सत्यमेव जयते

Government of Maharashtra

Bridge Course

ENGLISH

Class:- VIIth

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 : सातवी

- 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.
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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!

RAIGAD BRIDGE COURSE ACTIVITIES

Std.: - 7th Activity-1 **Subject: English**

Bridge Course

1. Learning Outcomes/ Competency Statements:

The Learner -

1 .understands ,recites, enjoys and share familiar songs, poems effectively.

2. participate in recitation competition

2. Instructions for teachers and parents/facilitators:

1.Recite the song with action, expression, correct pronunciation and rhythm.
2. Ask student to repeat after her with action.
3. Ask student to recite song individually or in group,
4. Ask student to change words in the poem and recite it again with action.
5. Ask student to make and recite their own poem.

3. Instructions for students:

1.listen and recite the poem/song with action.
2. Make own poem by changing words and recite with action.

4. Learning Activity:

- Teacher recites the song with action.
  [Std 6 Poem 1.1] [video link of the song]
  https://diksha.gov.in/play/collection/do_3125265967368110082410 16?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3132726848019 5788815769
- Student listens to the song and recite with action after teacher ,then individually or with teacher.
- Teacher will show how to replace the words and sing.
- Students will replace the action words of their choice and recite it again confidently.

1. Solved Activity / Demo:

Sing the song again using other actions like- Sing a song, Dance around, Nod your head, Wave your hands.

Demo – When you are happy
And you know it,
Sing a song.
When you are happy
And you know it,
Sing a song.
When you are happy
And you know it,
And you really want to show it,
When you are happy
And you know it,
Sing a song.

2. Practice- Play the game 'Simon Says'

Teacher will say action word and student will do that action.

For example- Teacher : Simon says run
Student will do action of running.
Teacher: Simon says dance
Student will do action of dancing.

3. Extension Activity/ Parallel Activity/ Reinforcement.

Search more online action songs and recite them with action.

4. Evaluation :

Recite the song you made with action, record it and send it to your teacher.

5. Diksha video/ E-content QR code:

Std 1 English Balbharati- A Happy Song from Diksha app.
https://play.google.com/store/apps/details?id=in.gov.diksha.app&referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_app

6. My Take Away/ Today I learnt:(easy)

I am able to recite my own song confidently with action. Yes / No

I am able to play game Simon Says . Yes/ No

I am able to participate in Songs competitions . Yes/ No

Std.: - 7th Activity-2 **Subject: English**

Bridge Course

Learning Outcomes/ Competency Statements:

The learner-

1) listens attentively and observes carefully.
2) follows simple instructions .
3) expresses feelings and emotions effectively.

Instructions for teachers and parents /facilitators:

1) Give clear instructions. Ask the learners to look at the pictures.
2) Ask questions on each picture.
3) Encourage the learners to answer the questions

Instructions for students:

1) Listen to the teacher's/ facilitator's instructions carefully.
2) Observe the picture cards carefully.
3) Listen to the questions carefully.
4) Participate in the activity.
5) Answer the questions.

Learning Activity:

EMOTIONS AND FEELINGS



The teacher will ask the following questions to the student(s):

•How is Tara feeling in picture 1? (The student answers)
•How is Tara feeling in picture 2? (The student answers)
•How is Tara feeling in picture 3? (The student answers)
•How is Tara feeling in picture 4? (The student answers)

VOCABULARY

Happy –

Sad –

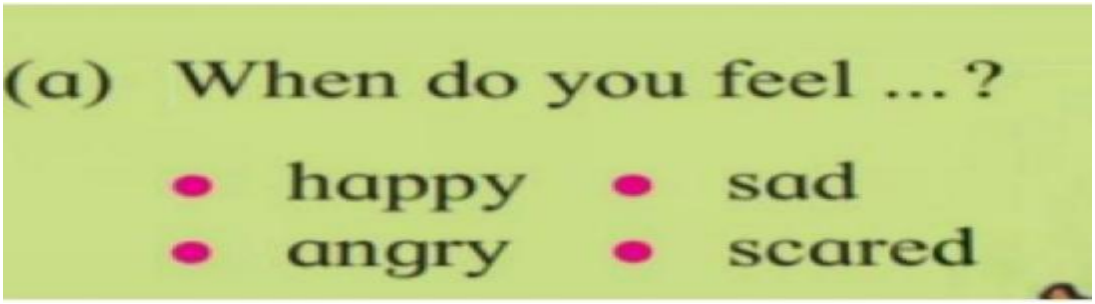
Angry –

Scared –

- The teacher/ facilitator read each word and use right expression to express each of them.
- The teacher/ facilitator elicit the correct answer.

Solved Activity/ Demo:

The teacher/ facilitator asks the following questions. S/He displays smilies for the four words



The teacher gives an example.

When do you feel happy? I feel happy when I dance in the rain.

When do you feel sad? I feel sad when someone is sick.

When do you feel angry? I feel angry when someone calls me fat.

When do you feel scared? I feel scared when I'm alone in the dark.

The teacher/ facilitator displays model answers on the screen/ board.

Practice:

I feel happy when I _ _ _ _ _ _ _ _

Sing/ dance/play/ watch TV/ have ice-cream/ go to school/-------

The learners will complete the sentence with the given words.

e.g1: I feel happy when I sing.

•Teacher asks individual students to stand up and read aloud the complete sentence.

•Teacher encourages maximum students to participate in the speaking task.

•Teacher puts up the sentences on the black board.

Extension Activity/ Parallel Activity/ Reinforcement:

1. The teacher points out at the pictures.
2. Teacher encourages the learners to express their emotions and add to the sentence stating 'WHY'
3. e.g.: I get angry when **someone calls me fat** because I feel insulted.
4. e.g.: I feel happy when **I dance in the rain** because I enjoy getting wet in the rain.
5. e.g.: I am scared when **I'm alone in the dark** because I'm afraid of ghosts.

Evaluation:

The learners should be able to.....

1. express their emotions and feelings correctly.
2. frame one or two sentences in English

DIKSHA Video/ E-content QR code:

Std. VI Balbharti: Title 1.2 Fun with Tara and Friends

My take away/Today I learnt:

[Please mark a tick (✓) on 'Yes' against following statements, if you are able to -------]

I'm able to frame sentences to express my feelings and emotions confidently in English. Yes / No

I'm able to listen and do what teacher asked. Yes / No

I'm able to express my feelings. Yes / No

Std.: - 7th Activity-3 **Subject: English**

Bridge Course

Learning Outcomes/ Competency Statements:

06.17.12 Reads aloud using proper pause, pace and volume.

06.17 .15 Reads silently with comprehension.

06.17 .16 Reads to seek information from notice board, charts, tables and other graphic presentation.

Instructions for teachers and parents /facilitators:

1. Ask the learners to read the **lesson 1.2 Fun and Games with Tara and Friends**
2. Guide the students about how to construct a sentence using the table.
3. Help the learners to use dictionary skilfully.
4. Tell them to read the chart and frame as many sentences as you can. 5. You may add your own meaningful words in column A and B of the activity sheet.

Instructions for students:

1. Read the Activities given in 1.2 Fun and Games with Tara and Friends
2. Take the help of parents/ teachers or dictionary in order to understand the activities.
3. Read the given chart and frame as many sentences as you can. 4. Read aloud the framed sentences.

Learning Activity:

Read the chart and frame as many sentences as you can.



Solved Activity/ Demo:

For example: -I am smiling. I am reading.

Practice:

Read the chart and frame as many sentences as you can. Read aloud the sentences that you have framed.

Extension Activity/ Parallel Activity/ Reinforcement:

Tell the students to add more meaningful words in both the columns and frame the sentences.

You may add was/ were instead of am/is/ are in the chart.

Evaluation:

Fill in the Google form/Quiz. **https://forms.gle/mDcZvMCxubkrUH9F7**

DIKSHA Video/ E-content QR code:

1. Bal Bharati Grade 6 Textbook link- http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf

2. Online Dictionary

https://www.shabdkosh.com/dictionary/english-marathi/merchandising/merchandising-meaning-in-marathi

3. 6th std English Activities and guidance videos:

https://www.youtube.com/playlist?list=PLjRVMkqt_dXhL4aCFVUW3jUj2fdX2iNrU 4.

Google Quiz. **https://forms.gle/mDcZvMCxubkrUH9F7**

My take away/Today I learned:

I can read the chart.

I can frame the meaningful sentences using the chart.

Std.: - 7th **Activity - 4** **Subject: English**

Bridge Course

Learning Outcomes/ Competency Statements:

06.17.12 Reads aloud using proper pause, pace and volume.

06.17 .16 Reads to seek information from notice board, charts, tables and other graphic presentation.

06.17 .17 Reads in order to obtain information.

Instructions for teachers and parents /facilitators:

1. Ask the learners to read the **lesson 1.2 Fun and Games with Tara and Friends**
2. Help the learner to pronounce new words if necessary
3. Help the learners to use dictionary skilfully.
4. Help the learners to play quiz game if identifying pictures

Instructions for students:

1. Read the lesson 1.2 Fun and Games with Tara and Friends
2. Take the help of parents/ teachers or dictionary for reading new words.
3. Solve the quiz and enjoy the game of reading

Learning Activity:



1) Read carefully the words from the clouds.

2) Observe the clouds of words and try to find out the answers.

a. What do you say-

1. When you want something-
2. When you get something-
3. When you want to sneeze-
4. When you hurt someone-

b. How do you feel-

1. When your mother scolds you-
2. When you saw a snake-
3. When your teacher praises you-

c. Find you two words which have double letters.

d. Find out a five-letter word which begin with 'H'

e. Find out a pair of antonyms-

f. Find out the name of a game-

Solved Activity/ Demo:

For example: - Ans a:- i) please

Practice:

https://wordwall.net/play/17358/845/822

Choose at least 3 words from page number 5, activity number 5, and think of something that fits them all.

Extension Activity/ Parallel Activity/ Reinforcement:

Make a list of things you see in the environment.

Evaluation:

Based on the responses to reading and activities

DIKSHA Video/ E-content QR code:

2. Balbharati Grade 6 Textbook link-
http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf

3. Online Dictionary
https://www.shabdkosh.com/dictionary/english-marathi/merchandising/merchandising-meaning-in-marathi

My take away/Today I learned:

1. I can use the magic words from the lesson.
2. I can understand new words

Std.: - 7th **Activity - 5** **Subject: English**

Bridge Course

Learning Outcomes/ Competency Statements:

The Learner.....

1. understands and enjoys the stories.
2. narrates a story.
3. develops presentation skill.
4. participates in activities.
5. listens attentively in the class.
6. creates a story.
7. tells sentences about story.

Instructions for teachers and parents /facilitators:

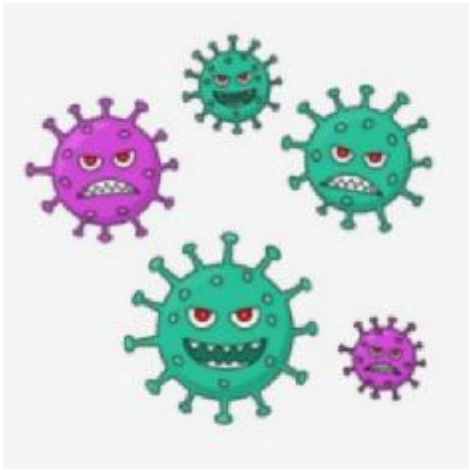
- Show the pictures related to the story.
- Ask the learner to observe the pictures.
- Ask the questions related to the pictures.
- Motivate and encourage the learner(s) to give answer.
- Accept some answers in the mother tongue.
- Reinforce by telling sentences in English.
- Help the learners to do the activity.

Instructions for students:

- Observe the pictures.
- Listen carefully to the questions.
- Try to create a story.
- Make sentence related to the pictures.
- Tell your sentence others.

Learning Activity:

1	2
	

3 	4 
5 	6 
7 	8 

Key questions:

- Do you like to listen to stories?
- Can you tell me the name of girl?
- With whom did she live?
- How is Tara? Describe her nature.
- Can you guess her family members as shown in the picture?
- What did Tara see one day?
- Can you tell symptoms of COVID?

Solved Activity/ Demo:

The teacher will demonstrate the activity.

Practice:

Tara was thirteen years old girl. She lived with her family in a town. She was a very curious girl. She often asked many questions to her family members. They also loved to answer her. Her uncle Sudam was a doctor. He often visited Tara's house.

One day, Tara saw an ambulance in her town. Tara asked her uncle, Dr.Sudam, about it.

Doctor told her; he was a corona patient.

Tara asked, "Uncle, can you give me more information about Corona?" Uncle told her that 'corona virus' is a virus that can make people ill. It is a new virus that affects most people mildly and people get cured from it. There are lots of people, all over the world who have been impacted by the corona virus. You might have heard about it in the news.

Tara was extremely excited to get further information. She asked, "What are the symptoms of corona virus?" Her uncle, Dr.Sudam replied, "Patients feel hot and have fever. Also, patients get continuous dry cough. Patients have breathing difficulty, they can't have normal breathing."

Doctor further said, "But you can fight it off! Your body has antibodies which can fight with the virus. You are like a superhero and your body will work hard to get rid of the virus."

Tara told her uncle that she understood everything about corona virus.

Extension Activity/ Parallel Activity/ Reinforcement:

Develop a story of precautions and solutions of COVID with the given pictures.

















Evaluation:

Complete the given sentences with your imagination ….

1) If I get 100 rupees ……..
2) When mother will give me a beautiful frock…..
3) If I get new book from teacher ……..
4) If I find an injured bird….
5) When I meet a blind person while crossing road ….
6) If I get two Chocolates …..

DIKSHA Video/ E-content QR code:

Story -Telling… Share your story telling video to your teacher.

My take away/Today I learnt:

- I am able to enjoy story making. Yes/No
- I am able to develop my confidence to tell story. Yes/No
- I am able to frame sentences. Yes/No

Std.: - 7th Activity-6 **Subject: English**

Bridge Course

Learning Outcomes/ Competency Statements:

06.17 .15 Reads silently with comprehension.
06.17 .16 Reads to seek information from notice board, charts, tables and other graphic presentation.
06.17 .17 Reads in order to obtain information.

Instructions for teachers and parents /facilitators:

1. Let the learners read the lesson- Grade 6, 1.3_PN 7_The wild Boar and the fox. Assist whenever necessary. Explain the meaning of new words.
2. You may use "Read to me" free app provided by Govt. of Maharashtra for reading guidance.
3. Encourage the learners to find out the information from pictures, charts and other graphics they see around them.
4. Help the learners to do the activity.

Instructions for students:

1. Read the lesson- Grade 6, 1.3_PN 7_The Wild Boar and the Fox.
2. You may use "Read to me" free app provided by Govt. of Maharashtra for reading guidance.
3. Ask your teachers, parents, friends the meaning of new words. You may refer to dictionary too.
4. Complete the following task after you have read the lesson.

Learning Activity:

1. Let's do the following tasks.
   A). Read the lesson- Grade 6, 1.3_PN 7_The Wild Boar and the Fox. Answer the following questions. (You may write the answers in your notebook.)
   a) Name two animals in this story.
   b) What was the wild boar doing one day?
   c) How did the fox tease the wild boar?
   d) Why was the wild boar sharpening it's tusks?
   e) What does the story tell us?
   B) Look at the following pictures carefully. Read the sentences. Match the sentences with the pictures.



Solved Activity/ Demo:

For example: -

1.A.a - The wild boar and fox are the two animals in the story.

1.B.- 1_d

Practice:

1. Complete question no. 4 on PN 8.

Extension Activity/ Parallel Activity/ Reinforcement:

Look at any board with English writing around you. (A board at the school/ Samaj Mandir/ hospital/ shop/ bus stand /railway station/ etc.) Try to read it. Discuss with your parents / teachers /friends about the information that you receive from the boards.

Evaluation:

Based on the responses to reading and activities

DIKSHA Video/ E-content QR code:

1. 'Read to me' Free app by govt. of Maharashtra

https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

2. Balbharati Grade 6 Textbook link-

http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf

3. Diksha Content Link_ The wild boar and the fox

https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_31248650441900851215

My take away/Today I learned:

I can understand the information given in text while reading.

I can understand the information from notice board, charts and other pictures.

Std. :- 7 thActivity-7 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.20 Frames a set of instruction and question

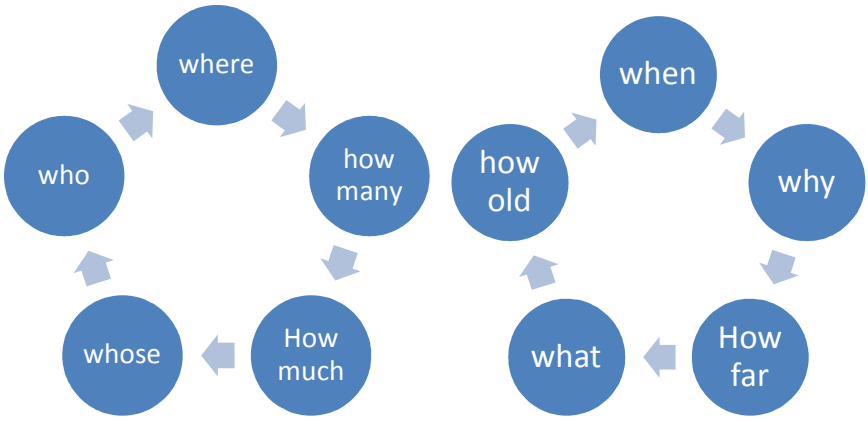
Instructions for teachers and parents /facilitators:

1. Let the learners read instruction and the questions.
2. Help the learners do the activity.

Instructions for students:

1.Try to think of answer
2. Read the questions and consider the expected option

Learning Activity:



Match the pairs

No	Questions		Instruction
1	Q1. When do you feel happy ?	A	I am 12 years old
2	Q.2 How many Marbles does Ajay have?	B	I wag my tail when I am happy
3	Q.3 where do you live?	C	I have 100 Rs
4	Q4. Whose book is this?	D	Palghar is 50 KM from Thane
5	Q.5 How old are you ?	E	Ajay has ten Marbles
6	Q..6 Who has a library ?	F	Ajay took his pencil and broke it.
7	Q.7 How Far is Palghar from Thane?	G	I live at karjat
8	Q.8 What do you do when you feel happy?	H	This is Ajays book
9	Q.9How much money do you have?	i	school has a library
10	Q.10 .why are Amit and Ajay fighting	j	I feel happy l when I play with paddy

Solved Activity/ Demo:

For e.g., Answer1.when do feel happy? (J) I feel happy when I play with paddy

Practice:

Try to frame new Wh types of questions and answer

Extension Activity/ Parallel Activity/ Reinforcement:

1. Make new question using these words
2. https://youtu.be/Y5m4a_8PnjY

Evaluation:

DIKSHA Video/ E-content QR code:

1.. **http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf**

My take away/Today I learnt:

Std. :- 7th Activity – 8 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.20 Frames a set of instruction and question

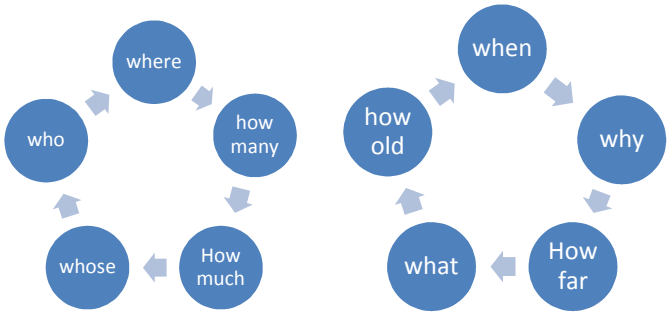
Instructions for teachers and parents /facilitators:

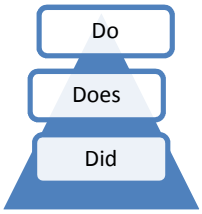
1. Let the learners read situation and write it
2. Help the learners do the activity.

Instructions for students:

1. Read the sentences carefully
2. Write down the question by considering the expected words

Learning Activity:





By using above chart Frame a W.H types question to get part as underline answer

1. I get up at 6:am in the morning .
2. There are 60students in the class.
3. She works in the nationalize bank.
4. It (car) is mine.
5. Amit isten years old.
6. Mr Patil is teaching English.
7. My village is twenty k.m. from here.
8. Ajay is doing his homework.
9. We are buying 2 lit milk of cow daily
10. Akshay is working in the bank everyday

Solved Activity/ Demo:

For e.g. Answer 1. When do you get up ?

Practice:

Try to frame new W.H types of questions using W.H words given in the chart

Extension Activity/ Parallel Activity/ Reinforcement:

1. Make new question using these words

2. **https://youtu.be/MwC146v8Rps?t=45**

Evaluation:

DIKSHA Video/ E-content QR code:

1 **http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf**

My take away/Today I learnt:

Std. :- 7th Activity – 9 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.20 Frames a set of instruction and question

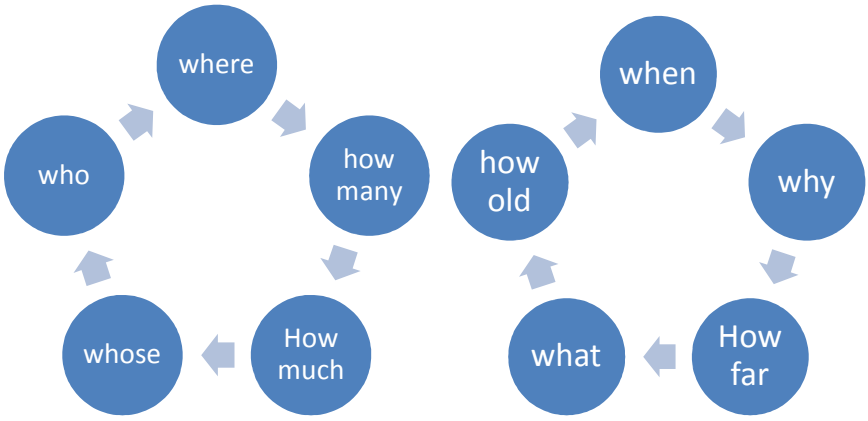
Instructions for teachers and parents /facilitators:

1. Let the learners read situation and the answer (Std 6 PN9 activity no 8 and 9
2. Help the learners do the activity.

Instructions for students:

1. Try to think of different answer to the w.h question
2. Write down at least 2 of them (std 6 P.N.9) activity no 8 and 9

Learning Activity:



Frame a question to get the following instruction/answer

Questions **Instruction**

Q1. When…… Ans. He is going to Mumbai next week
Q.2 How many … .Ans. There are 60 students in the class.
Q.3 where……Ans..She is working in the nationalize bank.
Q4. Whose……. . Ans. It (car) is mine.
Q.5 How old…… .Ans . Amit is ten years old.
Q..6 Who…… Ans. Mr Patil is teaching English .
Q.7 How Far…… Ans . My village is twenty k.M from here.
Q.8 What…… .. Ans . Ajay is doing his homework.
Q.9How much…… Ans We are buying 2 lit milk of cow daily
Q.10 .who……..Ans. Akshay is working in the bank.
Q.11 Where------- Ans. You are going to market
Q.12. How……Ans. You are fine
Q.13 Who ……..Ans they are teachers.

Solved Activity/ Demo:

For e.g., Answer1. When is he going to Mumbai?

Answer .2 How many students are in the class?

Answer ;3. Where is she working?

Practice:

Try to framenew W.H types of questions using W.H words givenin the chart

Extension Activity/ Parallel Activity/ Reinforcement:

1. Make new question using these words

2.**https://youtu.be/Jl5ia17WYXE**

Evaluation:

DIKSHA Video/ E-content QR code:

1 http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf

My take away/Today I learnt:

Std. :- 7th **Activity – 10** **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

06.17.21 Writes simple informal letters.

Instructions for teachers and parents /facilitators:

1. Let the learners read the letter (1.4 A letter from Hingoli Std 6 textbook page 20)
2. Ask the learners to note down the beginning last lines and sign off lines from the letter
3. Explain about parts of letter.
4. Ask the learners to note down the format of the letter
5. Explain the difference between formal letters and informal letters

Instructions for students:

1. read and observe the letter 1.4 A letter from Hingoli.
2. underline the new words
3. underline the beginning last lines and sign off lines from the letter.
4. Write down the parts of the letter.
5. Say whom do we write informal letters?
6. Guess the occasion when informal letters are written?

Learning Activity:

1. Complete the given table

Sr.no.	Beginning of the letter	Ending of the letter
To your father	Respected father/dad	Your loving son
To your mother		
To a friend		

2. Translate the words into your mother tongue

   Uncle-

   Aunt-

   Grandfather-

   Grandmother-

   Cousin-

3. Types of letters

   a) Formal letter

   b) …… ……

Solved Activity/ Demo:

2. काका
काकी
आजोबा
आजी
चुलतभाऊचुलतबहीण
3.Formal letters
informal letters

Practice:

you have gone to spend a few days with your uncle in a village. Write a letter to your father about your stay. You may include the following points
points:- peaceful, restful, hospitable, not noisy, clean, healthy food, healthy environment, you feel fresh, swimming, games, describe a routine day.
XYZ
Mamta Nagar,
Shirgaon,
Ratnagiri.
10th June,2021
……. Daddy,
I hope this letter finds you at home in the best of health
Today is my second day here. I feel very ……and …….. the people here are generous and ……
there is nothing like village life! It isn't noisy at all like the city. Everything is so……..
Even the food is so……. I feel quite .....
I wake up at 5 and after sometime I have two parathas made by……. Then we go with the other children of the village to the nearby river for ……..We have great fun.
During the day we play various …….That's my daily routine.
Coming back to you soon. Give my love to …….
Your……. son,
XYZ

Extension Activity/ Parallel Activity/ Reinforcement:

write a letter to your friend inviting him to spend the Diwali vacation with you may use the following points.

1. Reasons for wanting him to come
2. will be happy in his company.
3. your program and plan if he comes
4. Free from the pressure of study
5. request him to come without fail

Evaluation:

1. What are the two types of letters?
2. Whom do we write informal letters?
3. Which greetings and sign of lines will you use for the informal letters?

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Std.: - 7th Activity - 11 Subject: English

Bridge Course

Learning Outcomes/ Competency Statements:

06.17 .16_ Reads to seek information from notice board, charts, tables and other graphic presentation.

Instructions for teachers and parents /facilitators:

1. Let the learners read the lesson 1.5 Nu-Jo's Project (Std 6 Textbook_PN13 to 16)
2. You may use "Read to me" free app provided by Govt. of Maharashtra for reading guidance.
3. Ask the learners to read the table and frame as many verbal questions as they can.
4. Encourage the learners to find out more such questions from their text-book with the help of their teachers.
5. Help the learners to do the activity.

Instructions for students:

1. Read the lesson 1.5 Nu-Jo's Project
2. Read the following tables.
3. Frame as many verbal questions as possible from the above tables.
4. Observe sentence pattern for 'Verbal Questions'.

Learning Activity:

Read every table carefully and frame as many verbal questions as possible from the above tables.

Do	Nu-Jo	have	eat with its claws?
Does	bird	swim	your ear?
Can	Akshay	eat	signals with antenas?
	lion	show	school project?
	bullock	get	Nu-Jo's models?
	you	read	name of the flowers?
		roar	in the lake?
			hooves like bullocks?

Solved Activity/ Demo:

For example: -

1. Does a bird eat with its claws?

Practice:

1. Do the activity no.2 on page no.16 of “My English Book Six”.
2. Find more such questions from your text book “My English Book Seven”.

Extension Activity/ Parallel Activity/ Reinforcement:

Watch the related video on YouTube channel.

https://www.youtube.com/watch?v=x-X9sURtFB8

Evaluation:

Read carefully and fill in the blanks with do/does/can appropriately.

1. …….. we see with our hands?
2. ……. you help me in this project?
3. …….. Tushar read newspaper?

DIKSHA Video/ E-content QR code:

1. Bal Bharati Grade 6 Textbook link- http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf
2. Diksha Content – Nu-Jo’s Project.

https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_3124729144227840011918 9

My take away/Today I learned:

I can read and understand the information from tables, charts etc.

Std.: - 7th Activity - 12 Subject: English

Bridge Course

Learning Outcomes/ Competency Statements:

The Learner.....

1) understands English spoken in the surrounding.
2) participates in activities.
3) creates a sentences in group activity.

Instructions for teachers and parents /facilitators:

- Explain the language game. (speaking activity)
- Ask the learner to listen carefully.
- Give proper instructions about the game.
- Motivate and encourage the learner to participate in the activity.
- Accept some answers in the mother tongue.
- Reinforce by telling those sentences in English.
- Help the learner to do the activity.

Instructions for students:

- Listen to the instructions carefully.
- Participates in the activity and enjoy it.
- Make sentence related to the picture.
- Tell your sentence to others.

Learning Activity:

Hot to Seat

How to play (online):

* Split the participants into 2 teams or more if you have more participants.

* Elect one person from each team to sit in the Hot Seat.

* Show the picture to other team members.

* Team members will describe the picture.

* Hot seat student will guess the picture which is being described.

* He has limited time and only three chances.

* If s/he recognizes, give a point to the team.

- Continue the same process for the other team(s).



key sentences

- It is a living thing?
- Does it give shelter?
- Does it produce oxygen?

Solved Activity/ Demo:

Practice:

Use following pictures for practice:

Bird, umbrella, school, river, etc.

Extension Activity/ Parallel Activity/ Reinforcement:

Select first alphabet from your name and make describing word using that alphabet.

Example:

Sumit : Smart

Tanvi : Talented

Evaluation:

Tell Describing Words for the given pictures.







DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

I'm able to describe the picture. Yes / No

I'm able to speak with my peers. Yes/ No

I'm able to learn new vocabulary. Yes/ No

Std.: - 7th Activity-13 Subject: English

Bridge Course

Learning Outcomes/ Competency Statements:

The learner -

1. asks polite questions to seek information.
2. responds to questions and instructions appropriately and politely.

Instructions for teachers and parents /facilitators:

1. Play the video of the story 'Grandpa tells a story' OR Read/Enact the story with voice modulation.
2. Ask the learner(s) to listen carefully and note down the sentence beginning with can, could, will…..
3. Ask the learner(s) to make some requests in class e.g. Can you sing a song?
4. Help the learner(s) to do the activity.

Instructions for students:

1. Listen /watch the video of the story.
2. Listen carefully and note down the sentences beginning with can, could, will from the story.
3. Make some requests. e.g. Can you give me your pen?

Learning Activity:

Read the following verb forms in the boxes

Ask questions to five of your friends in the class/ family members.

e.g. A - Can you open the door?

clean	write	complete
close	answer	explain
come	Put	decorate

Solved Activity/ Demo:

Solved Activity /Demo

e.g. 1) Can you write this story?

2) Could you please answer the questions?

Practice:

Look at the table given below make as many as polite request as you can.

Can Could Will	I you	give call tell take	me us	a pen? a story? a cup of tea?

Extension Activity/ Parallel Activity/ Reinforcement:

Use other verbs in the above activity and make sentences.

Practise the activity with your friends.

Evaluation:

Based on the responses to the given task.

Match the information in column A with the request in column B. Practice it orally.

Column A	Column B
1.You want to drink water.	a. Could you make six copies of this project ?
2.Anuj wants to use mobile phone of his friend.	b .Can you please give me water?
3.I need to examine cavity .	C .Will you give me your mobile phone please?
4.Teacher needs more copies of project .	d .Will you open your mouth please ?

DIKSHA Video/ E-content QR code:

1. https://diksha.gov.in/get/dial/WP7NBU?source=scan

2. Balbharati Grade 6 Textbook link- http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf

My take away/Today I learnt:

[Please mark a tick (✓) on 'Yes' against following statements, if you are able to -------]

I am able to make a polite request. Yes / No

I am able to frame questions. Yes / No

I am able to respond to the questions. Yes / No

Std.: - 7th Activity-14 Subject: English

Bridge Course

Learning Outcomes/ Competency Statements:

06.17.14 Reads children's literature with pleasure.
06.17 .17 Reads in order to obtain information.
06.17 .28 Makes notes for personal reference while reading/ listening to a text.

Instructions for teachers and parents /facilitators:

1. Let the learners read the lesson- Grade 6, 1.6_PN 20_Tit for Tat. Assist whenever necessary. Explain the new words.
2. You may use "Read to me" free app provided by Govt. of Maharashtra for reading guidance.
3. Encourage the learners to make notes of sequence of events while reading.
4. Help the learners to do the activities.

Instructions for students:

1. Read the lesson- Grade 6, 1.6_PN 20_Tit for Tat.
2. You may use "Read to me" free app provided by Govt. of Maharashtra for reading guidance.
3. Make notes of sequence of events while reading. Read carefully and try to remember what happened after each incident.
4. Complete the following task after you have read the lesson.

Learning Activity:

1. Let's do the following tasks.

A) Read the story on Page no 1.6_PN 20_Tit for Tat. Look at the following pictures and circle the pictures for the words that are there in the story.



B) Read the following sentences carefully. Arrange them in the order of the incidents happening in the story.

1. The camel took a dip in the river.
2. The farmer beat the camel up.
3. They ate the sugarcanes.
4. The naughty jackal learnt his lesson.
5. The camel and the jackal started coming back.
6. The jackal and the camel crossed the river to eat sugarcanes.
7. The jackal started howling.

Solved Activity/ Demo:

For example: -

A.1. camel

B.1. The jackal and the camel crossed the river to eat sugarcanes.

Practice:

1. Complete question no 4 on page no 21.

Extension Activity/ Parallel Activity/ Reinforcement:

1. Read the story with your parents/siblings/teachers/friends etc. , taking the role of the camel and the jackal.
2. Watch the story on You tube.

https://www.youtube.com/watch?v=9CtmF9B4-6U

Evaluation:

Based on the responses to reading and activities

DIKSHA Video/ E-content QR code:

1. 'Read to me' Free app by govt. of Maharashtra

https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

2. Balbharati Grade 6 Textbook link-

http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf

3. Diksha Content Link_ Tit for tat

https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_3130159235949363201462

My take away/Today I learned:

1. I can read the story with understanding.
2. I can arrange the events in order.

Std.:-6th Activity - 15 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.31: -Identifies the main parts of speech.

Instructions for teachers and parents /facilitators: -

1) Make a list of different words belongs to different parts of speech. Shuffle those words.
2) Write them on blackboard/paper.
3) Ask your students to make column according to parts of speech
4) Tell students to write those words belongs to that particular column of parts of speech.
5) You can add many more words in it and can change it according to your students vocabulary.

Instructions for students: -

1)Write the words in notebook.

2) Make a column according to parts of speech.

3) Write all these words in column they belong to.

Learning Activity: -

Words

Monday	She	work	into	her	above	Hallow	As well as
I	brilliant	to	girl	often	drink	book	so that
beautiful	Mumbai	We	everywhere	long	they	bravo	call
run	from	wonderful	with	city	Yipee	clean	his
luckily	study	mango	you	over	little	Hurrah	between
He	her	clearly	clever	play	river	watch	beside
on	loudly	Hardly_ when	them	Ouch	under	their	Monkey
student	but	us	catch	absolutely	Alas	As-- as	aloud
and	somewhere	As soon as	empty	Wow	Aha	though	favourite
throw	milk	everywhere	Either---or	Oops	walk	near	slowly

Write all these word in noteboo

Make a column according t parts of speech. e.g Noun, Pronoun, e

Write these words in column the belong to.

Solved Activity/ Demo: -

e.g.

Noun	Pronoun	Adjective	Verb	Adverb	Preposition	Conjunction	Interjection
Monday	I	brilliant	work	often	to	and	Wow

Practice: -

1)Make a list of different words of parts of speech with more examples.

Extension Activity/ Parallel Activity/ Reinforcement: -

1) Add other words to above list given in activity.

Evaluation: -

1) Ask to identify different parts of speech from different sentences.

DIKSHA Video/ E-content QR code:-

Grammarly app and dictionary app**.**

My take away/Today I learnt:

Std.:-6th Activity - 16 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.31:-Identifies the main parts of speech.

Instructions for teachers and parents /facilitators: -

1) Ask your students to read copy the sentences.
2) Take any name of parts of speech. e.g. Noun, Pronoun etc.
3) Ask your students either to underline the parts of speech you said or ask them to write the words of sentence in different colors to represent the parts of speech.
4) Change the pats of speech and ask to write the words(different parts of speech)in different colors.
5) Continue till you cover all parts of speech.

Instructions for students:-

1)Write the sentences in notebook.

2)Find out the words that belongs to parts of speech said by your teachers in those sentences.

3)Underline those parts of speech or write these words in different colour (e.g. Noun-Green, Pronoun -Red etc)

Learning Activity:

Sentences

1) I like to ride bicycle.
2) The monkey is sitting on the tree.
3) It was a brilliant idea.
4) I studied very hard.
5) A plant needs sunshine.
6) The lion roared loudly.
7) The cat sat on a mat.
8) Hurray! We won the match.
9) Ouch! That hurts.
10) He is clever but he is lazy.

1) Read the above sentences.
2) Copy it in your notebook.
3) Underline those words/parts of speech said by teacher with different colours or Write down those words/parts of speech with different colours.
4) Use same colour for the words that belongs to same parts of speech.

   e.g. Noun-Green, Pronoun- Red, etc.

5) Do it till all 8 parts of speech are being covered.

Solved Activity/ Demo:

e.g.1) I like to ridebicycle.

2) The monkey is sitting on the tree.

Here in above sentences like and ride are verbs so I underlined and coloured it with blue whereas monkey,bicycle,tree are nouns so I underlined and coloured it with yellow.

Practice: -

1)Make a list of words according to their groups of parts of speech from above sentences.

e.g.

Noun	Pronoun	Adjective	Verb	Adverb	Preposition	Conjunction	Interjection
bicycle	I						
monkey							

2) Write many more sentences and classify words according to parts of speech.

Extension Activity/ Parallel Activity/ Reinforcement: -

1. Find nouns, pronouns, verbs, etc from the passage from your textbooks.

Evaluation: -

1) Write many more sentences and ask students to identify nouns, pronouns, verbs, etc.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Std.:-6th Activity - 17 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

The learner ....

responds to announcements and instructions
responds to different kinds of instructions, requests and directions in various contexts
carries out a complex/ long process with the help of oral instructions

Instructions for teachers and parents /facilitators:

Play the video of 'the lion, the man and the statue'.
Ask the students to listen and watch the video.
Ask the students to focus on the sentences started with -That is why....

Instructions for students:

1) Watch and listen the video.
2) Follow the instructions to frame the sentence by using 'That is why_____'.

Learning Activity:

The teacher will play the video and ask the students to observe.
S/He will take practice of sentences.
Students will follow the instructions and respond to them.

Solved Activity/ Demo:

Example**:** Why do men fear the lion?
Lion is stronger than any man. That is why men fear the lion.

Practice:

Use your imagination to complete the following.
a) _____. That is why I didn't eat the mangoes.
b) _____. That is why the farmer beat the camel.
c) _____. That is why the monkey jumped into the lake.
d) _____. That is why Nu-Jo visited the earth.

Extension Activity/ Parallel Activity/ Reinforcement:

Ask **Why** type questions to your friend/ family.

Evaluation:

Make a video/audio or tell your teacher 5 sentences using-That is why....

DIKSHA Video/ E-content QR code:

https://youtu.be/HN4_k8uMagM

My take away/Today I learnt:

I'm able to frame questions and respond to the questions. Yes/ No

I'm able to take part in the activity. Yes/ No

Std.: - 7th	Activity-18	Subject: English

Bridge Course

Learning Outcomes/ Competency Statements:

06.17.14 Reads children's literature with pleasure.
06.17.15 Reads silently with comprehension.
06.17.17 Reads in order to obtain information.

Instructions for teachers and parents /facilitators:

1. Let the learner read the story '2.2 The Lion, the Man and the Statue' on page no.30 in 'My English Book Six'
2. Ask the learner to solve the activities given below.
3. Encourage the learners to find the meanings of difficult words in good dictionary.
4. Help the learners do the activity.

Instructions for students:

1. Read the story '2.2 The Lion, the Man and the Statue on page no.30 in 'My English Book Six'.
2. Solve the activities given below.
3. Find the meanings of difficult words in good dictionary.

Learning Activity:

2.2 The Lion, the Man and the Statue (My English Book Six. Pageno.30)

1. Read the story and say whether the following statements are true or false.
(1) Long ago, men and animals could look at each other.
(2) The lion was very proud of his strength.
(3) The man was also proud of his strength.
(4) They both began to argue about who was taller.
(5) If monkeys made statues, they would show the lion standing and the man lying dead under his paws.

2. Find and label the following in the picture on page 30.
(1) The lion in the jungle.
(2) The lion in the statue.
(3) The trees.
(4) The man in the statue.

3. List the things from the story that can never happen.
Eg. Men and animals talk to each other.

4. Find 5 adjectives from the story and write them as shown below.
Eg. Strong – stronger – strongest

Solved Activity/ Demo:

For example: -

1.1 - False

Practice:

Read the story and tell your friend in your mother tongue.

Extension Activity/ Parallel Activity/ Reinforcement:

Read the story and make a list of nouns and adjectives from the story.

Evaluation:

Read the story carefully to find the answers from the story.
(1) Who speaks first in the story? (2) What was the lion proud of? (3) What was the man proud of? (4) What did the man show to the lion? (5) Who speaks last in the story?

DIKSHA Video/ E-content QR code:

1. Balbharati Grade 6 Textbook link- **http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf**
2. Diksha Content – The Lion, the Man and the Statue **https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_31246923750904627211801 1**

My take away/Today I learned:

I can note down the important points while reading.

Std. :- 7th Activity – 19 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

Learning Outcomes in Focus – The Learner

06.17.22 :Writes detailed answers based on informative passages.

Instructions for teachers and parents/ facilitators:

1. Let the learners read the lesson 2.2 The lion, the man and the statue.(Std 6th Textbook, Page No. 30)
2. You may use "Read to me" free app provided by Govt. of Maharashtra for reading guidance.
3. Ask the learners to understand the central idea of the story.
4. Ask the learners to understand how to describe the scene or the character.
5. Ask the learner to write answers in their point of view or in their own language.
6. Ask the learner to find out the reasons behind the scenes.
7. Help the learners do the activity.

Instructions for students:

1. Read the lesson 2.2 The lion, the man and the statue.(Std 6th Textbook, Page No. 30)
2. Underline the new or difficult words they find during reading and understand them.
3. Understand the central idea of the story.
4. Find out the reasons behind the scenes.
5. After you have read the lesson do the given task.

Learning Activity:

1. Read the text aloud.
2. Could men and animals talk to each other in ancient times?
3. What was the lion proud of?
4. What was the man proud of?
5. How can one say that men are more intelligent than the lion?
6. Where did the man take the lion at last?
7. Who was the great hero?
8. What did the man claim after showing the lion the statue?
9. What is the moral of the story?

Solved Activity/ Demo:

Read the text aloud.

1. Yes.
2. His strength.
3. His intelligent.
4. Because the men can hunt and capture the lions.
5. To a statue in a big garden.
6. Hercules.
7. That statue proves that men are greater than the lions.
8. From this story, we learn that the story depends on storyteller. Whenever anyone tells story, he tells it from his point of view.

Practice:

1) Write the above questions with detailed answers in your notebook.

2) Try to describe the story in your own words.

Extension Activity/ Parallel Activity/ Reinforcement:

1. Understand the first person pronoun, second person pronoun and third person pronoun.
2. Write the detailed answers or descriptions in third person pronouns.

Evaluation:

Evaluation is based on how the learners find out and write the detailed answers in his language with the help of text.

DIKSHA Video/ E-content QR code:

1. 'Read to me' Free app by govt. of Maharashtra https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

2. Balbharati Grade 6 Textbook link- http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf

3. You tube video :https://youtu.be/gkiUZyoMOLc

My take away/Today I learnt:

Today I learnt that we must understand both sides of things.

Do not believe anything easily as someone has his point of view in narrating the events.

Std.:-6th Activity -20 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.33:- Uses regular plural forms correctly.

Instructions for teachers and parents /facilitators: -

(1) Read the instructions about the activity.

(2) Let the learners understand plural form definition.

(3) Give learners two minutes time to think.

(4) Encourage the learners to understand the plural forms.

Instructions for students: -

(1) understand the instructions about the activity.

(2) Observe the pictures and understand the information about activity.

(3) Think and do the activity.

(4) If required, take help of teachers/ parents /facilitators.

Learning Activity:

Singular noun	plural noun
Pic of one □.	Many □ □ □ □
Pic of .	Many
Pic of □.	Many □ □ □ □ □ □ □ □
Pic of .	Many

From the above pic we conclude that one is singular noun and many means it's plural form.

Read and observe all given singular and plural forms.

When singular noun ends with s,sh,ch,x or z add 'es' to make its plural.

E.g.bus - buses ,tax – taxes

Most of noun can make plural by adding 's'. E.g. girl – girls

If singular noun ends with 'y' and the letter before ‘y’ is consonant, changes into ies.

E.g. Baby – Babies. Story – Stories

Now, Identify the correct plural form and make a circle around it.

1) Boy- Boys, Boyes, Boy

2) Fish- Fish, Fishys, Fishes

3) Fairy- Fair, Fairies, Fairys

Solved Activity/ Demo: -

e.g., For example -

1) Boy - Boys , Boyes , Boy

Practice: -

Find out the plural forms of your text book story- The Mouse Merchant (p.g no.37,38,39)

Extension Activity/ Parallel Activity/ Reinforcement: -

Play this activity with your friend

Evaluation: -

Read and write all plural forms which you find out from the story- The Mouse Merchant (p.g no.37,38,39)

DIKSHA Video/ E-content QR code:-

Read to Me free app Link-

https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

Online dictionary link-

https://www.shabdkosh.com/dictionary/english-marathi/mearchandising/mearchandising-meaning-in-marathi

Bal Bharati 6 std book - **http://cart.ebalbharati.in/BalBooks/pfds/603020035.pdf**

My take away/Today I learnt:

Today I learnt one and many things

Std.:-6th Activity - 21 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

The learner ....

1) responds to announcements and instructions.
2) responds to different kinds of instructions, requests and directions in varied context.
3) carries out a complex/ long process with the help of oral instructions.

Instructions for teachers and parents /facilitators:

Play the video of 'An Invisible Bench'.
Ask the students to listen and watch the video.
Ask the students to do some actions, e.g. writing, dancing, singing, etc.
Ask the question to the student 'What are you doing?'

Instructions for students:

Listen and watch the video.
Follow the instructions of acting.
Answer the question ' What are you doing?'
Role-play the questions and answers.

Learning Activity:

Ask the question -' What are you doing?' to your friend/ partner/ family members.

Make a video and send it to your teacher.

Solved Activity/ Demo:

e.g. What are you doing?

Ans- I am writing.

Practice:

- Ask the question related to actions in your daily life.
- Take practice of 'What are you doing?' in pairs.

Extension Activity/ Parallel Activity/ Reinforcement:

Make 10 questions using 'What'

Evaluation:

Frame the questions using given action words .

dancing , writing ,cooking , playing , standing , washing , singing ,skipping, drawing , climbing etc.

DIKSHA Video/ E-content QR code:

https://youtu.be/xuqtSw_OmNo

My take away/Today I learnt:

I could ask questions to my peer. Yes/ No

I could respond the teacher's instructions. Yes/ No

I could enact and converse with friends. Yes / No

Std.:-6th Activity - 22 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.36:- Identify sentences (statements, exclamations, questions and commands/orders)

Instructions for teachers and parents /facilitators: -

1) Tell to read the lesson 2.3 An Invisible Bench? Standard 6 Text book p.g no. 33,34, 35 1.6 Grandpa tales story p.g.no. 18, Group work p.g.no. 19.
2) Read the types of sentences.
3) Read the use of types of sentences in language.
4) Make strips of 'statements', 'exclamations ','questions' and 'commands/ orders with their signs. for example (question?)
5) Make a sentence for each type of sentence.

Instructions for students: -

1) Read the lesson 2.3 An Invisible Bench? (Standard 6 Textbook p.g.no. 33, 34,35,1.6 Grandpa Tells a story p.g.no. 18 Group work p.g.no. 19.

2) Revise types of sentences.

3) Follow instructions.

Learning activities --

1) Makes two groups X and Y.

2) Selects 4 Students from each group.

3) Distribute strips of types of statements with only naming to X Group.

4) Distribute types of sentences which having sentences and signs to 'Y' group.

6) 'Y' group stands in the form of circle. for example circle 'x' group 'y' group.

7) Rings a poem on mobile. students of both circles start to run when music of poem stop, students also stop.

8) Then they check as their partner having same strips with types of sentence and strips with having sentences of type with symbol.

9) That pair is winner pair. They read sentences & sign.

10) In the same way play the game.

11) Both were having strips like student of ' X ' group - (statement). Students of ' Y ' groups (I like my----

Solved Activity/ Demo: -

e.g., For example –

Both pair having strips like-

Statement

I like my school.

'X' group **'Y' group**

Practice: -

In a group of students play this activity daily.

Extension Activity/ Parallel Activity/ Reinforcement: -

Group 'x' search sentences of types of sentences from Std - 7th textbook. Group ' y' makes strips of that sentences with signs. They can play this game with the help of that strips.

Evaluation: -

A-What do you like?

B- I like mango.

DIKSHA Video/ E-content QR code: -

Read to Me free app Link-

https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

Online dictionary link-

https://www.shabdkosh.com/dictionary/english-marathi/mearchandising/mearchandising-meaning-in-marathi

Bal Bharati 6 std book

http://cart.ebalbharati.in/BalBooks/pfds/603020035.pdf

My take away/Today I learnt:

Today I learnt various sentences and identifying them.

Std.:-6th Activity - 23 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.37:- Use different forms of adjectives

Instructions for teachers and parents /facilitators: -

1. Tell the learner to read the lesson 1.2 Fun and Games with Tara and friends (std 6 textbook p.g no.2,3,4)
2. Read definition of adjective (std 6 textbook p.g no.41)
3. Read examples of adjective (std 6 textbook p.g no. 41)
4. Make shapes of leaves and write adjectives on it.
5. Make big tree having strong steam,
6. Make sentence strip having question

   How is the tree?

Instructions for students: -

1. Read the lesson 1.2 Fun and Games with Tara and friends (std 6 textbook p.g no.2,3,4)
2. Understand the definition of adjective (std 6 textbook p.g no.41)
3. Read examples of adjectives (std 6 textbook p.g no. 41)
4. Follow instructions.

Learning activity --

1. Facilitator sticks up cut outs of big tree on wall/blackboard.
2. One student stands near this tree.
3. That student takes a strip of sentence- How is a tree?
4. One by one students pick out a leaf of adjective from bowl.
5. That student asks the question- How is the tree?
6. One student takes leaf and reads the word which was written on it, like big and stick up on tree.
7. One by one students pick up leaves of adjectives from bowl and stick up on tree.
8. Every time that student asks the same question- How is the tree?
9. At last students read all adjectives of tree.

Solved Activity/ Demo: -

e.g., For example –

tall

shiny

big

shady

green



Practice: -

1) Search example of adjectives from 7std book.

Extension Activity/ Parallel Activity/ Reinforcement: -

Stick up cut outs to fingers (having adjectives of small, tall, handsome, thin, fat, clever, happy, sad)to cut outs boy/girl.

Evaluation: -

How is the tree?

-Tree is tall.

How many adjectives pasted on tree?

-6 adjectives pasted on tree.

DIKSHA Video/ E-content QR code:-

Read to Me free app Link-

https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

Online dictionary link-

https://www.shabdkosh.com/dictionary/english-marathi/mearchandising/mearchandising-meaning-in-marathi

Bal Bharati 6 std book

http://cart.ebalbharati.in/BalBooks/pfds/603020035.pdf

My take away/Today I learnt:

Today I learnt various forms of adjectives.

Std.: - 7th **Activity-24** **Subject: English**

Bridge Course

Learning Outcomes/ Competency Statements:

06.17.12 Reads aloud using proper pause, pace and volume.

06.17.13 Reads aloud poems and songs for enjoyment.

06.17.25 Refers to dictionary and printed and electronic reference materials to check meaning, spelling and usage etc.

Instructions for teachers and parents /facilitators:

1. Let the learners read the poem with proper pronunciation and pauses. - Grade 6, 2.5 Page no. 42 **The Man Who Thinks he can**

2. You may use "Read to me" free app provided by Govt. of Maharashtra for reading guidance.
3. Record the poem on your mobile recorder or get any authentic audio or video clip about the poem and tell them to listen and read (Recite). Listen and repeat. 4. Drill the difficult words.
5. Help the learners do the activity.

Instructions for students:

1. Read and recite the poem **2.5 'The man who thinks he can'**

2. Take the help of parents/ teachers or dictionary in order to understand the activities. 3. Read the given chart and frame as many sentences as you can. 4. Read aloud the framed sentences.

Learning Activity:

Read the poem and underline the contracted forms of the words. Read the given chart and find out the difference.



Solved Activity/ Demo:

For example: - don't

Practice:

Read the poem and underline the contracted forms of the words. Read the given chart and find out the difference. Read the chart and frame the meaningful sentences.

Extension Activity/ Parallel Activity/ Reinforcement:

Copy this poem on a cardboard and paste it in front of your study table and read it time to time.

Evaluation:

Fill in the Google Quiz. **https://forms.gle/ATJ4TnVgtuqcPgU47**

DIKSHA Video/ E-content QR code:

1. Online Dictionary https://www.shabdkosh.com/dictionary/english-marathi/merchandising/merchandising-meaning-in-marathi 2. Balbharati Grade 6 Textbook link- http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf
2. Diksha app- The man - **https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_31247144020747059211882**4
3. 6th std English Activities and guidance vide**os: https://www.youtube.com/playlist?list=PLjRVMkqt_dXhL4aCFVUW3jUj2fdX2iNrU**
4. Contracted forms of the words google quiz **https://forms.gle/ATJ4TnVgtuqcPgU47**

My take away/Today I learned:

I can recite the poem.

I can write the contracted forms of the words.

Std.: - 7th	Activity-25	Subject: English

Bridge Course

Learning Outcomes/ Competency Statements:

The learner.....

1. understands, recites, enjoys and shares familiar songs, poems effectively.
2. tells rhyming words, correct time and idiomatic pairs.

1. Instructions for teachers and parents/facilitators:

1. Recite the song with action, expression, correct pronunciation and rhythm.
2. Ask student to repeat after you with action.
3. Ask student to recite the song with peers.
4. Explain rhyming words and idiomatic phrases from the poem.
5. Ask students to play games of idiomatic phrases and tell time.

2. Instructions for students:

1. Listen and recite the poem/ song with action with peers.
2. Tell the rhyming words from the poem.
3. Play the games of idiomatic phrases and match pictures to tell the time.

3. Learning Activity:

- The teacher recites the song with action. [Std 6 Poem 3.1] [video link of the song from DIKSHA app] https://diksha.gov.in/play/collection/do_31252659673681100824101 6?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3132726848019578881576 9
- Student listens to the song and recites with action after teacher. Then sing in pairs.
- The teacher/ parent/ peer will say the first line and the student will say the second line. Thus they will continue till the end of the poem.
- Student will play the games of idiomatic phrases and match the pictures to tell the time.

4. Solved Activity / Demo:

- Join the words from group A and B to make idiomatic pairs.
- First child will say a word from group A another child will say its pairing word from group B.

Group A			Group B		
sun	work	hear	shower	play	speak

Sun and shower. Work and play. Hear and speak.

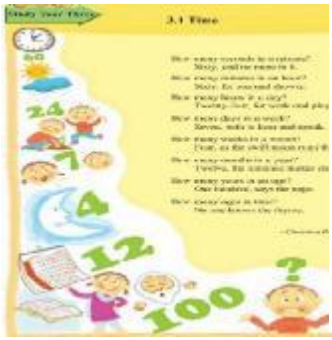
5. Practice-

Play the game of idiomatic phrases as shown above in solved/demo activity.

day	left	more	night	right	less
now	life	sooner	then	death	later
here	north	trial	there	south	error
read	east	yes	write	west	no
bread	back	on	butter	forth	off
up	give	in	down	take	out
high	make	black	low	break	white

7.Extension Activity/ Parallel Activity/ Reinforcement.

Which picture will match the following time?









A minute- 60 seconds

An hour – 60 minutes

A day- 24 hours

A week – 7 days

A month – 4 weeks

A year – 12 months

An age – 100 years

8. Evaluation :

Recite the song with action, record it and send it to your teacher.

9. Diksha video/ E-content QR code.

Poem video from Diksha app std 6.

https://diksha.gov.in/play/collection/do_31252659664859136014288 2?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31301433196611993612 66

10.My Take Away/ Today I learnt:(moderate)

I am able to recite the song confidently with action. Yes/ No

I am able to tell time. Yes/ No

I am able to tell rhyming words. Yes/ No

I am able to tell idiomatic phrases. Yes/ No

Std.: - 7th	Activity-26	Subject: English

Bridge Course

Learning Outcomes/ Competency Statements:

06.17.12 Reads aloud using proper pause, pace and volume.
06.17 .17 Reads in order to obtain information.
06.17 .28 Makes notes for personal reference while reading/ listening to a text.

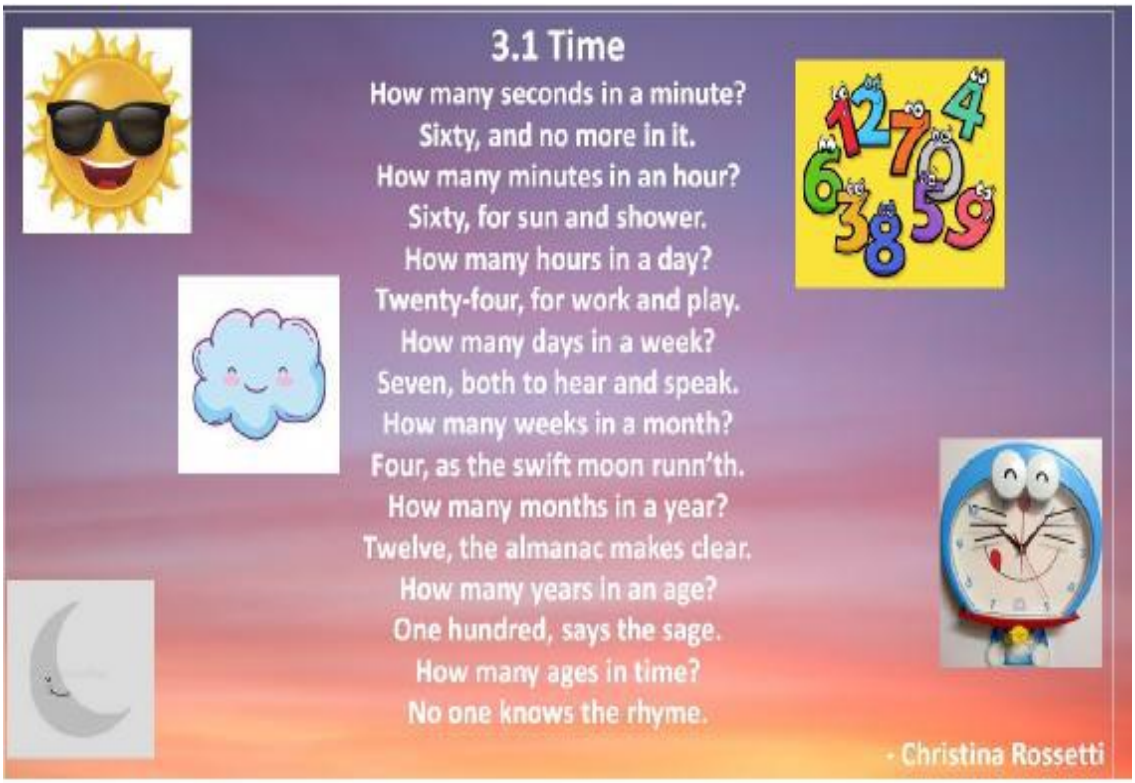
Instructions for teachers and parents /facilitators:

1. Ask the learners to read the poem **grade 6- 3.1 PN 54 Time** aloud and do the practice
2. Help the learners to read with proper rhyme and rhythm

Instructions for students:

1. Read the poem **grade 6- 3.1 - PN 54 Time** aloud and do the practice
2. Read the poem with proper rhyme and rhythm with the help of parents and teacher

Learning Activity:



1. Practice reading the poem 3.1 Time with proper rhyme and rhythm, stress and intonation of questions and answers.

2. Read/Recite aloud the poem and find out the rhyming words from the poem

3. Find out the words related words to time.

Solved Activity/ Demo:

For example: -

Answer: -
4. Related words of time- Clock, Calender, year, week

Practice:

https://wordwall.net/play/17463/686/646
Solve the opposite word Quiz

Extension Activity/ Parallel Activity/ Reinforcement:

Read the poem and find out how many and Find out how many-

1. seconds in a minute-
2. Minutes in an hour-
3. Hours in a day-
4. Days in a week-
5. Weeks in a month-
6. Months in a year-

Evaluation:

Based on the responses to reading and activities

DIKSHA Video/ E-content QR code:

2. Diksha app- Time- **https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_312504112516628480226 61**
3. Online Dictionary **https://www.shabdkosh.com/dictionary/english-marathi/merchandising/merchandising-meaning-in-marathi**

My take away/Today I learned:

1. I can read/recite the poem with proper stress and intonation.
2. I can read/recite the poem with proper rhyme and rhythm.

Std.:-6th Activity-27 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.2:- Gets acquainted with certain idioms and uses familiar idioms in speech and writing.

Instructions for teachers and parents /facilitators: -

(1) Let the learners read 5th question from 6th standard textbook, page number 55

(2) Let them try to make idiomatic pairs using and /or.

(3) Encourage the learners to make more idiomatic pairs.

(4) Help the learners to do the activity if required.

Instructions for students: -

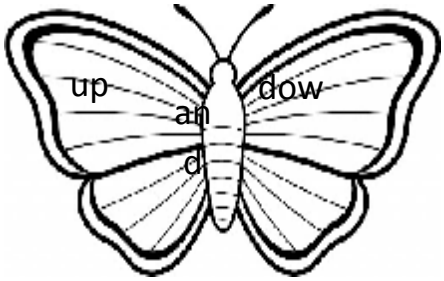
(1) Read the 5th question from 6th standard textbook, page number 55 .

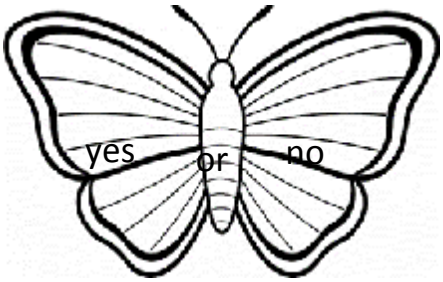
(2) Make idiomatic pairs using and/ or. For this refer table A and B.

(3) Try to make more idiomatic pairs.

(4) If needed, take help of teachers/ parents /facilitators.

Learning Activity: -





*Activity -- **Collecting Butterflies*

(Pictures of Butterflies having following words on their wings and on the middle part and / or should be there.)

As a teaching aid teachers/ parents/ facilitators will make 21 paper butterflies using the words from table A and B (Page number 55

standard 6 textbook)

*About game *

Form pair. One will say one word from the butterfly's wing. Other will join his or her word before or after the first word by using and /or.

If the second student's answer is correct, he/she will get that butterfly. And vice versa. The one who gets more butterflies will be the winner.

Solved Activity/ Demo: -

For example -

* Raju: high

Somali: high and low

*Kajal: No

Diya: Yes or no

* Mangesh: death

Harsh : life and death

Practice: -

1) Write the above idiomatic pairs from the Butterflies wings 'one by one' in your notebook and read them twice.

2) Try to find new more idiomatic pairs by using internet or Google.

Extension Activity/ Parallel Activity/ Reinforcement: -

1) Say and write the sentences using these idiomatic words.

Ex. Are you coming Sonali?

Yes or No?

Evaluation: -

Which Butterfly (idiomatic pair) student didn't get in the game , take practice of these idiomatic pairs for five times.

DIKSHA Video/ E-content QR code:-

Read to Me free app Link-

https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

Online dictionary link-

https://www.shabdkosh.com/dictionary/english-marathi/mearchandising/mearchandising-meaning-in-marathi

Bal Bharati 6 std book

http://cart.ebalbharati.in/BalBooks/pfds/603020035.pdf

My take away/Today I learnt:

I can use idioms while talking.

Std. :- 7th Activity – 28 Subject: English

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.18 Writes neatly and legibly.

1) To develop an awareness of the need of correct spellings.
2) To enable the students to write letters in the alphabet correctly.
3) To help them to use proper punctuation marks in writing English.
4) To enable them to use proper words at the proper place in a sentence.
5) To help to recognize of capital and small letters correctly.

Instructions for teachers and parents /facilitators:

Let the learners read the lesson.

4.1 the Nightingale and the Nobleman. Page no – 80

1) Provide more and more spellings for practice from day to day life.
2) To develop an awareness of the need of correct spellings.
3) Pupils should be motivated to learn writing.
4) To help them organizing thoughts and ideas in a logical sequence.
5) Provide more guidance for appropriate punctuation marks.
6) Pay more attention on recollecting appropriate words and putting them in sentences.

Instructions for students:

1) Use proper punctuations.
2) Read carefully.
3) After writing recheck sentences.
4) While writing complete the sentences don't forget to underline the part.
5) Make the same tables, charts tree diagram which provide in questions.
6) Write neatly and legibly.

Learning Activity:

Activity – 1

Complete the words by using correct letters from the lesson.

1) ------nce. 2) H---ppy 3) B---rd. 4) L---sten. 5) M---lk

Activity – 2

Make a list of any 5 words beginning with 'h' from the lesson.

Activity – 3

Copy the following sentences in your good handwriting.

1) "This is just a silly piece of advice!" He exclaimed.
2) "Don't be so upset, My Lord", said the nightingale.
3) Now you won't get any of them!"

Activity – 4

Complete the following sentences

1) The nightingale----------
2) I will tell you----------
3) The nobleman was ----------
4) Now the nobleman was really very----------
5) I am already----------

Activity – 5

Arrange the following words in alphabetical order.

1) Cage, secret, bird, happy, trust.
2) First, why, good, rich, advice.
3) Such, and, very, get, will.

Activity – 6

Classify the words in their respective columns.

Bird, mistake, bit, word, nobleman, birds, bits, noblemen, mistakes, words, piece, diamond, man, pieces, men, diamonds.

one	Many

Solved Activity/ Demo:

Activity – 1

1) Once

Activity – 2

1) Happy

Activity – 3

1) Copy the same sentence in your good handwriting.

Activity – 4

1) The nightingale began to plead.

Activity – 5

1) Bird, cage, happy, secret, trust.

Activity – 6

one	Many
bird	Birds

Practice:

Activity – 1

Write the given words meaning in Marathi.

Activity – 2

Read the words twice.

Activity – 3

Copy the same sentences in your notebook.

Activity – 4

Read the sentence from the lesson.

Activity -5

Find your own words and classify.

Extension Activity/ Parallel Activity/ Reinforcement:

Activity – 1

1) Th----nk
2) L----ttle
3) Engl--- sh
4) Stu---y

Activity – 2

Make a list of 5 words beginning with 'c'.

Activity – 3

Copy the following sentences in your good handwriting.

1) Why are you going?
2) How sad!
3) Don't go.

Activity – 4

1) Complete the following sentence.

(Mumbai, happy, who, India.

1) I live in----------.
2) She is very ----------.
3) ---------- are you?
4) ---------- is my country.

Activity – 5

Arrange the following words in alphabetical order,

1) Soft, easy, hard, rough.

Activity – 6

Cat, kitten, mice, mouse, animals, animal, pig, pigs.

Evaluation:

Based on written response.

DIKSHA Video/ E-content QR code:

1) Digital Sakshar YouTube video
https://youtu.be/8iYX1YJ7PDg
2) Balbharati Grade 6 Textbook link-
http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf
3) Online Dictionary
http://www.shabdkosh.com/dictionary/english-marathi/merchandising/merchandising-meaning-in-marathi

My take away/Today I learnt:

1) Student is able to complete the sentences/ story.
2) Student is able to rearrange a story/ events/ words/ sentences and write it in a proper order.
3) Student is able to write answers to the questions asked.
4) Student is able to write neatly and legibly.
5) Knowledge of using capital letters and marks of punctuation correctly.
6) Knowledge of making strokes with proper hand movement-

Std.: - 7th **Activity-29** **Subject: English**

Bridge Course

Learning Outcomes/ Competency Statements:

1) 06.17.12_Reads aloud using proper pause, pace and volume.
2) 06.17 .16_ Reads to seek information from notice board, charts, tables and other graphic presentation.
3) 06.17.25_Refers to dictionary and printed and electronic reference materials to check meaning, spelling and usage etc.

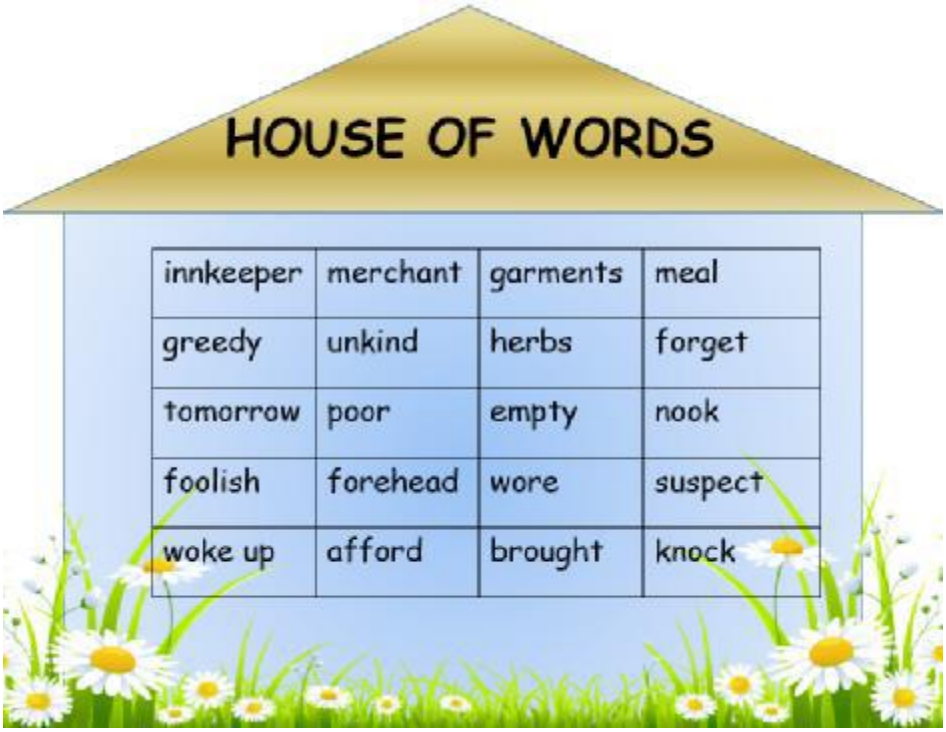
Instructions for teachers and parents /facilitators:

1. Let the learners read the lesson 3.2_The Magic Herb (Std 6 Textbook_PN56/57). Assist whenever necessary.
2. You may use "Read to me" free app provided by Govt. of Maharashtra for reading guidance.
3. Ask the learners to underline the new or difficult words they find during reading.
4. Encourage the learners to find out the pronunciation and meaning of these words with the help of their teachers, parents or if possible using dictionary on their own. You may use online dictionary too.
5. Help the learners to do the activity.

Instructions for students:

1. Read the lesson 3.2_The Magic Herb (Std 6 Textbook_PN56/57)
2. Underline new words that you find during reading.
3. Find out the pronunciation and meaning of these words with the help of your teachers, parents or if possible, using dictionary on your own. You may use online dictionary too.
4. After you have read the lesson do the given task.

Learning Activity:



A). Read the given words aloud.

B). Find out the following things from the ‘House of Words’.

1. Three words related to business.

2. A word rhyming with the word ‘cook’.

3. The words that have ‘close double letters’ in them.

4. A part of our body.

5. Past tense of- 1. wake up 2. wear 3. bring

6. The opposite of - 1. kind 2. remember 3.full.

7. A type of plants.

8. List down all the action words.

9. A word that indicates "sound of tapping on door"

10. A person who runs a small hotel.

C) Find the small word hidden in the big word.

1. innkeeper- inn, ...

2. merchant - .....

3. forget - .....

4. forehead - .....

Solved Activity/ Demo:

For example: -

1. A word related to business- Merchant.

Practice:

1. Write the above words from the 'House of Words' in your notebook and read them twice.
2. Try to find out these words around you. (In the other lessons of your textbook, newspapers, magazines, posters, boards , advertisements etc.

Extension Activity/ Parallel Activity/ Reinforcement:

1. Make new sentences using these words.
2. Watch the story on You tube. **https://www.youtube.com/watch?v=-PKSwP1Wqdc**

Evaluation: Based on the responses to reading and activities.

DIKSHA Video/ E-content QR code:

1. 'Read to me' Free app by govt. of Maharashtra **https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student**
2. Balbharati Grade 6 Textbook link- **http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf**
3. Online Dictionary https://www.shabdkosh.com/dictionary/english-marathi/merchandising/merchandising-meaning-in-marathi
4. Diksha Content Link_ The Magic Herb **https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_312488576008421376 2988**

My take away/Today I learned:

1. I can read the new words learnt in the lesson.
2. I understand their meaning

Std.:-6th Activity -30 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.34- Uses simple tense forms.

Instructions for teachers and parents /facilitators :-

1. let the learners write down 10 simple sentences
2. Encourage the learners to create the new sentences.
3. Help the learners to do the activity

Instructions for students: -

1. Write down 10 simple sentences by using ' is ' and ' are '.
2. Create new sentences using ' was ' or ' were '.
3. Do the given task.

6) Learning activity --

Activity 1 :

I	am	your picture		
We	is	her classmate		
He	are	our teacher		
She	will			
It	was			
They	were			

See the above three columns and make meaningful sentences.

Activity 2

See the pictures and make meaningful sentences.

Solved Activity/Demo:

For e.g

Activity 1- I am her classmate.

Activity 2-This is an elephant.

Practice-

Write down 10 simple sentences related to school.

Extension Activity/ Parallel Activity/ Reinforcement: -

Make new sentences using the given columns.

Evaluation-

What do you see in the picture 1? etc.

DIKSHA Video/ E-content QR code: -

Read to Me free app Link-

https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

Online dictionary link-

https://www.shabdkosh.com/dictionary/english-marathi/mearchandising/mearchandising-meaning-in-marathi

Bal Bharati 6 std book

http://cart.ebalbharati.in/BalBooks/pfds/603020035.pdf

My take away/Today I learnt:

I learnt various forms while talking and using them in various tenses.

Std.: - 7th **Activity -31** **Subject: English**

Bridge Course

Learning Outcomes/ Competency Statements:

06.17 .17 Reads in order to obtain information.
06.17.25 Refers to dictionary and printed and electronic reference materials to check meaning, spelling and usage etc.

Instructions for teachers and parents /facilitators:

1.Let the learner read the activity no.9 named 'Read and remember' on page no.63 in 'My English Book Six'.
2.Asks the learner to solve the following crossword seeking help of the activity no.9 named 'Read and remember' on page no.63 in 'My English Book Six'.
3.Encourage the learners to find the meanings of difficult words in good dictionary.
4. Help the learners to do the activity.

Instructions for students:

1. Read the activity no.9 named 'Read and remember' on page no.63 in 'My English Book Six'.

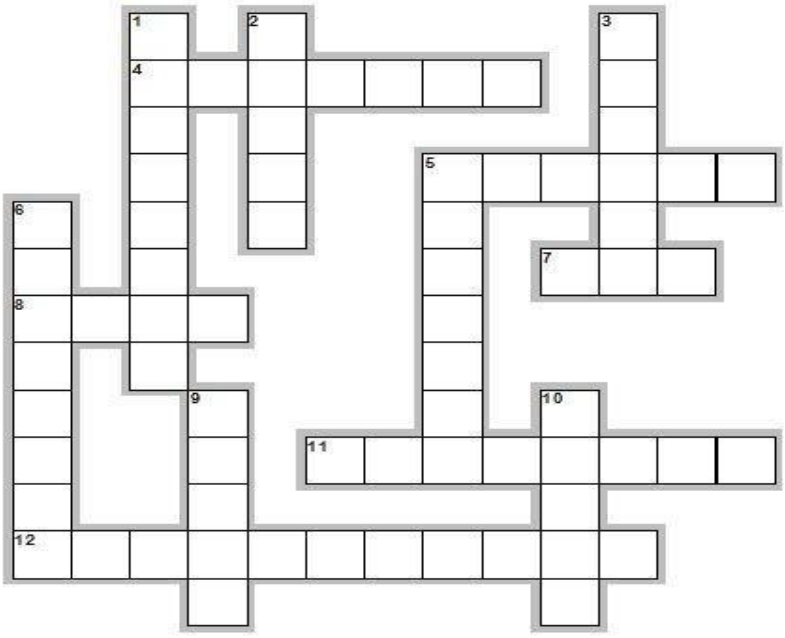
2. Solve the following crossword seeking help of the activity no.9 named 'Read and remember' on page no.63 in 'My English Book Six'.

3. Take help of the hints given under.

4. Find the meanings of difficult words in good dictionary.

Learning Activity:

Solve the following crossword with hints given below.



Across

4. causing harm.
5. one of the thin soft coloured parts of a flower.
7. covered in a liquid, especially water.
8. to become or make something completely wet.
11. a dark red vegetable which is the root of a plant. Beetroot is cooked and can be eaten hot or cold.
12. the conditions in which you live, work, etc.

Down

1. connected with chemistry; involving changes to the structure of a substance.
2. to press somebody/something hard so that he/she/it is broken, damaged or injured.
3. harm or injury caused when something is broken or spoiled.
5. to make air, rivers, etc. dirty and dangerous.
6. a supply of something, a piece of equipment, etc. that is available for somebody to use.
9. poisonous
10. to press and break something into very small pieces or into a powder between two hard surfaces or in a special machine.

Hint :

[Harmful,Environment,Pollute,Damage,Resource,Toxic,Chemical,Beetroot,Soak,Petals, Wet, Crush, Grind.]

Solved Activity/ Demo:

For example: -

Ans –DOWN 10- GRIND

Practice:

1. Rewrite all the words and write their meanings in front of them given in the crossword.

2. Find out similar meaning from a good dictionary.

Extension Activity/ Parallel Activity/ Reinforcement:

-

Evaluation:

Put the following words under appropriate column.

Noun	Adjective	Verb

[Harmful, Environment, Pollute, Damage, Resource, Toxic, Chemical, Beetroot, Soak, Petals, Wet, Crush, Grind.]

DIKSHA Video/ E-content QR code:

1. Balbharati Grade 6 Textbook link- http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf

2. Diksha Content – Eco-Friendly Celebrations.
https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_31301592152677580813 67

My take away/Today I learned:

I can read the hints to solve Crosswords.

Std.: - 7th	Activity -32	Subject: English

Bridge Course

Learning Outcomes/ Competency Statements:

The learner –

(7.17.17) presents information with the help of posters or other visual aids

Instructions for teachers and parents /facilitators:

1. Ask the student(s) to remember a craft activity which s/he learnt in earlier class.
2. Demonstrate the craft activity (marble paper flowers making)
3. Practiced the poster making using craft ideas .
4. Give chance to each student to explain the process of that craft activity step by step.

Instructions for students:

1. Respond to the teachers questions based on craft activity.
2. Follow the teacher's/ facilitator's instructions.
3. Make the flowers from marble paper
4. Make a poster to explain the process of activity.
5. Present the poster to show how to do that craft activity and demonstrate the craft activity to your facilitator or in online learning mode.

Learning Activity:

- The teacher/ facilitator will ask questions to the student(s) based on previous knowledge

e.g. Q. 1. Do you remember any craft activity from earlier class ?

Q. 2 . Which type of craft paper is this ?

Q.3 Which shape is this ? (Rectangle / Oval / Square / Circle)

Q.4 . How many petals you need to join ?

Q. 5 . What craft material you need to make poster ?

- S/He will discuss on marbling of paper activity.
- S/He will give clear instructions.
- S/He will ask to create a poster and demonstrate any craft activity step by step.



Solved Activity/ Demo:

Teacher will demonstrate poster creation Activity .

Practice:

Conversation by students in pairs.

Presenting poster and information either online or in front of their facilitator/ family members.

Listening to the presentation of others.

Extension Activity/ Parallel Activity/ Reinforcement:

Make a poster with the help of collage .

Make a video of describing your poster and send to your teacher / facilitator .

Evaluation:

Teacher / Facilitator will show any poster and ask students to describe it.

Or

Teacher will ask students to tell the steps of any Craft Activity which they have done in Craft classes.

DIKSHA Video/ E-content QR code:

For Similar Activity

https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_313015922638 9544961465

My take away/Today I learnt:

I am able to make a poster on craft activity. Yes/ No

I am able to demonstrate information of craft activity. Yes/ No

Std.:-6th Activity - 33 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.35 Understand simple word formation.

Instructions for teachers and parents /facilitators: -

1. Let the learners read the Poem 3.5 The Duck and Kangaroo (Std 6 Textbook P.N. 68/69)
2. You may use "Read to me" free app provided by Govt. ofMaharashtra
3. Ask the learners to find out word which ends with 'tion', 'ly'.
4. Encourage the learners to find out new adverbs.
5. Help the learners do the activity.

Instructions for students :-

1. Read the Poem 3.5_The Duck and Kangaroo (Std 6Textbook_PN68/69)
2. Underline the new words.
3. Using 'tion','ly' make new words.
4. Do the giventask.

6) Learning activity --

Activity 1 : WORDS BANK

gracious	Nasty	hop	reflection	unpleasantly
fields	beyond	perhaps	objection	probably
rocks	completely	worsted	neatly	ready
steady	Tail	well	pale	bound
round	Bold	cold	stop	

A). Read the above words aloud.

B). Find out the words having 'tion' in the end through this 'Words Bank'

C). Make simple words using tion/sion in end.

1.reflect -reflection
2.grade - …….
3.tense - …….
4.protect - …….
5. inject - …….

D). Classify the given words. (Kangaroo, deer, crab, fish, lion, frog, hills, duck)

Jungle	Lake

E). Identify the adverbs through this 'Word Bank'.

F). Make meaningful words using given alphabets.

1	☻	☻	r			☻	☻
2	☻		e				
3	☻	☻	f				☻
4	☻	☻	l				☻
5	☻		e			☻	☻
6			c		☻	☻	☻
7	☻		t				
8			i		☻	☻	☻
9	☻	☻	o				☻
10	☻		n		☻	☻	☻

1. atr 2. atlyne 3. etef 4. uckl 5. elwl
6. uckd 7. sdytea 8. ailt 9. voer 10. nde

G) Make new words.

i)complete - completely

ii) neat - -------

iii) gentle - ----

iv) nice - -----

Solved Activity/ Demo: -

For example –

Answer 2. grade- gradation

Practice: -

Write down ten words ending with ‘tion’ and ‘ly’ respectively

Extension Activity/ Parallel Activity/ Reinforcement: -

1. Find out new words ending with ‘tion’/’sion’.
2. Watch the story on You Tube- https://youtu.be/JCrKVhQEAlo

Evaluation-

Based on the formation of new words.

DIKSHA Video/ E-content QR code:-

Read to Me free app Link-

https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

Online dictionary link-

https://www.shabdkosh.com/dictionary/english-marathi/mearchandising/mearchandising-meaning-in-marathi

Bal Bharati 6 std book

http://cart.ebalbharati.in/BalBooks/pfds/603020035.pdf

My take away/Today I learnt:

Std. :- 7th Activity – 34 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

The learner -

1) listens attentively to English programmes like news, interviews.
2) recalls specific facts/ details/ main points after listening to a programme.
3) notes the difficult / unfamiliar bits while listening and speaks after listening.

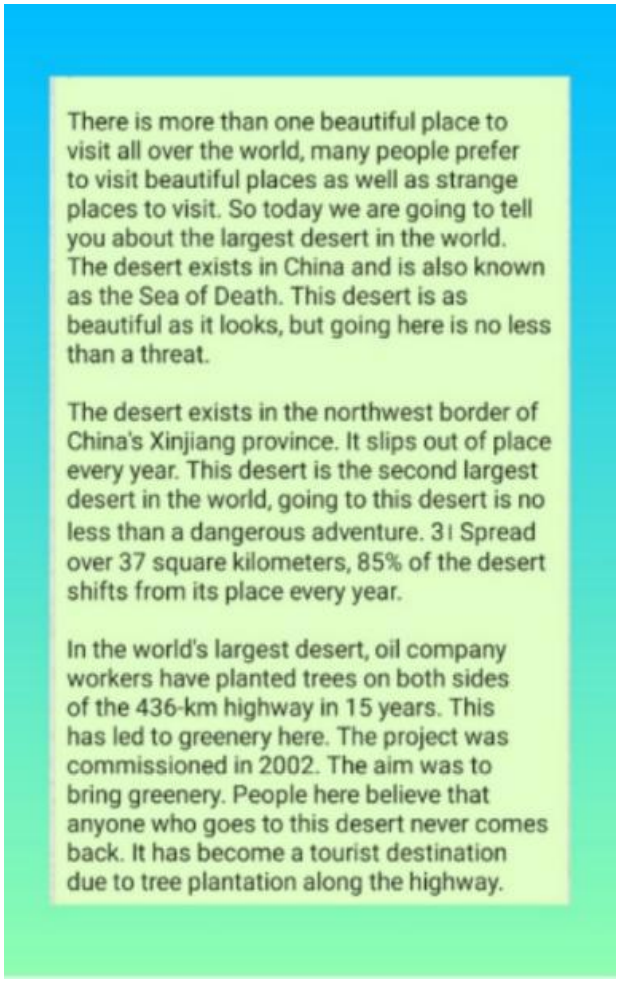
Instructions for teachers and parents /facilitators:

1) Show the images and explain the beauty of desert.
2) Read the news with correct pronunciation and stress with expression.
3) Listen and repeat.
4) Ask the students to listen carefully and note down the main points and unfamiliar bits.
5) Help the students to do the activities.

Instructions for students:

1) Listen to the news carefully.
2) Note down the unfamiliar bits.
3) Listen and repeat the words and sentences.

Learning Activity:



There is more than one beautiful place to visit all over the world, many people prefer to visit beautiful places as well as strange places to visit. So today we are going to tell you about the largest desert in the world. The desert exists in China and is also known as the Sea of Death. This desert is as beautiful as it looks, but going here is no less than a threat.

The desert exists in the northwest border of China's Xinjiang province. It slips out of place every year. This desert is the second largest desert in the world, going to this desert is no less than a dangerous adventure. 3ı Spread over 37 square kilometers, 85% of the desert shifts from its place every year.

In the world's largest desert, oil company workers have planted trees on both sides of the 436-km highway in 15 years. This has led to greenery here. The project was commissioned in 2002. The aim was to bring greenery. People here believe that anyone who goes to this desert never comes back. It has become a tourist destination due to tree plantation along the highway.





The teacher will read the news. The students listen attentively. The teacher will explain the beauty of desert and discuss the images with questions

The teacher will tell the main points and vocabulary

While listening, the students will recall the specific facts, repeat the main points after the teacher ….

Solved Activity/ Demo:

Vocabulary: Sea of death, exists, province, commission
Main points: strange place, desert greenery
Unfamiliar bits: Sea of death, threat, second largest desert



Practice: Discuss vocabulary, main points and unfamiliar bits with example







Here is a list for you - 5 Most Popular Tourist Attractions in the World



Amazon Rainforest: A place where you want to go once in your life



The World's Most Adventurous Places to Visit

Look at the images and tell main points.

Extension Activity/ Parallel Activity/ Reinforcement:

Collect the news with images like this.

Collect the strange headlines from any news papers or any channel.

Evaluation:

Tell the headlines. Make collage of different type of news.

DIKSHA Video/ E-content QR code:

https://youtu.be/KZ5ZX_P5usY

My take away/Today I learnt:

I am able to understand the news in details with unfamiliar bits. Yes / No

I am able to listen attentively English News and programmes. Yes / No

I am able to speak on given topics. Yes/ No

Std. :- 7 th Activity – 35 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

06.17.21 Writes simple informal messages and letters.

Instructions for teachers and parents /facilitators:

1. Let the learners read the letter (1.4 A letter from Hingoli).Std. 6 textbook page number 20
2. Ask the learners to note down the beginning last lines and sign off lines.
3. Ask the learners to observe the format of the letter.
4. Explain the difference between formal letters and informal letters.

Instructions for students:

1. Read and observe the letter.
2. Underline the new words.
3. Underline the beginning last lines and sign off lines.
4. Write down the parts of the letter.
5. Guess the occasion when informal letters are written.

Learning Activity:

1. Find and copy the non-English words in the letter.
2. Make a list of your favourite foods for dishes. Note how many words are English.
3. List the interesting things that Raman did at Sagroli.
4. Find and write the parts of the letter.
5. Find out and write what is written at the beginning, middle and at the end of the letter.

Solved Activity/ Demo:

For example

1. Aamras, Kandabhaji
2. Shrikhandawadi, Vadapav
3. Read volumes of Kishor and Champak

Practice:

complete the following letter with the help of the words given in the brackets.

(invite, best wishes, a party, games, birthday, songs, friends, a lot of fun)

Raj bhavan

Shivaji road,

Dhule

10 June,2021

Dear Shyam,

My ……is on next Monday. I have arranged …… I am going to……. All our……You must come. We shall sing ……and play ……We shall have ..... Convey my …… to your parents and other family members.

Your loving friend,

X.Y.Z.

Extension Activity/ Parallel Activity/ Reinforcement:

Write a letter to your friend telling him about your village using given words

(Rampur, home town ,farms, rivers, enjoy ,mangoes and sugarcane, ride on a bullock cart, loving grand parents, lot of fun, wonderful time,)

Evaluation:

1. Whom do we write informal letters?
2. What is used in the beginning to greet?
3. How do we conclude the letter?

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection

My take away/Today I learnt:

Std.:-6th **Activity -36** **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.37- Use different forms of adverb

Instructions for teachers and parents /facilitators -

(This activity should be taken in both ways online as well as offline, at home with family members)

1) Tell the learner to read the lesson 3.5 The Duck and the Kangaroo (std 6 textbook page no.77)

(2) Read definition of adverb (std 6 textbook page no.77)

(3) Read examples of adverb (std 6 textbook page no.77)

(4) Make masks for students

(5) Make two chits of each adverb of following

(slowly, quickly, friendly, lovely, neatly, completely)

(6) Stick one chit of all adverbs on mask.

(7) Other chits put in bowl.

Instructions for students -

(1) Read the lesson 3.5 The Duck and the Kangaroo (std 6 textbook page no.77)

(2) Understand the definition of adverb (std 6 textbook page no.77)

(3) Read examples of adverb (std 6 textbook page no.77)

(4) Follow instructions.

6) Learning activity -

1)Facilitator will make two group of students.

2)Distribute masks of adverb among students of A group.

3) Students will wear it properly.

4)One student from B group pick up one chit from a bowl.

5)Read the chit slowly and do the action regarding adverb.

6) Remaining students from same B group identify action of adverb.

7)Then that student sticks the chit of adverb to mask of same adverb.

8)He sticks it at eyes place.

9)Then all students read adverb twice a time.

10)Again wearing a mask that student do the action and removes a chit.

11) By same process game continues.

12) All students read all adverb again

Solved Activity/ Demo: -

e.g. For example –

slowly

slowly



lovely

lovely



Practice: -

1) Search example of adverbs from 7std book.

Extension Activity/ Parallel Activity/ Reinforcement: -

With extra example of adverbs (7 std) play this game with your friend.

Evaluation: -

How many adverbs today you have learnt? Which are they?

DIKSHA Video/ E-content QR code:-

Read to Me free app Link-

https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student

Online dictionary link-

https://www.shabdkosh.com/dictionary/english-marathi/mearchandising/mearchandising-meaning-in-marathi

Bal Bharati 6 std book

http://cart.ebalbharati.in/BalBooks/pfds/603020035.pdf

My take away/Today I learnt:

Std.:-7 **Activity - 37** **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

The learner ....

- understands and enjoys stories, narrates a known story.
- finds specific details/ facts/ information in the form of a speech, dialogue or story.

Instructions for teachers and parents /facilitators:

- Narrate the story with proper pronunciation.
- Ask the students to listen the story carefully.
- Illustrate vocabulary from the story.
- Conduct discussion on the story

Instructions for students:

- Listen to the story carefully.
- Take part in the discussion.
- Tell the story in your own words.

Learning Activity:

- At first teacher will ask the questions to the students.
  - Do you like stories?
  - Who tells us a story?
  - How many stories you have listened?
- Students will tell the answers.
- Teacher will narrate the story with proper pronunciation, expression (Std.VI 4.1) https://diksha.gov.in/play/collection/do_31252659673681100824101 6?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3126046221607157761128 68
- Students will listen to the story carefully.

Vocabulary: -

- nobleman: person with a high rank like a lord
- plead: give reasons and request, appeal
- cry over spilt milk: it's no used crying over spilt milk is a "proverb' "or saying. It means you should not feel unhappy about a mistake or something bad that has happened.
- idle words: words which have little meaning
- rare: -not common, not easy to get
- wail: -cry with sorrow.
- be upset: -feel bad.

- farewell: -good bye

Solved Activity/ Demo:

- Teacher will tell the students two sentences about nightingale: -
    - Nightingale is a cute bird.
    - It has different colours.
    - Nightingale sings mainly during the night but can also be heard in the daytime.
- Student will tell two sentences about nightingale.

Practice:

- Listen carefully to the stories related to birds and animals on the YouTube channel.
- Listen carefully to different types of audio books.
- Listen carefully to the other stories on internet. e.g., Aesop fables, Jataktales.etc.

Extension Activity/ Parallel Activity/ Reinforcement:

- Watch online Aesop fables and Panchatantra stories and narrate them.

Evaluation:

- Listen to the video and answer the following questions: -
    - What did a nobleman catch in his cage?
    - What did he want to know?
- Narrates this story.

DIKSHA Video/ E-content QR code:

- https://youtu.be/8iYX1YJ7PDg
- https://youtu.be/Gxzdbk_GVvw
- https://diksha.gov.in/play/collection/do_31252659673681100824101 6?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31301592803387801614 70

My take away/Today I learnt:

- I am able to tell story in my own words. Yes / No
- I am able to make dialogues. Yes/ No

Std.:-7 **Activity - 38** **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.29- Translate simple and short texts.

Instructions for teachers and parents /facilitators -

(1) Read the instructions about the activity.

(2) Let the learners read the given sentences.

(3) Give learners two minutes time to think and translate the sentences on their own.

(4) Encourage the learners for active participation in *Toss the ball* activity.

(5) Guide the learners if required.

Instructions for students -

(1) listen carefully the instructions about the activity.

(2) Read the given sentences properly.

(3) Think and translate these sentences on your own.

(4) If required, take help of teachers/ parents /facilitators.

*Activity -- **Toss the ball*

Here should be - colour strips of following sentences.)

1) Please set me free.
2) Use my bits of advice and be happy.
3) Don't be so upset.
4) Too bad you let me go.
5) How stupid of me!
6) This is just a silly piece of advice!

As a teaching aid teachers/ parents/ facilitators will make 6 strips of above sentences. And a ball.

*About game *

Makea circle. Student having a ball in hand will read any sentence from the strips and toss the ball to anyone in the circle. The student who gets the ball will translate the sentence and toss the ball to some other student in the circle and thus the game will go on. If anyone is unable to translate the sentence will say* * pass* and will pass the ball to the next student. He/ she will translate that sentence.

Solved Activity/ Demo: -

For example -

1) Megha : Don't be so upset.

Sujal : **एवढेनाराजहोऊनको .**

2) Sejal : Too bad you let me go.

Raghav : **खूप वाईट झाले तू मला जाऊ दिलेस.**

3) Keshav : How stupid of me!

Prajwal : *pass*

Practice: -

(1) Translate the following English proverbs in your mother tongue.
Take help of internet or Google if necessary.

A) Tit for tat.

B) A friend in need is a friend indeed.

C)Might is right.

D) Every light has its shadow. E) Empty vessels make more noise.

F) Wall has ears.

G) Pride has fall.

(2) For fun, you can try 'Toss the ball' activity for every lesson.

Extension Activity/ Parallel Activity/ Reinforcement: -

1) Translate the following in English.

a) तू ते का करतआहेस**?**

b) पुन्हा भेटू.

c) झाडे आपणास सावली देतात.

d) मी सुईत धागा ओवू शकतो/शकते.

e) जादूई कढई.

Evaluation: -

Take twice practice of those sentences which students are unable to translate.

DIKSHA Video/ E-content QR code-

Read to Me free app Link-
https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student
Online dictionary link-
https://www.shabdkosh.com/dictionary/english-marathi/mearchandising/mearchandising-meaning-in-marathi
Bal Bharati 6 std book
http://cart.ebalbharati.in/BalBooks/pfds/603020035.pdf
(4) ' Diksha 'content - 4.1 The Nightingale and the Nobleman. STD 6 textbook page number 80.
https://diksha.gov.in/play/collection/do_31252659673681100824101 6?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_313015928033878016147 0

My take away/Today I learnt:

Std.- 7th **Activity – 39** **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.18 Write neatly and legibly.

Instructions for teachers and parents /facilitators:

1) Provide more practice for writing skill.
2) Set a short time limit to keep up the space of the activity.
3) Select easy words which student know.
4) Provide cursive writing videos from net.

Instructions for students:

Instructions for students

1) 2.2 -The lion the man & the statue.
2) Copy the sentences carefully.
3) Check the written sentences carefully.
4) Practice more and more for cursive writing of the given sentence-

For example-1) A quick brown fox jumped over the lazy dog.

Learning Activity:

Activity -1

Punctuate the following sentences.

1) See this statue proves that men that men are greater claimed the man
2) Not at all the lion replied quickly.
3) Long ago men and animal could talk to each other

Activity -2

Write these words in two lines notebook.

1) can
2) take
3) claim
4) reply
5) make
6) show
7) will
8) begin
9) get
10) was

Activity – 3

Make four words (of minimum 3 letters) using the letters in the given words.

1)Someone –

2)Storyteller-

3)Intelligence-

Solved Activity/ Demo:

For. e. g,
A) 1) Long ago, men and animals could talk to each other.
B) 1) Copy the words in two lines notebook.
C) 1) someone – some, one

Practice:

1) Write the above words in your notebook and memorize it.
2) Practice to write this sentence in your notebook.

Sentence – A quick brown fox jumped over the lazy dog.

Extension Activity/ Parallel Activity/ Reinforcement:

1) Punctuate following sentences.
    1) What is this
    2) I don't know
    3) Don't worry
    4) How sad
2) Write these words in two lines notebook.
    1) Sing 4) go
    2) Run 5) put
    3) Write
3) Find the small word hidden in the big word.
    1) Information
    2) Examination
    3) Transport
    4) Motherland

Evaluation:

Response based on the written words, and sentences

DIKSHA Video/ E-content QR code:

4) Digital Sakshar YouTube video - **https://youtu.be/7-F7rJKLvnc**
5) Bal Bharati Grade 6 Textbook link- **http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf**
6) Online Dictionary - **http://www.shabdkosh.com/dictionary/english-marathi/merchandising/merchandising-meaning-in-marathi**
7) Cursive writing YouTube video

https://youtu.be/gnlvdxozalc

8) How to improve good handwrite tips

https://youtu.be/Y7qb-0ISTjQ

My take away/Today I learnt:

1) Student learnt how to put correct punctuation marks in sentence.
2) Students came to know how to form small words from the given big words.
3) Student able to write neatly and legibly.
4) Student able to write cursive writing.
5) Student came to know how to improve their writing.

Std. :- 7 th Activity – 40 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

06.17.26- Presents the main points or outline of a passage, story etc.

Instructions for teachers and parents /facilitators:

1. Encourage the students to understand the story.
2. Explain the story to the students in short.
3. Motivate them to make meaningful sentences.
4. Enable the students to learn and find out meaning of words given in brackets.
5. Enable students to prepare meaningful story.

Instructions for students:

1. Read the given story carefully.
2. Understand the theme of the story.
3. Read and understand the words given in bracket.
4. Put the given words properly in given blank space.
5. Make the story meaningful.

Learning Activity:

Story Writing

With the help of the given outlines, develop readable stories:

Old peasant all his sons lazy…….. peasant dying ……..called all his sons ……..told them of a treasure……. hidden in the fields…… to find it they must dig for it ……..then died…… sons dug every bit of the land no treasure showed the …….corn a very fine crop……. sons learnt the lesson…….. what?

The Hidden Treasure

A peasant had several sons. But they were all lazy and did not help him in the farm. One day the peasant became ill. He knew he was dying. So he called all his sons together and said to them: “A treasure lies hidden in my fields. But to find it you shall have to dig hard for it.”
The peasant died. At once his sons went to the fields, and dug every bit of die land, but they found no treasure.
They were very sad. Soon the rains fell and, as the earth has been well dug; they sowed the corn. There was a very fine crop that year. The sons now learnt what their father meant by treasure. The treasure could be got only by hard work.

Solved Activity/ Demo:

Developing a Story

Some points are given below to develop the story of Gautam Buddha. The points are given in jumbled order. Arrange them in proper sequence and develop into a complete story. add a suitable title.

Points.

1) met an old man, a dead man and an ill man lying on the road.
2) Prince Siddhartha.
3) became Gautam Buddha.
4) Living in a Palace.
5) complete change in life.
6) understood their worries.
7) going out of the palace with ministers.
8) happy life with his wife and son.
9) gave the world the message of peace and service.
10) left the palace.

Practice:

Write a story of around 90 words.Use the following outlines.Give your story a title.
A young deer - has beautiful horns - sees his image in the water - admires his attractive horns - is sad to see his thin legs - hears the horn of a hunter - tries to run away fast - his legs help him - his horns get entangled in some thorny bushes - dies.

Extension Activity/ Parallel Activity/ Reinforcement:

The Great Gautam Buddha ▪

Once, there was a prince called Siddhartha. He lived with his wife Yashoda and son Rahul in a huge and beautiful palace. He lived there very happily. He was very rich and had many servants.

One day, Siddhartha met an old man and an old man on the road. Their minds were burdened with worry, anxiety, fear and depression. Theirs clothes were tattered and torn. Theirs feet were stained with mud. The prince gave them some food and money for me treatment. He came to know about their worries and sufferings. The old man told him that there was one important thing in life and that was ‘To be Kind’. Then he met the dead man's procession. The minister told him that everyone has to go through this. Hearing this,he came to know that there is nothing in human's life. His attitude about the life changed.

He decided to leave all the luxuries and comforts. He left the palace, his wife and son in search of the knowledge. He meditated and got enlightenment. And, he became Gautam Buddha. He preaches the people Peace and Non-violence.

Evaluation:

Tell the moral of the story in your mother tongue

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Std.: - 7th **Activity- 41** **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

06.17.12 Reads aloud using proper pause, pace and volume.

06.17 .16 Reads to seek information from notice board, charts, tables and other graphic presentation.

06.17 .17 Reads in order to obtain information.

06.17.25 Refers to dictionary and printed and electronic reference materials to check meaning, spelling and usage etc.

Instructions for teachers and parents /facilitators:

1. Let the learners read the lesson **4.2_Molai's Kathoni** (Std 6 Textbook_PN83-86). Assist whenever necessary.
2. You may use "Read to me" free app provided by Govt. of Maharashtra for reading guidance.
3. Ask the learners to underline the new or difficult words they find during reading.
4. Encourage the learners to find out the pronunciation and meaning of these words with the help of their teachers, parents or if possible then use dictionary on their own. You may use online dictionary too.
5. Help the learners do the activity.

Instructions for students:

1. Read the lesson 4.2_Molai's Kathoni (Std 6 Textbook_PN83-86)
2. Underline the new or difficult words they find during reading.
3. Find out the pronunciation and meaning of these words with the help of their teachers, parents or if possible then use dictionary on their own. You may use online dictionary too.
4. Translate the lesson with the help of dictionary, parents and your teacher.
5. Complete the given activity after your reading.

Learning Activity:



Solved Activity/ Demo:

For example: - I saw a terrible sight. He saw a terrible sight. Jadhav saw a terrible sight. ..... .

Practice:

Read aloud the meaningful sentences that you have framed. You may change the words from both the column, add other examples from the text or on your own and frame more meaningful sentences.

Extension Activity/ Parallel Activity/ Reinforcement:

1. Read the lesson again and underline the verbs.
2. Watch the lesson on You Tube.Search 'Molai'sKathoni' - A story of Jadav Payeng. Listen it again, read and repeat. 3. Prepare a poster on 'Plant at least two trees each!'

Evaluation:

Fill in the Google form/ quiz.

https://forms.gle/tv9UWgxvTsNNg8dK8

DIKSHA Video/ E-content QR code:

1. 'Read to me' Free app by govt. of Maharashtra https://play.google.com/store/apps/details?id=com.englishhelper.readtome.student
2. Diksha app- Molai'sKathonihttps://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_31301592639825510413 86
3. 6th std English Activities and guidance videos:

https://www.youtube.com/playlist?list=PLjRVMkqt_dXhL4aCFVUW3jUj2fdX2iNrU

4. Google Quiz about framing the meaningful sentences.**https://forms.gle/tv9UWgxvTsNNg8dK**8

My take away/Today I learned:

I can read the lesson.

I can read the chart and frame the meaningful sentences.

Std. :- 7 th Activity – 42 **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

6.17.7-Reads in order to obtain information.
6.17.18 Writes neatly and legibly.
6.17.23 Short and simple report based on a survey.
6.17.24 Creative writing.

Instructions for teachers and parents /facilitators:

1. Ask learners to read the lesson Molai'sKathoni 6 text book Page No. 83.
2. Ask learners to high light words / Quotations relator to nature, trees.
3. Try to find out meaning of these words, use dictionary, collect quotations related to nature.

Instructions for students:

1. Read the lesson carefully.
2. Highlight important point such as planting Watering' tending,
3. After reading carefully do the following task.

Learning Activity:

Word chart

Sapling, fences, plants, birds, animals,

Select above action words to show relator words

planting		**Watering**
	Trees	
tending,		**growing**

Learning activity

Read the quotation and copy

Plant more and more trees		Water the plant everyday
	Nature	
Grow trees for the better tomorrow		Tending the plants with love

Solved Activity/ Demo:

Write some trees name

Practice:

Write some name of medicinal plants in your area

Extension Activity/ Parallel Activity/ Reinforcement:

Plant more and more trees		**Water the plant everyday**
	Nature	
Grow trees for the better tomorrow		**Tending the plants with love**

Evaluation:

Based on activity right words on right place

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Std.: - 7th	Activity - 43	Subject: English

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

The learner ....

1. asks polite questions to seek information.
2. completes the remaining part of a sentence.
3. responds to questions and instructions appropriately and politely.

Instructions for teachers and parents /facilitators:

1. Read out the conversations on pg.no23 Are you A DIY Kid? and 92,93 based on fantastic shop
1. Ask the learner to listen carefully and repeat
2. Help the learner to do the activity.

Instructions for students:

1) Listen to the conversation carefully.

2) Listen carefully and repeat after the teacher/ facilitator.

Learning Activity:

Work in pair (In case of the single learner, the peer will be the facilitator.)

1. Read the situation in the boxes and talk on it.

2. Choose the following sentences in your conversation.

Useful Language

*Good morning/afternoon/evening.

*Excuse me.

*Can I help you?

*Could you help me please?

*Of course.

*I'm not sure what I need to do.

A) You are in a shopping mall. You want to buy a dress for yourself. Ask the salesperson to help.

B) Situation: You left your mobile phone at home and you want to call your mother.

C) You are in school library. You are searching for a story book. Your friend asks you if you need any help.

Solved Activity/ Demo:

e.g. A) You are in a shopping mall. You want to buy a dress for yourself. Ask the salesperson to help.

Sale person- What can I do for you?

You- Can you show me a decent kurta?

Sales person- Yes. Here, you can choose any one.

You- Will you please show some verities?

Practice:

Complete the sentences.

1. Do you have a……..

2. Can I ……

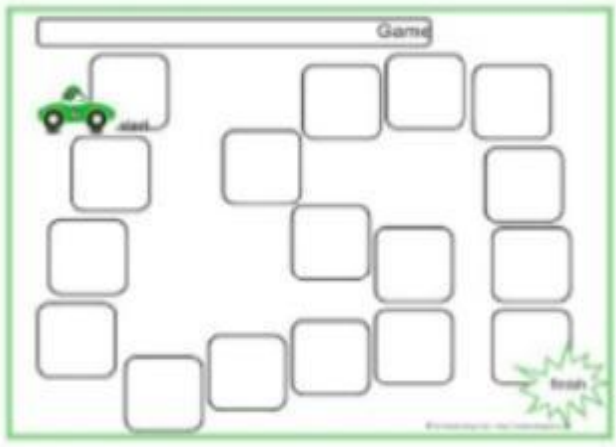
3. Do you have…….

Prepare a board game

Extension Activity/ Parallel Activity/ Reinforcement:

Prepare a board game.

Give situation e.g. You are a tourist. Ask somebody to take your photograph.



Based on the responses to the given tasks, move the care ahead.

DIKSHA Video/ E-content QR code:

2. Balbharati Grade 6 Textbook link- http://cart.ebalbharati.in/BalBooks/pdfs/603020035.pdf

My take away/Today I learnt:

I can converse with my friends. Yes/ No

I am able to respond to the questions. Yes/ No

I am able to complete the conversation. Yes/ No

Std.: - 7th **Activity - 44** **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

The learner -

1. listens attentively to English programmes like news and interviews.
2. recalls specific facts/ details/ main points after listening to a programme.
3. notes the difficult / unfamiliar bits while listening Songs to ask the questions.

Instructions for teachers and parents /facilitators:

1) Read the conversation & the advertisement from page no 92 & 93.
2) Ask the students to listen carefully.
3) Role play the conversation.
4) Collect vocabulary and main points.
5) Help the students to do the activities.
6) Play the game of collecting nouns.

Instructions for students:

1) Listen carefully
2) Roleplay the conversation
3) Collect the vocabulary and points.
4) Play the game.
5) Enjoy the conversation.
6) Do the Role play conversation
7) Do the activities.

Learning Activity:



ONLINE SHOPPING SHOP

Converse on the items, cost, quality, colours, delivery, etc.

Solved Activity/ Demo:

Costumer: I want to buy a story books/ a toy/ a game
Salesman: Sure, which one do you want?
Costumer: What are the options?
.....
.....
.....
Salesman: Please mail/ e-mail your address.

Practice:

https://youtu.be/2GKhaWz3oIQ

Conversational video for online shopping

Shopping Conversation points with Questions for conversation

- Do you like **shopping**? For what kinds of things?
- Have you ever spent too much?
- How long do you usually **shop** for?
- Do you **shop online**?
- Think about the most expensive thing you have ever bought.
- Do you prefer to **shop** alone or with other people?
- Who does the grocery **shopping** in your house?
- Are you a bargain hunter?

Dramatize the conversation on the given topic…

Chocolate shopping, craft materials, games zone shopping

ROLE PLAY ACTIVITY..

Extension Activity/ Parallel Activity/ Reinforcement:

Make shopping mall in the classroom/ home/ online platform.

Variety shops set up by students may be a bakery shop, a toy shop, a book shop, a cosmetics shop, etc.

Evaluation:

Send Conversation Video on the topic “Online Vegetable Shopping ’’ or “ Online Stationary Shopping ’’ .

DIKSHA Video/ E-content QR code:

https://youtu.be/KZ5ZX_P5usY

My take away/Today I learnt:

I could speak on the given topic. Yes/ No

I could converse with others. Yes/ No

I could take part in the role-play. Yes/ No

Std.: - 7th **Activity - 45** **Subject: English**

BRIDGE COURSE

Learning Outcomes/ Competency Statements:

06.17 .15 Reads silently with comprehension.

06.17 .16 Reads to seek information from notice board, charts, tables and other graphic presentation.

06.17 .17 Reads in order to obtain information.

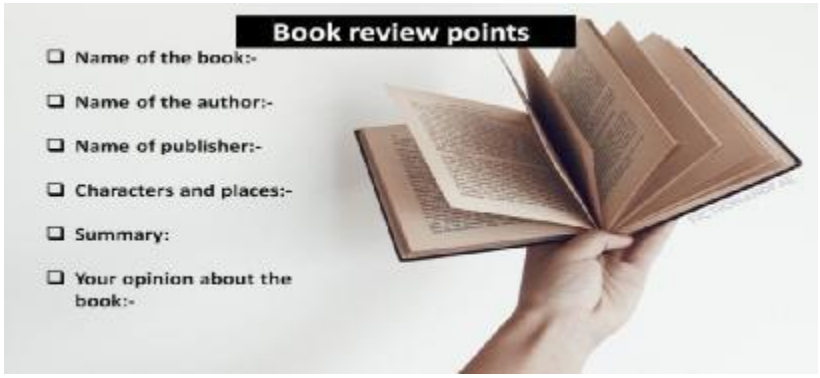
Instructions for teachers and parents /facilitators:

1. Ask the learners to read the story **grade- 6 4.5, PN 97 Book review** loudly
2. Help the students to find out the meaning of new words from dictionary
3. Encourage the students to read variety of books
4. Provide soft copies of books to the students

Instructions for students:

1. Read **grade- 6 4.5, PN 97 Book review** loudly
2. Listen the story first and then read aloud
3. Take help of dictionary for new words
4. Play plural game quiz and learn with fun.

Learning Activity:



Read the book/A story/ from the book of your choice. And prepare book review of it.

Answer the following question: -

1. What is the story about?
2. Who are the main characters?
3. Did the main characters run into a problem?
4. Who is your favourite character? Why?
5. Did you like the book?

Solved Activity/ Demo:

For example: -

For example-

1) The story about is about Harry potter, his friends, their courage and bravery

Practice:

Read any story of your choice and draw a picture based on that.

Extension Activity/ Parallel Activity/ Reinforcement:

Read aloud your favourite story to your friends/siblings/ parents

Evaluation:

Based on the responses to reading and activities

DIKSHA Video/ E-content QR code:

Diksha app- A Book Review

https://diksha.gov.in/play/collection/do_31252659673681100824101 6?contentId=do_312586281424936961160 55

Online Dictionary

https://www.shabdkosh.com/dictionary/english-marathi/merchandising/merchandising-meaning-in-marathi

My take away/Today I learned:

1. I can talk about the book I read.
2. I can review a book.