

## Class 1

| <b>Section I</b>  |
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| <b>Pedagogical processes suggested by NCERT</b>   |
| <b>The learner may be provided opportunities in pairs or groups / individually and encouraged to-</b>   |
| Name common objects such as- man, dog etc. when pictures are shown  |
| Use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b /, /p /, /k / etc)   |
| Develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts  |
| Sing or recite collectively songs or poems or rhymes with actions   |
| Listen to stories, and humorous incidents and interact in English or home language  |
| Ask simple questions like names of characters from the story, incidents that he /she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) |
| Draw or scribble pictures and images from the story as preliminary to writing   |
| Respond in home language or English or sign language or non-verbal expressions what he /she has understood in the story or poem   |
| Listen to instructions and draws a picture  |
| Use greetings like "Good morning", "Thank you" and have polite conversations in English such as "What is your name?", "How are you?" etc.   |
| Say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc.  |
| Give examples of common blend sounds in words like 'brick', 'brother', 'frog', 'friend' etc.  |

| <b>Section II</b>  |  |
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| <b>Learning Outcomes of NCERT</b>                                    | <b>Measuring the LOs</b>   |
| Associates words with pictures                                       | Associates words with pictures   |
| Names familiar objects seen in the pictures                          | Names familiar objects seen in pictures in order to associate objects with pictures and vice versa         |
| Recognises letters and their sounds A—Z                              | Recognizes letters and their sounds A—Z in order to develop phonemic awareness                             |
| Differentiates between small and capital letters in print or Braille | Differentiates between small and capital letters in print or Braille                                       |
| Recites poems /rhymes with actions                                   | Recites poems /rhymes with actions in order to show understanding of words by associating them with action |
| Draws, scribbles in response to poems and stories                    | Draws, scribbles in response to poems and stories in order to begin exploration of written communication   |

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| Responds orally (in any language including sign language) to comprehension questions related to stories /poems   | Responds orally (in any language including sign language) to comprehension questions related to stories /poems in order to demonstrate understanding of language. |
| Identifies characters and sequence of a story and asks questions about the story   | Identifies characters and sequence of a story and asks questions related to the characters and the sequence of unfolding of the story                             |
| Carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others  | Follows simple instructions such as 'Shut the door', 'Bring me the book', and such others   |
| Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or 'signing' (using sign language) | Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or using sign language            |
| Listens to instructions and draws a picture  | Listens to instructions and draws a picture with own understanding  |
| Talks about self /situations / pictures in English   | Talks about self /situations / pictures in English  |
| Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.   | Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.  |
| Produces words with common blends like "br" "fr" like 'brother', frog' etc.  | Gives examples of words with common blends like "br" "fr" like 'brother', frog' etc. in order to show understanding of blend of words.                            |
| Writes words simple words like fan, hen rat etc.   | Writes simple words like fan, hen, rat etc.   |

**Section III****MAPPING OF GRADE I ENGLISH TOPICS WITH LEARNING OUTCOMES ADAPTED BY CBSE**

**Note: Overall Learning Outcome for the course: Able to comprehend; Listen with attention; Improve vocabulary; Learn spelling ; Able to speak short sentences; Improve handwriting**

| Unit-1                     | Topic                    | Learning Objectives:                                 | Learning Outcome   |
|----------------------------|--------------------------|--|--|
| <b>Marigold<br/>Unit-1</b> | <b>Happy Child</b>       | recite the poem with rhythm and the melody.          | Recites poems /rhymes with actions in order to show understanding of words by associating them with action.<br><br>Draws, scribbles in response to poems and stories in order to begin exploration of written communication<br><br>Name objects in pictures in order to associate words with pictures and vice versa |
|                            |                          | draw different facial expressions and name them.     |  |
|                            | <b>Three Little Pigs</b> | list names of given objects and things in the story. |  |
|                            |                          | locate rhyming and opposite words in the poem.       |  |
|                            |                          | explain the story by retrieving key words.           |  |

| Unit-2                     | Topic   | Learning Objectives  | Learning Outcome   |
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| <b>Marigold<br/>Unit-2</b> | <b>After a Bath</b>                                     | recite the poem with proper intonation   | Recites poems /rhymes with actions in order to show understanding of words by associating them with action.<br><br>Identifies characters and sequence of a story and asks questions related to the characters and the sequence of unfolding of the story.<br><br>Associate words with pictures |
|                            |   | describe how animals take a bath   |  |
|                            | <b>The Bubble ,<br/>the Straw<br/>and the<br/>Shoe.</b> | describe the different body parts and objects associated with its hygiene and manners. |  |
|                            |   | perform an activity based on bubble making and blowing it through straw.               |  |

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|  |  | identify pictures of different type of shoes and their colours. |  |
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| Unit-3                 | Topic                    | Learning Objectives:   | Learning Outcome   |
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| <b>Marigold Unit-3</b> | <b>One Little Kitten</b> | recite the poem with proper intonation.                                      | Recites poems /rhymes with actions in order to show understanding of words by associating them with action.  |
|                        |                          | identify and number the creatures in the poem by writing their number names. |  |
|                        | <b>Lalu and Peelu</b>    | name water living creatures.   | Responds orally (in any including sign language) to comprehension questions related to stories /poems in order to demonstrate understanding of language. |
|                        |                          | use Articles a/an/the with nouns   |  |
|                        |                          | identify objects, colours and animals.                                       |  |

| Unit-4                 | Topic  | Learning Objectives:  | Learning Outcome  |
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| <b>Marigold Unit-4</b> | <b>Once I saw a Little Bird</b>                  | identify the parts of trees and different birds.                  | Differentiates between small and capital letters in print or Braille. |
|                        |  | give examples of feeling words.                                   |   |
|                        |  | recognize phonetic sounds and the number names.                   |   |
|                        | <b>Mittu and the Yellow Mango</b>                | name/ list any five fruits with their colours that grow on trees. | Differentiates between small and capital letters in print or Braille. |
|                        |  | identify vowels a, e, i, o, u                                     |   |
|                        | differentiate between capital and small letters. |   |   |

| Unit-5             | Topic             | Learning Objectives:   | Learning Outcome  |
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| Marigold<br>Unit-5 | Merry Go<br>Round | verbalize their thoughts and opinions in home language about any fair they visited | Recites poems /rhymes with actions in order to show understanding of words by associating them with action. |
|                    |                   | name/ list what different objects and games they see in a fair or mall.            |   |
|                    | Circle            | draw a picture of a house by arranging different shapes.                           | Draws, scribbles in response to poems and stories in order to develop preliminary skill for writing.        |
|                    |                   | recognize/ identify different shapes, positions, number names                      |   |

| Unit-6             | Topic               | Learning Objectives:  | Learning Outcome  |
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| Marigold<br>Unit-6 | If were an<br>Apple | recite the poem with proper intonation                      | Draws, scribbles in response to poems and stories in order to develop preliminary skill for writing   |
|                    |                     | name the different colours of apple.                        |   |
|                    |                     | explain the importance of trees and environment.            |   |
|                    | Our Tree            | make a family tree by pasting family member pictures in it. | Responds orally (in any language including sign language) to comprehension questions related to stories /poems in order to demonstrate understanding of language. |
|                    |                     | name different objects found on tree.                       |   |

| Unit-7             | Topic   | Learning Objectives:                                   | Learning Outcome  |
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| Marigold<br>Unit-7 | A Kite  | demonstrate writing skills/Fine motor coordination.    | Responds orally (in any language including sign language) to comprehension questions related to stories /poems in order to demonstrate understanding of language. |
|                    |         | make their own kite using coloured sheets and name it. |   |
|                    | Sundari | verbalize their thoughts on their kite.                | Listens to instructions and draws a picture with own understanding  |

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|  |  | read simple words / texts and relate with the surroundings. |  |
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| Unit-8   | Topic                             | Learning Objectives:                        | Learning Outcome   |
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| Marigold<br>Unit-8                             | A Little<br>Turtle                | recite the poem with proper intonation.     | Recites poems /rhymes with actions in order to show understanding of words by associating them with action |
|  |                                   | develop/display the skill of sharing.       |  |
|  |                                   | develop/ demonstrate Visual Skills          |  |
|  | The Tiger<br>and the<br>Mosquito. | identify difference between Tiger and Lion. | Identifies characters and sequence of a story and asks questions about the story                           |
| read, listen and retell story in own language. |                                   |   |  |

| Unit-9             | Topic              | Learning Objectives:  | Learning Outcome   |
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| Marigold<br>Unit-9 | Clouds             | Interpret the given oral instructions and respond correctly e.g. Listen to instructions and draw a picture as per instructions. | Follows simple instructions such as 'Shut the door', 'Bring me the book', and such others. |
|                    |                    | identify different types of Seasons, colours of Rainbow   |  |
|                    | Anand's<br>Rainbow | list/ tell the month names through the text or activities   | Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.           |

| Unit-10             | Topic      | Learning Objectives:                                      | Learning Outcome   |
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| Marigold<br>Unit-10 | Flying Man | explain the different occupations.                        | Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or 'signing' (using sign language) |
|                     |            | perform role-play and activities on different occupations |  |

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|  | <b>The Tailor<br/>and his<br/>friend</b> | develop imaginative thinking                     | Writes simple words like fan, hen, rat etc. |
|  |  | tell and write simple words with short sentences |   |