

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs or groups/ individually and encouraged to—</p> <ul style="list-style-type: none"> ➤ 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. 	<p>The learner—</p> <ul style="list-style-type: none"> • associates words with pictures • Names familiar objects seen in the pictures • recognises letters and their sounds A—Z • differentiates between small and capital letters in print or Braille • recites poems/rhymes with actions • draws, scribbles in response to poems and stories • responds orally (in any language including sign language) to comprehension questions related to stories/poems • identifies characters and sequence of a story and asks questions about the story • carries out 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 instructions and draws a picture • talks about self /situations/ pictures in English • 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. • writes simple words like fan, hen, rat etc.

Contents

1. Let's Know One Another
2. Let's Play
3. English Alphabet A-Z
4. My Family
5. My Home
6. Name of Colours and Objects
7. My Body
8. English Alphabet a-z
9. Animals, Fruits and Vegetables
10. Let's Join Sound and Make Words
11. Let's Learn In/On/Under
12. Good Habits

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to—</p> <ul style="list-style-type: none"> ➤ participate in role play, enactment, dialogue and dramatization of stories read and heard ➤ listen to simple instructions, announcements in English made in class/school and act accordingly ➤ participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard ➤ learn English through posters, charts, etc., in addition to books and children's literature ➤ read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. ➤ understand different forms of writing (informal letters, lists, stories, diary entry etc.) ➤ learn grammar in a contextual and integrated manner and frame grammatically correct sentences ➤ notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. ➤ notice categories and word clines ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales ➤ start using dictionary to find out spelling and meaning ➤ practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing ➤ infer the meaning of unfamiliar words from the context ➤ take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts ➤ be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. ➤ look at cartoons/pictures/comic strips with or without words and interpret them enrich vocabulary through crossword puzzles, word chain, etc. ➤ appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. 	<p>The learner—</p> <ul style="list-style-type: none"> • sings songs or rhymes with action • responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences) • identifies characters, and sequence of events in a story. • expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English or home language. • draws or writes a few words or short sentence in response to poems and stories. • listens to English words, greetings, polite forms of expression, and responds in English/home language like 'How are you?', 'I'm fine, thank you.'etc. • uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc. • listens to short texts from children's section of newspapers, read out by the teacher • listens to instructions and draws a picture • uses pronouns related to gender like 'his/ her', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc. • uses prepositions like 'before', 'between' etc. • composes and writes simple, short sentences with space between words.

Contents

1. English Alphabet
2. Cursive Letters
3. Vowel Sound 'a'
4. Vowel Sound 'e'
5. Vowel Sound 'i'
6. Vowel Sound 'o'
7. Vowel Sound 'u'
8. Use of a/an
9. Let's Blend
10. Use of This/That/ These/Those
11. Let's Read and Understand
12. My Computer
13. Going to a Zoo
14. A Pet Hen
15. Holi

**Book prescribed by Punjab School Education Board
RAINBOW (English Class – II)**

2024-25

English

Class-3

Syllabus

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to—</p> <ul style="list-style-type: none">➤ sing songs or recite poems in English with intonation➤ participate in role play, enactment of skits➤ read aloud short texts/ scripts on the walls, with pronunciation and pause➤ listen to and communicate oral / telephonic messages➤ collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, fairy tales, etc.)➤ read posters, tickets, labels, pamphlets, newspapers etc.➤ take dictation of words/phrases/ sentences short paragraphs from known and unknown texts➤ draw and write short sentences related to stories read, and speak about their drawing or writing work➤ raise questions on the text read➤ enrich vocabulary in English through listening to and reading stories/folk tales➤ use nouns, pronouns, adjectives and prepositions in speech and writing➤ use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS➤ identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc.	<p>The learner—</p> <ul style="list-style-type: none">• recites poems individually/ in groups with correct pronunciation and intonation.• performs in events such as role play/ skit in English with appropriate expressions• reads aloud with appropriate pronunciation and pause• reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English• expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.• responds appropriately to oral messages/ telephonic communication• writes/types dictation of words/phrases/ sentences• uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class• distinguishes between simple past and simple present tenses• identifies opposites like 'day/night', 'close/open', and such others• uses punctuation such as question mark, full stop and capital letters appropriately• reads printed scripts on the classroom walls: poems, posters, charts etc.• writes 5-6 sentences in English on personal experiences/events using verbal or visual clues• uses vocabulary related to subjects like Maths, EVS, relevant to class III.

Contents

1. Me and My Family
2. Visit to a Park
3. Trees
4. The Clock- My Friend
5. A Bear and a Rabbit
6. Lazy Param
7. The Swing
8. Going to Market

Book prescribed by Punjab School Education Board
RAINBOW (English Class – III)

2024-25
English
Class-4
Syllabus

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> ➤ participate in role play, enactment, dialogue and dramatization of stories read and heard ➤ listen to simple instructions, announcements in English made in class/school and act accordingly ➤ participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard ➤ learn English through posters, charts, etc., in addition to books and children's literature ➤ read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. ➤ understand different forms of writing (informal letters, lists, stories, diary entry etc.) ➤ learn grammar in a contextual and integrated manner and frame grammatically correct sentences ➤ notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. ➤ notice categories and word clines ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales ➤ start using dictionary to find out spelling and meaning ➤ practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing ➤ infer the meaning of unfamiliar words from the context ➤ take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts ➤ be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. ➤ look at cartoons/pictures/comic strips with or without words and interpret them enrich vocabulary through crossword puzzles, word chain, etc. ➤ appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. 	<p>The learner–</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. • enacts different roles in short skits • responds to simple instructions, announcements in English made in class/ school • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read • describes briefly, orally/in writing about events, places and/or personal experiences in English • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements • shares riddles and tongue-twisters in English • solves simple crossword puzzles, builds word chains, etc. • infers the meaning of unfamiliar words by reading them in context • uses dictionary to find out spelling and meaning • writes/types dictation of short paragraphs (7-8 sentences) • uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters • writes informal letters or messages with a sense of audience • uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. • uses nouns, verbs, adjectives, and prepositions in speech and writing • reads printed script on the classroom walls, notice board, in posters and in advertisement • speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela • presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph

Contents

1. The King and His Sons
2. The Farmer and the Bullock Cart
3. Safety Rules
4. Team Work
5. Walnut and Watermelon
6. Health in Our Heads
7. Green Diwali Safe Diwali
8. Guru Nanak Dev Ji
9. Adventure with Books

**Book prescribed by Punjab School Education Board
RAINBOW (English class-IV)**