

**CLASS- I
ENGLISH
2022-23**

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"> ➤ name common objects like cat, dog etc. when pictures are shown ➤ use familiar and simple words ('bat', 'pen', 'cat') as examples to introduce 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/recite collectively songs/poems/rhymes with action. ➤ listen to short stories, interact in English/home language. ➤ ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. ➤ draw/scribble pictures/ images from the story as preliminary to writing. ➤ respond in home language /English/sign language/non-verbal language ➤ express what he/she has understood in the story/poem language/non-verbal expressions. ➤ use greetings like "good morning", "thank you" and have polite conversations in English like "What is your name?", "How are you?" etc. ➤ say 2-3 sentences describing familiar persons and places such as family photograph, parks etc. ➤ give examples of common blend sounds in words like 'brother', 'friend', brush, star, spoon etc. 	<p>The learner:</p> <ul style="list-style-type: none"> • associates words with pictures. • names familiar objects seen in the pictures. • Joins dots and traces letters and objects. • recognizes letters and their sounds Aa-Zz • able to differentiate sounds of letters (in beginning of words) • identifies names of fruits, vegetables, things at home, things in the classroom, good habits, national symbols from pictures • differentiates between small and capital letters in print. • able to read and write capital and small letters in sequence and jumbled. • recites poems/rhymes with actions. • responds orally to comprehension questions related to stories/poems. • identifies characters and sequence of a story and responds to the related questions about the story. • carries out simple instructions such as 'come here', 'go there', 'touch your head / feet / eyes' etc. • listens to English words, greetings, polite forms of expression, simple sentences, and responds in same language /mother tongue/signs. • talks about self /situations/ pictures in English uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', etc • produces words with common blends like "br" "gr" "sp" "st" like 'brother', 'star', 'grapes', 'spoon' etc. • reads and writes some two letter words like in, on, to, do, so, no, at, an, is, it, up etc. • reads and writes some common/simple words like bat, cat, mat, man, car, sun, pen 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 Colors 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

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

CLASS-II
ENGLISH

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/recite collectively, songs/poems/rhymes with action. ➤ listen to stories, and humorous incidents and interact in English/home language. ➤ ask simple questions, for example, on characters, places, the sequence of events in the story, etc. ➤ respond orally in home language/English/ sign language/non-verbal expressions. ➤ write 2-3 simple sentences about the given pictures. ➤ develop phonemic awareness through different sounds, emerging from the words in stories and texts e.g. ill-pill, a hot pot, a fat cat and related activities. ➤ speak and write English, talk to their peers in English, about festivals and events at homes and schools. ➤ enrich vocabulary in English mainly through phrases, short sentences and short stories. ➤ use appropriately pronouns related to gender such as I,you,my,his,her, 'he', 'she', , and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'in', 'on', 'under', etc. ➤ write 2-3 sentences describing common events using adjectives, ➤ Use prepositions and sight words. For example, This is Tom. He is a boy. He has a pup. 	<p>The learner:</p> <ul style="list-style-type: none"> • sings songs/rhymes with action. • responds to comprehension questions related to stories and poems, in mother tongue/ English/ orally and in writing in the form of (phrases/ short sentences) • identifies characters, and sequence of events in a story. • Recalls and identifies the objects in the given picture • writes a few words/short sentence in response to pictures. • Listens to greetings and courtesies and responds in English like Good morning, Good afternoon , 'How are you?', 'I'm fine, thank you.' etc. • uses describing words related to size, colour like red, big etc • uses pronouns related to gender like 'he/she' 'his / her/, 'it' and demonstrative pronouns like 'this/that', 'here/there' 'these/those' etc. • uses prepositions like in , on, under etc. • reads and write phrases and short sentences properly. • composes and writes simple words properly. • Writes the words, phrases / sentences spoken by the teacher.

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. Blends
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)

**Class III
English**

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities pair/group/ individually and encouraged to:</p> <ul style="list-style-type: none"> › sing songs/ recite poems in English with intonation. › participate in role-play. › reads aloud short texts with proper pause. › listen to instructions, commands and respond accordingly. › read books to develop reading habits and to encourage independent reading in English. › read posters, sign boards, labels, etc. › take dictation of words / phrases / sentences from known and unknown texts. › draw and write short sentences related to stories. › frame sentences from the words given in the form of grid to develop a sense of sentence structure. › enrich vocabulary in English through listening to and reading stories and poems. › use new vocabulary correctly while speaking and composing short texts. › use nouns, pronouns, adjectives and prepositions in speech and writing. › understand terms such as 'add', 'skip, time, money, age etc., that they come across in Maths, and words such as 'oxygen', plants, seeds, seasons in EVS. › identify opposites used 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 proper gestures and intonation. • Expresses himself/herself during activities, roleplay or enactment of stories. • reads aloud the given text with appropriate pronunciation and pause. • comprehends small texts and able to answer the questions based on it. • Expresses his/her opinion/understanding about the story and characters in the story, in English/ home language. • responds appropriately to oral messages and conversation. • writes dictation of words / phrases / sentences. • uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, verbs, adjectives and prepositions in context as compared to previous class. • identifies opposites like 'day/night', 'sweet/sour', and such others. • uses punctuation such as question mark, full stop and capital letters appropriately. • reads print scripts on the classroom walls/ charts etc. • writes sentences in English using visual clues. • uses vocabulary related to Maths like number names, EVS like plants, oxygen, seeds etc., 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)**

**CLASS IV
ENGLISH**

<p><i>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</i></p> <ul style="list-style-type: none"> ➤ participate in role-play, enactment, dialogue and dramatisation 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 new vocabulary , in addition to books and children’s literature. ➤ read independently and silently in English, stories, poems, essays 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. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ start using dictionary to find out spelling and meaning of new words. ➤ 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. ➤ takes dictation of words/phrases/sentences from known and unknown texts. ➤ be sensitive to issues like road safety ,personal hygiene , conservation of natural resources, etc. ➤ look at pictures with or without words and interpret them. ➤ enrich vocabulary through crossword puzzles, word chain, etc. ➤ appreciate 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><i>The learner:</i></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 about places and/or personal experiences in English. ● 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 dictation of sentences. ● uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, full stop and capital letter. ● writes informal letters/messages. ● uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc. ● uses nouns, pronouns, verbs, adjectives, and prepositions in speech and writing. ● reads print script on the classroom walls, notice, board, in posters and in advertisements ● speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to fair under guidance. ● reads text related to issues like road safety, Personal hygiene and conservation of natural resources.
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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)**