 	The children are able to read, write and make / speak sentences using 'Have, Has'.	I, II, IV & V
Internal Assessment-3 (45th Day)					
45, 46, 47	Introducing the usage of 'My, Our'.	to enable the children to read, write and make sentences using 'My, Our' through activities.	<ul style="list-style-type: none"> - Charts - Class I text book - Class room class room objects. - mobile, tab and online material 	The children are able to read, write and make / speak sentences using 'My, Our'.	I, II, IV & V

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
48, 49, 50	Introducing the usage of ‘Your, Their’.	to enable the children to read, write, make and speak sentences using ‘Your, Their’.	<ul style="list-style-type: none"> - Charts - Class I text book - Class room objects. students books, bags, etc, (personal belongings) - mobile, tab and online material 	The children are able to read, write, make and speak sentences using ‘Your, Their’.	I, II, IV & V
External Assessment-II (50th Day)					
51, 52, 53	Introducing the usage of ‘His, Her’.	to enable the children to read, write, make and speak sentences using ‘His, Her’ through activities.	<ul style="list-style-type: none"> - Charts - Flash cards - Class I text book - Class room objects. - mobile, tab and online material 	The children are able to read, write, make and speak sentences using ‘His, Her’.	I, II, IV & V
54, 55	Introducing ‘A, An, The’.	to enable the children to read, write, make and speak sentences using ‘A, An, The’ through activities.	<ul style="list-style-type: none"> - Charts - Flash cards - Class I text book - Class room objects. - mobile, tab and online material 	The children are able to read, write, make and speak sentences using ‘A, An, The’.	I, II, IV & V
56, 57	Introducing 'In, On, Under'.	to enable the children to read, write, make and speak sentences using ‘In, On, Under’ through activities.	<ul style="list-style-type: none"> - Charts - Class room objects - Class I text book. - mobile, tab and online material 	The children are able to read, write, make and speak sentences using ‘in, on and under’.	I, II, IV & V

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
58, 59	Introducing birds.	to enable the children to identify, read, write, make sentences on birds through activities.	<ul style="list-style-type: none"> - Charts - Flash Cards - Birds - Magazine - Mobile, tab and online equipment. 	The children are able to identify, read, write, make and speak sentences on birds.	I, II &IV
Internal Assessment-4 (60th Day)					
60, 61	Introducing Animals.	to enable the children to identify, read, write, and make sentences on animals through activities.	<ul style="list-style-type: none"> - Charts - Flash Cards - Animals Magazine - Mobile, tab and online equipment. 	The children are able to identify, read, write, make and speak sentences on Animals.	I, II &IV
62, 63	Introducing Vegetables.	to enable the children to read, write, and prepare sentences on Vegetables through activities.	<ul style="list-style-type: none"> - Charts - Flash Cards - Magazine - Mobile, tab and online equipment. 	The children are able to identify, read, write, make and speak sentences on Vegetables.	I, II &IV
64, 65	Introducing Fruits.	to enable the children to read, write, and make sentences on Fruits through activities.	<ul style="list-style-type: none"> - Charts - Flash Cards - Mobile, tab and online equipment. 	The children are able to identify, read, write, make and speak sentences on Fruits.	I, II &IV

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
66, 67	Introducing Flowers.	to enable the children to read, write, and make sentences on Flowers through activities.	- Charts - Flash Cards - Magazine - Mobile, tab and online equipment.	The children are able to identify, read, write and speak sentences on Flowers.	I, II &IV
68, 69	Introducing Vehicles.	to enable the children to read, write, and make sentences on Vehicles through activities.	- Charts - Flash Cards - Magazines - Mobile, tab and online equipment.	The children are able to identify, read, write and speak sentences on Vehicles.	I, II &IV
70, 71	Introducing Colours.	to enable the children to read, write, and make sentences on Colours through activities.	- Charts - Flash Cards - Magazines - Mobile, tab and online equipment.	The children are able to identify, read, write and speak sentences on Colours.	I, II &IV
72, 73	Introducing Professions.	to enable the children to read, write, and make sentences on Professions through activities.	- Charts - Flash Cards - Magazines - Mobile, tab and online equipment.	The children are able to identify, read, write and speak sentences on Professions.	I, II &IV
Internal Assessment-5 (74th Day)					
External Assessment-III (75th Day)					

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
74, 75	Introducing Things we use often – 1	to enable the children to read, write, and make sentences on ‘This, That’ and things we use often through activities.	<ul style="list-style-type: none"> - Charts - Class room - Things - Flash cards - Mobile, tab and online equipment. 	The children are able to identify, read, write and speak sentences on things we use often.	I, II, IV & V
76, 77	Introducing things we use often – 2.	to enable the children to read, write, and make sentences on ‘This, That’ and things we use often.	<ul style="list-style-type: none"> - Charts - Class room things - Flash cards - Mobile, tab and online equipment. 	The children are able to identify, read, write and speak sentences on Things we use often.	I, II, IV & V
78, 79	Introducing things we use often – 3.	to enable the children to read, write, and make sentences on ‘This and That’ and things we use often.	<ul style="list-style-type: none"> - Charts - Class room things - Flash cards - Mobile, tab and online equipment. 	The children are able to identify, read, write and speak sentences on Things we use often.	I, II, IV & V
80, 81	Introducing Action words-1	to enable the children to identify, read, write, and speak sentences on Action words read, write, draw, sing and play.	<ul style="list-style-type: none"> - Charts - Class room things - Mobile, tab and online equipment. 	The children are able to identify, read, write and speak sentences on Action words.	I, II, IV & V
82, 83	Introducing Action words-2	to enable the children to identify, read, write, and speak sentences on Action words talk, open, run, push and pull.	<ul style="list-style-type: none"> - Flash cards - Charts - Mobile, tab and online equipment. 	The children are able to identify, read, write and speak sentences on Action words.	I, II, IV & V

Day	Topic	Strategy	TLM	Learning outcome	Coverd Academic Standards
84, 85	Introducing Action words run, walk, jump sing and cook.	to enable the children to identify, read, write, and speak sentences on Action words talk, run, walk jump say and cook.	- Flash cards - Charts - Mobile, tab and online equipment.	The children are able to identify, read, write and speak sentences on Action words.	I, II, IV & V
86, 87	Introducing Action words Buy, Sell, give, take, bring and stand.	to enable the children to identify, read, write, and speak sentences on Action words busy, sell, give, take, bring and stand.	- Flash cards - Charts - Mobile, tab and online equipment.	The children are able to identify, read, write and speak sentences on Action words.	I, II, IV & V
88, 89, 90	Introducing Action words wake, brush, bathe, eat, drink and go	to enable the children to identify, read, write, and speak sentences on Action words wake, brush, bathe, eat, drink and go	- Flash cards - Charts - Mobile, tab and online equipment.	The children are able to identify, read, write and speak sentences on Action words.	I, II, IV & V
Internal Assessment-6 (90th Day)					
Grand Test - (100th Day)					
List of Academic Standards :					
i) Listening & responding					
ii) Reading with comprehension					
iii) Conventions of writing					
iv) Vocabulary					
v) Grammatical awareness					
vi) Creative expressions both oral and written					

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What do you see in the picture ?
- What is the boy holding in the picture ?
- Do you have pet animals at your home ?
- Do you have a cat at your home ?
- Say, a few words about cat.

(Write responses of the children on the black board)

Key Words:

BOY	TREE	CAT
HOUSE	STREET	BUSH

Select the word **CAT** and introduce the letters 'C', 'A', 'T'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

CAR	ALL	TOP	CUP
COT	AND	TALL	ANT

(Ask the children to identify the letters C, A and T from the above words and also introduce them small letters)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- How many children are there in the picture?
- Who are they?
- What are the children doing?
- Where are they?
- Do you like to spend time with animals? How?

(Write responses of the children on the black board)

Key Words:

MONKEY	BOY	GIRL
TREE	PEACOCK	FISH

Select the word **BOY** and introduce the letters 'B', 'O' and 'Y'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

BAT	BAND	OX	YAK	YUMMY
BED	ORANGE	OWL	MONKEY	KEY

(Ask the children to identify the letters B, O and Y from the above words and also introduce them small letters)

Exercise-1 : Match the word with the picture.

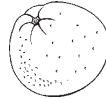
BALL



ORANGE



YAK



Exercise-2 : Fill in the blank with correct letter.

___ AT

___ WL

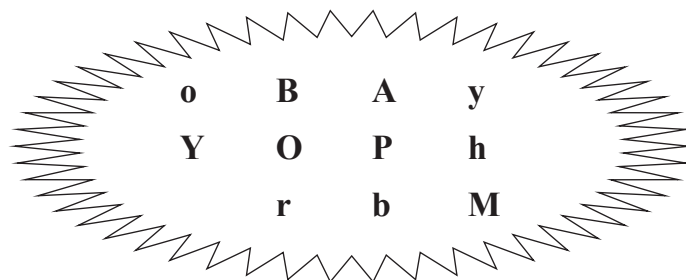
KE ___

Exercise-3 : Match the capital letter with the small letter.

B
O
Y

o
y
b

Exercise-4 : Circle the letters B, O and Y.



Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What do you see in the picture?
- What are the people doing in the picture?
- What is the potter doing?
- Have you ever seen pot making?
- What are the other two men doing in the picture?
- Why are the boys standing near the potter?

(Write responses of the children on the black board)

Key Words:

HAPPY	WORK	PEOPLE	WATCH	WHEEL
WOOD	ENJOY	POTTERY	WASH	

Select the word **WHEEL** and introduce the letters 'W', 'H' and 'E'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

WORD	HAPPY	LOOK	WALL	HEN
LIVE	WATER	HEAD	LOVE	HAND

(Ask the children to identify the letters W, H and E from the above words and also introduce them small letters.)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- Have you ever seen this animal?
- What is the name of the animal?
- Where do you see Giraffe?
- What is the specialty of Giraffe?
- What does Giraffe eat?

(Write responses of the children on the black board)

Key Words:

TREE	LEAF	LEGS	NECK
GIRAFFE	FOREST	ZOO	LONG

Select the word **GIRAFEE** and introduce the letters 'G', 'I' and 'F'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

GOAT	GUN	JUG	KING	ICECREAM
PIN	IRON BOX	INK BOTTLE	FAN	FLOWER
FOX	FROG	LEAF	FIRE	GAME

(Ask the children to identify the letters 'G', 'I' and 'F' from the above words and also introduce small letters)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- Who is there in the picture?
- Have you ever seen a joker?
- Do you like playing with a joker?
- Have you ever dressed like a joker?
- What are the different things you find in the dress of a joker?

(Write responses of the children on the black board)

Key Words:

JOKER	CIRCUS	CAP
DRESS	SHOE	TENT

Select the word **JOKER** and introduce the letters 'J' and 'K'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

JUNGLE	JAR	KEY	KING
JAM	JUMP	KETTLE	KITE

(Ask the children to identify the letters 'J' and 'K' from above words and also introduce small letters)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- Who is there in the picture?
- What is the teacher doing in the picture?
- How many girls are there in the picture?
- What are the children doing?
- What is the name of this place?
- Say few words about your class room.

(Write responses of the children on the black board)

Key Words:

TEACHER	BOYS	GIRLS
CLASS	BOARD	TABLE

Select the word **CLASS** and introduce the letters 'L' and 'S'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

LAMB	LEAF	SUN	STAR	SHIRT
LAMP	LORRY	SHIP	SNAKE	SPOON

(Ask the children to identify the letters 'L' and 'S' from the above words and also introduce small letters)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What is happening in the picture?
- What is the boy doing in the picture?
- How many girls are there in the picture?
- What is the girl holding?
- When do we use umbrella?
- Have you ever worn a rain coat?

(Write responses of the children on the black board)

Key Words:

RAIN	BOY	GIRL
RAIN COAT	UMBRELLA	PAPERBOAT

Select the word **UMBRELLA** and introduce the letters 'U', 'M' and 'R'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

UNCLE	MAN	RAT	UNIFORM	DRUM
JUG	MILK	ROAD	MONKEY	MAT

(Ask the children to identify the letters 'U', 'M' and 'R' from the above words and also introduce small letters)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- Whom do you see in the picture?
- How is she?
- What is there on her head?
- How is her crown?
- How is her dress?
- Say a few words about her.

(Write responses of the children on the black board)

Key Words:

QUEUE	CROWN	NICE	PRETTY
BEAUTIFUL	PRINCESS	NET	

Select the word **QUEEN** and introduce the letters 'Q' and 'N'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

QUEUE	NICE	NAIL	QUEEN	NEST
NAME	QUALITY	NECK	NOSE	QUILL

(Ask the children to identify the letters 'Q' and 'N' from the above words and also introduce small letters)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What do you see in the picture?
- What are the ducks doing in the pond?
- Have you ever bathed in a pond in your village?
- What are the other things generally people do at the pond?
- Do you enjoy swimming in the pond?

(Write responses of the children on the black board)

Key Words:

POND	DUCKS	PEOPLE
SWIMMING	BATHING	WASHING

Select the word **POND** and introduce the letters 'P' and 'D'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

POND	DUCK	POST	DOLL	DUST
PEACOCK	POLICE	PARK	DIVE	DOOR

(Ask the children to identify the letters 'P' and 'D' from the above words and also introduce small letters)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What do you see in the picture?
- Name some vegetables?
- Which vegetable do you like the most?
- Where do the vegetables grow?
- Name some vegetables we eat without cooking.

(Write responses of the children on the black board)

Key Words:

VEGETABLES	TOMATO	POTATO
CARROT	BRINJAL	MARKET

Select the word **VEGETABLE** and introduce the letter 'V'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

VAN	VIOLET	CAVE
VASE	VIOLIN	DOVE

(Ask the children to identify the letter 'V' from the above words and also introduce small letter)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What do you see in the picture?
- What is the man doing in the picture?
- How are the animals helping the man?
- Have you seen this scene in your village?
- Say a few words about this activity.

(Write responses of the children on the black board)

Key Words:

FARMER	FARM	OX
PLOUGH	TREE	SKY

Select the word **OX** and introduce the letters 'O' and 'X'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

AXE	OX	BOX	MIX
SIX	FOX	XEROX	FIX

(Ask the children to identify the letters 'O' and 'X' from the above words and also introduce small letters)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What is the name of the place in the picture?
- Have you ever been to a zoo?
- Name some animals you see in a zoo.
- Which is the tallest animal?
- Which animal has black and white stripes on the body?

(Write responses of the children on the black board)

Key Words:

ZEBRA	ZOO	GIRAFFE
ANIMALS	BIRDS	ELEPHANT

Select the word **ZOO** and introduce the letter 'Z'.

Activity: Give oral drilling to the children on the following words using flash cards / realia.

ZEBRA	ZIP
ZERO	ZOO

(Ask the children to identify the letter 'Z' from the above words and also introduce small letters)

8 Ways of Reading Alphabet Chart

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

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Teacher has to prepare a chart in this way... Teacher should read the chart in eight different ways. While the teacher is reading the chart read slowly one after the other letter keeping his/her finger or pointer under each letter. The eight ways of reading the chart is as follows.

1. From left side to right side.

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

2. From right side to left side.

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

3. Up to down

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

4. down to up

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

5. Zig Zag method

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

6. Cross Method

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

7. Reading alternative

Ex: A, C, E, G, I, K, M (OR) B, D, F, H, J, L
N, P, R, T, V, X, Z (OR) O, Q, S, U, W, Y

8. Reading random

C, Q, F, M, Z and so on

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.



Interactive questions based on the picture

- What is the name of this place?
- Is this a temple?
- Have you ever gone to a park?
- What do you do in a park?
- What kind of trees are there in the park?

Activity-1 :

'This' is used to tell about nearer objects. 'That' is used to tell about farther objects.

This is a park.

That is a mango tree.

This is a tree.

That is a leaf.

This is a flower.

That is a vase.

This is a plant.

That is a dustbin.

Activity-2 : Blindfold game



Who is this?

_____ is Ravi.

Who is that?

_____ is Sita.

Who is this?

Who is that?

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.



'These' and 'those' are the plural forms of 'this' and 'that'. We use 'these' most commonly to point to things and people that are close to the speaker. We can use 'those' as a substitute for persons, animals or things that are far from the speaker.

1. What do you see in the picture?
2. What are those? (Teacher has to show the things which are far from him/her.)
3. What are these? (Teacher has to point to the things that are near to him/her in the picture)

Teacher has to write the statements on the blackboard in this way.

These are flowers.

Those are horses.

These are chicks,

Those are trees.

These are ducks.

Those are hills.

These are children.

Those are cows.

Activity : Oral Drilling :

By pointing to the various objects and things with in the classroom teacher has to say some examples in this way.

These are pens.

Those are books.

These are bags.

Those are pictures.

These are chairs.

Those are tables.

These are boys.

Those are girls.

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- Who is there in the picture?
- Who is that old man?
- How many members are there in this picture?
- How many members are there in your family?
- Who will take care of you at home?

(Write responses of the children on the black board)

Key sentences :

He is my father She is my mother It is my plate
He is my grandfather She is my grandmother It is my glass

Select the words **He, She and It** introduce them through the following activity.

Activity :

- Show the children the picture of a family.
- Pointing to each person ask them who is _____?
- Elicit their responses as he / she is my _____ and write them on the board.

Ex: He is my father He is my grand father
 She is my mother She is my grand mother
 He is my brother She is my sister

- Ask the children to identify the words He and She in the above statements.

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- Who are there in the picture?
- What is the name of the game that the children are playing?
- Do you play cricket?
- Are you a bowler or a batsman?
- Who is your favourite cricketer?

(Write responses of the children on the black board)

Write the answers on the blackboard :

You are batting.

We are fielding.

They are watching.

You are bowling.

We are keeping.

They are shouting.

We

You

They

Activity-1 : (Oral practice)

We are children

You are a teacher.

They are players.

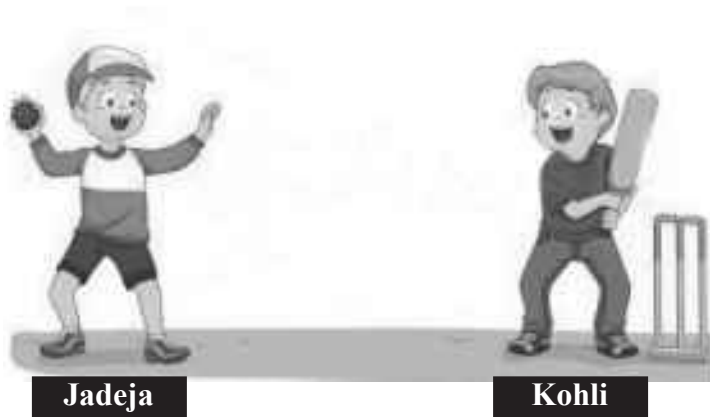
We are students.

You are a doctor.

They are boys.

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- Who are you?
- Who is the bowler in the picture?
- Who is the batsman in the picture?
- What are they doing?
- Are you a Bowler or Batsman?

Oral practice :

'The teacher has to read the sentences aloud using picture charts.

I am a Teacher.

I am a washerman

I am a Doctor..

I am a fisherman

I am a Nurse.

I am a potter

I am a policeman

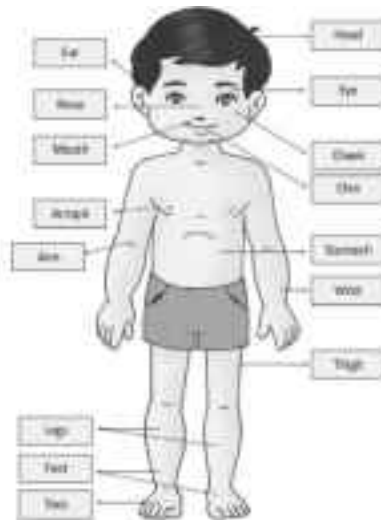
I am a driver

I am a postman

I am a conductor

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- Look at the picture and name some parts of the body.
- How many hands does he have ?
- How many eyes does he have ?
- How many fingers do you have ?

Teacher has to ask any related questions to elicit the answers like 'have' and 'has'.....
Teacher has to write the statements on the black board.

- ◆ I have two eyes.
- ◆ He has two ears..
- ◆ It has a tail.
- ◆ I have a toy.
- ◆ I have a pet cat.

Activity :

Showing the above picture the teacher has to say "He has a head."
The child points to his head and says "I have a head."

Teacher : He has a neck.

Pupil : I have a neck.

(In the same way he continues with other parts of the body.)

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture. Imagine that is your school.

- Who are they ?
- Is it your school ?
- Is it your ball ?
- Is it your playground ?

Introduction of

my

our

Teacher has to write the statements on the blackboard and he / she has to say difference between 'my' and 'our' to the children.

I like **my** school.

They are **my** friends.

She is **my** sister.

He is **our** Headmaster.

He is **our** class teacher.

It is **our** playground.

Activity-1 :

The teacher has to ask the following questions while showing the picture.

1. This is Mr Rama Rao.
He is _____ Headmaster.
2. This is Mr Sekhar.
He is _____ class teacher.
3. Raju, Ramu and Ravi are friends.
They are _____ friends.
4. This is MPP School.
I like _____ school.

Activity-2 :

Teacher reads the following sentences aloud and the children are asked to repeat the same aloud.

My school has five classrooms.

My school has a big playground.

My school has a library.

Mr Rama Rao is **our** Headmaster.

Mr Sekhar is **our** class teacher

This is **our** library.

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture. Imagine that is your school.

- Name the things you observe in the picture.
- Who is there in the school?
- How are the children coming to school?
- Do you have a bicycle?
- What are the children carrying to school?

Introduction of

your

their

Teacher has to write the statements on the black board. Teacher has to ask some interactive questions to emphasize 'your' and 'their'.

- | | |
|--|--|
| 1. You have a bag.
That is your bag. | 1. The boys are playing with their ball. |
| 2. You have a bicycle
That is your bicycle. | 2. The girls are riding their bicycles. |
| 3. Ravi, is that your bag ? | 3. Bhaskar and Madhu are brother's.
Sita is their mother. |
| 4. Is it your teacher's mobile no ? | |

Activity-1 :

1. Where is your brother?
My brother is at school.
2. Where is your father?
He is in the office.
3. Whose property is this?
It is their property.
4. Whose car is this?
It is their car.

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interact with the children and ask to emphasize on 'his' and 'her'.

1. What do you see in the picture?
2. Who are they?
3. What is the girl doing?
4. What is the boy doing?
5. Whose ball is it?
6. What is the man doing?

Introduction of

his

her

1. The boy is playing football along with his sister.
2. The girl is playing football along with her brother.
3. It's their ball.
4. Father holds tea cup with his right hand.
5. Mother quietly stands on her foot.

Activity-1 :

1. Kiran has a pet. He loves _____ pet. (his/her)
2. Raja has younger sister. He loves _____ sister. (his/her)
3. Lalitha loves _____ grandmother. (his/her)
4. Kamaneya has a bicycle. She cleans _____ bicycle everyday. (his/her).

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- How is the sun shining?
- How many trees are there in the picture?
- Have you ever bathed in a river?
- Can you climb up a tree?
- Can you name the tree in this picture?

Introduction of

A **An** **The**


Definition : An 'article' is a word that comes before the noun.

Oral Practice / Loud reading :

The teacher has to read the following phrases aloud using charts or realia (real objects)


a ball 

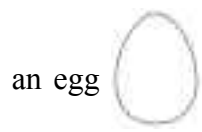
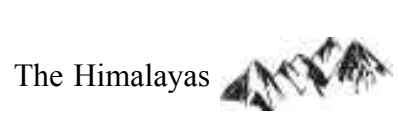
an ox 

The Sun 

a tin 

an orange 

The Guitar 



Activity-1 : Match the following.

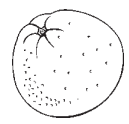
a



an

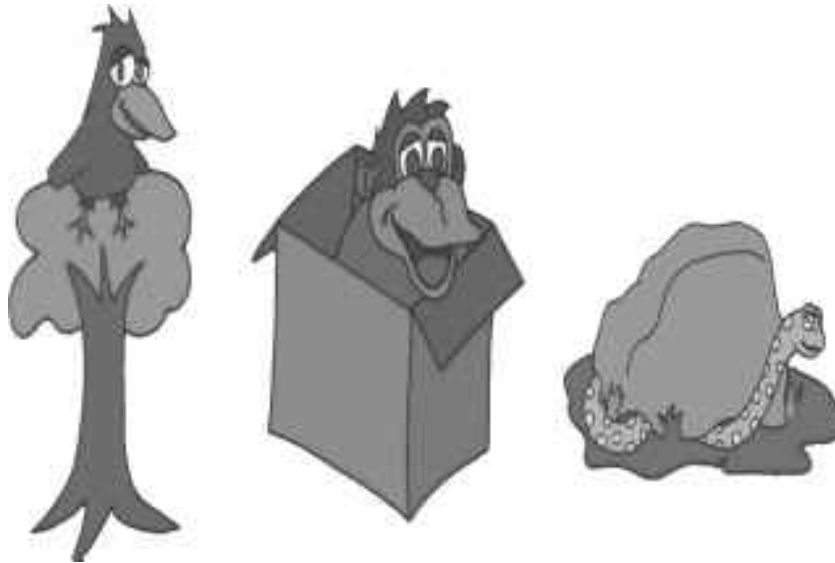


the



Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- How many animals are there in the picture?
- Where is the monkey?
- Where is the crow?
- Which animal is there in the box?
- Do you sit on the bench or on the floor?

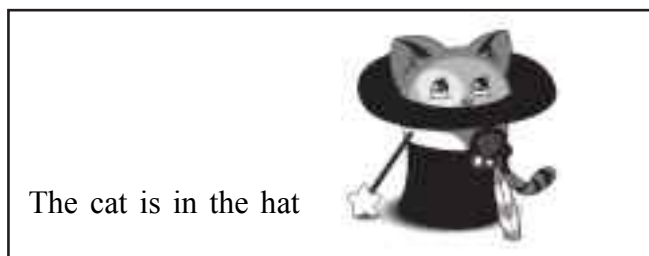
Introduction of

in

on

under

Activity-1 : The teacher has to read the following clauses aloud using picture cards.



The ball is on the box.



The bag is under the chair.



ON



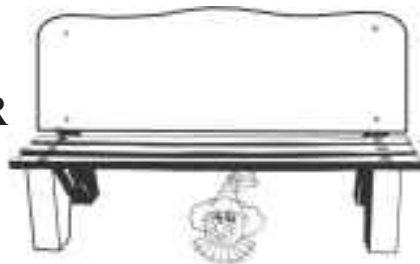
The joker is on the drum.

IN



The joker is in the box.

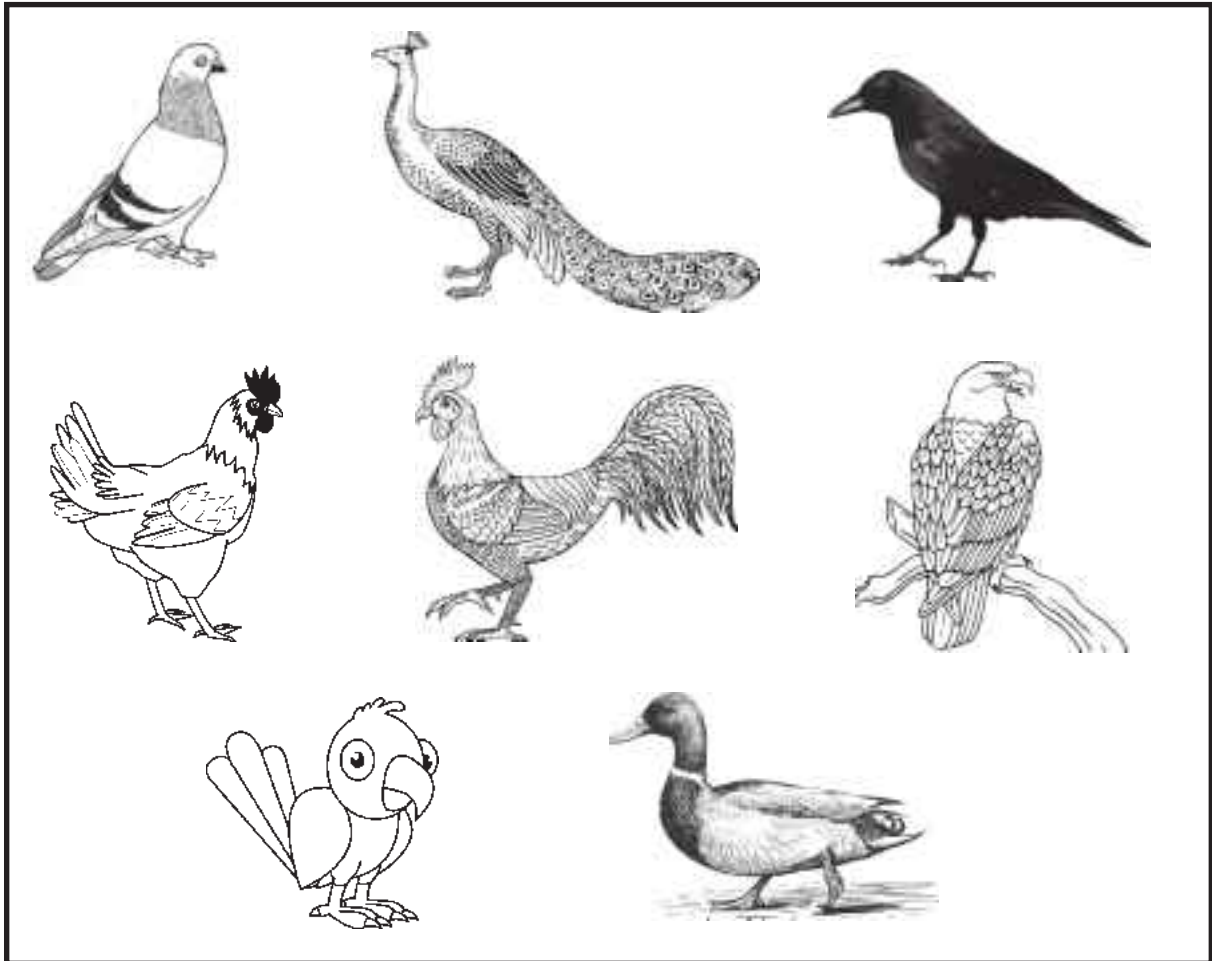
UNDER



The joker is under the bench.

Dear teacher,


- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

1. What are the names of the birds in the picture ?
2. Do you like birds ?
3. Which bird do you like the most ?
4. Which bird has beautiful feathers ?
5. Which bird in the picture swims in water ?

Oral practice :

1.  This is a hen

2.  This is a cock

3.  This is a crow

4.  This is an eagle

5.  That is a parrot

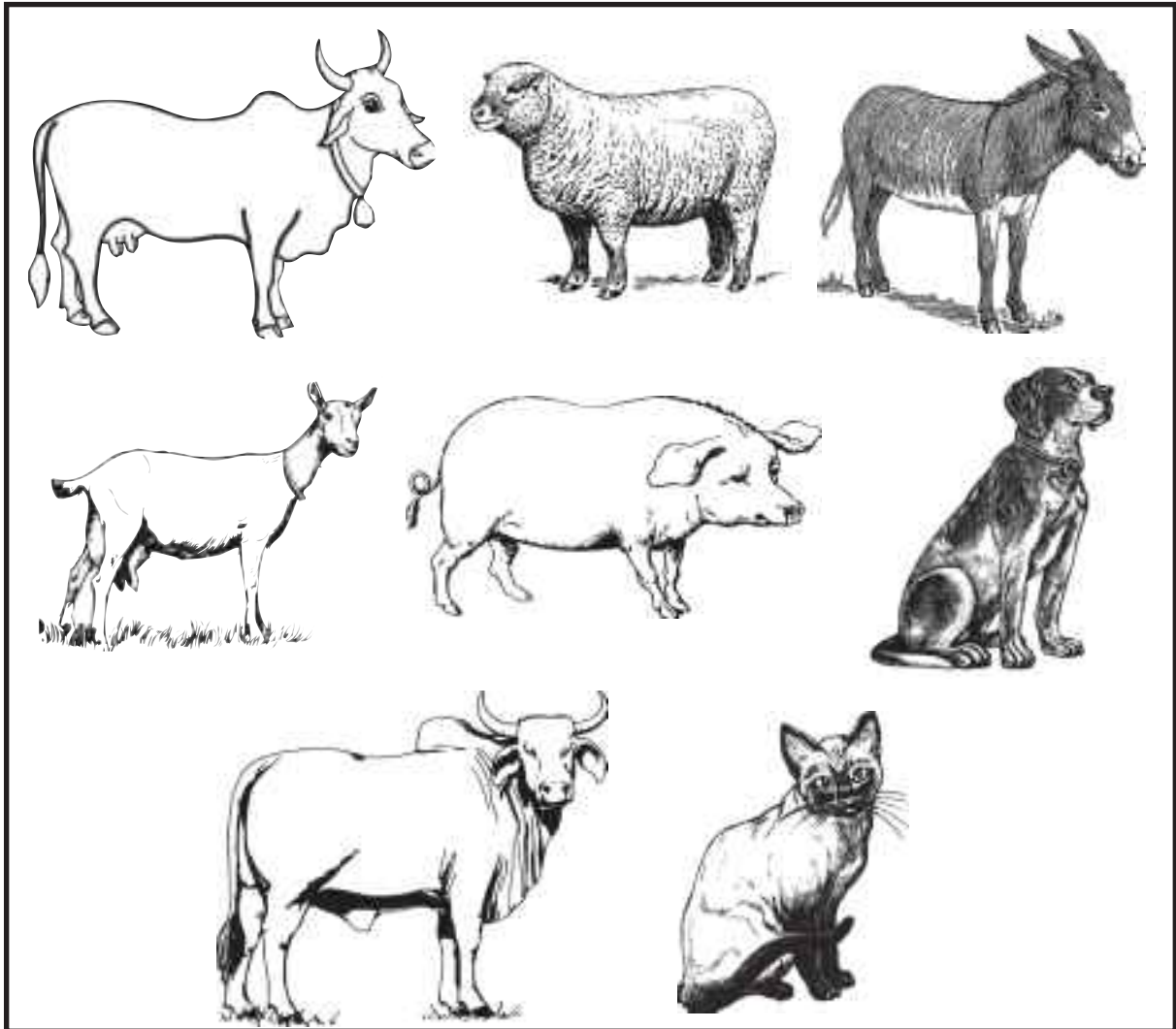
6.  That is a peacock

7.  That is a duck

8.  That is a pigeon

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

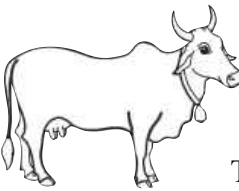
1. Do you have a pet ?
2. Do you like animals ?
3. What is your pet's name ?
4. Do you see these animals in your village?
5. Which animal do you like to play with ?

Oral practice :

1.  This is a cat

2.  This is a dog

3.  This is a pig

4.  This is a cow

5.  That is an ox

6.  That is a goat

7.  That is a sheep

8.  That is a donkey

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

1. Which vegetable curry generally do you eat?
2. Which is your favourite vegetable curry?
3. What kind of vegetables are available in your village?
4. Name the vegetables which we can eat without cooking.
5. Do you like carrot?

Oral practice :



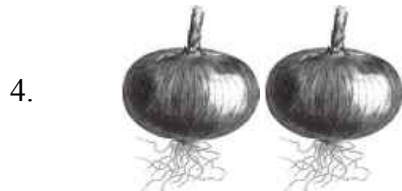
These are tomatoes.



These are carrots.



These are brinjals.



These are onions.



These are ladyfingers.



These are pumpkins.



These are cabbages.



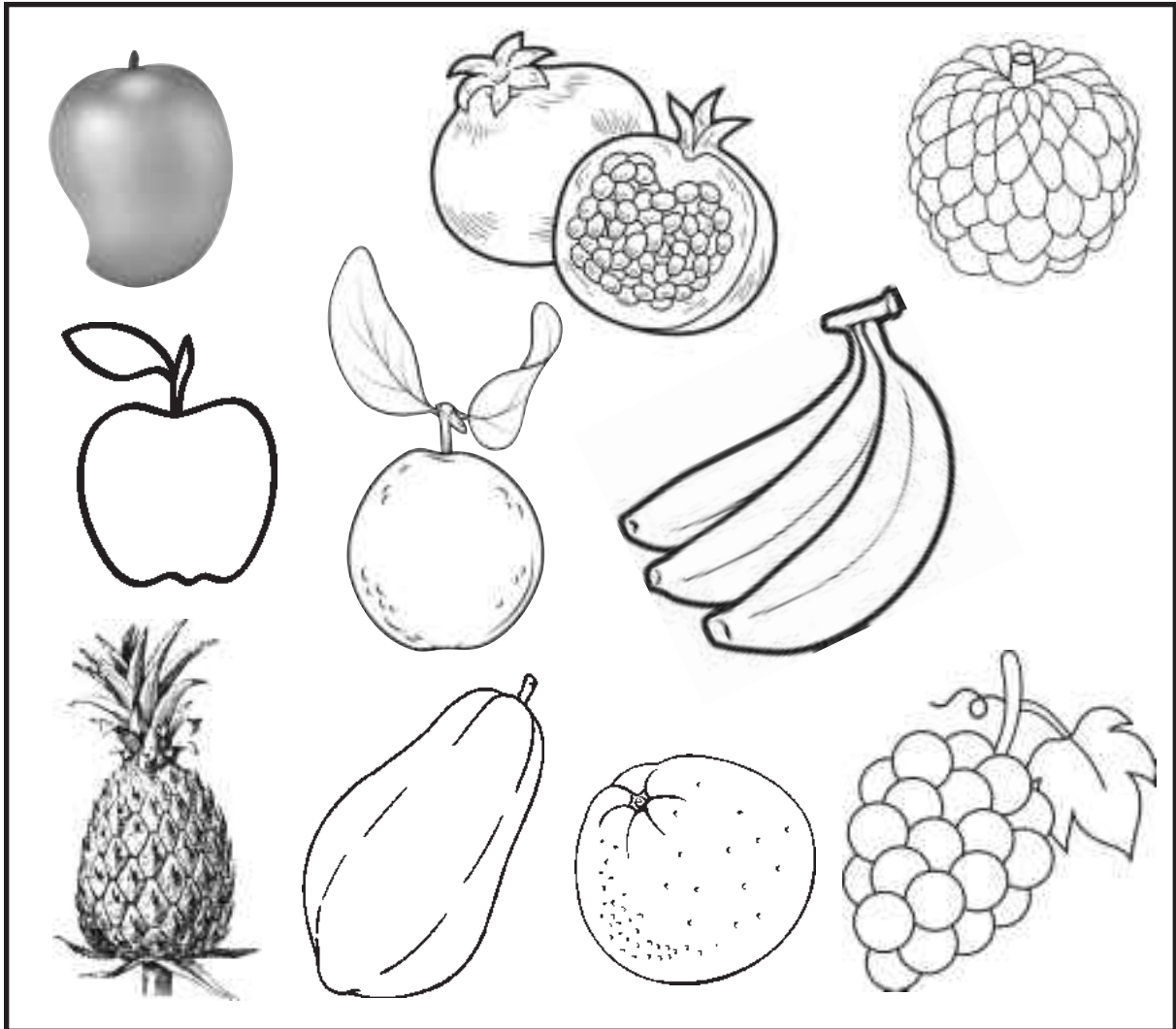
These are cauliflowers.



These are beans.

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture


1. Can you say the names of the fruits?
2. Which is your favourite fruit?
3. What is the colour of an apple in the picture?
4. Have you ever seen green apples?
5. Where are the fruits available in your village?

Oral practice :

1.  This is a mango.

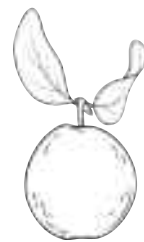
2.  This is an apple.

3.  This is a pineapple.

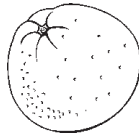
4.  This is a papaya.

5.  These are bananas.

6. This is a guava.



7. That is an orange.



8. That is a custard apple.



9. That is a pomegranate.

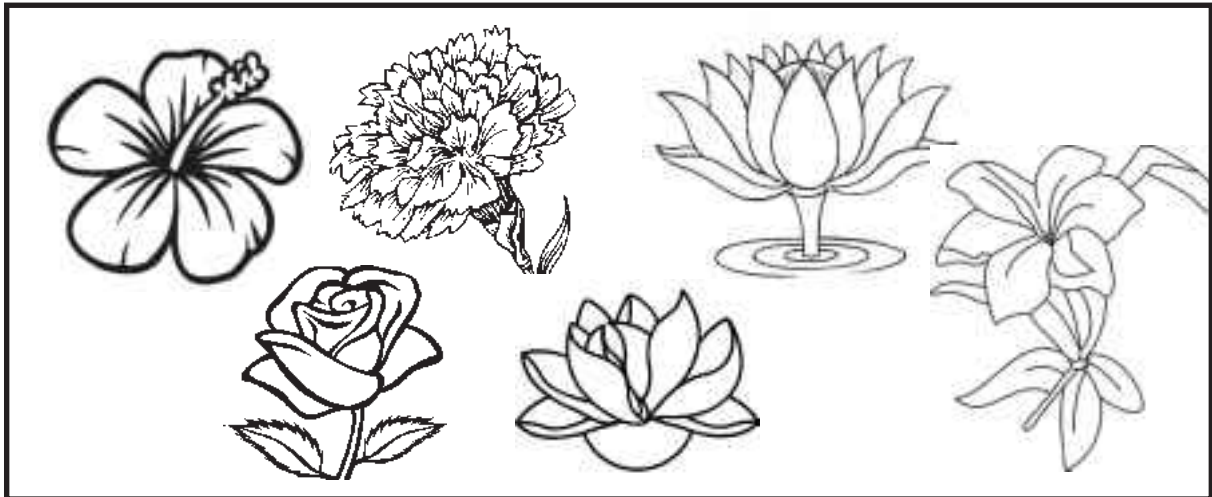


10. Those are **graphes**.



Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

1. Which flower do you like in this picture ?
2. Have you ever seen hibiscus in your village ?
3. What is the colour of a jasmine ?
4. Which is the most beautiful of all flowers ?
5. What is the colour of marigold ?

Oral practice :



This is a marigold.

That is a lotus.



This is a lilly.

That is a hibiscus



This is a jasmine.

That is a rose.



Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

1. What do you see in the picture ?
2. How do you come to school ?
3. Have you ever travelled by a train ?
4. Which vehicle do you like the most ?
5. Have you ever ridden a bicycle ?

Write the responses of the children on the black board.

Vehicles	Car	Jeep
Bicycle	Lorry	Helicopter

Oral practice :

1.  This is an auto.

2.  This is a car.

3.  This is a jeep.

4.  This is a lorry.

5. That is a bicycle.



6. That is a bike.



7. That is a bus.

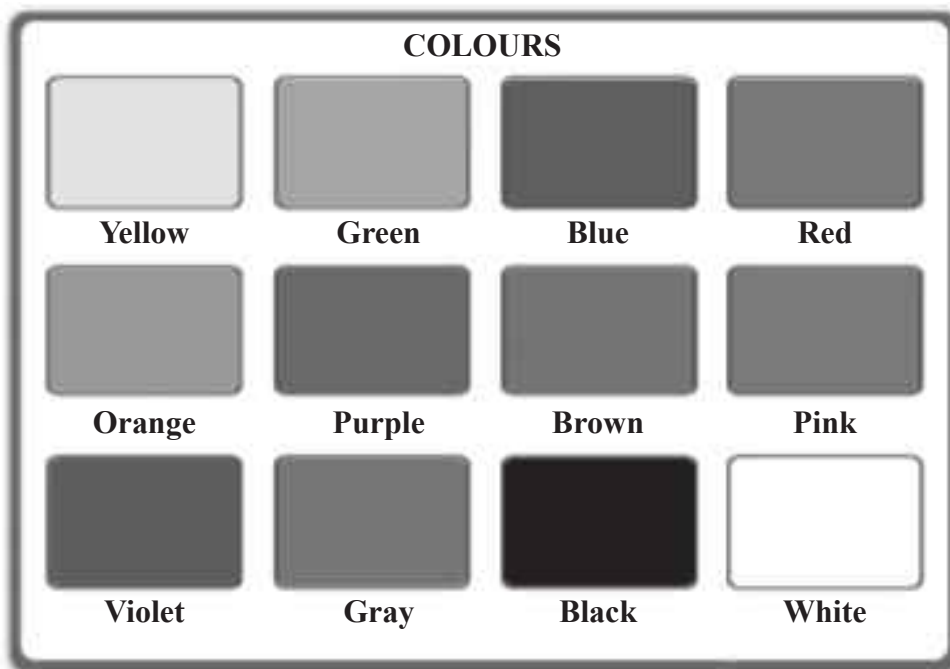


8. That is a train.



Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

1. Which is your favourite colour ?
2. What are the colours of our national flag?
3. Which colour rose do you like the most ?
4. What is the colour of your school building ?
5. Do you like red apple or green apple ?

Oral practice : Use colour pictures or things if available to read aloud the following phrases.

a red rose

an yellow banana

a white jasmine

a green leaf

a blue sky

an orange carrot

a black board

a brown cow

Dear teacher,

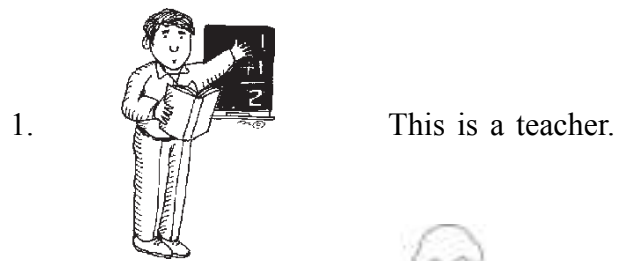
- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

1. Who teaches you in your class?
2. Whom do you meet if you are ill?
3. Who washes your clothes?
4. Who makes pots for you?
5. Who delivers letters?

Oral practice : The teachers have to read all these sentences aloud while using pictures.



2. That is a doctor.



4. That is a policeman.



6. This is a barber.

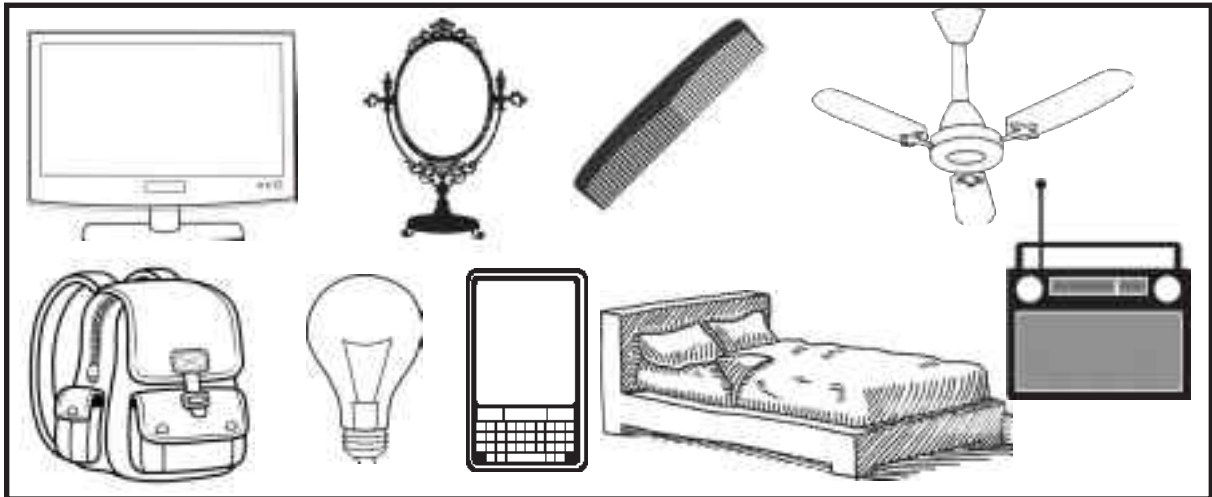


8. This is a potter.



Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

1. Do you watch T.V.?
2. Which is your favourite T.V. programme?
3. Have you ever listened to news on radio?
4. Does your father have a cell phone?
5. At what time do you go to bed daily?

Write the responses of the children on the black board.



This is a Television.

That is a radio



This is a bed.

That is a cot.



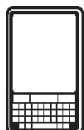
This is a fan.

That is a bulb.



This is a mirror.

That is a comb.



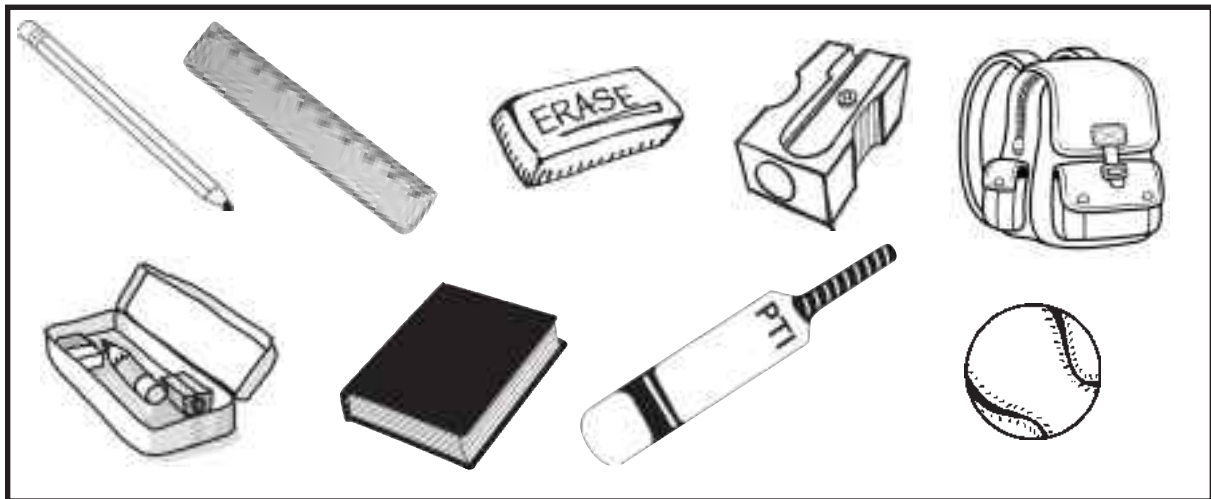
This is a cell phone.

That is a cupboard.



Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

1. What do you use to write on you note book ?
2. Where do you keep your pencil, eraser and pens etc ?
3. Do you use box or bag to bring your books to school ?
4. What do you use to erase the notes written in pencil ?
5. What do you use to sharpen your pencil ?

Write the responses of the children on the black board.



This is a bag.

That is a box



This is a pen.

That is a pencil.



This is an eraser.

That is a sharpner.



This is a book.

That is a scale.



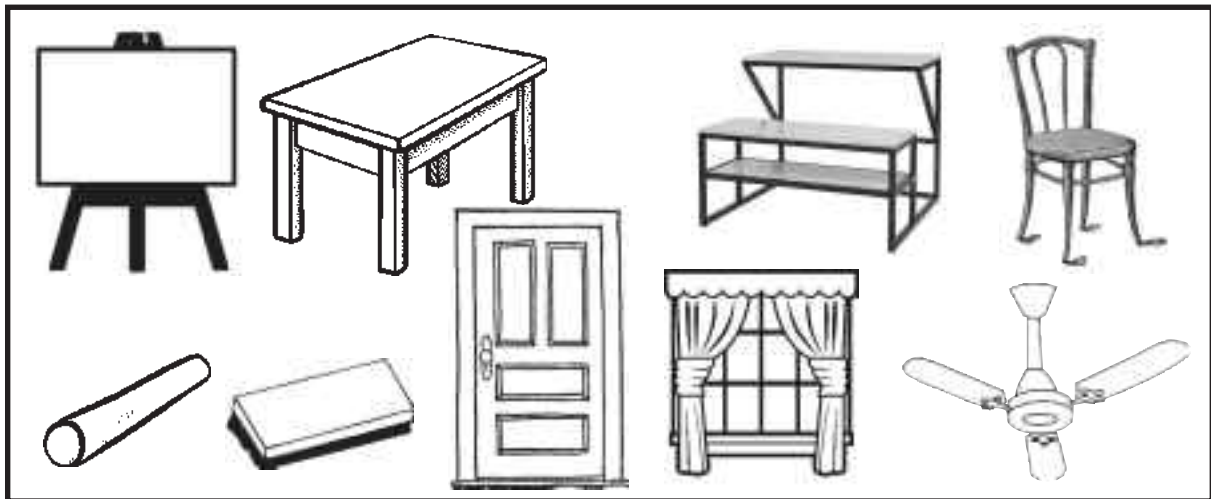
This is a bat.

That is a ball.



Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

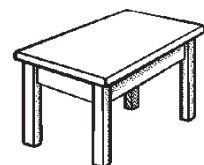
1. Where does your teacher write while teaching ?
2. Where does your teacher generally sit ?
3. What is the thing that we use to wipe the blackboard ?
4. Does your classroom have fans ?
5. Where do you sit? On the benches or on the floor ?

Write the responses of the children on the black board.



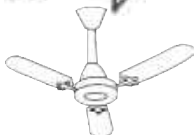
This is a black board.

That is a table.



This is a bench.

That is a window.



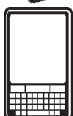
This is a fan.

That is a chair.



This is a duster.

That is a piece of chalk.



This is a cell phone.

That is a cupboard.



Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- Where are those people ?
- What are they doing ?
- What is the shop keeper doing ?
- What is the girl doing ?
- Have you ever been to a cloth shop ?
- Who brings new dress for you ?

(Write responses of the children on the black board)

Key sentences :

- | | |
|-----------------------------------|--------------------------------------|
| 1. They are standing in the shop. | 4. The girl is taking a dress |
| 2. She is buying | 5. The boy is giving a dress |
| 3. He is selling. | 6. My father brings new dress for me |

Select the words '**buy**', '**sell**', '**give**', '**take**', '**bring**' and introduce them.

Activity : Pick and talk.

The teacher writes action words - 'buy, sell, give, take, bring and stand' in small slips.

Teacher put them in a box. Children pick a slip. They read the word. They say the sentence

Ex. **Buy** : I am buying, He is buying

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What are the boys doing in the picture?
- Are they eating?
- What is the boy doing in the first picture?
- What is the boy doing in the second picture?
- What is the boy doing in the third picture?
- What is the boy doing in the fourth picture?
- What is the man doing?

(Write responses of the children on the black board)

Key sentences :

- | | |
|-----------------------------|--------------------|
| 1. They are talking. | 4. He is watering. |
| 2. She is opening the door. | 5. He is pushing |
| 3. He is washing his hands. | 6. He is pulling |

Select the words "talk, open, run, jump, push, pull" and introduce them.

Activity : Game

Arrange the students in a circle. Pick a round object like "potato." Put on some music. Stop the music after 20 to 30 seconds. Then the student with potato says a sentence with a verb. Continue like this.

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What are the children doing in the picture?
- What is the red shirt boy doing?
- What is the girl saying?
- Have you ever jumped like this?
- What is the dog doing?
- Who is walking in the picture?

(Write responses of the children on the black board)

Key sentences :

1. They are jumping.
2. He is running.
3. She is saying 'hey'.
4. The dog is listening.
5. The dog looking at them.
6. A man is walking behind them.

Select the words "jump, run, say, listen, look and walk" and introduce them.

Activity : Do what I say.

The teacher says an action word. - jump, run, say, listen, look and walk. Student says a sentence and acts.

Ex. Teacher : run. Student says "I am running and starts running."

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What is the boy doing?
- How do you go to school?
- What is the boy doing in the first picture?
- What is the boy doing in the second picture?
- What is the boy doing in the third picture?
- What is the boy doing in the fourth picture?
- What is the boy doing in the fifth picture?

(Write responses of the children on the black board)

Key sentences :

1. The boy is coming to school.
2. He is reading.
3. He is drawing.
4. He is playing.
5. He is dancing.
6. He is singing.
7. He is writing.

Select the words come, read, draw, play, dance, sing, write and introduce them.

Activity : Game : "Mother May I ?"

The first student asks "Mother may I ____ ?"

For example, first student asks, "Mother, may I walk ?"

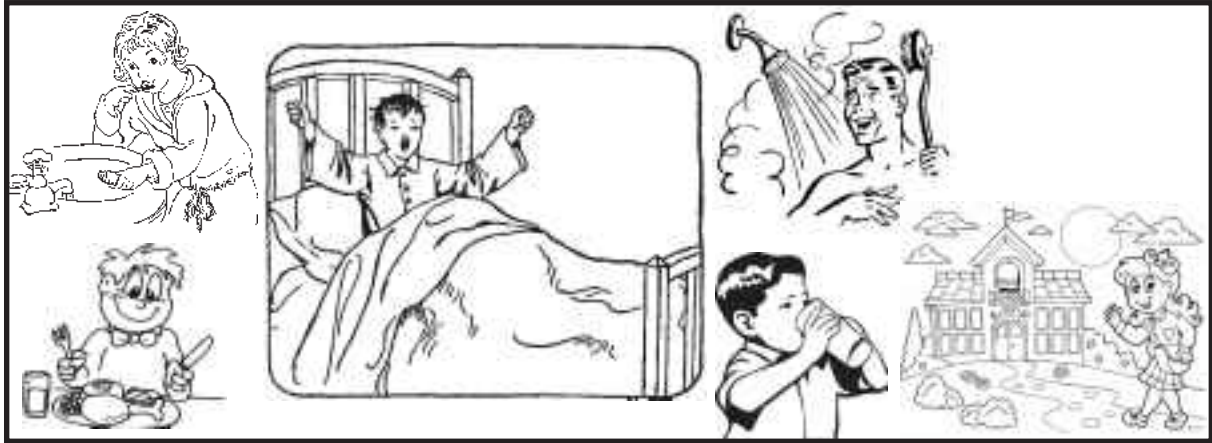
The second student replies "Yes, you may walk" or "No, you may not, you may _____ instead" and say another action.

Ex : Mother may I read ?

"No you may dance" or "yes you may read".

Dear teacher,

- Interact with the children based on the picture given.
- Use the interactive questions given below.
- Write the responses of the children on the black board / chart.



Interactive questions based on the picture

- What is the boy doing?
- What do you do after waking up ?
- What is the boy doing in the first picture?
- What is the boy doing in the second picture?
- What is the boy doing in the third picture?
- What is the boy doing in the fourth picture?
- What is the boy doing in the fifth picture?

(Write responses of the children on the black board)

Key sentences :

- | | |
|-------------------------|--------------------------|
| 1. The boy is waking up | 4. He is eating |
| 2. He is brushing | 5. He is drinking |
| 3. He is bathing | 6. He is going to school |

Select the words wake, brush, bath, eat, drink and go and introduce them.

Activity : GESTURE GAME

The teacher writes action words - wake, brush, bath, eat, drink and go in small slips.

A student picks a slip. He acts what action is in the slip. The other student sees and says the sentence.

Ex. wake : First boy gestures as he is waking up. Second boy says - He is waking.