सत्यमेव जयते

Government of Maharashtra

Bridge Course

ENGLISH

Class:- V^th

Academic Year: 2020-21

Academic Year: 2021-22

ज्ञानसेवा तु साफल्यम्

State Council of Educational Research and Training,

Maharashtra. Pune

Bridge Course (सेतू अभ्यासक्रम)

विषय : इंग्रजी　　इयत्ता : पाचवी

- प्रवर्तक: **शालेय शिक्षण विभाग, महाराष्ट्र शासन**
- प्रकाशक: **राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.**
- प्रेरणा: **मा. श्रीम. वंदना कृष्णा,** (भा.प्र.से.)
  अपर मुख्य सचिव, शालेय शिक्षण व क्रीडा विभाग, मंत्रालय, मुंबई.
- मार्गदर्शक: **मा. श्री विशाल सोळंकी,** (भा.प्र.से.)
  आयुक्त (शिक्षण), महाराष्ट्र राज्य, पुणे.
- मार्गदर्शक: **मा. श्री राहुल द्विवेदी,** (भा.प्र.से.)
  राज्य प्रकल्प संचालक, महाराष्ट्र प्राथमिक शिक्षण परिषद, मुंबई.
- संपादक: **मा. श्री दिनकर टेमकर**
  संचालक, राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- सहसंपादक : **डॉ. विलास पाटील**
  सहसंचालक, राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- कार्यकारी संपादक: **डॉ. कमलादेवी आवटे,**
  उप संचालक, राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- संपादन सहाय्य: **श्री अजयकुमार फुंदे.**
  अधिव्याख्याता, इंग्रजी भाषा विभाग,
  राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- संपादन सहाय्य: **श्री अभिनव भोसले.**
  विषय सहाय्यक, आय.टी. विभाग,
  राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- **निर्मिती समिती सदस्य:**

१. श्री. विजय भिसे, ज्येष्ठ अधिव्याख्याता, जि.शि.प्र.सं., कोल्हापूर.
२. डॉ. वैशाली भोई, अधिव्याख्याता, जि.शि.प्र.सं., सांगली.
३. श्रीम. सुषमा कोंडूसकर, अधिव्याख्याता, जि.शि.प्र.सं., सिंधुदुर्ग.
४. श्रीम.स्नेहल पेडणेकर, अधिव्याख्याता, जि.शि.प्र.सं.,रत्नागिरी.
५. श्रीम.राणीताई पाटील, अधिव्याख्याता, जि.शि.प्र.सं., सातारा.
६. श्रीम. दिपा बोरकर, गटशिक्षण आधिकारी, पंचायत समिती, पाटण, सातारा.

७. श्री.ज्ञानेश्वर नारायणकर, एम.ई.आर, बालाजी हायस्कूल, इचलकरंजी, कोल्हापूर.
८. श्रीम.रोहिणी संकपाळ, एम.ई.आर, सुळकुड हायस्कूल, कोल्हापूर.
९. श्रीम.नुरजहाँ नाईक, एम.ई.आर, ए.एस.डी टोपीवाला हायस्कूल, मालवण.
१०. श्री.मोहन बापट, एम.ई.आर, स्व.डी.जे.नेने हायस्कूल शिरगाव, रत्नागिरी.
११. श्री.सचिन यादव, राज्य स्त्रोत व्यक्ति, जि.शि.प्र.सं., रत्नागिरी.
१२. श्री.संजय लोंढे, विषय सहाय्यक, जि.शि.प्र.सं., कोल्हापूर
१३. श्रीम.सुधा पाटील, विषय सहाय्यक, जि.शि.प्र.सं., सांगली.
१४. श्री.राजेश पठाण, विषय सहाय्यक, जि.शि.प्र.सं., सांगली.
१५. श्री.विजय धामापूरकर, विषय सहाय्यक, जि.शि.प्र.सं., सिंधुदुर्ग.
१६. श्रीम.दिप्ती लोखंडे, सहा.शिक्षक, श्रीम.ल.कृ.जरग विद्यामंदिर, कोल्हापूर.
१७. श्री.उमर जमादार, सहा.शिक्षक, म.न.पा.एस.ए.जमादार उर्दू शाळा, कोल्हापूर.
१८. श्रीम.शुभश्री वर्णे, सहा.शिक्षक, राजे संभाजी विद्यालय, कोल्हापूर.
१९. श्रीम.मुग्धा गोरे, सहा.शिक्षक, समर्थ विद्यामंदिर, कोल्हापूर.
२०. श्रीम.पल्लवी शिंदे, सहा.शिक्षक, विद्यामंदिर,गोगावे, कोल्हापूर.
२१. श्रीम.आशा चव्हाण, सहा.शिक्षक, विद्यामंदिर,वाळोलि,कोल्हापूर.
२२. श्रीम.शगुफ्ता अत्तार, सहा.शिक्षक, विद्यामंदिर, बडेवाडी, कोल्हापूर.
२३. श्रीम.सविता पाटील, सहा.शिक्षक, एस.एम. लोहिया, कोल्हापूर.
२४. श्री.उदयकुमार नाईक, सहा.शिक्षक, जि.प.शाळा, ताम्हाणे, रत्नागिरी.
२५. श्री.संजय दडस, सहा.शिक्षक, जि.प.शाळा, नारदखेर्की, रत्नागिरी.
२६. श्री.दिलीप काकडे, सहा.शिक्षक, जि.प.शाळा, धामणंद, रत्नागिरी.
२७. श्री.नितीन मांडवे, सहा.शिक्षक, जि.प.शाळा, शिरगाव, रत्नागिरी.
२८. श्रीम.सविता माळी, सहा.शिक्षक, जि.प.शाळा, कांगवली, रत्नागिरी.
२९. श्रीम.मनिषा गुरव, सहा.शिक्षक, जि.प.शाळा, चराठे, सावंतवाडी, सिंधुदुर्ग.
३०. श्रीम.गौरी वेर्लेकर, सहा.शिक्षक, जि.प.शाळा, अंब्राड बाजार.कुडाळ, सिंधुदुर्ग.
३१. श्री.नितीन पाटील, सहा.शिक्षक, जि.प.शाळा, लोरे,बांबरवाडी,कणकवली, सिंधुदुर्ग.
३२. श्री.प्रविण खरात, सहा.शिक्षक, जि.प.शाळा, अवलेगाव,पाटकर,टेंब.
३३. श्रीम.स्मिता पाटील, सहा.शिक्षक, जि.प.शाळा, कुमठे, सांगली.
३४. श्री.प्रदीप काळे, सहा.शिक्षक, मनपा.कन्या शाळा, अरग, सांगली.
३५. श्रीम. वसंती खेराडकर, सहा.शिक्षक, जि.प.शाळा, शिरगाव, सांगली.
३६. श्रीम.मंजुषा सूर्यवंशी, सहा.शिक्षक, मनपा.शाळा क्र. २४, सांगली.
३७. श्री.प्रसाद हसाबनीस, सहा.शिक्षक, जि.प.शाळा, गोटखिंडी, सांगली.

३८. श्रीम.शांता वडर, सहा. शिक्षक, पटवर्धन हायस्कूल, सांगली.

३९. श्रीम.उज्वला कुंभार, सहा. शिक्षक, जि.प.शाळा,रेणावी, सांगली.

४०. श्रीम.ज्योती कदम, सहा.शिक्षक, जि.प.शाळा,उंब्रज, सातारा.

४१. श्रीम.सुवर्णा साळवी, सहा.शिक्षक, जि.प.शाळा,सरताळे, सातारा.

४२. श्री.रामचंद्र जगताप, सहा.शिक्षक, जि.प.शाळा,मायणी, सातारा.

४३. श्री.अविनाश कर्पे, सहा.शिक्षक, जि.प.शाळा,वाठारगाव, सातारा.

४४. श्रीम.रईसा शेख, सहा, शिक्षक, गिरीस्थान, न.पा.स्कूल, महाबळेश्वर, सातारा.

Instructions for Teachers, Parents and Facilitators

As we all are very well aware about the fact that due to pandemic situation, the schools were formally closed during the last academic year and the actual classroom teaching and learning could not take place. There is uncertainty even today as to when schools will restart in the coming academic year. On this background various efforts have been made by the government in the last academic year to impart education to the students through online mode. Accordingly, the Bridge Course has been prepared with the dual objective of reviewing the studies done by the students in the previous academic year and helping them to learn the curriculum of the present class in this academic year.

1. The bridge course lasts for a total of 45 days and consists of three tests after a certain period of time.
2. The bridge course is based on the syllabus of previous class and is a link between the syllabi of previous and the current class.
3. This bridge course has been prepared class wise and subject wise. It is related to the learning outcomes and basic competencies of the previous class' textbook and is based on its components.
4. The bridge course includes component and sub-component wise worksheets. These worksheets are generally based on learning outcomes and basic competencies.
5. The structure of the worksheet is generally as follows.

Part One - Learning Outcomes/Competency Statements.

Part Two - Instructions for teachers / parents and facilitators

Part Three - Instructions for Students

Part Four - Learning Activity

Part Five - Solved Activity/ Demo

Part Six - Practice

Part Seven - Extension Activity/Parallel Activity/Reinforcement

Part Eight - Evaluation

Part Nine - DIKSHA Video Link/E-Content/QR Code

Part Ten - My Take Away/ Today I Learnt

6. This bridge course will be very important from the point of view to revise and reinforce the learning of the students from the previous class and pave the way to make their learning happen in the next class.

7. Teachers/parents and facilitators should help their children to complete this bridge course as per day wise plan.

8. Teachers/parents and facilitators should pay attention to the fact that the student will solve each worksheet on his/her own, help them where necessary.

9. The teacher should conduct the tests from the students after the stipulated time period, assess the test papers and keep a record of the same.

10. Having checked the test papers, teachers should provide additional supplementary help to the students who are lagged behind.

Best wishes to all the children for the successful completion of this Bridge Course!

Instructions for Students

Dear students, due to pandemic situation in the last academic year you continued your learning and education through online and in various digital modes. This Bridge Course has been prepared for you with the objective of reviewing the previous year's syllabus at the beginning of the present academic year and helping you to prepare for this year's syllabus.

1. The bridge course lasts for a total of 45 days and consists of three tests after a certain period of time.
2. The bridge course will help you to understand exactly what you have learned in the previous academic year and to understand the curriculum for the next class.
3. This bridge course should be studied on a day-to-day basis.
4. It consists of day-to-day worksheets. You are expected to solve the worksheet on your own as per the given plan.
5. Seek the help of a teacher, parent or siblings if you have difficulty solving the worksheet.
6. The video links are provided to better understand the text and activities given in each worksheet for reference, try to understand the concept using them.
7. Solve the tests provided along with as planned.
8. Get it checked with the teacher after completing the test.
9. Seek the help of teachers, parents or siblings to understand the part that is not understood or seems difficult.

Best wishes to you all for the successful completion of this Bridge Course!

BRIDGE COURSE BOOK

Learning Outcomes:

- 04.17.01 Listens attentively to announcement and notes the message.

Instructions for teachers and parents/ facilitators:

- **Introduce the activity in simple language. कृती सोप्या भाषेत सांगा.**
- **Give proper instructions. योग्य सूचना द्या.**
- **Introduce new words. नवीन शब्दांची ओळख करून द्या.**

Instructions for students:

- Listen attentively. लक्षपूर्वक ऐका.
- Work individually or in pair. वैयक्तिक किंवा गटात कार्य करा.
- Follow instructions. सूचना पाळा.

Learning activity:

Activity name: I guess…..



- Facilitator: “It is a fruit.”
- Student: Banana/ Mango/ Orange/ Strawberry/Apple/ etc.
- Facilitator: “It is a fruit and red in colour.”



- Student: “Strawberry/ Cherry/ Apple/etc.”
- Facilitator: “It is a fruit, red in colour, sweet and starts with letter A.”
- Students: “It is……..”



Solved activity/ Demo:

- Facilitator: “It is a fruit and yellow in colour.”
- Student: “It is a Banana.”

Practice:

- Facilitator describes different flowers, fruits and birds etc.
- सुलभक फुले,फळे व पक्षी अशा वेगवेगळ्या गोष्टींचे वर्णन करतात.






- Student tries to guess the answer by listening description attentively.

Extension Activity/Parallel Activity/ Reinforcement:

- Make two groups, use different things and play.

  इतर विविध वस्तू वापरुन वरीलप्रमाणे खेळ घ्या.

Evaluation :

- Facilitator describes things (ball, banana, sun etc.). Students draw a picture by guessing things. सुलभक वस्तूंचे वर्णन करतात. विद्यार्थी वस्तू ओळखून चित्रे काढतात.

Diksha Video/ E-content QR Code.

https://diksha.gov.in/play/collection/do_31252659664859136014288 2?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3122385950371512321561 8

My take away/ today I learned

- To listen attentively.
- To understand description.
- To guess answers.

Bridge course hand book

Learning outcome:

1. 04.17.02 .Guesses the meaning of words, phrases and sentences from the context.

Instructions for teachers and parents / facilitators:

- Enlist some action words. कृतीयुक्त शब्दांची यादी करा.
- Use pictures / cards. चित्रे / चित्रकार्डे वापरा.
- Make chits of action words e.g. – Run, Write etc. कृतीयुक्त शब्दांच्या चिठ्ठया बनवा.

Instructions for Students:

- Follow the instructions carefully. सूचनांचे लक्षपूर्वक पालन करा.
- Participate actively. कृतीयुक्त सहभाग घ्या.
- You can take help of your parents / teachers / friends etc. तुम्ही पालक / शिक्षक / मित्र इत्यादींची मदत घेऊ शकता.

Learning Activity:

- Tell English and Marathi words for given pictures.







- Pick the chit and do the action. चिठ्ठी उचला आणि कृती करा.

❖ Jump	❖ Cry	❖ Write	❖ Clap
❖ Run	❖ Read	❖ Dance	❖ Laugh

Solved activity / demo



- **Apple**

Sing



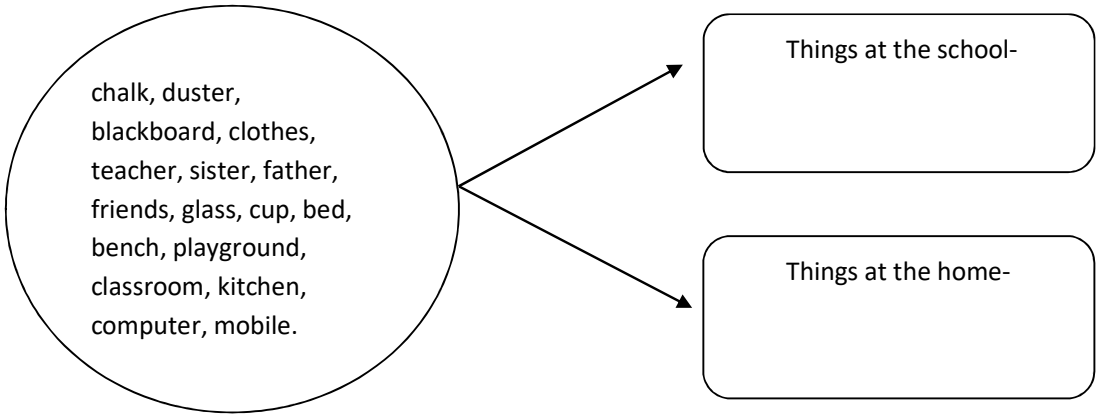
Practice:

Match the sentence with proper action. योग्य जोड्या जुळवा.

A	B
	**The boy is watching video.**
	**The hen is running.**
	**The boy is playing cricket.**
	**The girl is drinking water.**

Extension Activity / Parallel Activity/ Reinforcement:

Classify the words. शब्दांचे वर्गीकरण करा.



Evaluation

Select the proper image for the word in the box.
I am eating.





She is reading a book.






Teacher is teaching .





DIKSHA Video / E content QR code / Link:
https://diksha.gov.in/play/collection/do%2031252659664891360142882?contentId=do%2031225342187890278421882

My Take away / Today I learnt:

- To listen words carefully.
- To understand the meanings.
- To enact few action words.

Bridge course handbook

Learning outcome

- 04.17.03 Enjoys and recites poem, song and rhyme with proper actions, rhythm and appropriate expressions.

• Instructions for teachers and parents / facilitators:

- Ask children to sing the poem. मुलांना कविता म्हणायला सांगा.
- Ask children to recite the poem with action, rhythm and expressions.

  मुलांना हावभावासह तालासुरात कविता म्हणायला सांगा.

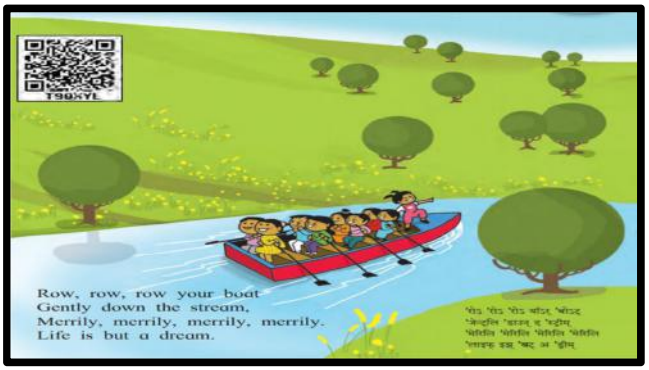
• Instructions for students:

1. Sing the poem. कविता म्हणा.
2. Repeat the poem. कविता पुन्हा म्हणा.
3. Sing with action. हावभावयुक्त गायन करा.
4. Do the given activities. दिलेल्या कृती करा.

• Learning activity

Listen carefully and repeat the poem. कविता ऐका व म्हणा.

1. Row your boat (Std.: Four, page 15)
2. Diksha app link : Roe your boat



Solved activity / Demo:

I am a river

Come run with me

I am a river

Come sing with me.

I am a river

Come dance with me

I am a river

Come flow with me

I am a river……



Practice:

Sing the poem "I am a river" with action.

"I am a river" या कवितेचे हावभावयुक्त गायन करा.

- **Extension Activity / Parallel Activity / Reinforcement:**

Perform the same poem with dance. हीच कविता नृत्य करत म्हणा.

Evaluation:

Shoot the video of children while singing the poem.

मुलांचा कविता सादर करतानाचा व्हिडिओ बनवा.

Sing some more poems with your friends/siblings etc.

तुमच्या मित्रांसोबत किंवा भावंडांसोबत गा.

Diksha app link

: Roe your boat

My take away / Today I learnt:

- ❖ To sing the poem with proper rhythm and action.
- ❖ To recite the poem.

BRIDGE COURSE BOOK

Learning Outcomes:

04.17.04. Participates and enacts in role play, short skits, playlets with interest.

Instructions for teachers and parents /facilitators:

- Conduct this activity orally. मौखिक कृती घ्या.

Instructions for students:

- Listen to the dialogue carefully. संवाद लक्षपूर्वक ऐका.
- Make use of correct pronunciations of the words while speaking.
  बोलताना शब्दांचे अचूक उच्चारण करा.
- Enact with proper gestures. योग्य हावभावांसह सादर करा.

Learning Activity:

Conduct this activity.

Sonu : May I come in, teacher?

Teacher : Yes, do come in.

Sonu : Thank you, teacher.

Teacher : Why are you late Sonu?

Sonu : Teacher, I missed my bus.

Teacher : Okay, but be on time, take your seat.

Sonu : Yes teacher. Thank you.

Solved Activity/ Demo:

A: What is your name?

B: I am Amit.

A: Where do you go?

B: I go to school.

A: What is your school name?

B: My school name is Sane Guruji Vidyalaya.

A: Which standard are you in?

B: I am in the third standard.

Practice:

Hello, My name is…….

I am ……..

I like……..

My favourite subject is……..

I live in…….



Extension Activity/ Parallel Activity/ Reinforcement :

A: How are you feeling?

B: I am ……







Evaluation :

- Facilitator observes, corrects and guides.

DIKSHA Video/ E-content QR code / Link :

- https://diksha.gov.in/play/content/do

My take away /Today I learnt :

- To deliver the dialogue.
- To speak in English.
- To tell information about ‘Myself’.

BRIDGE COURSE BOOK

Learning Outcome :

04.17.05. Responds and follows simple instructions / announcements / requests in English and acts accordingly.

Instructions for teachers and parents / facilitators:

Complaints and compliments (My English Book Four Page24) and Responses (My English Book Four Page-38)

Prepare some word cards (Wow! so beautiful, Oh no!, Great!, How sweet!, How sad!, What a surprise!). प्रतिसादाकरिता शब्दकार्डे बनवावेत.

Conduct this activity as an oral activity and focus on speaking skill.

मौखिक कृती म्हणूनही कृती करून घ्यावी व भाषणकौशल्यावर भर द्यावा.

Instructions for students :

Look at the word cards carefully and read them. Prepare the same.

शब्दकार्ड काळजीपूर्वक पाहा, वाचा.बनवा.

Listen and read sentences carefully. वाक्य काळजीपूर्वक ऐका आणि वाचा.

Reply with appropriate word cards. योग्य शब्दकार्ड वापरून प्रतिसाद द्या.

Learning Activity :

- Facilitator tells to read page no.24 and 38.Facilitator starts the activity with a demo. (Described below is a Solved Demo).

  Facilitator shows and reads the sentences one by one and asks students to reply them.
  - **Activity sheet**- What will be your reply? If…..



1) Amit shows a picture to you made by him.

2) Amit spills water on it by mistake.

3) Amit draws another beautiful picture.

4) Amit writes your name on it in so neat and tidy handwriting.

- Student listens carefully and reads too then replies with word cards.
- Facilitator repeats above act without word cards.
- In a pair or a small group facilitator conducts this activity using dialogues.
- Facilitator monitors and supports learning.

Solved Activity / Demo :

- Facilitator shows demo of the activity with the help of a co-facilitator or a student.

Facilitator (reads): Amit shows a picture made by him.

Learner : Wow! So beautiful. (Shows word card too.)

Facilitator : Good!

Practice:

- Facilitator repeats given activity by changing situation and sentences.
- Facilitator asks learners to use some other replies i.e. Thanks, Oh yes, Please, Believe me, I'm sorry and I didn't ….in dialogues with proper actions.

  Facilitator guides them to use above expressions in day to day life.

Extension Activity/ Parallel Activity/ Reinforcement :

- Facilitator asks learners to imagine - Amit's reply, and present it.

For ex. Facilitator reads - Amit shows a picture made by him.

A: Look at my picture.

B: Wow! So beautiful.

A: Thank you very much. (Amit's reply.)

Evaluation : (Oral)

Look, listen and respond with proper action.

Ex. What will you say? If……

1) You spill water on anybody's shirt.
2) Your friend sings so well.
3) Someone laughs at you.

DIKSHA Video/ E-content QR code / Link :

- DIKSHAlink -https://diksha.gov.in/dial/TMFLNE

My take away/Today I learnt :

- To give compliments.
- To respond as per the situation and dialogues.
- To use such expression in day to day life.

BRIDGE COURSE BOOK

Learning Outcomes:

04.17.06 Listens and responds attentively to stories, narrations, descriptions etc. in English and follows the meaning.

Instructions for teachers, parents /facilitators :



My English book four : Mannu's Maths (Page no.22,23)

- Use picture cards, number cards or necessary real things.
- चित्रकार्ड,अंककार्ड किंवा आवश्यक वस्तू यांचा उपयोग करा.
- Introduce the necessary things and numbers before reading.
- वाचनास सुरवात करण्यापूर्वी आवश्यक वस्तू, अंक यांचा विद्यार्थ्यांना परिचय करून द्या
- Stop at picture or number. चित्र, अंकाच्या ठिकाणी थांबा.

Instructions for students:



- Look at the picture or number cards carefully.
  चित्र व अंककार्डाकडे काळजीपूर्वक पहा.
- Listen instructions attentively. सूचना लक्षपूर्वक ऐका.
- Repeat after teacher /facilitator.शिक्षक/ सुलभकांच्या मागे म्हणा.
- Respond correctly at your turn**.** तुमच्या वेळी अचूक प्रतिसाद द्या.

Learning Activity: Facilitator shows the picture, number cards or realia. Asks the learners to identify them.



- Facilitator reads aloud the number or picture cards. Asks learners to repeat.
- Facilitator gives proper instructions with Instruction Checking Questions for further reading.
- Facilitator gives demo with the help of volunteer.
- Facilitator reads aloud the given sentences and stops at pictures or numbers.
- Learners read aloud the particular picture or number chorally.
- Facilitator reads all three paragraphs - A , B, C. in similar manner.
- Facilitator supports learning.

Solved Activity / Demo : Facilitator reads sentences from given paragraphs and stops at Picture or number. At the same time volunteer reads that particular picture or Number. After that facilitator starts his reading again and stops at picture or number. At the same time volunteer again reads next picture. The process will be continued till it ends.

Practice Activity :



- Ask students to read aloud the paragraphs for 2 or 3 times.
- Ask learners to work in pair and read aloud the paragraphs with the help of each other.
- Ask students to change their roles.

Extension Activity/ Parallel Activity/ Reinforcement: Facilitator sticks pictures of fruits, vegetables and other objects on the walls of the classroom or house randomly.



- Divides class into two groups.
- Provides the name strips of vegetables, fruits and objects.
- Gives 5 minutes to complete this activity.
- Asks learners to find out pictures and paste its name below.
- The group that pastes the entire name strips at first and accurately will be the winner.

Evaluation: (Oral) : Read aloud the given paragraphs alone.

- (Written): Write the given paragraphs. Using words instead of pictures.
- (Project) Collect the pictures of fruits and vegetables and prepare stick book.

DIKSHA Video/ E-content QR code / Link

:https://diksha.gov.in/play/collection/do_31252659664859136014288 2?contentId=do_31223866559114444815655

My take away/Today I learnt :

- To read the pictures correctly.
- To listen attentively and respond.
- To practice echo reading.



BRIDGE COURSE BOOK

Learning Outcomes:

04.17.07 Reads English seen in the surrounding with understanding at a reasonable speed.

Instructions for teachers and parents /facilitators:

- Make picture and word cards. चित्रे आणि शब्दकार्ड तयार करा.
- Sing poem with proper rhythm. कवितेचे तालासुरात गायन करा.

Instructions for students:

- Listen and repeat. कविता ऐका आणि म्हणा.
- Read aloud and sing. मोठ्याने वाचा आणि चालीत म्हणा.
- Look, listen and read with me.पहा, ऐका व माझ्याबरोबर म्हणा.

Learning Activity :To the market

- Teacher sings the poem aloud.
- Students listen, sing and enact the poem.
- Students add more things from market and sing the poem.

Solved Activity / Demo :

- Facilitator sings poem aloud
- Child 1 sings poem with one item from market
- Child 2 adds one more item and sings poem.



- In this way each student will add one more item and sing the whole poem.

Practice :

- Sing poem aloud.
- Tell the names of things we get from market.

Extension Activity/ Parallel Activity/ Reinforcement :

- Make the list of following things –

  Animals, birds, flowers, fruits, vegetables, colours etc.
- List the household things.
- List the things from classroom.
- List the things from school laboratory.

Evaluation :

- Sing poem aloud.
- Show picture flashcards and tell them to recognise.

DIKSHA Video/ E-content QR code / Link :

My take away/Today I learnt :

- To sing a poem.
- To identify things from my surrounding.

BRIDGE COURSE BOOK

Learning Outcomes:

04.17.08. Tells/shares jokes and riddles in English for entertainment.

Instructions for teachers and parents / facilitators:

- Make riddle cards or use the textbook.
  कोड्यांचे कार्डस् बनवावेत किंवा क्रमिक पाठ्यपुस्तक वापरा.
- Conduct this activity as an oral activity and focus the speaking skill.
  मौखिक कृती म्हणून ही कृती करून घ्या व भाषण कौशल्यावर भर द्या.
- Explain the concept 'Riddles' in simple language.
  'Riddles' म्हणजे काय हे सोप्या भाषेत समजावून सांगा.
- Read the riddles aloud. स्पष्ट आवाजात कोड्यांचे वाचन करा.

Instructions for students :

- Listen the riddles carefully.(कोडे लक्षपूर्वक ऐका.)
- Guess and answer the riddles.(विचार करा व कोड्याचे उत्तर सांगा.)
- Prepare your own riddles. (स्वतः वेगळे कोडे बनवा.)

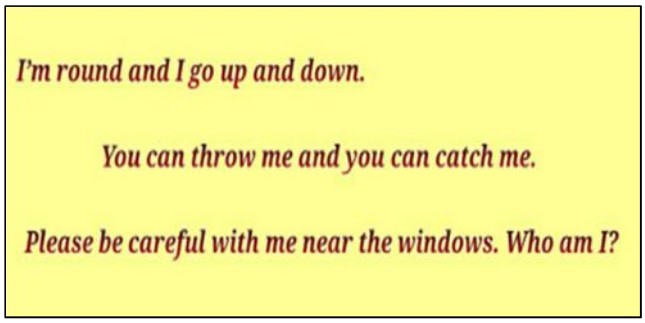
Learning Activity : (Riddles) page no.76

- Facilitator starts the activity with a demo. (Described below in Solved/Demo)
- Facilitator reads a riddle aloud and students guess and answer.
- Facilitator gives more clues if necessary.
- Facilitator asks students to prepare their own riddles.
- Students share their riddles one by one to class and others answer the riddles.
- Facilitator monitors and supports learning.

Solved Activity / Demo :

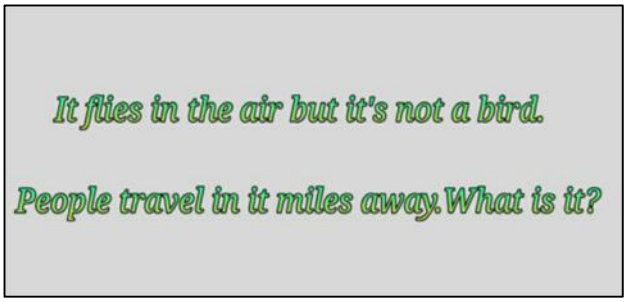
Facilitator shows demo of the activity with the help of a co-facilitator or a student.

Facilitator shows a riddle card and read it aloud or asks student to read.



Learner: Ball.

Facilitator: Very good. Now one more riddle



Learner : Aeroplane.

Facilitator: Excellent! Now it's your time to prepare your own riddles

Practice :

- Facilitator makes pairs and gives each pair a picture card and asks students to prepare appropriate riddles for respective picture card.
- Students prepare the riddles and share it with the class.
- Facilitator makes pairs and guide them to conduct the activity with their partners.

Extension Activity/ Parallel Activity/ Reinforcement:

Guessing game:-

- Facilitator makes two groups of students and organises 'Guessing game' competition.
- Facilitator gives a word to a representative from first group. He/ She describe the word and gives clues about it. His/her group members try to guess the correct word. (Vice versa)
- Every group will be given five chances each. The group with more correct guessed words will be the winner.

Evaluation :

- Read aloud the given riddle.
- Guess and answer the given riddles.
- Prepare 3 riddles that end with 'Who am I?'
- Prepare 3 riddles that end with 'What is it?'

DIKSHA Video/ E-content QR code / Link :

https://diksha.gov.in/dial/UJKE58

My take away/Today I learnt :

- To guess and answer the riddles.
- To prepare my own riddles.
- To participate in 'Guessing game'.

Formative Evaluation First Test 2021-22

Std. Five **Sub - English** **Marks - 15**

Name of the Student -_____

Q.1 A) Fill in the blanks with 'one' or 'many'. (02 marks)

'one' किंवा 'many' यापैकी योग्य शब्द वापरून रिकाम्या जागा भरा.

1) ----- man. 2) ----- trees.

3) ----- flowers. 4) ----- box.

Q.1 B) Use the correct letter from the bracket and make meaningful words. (02 marks)

कंसातील योग्य अक्षर वापरून अर्थपूर्ण शब्द तयार करा.

1) t_me (i / l) 2) smil_ (a / e)

3) c_me (u / o) 4) ha_d (l / n)

Q. 2 A) Match the following. जोड्या जुळवा. (02 marks)

' A' group	**' B' group**
1) It has three blades.	
2) We cut vegetables with it.	
	

Q. 2 B) List the names of any four body parts. (02 marks)

शरीराच्या कोणत्याही चार अवयवांची नावे लिहा.

1) _____ 2) _____

3) _____ 4) _____

Q. 3 A) Write the meaningful words beginning with the following letters.

खालील प्रत्येक अक्षरापासून सुरु होणारा अर्थपूर्ण शब्द लिहा. (02 marks)

1) P_____ 2) B_____

3) C_____ 4) M _____

Q.3 B) Write the rhyming words for the following. (02 marks)

खालील शब्दांना यमक जुळणारे शब्द लिहा.

1) boat - 2) bat -

3) man - 4) king -

Q.4 B: Choose one word from each group and form three meaningful sentences.

प्रत्येक गटातून एक एक शब्द निवडून तीन अर्थपूर्ण वाक्य लिहा. (03 marks)

I We He	took reads play	newspapers games a book dog

BRIDGECOURSE BOOK

Learning Outcomes:

04.17.09: Guesses the meaning of words, phrases, sentences from the context and solves simple crosswords, puzzles, builds word chain etc.

Instructions for teachers and parents/facilitators:

- Make Picture cards, word cards and sentence cards or use of flip book.
  चित्र,शब्द व वाक्य कार्ड बनवावेत किंवा फ्लिपबुकचा वापर करावा.
- Conduct this activity firstly as an oral activity and focus on speaking and also writing skill. मौखिक, भाषिक व लेखन कौशल्यावर भर द्यावा.
- Make chits of action words with picture. चित्रमय कृतीयुक्त शब्दांच्या चिठ्ठ्या बनवा.

Instructions for students:

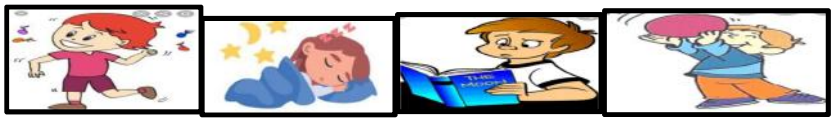
Look at the pictures carefully and guess the name of the picture.
चित्राचे निरीक्षण करून नाव ओळखा

Use of words with the help of pictures. चित्राच्या साहयाने शब्दांचा वापर करा

Make meaningful sentences with the help of pictures. चित्राचा वापर करून अर्थपूर्ण वाक्य बनवा.

Learning Activity: Facilitator shows the picture one by one and asks to recognise the picture. Facilitator shows action words, students guess and use them to make sentences.

(सुलभक विद्यार्थ्यांना एक एक चित्र दाखवतात. व चित्र ओळखण्यास सांगतात. त्यावरून कृतियुक्त शब्दही ओळखतात व वाक्यात वापरून वाचून दाखवतात.



Singing Sleeping Reading Playing

Fill in the blanks with the help of picture.

(चित्राच्या सहाय्याने रिकाम्या जागा भरा)

- Abhishek likes ……. 

Solved Activity/Demo:

- Facilitator shows demo of the activity with the help of co-facilitator or a student.
- सुलभक आपल्या सहसुलभक किंवा विद्यार्थ्यांच्या मदतीने नमुना कृती दाखवतात.
- I like mango very much.  The cat is running. 

Practice: Select the proper image for the words and choose one option.

चार पर्यायांपैकी बरोबर पर्याय निवडा.

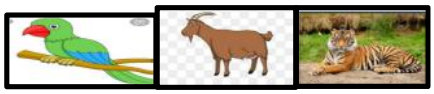
Elephant : 

Extension Activity/Parallel Activity/ Reinforcement:

Facilitator conducts a game of word chain with picture.



Evaluation: Look at the picture and name it.



DIKSHA Video/ -content QR code

https://diksha.gov.in/dial/T9H2WY

https://diksha.gov.in/dial/T8YATN

My take away / Today I learnt:

- To recognise name of the picture.
- To read the picture aloud.
- To use action words.

BRIDGECOURSE BOOK

Learning Outcomes:

1. 04.17.10 Reads and finds the meaning of new words from a dictionary for reference.
   Looks up the spelling of words from a dictionary.

Instructions for teachers and parents/facilitators:

1. Provide printed or digital dictionary. छापील किंवा डिजीटल शब्दकोश पुरवा.
2. Use picture cards. चित्र कार्डे वापरा.
3. Develop skill to handle dictionary effectively.शब्दकोश प्रभावीपणे हाताळण्याचे. कौशल्य विकसित करा.

❖ Instructions for students:

1. Take help of your friends तुमच्या मित्रांची मदत घ्या.
2. Understand pronunciation and meaning of words. शब्दांचे उच्चार आणि अर्थ समजून घ्या.

❖ Learning Activity:

1. Look at the pictures and find correct meaning from dictionary. चित्र पाहून योग्य अर्थ शब्दकोशातून शोधा.



❖ Solved Activity/Demo:

Facilitator shows demo of the activity using dictionary. सुलभक शब्दकोशाच्या सहाय्याने नमुना कृती करून दाखवितात.

1.  Gold

सोने

2. Gate

फाटक



Practice:

Match the words with meaning. शब्द आणि अर्थाच्या जोड्या लावा.

Shout	**स्वप्न पाहणे.**
Run	**ओरडणे.**
Dreaming	**धावणे.**

Extension Activity/Parallel Activity/ Reinforcement:

Arrange the words in alphabetical order. खालील शब्द वर्णाक्षरक्रमाने लावा.

Sky, Inside, Fox, Cock,	Cock, Fox, Inside, Sky,
Onion, Chilli, Turmeric, Oil,	----------, ----------, ----------, ----------,
Milk, Pot, Butter, Cream	----------, ----------, ----------, ----------,
Buy, Wait, Show, Know,	----------, ----------, ----------, ----------,

Evaluation:

❖ Write the missing letters. हरवलेली अक्षरे लिहून शब्द पूर्ण करा.

B _O_ A _T_	T___S___	___L___W
____I____E	W____I____	S H ____ ____
____O____T	P____S ____	____E ____L

❖ **DIKSHA Video/ -content QR code:**

DIKSHA Link:
https://diksha.gov.in/play/collection/do_31252659664859136014288 2?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31301433244105932813 08

❖ **My Take Away / Today I Learnt:**

- To find meanings of words from dictionary.
- To pronounce words correctly.
- To match words with their meanings.
- To fill in the missing letters to frame meaningful words.

BRIDGECOURSE BOOK

Learning Outcomes:

- 04.17.11. Listens to word/sentence and writes them down.

Instructions for teachers and parents/facilitators:

1. Make word and sentence cards or use the textbook.

   शब्दकार्ड आणि छोटया वाक्यपट्ट्या तयार करा किंवा क्रमिक पाठ्यपुस्तक वापरावे .

2. Conduct this activity as an oral activity and focus on listening, reading, writing skill.

   मौखिक कृती म्हणूनही कृती करून घ्यावी आणि श्रवण,वाचन,लेखन कौशल्यावर भर द्यावा.

3. Facilitate co-relation about the pictorial things, word cards, sentence strips and information on it.

   सचित्रगोष्टी, शब्दकार्ड, वाक्यपट्ट्या आणि त्यावरील माहितीबद्दल सहसंबधांचे सुलभन करा .

Instructions for students:

1. Look at the picture card and listen carefully.

   चित्रांचे काळजीपूर्वक निरीक्षण करून ऐका.

2. Listen and understand the words and sentences of the cards and their pictures.

   काळजीपूर्वक ऐका व चित्र व कार्डातील मजकूर समजून घेऊन लेखन करा.

Learning Activity:

1. Listen the words and read after me.

.



2. Listen and act then make sentences.

eg. He is swimming



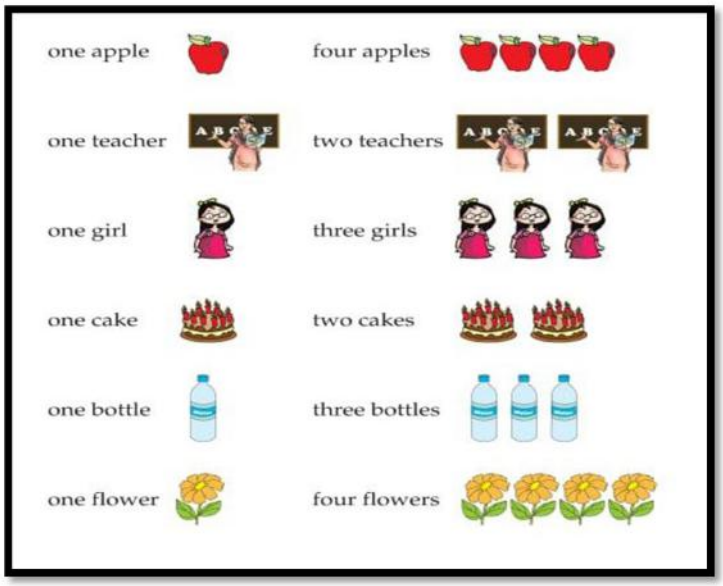
Solved Activity/Demo: Circle the rhyming words.

Sun- Mat, Ball, Fun.

Top- Cat, Pop, Pin.

Practice: . Make phrases/sentences and write them down.

Extension Activity/Parallel Activity/ Reinforcement: Listen and write.



Evaluation:

1. Make meaningful words.

   S O R E - …….. 2. O G D - ……

DIKSHA Video/ -content QR code

1. https://diksha.gov.in/play/collection/do_31252659664859136014288 2?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3122534222097367042188 5

My take away/ Today I learnt:-

1. To listen and understand the word on the chart.
2. To listen and read the chart.
3. To write.

BRIDGECOURSE BOOK

Learning Outcomes:

04.17.12: Uses punctuation marks appropriately in reading aloud with intonation and pauses such as question marks, comma and full stop.

Instructions for teachers and parents/facilitators:

- Start reading aloud with single sentence with proper intonation.एक एक वाक्य उचित चढ-उतारासह वाचा.
- Keep variety in the punctuation marks.विविध विरामचिन्हे असणारी वाक्ये निवडा.
- While reading match your reading pace and tone to reflect each punctuation mark.वाचताना लेखी वाक्य व मौखिक वाचन यांचा समन्वय साधावा.
- Introduce punctuation marks in the same sentence to your students.वाक्यांत आलेल्या विरामचिन्हांची ओळख करून द्या.

Instructions for students:

- Use the punctuation marks properly.विरामचिन्हांचा उचित वापर करा.

Learning Activity:

- Facilitator shows and reads sentences one by one from slides/flash cards/video having punctuation marks in it with proper intonation and introduces it.

Q1.Identify the given characters.






Q2.Use proper punctuation mark in given sentences.

1. What a wonderful car__ 
2. Stay home stay safe_ 

Q3.Read the given sentences with proper intonation. (Teacher asks students to listen and repeat.)

1. Why are you running, Doremon?

2. I like apple, banana, grapes and cadbury.

Solved Activity/Demo:

- Q1.  - **Question mark**  - **Comma**

Practice:

Q1. Select suitable character for the following. (Group Activity -First group will show picture card and read it, second group will give answer.)

-  Keep social distancing _ (full stop  /question mark )

Extension Activity/Parallel Activity/ Reinforcement:

Q1. Find out sentences using suitable punctuations and read aloud with proper intonation.



Evaluation:

- Find out and write 3 sentences from your book for each punctuation mark you learn in this lesson.

DIKSHA Video/ -content QR code

https://diksha.gov.in/dial/TP9SZX https://diksha.gov.in/dial/TPIP2K

https://diksha.gov.in/dial/TQK896 https://diksha.gov.in/dial/U4IRZL

My take away / Today I learnt:

- How the sentences should be read with punctuation marks.
- Proper use of punctuation marks in writing.
- Importance and functions of punctuation marks in using a language effectively.

BRIDGECOURSE BOOK

Learning Outcomes:

04.17.13 Writes informal letters or messages with a meaningful representation.

Instructions for teachers and parents/facilitators:

1. Select text books, magazines, videos, images, flash cards, colour sketch pens, scissors, etc. as per need.पुस्तके, मासिके, व्हिडिओ, चित्रे, फ्लॅशकार्ड्स, रंगीत स्केचपेन्स, कात्री, इ. साहित्य आवश्यकतेनुसार निवडा.
2. Give demo before asking students to do an activity.कृती करण्यापूर्वी एखादे उदाहरण सोडवून दाखवा.
3. Take practical activity.प्रात्यक्षिक स्वरूपात कृती घ्या.
4. Give proper instructions. आवश्यकतेनुसार स्पष्ट सूचना द्या.
5. You can send images of completed cards to your students via WhatsApp group. तुम्ही विद्यार्थ्यांच्या व्हॉटसॲप ग्रुपवर तयार झालेल्या कार्डचे फोटो पाठवू शकता.

Instructions for students:

1. Listen carefully to your facilitator.आपल्या मार्गदर्शकांच्या सूचना लक्षपूर्वक ऐका.
2. Look and do the activity.पाहा आणि कृती करा.

Learning Activity:

Facilitator starts the activity with demo.सुलभक प्रात्यक्षिक रूपात कृतीला सुरुवात करतात.

1. Facilitator asks students about the situations for writing letters or messages.सुलभक विद्यार्थ्यांना पत्रलेखन कधी करतात याविषयी विचारतात e.g., HAPPY BIRTHDAY!



2. Then facilitator makes a list of short messages and informal letters to the friends, and family members.सुलभक पत्रलेखनाच्या विविध प्रसंगांची यादी विद्यार्थ्यांना पुरवतात.

e.g. BEST OF LUCK! CONGRATULATIONS! ALL THE BEST!

HAPPY DIWALI! EID MUBARAK! HAPPY HOLI! THANK YOU!

Dear teacher,	Congratulations!	Dear Shital,
You are very special.	You won the game.	Wish you all the best.
Manish.	We are proud of you.	Rahul.

3. Facilitator takes practice of any one of the informal letter or message.

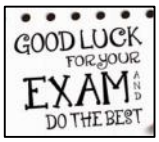
   सुलभक एका पत्रलेखनाचा सराव विद्यार्थ्यांकडून करून घेतात.

Solved Activity/Demo:

1. Facilitator shows some examples of writing the informal letters or messages.

   (सुलभक पत्रलेखनाचे काही नमुने विद्यार्थ्यांना दाखवतात.)





2. Students look and write the same messages in their notebooks.

   (विद्यार्थी त्यांच्या वहीमध्ये ते नमुने रंगवून तयार करतात.)

Practice:

1. Look at the picture, think on it and make a colourful message or Greeting card.

   (चित्र पहा, विचार करा आणि त्यावर आधारित एक मेसेज किंवा शुभेच्छाकार्ड बनवा.)





Extension Activity/Parallel Activity/ Reinforcement:

Make meaningful messages and send to your friends.

Evaluation:

1. **Project**: Make as many as colourful messages, Greeting Cards as you can and give it to your friends, classmates and family members. (Minimum 2 each)

(प्रकल्प : तुमच्या मित्रांसाठी/नातेवाईकांसाठी छान छान शुभेच्छापत्रे तयार करा.

DIKSHA Video / content QR code

https://youtu.be/PQun1lt0gwQ https://youtu.be/uvCO-N-rViU

My take away / Today I learnt:

1. To write informal letters and messages.
2. To make colourful greeting cards.

BRIDGE COURSE BOOK

Learning Outcomes :

- 04.17.14: Reads English seen in the surroundings with understanding and reasonable speed on the classroom walls, notice boards, in posters and in advertisements.

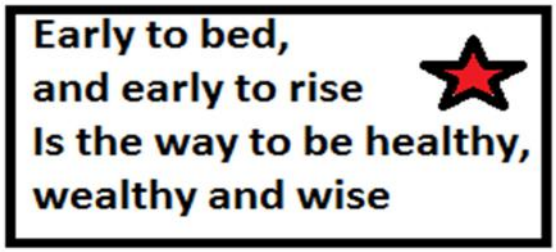
Instructions for teachers and parents / facilitators:

- Use posters / boards / advertisements. पोस्टर / फलक / जाहिराती यांचा वापर करा.
- Observe the speed of reading. वाचनाच्या गतीचे निरीक्षण करा.

Instructions for students :

- Observe the posters /boards carefully. पोस्टर / फलकाचे काळजीपूर्वक निरीक्षण करा.
- Participate actively with your peer/in group. प्रत्येक कृतीमध्ये सहभाग घ्यावा.

Learning Activity :



- Facilitator displays poster/ notice board.
- Facilitator reads poster/ notice board. सुलभक पोस्टरचे वाचन करतात.
- Facilitator asks learners to read poster / notice board पोस्टरचे वाचन करण्यास सांगतात.
- Facilitator asks simple questions about poster/ notice board. पोस्टरविषयी सोपे प्रश्न विचारतात.

Solved Activity / Demo :



- Facilitator asks learners to read. पोस्टर चे वाचन करण्यास सांगतात.
- Facilitator asks questions related to poster. पोस्टर बाबत प्रश्न विचारतात.
- Facilitator asks learners to read in groups.विद्यार्थ्यांना गटात वाचन करण्यास सांगतात.

Extension Activity/ Parallel Activity/ Reinforcement :

Facilitator Asks learners to make poster. सुलभक विद्यार्थ्यांना पोस्टर बनवण्यास सांगतात.

Evaluation:

- Read classroom walls / posters / notice boards / advertisements with understanding.
- Read classroom rules.
- Prepare posters / advertisements.
- Collect the English posters / advertisements from newspapers, books.
- Read posters / advertisements in your surroundings.

DIKSHA Video/ E-content QR code / Link :

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My take away/Today I learnt :

- To Read classroom walls / posters / notice boards / advertisements with understanding.
- To answer of simple questions based on posters.
- To prepare posters / advertisements.

BRIDGE COURSE BOOK

Learning Outcome:

04.17.15 Uses noun, verb, adjective and prepositions in speech and writing.

Instructions for teachers and parents / facilitators:

- Make word cards, picture cards and sentence strips. **शब्दकार्ड,चित्रकार्ड,वाक्यपट्ट्या बनवा.**
- Always show a demo before any new activity/action. **प्रात्यक्षिक दाखवावे.**
- Focus on speaking and writing skill. **तोंडी तसेच लेखीकौशल्यावर भर द्यावा**

Instructions for students :

- Respect the facilitator and listen the instructions carefully. **सुलभकाचा आदर करावा.**
- Participate actively in peer/in group. **प्रत्येक कृतीमध्ये जोडी करून किवा गटात सहभाग घ्यावा.**
- Support and learn from each other. **सहकार्य करुनव एकमेकांकडून अध्ययन करावे.**

Learning Activity :

- Facilitator shows the word cards or chart and conduct the following activity.

सुलभक खालील शब्दकार्ड किंवा शब्दतक्ता दाखवतात व खालील कृती जोडीने किवा गटात करून घेतात.

❖ **Activity -1**.Write a suitable word from the following words to the sentence.

(वाक्यात योग्य शब्द घालून वाक्य पूर्ण करा.)big, beautiful, kind, greedy

For example- It's a---------- house.

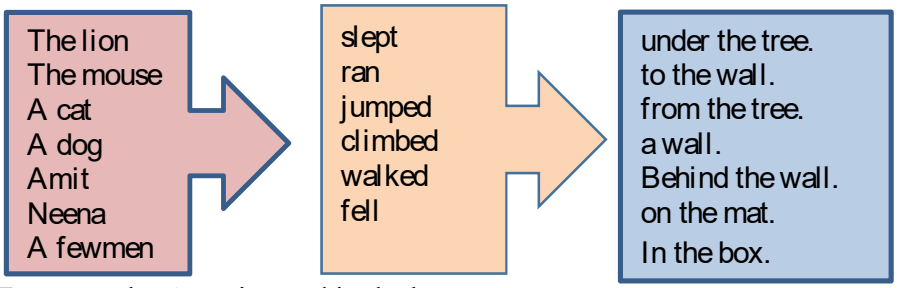
It's a **beautiful** house.

I caught a ----------fish.

I saw an ----------man.

Once there was a ----------woman.

❖ **Activity-2**.Choose one word / phrase from each shape and make meaningful sentences. Write in your notebook. **खालील पैकी एक शब्द/ शब्दगट निवडा व अर्थपूर्ण वाक्य बनवा.**



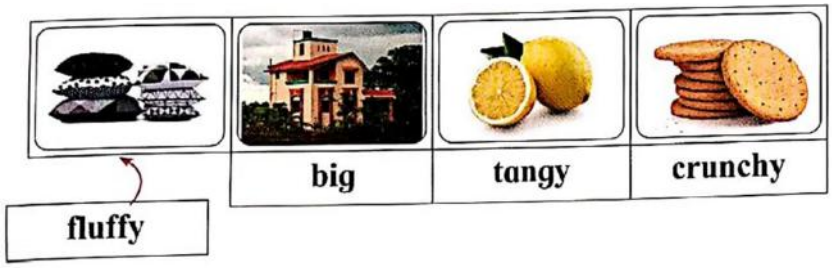
For example- A cat jumped in the box.

Solved Activity / Demo :

- Facilitator shows demo of the activity with the help of a co-facilitator or a student. He demonstrates as described above.

Extension Activity/ Parallel Activity/ Reinforcement :

- Facilitator makes two groups of the students and organise one competition.
- One group will show the word cards and other group will show a related picture card and reply by framing a short phrase. Correct answer caries 5 marks.



For example- fluffy pillows.

- Every group will be given five chances each. The group with more marks will be the winner.

Evaluation :

- Make many short phrases by joining describing words and related words.
  For example-big elephant, beautiful rose.
- Make many sentences by joining words and phrases. Eg. A ball is on the table.

DIKSHA Video/ E-content QR code / Link :

- Garden of words-
  https://diksha.gov.in/play/collection/do_31252659666145280024094 4?contentType=TextBookUnit
- Building sentences
  https://diksha.gov.in/play/collection/do_31252659666140364824091 4?contentType=TextBookUnit

My take away/Today I learnt :

- To make the list of words related to given word.
- To make short phrases by joining pictures and words.
- To build meaningful sentences by joining words and phrases.

BRIDGE COURSE BOOK

Learning Outcomes :

04.17.16: Understands and uses proper greetings and farewells.

Instructions for teachers and parents / facilitators:

- Use the textbook or greeting cards. पुस्तक किंवा शुभेच्छा पत्रांचा वापर करा.
- Conduct this activity as an oral activity and focus on speaking skill.

  मौखिक कृती म्हणून ही कृती करून घ्या व भाषण कौशल्यावर भर द्या.

Instructions for students :

- Correlate the greetings and pictures. चित्र आणि शुभेच्छांचा योग्य संबंध जोडा.
- Use greetings and farewells whenever necessary.

  शुभेच्छा आणि निरोप संदेशांची योग्य देवाणघेवाण करा.

Learning Activity :

- Observe the pictures and tell how you will wish them.चित्रांचे निरीक्षण करून योग्य शुभेच्छा संदेश निवडा.









Good bye!

Happy Birthday!

Thank you!

Eid Mubarak!

Happy Diwali



Solved Activity / Demo :

How will you wish? खाली दिलेले प्रसंग वाचून तुम्ही कोणत्या शुभेच्छा द्याल, ते सांगा.

1) Today is 5th September - Happy Teacher's Day!
2) We are celebrating Christmas -Merry Christmas!
3) My friend is not feeling well - Get Well Soon!

Practice :

Hello and Good Bye game

Raise your right hand to say 'Hello' and your left hand for 'Good bye'.

Extension Activity/ Parallel Activity/ Reinforcement :

- **A spin wheel**

Facilitator should make this spin wheel by using available material.

From Start to Finish go through directions and tell how will you wish on these special occasions?



Evaluation:

- Prepare a greeting card for your mother to say her 'Thanks'.
- Collect more greetings and farewells.
- Make a puzzle on greetings and farewells.

DIKSHA Video/ E-content QR code / Link :

https://diksha.gov.in/play/collection/do_31252659664859136014288 2?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31224134435021619211 1

My take away/Today I learnt :

- To express my feelings.
- To Understands greetings and farewells.
- To use greetings and farewells in daily routine.

BRIDGE COURSE BOOK

Learning Outcomes :

04.17.17: Participates in a conversation and speaks briefly on a familiar topic.

Instructions for teachers and parents / facilitators:

- Use the textbook. (Std. five My English book page. 70) पाठ्यपुस्तकाचा वापर करा.
- Always show a demo before any new activity/action.
  नवीन कृती अगोदर प्रात्यक्षिक दाखवा.
- Use the Diksha video link for Activity. दिक्षा लिंकचा उपयोग करा.
- Focus on speaking skill. भाषण कौशल्यावर भर द्या.

Instructions for students :

Give answers of the Facilitator's questions .सुलभकाच्या प्रश्नांची उत्तरे द्या.

Write down all responses. सर्व प्रश्नांची उत्तरे लिहा.

Present all responses. उत्तरे वर्गासमोर सादर करा.

Learning Activity :

- Facilitator starts activity with a demo.
- Students answer the questions.
- Students write answers to all the questions.
- Students respond to all the questions by being in front of the class/parents.
- Facilitator monitors and supports learners.

Chit-chat

What's your favourite dish?

Who is your favourite player?

Which song do you like to sing?

*What are you good at?

Solved Activity / Demo :

- ❖ Facilitator demonstrates the activity with the help of a student.
- ❖ Facilitator chats with a student.
- ❖ Facilitator asks questions from the activity to the student.
- ❖ Example: Facilitator: Raju, What's your favourite dish?

  Raju : 'Puran-poli'.

Practice The facilitator ….

- Shows a known picture.
    1. Ask the learner- what do you see in this picture? (in mother tongue)
    2. Writes learners' responses on the board.
    3. Ask learner to read aloud.

Extension Activity/ Parallel Activity/ Reinforcement :

Take an interview of your best friend. Use following questions and write answers in the space provided. आपल्या मित्राची मुलाखत घ्या आणि लिहा.

You	Your friend
What is your name?	
Where do you live?	
What is your school name?	

Evaluation :

- Tell about yourself.
- Tell about your mother / father.
- Tell about your school.

DIKSHA Video/ E-content QR code / Link :

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2) https://diksha.gov.in/play/content/do_31301433436419686412 70

My take away/Today I learnt :

- ❖ To introduce myself.
- ❖ To give introduction of mother and father.
- ❖ To give school information.

BRIDGE COURSE BOOK

Learning Outcomes: 04.17.18: Reads and understands map and graphics.

Instructions for teachers and parents / facilitators:

- Prepare picture cards or use pictures from a textbook.

  चित्रकार्ड्स आणि रेखांकीत कार्ड्स बनवावेत किंवा क्रमिक पाठ्यपुस्तक वापरा.

- Give students a chance to express themselves.

  विद्यार्थ्यांना अभिव्यक्त होण्यासाठी संधी द्या.

Instructions for students :

Understand and read the text of the map and the pictorial information.

नकाशा व चित्रमय माहिती यातील मजकूर समजून घेऊन वाचन करा.

Actively participate in every activity.प्रत्येक कृती व उपक्रमामध्ये कृतियुक्त सहभाग घ्यावा.

Learning Activity :

- Facilitator takes one interesting game .(खजिना शोध)
- Asks the students to form pair and play the game.
- Facilitator takes this type of activity. Work in pairs. Look at the map below. Imagine you have some treasure you want to hide. Decide where to hide it on the map below and keep it in your mind. Don't tell your partner! Help your partner to reach the treasure by giving instructions.



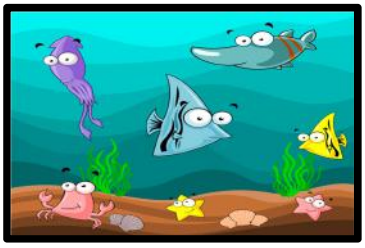
Solved Activity / Demo :

Facilitator takes the above activity/game and gives some work to the students.

- Asks about the symbols and its meaning.
- Makes the list of the things from the map.
- Finds out the places using directions.

Practice :

- Facilitator shows pictures from other resources and asks the questions.
- Makes phrases using the words and pictures/things. Ex. A blue fish
- Facilitator takes the guessing game activity. Ex. I am kind of the jungle. I am a wild animal. Who am I?







Extension Activity/ Parallel Activity/ Reinforcement :

1) Facilitator conducts onion ring activity.

2) Make the pictorial scrap-book.

3) Collect the various types of maps.

4) Draw the symbols of maps in your drawing -book.

5) Prepare the charts of fruits, vegetables, animals etc.

Evaluation :

- Collect new words from pictorial information.
- Write the new words in your vocabulary notebook.(शब्दसंपत्ती वही)
- Frame a phrase using proper word and picture.
- Draw the mind map (शब्द चक्र) yourself.

DIKSHA Video/ E-content QR code / Link :

https://diksha.gov.in/play/collection/do_31252659664859136014288 2?contentId=do_31223859503715123215618

My take away/Today I can:



- To read and understand the text on the map.
- To read the charts and graphics.
- To speak on the pictorial things.
- To enjoy drawing.

Formative Evaluation Second Test 2021-2022

Std – 5th Subject – English Marks – 15

Name of the Student - _____

Q. 1 Choose young ones of the given animals. खालील प्राण्यांच्या पिल्लांची नावे निवडा. 2 marks

Dog - 1. Kitten 2.Puppy 3. Colt 4. Foal

Tiger - 1. Calf 2.buck 3. Kid 4. Cub

Q. 2 A. Your friend is angry with you then what massage will you say. तुमचा मित्र तुमच्यावर रागावलेला आहे, तर तुम्ही काय म्हणाल? 1 mark

A) Thank you. B) Best of luck.

C) I am sorry. D) Congratulations.

B. Choose incorrect option. अयोग्य पर्याय निवडा. 1 mark

A) Wake up earlier. B) Do exercise.

C) Sleep late at night. D) Brush every day.

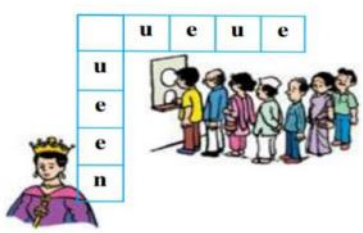
Q. 3 Look at the pictures and complete the words. चित्र पहा आणि शब्द पूर्ण करा. 2 marks

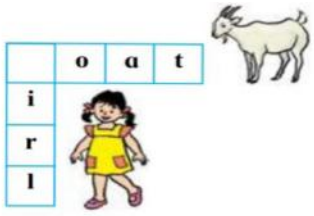
1.P

2.Q

3.R

4.S





1.E

2.F

3.G

4.H

Q. 4. Choose appropriate punctuation marks. योग्य विरामचिन्हे वापरा. 2 marks

A) What a surprise 1) ? 2) . 3) ! 4) ;

B) What are you doing 1) : 2) . 3) ! 4) ?

Q. 5. Find the unrelated words from the given words. मोठ्या शब्दांतून कोणता अर्थपूर्ण शब्द तयार होत नाही. 3 Marks

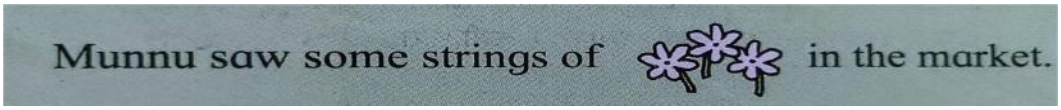
Butterfly - 1. But 2. Fly 3. Butter 4. Bat

Caterpillar - 1.Cat 2.Pillar 3. Catering 4. Tap

Handkerchief- 1.Hand 2.Chill 3. Chief 4.Kind

Q. 6. Name the picture to complete the following sentence. 1 mark

चित्रासाठी योग्य शब्द निवडून खालील वाक्य पूर्ण करा .



1.fruits 2.flowers 3.tomatoes 4.potatoes

Q.7 A Choose the correct action word for the following pictures. 2 marks

चित्रातील कृतीसाठी योग्य शब्द निवडा .

1.singing

2.sleeping

3.flying

4.writing.



Q.7 B) Malhar caught a .....fish.

1.golden

2.greedy

3.kind

4.wise



Q. 8 Which punctuation marks are used in this sentence? 1 Mark

खालील वाक्यात कोणती विरामचिन्हे वापरली आहेत ?

Apple, mango, orange and guava are fruits.

1. Question mark, full stop 2.Question mark, Comma

3. Comma, full stop 4. Apostrophe , full stop

BRIDGE COURSE BOOK

Learning Outcome: 04.17.19 **Reads text written by different people.**

Instructions for teachers and parents / facilitators:

- This is 'you read I write' activity. येथे 'तुम्ही वाचा मी लिहीतो' या कृतीचा वापर केला आहे.
- Prepare reading cards with blanks. गाळलेल्या जागां' सह वाचन कार्ड तयार करा.
- Emphasize reading. वाचनावर भर द्या.
- Be careful about pronunciation. उच्चारांकडे लक्ष द्या.

Instructions for students :

1. Follow the instructions given by the teacher / parent.
   शिक्षकांनी / पालकांनी दिलेल्या सूचनेप्रमाणे समजून घेऊन कृती करा.
2. Try to read all the reading cards/flash cards. कार्ड वाचन सराव अधिक करा.

Solved Activity / Demo :

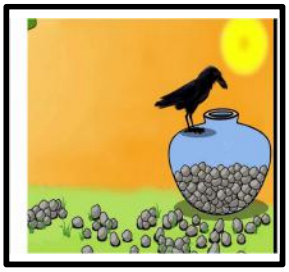
1. Facilitator shows demo. सुलभक प्रात्यक्षिक करून दाखवतात.

2. Facilitators and students read sentences one by one of their card.

सुलभक आणि विद्यार्थी आपल्याकडील कार्डवरील एक एक वाक्य क्रमाने वाचन करतात.

3. After reading the first sentence by the facilitator students will recognize the deleted word and vice versa. सुलभकाने एक वाक्य वाचल्यानंतर विद्यार्थी ते वाक्य परत म्हणून गाळलेला शब्द ओळखून लिहितील.त्यांनतर विद्यार्थी दुसरे वाक्य वाचेल त्यावेळी सुलभक ते वाक्य परत म्हणून गाळलेला शब्द ओळखून लिहील.अशीच कृती परिच्छेद पूर्ण होईपर्यंत करावी.

Once upon a time, there was a crow. He was very ……...He flew here and there in search of water. He saw a …….. in the garden. There was a little water in it. He could not …….. it. He thought of a plan. He put some …….. into it. The water rose up. He drank it and ……



Once upon a time, there was ……. He was very thirsty. He ……. here and there in search of water. He saw a pot in the …….. There was a …….. water in it. He could not drink it. He thought of a ……. . He put some stones into it. The water …….. up. He drank it and flew …….



Learning Activity:

The facilitator asks the students to do the activity as described in the demo.

Penguins are interesting animals. Penguins are birds with …… and white feathers, but they are not able to ……. Their webbed …… help them paddle under water. Penguins do not have …….... They have a …….with hooked end to help catch their prey. Penguins like to eat ……, squid and krill.



Penguins are interesting ……..... Penguins are birds with black and ……feathers, but they are not able to fly. Their webbed feet help them …… under water. Penguins do not have teeth. They have a beak with …… end to help catch their prey. Penguins …….. to eat fish, squid and krill.



Practice :

Read and practice the given cards in pairs. पुढील कार्ड वाचन करून दोघांमध्ये सराव करा.

My friend`s name is Ramesh. He is …… years old. He has one brother and one sister. His brother´s name is Vinesh and sister´s name is …….

Ramesh has got one bicycle, two …… and one racket. His favorite game is …... He is a happy boy.

My friend`s name is ……... He is ten years old. He has one ……. and one ……... His brother´s name is …….. and sister´s name is Vidya.

Ramesh has got one ….. two bats and one racket. His favorite game is cricket. He is a …….. boy.

Extension Activity/ Parallel Activity/ Reinforcement :

Complete the following text by selecting the correct word and read it.

खालील उतारा योग्य शब्द निवडून पूर्ण करा आणि वाचा.

(Water, rain, vapour, Clouds, drops, earth)

What is the name for water falling from the sky? It is …….! Rain falls from …….. Clouds are formed by ……. that we cannot see in the air. There are lots of ……. of water in the clouds. When the drops get heavy, they fall to the…….. Then it rains.



Evaluation:

1. Read aloud the given cards. 2. Read any text in the text book.

3. List the names of different types of sea animals. 4. Read the following text.

Fish are animals that live in water and breathe using gills. Water goes in through the mouth and out through gills; which take oxygen from the water. Most fish swim by moving their tail left and right. There are many kinds of fish. Some fish have bones, other fish like sharks have no bones, only cartilage. The biggest fish in the world is the whale shark. The whale shark can grow to 46 feet in length and can weigh up to 15 ton**.**

DIKSHA Video/ E-content QR code / Link : https://bit.ly/3g6mD4j

My take away/Today I learnt :

- To read the given passages.
- To identify the missing words in simple passages.
- To understand ……

BRIDGE COURSE BOOK

Learning Outcome: 04.17.20 Compares various programmes with some preparation**.**

Instructions for teachers and parents / facilitators:

1. Write the sentences/phrases from the bracket on cards or a chart and take their drilling and practice. कंसातील वाक्ये तक्त्यावर लिहा व त्यांच्या उच्चाराचा सराव घ्या**.**
2. Focus on efforts rather than accuracy. अचूकतेपेक्षा प्रयत्नांवर भर द्यावा**.**
3. Read the particular underlined parts of the assembly as per the day.
   त्या त्या दिवसाचा परिपाठ वाचावा.

Instruction for students :

Follow the instructions and the demo carefully. सूचनांचे व प्रात्यक्षिकाचे काळजीपूर्वक पालन करा**.**

Learning Activity :

1. The facilitator introduces various phrases and sentences used for comparing programmes to students and takes drilling of it.
   (Welcome all, please listen attentively, thanks for coming, I am going to tell you about ----, I would like to tell you about-----, Today is -----, Today we have gathered here to celebrate-------, thank you all for coming here, attention, release, vote of thanks, thanks for your participation)
2. The teacher gives a demo of using the phrases and sentences while comparing at assembly.
3. The facilitator distributes the sentence cards and takes drilling of a model assembly.
4. The facilitator then assigns roles to different students and asks them to read the cards as per their assigned roles. (If there is only one student then takes reading from him/her only)
5. The facilitator puts the sentence cards in jumbled order and asks the students; which phrases or sentences can be used for which part. The facilitator then takes another drilling from students by changing the content. (another day's assembly)
6. The facilitator monitors and provides support to the students wherever necessary.

Solved Activity/ Demo:

1) Read the sentences after me.

(Welcome all, please listen attentively, thanks for coming, I am going to tell you about ----, I would like to tell you about-----, Today is -----, Today we have gathered here to celebrate-------, thank you all for coming here, attention, release, vote of thanks, thanks for your participation)

2) Now listen to me and read after me.

i) Good morning everyone. My name is Swati. Today is Thursday, 21st June, 2021. Now Gauri will tell us a good thought. I invite Gauri to share a good thought. (Read a good thought.)

ii) Now I would like to invite Amit to share the speciality of the day.

iii) Now John will tell us the almanac of today.

iv) Now Sadiya will read the headlines for us.

v) I will invite Deepen to tell us a moral story.

vi) Now let's sing a prayer.

vii) Now let's sing a group song.



3) Today's assembly is over. Thank you for your participation.

Practice:

The facilitator provides another script of a programme with blanks and options to fill it.

Good Morning dear all, On behalf of my class 4, I welcome you all. Today is 14th November which we celebrate as --------. We all have gathered here to celebrate the birth anniversary of ----------. For this programme we have a special guest with us. I ----- the headmaster of our school to welcome him with a flower. To tell us more about Chacha Nehru, I want to invite Priya. I request her to tell us more about him. Next, I am going to ------ Rupali to tell us a story about Chacha Nehru. I request all of you to listen to her -------

Now we come to the end of the ---------. I invite Deepak to give a vote of thanks. Good Morning all. I thank everyone for coming here and listening to us. I thank the speakers and the ------ as well.

(invite, programme, request, Baladin, attentively, Chacha Nehru, chief guest)

Extension Activity/ Parallel Activity/ Reinforcement :

The facilitator then provides another topic/theme and encourages the students to present it using learnt phrases and sentences.

Topic 1: Present the celebration of Gandhi Jayanti before your class.

Select the phrases and sentences and use them for compering.

Topic 2: Select from the given phrases and sentences and present the programme of Independence Day before your class.

Evaluation:

1. Which of the following phrases will you use to welcome the guests on the celebration of Republic Day?

a) Thanks for coming

b) Listen to me

c) I welcome you all

2. Which of the following words will you use to give a vote of thanks?

a) I want to tell you about something

b) Thanks for coming and listening to us

c) Attention

3. How will you invite someone to speak?

a)I request/invite --- to share their thoughts

b) Release

c) I would like to tell you about----

E-content link on DIKSHA : Click Here

My take away/Today I learnt:

1. Some basic phrases and sentences used for compering.
2. To use learnt phrases and sentences to compere different programmers.

BRIDGE COURSE BOOK

Learning Outcome: 04.17.21 –Writes a continuous and meaningful passage.

Instructions for teachers and parents / facilitators :

1. Put some familiar objects, pictures, word cards in front of students.
   विद्यार्थ्यांसमोर काही परिचित वस्तू,चित्रे, शब्द कार्डे ठेवा.
2. Encourage the students to write continuous and meaningful sentences.
   विद्यार्थ्यांना सोपी व लहान वाक्य लिहीण्यास प्रोत्साहित करा.

Instructions for students:

1. Look at the objects and choose one of them. वस्तू बघा व त्यापैकी एक निवडा.
2. Observe the object carefully. वस्तूचे काळजीपूर्वक निरीक्षण करा.
3. Write continues and meaningful 3-4 sentences about the object.
   वस्तूविषयी सलग व अर्थपूर्ण 3-4 वाक्ये लिहा.

Learning Activities: 1. Write 4-5 sentences about you.

About myself

I am ……..

……

……

……

……



2. Choose any one object and write meaningful 3-4 sentences about the object.

Learning aids - Some familiar objects like pen, pencil, rubber, slate, book, notebook, ruler, chalk.

Solved Activity / Demo:

One object - **pen** is chosen here and 4 small meaningful sentences are done about the object.

Pen



It is a blue pen. I write homework with this pen. I have two blue pens and a red pen.

Practice:

- Use the following words and write continuous and meaningful 3-4 sentences.

(wild, roar, strips, paw, prey, cave, cub)

……

……

……

……

……

……



Extension Activity / Parallel Activity / Reinforcement:

Write continuous and meaningful 3-4 sentences about

- My favourite bird.
- My friend.

My favourite bird	My Friend
……	……
……	……
……	……
……	……
……	……
……	……
……	……

Evaluation: Write 3-4 sentences about your mother or school.

……

……

E-content link on DIKSHA: I find Four things about me

My take away/Today I learned:

1. To describe objects, pictures and words.
2. To write shorts, simple, continuous and meaningful sentences to form small passage.

BRIDGE COURSE BOOK

Learning Outcome: 04.17.22 – Writes a description of a given process.

Instructions for teachers and parents / facilitators :

1. Prepare picture cards and sentence cards. चित्र पट्ट्या व वाक्य पट्ट्या तयार करा.
2. Ensure the correct order of picture cards with the sentence cards. योग्य क्रम लावा.
3. Encourage students to write description of any process. वर्णन करण्यासाठी प्रोत्साहित करावे.

Instructions for students :

1. Observe the pictures carefully. चित्रांचे काळजीपूर्वक निरीक्षण करा.
2. Read the given sentences with understanding. वाक्यांचे समजपूर्वक वाचन करा.
3. Write down some simple sentences about given process. कार्यपद्धती लिहा.

Learning Activity: Sequencing activity

1. Sequence the picture cards in correct order.
2. Number the picture cards to put them in the proper order.



Solved Activity / Demo :

Number the pictures and describe them. It is solved as an example.

4		I go to the school.
2		I take bath in the morning.
3		I take breakfast.
1		I brush teeth.

Practice:

1. Complete the following sentences with the words from box.

.

boil, milk,tea powder,pour, spoon



- …… the water.
- Pour …… into the teapot.
- Add some …….. and sugar.
- Stir with the ……..
- ……... the tea into cup.

2. Now order the steps of making tea correctly.

1. ----------
2. ----------
3. ----------
4. ----------
5. ----------

Extension Activity:

My Morning Routine: Use the following words to help you to write your morning routine.

(breakfast, bath, school, teeth, dressed, morning, bus/ walk)

1) Hello, I am ……. **2)** I get up in the ……. 3) brush ……...

4) I take …… and get ……well. 5) Then I eat …… 6) Then I go ……. …… by ……

Evaluation:

1) Use given table, articles and write down recipe of banana sweet.

Verbs	Ingredients / things
peel, cut	bananas
put	big bowl
add	milk, sugar
stir	spoon

1. Peel bananas.
2. ……..……..
3. ……..……..
4. ……..……..
5. ……..……..

2. Observe the given pictures and join the sentences in correct order.



Put the slices of cheese and tomato on the bread.

Cover the sandwich with the other slice of bread.

Cut the tomato.

Cut slices of cheese.

Put butter on the bread.

Take two slices of bread.

2. Write the process of sandwich making in the given space.

E-content link on DIKSHA:

Video – इथे क्लिक करा

My take away/Today I learnt :

1. To describe the given pictures in short sentences.
2. To describe a given process.

BRIDGE COURSE BOOK

Learning Outcome: 04.17.23 –Describes things, pictures, events, etc. in English using simple and short sentences.

Instructions for teachers and parents / facilitators:

1. Show the chart and tell learner to repeat the word with a picture.
   तक्ता दाखवा व चित्रासोबतचा शब्द वाचण्यास सांगा.
2. Ask questions. प्रश्न विचारा.

Instructions for students :

1. Look at the chart and answer the questions. तक्त्याचे लक्षपूर्वक निरीक्षण करा व उत्तरे द्या.
2. Enlist the things. वस्तूंची यादी करा.
3. Discuss the topics.चर्चा करा.

Learning Activity :

A. **Look at the chart and answer the questions.**

	Flower	Number
1.	**rose**	
2.	**lily**	
3.	**lotus**	

1. Which flowers are there in this chart?

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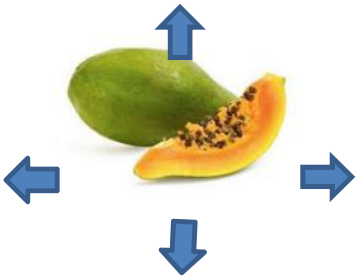
2. How many flowers of each type are there?

---

3. Which is your favourite flower?

B. Write the related words for given pictures.

e.g **green**





Solved Activity / Demo :

Look at the chart and answer the questions.

1. Which fruits are there in this chart?
   Ans. Jackfruits, apple, mango, and papaya

2. How many types of fruits are there in this chart?
   Ans. There are four types of fruits.

3. What is the colour of apples?
   Ans. Its red.

Sr. No.	Fruit	Number
1.	**jack-fruits**	
2.	**apples**	
3.	**mangoes**	
4.	**papayas**	

Practice:

Describe the following pictures in your words.



Hi! I am a Telephone ----------



Hello! I am a birthday cake. ----------

Extension Activity/ Parallel Activity/ Reinforcement:

Match the pairs and write the pairs in given space:

A	B
• hot	• bad
• small	• out
• up	• cold
• in	• big
• good	• down

Pairs

Use above words to describe given things.

-------- tea **---------- ball** **---------- ice cream**

-------- tree **---------- apple** **---------- cake**

Evaluation :

1. Make a word chain. (A word related to a given word) (शब्द साखळी बनवा.)

Tree……..birds……..fly…….sky……river……golden……

2. Make a video on 'I want to tell you about my friend or mother or teacher

E-content link on DIKSHA:

https://diksha.gov.in/play/content/do_3124671964290744321171 44

My take away/Today I learnt :

1. To describe words, things, pictures, and events.
2. To give answers in a simple and short sentence.

Bridge Course Test No. 3

Std. - 5th **Sub - English** **Marks - 15**

Name of the Student -_____ **2021-22**

Q.1. Observe the picture and write down the names of what you see in the picture. (चित्राचे निरीक्षण कर व चित्रात दिसणाऱ्या बाबींची नावे लिही.) (Any four) (**04 marks**)



----------tree ---------- ----------

---------- ---------- ------

---------- ----------

---------- ----------

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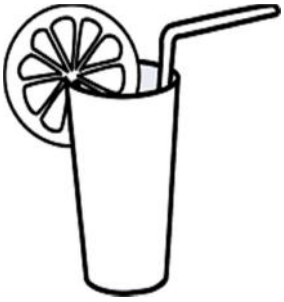
Q.2 Fill in the blanks to form meaningful sentences. **(04 marks)**

खालील वाक्ये योग्य शब्द निवडून पूर्ण कर.

mango	**a lemon**	**sugar**	**salt**	**squeeze**

Process of making lemonade (लिंबू सरबत)

1] Take ……. and cut into two equal halves.



2] With the help of squeezer ……out the lemon juice.

3] Now add salt, ……and water.

4] Stir it properly until the sugar and ……. dissolves.

5] Lemonade is ready to serve and drink.

Q.3 Write the answers of the following questions. (Any three)

(खालील प्रश्नाची उत्तरे लिहा.) **(03 marks)**



Questions	Answers
i. What do you like to do?	Playing cricket.
ii. What do you like to eat?	
iii. Who is your favourite player?	
iv. How do you go to school?	
v. Where do you play?	
vi. When do you get up?	

Q. 4 Describe the following picture by using the correct words. (04 marks)

(योग्य शब्द वापरून खालील चित्राचे वर्णन पूर्ण कर.)

Fish are animals. They live in ……. They have different colours. This fish is ……. in colour. Fish swim by moving it's ……The biggest …… in the world is the whale shark.



A red fish

BRIDGE COURSE BOOK

Std. Five Sub: English

Credentials

Sr. No.	Name	Designation	District/School Name
1	Dr. I.C.Shaikh.	Principal	DIET Kolhapur.
2	Dr. Gajanan Patil.	Principal	DIET Ratnagiri.
3	Mrs.Jyoti Mete	Principal	DIET Satara.
4	Dr. Ramesh Hoskatti.	Principal	DIET Sangli.
5	Mr. Arun Patil	Principal	DIET Sindhudurag.
6	Mr. Vijay Bhise	HOD English	DIET Kolhapur.
7	Dr. Vaishali Bhoi	HOD English	DIET Sangli
8	Ms. Sushama Konduskar	HOD English	DIET Sindhudurag.
9	Mrs. Snehal Pednekar	HOD English	DIET Ratnagiri
10	Mrs.Ranitai Patil	HOD English	DIET Satara
11	Mr.Sachin Yadav	SARP English	DIET Ratnagiri
12	Mr.Sanjay Londhe	ESA	DIET Kolhapur
13	Mrs.Sudha Patil	ESA	DIET Sangli
14	Mr.Rajesh Pathan	ESA	DIET Sangli
15	Mr.Vijay Dhamapurkar	ESA	DIET Sindhudurg
16	Mrs. Deepa Borkar	ESA	DIET Satara
17	Mr.Dnyaneshwar Narayankar	MER	Balaji highschool, Ichalkaranji, Kop.
18	Mrs. Rohini Sankpal	MER	Sulkud highschool, Sulkud, Kop.
19	Ms. Nurjahan Naik	MER	A.S.D. Topiwala High School, Malvan.
20	Mr.Mohan Bapat	BOS Member	Ratnagiri.
21	Mrs. Dipti Lokhande	Asst. Teacher.	Smt.L.K.Jarag Vidyamandir, Kop.
22	Mr. Umar Jamadar	Asst. Teacher.	MNC.S.A.Jamadar school, Kop.
23	Mrs. Shubhashree Varne	Asst. Teacher.	Raje Sambhaji Vidyalaya, Kop
24	Ms. Mugdha Gore.	Asst. Teacher.	Samarth Vidyamandir, Kop.
25	Mrs. Pallavi Shinde.	Asst. Teacher.	V.M.Gogave, Kop.
26	Mrs. Aasha Chavan	Asst. Teacher.	V.M.Waloli, Kop.
27	Mrs. Shagufta Attar	Asst. Teacher.	V.M.Badewadi.Kop.
28	Mrs. Savita Patil	Asst. Teacher.	S.M.Lohia, Kop.
29	Mr. Udaykumar Naik	Graduate Teacher	Z.P. Pri.School Tamhane, No.2 Rtn.
30	Mr. Sanjay Dadas	Asst. Teacher.	Z.P. Pri.School Naradkheraki ,No.1 Rtn.
31	Mr. Dlip Kakde	Asst. Teacher.	Z.P. Pri.School Dhamanand,Rtn.
32	Mr. Nitin Mandave	Asst. Teacher.	Z.P. Pri.School Shirgon.
33	Mrs.Savita Mali	Asst. Teacher.	Z.P. Pri.School Kangawali, Rtn.
34	Ms. Manisha Gurav	Asst. Teacher.	Z.P.School, Charathe, No.2, Sawantwadi
35	Ms. Gouri Verlekar	Asst. Teacher.	Z.P.School, Charathe, No.2, Sawantwadi
36	Mr. Nitin Patil	Asst. Teacher.	Z.P.School, Ambrad bazar. No.1 Kudal.
37	Mr. Parvin Kharat	Asst. Teacher.	Z.P.School, Lore, Kankavali
38	Mrs.Smita Patil	Asst.Teacher	Z.P.School, kumthe no. 2
39	Mr.Pradip Kale	Asst.Teacher	M.N.C kanya school, Aarag
40	Mrs.Vasanti Kheradkar	Asst.Teacher	Z.P. school, Shirgaon

41	Mrs. Manjusha Suryavanshi	Asst.Teacher	M.N.C. school no. 24, Sangali
42	Mr.Prasad Hasabnis	Asst.Teacher	Z.P.School no.1,Gotkhindi
43.	Mrs.Shanta Vader	Asst.Teacher	Patwardhan highschool, Sangli
44.	Mrs. Ujwala Kumbhar	Asst.Teacher	Z.P school , Renavi,Sangli
45.	Mrs.Jyoti Kadam	Asst.Teacher	Z.P. scool,Umbraj,Satara
46.	Mrs.Suvarna Salavi	Asst.Teacher	Z.P. scool,Sartale,Satara
47.	Mr.Ramchandra Jagtap	Asst.Teacher	Z.P. scool,Mayani boys school, Satara
48.	Mr.Avinash Karpe	Asst.Teacher	Z.P. scool,Wathargaon,Satara
49.	Ms.Raeesa Shaikh	Asst.Teacher	Girsthan N.P. schoolno. 1, Mahabaleshwar, Satara