

# Readiness Programme ENGLISH Class - 4



# HAPPY START

DAY 1

GO WITH THE ALPHABET  
(A to H)



## Learning Outcomes

Learners will be able to:

- Recognise and identify letters of the alphabet (from A to H).
- Associate the correct sounds with each letter of the alphabet.
- Sequence and order the letters of the alphabet correctly.



## Teacher Activity



**Activity -1:** Introduce letters using flashcards or objects.

## Let us Recite and Dance

Recite the rhyme with actions and ask the students to follow.



**A** is for arrow.....a..a..arrow



**B** is for book.....b..b..book



**C** is for carrot.....c..c..carrot



**D** is for dance.....d..d..dance

**E** is for egg.....e..e..egg

**F** is for fish.....f..f..fish

**G** is for glass.....g..g...glass

**H** is for house..... .h..h...house



## Let us Learn

Display the following chart. Say each letter aloud and ask the students to repeat it.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>

## Activity-2:

**Let us Observe:** Display flashcards from A to H in both upper and lower case using the pictures related to these letters.

**Let us Say:** Introduce each letter with at least 2-3 words and ask the students to listen and repeat.

e.g. Say, “This is ‘A’. It stands for apple...ant...axe... and so on...”

**Let us Do:** Make the students pronounce with the correct sound of each letter.

**Let us Write:** Model each letter using the index finger by way of tracing in the air and ask the students to observe and do the same.

# DAY 1

## GO WITH THE ALPHABET (A to H)



**Activity-1 : Separate the Alphabet as capital letters and small letters.**

C h A b d H g a D f G E

Capital letters : 

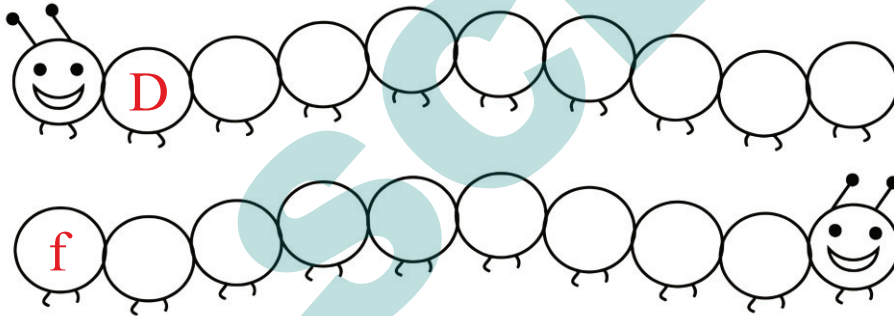
--	--	--	--	--	--

Small letters : 

--	--	--	--	--	--

**Activity-2: Write the capital and small letters in the following circle. One is done for you.**

D, f, H, m, P, T, c, x, e, r, K, Q, u, n, Y, L, B, v, I, G



**Activity - 3: Copy the following letters.**

A B C D E F G H

---

---

---

---

a b c d e f g h

---

---

---

---

# DAY 2

# GO WITH THE ALPHABET (I to R)

## Learning Outcomes

### Learners will be able to:

- Recognise and identify letters of the alphabet (from I to R).
- Associate the correct sounds with each letter of the alphabet.
- Sequence and order the letters of the alphabet correctly.



### Teacher Activity



**Activity -1:** Introduce letters using flashcards or objects.

### Let us Recite and Dance

Recite the rhyme with actions and ask the students to follow.



**I** is for ice-cream.....i...i...ice-cream  
**J** is for jug .....j...j...jug  
**K** is for kite.....k...k...kite  
**L** is for lion.....l...l...lion  
**M** is for monkey.....m...m...monkey  
**N** is for nose.....n...n...nose  
**O** is for ocean.....o...o...ocean  
**P** is for parrot.....p...p...parrot  
**Q** is for queen.....q...q...queen  
**R** is for rose.....r....r....rose



### Let us Learn

Display the following chart. Say each letter aloud and ask the students to repeat it.

<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>
<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>

### Activity-2:

**Let us Observe:** Display flashcards from I to R in both upper and lower case using the pictures related to these letters.

**Let us Say:** Introduce each letter with at least 2-3 words and ask the students to listen and repeat.

e.g.: Say, “This is ‘I’. It stands for ice cream...island...iron and so on...”

**Let us Do:** Ask the students to pronounce with the correct sound of each letter.

**Let us Write:** Model each letter using the index finger by way of tracing in the air. Ask the students to observe and do the same.

# DAY 2

## GO WITH THE ALPHABET (I to R)

### Student Activity

Activity-1 : Separate the Alphabet as capital letters and small letters.

J i Q l K n r I j M q R

Capital letters :

--	--	--	--	--	--

Small letters :

--	--	--	--	--	--

Activity-2 : Make 2 to 3 letter words with the following.

b, e, a, c, i, d, f, g, k, l, n, q, p, r, j, m, h, o

e.g. : bee (you may repeat the letter twice)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_

Activity-3 : Circle the words starting with the letter given below.

k- kite, book, ant, cat

m - dog, mango, hen, net

p - cake, leaf, pen, egg

r - jug, cook, gun, rose

Activity-4 : Copy the following letters.

I J K L M N O P Q R

i j k l m n o p q r

**Learning Outcomes**

**Learners will be able to:**

- Recognise and identify letters of the alphabet (from S to Z).
- Associate the correct sounds with each letter of the alphabet.
- Sequence and order the letters of the alphabet correctly.



**Teacher Activity**



**Activity -1:** Introduce letters using flashcards or objects.

**Let us Recite and Dance**

Recite the rhyme with actions and ask the students to follow.



**S** is for sun.....s..s...sun  
**T** is for tall.....t..t...tall  
**U** is for unity.....u..u...unity  
**V** is for van.....v..v...van  
**W** is for water.....w..w...water  
**X** is for x-ray.....x..x...x-ray  
**Y** is for yoga.....y..y...yoga  
**Z** is for zebra.....z..z...zebra



**Let us Learn**

Display the following chart. Say each letter aloud and ask the students to repeat it.

<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
s	t	u	v	w	x	y	z

**Activity-2:**

**Let us Observe:** Display flashcards from S to Z in both upper and lower case using the pictures related to these letters.

**Let us Say:** Introduce each letter with at least 2-3 words and ask the students to listen and repeat. e.g.: Say, “This is ‘S’. It stands for sun...some...stand... and so on...”

**Let us Do:** Ask the students pronounce with the correct sound of each letter.

**Let us Write:** Model each letter using the index finger by way of tracing in the air. Ask the students to observe and do the same.

DAY 3

GO WITH THE ALPHABET  
(S to Z)

Student Activity

Activity-1 : Separate the Alphabet as capital letters and small letters.

T v y w V L z R f M d J

Capital letters : 

--	--	--	--	--	--

Small letters : 

--	--	--	--	--	--

Activity-2 : Make 3 to 4 letter words with the following.

a, c, e, g, i, l, n, p, r, s, w, k, m, o, u, t, d

e.g. : ant (you may repeat the letter twice)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_

Activity-3 : Fill in the blanks with the letter corresponding to its lower/upper case.  
The first pair is done for you.

A	C	E	G	I	K	M	
a	b	d	f	h	j	l	n

O	Q	S	U	W	X	Z	
p	r	t	v	w	y		

Activity-3 : Copy the following letters.

s t u v w x y z

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Learning Outcomes**

**Learners will be able to:**

- Identify and name common school and classroom objects.
- Use suitable vocabulary related to school and classroom.
- Develop simple sentences which can be used in day to day life.



**Teacher Activity**



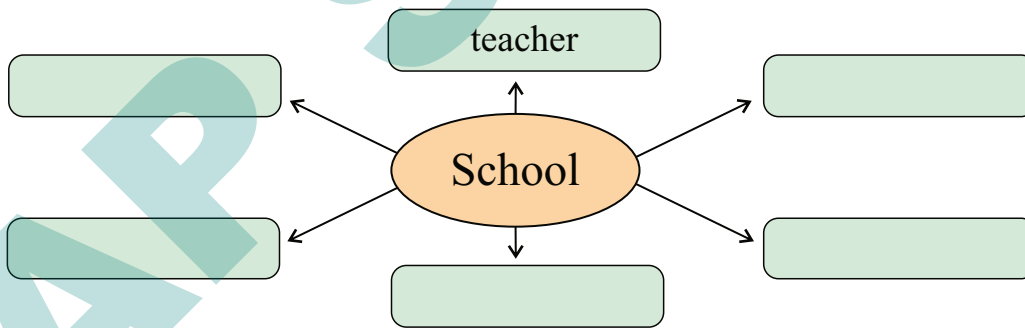
**Activity-1: Let us Recite**

Recite and enact the rhyme and ask the students to follow.

My school is big and nice,  
 My classroom is bright and clean,  
 I learn to read and write every day,  
 I play with friends on a holiday,  
 I love my school a lot!



Now, circle the word 'School' for the purpose of mind mapping and elicit related words from the students.



**Activity-2:**

**Let us Observe:** Display flashcards related to 'School and Classroom' and elicit related words. e.g.: school, bag, bell, books.....etc.

**Let us Say:** Introduce each letter with at least 2-3 words and ask the students to listen and repeat.

E.g.: Green board, table, books... etc..

**Let us Do:** Ask the students to frame simple sentences using the substitution table.

**Let us Write:** Conduct dictation on the words related to the theme.

Student Activity

Activity-1:

A. Match the words with their meanings.

- |               |         |                                |
|---------------|---------|--------------------------------|
| A             |         | B                              |
| 1. Library    | (     ) | a) A place to play             |
| 2. Classroom  | (     ) | b) A place to read books       |
| 3. Playground | (     ) | c) A room where students study |
| 4. Teacher    | (     ) | d) A person who teaches        |

B. Fill in the blanks using the words given. (bench, bell, bag, board, teacher)

- We keep our books in our \_\_\_\_\_.
- The school \_\_\_\_\_ rings in the morning.
- The \_\_\_\_\_ writes on the green board.
- I sit on my \_\_\_\_\_ in the classroom.
- The teacher writes on the \_\_\_\_\_.

Activity-2 : Choose the correct option 'a / an'.

- I have \_\_\_\_\_ bag.
- This is \_\_\_\_\_ eraser.
- She is \_\_\_\_\_ teacher.
- We are writing \_\_\_\_\_ exam now.
- Vaishnavi has \_\_\_\_\_ story book.

Activity-3 : Make sentences using the table given below.

This is	a	chair
		table
		duster
		chart
		piece of chalk

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

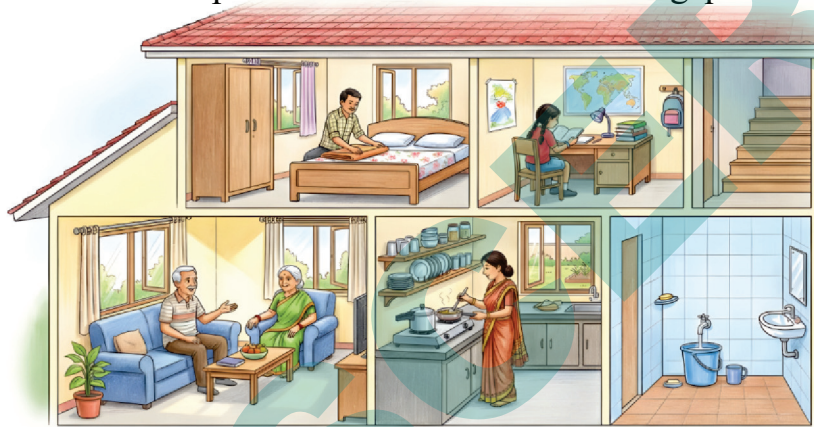
**Learning Outcomes****Learners will be able to:**

- Identify and name different parts of the home. Such as 'kitchen', 'bedroom' etc..
- Describe family members and their roles within the home.
- Express ideas about their home in simple writing in a word/phrase.

**Teacher Activity****Activity -1: Let us Interact**

Discuss with the students on 'My Home'.

Ask the students to observe the picture and answer the following questions.



1. Name the different parts of a home.
2. Where do we prepare food at our home?
3. Where do we sleep in our home?
4. How many members are there in your family?
5. Whom do you love the most in your family?

**Let us Practise :** Read the words aloud and ask the students to repeat after you.

mother father brother sister daughter son  
ant cow dog cat doll toys ball  
kitchen bedroom glass dining table bulb sofa

**Activity-2:**

**Let us Observe:** Display flash cards related to 'My Home' and elicit related words.

e.g.: kitchen, gas stove, fan, bed, bowl etc..

**Let us Say:** Read the words aloud and ask the students to listen and repeat.

**Let us Do:** Ask the students to write the names of things that are used in a kitchen, bedroom, bathroom.....etc.

**Let us write:** Conduct dictation on the words related to the theme.



Student Activity



Activity-1:

A. Fill in the blanks using the words given.

(kitchen, bathroom, living room, bedroom)

1. We sleep in the \_\_\_\_\_.
2. We cook food in the \_\_\_\_\_.
3. We take a bath in the \_\_\_\_\_.
4. We watch TV in the \_\_\_\_\_.



B. Match the family member with their role.

Family member

Role

- |                 |     |                             |
|-----------------|-----|-----------------------------|
| 1. Father       | ( ) | a) helps parents at home    |
| 2. Brother      | ( ) | b) goes to school           |
| 3. Grand mother | ( ) | c) goes to work             |
| 4. Child        | ( ) | d) tells stories and guides |

Activity-2 : Choose the correct option.

1. Where is the television?

It is in the \_\_\_\_\_ (hall / kitchen)

2. Where is the dining table?

It is in the \_\_\_\_\_ (dining hall / garden)

3. Where is the gas stove?

It is in the \_\_\_\_\_ (hall / kitchen)

4. Where is the rose plant?

It is in the \_\_\_\_\_ (garden / kitchen)

5. Where do you bathe?

I bathe in the \_\_\_\_\_ (dining hall / bathroom)

**Learning Outcomes**

**Learners will be able to:**

- Learn new words related to a picnic such as park, food, market, circus etc.
- Write short answers related to the topic.
- Share their ideas and experiences in a word/phrase.



**Teacher Activity**



**Activity -1: Let us Interact**

Discuss with the students on ‘Picnic’.

Ask a few interactive questions and write their responses on the board.

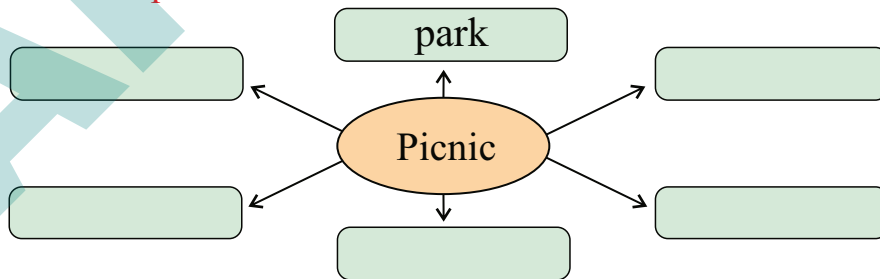


1. Where would you like to go for a picnic?
2. What is your favourite food to bring on a picnic day?
3. What are the activities that you like the most at the picnic spot?

**Let us Practise :** Read the words aloud and ask the students to repeat after you.

park, playground, seashore, fair, museum, zoo, beach, shop,  
hotel, river ,van, train, bus, jeep, boat, car.

Ask the students to write picnic related words.



**Activity-2:**

**Let us Observe:** Display flashcards related to ‘Picnic’ and elicit related words.

e.g.: Park, activities (dancing, singing, playing), seashore, food... etc.

**Let us Say:** Read the words aloud and ask the students to listen and repeat.

**Let us Do:** Ask the students to express their ideas in a word/phrase.

**Let us Write:** Conduct dictation on the words related to the theme.



Student Activity

**Activity-1: Fill in the blanks choosing the suitable words given below.**

(park food friends games basket)

1. We go to a \_\_\_\_\_ for a picnic.
2. Aruna carries \_\_\_\_\_ in a basket.
3. I go on a picnic with my \_\_\_\_\_.
4. We play fun \_\_\_\_\_ at a picnic.
5. We keep fruits in the \_\_\_\_\_.



**Activity-2: Choose the correct option (Past tense verb) given in the brackets.**

1. We \_\_\_\_\_ (start / started) early for a picnic last Sunday.
2. Our friends \_\_\_\_\_ (carried / carry) toys to the picnic.
3. They \_\_\_\_\_ (play / played) many games in the park.
4. Our classmates \_\_\_\_\_ (enjoyed / enjoy) the day a lot.
5. The bus \_\_\_\_\_ (reached / reach) the school on time.

**Activity-3: Dictation. (Let us practise words)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# DAY 7

## DAILY ROUTINE AND ACTION WORDS

### Learning Outcomes

#### Learners will be able to:

- Identify action words (Verbs) that describe daily activities in a sentence.
- Use suitable action words to express their daily routine activities.
- Differentiate between correct and incorrect usage of action words.



### Teacher Activity



### Activity -1: Let us Recite

Recite and enact the rhyme and ask the students to follow.

I wake and brush as the sun shines bright,  
I eat my breakfast, feeling fresh and light.  
I walk to school and read and write,  
I play with friends till evening's light.  
At night I pray, then sleep so soon,  
Ready to wake to a brand new noon.



### Let us Practise: Read the words aloud and ask the students to repeat after you.

wake brush eat walk read write play sleep wake pray  
sing dance speak ask take give wash bathe drink etc.

### Let us Listen and Respond

Ask the students to observe the above pictures and answer the following questions.

1. What do you do after waking up?
2. What do you do at school everyday?
3. What do you do in the evening after school?
4. What do you do before going to sleep?

### Activity-2:

**Let us Observe:** Display flashcards related to 'Daily Routine - Action Words' and elicit related words.

e.g.: wake, brush, eat, walk, read, write etc.

**Let us Say:** Read the words aloud and ask the students to listen and repeat.

**Let us Do:** Ask the students to say and write the action words related to their daily routine with action.

**Let us Write:** Conduct dictation on the words related to the theme.

# DAY 7

## DAILY ROUTINE AND ACTION WORDS



### Student Activity



**Activity-1: Read the sentences and circle the action word in each sentence.**

**One is done for you.**

1. I wake up early in the morning every day.
2. Bharathi brushes her teeth twice in day.
3. They play in the park in the evening.
4. My mother cooks dinner at night.
5. I read my book before sleeping daily.

**Activity-2: Choose the correct action word from the box and fill in the blanks.**

(run eat go write clean)

1. I \_\_\_\_\_ my room every morning.
2. We \_\_\_\_\_ to school by bus.
3. The children \_\_\_\_\_ fast in the playground.
4. I \_\_\_\_\_ my homework neatly.
5. We \_\_\_\_\_ our lunch at noon.



**Activity-3 : Dictation. (Let us practise words)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Learning Outcomes

### Learners will be able to:

- Identify various festivals and learn about others' festivals.
- Learn new vocabulary related to important festivals.
- Express and share ideas about festivals in a word or phrase.

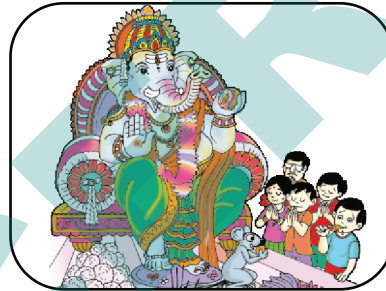
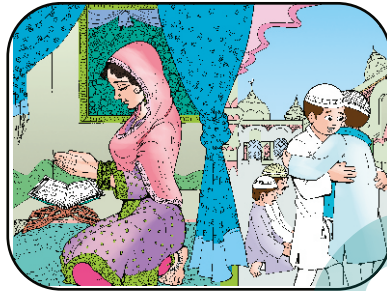


### Teacher Activity



### Activity -1: Let us Interact

Ask the students to observe the pictures, interact with them by asking the questions. Write their responses on the board.



1. Name the things that you see in the pictures.
2. Do you celebrate festivals? Yes/No.
3. Name any two festivals that you see in the pictures.
4. What is your favourite festival?

### Activity-2:

**Let us Observe:** Display flashcards related to 'Festivals' and elicit related words.

Diwali Holi Sankranti Christmas Ramzan Ugadi Bakrid Vinayaka Chavithi  
Dussehra Independence Day Children's Day Republic Day etc.

**Let us Say:** Read the words aloud and asks the students to listen and repeat.

**Let us Do:** Ask the students to say and write the words related to various festivals.

**Let us Write:** Guide the students to do the worksheet on the theme.



Student Activity



Activity-1: Fill in the blanks with a suitable word given in the box.

harvest    namaz    Christmas    crackers    Children's Day

1. Sankranthi is the festival of \_\_\_\_\_.
2. Muslims offer \_\_\_\_\_ on Eid- ul-Fitr.
3. \_\_\_\_\_ is celebrated on 25th December every year.
4. On Diwali, we fire \_\_\_\_\_.
5. Every year, we celebrate \_\_\_\_\_ with a great joy.



Activity-2: Match the festival with its special feature.

**Festival**

**Special Feature**

- |                     |                       |
|---------------------|-----------------------|
| 1. Diwali    (    ) | A. Colours            |
| 2. Holi    (    )   | B. Christmas Tree     |
| 3. Eid    (    )    | C. Lights             |
| 4. Christmas (    ) | D. Harvest            |
| 5. Pongal    (    ) | E. Sweets and Prayers |



Activity-3 : Make sentences using the table given below.

We celebrate	Deepavali
	Christmas
	Ramzan
	Republic Day
	Children's Day

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.

# DAY 9

# DAYS AND MONTHS

## Learning Outcomes

### Learners will be able to:

- Identify the seven days of a week in a order and write them on their own.
- Recognise and name the twelve months of an year and write them in a correct order.
- Connect days and months to their own experiences and share with others.



### Teacher Activity



### Activity -1: Let us Recite

Recite and enact the rhyme and ask the students to follow.

#### Days

**Monday** comes to start the week,  
**Tuesday** is calm and never bleak.  
**Wednesday** is busy, moving fast,  
**Thursday** says the week won't last.  
**Friday** brings a happy cheer,  
**Saturday** fun is finally here!  
**Sunday** rests, quite and meek,  
 Seven days make up the week!

#### Months

**January** starts a new year,  
**February** brings some cheer.  
**March** and **April** bloom so bright,  
**May, June** and **July** are full of light.  
**August** and **September** bring fresh rains,  
**October** and **November** cause leaves  
 fall down,  
**December** brings us joy around,  
 Twelve months in a year that surround!

**Let us Practise: Display a large wall calendar. Read aloud the names of Days and Months and ask the students to repeat after you.**

**Days :** Monday Tuesday Wednesday Thursday Friday Saturday Sunday

**Months :** January February March April May June July August September  
 October November December

Ask the students to identify months, days in a week and also the important dates / festivals in a calendar.

### Let us Listen and Respond

1. How many days are there in a week?
2. How many months are there in a year?
3. What is the importance of 15<sup>th</sup> August every year?
4. How many days are there in December?

### Activity-2: Let us Play

**Method :** Give students the hanging cards with names of months or days. Ask them to stand in the correct order with the cards hung around their necks. Shuffle and ask them to reorder themselves quickly. Then, ask each one to come forward to say aloud the name of the month or the number of days in the month or the festivals fall in that month. Change the group and repeat the activity to maximize the participation.

<b>JANUARY</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>FEBRUARY</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>MARCH</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>APRIL</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
<b>MAY</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>JUNE</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>JULY</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>AUGUST</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
<b>SEPTEMBER</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>OCTOBER</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>NOVEMBER</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>DECEMBER</b> SUN MON TUE WED THU FRI SAT 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

# DAY 9

# DAYS AND MONTHS



## Student Activity



**Activity-1: Fill the table with the correct words. One is done for you.**

BEFORE	NOW	AFTER
Tuesday	Wednesday	Thursday
	Friday	
	Monday	
	August	
	November	
	July	

**Activity 2 : Fill in the blanks.**

- There are \_\_\_\_\_ days in a week.
- The first month of a year is \_\_\_\_\_.
- The month that has 28 or 29 days is \_\_\_\_\_.
- The day that comes after Thursday is \_\_\_\_\_.
- The last month in a calendar year is \_\_\_\_\_.



**Activity-3 : Make sentences using the table given below. One is done for you.**

Sunday		first day of the week.
Monday		second day of the week.
Tuesday		third day of the week.
Wednesday	is	fourth day of the week.
Thursday	the	fifth day of the week.
Friday		sixth day of the week.
Saturday		seventh day of the week.

- Sunday is the first day of the week. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Learning Outcomes****Learners will be able to:**

- Identify common animals in the animal world and the names of their younger ones.
- Develop vocabulary related to animals and baby animals.
- Match animals with their babies correctly.

**Teacher Activity****Activity -1: Let us Interact****Discuss with the students on 'Animals and their young ones'.**

In addition to the picture given here, show some clear pictures of animals and their young ones to recognise and build related vocabulary. Ask the students to answer the following questions:

1. What do you see in the picture?
2. Name the different animals that you know.
3. Do you know the names of baby animals?
4. Does the baby look like its mother?

**Let us Practise**

Write a few names of animals and their young ones on the board. Read aloud and ask the students to repeat after you.

e.g.: **Cow - Calf** **Cat - Kitten** **Duck - Duckling** **Lion - Cub** **Dog - Puppy**  
**Horse - Foal** **Chicken - Chick** **Deer - Fawn** **Sheep - Lamb** **Elephant - Calf** etc.

**Activity-2: Let us Play**

**Method :** Ask the students to read the following lines to enact like the animals.

*The monkeys are jumping just like this, just like this.*

*The peacocks are dancing just like this, just like this.*

*The elephants are stamping just like this, just like this.*

*The birds are flying just like this, just like this.*

*The snakes are hissing just like this, just like this.*

Student Activity

**Activity-1: Write the words in the boxes given below. One is done for you.**

1. A baby cat is called a kitten.
2. Puppy is the baby of a \_\_\_\_\_.
3. A baby duck is called a \_\_\_\_\_.
4. A baby lion is called a \_\_\_\_\_.
5. Calf is the baby of \_\_\_\_\_.



**Activity-2: Match the animals with their young ones.**

Animal		Baby Animal
1. Dog	( )	A. Fawn
2. Hen	( )	B. Foal
3. Horse	( )	C. Duckling
4. Deer	( )	D. Puppy
5. Duck	( )	E. Chicken

**Activity-3 : Write the Plural form by adding 's'. One is done for you.**

- |          |   |        |             |   |       |
|----------|---|--------|-------------|---|-------|
| 1. tiger | - | tigers | 6. elephant | - | _____ |
| 2. bear  | - | _____  | 7. monkey   | - | _____ |
| 3. horse | - | _____  | 8. cow      | - | _____ |
| 4. lion  | - | _____  | 9. giraffe  | - | _____ |
| 5. goat  | - | _____  | 10. zebra   | - | _____ |

**Learning Outcomes****Learners will be able to:**

- Recognise and say what they see at a village fair in simple words.
- Develop vocabulary related to a village fair (e.g.: swings, stalls, toys, sweets etc).
- Understand and use the past tense verbs 'was' and 'were' correctly.

**Teacher Activity****Activity -1: Let us Recite**

Recite and enact the rhyme and ask the students to follow.

I climbed up on the merry go round  
 And it went round and round and round  
 I climbed up on a big brown horse  
 And it went up and down  
 Round and round, and up and down  
 Round and round, and up and down

**Let us Interact:**

Ask the students to observe the picture and answer the following questions.

1. What do you see in the picture?
2. What is a village fair?
3. What do you find at a village fair?
4. Why do people visit a village fair?
5. Name any two rides you can enjoy at a fair.

**Activity 2 : Let us Read**

Read the following sentences aloud and ask the students to repeat.

1. I ate an ice-cream at the fair.
2. My sister bought many balloons.
3. We enjoyed the magic show.
4. There were lovely toys in the stalls.
5. She climbed up on a big brown horse.

**Activity 3: Let us Learn****Grammar : Usage of verbs 'was' and 'were' in sentences.**

Explain that the verbs 'was' and 'were' are used to denote past time.

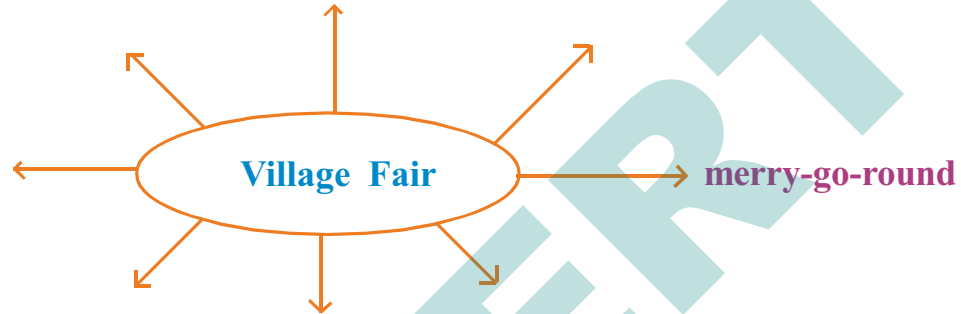
'was' is used with a singular subject and 'were' is used with a plural subject.

Ex : 1. Venu was an old student of our school.

2. Our friends were playing in the playground last evening.

Student Activity

Activity-1: Write suitable words related to 'Village Fair' to complete the concept map given below.



Activity 2 : Complete the following sentences using 'was' or 'were'. One is done for you.

1. There were many stalls at the village fair.
2. Revathi \_\_\_\_\_ climbing upon a big giant wheel.
3. People \_\_\_\_\_ coming from nearby villages.
4. Children \_\_\_\_\_ buying many toys.
5. Venu \_\_\_\_\_ talking to the shopkeeper.

Activity-3: Write according to the example given below.

e.g. About a Book Fair

It is a book fair.

There are many stalls in the fair.

The stalls have many story books.

I bought a few cartoon books.

They are useful to draw cartoons.

About a village fair

It is a village fair.

Here are many stalls in the \_\_\_\_\_.

The stalls have many \_\_\_\_\_.

I bought \_\_\_\_\_ at the fair.

They are useful to \_\_\_\_\_ at home.



**Learning Outcomes****Learners will be able to:**

- Understand the qualities of true friendship.
- Know and use basic vocabulary.
- Use Common Nouns and Adjectives correctly.

**Teacher Activity****Activity -1: Let us Listen and Respond**

Ravi and Arjun were best friends. Ravi was a sincere boy, while Arjun was very kind. One day, they found a lost purse on the playground. They decided to tell the truth and return it to the owner. The owner praised their honesty. They felt very happy for the good deed. Their friendship grew stronger day by day.

**Now, ask a few questions based on the theme of the story.**

1. Who were the best friends in the story?
2. Which quality helped them decide to return the purse?
3. What do you learn from this story?

**Activity 2 : Let us Learn****A. Read and observe the Nouns in the following sentences.**

1. The thieves rushed to the well to pull water.

In the above sentence, the words, 'thieves', 'well' and 'water' are Nouns. They are the names of general things. Such Nouns are called 'Common Nouns'. A Common Noun is the name of a person, place or a thing such as doctor, river, bag etc.

**B. Observe the underlined words in the following sentences.**

1. A small baby is in a cradle.
2. The baby is playing with a round ball.
3. The ball is brown in colour.

Explain that the underlined words 'small', 'round' and 'brown' are the describing words that stand for size, shape and colour respectively. These underlined words are called the **Describing Words** or **Adjectives**.

**Read aloud the following list of adjectives and ask the students to repeat the same.**

big small cool hot flat round  
long short beautiful ugly strong weak

## Student Activity

**Activity-1: Write 'T' for True and 'F' for False.**

e.g. : Coming late to school is bad. ( T )

1. We should obey our teachers and parents. ( )
2. Copying in the examinations is bad. ( )
3. Reading at home is not helpful for students. ( )
4. Waking up early from bed is a good habit. ( )
5. We should help others in need. ( )

**Activity-2 :****A. Circle the Common Nouns in the following sentences.**

1. The dog is playing in the garden.
2. My mother cooks tasty food.
3. The teacher wrote on the green board.
4. The bus stopped at the station.
5. The shop was full of people.

**B. Choose the correct Adjective to fill in the blanks.**

1. The \_\_\_ ball rolled under the table. ( )  
(A) blue (b) quickly (c) sings
2. Revathi carried a \_\_\_ box to the school. ( )  
(A) run (b) loudly (c) big
3. The \_\_\_ dress looks very pretty. ( )  
(A) jump (b) yellow (c) softly
4. We saw a \_\_\_ elephant at the zoo last Sunday. ( )  
(A) run (b) loudly (c) huge
5. Dora drew a \_\_\_ star on the paper in our classroom. ( )  
(A) fast (b) bright (c) quick

## Let us Practise

- The young one of a 'Lion' is called a: ( )  
A) Puppy      B) Kitten      C) Cub      D) Calf
- Underline the describing words (adjectives) in these sentences:
  - A small baby is in a cradle.
  - The ball is brown.
- Fill in the blanks with 'was' or 'were':
  - I \_\_\_\_\_ happy yesterday.
  - They \_\_\_\_\_ playing in the park.
  - She \_\_\_\_\_ at the fair.
  - We \_\_\_\_\_ eating ice cream.
- In the story, what did Ravi and Arjun find on the playground? ( )  
A) A bag of toys      B) A lost purse      C) A new book      D) A football
- Read the rhyme on 'Days'. Which day is described as "calm and never bleak"?
- Read the sentences about the fair. List four things that the children enjoyed at the fair.
- Which of these is a place you would visit for a picnic? ( )  
A) A hospital      B) A park      C) A police station      D) A bus stop
- Write the names of two things you find in your kitchen.
- Write any four sentences about what you do in the morning before coming to school.  
(e.g., 'I brush my teeth.')
- "I climbed up on a big brown horse, and it went up and down." Which ride is the child enjoying? ( )  
A) Giant Wheel      B) Merry-go-round      C) Car ride      D) Boat ride
- "I play with friends till evening's light." How does this line make you feel about the child's day? (Happy/Sad/Busy)
- The story teaches us that "Honesty is the best policy." Do you agree?

Write why we should always tell the truth like Ravi and Arjun.