

Duration—6 Weeks



Bridge Programme

English

Duration—6 Weeks

GRADE 5

ENGLISH

BRIDGE PROGRAMME FOR GRADE 5

First Edition

March 2025 Chaitra 1947

© **National Council of Educational
Research and Training, 2025**

ALL RIGHTS RESERVED

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page, Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

OFFICES OF THE PUBLICATION

DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : *M. V. Srinivasan*

Chief Editor : *Bijnan Sutar*

Chief Business Manager : *Amitabh Kumar*

Editor : *Shilpa Mohan*

Cover and Layout

Fatma Nasir

From the Director's Desk

Dear Students and Teachers,

The National Council of Educational Research and Training (NCERT) warmly welcomes all students stepping into Grade 5, the culminating year of the Preparatory Stage. This grade marks a significant transition, as we align our educational practices with the transformative vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

Our commitment is to provide a learning experience that is joyful, innovative, and deeply rooted in Indian ethos. The new syllabus and teaching-learning material are designed for experiential, discovery-based, and inquiry-driven learning, making education a truly enriching journey. However, we know that our students are transitioning from the old curriculum which differs from this new approach. To bridge this gap and ensure a smooth and effective transition, we have developed a comprehensive six-week Bridge Programme across all subject areas, including English.

This Bridge Programme is designed to prepare students for the innovative pedagogical approaches and content that await them in Grade 5. It provides detailed guidelines for teachers and engaging activities for students, ensuring a holistic development. As Grade 5 serves as a bridge to the Middle Stage, it is vital for laying a strong foundation for future learning.

We believe that after successfully completing this Bridge Programme, students will be well-equipped to fully appreciate and benefit from the new textbooks and other teaching-learning material. I earnestly urge all teachers to embrace the spirit of NEP 2020, fostering a culturally rooted, experiential education that resonates with the ethos of *Vasudhaiva Kutumbakam* — “The world is one family.” This is the first step in our journey, and together, we can demonstrate to the entire education fraternity the power of collaboration and teamwork in delivering quality education to every student.

Let us embark on this journey with dedication and enthusiasm, ensuring that every student experiences the joy of learning and achieves their full potential.

DINESH PRASAD SAKLANI

Director

National Council of Educational Research and Training

Bridge Programme Development Team

Advice and Guidance

Dinesh Prasad Saklani, *Professor and Director*, NCERT

Manjul Bhargava, *Professor and Co-chairman*, National Syllabus Teaching Learning Committee (NSTC)

Anurag Behar, *Member*, National Curriculum Frameworks Oversight Committee (NOC)

Gajanan Londhe, *Head*, Programme Office, NSTC

Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development (DCS&D), NIE, NCERT

Contributors

Meenakshi Thakur, *Assistant Professor*, Department of Education in Languages (DEL), NCERT

Nidhi Tiwari, *Professor*, DEL, NCERT

Vaishali Sukhija, *Member*, Programme Office, NSTC

Kalpana Manwal, *Assistant Teacher (Primary)*, School of Excellence, Rohini

Varada Mohan Nikalje, *Professor*, Department of Elementary Education (DEE), NCERT, (**Member-convener**)

Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the support and guidance of Sankar Prasad Mohanty, *Professor*, DCS&D; Vijayan K., *Professor*, DCS&D; Binay Pattanayak, *Chief Consultant*, Programme Office, NSTC; and Shivani Saini, *Assistant Professor*, DCS&D, NCERT, in the development of this bridge programme.

The Council acknowledges and appreciates the contributions made by Geyin Boli, *Assistant Professor*, Sonamshree, *Junior Project Fellow*, and Jyotika, *Junior Project Fellow*, from the Department of Elementary Education, NCERT for providing support in the development of the bridge programme.

Special thanks are also due to the Publication Division, NCERT for their support. NCERT gratefully acknowledges the contributions made by Surender Kumar, *In charge*, DTP Cell, and Sanju Sharma, *DTP Operator* (Contractual); Lomesh Giri and Maya, *Proofreaders* (Contractual).

Contents

<i>From the Director's Desk</i>	iii
<i>About the Bridge Programme</i>	vii
Teachers' Section	1
Students' Section	19
WEEK 1	
W1.1: Fun with Words	19
W1.2: Shared Writing	20
W1.3: Paragraph Completion	21
W1.4: Look at the Pictures and Guess the Games	21
W1.5: Complete the Following Story	22
W1.6: Crossword Puzzle	23
WEEK 2	
W2.1: Traffic Rules	24
W2.2: Without referring to the text, answer the questions	25
W2.3: Signs	26
W2.4: Find the Error	28
W2.5: Countable and Uncountable Nouns	29
W2.6: Letter Writing	30
WEEK 3	
W3.1: Matchstick Puzzle	31
W3.2: Spot the Difference	32
W3.3: Picture Story	32
W3.4: On the Moon	33
W3.5: Multilingualism	33
W3.6: Group Work: Prepare a presentation	33
WEEK 4	
W4.1: Word Groups	34
W4.2: Write a paragraph using the given clues	34
W4.3: Describe the actions in the picture	35
W4.4: Circle the Odd One Out	35
W4.5: Pronouns	35
W4.6: Opposites (Vocabulary in context)	36
W4.7: Independent Writing	36

WEEK 5

W5.1: Look at the pictures below. Use the clues and complete the paragraph	37
W5.2: Pronunciation Practice	38
W5.3: Anagrams	38
W5.4: Possessive pronouns	39
W5.5: Green Umbrellas	39
W5.6: Read the colours but not the words	41

WEEK 6

W6.1: Games	42
W6.2: Game Rules	43
W6.3: Combine the sentences as indicated	43
W6.4: Poem: This is my story	44
W6.5: Frog's Homophone Hunt	46
W6.6: Let us listen	47
Let us write	47
Let us do	48

Introduction

Language lies at the centre of human cognitive, social, and cultural experiences. It enables effective communication, which is integral to the formation and functioning of societies and cultures. Language also serves as an indispensable tool for acquiring, accumulating, and advancing knowledge.

Language learning is, therefore, an important aspect of NCF-SE 2023. It develops students' abilities to express ideas and feelings, be creative, think rationally, make well-informed choices, and act on those choices.

NEP 2020 visualises three paradigm shifts in school education that guide the NCF-FS and the new textbooks of English. They are:

1. Transitioning to a more multidisciplinary and holistic education.
2. Transitioning to an emphasis on critical and analytical thinking rather than rote learning.
3. Transitioning to a new curricular and pedagogical structure.

The teacher's section provides the pedagogical rationale for each activity. The student's section contains the activities only, to be downloaded or photocopied for use.

Teacher's Section

Pedagogy for Teaching English

To engage young children and improve vocabulary and pronunciation, the textbook incorporates stories, rhymes, and games.

Communication skills are developed through conversations and role-playing. Learners are already familiar with sentence structures; some more complex ones may be gradually introduced.

Poetry

Students may be familiar with rhymes and songs of their mother tongue. However, English being L2, the students will have varying degrees of exposure. As teachers, you are aware that rhymes have a pleasing rhythm and repetitive phrases.

Setting the Context

Introduce the topic or theme of the poem and discuss any relevant background information.

Word Association

Encourage the students to identify interesting or descriptive words in the poem and discuss their meanings.

They may attempt creative writing, such as:

*Time to say good night
Now it's time to say good night,
Good night, sleep tight.
Now the sun turns out his light,
Good night, sleep tight.*

Drawing the learners' attention to this aspect will help them with creating their own poems. You, as a teacher, may give them prompts and rhyming pairs to facilitate the process. The entire process in itself is as important as the product.

Prose

Prose can significantly contribute to developing English language learning in the classroom. Here are some strategies by which educators can use to effectively illuminate the world of prose for their students:

1. **Pick Relevant Texts:** When teaching prose, the initial step is selection. Choose stories with relatable characters and interesting plots.
2. **Scanning for Keywords:** Understanding prose often starts with the ability to identify key information quickly. This helps students to grasp the main idea, save time, and build vocabulary.
3. **Set the Stage:** Use visuals or props related to the story to spark interest. Relate it to the chapters from earlier grades, if applicable.
4. **Read Aloud:** Use different voices and expressive reading. Have students take turns reading aloud to practise fluency and build confidence.
5. **Engage through Questions**
 - **Before Reading:** Ask predictive questions about the title and illustrations.
 - **During Reading:** Pause to ask questions that encourage thinking and discussion.
 - **After Reading:** Discuss themes and characters.
6. **Writing Tasks:** Assign creative writing prompts that tie in with the themes or styles of the prose.

Week-wise Timetable (As per the illustrative timetable given in NCF-SE 2023)

Week	Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Satur-day	Total weekly Time avail-able in Hours for English
Week 1 (W1)	English	—	2 Periods	2 Periods	2 Periods	2 Periods	—	3 hr 20 min
Week 2 (W2)	English	—	2 Periods	2 Periods	2 Periods	2 Periods	—	3 hr 20 min
Week 3 (W3)	English	—	2 Periods	2 Periods	2 Periods	2 Periods	—	3 hr 20 min
Week 4 (W4)	English	—	2 Periods	2 Periods	2 Periods	2 Periods	—	3 hr 20 min
Week 5 (W5)	English	—	2 Periods	2 Periods	2 Periods	2 Periods	—	3 hr 20 min
Week 6 (W6)	English	—	2 Periods	2 Periods	2 Periods	2 Periods	—	3 hr 20 min

Activity-wise Timetable

An illustrative activity-wise timetable for English based on the above timetable is given below. The details of each activity are given later in the student's section.

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1 (W1)	—	W1.1 W1.2	W1.3	W1.4	W1.5 W1.6	—
Week 2 (W2)	—	W2.1 W2.2	W2.3 W2.4	W2.5	W2.6	—
Week 3 (W3)	—	W3.1 W3.2	W3.3	W3.4 W3.5	W3.6	—
Week 4 (W4)	—	W4.1 W4.2	W4.3 W4.4	W4.5 W4.6	W4.7	—
Week 5 (W5)	—	W5.1 W5.2	W5.3 W5.4	W5.5	W5.6	—
Week 6 (W6)	—	W6.1 W6.2	W6.3	W6.4	W6.5 W6.6	—

WEEK 1

1. Fun with Words

In this activity, words are strung together like pearls on a thread. However, these cannot be just any words. All of them have to begin with the same letter of the alphabet.

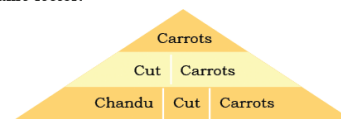
2. Shared Writing (monthly journal)

Shared writing is a collaborative writing activity where you and young learners work together to evolve a text. Children gain knowledge as they are continually exposed to print in their environment and activities related to writing, such as making lists, writing events, etc.

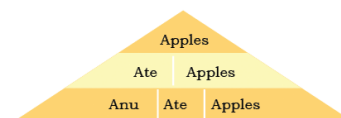
The aforementioned activity is a stepping stone to activities like diary writing and journaling. You may introduce similar small tasks to your learners to notice all that happens at home or in their surroundings. Each day, you may devote 5–10 minutes to ask them questions that focus on recalling the events of the day before, for example, “How many vegetable/fruit vendors did you notice on your way home?”, “When did you finish your homework?”, etc.

Fun with Words

B. Notice that the first letter of each word has the same letter.

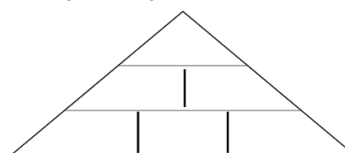


The first letter of each word is _____.



The first letter of each word is _____.

C. Write down similar words as shown above using your name or any name of your choice.

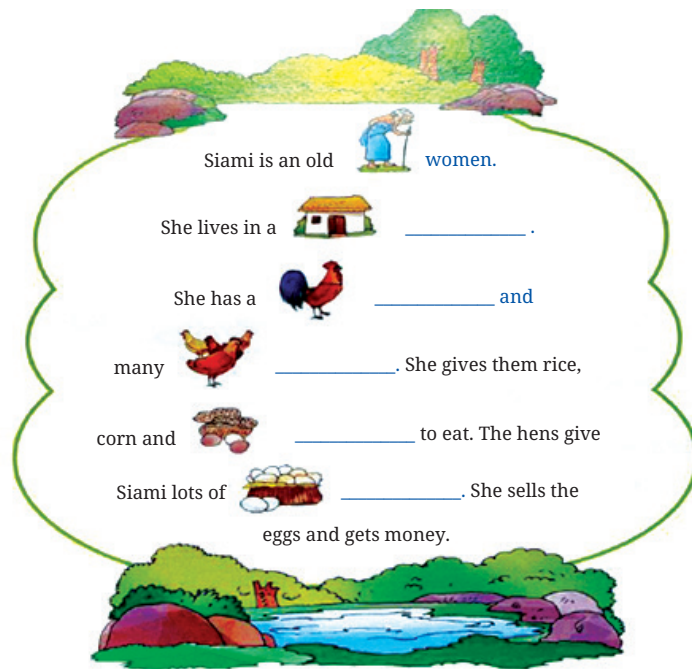


The first letter of each word is _____.

Invite the students' attention to the model monthly journal. Then, ask the students to prepare a similar kind of journal for the current month starting from the same day. Let them present it in the class.

3. Paragraph Completion

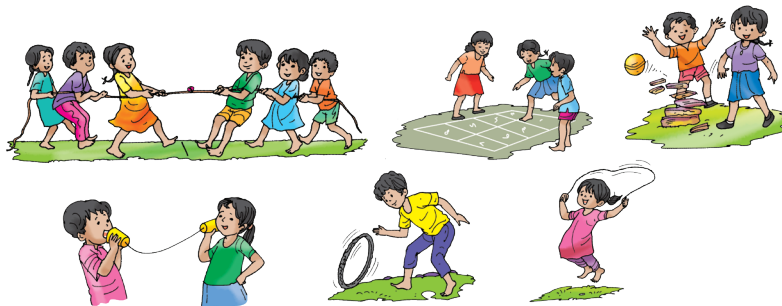
Writing: Each picture in this paragraph stands for a word. Write the correct word in each blank. The first blank has been done for you.



In pairs, now ask the students to create a short paragraph of their own, similar to the above.

4. Games

This picture-based exercise inspires students to think critically and organise their thoughts coherently.

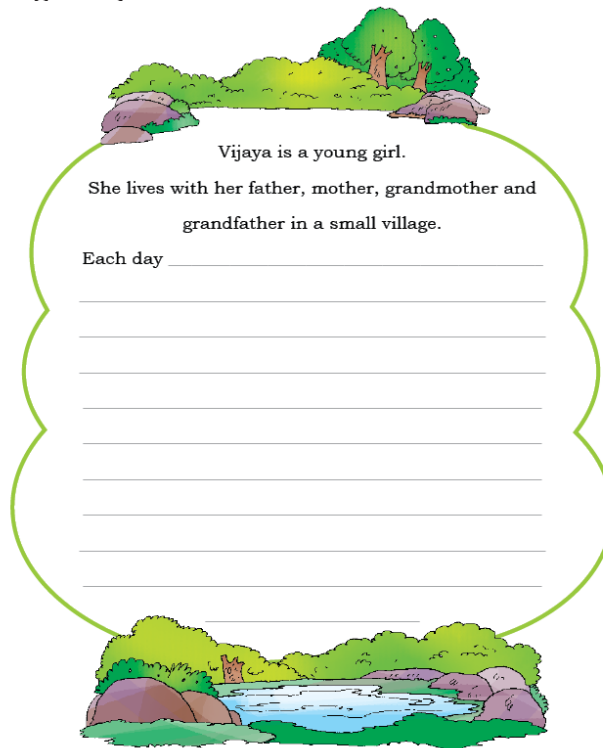


The four-block approach is reinforced in this activity, which encourages children to move from guided writing towards independent writing. Some guidance is provided in the initial sentences, but once the

background is fixed, the composition depends entirely on the imagination of the learners.

5. Complete the Following Story

In addition to daily routine (getting ready to go to school) children may be encouraged to think of other possible activities in a small village. This activity will help learners to learn to structure longer compositions creatively and logically.



6. Crossword Puzzle

Hint: All the answers are related to toys and games.



Across

2. A round object that spins on a needle
3. An object used to hit a ball
4. A round glass ball used for playing

Down

1. A game played using a ball and your foot
3. A round object used to play
5. A seat tied by ropes and which moves front and back

Cross-curricular Integration

Cross-curricular integration promotes a multifaceted learning environment in school education. It helps learners find connections among topics.

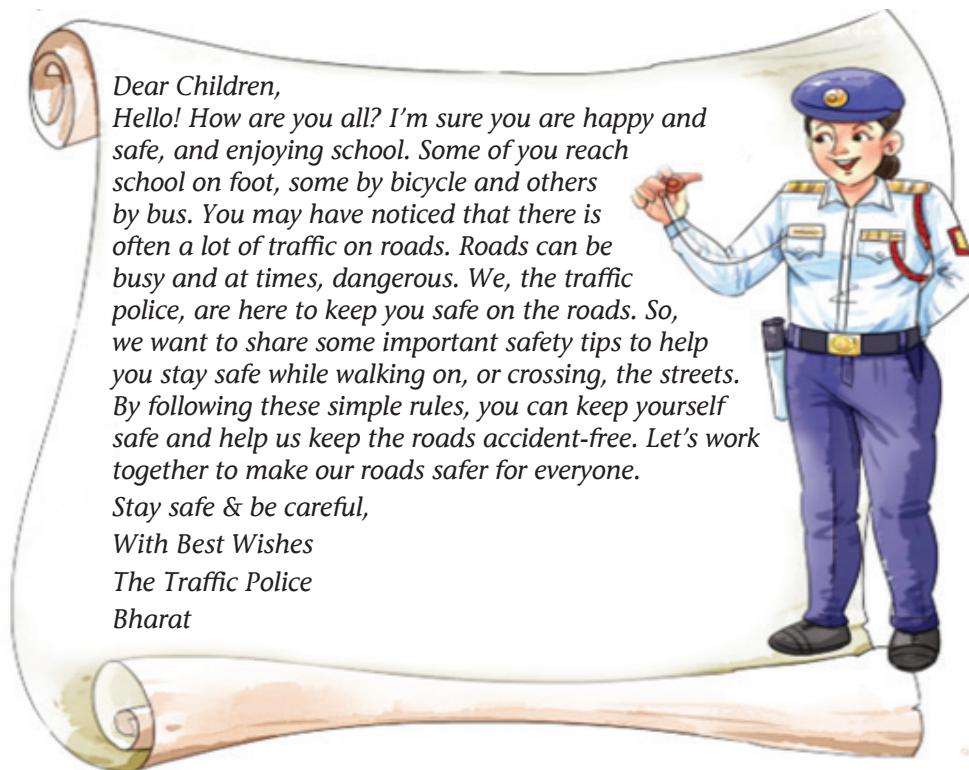
Thought-provoking questions may be asked to focus students' attention on aspects, such as:

- the unique movement of the doll developed by Tamil craftsman.
- the Channapatna wooden creations.
- the spinning top and its pan-India presence.
- the miniature Chandrayaan.

Divide children into groups and suggest projects based on the above. Each group can make a short presentation after a stipulated time.

WEEK 2

1. Read the following text and answer the questions that follow:



Rule 1: ALWAYS USE THE ZEBRA CROSSING

When you need to cross the road, look for a black and white strip which is known as "Zebra Crossing". Look right, then left, again right to ensure that no vehicles are coming. Cross only when it's safe.



Rule 2: FOLLOW THE TRAFFIC LIGHTS

Traffic lights are installed on very busy roads to regulate movements. Wait for the pedestrian signal to turn green before crossing. Never run across the road. It's safer to walk calmly!



Rule 3: WALK ON THE FOOTPATHS

Footpaths are meant for pedestrians. Always walk on them and stay away from moving vehicles.



2. Without referring to the text, let students solve A and B given in the student section. Use this opportunity to initiate speaking on each point.
3. Conduct and interact with learners on whether they have seen these signs, if so where, what do they indicate, and how they are useful to people irrespective of their linguistic background. Ensure that each child speaks in English, about any one sign.

Identify the following symbols and write their meanings.

Help box

- School ahead
- No littering
- Gents restroom
- Handicapped
- Drive slow
- U turn
- No honking
- Ladies restroom
- Right turn
- No left turn
- Danger ahead





A. Classify the following activities as "safe" and "unsafe".

- [illegible]

The teacher may ask students to explain why there are errors. You may assess as to how the child arrived at a wrong explanation. Then ask the children to list out the errors.

- Look at the following picture below and spot atleast 8 errors.



5. Introduce the students to the concept of Countable and Uncountable Nouns.

- Now, Classify the following into countable and uncountable nouns.

Traffic, Pollution, Helmet, Buses, Cars, Speed, Pedestrian, Bicycle, Safety, transportation, fuel

Countable Nouns	Uncountable nouns

- Read the recipe below. Underline the countable nouns and circle the uncountable nouns.

Recipe: Yummy banana milkshake

Step 1: Peel two bananas and put them in a blender.

Step 2: Pour milk into the blender one glass of

Step 3: Add sugar and a little honey for sweetness.

Step 4: Blend everything until smooth.

Step 5: Add some ice cubes and enjoy your banana milkshake!

6. Letter Writing

WEEK 3

1. The following activity supports students in developing cognitive skills to think critically and creatively.

Matchstick Puzzle

After the activity is completed, students may be encouraged to describe the steps involved. You may facilitate the process by helping children focus

- on words that indicate placement or movement (left, right, shift, etc.).
- on words that indicate the sequence of steps (first, next, and then).

FUN WITH MATCHSTICKS

Activity: Fix the equation.

Objective: Move matchsticks to make the equation correct.

One puzzle has been solved for you.

$$9 - 2 = 8$$

Solution

$$8 - 2 = 6$$

Now, solve the following equation by moving 1 matchstick.

$$9 + 9 = 9$$

2. Spot the Difference

Look at the two pictures. They seem identical, but they are not. There are eight differences. Work in pairs and see if you can spot them all.

Point out the eight differences between the two pictures given below:



This activity entails finding a certain number of differences between two very similar pictures. This helps young learners to learn to notice details and to concentrate. They also realise that there can be small but important differences.

Next ask children to write down the eight differences as statements, in two columns, as indicated below.

Picture 1	Picture 2
There is a _____ _____	There is no _____ _____

3. Picture Story

This activity shown below describes a process.



These pictures tell us how a mother bird made a kite for her baby bird.

little chick — kite, onion peel — thread from spider web
— gum from a tree — leaf blade from the palm tree

Use the above clues to write a paragraph. Use linking words, such as 'Then', 'Next' 'After that', etc. Give it a suitable title.

4. On the Moon

Have a conversation with children about the moon. Some of them may not be aware of the conditions there (such as no air to breathe). Talk about Chandrayaan and the role of women scientists. Then conduct the activity as pair work.

Imagine you are invited by the scientists to spend 10 days on the moon. Make a list of items that you would like to take with you.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |



Multilingualism

Explain to learners that all of them, as well as teachers, speak different native languages. The following two activities are related to multilingualism: the first is pair work, and the next is group work.

5. Pair Work



Do you know a song or a story about the moon in your mother tongue? If not, ask your family members and share it in the class.

6. Group Work

Prepare a presentation on any festival related to the moon.

WEEK 4

1. Word Groups

Look at the pictures and write their names. One has done for you.



st	ch	gl
Stairs		

Now add 5 words each for PL, PR, CR, and FR. Next, share the words with your desk-mate. You can now add them to your list!

2. Write a paragraph about the picture using the following clues.

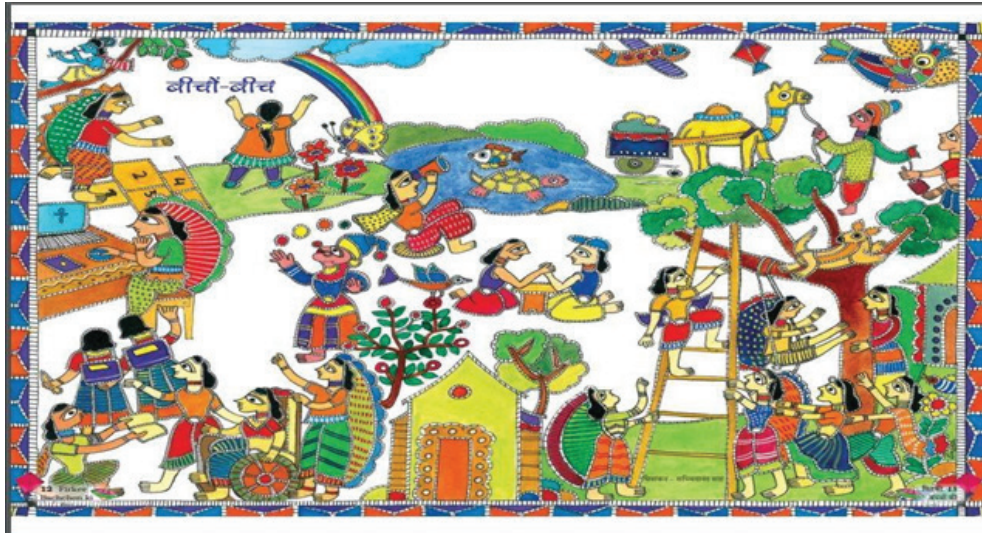
park	children	playing	see-saw
swings	slide	enjoying	happy



What do you think is missing? If you were the artist, what else would you draw in the picture?

3. Describe What Everyone is Doing in the Picture.

The teacher may begin this activity by encouraging learners to describe the picture in their home language. Notice the use of English words as they describe the picture. Emphasise the use of the present continuous tense while describing the picture. Provide the verbs in a helpbox, if required.



WHO	IS/ARE	DOING WHAT (ACTION)
Two girls	Are	going to school
A woman	is	typing on a computer

For example,

- Two girls are going to school.
- A woman is typing on a computer.

4. Circle the Odd One Out

- | | | | |
|-----------|---------|----------|---------|
| 1. cotton | silk | wooden | woollen |
| 2. sad | unhappy | thrilled | tearful |
| 3. talk | kind | speak | discuss |
| 4. noisy | quiet | silent | calm |

5. Pronouns

Pronouns are words that are used in place of nouns in a sentence. Read the following sentences:

Rita is a little girl. Rita studies in Grade 3. Rita has many friends.

In the above sentences, notice that the word 'Rita' has been used many times.

Now read the following sentence:

Rita is a little girl. She studies in Grade 3. She has many friends.

6. Opposites (Vocabulary in context)

Read the following sentences. Rewrite each sentence following the example given to you.

You are a young man.	You are an old man.
Turn to your right.	
I have an old book	
The teacher told the students to sit down.	
May I come in?	
Please switch off the fan.	
Khushi is right.	

Further, it will help you to evaluate your learners' understanding of opposites. Learners often make the mistake of considering gender, person, etc., for writing opposites. For example, he-she, man-woman.

I am a young man. (change at the level of person)

You are a young woman. (change at the level of gender)

This exercise could act as a starting point for discussing such common mistakes.

1. Independent Writing

Paragraph writing

The objective is to write a short factual passage on the tiger without a help box or any guidance. Write a paragraph on the tiger. (100 words)



WEEK 5

Children need to relate the words in the help box to the pictures and complete the paragraph. Use the activity to inculcate values of empathy and compassion towards all living creatures.

1. Look at the pictures given below. Use the clues in the help box to fill in the blanks and complete the paragraph.



was clapping
were sitting
was entering

was scattering
was hanging
was feeding

2. Pronunciation Practice

Good pronunciation is achieved mainly through listening. 'Good' does not mean following the British pronunciation; it only means that the speaker should be intelligible.

1. The following words may be said aloud by the teacher for the learners to listen and to repeat. In addition, audio support may also be used.

game

get

gate

give

Teachers must ensure that the vowel sound should be clear.

A similar exercise with other consonants may be conducted. The exercise is attached in the students' section.

3. Anagrams

It will help students expand their vocabulary by exploring different letter combinations, improve spelling skills, and can motivate learning through a fun and engaging puzzle-like activity.

4. Possessive pronouns indicate ownership or relationship of a thing/person with another thing/person.

For example,

- The hook on the table is mine.
- The blue handbag is hers.
- There is a new cycle near the gate, is it yours?

5. Read the Passage: GREEN UMBRELLAS

Reading Comprehension

Reading comprehension is the ability to understand the text at different levels, and be able to get layers of meaning from it. It includes the following sub-skills:

- **Locating information:** Being able to locate specific information in a text is an essential skill. This exercise will enhance their ability to distinguish between main ideas and supporting details, fostering critical thinking and analytical skills.
- **Identifying the main idea:** The objective is to guide students in recognising the central idea that the author wishes to convey. By mastering this skill, students will improve their critical thinking.
- **Interpreting ideas:** The goal is to guide students in making sense of the information presented and drawing connections between different parts of the text. By developing this skill, students can enhance their analytical abilities.
- **Inferring meanings from the given text:** This is an essential skill that involves reading between the lines to understand the implied or underlying messages.

6. This activity seems simple but can be cognitively demanding. It involves two different kinds of processing in the mind.

B. Have fun!

Here is a fun task for you! Look at the words.

Read out the COLOUR but not the words.

For example:

The word 'yellow' is written in green colour, so you should read **YELLOW** as GREEN instead of YELLOW for the first word.



YELLOW

BLUE

ORANGE

BLACK

RED

GREEN

PURPLE

YELLOW

RED

BLUE

ORANGE

BLACK

WEEK 6

1. The below-mentioned games involve a lot of physical and mental strength. Discuss what other physical and mental benefits can be achieved by the games mentioned above.



- Have you played any of these games before?
- Discuss with your partner about the games you recognise.
- Which one is your favourite? Why do you enjoy playing it?

2. This activity helps students develop their formal writing skills by structuring a rules guide with clarity and coherence. By describing the game rules, they learn how to explain instructions logically and concisely, improving their ability to communicate ideas effectively.

Game:

Time: Number of players:

Material needed:

Rules:

.....

.....

.....

.....

.....

.....

.....

.....

Foul:

.....

.....

.....

.....

.....

3. Combine the following sentences as indicated in the example.

1. (i) I have some clothes.

(ii) I want to wash them.

Ans. I have some clothes to wash.

This activity aims to enhance students' understanding of how to combine sentences smoothly. It also helps them recognise how verbs and actions can be linked efficiently in a sentence.

4. Poem: The goal of teaching poetry to Grade 5 students is to improve their language skills, to be creative, and help them enjoy the rhythm and sounds. Poetry also helps students understand and share their feelings and learn new words. They may also attempt creative writing exercises.

Poem:

This is my story

*You must have seen me
in the rain*

*Sitting in a little pond or
in a drain.*

Student's Section

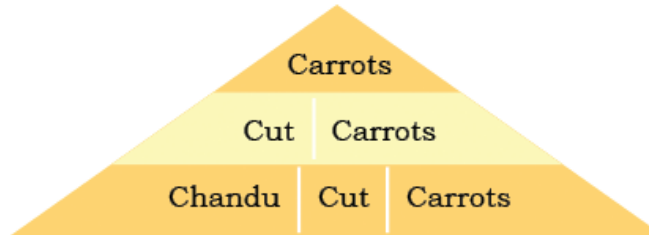
WEEK 1

W1.1: Fun with Words

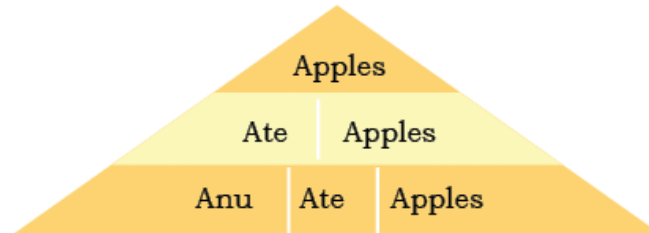
In this activity, words are strung together like pearls on a thread. However, these cannot be just any words. All of them have to begin with the same letter of the alphabet.

Fun with Words

- B. Notice that the first letter of each word has the same letter.**

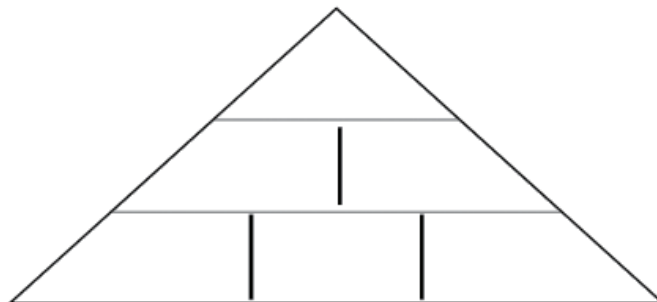


The first letter of each word is _____.



The first letter of each word is _____.

- C. Write down similar words as shown above using your name or any name of your choice.**



The first letter of each word is _____.

W1.2: Shared Writing: Something from us. Something from you.

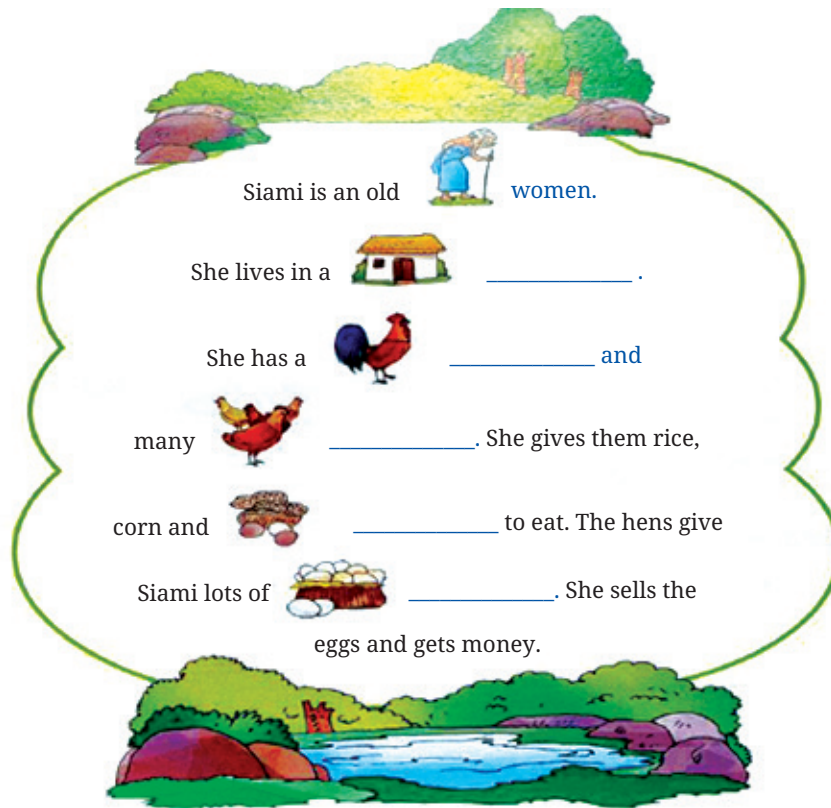
Below is the monthly journal/planner that Veena wrote. She wrote about the important activities that happened every day.

Monthly Journal: January 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 We celebrated our friend Ranjit's birthday	3	4	5	6
7	8	9	10 I did well in the English test today	11 New moon day	12	13 We went to our grandparent's house. I am thankful that she is healthy.
14 We made arrangements for Sankranti	15 Makar Sankranti	16	17	18	19	20
21	22	23	24	25  I am happy to watch the beautiful full moon.	26 Republic Day Our headmaster unfurled the flag. I participated in the march past.	27
28 We went to the 	29	30	31			

W1.3: Paragraph Completion

Writing: Each picture in this paragraph stands for a word. Write the correct word in each blank. The first blank has been done for you.



In pairs, now create a short paragraph of your own, similar to the one given above.

W1.4: Look at the Picture and Guess the Game

Look at the pictures given below. Do you know these games? Have you played them? What do you call them in your mother tongue?

Now, choose one of the pictures. Think of a few sentences about it. Share it with the class. Make sure you listen to your classmates as well.

In pairs, select one of the pictures. Write a short paragraph jointly.





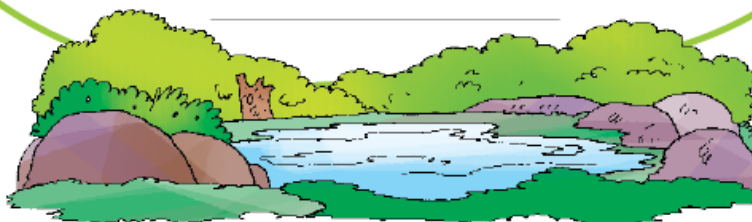
W1.5: Complete the Following Story



Vijaya is a young girl.

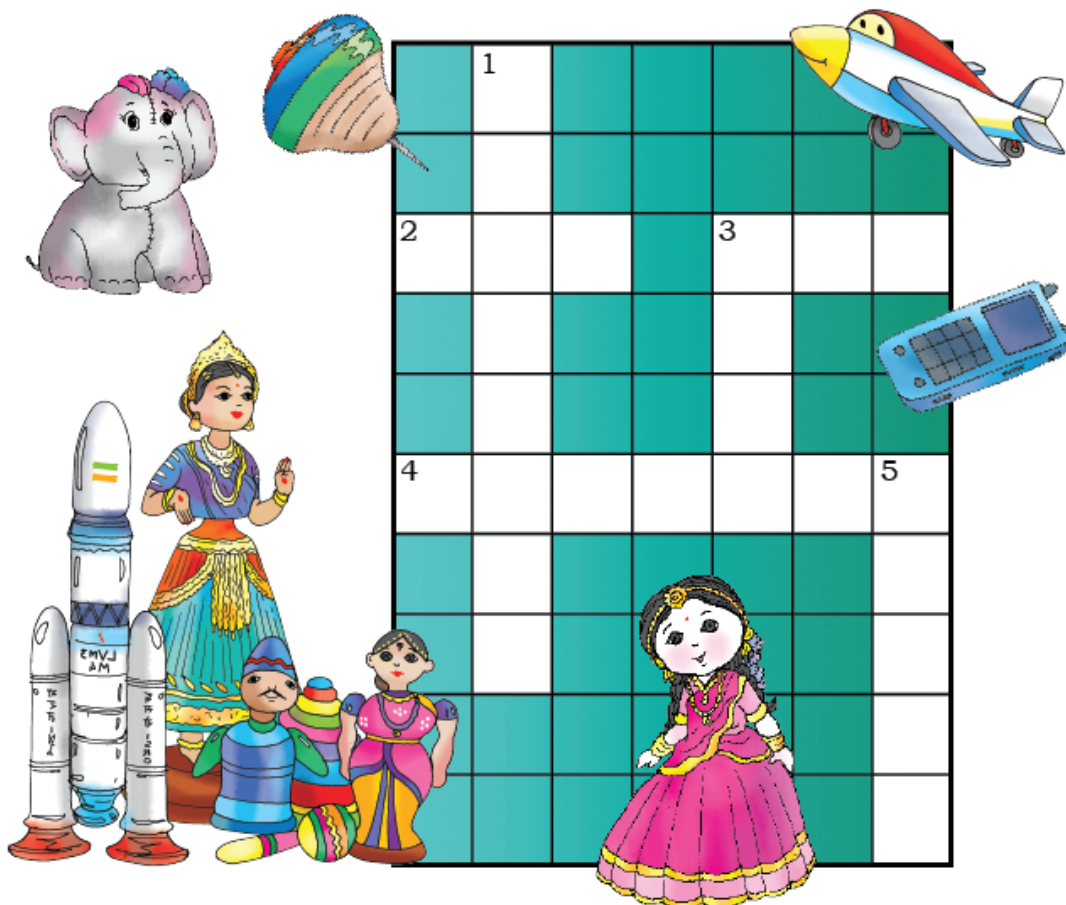
She lives with her father, mother, grandmother and
grandfather in a small village.

Each day _____



W1.6: Crossword Puzzle

Hint: All the answers are related to toys and games.



Across

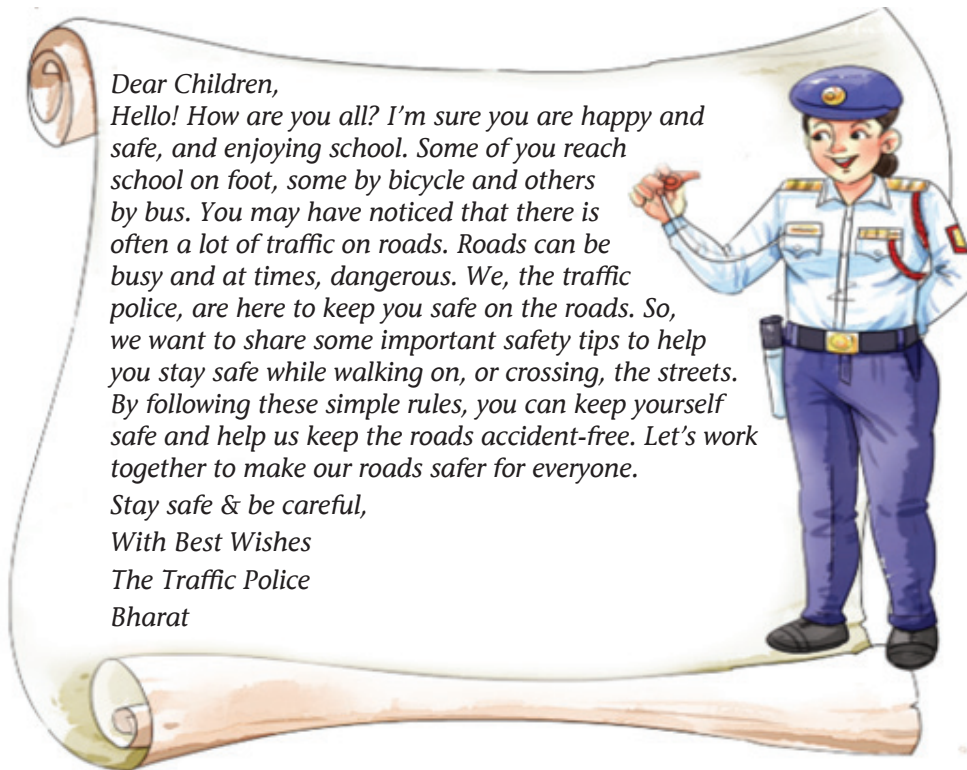
2. A round object that spins on a needle
3. An object used to hit a ball
4. A round glass ball used for playing

Down

1. A game played using a ball and your foot
3. A round object used to play
5. A seat tied by ropes and which moves front and back

WEEK 2

W2.1: Traffic Rules



Answer the following questions based on the text

1. What should you do before crossing a road?
2. Why should you not play on the footpath?
3. Why should you hold an adult's hand while crossing the road?

Rule 1: ALWAYS USE THE ZEBRA CROSSING

When you need to cross the road, look for a black and white strip which is known as "Zebra Crossing". Look right, then left, again right to ensure that no vehicles are coming. Cross only when it's safe.



Rule 2: FOLLOW THE TRAFFIC LIGHTS

Traffic lights are installed on very busy roads to regulate movements. Wait for the pedestrian signal to turn green before crossing. Never run across the road. It's safer to walk calmly!



Rule 3: WALK ON THE FOOTPATHS

Footpaths are meant for pedestrians. Always walk on them and stay away from moving vehicles.



W2.2: Without referring to the text on traffic rules, answer the following questions.

Let us Learn

True or False.

1. You should always walk on the footpath.
2. It is safe to run while crossing the road.
3. You should use the zebra crossing to cross the road.
4. Wearing dark clothes in the evening makes you more visible.
5. It is safe to play near the road.
6. You should wear headphones while walking on the road.

Encircle the correct option.

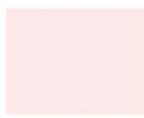
1. What should you do before crossing a road?
 - a) Run quickly
 - b) Stop, look right, then left
 - c) Close your eyes
2. Where should you walk near the road?
 - a) On the footpath
 - b) On the road
 - c) In the middle of the vehicles
3. Why should you avoid using headphones on the road?
 - a) It looks bad
 - b) It makes you run faster
 - c) It can distract you from traffic sounds.

W2.3: Signs

Identify the following symbols and write their meanings.

Help box

- School ahead
- No honking
- No littering
- Ladies restroom
- Gents restroom
- Right turn
- Handicapped
- No left turn
- Drive slow
- Danger ahead
- U turn





Let us Do

A. Classify the following activities as “safe” and “unsafe”.

- Looking right and left before crossing.
- Playing on the road
- Crossing at a zebra crossing
- Walking on the footpath
- Listening to loud music on the road

Safe	Unsafe
.....
.....
.....
.....
.....

W2.4: Find the Error

- Spot what's wrong with the picture.

Look at the following picture below and spot atleast 8 errors.



1.
2.
3.
4.
5.
6.
7.
8.

W2.5: Countable and Uncountable Nouns

Classify the following as "C" (Countable) and "U" (Uncountable).

- | | |
|-------------------------|------------------------|
| • Bananas | • Lemonade |
| • Biscuits | • Flour |
| • Curd | • Chocolates |
| • Tomatoes | • Tomato ketchup |
| • Sandwiches | • Potatoes |
| • Mashed potatoes | • Coffee |
| • Coffee jars | • Tables |

Now, Classify the following into countable and uncountable nouns.

Traffic, Pollution, Helmet, Buses, Cars, Speed, Pedestrian, Bicycle, Safety, transportation, fuel

Countable Nouns	Uncountable nouns

Read the recipe below. Underline the countable nouns and circle the uncountable nouns.

Recipe: Yummy banana milkshake

Step 1: Peel two bananas and put them in a blender.

Step 2: Pour milk into the blender one glass of

Step 3: Add sugar and a little honey for sweetness.

Step 4: Blend everything until smooth.

Step 5: Add some ice cubes and enjoy your banana milkshake!

W2.6: Letter Writing

- Write a letter to the traffic police of India to thank them and promise to follow all the traffic rules and stay safe.

Dear Traffic police officer,

Thank you for keeping us safe on the roads. You work so hard to make sure everyone follows the rules and no one gets hurt. I see how you stand in the sun, rain, and cold to help us.

I have read your letter carefully and understood that

[illegible]

Jai Hind

Name

Class

WEEK 3

W3.1: Matchstick Puzzle

Activity: Fix the equation.

Objective: Move matchsticks to make the equation correct.

One puzzle has been solved for you.



Solution



Now, solve the following equation by moving 1 matchstick.



W3.2: Spot the Difference

Look at the two pictures. They seem identical, but they are not. There are eight differences. Work in pairs and see if you can spot them all.



Now, write down the eight differences as statements, in two columns, as indicated below.

Picture 1	Picture 2
1. There is a	1. There is no

Introduce linking words, such as 'First', 'Next' 'Lastly' in this activity.

W3.3: Picture Story



These pictures tell us how a mother bird made a kite for her baby bird.

little chick — kite, onion peel — thread from spider web
— gum from a tree — leaf blade from the palm tree

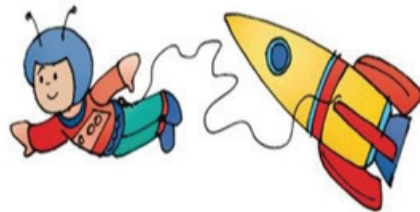
Use the above clues to write a paragraph. Use linking words, such as 'Then' 'Next' 'After that', etc. Give it a suitable title.

W3.4: On the Moon

Do this activity in pairs.

Imagine you are invited by the scientist to spend 10 days on the moon. Make a list of items that you would like to take with you.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |



W3.5: Multilingualism

Do you know a song or a story about the moon in your mother tongue? If not, ask your family members and share it in the class.



W3.6: Group Work

Prepare a presentation on any festival related to the moon.

WEEK 4

W4.1: Word Groups

Look at the pictures and write their names. One has done for you.



st	ch	gl
Stairs		

Now, add 5 words each for PL, PR, CR, and FR. Next, share the words with your desk-mate. You can now add them to your list!

W4.2: Write a paragraph about the picture using the following clues.

park	children	playing	see-saw
swings	slide	enjoying	happy



What do you think is missing? If you were the artist, what else would you draw in the picture?

English



For examples,

- ## W4.4: Circle the Odd One Out

- ## W4.5: Pronouns

Rita is a little girl. Rita studies in Grade 3. Rita has many friends.

Now read the following:

35

Fill in the blanks with suitable pronouns:

- Mother is not at home. _____ may have gone to the market.
- Get the dictionary. The teacher wants ____ now.
- Arun is a good doctor. _____ takes care of his patients.
- Can you hear the birds? ____ are chirping loudly.
- My sister and I are getting ready. _____ go to school by bus.

Now make sentences using “he, we, they, she, you”.

In pairs, make two sets of words like the ones above. Exchange with your friends and try to solve each set.

W4.6: Opposites (Vocabulary in context)

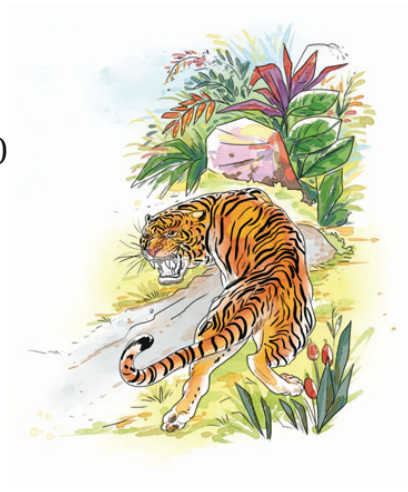
Read the following sentences. Rewrite each sentence following the example given to you.

You are a young man.	You are an old man.
Turn to your right.	
I have an old book	
The teacher told the students to sit down.	
May I come in?	
Please switch off the fan.	
Khushi is right.	

W4.7: Independent Writing

Paragraph writing:

Write a paragraph on the tiger. (100 words)



WEEK 5

W5.1: Look at the pictures below. Use the clues in the help box to fill in the blanks and complete the paragraph.



was clapping
were sitting
was entering

was scattering
was hanging
was feeding

My friend Tarandeep told me an interesting thing yesterday. She her friends, the squirrels and the sparrows. She grains for them. Her grandmother out the clothes to dry on a clothesline. Grandmother the house when a strong wind began to blow. When she returned with the

clothes pegs she saw a wonderful scene! The sparrows and squirrels on the clothes, to prevent them falling. Tarandeep her hands with joy. Grandmother put the pegs on the clothes, Tarandeep set down a bowl of water for her friends.

W5.2: Pronunciation Practice

1. The following words may be said aloud by the teacher for the learners:

hot

hat

haste

holiday

home

house

heap

hedge

hit

heat

Regular practice of such consonants will help you develop good pronunciation.

W5.3: Anagrams

Rearrange to make new words

One has been done for you. Remember, you have to use all the letters of the word.

WORD	NEW WORD
Form	From
Left	_____
Gasp	_____
Flee	_____
Chum	_____
Liar	_____
Hubs	_____

Fear	_____
Egos	_____
Dads	_____
Lime	_____
Felt	_____
Lots	_____
Feat	_____

W5.4: Possessive pronouns indicate ownership or relationship of a thing/person with another thing/person.

For example,

- The hook on the table is mine.
- The blue handbag is hers.
- There is a new cycle near the gate, is it yours?

Fill in the blanks using the correct Possessive pronouns

- These crayons belong to me. These crayons are _____ .
- The toys belong to Karan. The toys are _____ .
- You must learn to keep your things neatly. After all, they are _____ .
- These cows belong to us. These cows are _____ .
- The house with the red tiles belongs to my uncle. The house is _____ .
- Now make sentences using ours, theirs, his, hers, yours.

W5.5: Read the following passage

GREEN UMBRELLAS

Trees are plants that live for a long time, sometimes for hundreds of years. They are everywhere—in parks, next to roads, and of course, near your home. There are trees that grow in forests and those that grow in the sandy soil of the desert.

Trees come in every shape and size. Look around your classroom. Trees provide wood for furniture—doors and tables, cupboards, and chairs.

Look into your school bag. The paper and the pencils you use come from trees. All the fruits you love to eat—bananas, apples, mangoes,

guavas—grow on trees. Even the chocolate you eat comes from trees! Not only that, trees help you to clean your teeth too!

Loving and caring for trees is both essential and rewarding. So, let us learn about a few common trees.

The Tamarind Tree

The tamarind tree is very large and shady. The special sour taste that you get in South Indian curries comes from the tamarind. The pod is brown, with sour pulp and seeds inside. The pulp is used in curries. The powder from the seeds is used in some medicines. The tamarind is found all over India, but it does not grow so well in the north. Birds, squirrels, and monkeys love to eat the tamarind.

Babool Tree

Have you seen the babool tree? It is very common in the dry parts of the country. It is a medium-sized tree. The bark of the tree is used to prepare medicine for our gums. The twigs are used by many people as datuns: it is a toothbrush and toothpaste rolled into one! The next time you walk by a babool tree you can break off a twig and use it as a toothbrush too!

The Neem Tree

You must have seen a neem tree near your house, or near the school, or beside the road. Almost everyone can recognise a neem tree.

The neem is a magic medicine tree because almost every part of the tree is used for medicine. Sometimes, sick people are given neem juice to drink. People use the twigs of the neem tree like a toothbrush to clean their teeth. Burn some dry neem leaves inside the house—see the mosquitoes disappear! When you store winter clothing or blankets, keep dry neem leaves between them. This helps keep away insects. When you store rice, keep dry neem leaves at the bottom of the rice bin. This keeps pests away.

Reading Comprehension

- **Locating information**

- (a) Where can trees be found according to the passage?
- (b) What are some uses of the trees mentioned in the passage?

- (c) Which animals mentioned like the tamarind tree?
- (d) What is a special use of the twigs from the babool tree?
- (e) How does the neem tree help in keeping away mosquitoes and pests?
- (f) What is the main idea of the passage?

- **Interpreting ideas**

- (a) What is the difference between plants and trees?
- (b) Name a tree which has roots that grow from the branches.

- **Inferring meanings from the given text.**

- (a) Why does the passage describe the neem tree as a magic medicine tree?
- (b) What does the passage suggest you to do if you see someone harming a tree?

W5.6: Read the colours but not the words

Have fun!

Here is a fun task for you! Look at the words.

Read out the COLOUR but not the words.

For example:

The word 'yellow' is written in green colour, so you should read **YELLOW** as GREEN instead of YELLOW for the first word.



YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
BLUE	ORANGE	BLACK

WEEK 6

W6.1: Games



- Have you played any of these games before?
- Discuss with your partner about the games you recognise.
- Which one is your favourite? Why do you enjoy playing it?

W6.2: Game Rules

Game:

Time: Number of players:

Material needed:

Rules:

.....

.....

.....

.....

.....

.....

.....

Foul:

.....

.....

.....

.....

.....

W6.3: Combine the following sentences as indicated in the example.

1. (i) I have some clothes.

(ii) I want to wash them.

Ans. I have some clothes to wash.

2. (i) I have a lot of work.

(ii) I want to do it now.

Ans. I _____ to do now.

3. (i) My sister has some nice pictures.

(ii) She wants to show them to you.

Ans. My sister _____ to show you.

4. (i) Give me a book.

(ii) I want to read.

Ans. Give _____ to read.

5. (i) Give me something.

(ii) I want to eat.

Ans. Give _____ to eat.

6. (i) There are several interesting places in the city.

(ii) People should see them.

Ans. There are _____ should see.

7. (i) Can you help me with some money?

(ii) I want to buy some books with it.

Ans. Can _____ to buy books?

8. (i) I have reached the ground.

(ii) I want to play.

Ans. I _____ to play.

9. (i) I have an exam.

(ii) I want to study.

Ans. I _____ to study.

10. (i) Give me some water.

(ii) I want to drink it.

Ans. Give _____ to drink.

W6.4: Poem

This is my story

You must have seen me

in the rain

Sitting in a little pond or

in a drain.

As a child

*I splash and splish
Looking somewhat
like a fish.
But I'm called a tadpole then*

*I don't use hands
To catch my food;
My tongue, it flicks-
And does the trick!*

*I live happily
On land or water
And in the dampest quarter.*

*I am coloured
Like the plants and leaves
Can you tell a frog from trees?*

*We have our songs
And love to sing,
Though to you, no doubt
It sounds like croaking.*

*Have you seen
My webbed feet
They help me swim
On watery sheet.*

A. Answer the following questions

1. What is the main theme of the poem?
2. What type of habitat do frogs live in?
3. How does a frog catch its food?
4. What helps the frog to swim?

B. Think and say

1. Do you remember a time when you played in the rain or splashed in a puddle? What did it feel like?
2. Have you ever seen a frog or a tadpole in real life? Where did you see it?
3. Can you try to make a sound like a frog's "croak"? How does it sound to you?
4. Can you think of some other animals which can live on both land and water?
5. Frogs live happily in both water and on land. What can we learn about being happy with what we have from the frog's life?

W6.5: Frog's Homophone Hunt

The frog loves words that sound the same but have different meanings! These words are known as **homophones**. A **homophone** is a word that sounds the same as another word but has a different meaning and/or spelling. For example, "To," "too," and "two" are **homophones**.

1. Fill in the blanks with the correct **homophone** from each pair.

- (a) The frog likes to play in the _____ (rain/reign) and splash around.
- (b) A tadpole has a _____ (tail/tale) that helps it swim.
- (c) The frog uses its big eyes to _____ (see/sea) things around it.
- (d) Frogs live on both _____ (land/lend) and water.
- (e) Frogs are green and blend in with _____ (there/their) surroundings.

2. Fill in the blanks with prefixes

Definition: A prefix is a group of letters added to the beginning of a word to change its meaning.

Common Prefixes:

- **un-** (not)
- **re-** (again)
- **pre-** (before)
- **dis-** (opposite of)
- **mis-** (wrongly)

Add the correct **prefix** from the list above to the following words to create new words. Write the new word in the space given below:

1. happy → _____ (not happy)
2. play → _____ (play again)
3. approve → _____ (not approve)
4. lead → _____ (wrongly lead)
5. heat → _____ (before heat)

3. Match the **words** with their **meanings**

- | | |
|---------------|---|
| (a) Croak | a young frog |
| (b) Amphibian | environment where an animal lives in |
| (c) Tadpole | sound made by a frog |
| (d) Habitat | an animal that lives on both land and water |

Let us speak

If you could be a frog for a day, what would you like to do? Would you prefer to be on land or in the water? Why?

W6.6:

Let us listen

Your teacher will read out the poem again. Listen carefully and make a list of words that rhyme. You may add two more words of your choice as well.

Rhyming words in the poem	My words
Rain - Drain	Pain, Gain
Fish	
Flick	
Sing	
Feet	

Let us write

1. Fill in the blanks using the correct form of the verb.

- (a) Yesterday, I _____ (see) a frog in the garden.
- (b) Last week, we _____ (visit) the pond.
- (c) The tadpole _____ (grow) into a frog.

- (d) Yesterday, I _____ (splash) in the puddle.
(e) Every night, frogs _____ (sing) in the pond.

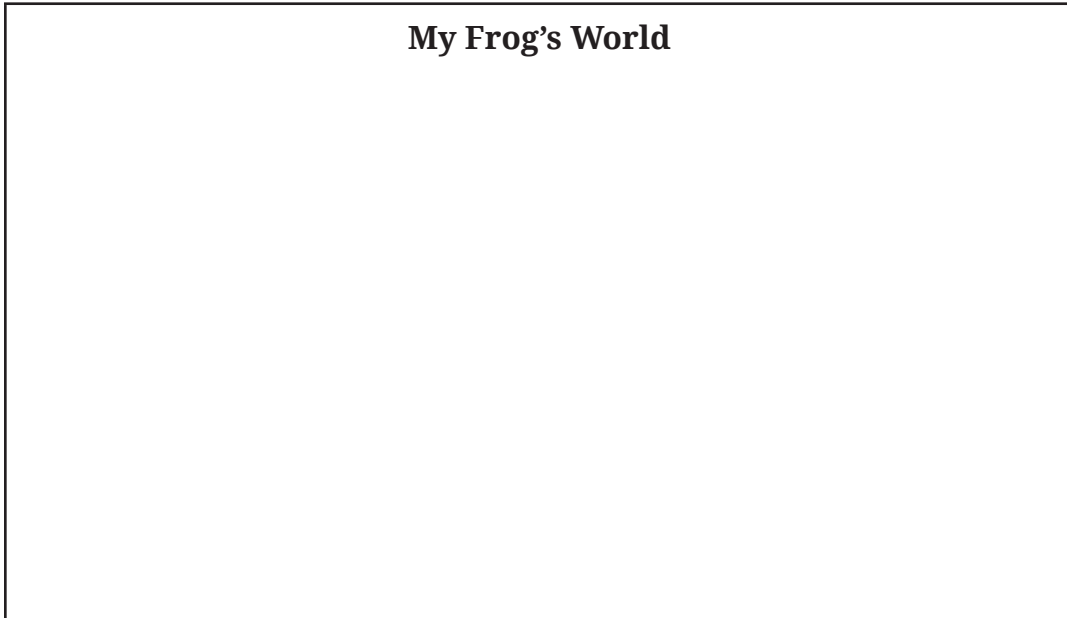
Let us do

Create 'My Frog's World'

In the blank space below, draw a scene inspired by the poem where your frog lives and plays. Also,

- 1. Draw the Habitat:** Imagine a place where your frog might be happy, like a pond, a forest, or a rainy area. Include details, like trees, plants, water, etc.
- 2. Draw Your Frog:** Draw your frog as a tadpole or a fully grown frog. Think about its webbed feet, its colour, and even its tongue catching food!
- 3. Decorate with Words:** Around your drawing, write some words from the poem that describe the frog's life (like splash, sing, happy, webbed feet). You can even write your own short sentence about the frog's world.
- 4. Colour It:** Use colours to bring your frog's world to life! Be creative and make it as colourful as you would like.

My Frog's World





विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING