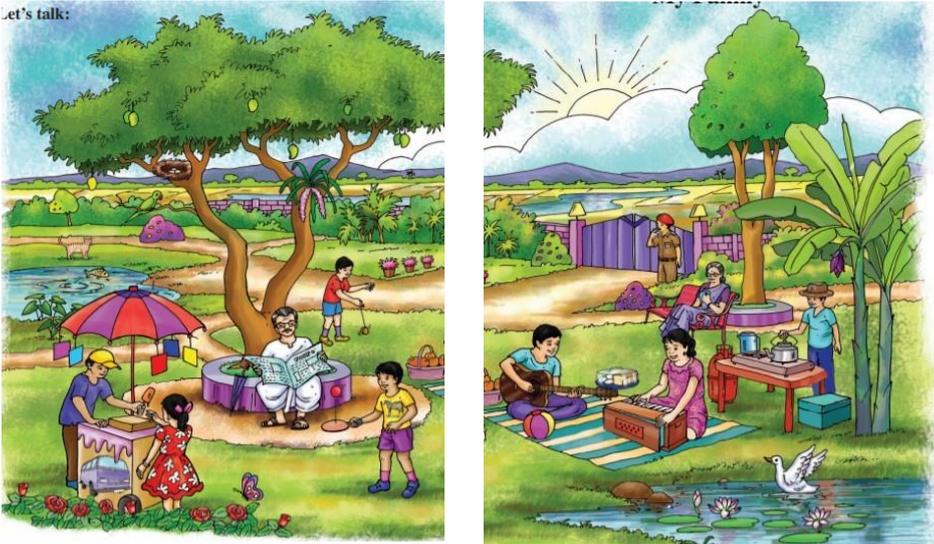


Learning Recovery and Enhancement Package

Level	1
Grade	2,3
Topic	Greetings, Polite Form of Expression
Learning Outcome	<ul style="list-style-type: none"> • Listen to and respond to greetings, polite forms of expressions • Carry out simple instructions
Activities-1	<p>Let's greet each other/ follow instruction/ use polite forms of expressions:</p> <p>Teacher: Good morning students/children</p> <p>Students: Good morning teacher/Sir/Ma'am</p> <p>Teacher: Please, sit down.</p> <p>Students: Thank you Sir/ma'am</p> <p>Teacher: How are you?</p> <p>Students: I am fine. Thank you.</p> <p>Teacher: Good afternoon, children.</p> <p>Students: Good afternoon, Sir/ madam.</p>
Activities-2	<p>Use polite forms of expression:</p> <p>Student: May I go to the toilet?</p> <p>Teacher: Yes, you may.</p> <p>Student: May I come in?</p> <p>Teacher: Yes, you may.</p> <p>May I..... ?</p> <p>Yes please.</p> <p>I am sorry.</p> <p>Excuse me.....</p>
Process	The teacher will carry out these oral exercises in and outside the classroom.
TLM	As stated

Learning Recovery and Enhancement Package

Level	1
Grade	2,3
Topic	<ul style="list-style-type: none"> • Picture reading and • identify/ name familiar objects seen in pictures
Learning Outcome	<ul style="list-style-type: none"> • Identify/name familiar objects seen in pictures
Activities-1	<p>Let's look at the pictures and talk:</p> <p>Let's talk:</p> 
Process	<p>The teacher will talk to children (in whole group) and elicit answers by asking questions-</p> <ol style="list-style-type: none"> 1. What do you see in the picture? 2. What is this? (pointing at objects and things) 3. Name the play items/ things etc. <p>Note: to be continued across weeks and as and when required.</p>
TLM	As stated in the activity and the process.

Level	1
Grade	2,3
Topic	Singing rhyme/ recite poems, identify letters of English alphabet
Learning Outcome	<ul style="list-style-type: none"> • Recite/sing a rhyme/poem
Activities-1	<p>Let's sing/ recite</p> <p style="text-align: center;">Come Little Children</p> <p style="text-align: center;">Come little children Come to me We will sing now A B C.</p>

Learning Recovery and Enhancement Package

	ABCDEFG, HIJKLMNPO, LMNOPQRST UVWXYZ. XYZ, sing with me, Let's be friends with ABC.
Activity 2	Play games to help children to identify the letters of English alphabet
Process	<ul style="list-style-type: none"> • The teacher will sing the rhyme ‘ Come Little Children...’ to the whole class by showing each letter cards of A to Z • The teacher will first sing the rhyme with correct Pronunciation and intonation and then help the learners to sing/recite first in chorus and then individually • The teacher will play video on the rhyme linked with the QR Code in the chapter • The teacher will prepare letter cards for all 26 letters of the alphabet and randomly distribute among the students. Then the teacher will call out any the letter and ask students to show the card with the letter. • Extension activity: The teacher will ask the students to stand in a circle (inside or outside the classroom) and place the letter cards on the ground. Then the teacher will callout the names of the students and ask them to stand beside any letter card of their choice and say the names of the letter aloud. After each round the teacher will remove the identified letter card.
TLM	Letter cards A to Z

Level	1
Grade	2,3
Topic	Sing rhymes/ recite poems
Learning Outcome	<ul style="list-style-type: none"> • Recite/sing a rhyme/poem • Listens to the action words and reads them aloud • Listens to action words and demonstrates the action
Activity 1	<p>Let's sing/ recite</p> <p style="text-align: center;">Hop a Little</p> <p style="text-align: center;">Hop a little, Jump a little One, two, three, Run a little, skip a little Tap one knee. Bend a little, stretch a little, Nod your head, Yawn a little, sleep a little, In your bed.</p>

Learning Recovery and Enhancement Package

Activity 2	Listen and say the words given below- three- knee head- bed
Activity 3	Listen, say and do- jump hop clap tap
Process	<ul style="list-style-type: none"> • The teacher will first sing the rhyme with correct pronunciation and intonation and then help the learners to sing/recite it, first in chorus and then individually. • The teacher will point out the rhyming words and practice them with the students in group and individually. • The teacher will read aloud the action words with actions and practice them with the students in group. • The teacher will sing the rhyme with the whole class with action. • The teacher will ask the children to listen and do <ul style="list-style-type: none"> • jump • hop • clap • tap etc. • The teacher will show the flashcards to the students and ask them to say the action words with action such as ‘sleeping’, ‘drinking’, ‘eating’, ‘running’ etc. • Eg: Teacher will jump, students will jump • Teacher will clap • Students will clap
TLM	Flash cards of action words and actions

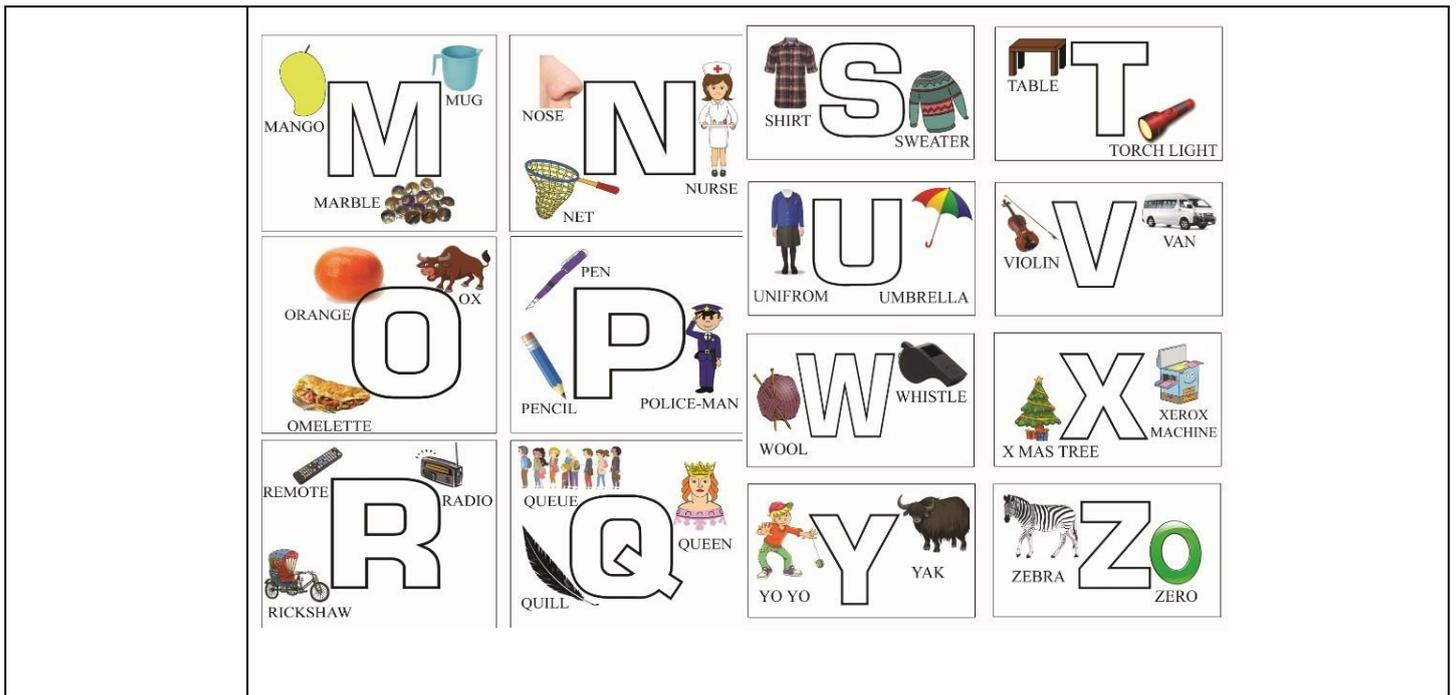
Level	1
Grade	2,3
Topic	Sing/ recite rhymes and poems
Learning Outcome	<ul style="list-style-type: none"> • Recite/sing a rhyme/poem • Identify and say numbers in English
Activities-3	<p>Let’s sing/ recite</p> <p style="text-align: center;">One Little, Two Little.....</p> <p style="text-align: center;">One little, two little, three little Indians Four little, five little, six little Indians Seven little, eight little, nine little Indians Ten little Indian boys.</p>
Process	<ul style="list-style-type: none"> • The teacher will first sing the rhyme with correct pronunciation and intonation and then help the learners to sing/recite it first in chorus and then individually

Learning Recovery and Enhancement Package

	<ul style="list-style-type: none"> The teacher will sing the rhyme to the whole class. The teacher will show number cards from one to ten to the children and encourage them to identify the numbers and help them to say the names of the numbers in English.
TLM	Number cards

Level	1
Grade	2,3
Topic	Recognizes the letters A to Z
Learning Outcome	Recognize letters and their sounds A-Z
Activities-1	<p>Let's colour and say the names of the letters-</p>

Learning Recovery and Enhancement Package



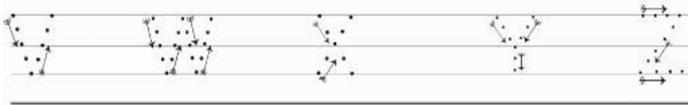
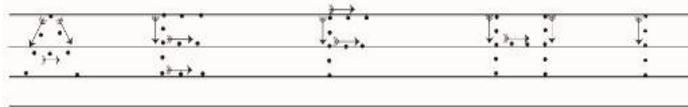
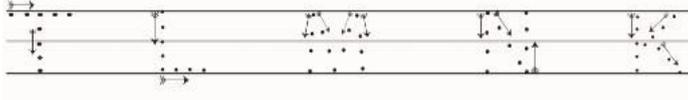
Process	<p>The teachers will help children to colour the letters and say their names</p> <p>The teacher will also point out the other objects with each letter and help children to say the names of the objects like- A- Apple, A – Ant, A- Aeroplane etc.</p>
TLM	As stated

Level	1
Grade	2,3
Topic	Draws and scribbles letters
Learning Outcome	Draws and scribbles letters
Activities-2	Let’s trace and draw

Learning Recovery and Enhancement Package

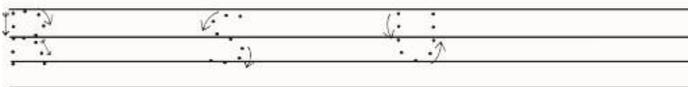
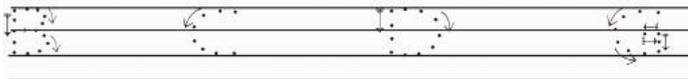
T L M N K A E F

H I V W X Y Z



B C D G J O

P Q R S U



Process

The teacher will help children to trace and draw the letters.

Learning Recovery and Enhancement Package

TLM	As stated
------------	-----------

Level	1
Grade	2,3
Topic	Letters of the English Alphabets
Learning Outcome	<ul style="list-style-type: none"> Recognize the letters from A to z Differentiate small and capital letters
Activities-1	<p>Let's complete the letters:</p> <p>One is done for you.</p> <p>A 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.</p>
Process	The teacher will help children to write the letters n capital and match the capital letters with small letters
TLM	As stated

Level	1										
Grade	2,3										
Topic	Listen and say names of objects in English										
Learning Outcome	Names familiar objects seen in pictures										
Activities-1	<p>Look at the picture and say the name-</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>a hen</td> <td>a cock</td> <td>a peacock</td> <td>a crow</td> <td>a dove</td> </tr> </table>						a hen	a cock	a peacock	a crow	a dove
											
a hen	a cock	a peacock	a crow	a dove							

Learning Recovery and Enhancement Package

	 a pigeon	 an ant	 a bee	 a fly	 a butterfly
Process	<ul style="list-style-type: none"> The teacher will note that children recognizes the birds and insects in their home and school language. The teacher will help children say the English names of birds and insects. 				
TLM	As stated				

Level	1
Grade	2,3
Topic	Identify names of objects seen in pictures
Learning Outcome	Identifies words with pictures
Activities-2	<p>Look at the picture and say:</p> <p>In winter we wear--</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> sweater</div> <div style="text-align: center;"> jacket</div> <div style="text-align: center;"> muffler</div> <div style="text-align: center;"> shawl</div> </div> <p style="text-align: center;">In summer we wear—</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> shirt</div> <div style="text-align: center;"> frock</div> <div style="text-align: center;"> trousers</div> <div style="text-align: center;"> shorts</div> <div style="text-align: center;"> skirts</div> </div>

Learning Recovery and Enhancement Package

Process	The teacher will help children wherever needed.
TLM	As stated

Level	1
Grade	2,3
Topic	Names of the months of a year
Learning Outcome	Name the months of a year

Activities-1	<p style="text-align: center;">Sing the rhyme with children.</p> <p style="text-align: center;">Thirty days have September, April, June, and November, All the rest have thirty-one, Except February, twenty-eight days clear, And twenty-nine in each leap year.</p>
---------------------	--

Activities-2	 <p style="text-align: center;">Talk to children on festivals they celebrate and ask children to say the name of the month.</p>
---------------------	---

Activities-3	<p>Let's complete the calendar of the months</p> <p>Jan _____, Feb _____, Mar _____, Apr _____, Ma _____, Jun _____, Jul _____, Aug _____, Sept _____,</p>
---------------------	--

	Oct _____, Nov _____, Dec _____
--	---------------------------------

Learning Recovery and Enhancement Package

Process	<ul style="list-style-type: none"> • The teacher will help children to say the names of the months. • The teacher will help children to read the calendar and answer the questions
TLM	As stated

Level	1
Grade	2,3
Topic	Days of a week
Learning Outcome	Names the days of a week
Activities-1	<p>Let's recite/ sing</p> <p style="text-align: center;">Every Week Has Seven Days</p> <p style="text-align: center;">Every week has seven days</p> <p style="text-align: center;">Seven days, seven days.</p> <p style="text-align: center;">Every week has seven days</p> <p style="text-align: center;">Can you name them?</p> <p style="text-align: center;">Sunday, Monday, Tuesday,</p> <p style="text-align: center;">Thursday, Friday, Saturday.</p> <p style="text-align: center;">Every week has seven days</p> <p style="text-align: center;">We can celebrate them.</p>
Activities-2	<p>Let's write:</p> <p>Today is_____.</p> <p>Yesterday was_____.</p> <p>Tomorrow will be_____.</p>
Process	The teacher will help children to say the names of the days of the week and complete the 2 nd task everyday.
TLM	As stated

Level	1
--------------	---

Learning Recovery and Enhancement Package

Grade	2,3
Topic	Writing
Learning Outcome	Introducing self
Activities-1	<p>Let's say and complete the following:</p> <p>My name is_____.</p> <p>I am in class_____.</p> <p>The name of my school is_____.</p> <p>I am from_____ </p> <p>I live with my_____, _____,</p> <p>_____.</p> 
Process	The teacher will discuss the given activity and help children to say and write about one self.
TLM	

Level	2
Grade	4,5
Topic	<ul style="list-style-type: none"> • Recitation of rhyme/poem • rhyming words
Learning Outcome	<ol style="list-style-type: none"> 1. Recite poems in group and individually. 2. Practice rhyming words
Activities-1	<p>Let's recite the poem</p> <p style="text-align: center;">Things I like to do</p> <p style="text-align: center;">There are some things</p> <p style="text-align: center;">I like to do</p> <p style="text-align: center;">The one that's best</p> <p style="text-align: center;">Is play with you.</p> <p style="text-align: center;">There's nothing more</p>

Learning Recovery and Enhancement Package

	<p>I wish to be</p> <p>Than be your friend</p> <p>And sing with glee.</p>
Process	<ul style="list-style-type: none"> • The teacher will recite the poem with correct pronunciation, intonation and stress. The student will listen to the teacher and follow him/her • The teacher will then ask the students to repeat the poem. The teacher will form groups and ask each group to sing after him/ her. *(First the whole class, next ingroups, then in pairs and finally individually • The students will listen to the teacher carefully. They will form different groups and try to recite the poem along with the teachers. Each group will listen carefully when the activity is carried out in the other group(s).
Activities-2	<p>Read the following words:</p> <p>Make, sad, cat, ball, wool</p> <p>Now write rhyming words for each of these words.</p> <p>Make: _____</p> <p>Sad: _____</p> <p>Cat: _____</p> <p>Ball: _____</p> <p>Wool: _____</p>
Process	<ul style="list-style-type: none"> • The teacher will point out the rhyming words in the poem and write the same in the blackboard. She/he will instruct the students to write the rhyming word. • The teacher will select some new rhyming words and write them on the blackboard. Example: make, sad, cat, ball, and wool and ask students to find out at least three rhyming words for the given words on the blackboard.
TLM	As stated in the activities

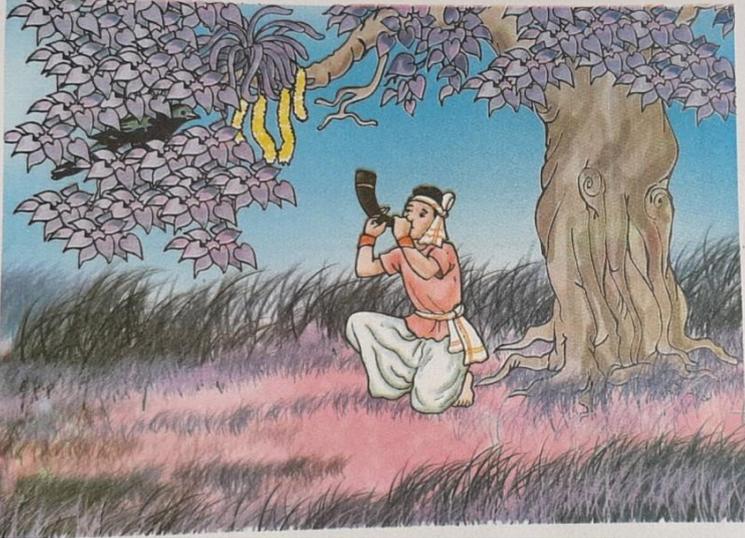
Level	2
Grade	4,5
Topic	<ul style="list-style-type: none"> • Action words • Relating words with the pictures • Make Sentence
Learning Outcome	<ol style="list-style-type: none"> 1. Use action words 2. Relate words with the pictures 3. Make Sentences

Learning Recovery and Enhancement Package

Activity1	<p>Let's recite a poem</p> <p style="text-align: center;">Work while you work</p> <p style="text-align: center;">Work while you work</p> <p style="text-align: center;">Play while you play</p> <p style="text-align: center;">This is the way</p> <p style="text-align: center;">To be happy each day.</p> <p style="text-align: center;">All that you do,</p> <p style="text-align: center;">Do with your might,</p> <p style="text-align: center;">Things done by halves,</p> <p style="text-align: center;">Are never right.</p>
Process	<ul style="list-style-type: none"> • The teacher will recite the poem with correct pronunciation, intonation and stress. The student will listen to the teacher and follow him/her • The teacher will then ask the students to repeat the poem. The teacher will form groups and ask each group to sing after him/ her. *(First the whole class, next ingroups, then in pairs and finally individually
Activity 2	<p>Let's read some words:</p> <p>work, might, halves, never</p>
Process	<ul style="list-style-type: none"> • The teacher will help learners practice the words: work, might, halves, never. • The student will follow the teacher and listen carefully to the words and its pronunciation. Then they will repeat the pronunciation with the teacher.
Activity 3	<p>Match the following words with the pictures related to it-</p> <div style="display: flex; flex-direction: column; align-items: center; gap: 20px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 45%;">Dancing</div> <div style="width: 50%; text-align: center;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 45%;">Running</div> <div style="width: 50%; text-align: center;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 45%;">Eating</div> <div style="width: 50%; text-align: center;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 45%;">Washing</div> <div style="width: 50%; text-align: center;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 45%;">Writing</div> <div style="width: 50%; text-align: center;"></div> </div> </div>
Process	<ul style="list-style-type: none"> • The teacher will show some pictures having different actions and ask the students to name the action in the pictures. The students will point to the action word and use

Learning Recovery and Enhancement Package

	<p>the same action word to make sentences.</p> <ul style="list-style-type: none"> • The teacher will show pictures having different actions and ask students to name the action in the pictures. The students will frame sentences using the action word. • The teacher will help students to frame sentences using the action words such as dance, run, eat, wash, as shown in the pictures.
TLM	As stated in the activities

Level	2
Grade	4,5
Topic	Reading with comprehension
Learning Outcome	Reads small text in English with comprehension, i.e., identifies main idea, details and sequence and draws conclusions in English.
Activities-1	<p>Let's read</p> <p>The spring season comes to Assam in April. 'Bordoisila' is the wind that passes through Assam in spring. It marks the coming of the monsoon. It comes with heavy rainfall and strong winds.</p>  <p>1. Look at the picture and complete the following sentences. Tick the correct option and write down.</p> <p>i) The boy is playing a _____. (Pepa/dhol)</p> <p>ii) The boy in _____ the picture is wearing (Gamosa/ paat shirt/ pant.</p> <p>iii) A _____ is sitting on the branch of the tree. (Parrot/ Cuckoo/ Peacock)</p> <p>iv) _____ is the wind that passes through Assam during spring. (Bordoisila/ monsoon)</p> <p>2. Answer the following questions:</p> <p>i) What comes with heavy rainfall and strong winds?</p> <p>ii) Which season comes to Assam in the month of April?</p>

Learning Recovery and Enhancement Package

	<p>3. Look at the picture given above. Write at least 5 sentences describing the picture. (Hints: flower, dress, tree, musical instruments, festival, bird etc.)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>3. Let's play a game on seasons and months. Follow the process given below.</p>
Process	<ul style="list-style-type: none"> • Make picture cards depicting each season. • Take four cards and write the name of one season in one card. • Make groups according to the size of the class (at least four groups). • Distribute one set of four season name to each group. (Make cards as per the number of the students). • Keep the picture cards depicting each season at different corners in the classroom. • Ask each group to select picture card and match with the season card. • Monitor students' performance
TLM	<p>TLM required: Flash cards of 12 months, four seasons and picture cards depicting seasons (eg: you may use festivals celebrated in different seasons)</p>

Level	2
Grade	4,5
Topic	Role play
Learning Outcome	Describes orally/ in writing about events, places or personal experiences in English.
Activities-1	<p>Let's listen:</p> <p>A few days back I visited the Assam State Zoo with my friends. There I saw one horned rhino, tiger, golden languor, elephant, bear, deer and different animals. I really enjoyed visiting the zoo. '</p> <p>Now let's read/listen to Atul and Kabita's telephonic conversation of how they enjoyed their visit to the historical place 'Agnigarh' and play the role of Atul and Kabita.</p> <p>Atul and Kabita are good friends. One day Kabita went for a trip to Agnigarh with her family. Atul telephones Kabita to know about her trip. Their telephonic conversation is given below-</p>

Learning Recovery and Enhancement Package

	<p>Atul: Hello Kabita!</p> <p>Kabita: Hello Atul, How are you?</p> <p>Atul: I am fine. Thank you. How are you?</p> <p>Kabita: I am fine.</p> <p>Atul: Did you visit Agnigarh yesterday?</p> <p>Kabita: Yes, I did. It was wonderful. We visited several other places too.</p> <p>Atul: What places did you visit?</p> <p>Kabita: We visited some other historical monuments too at Tezpur.</p> <p>Atul: Okay.</p> <p>Kabita: I also saw the river Brahmaputra.</p> <p>Atul: Oh! That's wonderful. I wish I could go with you.</p> <p>Kabita: Don't worry. We will visit again.</p> <p>Abir: Sure. Thank you.</p> <p>Kabita: Okay, bye.</p> <p>Atul: Bye. See you.</p>
Process	<ul style="list-style-type: none"> • The teacher will share his/her experience and ask the students to listen attentively. • The teacher will ask students to share their experiences of visiting any place. • The teacher may refer to the suggested questions below: <ul style="list-style-type: none"> Teacher: Have you visited any memorable place? Student: Teacher: Oh! That is really nice. What did you see there? Student: I saw Teacher: Okay, very good. • She/he will then randomly select two students to play two individual roles of Atul and Kabita.
TLM	As stated in the process

Level	2
Grade	4,5
Topic	Reading comprehension, Vocabulary,
Learning Outcome	Read with comprehension and understand and apply words meaningfully

Learning Recovery and Enhancement Package

Activities-2	1. Choose words from the box given below and write them in the correct column.			
	Shirt, jacket, Coat, Skirt, Neck Tie, Socks, Sweater, Shawl, Shoes, Muffler, shorts			
	<table border="1"><thead><tr><th>Summer</th><th>winter</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Summer	winter	
Summer	winter			

English

17

Learning Recovery and Enhancement Package

	<p>2. Let's read the days of the week.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</p> </div> <p>Answer the following questions:</p> <p>a) What day is today? Today is_____.</p> <p>b) What day was yesterday? Yesterday was_____.</p> <p>c) What day will it be tomorrow? Tomorrow will be_____.</p> <div style="border: 1px solid black; height: 20px; width: 600px; margin-top: 10px;"></div>
Process	<p>1. a) The teacher will ask the students to spell and say the words given in the box. He/She will help them if needed. 2. The teacher will ask students to write the names of the dresses in the two columns.</p> <p>2) a) The teacher will ask the students the name of days in a week. b) The teacher will help students to say the words.</p>
TLM	As stated in the process

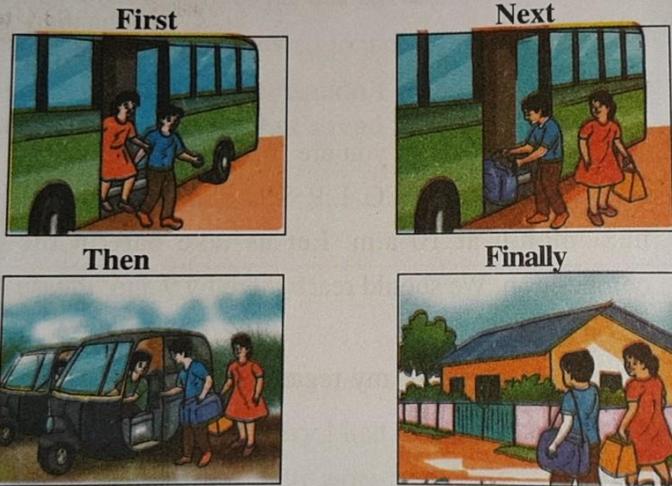
Level	2
Grade	4,5
Topic	Practice linkers
Learning Outcome	Writes sentences/paragraphs in English from verbal, visual clues with appropriate punctuation marks and linkers

Learning Recovery and Enhancement Package

Activity 1

1. Let's read:

First Ria and Aman got down from the bus. Next, they collected their luggage. Then they booked an autorickshaw from the autorickshaw stand. They got up onto the autorickshaw. And finally they reached their uncle's home.



2. Underline the linker(s) in the passage

3. Frame sentence(s) using the underlined linker(s)

Eg: Both Rahul and Raj went to school.

3) Fill in the blanks with the linkers given below:

and, but

One is done for you

Eg: a) i) Mira can't dance.
ii) Mira can't sing.

Mira can't dance and sing.

b) i) He will go to Tezpur.
ii) He will go to Lakhimpur

Learning Recovery and Enhancement Package

	<p>He will go to Tezpur _____ Lakhimpur.</p> <p>c) i) Ram is poor. ii) Ram is honest.</p> <p>Ram is poor _____ honest.</p>
Process	<p>1) The teacher will read the passage aloud with proper pause, stress, pronunciation and intonation.</p> <p>2) The teacher will then ask students -</p> <ul style="list-style-type: none">- to underline the linkers in the passage.- to join sentences using the linkers.
TLM	As stated in the process
Activity 2	<p>1) Punctuate the sentences given below:</p> <ul style="list-style-type: none">a) the name of my state is assam.b) i live in kaziranga.c) respect your elders.d) dispur is the capital of assam. <p>ii) Punctuate the given passage.</p> <p>i am water you see me all around you i have neither shape nor colour i take my colours from the place i live in</p> <p>iii) Read the passage and find the punctuation marks used in the passage. Now, rewrite the passage given below using the proper punctuation marks. (Capital letters, comma and full stops)</p> <p>first ria and aman got down from the bus next they collected their luggage then they booked an auto rickshaw from the auto rickshaw stand they got up onto the autorickshaw and finally they reached their uncle's home.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Process	<p>The teacher will ask students to-</p> <p>1) Locate/underline punctuation marks in the passage.</p>

Learning Recovery and Enhancement Package

	2) Rewrite the given passage and add capital letters, comma and full stops. 3) The teacher will ask the students to punctuate the sentences.
TLM	As stated in the process

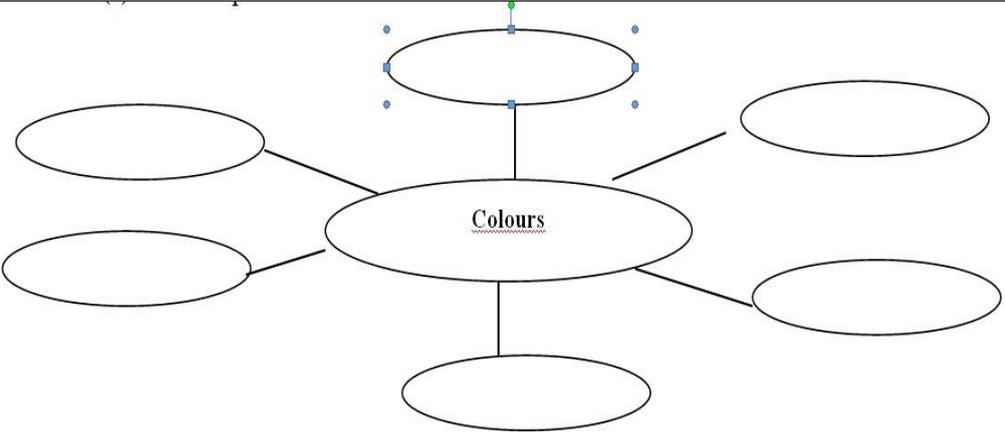
Level	2
Grade	4,5
Topic	dictation
Learning Outcome	Takes dictation for different purposes such as lists, paragraphs, dialogues, etc.
Activities	<p>1) Listen to your teacher and write the words in your notebook: clapped, cricket, chess, football, badminton</p> <p>2) Listen to the teacher and write the sentences in your notebooks:</p> <p>i) There was a farmer. ii) The sons quarreled with each other. iii) The father asked them to break the bundle of sticks.</p> <p>3) Take dictation: We visit places for many reasons. A visit to an important place teaches us many things. If we visit a place, we learn about its history, culture and lifestyle of people. It helps us to know ourselves better. Visiting places give us immense happiness. We get to see new things. In addition, we meet new people and learn new things.</p>
Process	<p>1) The teacher will dictate words and sentences. Students will write them.</p> <p>2) The teacher will dictate the passage and the learners will write it in their notebooks.</p>
TLM	As stated in the process

Level	3
Grade	6,7,8
Topic	<ul style="list-style-type: none"> • Poem Recitation • Completing word web. • Learning synonyms • Matching rhyming words

Learning Recovery and Enhancement Package

Learning Outcome	<ol style="list-style-type: none">1. Recites poems with appropriate expressions and intonation2. Identifies and uses rhyming words3. Responds verbally in writing in English to questions based on day to day life experiences, an article, story or poem heard or read.
Activities-1	<p>Let's recite the poem-</p> <p>All things bright and beautiful</p> <p>All things bright and beautiful, All creatures great and small, All things wise and wonderful, The Lord God made them all.</p> <p>Each flower that opens, Each little bird that sings, He made their glowing colours, He made their tiny wings.</p> <p>1. (a) Let's identify and write some new/ unfamiliar words from the poem:</p> <p>_____ , _____</p> <p>_____ , _____</p> <p>1. (b) Let's learn meaning of some words from the poem: (You may add more words. The teacher will help children to find the meaning of the words from dictionary)</p> <p>Beautiful _____</p> <p>Great _____</p> <p>Wise _____</p> <p>Wonderful _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>1. (c) Let's complete the word web:</p>

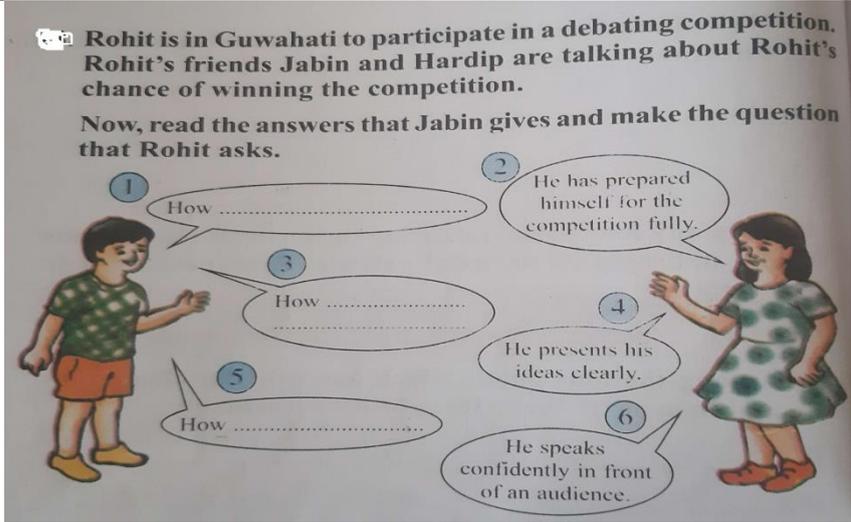
Learning Recovery and Enhancement Package

	
	<p>1. (d) Let's practice some rhyming words:</p> <p>Small.....all</p> <p>Sing.....wing</p> <p>Beautiful -----wonderful</p>
Process	<ul style="list-style-type: none"> • The teacher will recite/sing the poem with proper stress, intonation and pronunciation. • Forms groups to recite poems and asks children to identify new words from the poem with the help of their peers. • While learning word meanings, the teacher may help learners practice some more newwords depending upon students' level of learning • The teacher will arrange the students in pairs for further recitation. The teacher will ask the students to make a list of three gifts of nature they find in thepoem • The teacher will help learners to look up the words in the dictionary for spelling,pronunciation, grammar, meaning, usage, synonyms and antonyms.
TLM	As stated

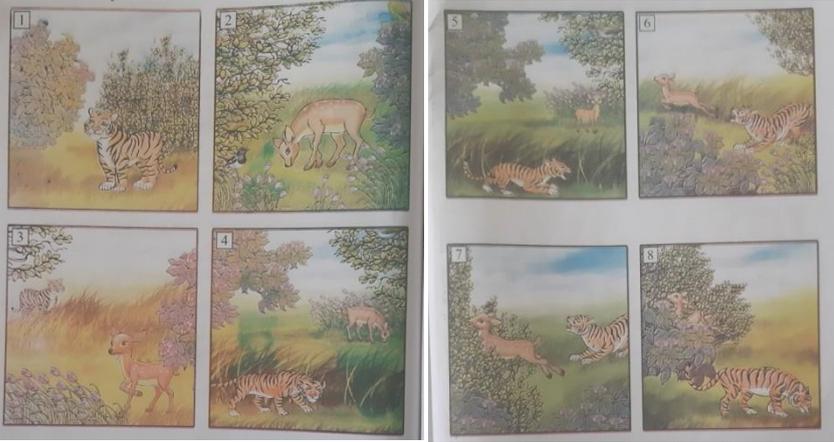
Level	3
Grade	6,7,8
Topic	<ul style="list-style-type: none"> • Framing questions • Reading printed scripts of varied forms. (notice board, posters, labels advertisement) • Referring to dictionary • Role play • Grammar
Learning Outcome	Practice activities in English like (1)Role play (2)Group Discussion (3)Debate

Learning Recovery and Enhancement Package

Activity-1	2. Conversation : Let's play the role of Minati and Rishika	
	<u>Rishika</u>	<u>Minati</u>
	Hello! How are you Minati?	I am fine, thank you! How are you Rishika?
	I am also fine, thank you! We're coming to Delhi.	Oh! It'll be nice to meet you all again. When are you coming?
	We'll reach on 5 th October.	Are you coming by air?
	Yes, by Air India.	Ok dear. I'll be at the airport.
Process	The teacher will make multiple pairs of students and encourage the students to play roles of Minati and Rishika in pairs. the teacher can give the names Manoj and Ratul for the boys.	
TLM	As stated	

Level	3
Grade	6,7,8
Topic	Framing questions
Learning Outcome-6	Frames questions Responds verbally in writing in English to questions based on day to day life experiences, anarticle, story or poem heard or read.
Activities-1	 <p>Rohit is in Guwahati to participate in a debating competition. Rohit's friends Jabin and Hardip are talking about Rohit's chance of winning the competition. Now, read the answers that Jabin gives and make the question that Rohit asks.</p> <p>1 How</p> <p>2 He has prepared himself for the competition fully.</p> <p>3 How</p> <p>4 He presents his ideas clearly.</p> <p>5 How</p> <p>6 He speaks confidently in front of an audience.</p>
Process	The teachers will help children to frame questions.

Learning Recovery and Enhancement Package

<p>Activity 2</p>	<p>Look at the pictures and say what you understood-</p> 
<p>Process</p>	<ul style="list-style-type: none"> • The teacher will help the students to frame the sentences in English and write a story. • The teachers will help learners to tell a story based on pictures and with the help of words and phrases provided. • The teachers will monitor and guide the learner to help them write the answer correctly. • The teacher will ask learners to sit in groups and help each to come up with titles for their story
<p>Activity 2</p>	<p>Now, answer the following questions. Choose words from the box to complete the answers. You may choose a word more than once-</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>grazing, roaming, presence, runs, away, save, bush, sadly, tiger, alert, deer</p> </div> <ol style="list-style-type: none"> a) What is there in the first picture? There is a _____ in the picture. b) What do you see in the second picture? There is a deer _____ in the forest. c) What happened in the third picture? The tiger sees a deer _____. d) What does the tiger do in the fourth picture? The _____ crawls quickly towards the _____. e) What does the deer do in the fifth picture? The deer becomes _____. He looks here and there and feels the _____ the tiger. f) What does the deer do after that? The deer _____ very fast to _____ his life. g) Where does the deer hide? The _____ hide himself in a _____. h) What happened in the end?

Learning Recovery and Enhancement Package

	The _____ goes away.
Process	The teacher will support children in answering the questions.

Level	3
Grade	6,7,8
Topic	Reading printed scripts of varied forms.(notice board, posters, labels advertisement)
Learning Outcome	Reads printed script on the classroom walls, notice board, in posters and in advertisement to seek information.

Activity 2	<p>Let's read the poster given below:</p> <div style="text-align: center;"> </div> <p>1. Answer the questions given below:</p> <p>Qi. What is the poster about?</p> <hr/> <p>Qii. How many points are given on the poster?</p>
-------------------	--

Learning Recovery and Enhancement Package

	<p>2. Match the pictures:</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">   </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">   </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">   </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">   </div> <p>1. Look at the poster and complete the following:</p> <p>i) I will wash my hands with soap and water frequently and count_____.</p> <p>ii) I will maintain a distance of _____when i am with my friends.</p> <p>iii) I will not _____or _____ hands.</p> <p>iv) I will not touch my mouth, _____, eyes and _____.</p> <p>v) I will not share my belongings with _____,_____.</p> <p>2. Design a poster using the caption given at point no. 4 in the poster and hang it in the classroom.</p>
Process	<ul style="list-style-type: none"> The teacher will show the advertisement to the students and ask them to look carefully The teacher will ask the students a few questions on the advertisement The teacher will help children to answer and correct them if and when necessary
TLM	As stated in the process and the activities

Level	3
Grade	6,7,8
Topic	Grammar

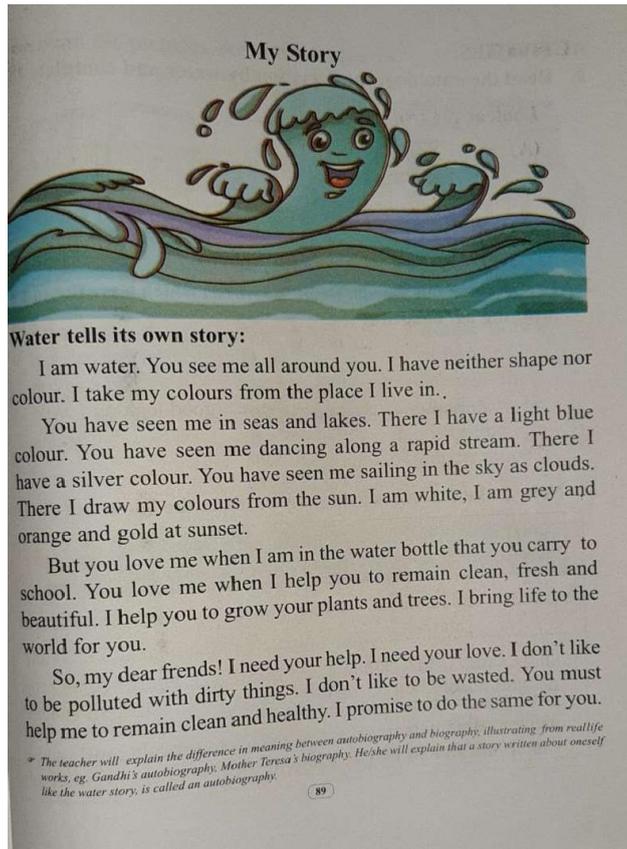
Learning Recovery and Enhancement Package

Learning Outcome	Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb,adverb, determiners etc.
-------------------------	--

Learning Recovery and Enhancement Package

Activities-1

Let's read the story given below-



1. Locate the nouns, pronouns and verbs in the story and prepare a list as given below.

Noun	pronoun	verb

2. Frame sentences using noun, pronoun and verb listed above.

Process

- The teacher will ask the students to read the text 'My Story' and find out the nouns, pronouns and verbs.
- The students will follow the teacher's instruction and go through the story carefully.

Learning Recovery and Enhancement Package

	(Teacher will guide wherever necessary). They will find out the nouns, pronouns and verbs accordingly and list them in the chart below.
TLM	As stated in the activity and process

Level	3
Grade	6,7,8
Topic	Use of Articles
Learning Outcome	Uses articles appropriately
Activities-3	<p>Fill in the blanks with appropriate articles.</p> <ol style="list-style-type: none"> 1. Tom is --- cat. (a/ an/ the) 2. This is --- apple (a/an/the) 3. Can you tell me --- story? (a/an/the) 4. He is ---doctor. (a/an/the) 5. She gives me --- orange. (a/an/the)
Process	<p>The teacher will practice the articles (a/an/ the) with the students and ask them to write down the given task.</p> <p>The teacher can further give some more sentences to them to enhances to their concept on articles.</p>
TLM	

Level	3
Grade	6,7,8
Topic	Picture reading/comprehension
Learning Outcome	Responds verbally and in writing in English to questions based on day to day life experiences, an article, story or poem heard or read.
Process	<ul style="list-style-type: none"> • The teacher will ask the students to narrate a story based on the picture in sequence. Story: 'The two foolish goats'.

Learning Recovery and Enhancement Package

	<ul style="list-style-type: none"> The students will look at the picture carefully and try to narrate the sequence of events in the story with the help of the teacher. The teacher may take help of following inferential/comprehension questions on the story, and will frame more such questions on his/her own.
TLM	As stated in the process

Level	3								
Grade	6,7,8								
Topic	Sharing day-to-day experience in writing								
Learning Outcome	Express day-to-day experience correctly in writing								
Activity 1	<p>quarrel, make noise, eat tiffin, stand in a line, be on time, write on the desks and benches</p> <div style="border: 2px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>quarrel, make noise, eat tiffin, stand in a line, be on time, write on the desks and benches</p> </div> <table border="1" style="margin: 10px auto; width: 80%; text-align: center;"> <thead> <tr> <th style="width: 50%;">I should.....</th> <th style="width: 50%;">I should not.....</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> </tr> <tr> <td>3.</td> <td>3.</td> </tr> </tbody> </table>	I should.....	I should not.....	1.	1.	2.	2.	3.	3.
I should.....	I should not.....								
1.	1.								
2.	2.								
3.	3.								
Process	The teacher will help children to express their thoughts correctly in English.								
TLM	As stated in the activities								

Level	3
Grade	6,7,8

Learning Recovery and Enhancement Package

Topic	Referring to dictionary
Learning Outcome	Refers to the dictionary to check meaning and spelling.
Activity 2	<p>Let's read the following story-</p> <p style="text-align: center;">The Hidden Treasure</p> <p>Long, long ago there was a farmer. His name was Madhab. He had two sons- Pankaj and Rajen. They were very lazy and never liked to work. Madhab was worried because his sons didn't help him in the field.</p> <p>One day, Madhab took his sons to the field. Pointing to the field he said, "Look. There's treasure hidden under the ground. You must find it.</p> <p style="padding-left: 40px;">"Treasure!" Pankaj and Rajen exclaimed.</p> <p style="padding-left: 40px;">"Yes, it will be all yours, if you can find it. But first you must dig the ground to get it." Madhab said and smiled.</p> <p style="padding-left: 40px;">Pankaj and Rajen were delighted to hear this. "Now, we can be rich without doing much work. We must dig up the field at once," they said.</p> <p style="padding-left: 40px;">Early next morning, Pankaj and Rajen went to the field and began dig it. They dug up the whole field but found no treasure. They wondered where the treasure lay.</p> <p style="padding-left: 40px;">"Now that we have dug up the field, let's plant something," said Pankaj. "Let's sow paddy in it," Rajen suggested. They informed their father that they found no treasure in the field. They also told him that they would sow paddy in the field.</p> <p style="padding-left: 40px;">A few months later, Pankaj and Rajen visited the field. How excited they were to see the beautiful crops that filled the field.</p> <p style="padding-left: 40px;">When the paddy was ripe and golden, Madhab took Pankaj and Rajen to the field.</p> <p style="padding-left: 40px;">"Look! Here's the treasure that I promised you. It's yours now. I am proud of you."</p> <p style="padding-left: 40px;">Pankaj and Rajen realized that hard work is always rewarded.</p>
Activity 3	<p>Make a list of unfamiliar words from the story and find out the meaning of the words using a dictionary-</p> <p>Worry: _____</p> <p>Hidden: _____</p> <p>Dig: _____</p> <p>Delight: _____</p> <p>_____ : _____</p>
Process	The teacher will ask the students to go through the given text carefully to list out unfamiliar words from the text. The students will follow the teacher's instruction.

Learning Recovery and Enhancement Package

	<p>Students will show the newly listed out words to the teacher. (Eg. Worry, hidden, dig, delight)</p> <p>The teacher will instruct the students to follow the steps given to find out the meaning of the words in the dictionary.</p> <p>Step 1. Choose the word you want to look up.</p> <p>Step 2. Find the letter that the word begins with.</p> <p>Step 3. Go to the dictionary, and open the page with the relevant letter.</p> <p>Step 4. Write the meaning of the word and check the spelling.</p>
TLM	As stated in the process