

# Resource Pack

CSS Early Standard

**ENGLISH C**

First Term

- Division of Syllabus
- Teacher's Guide

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## SKY, GRASS AND ROOT LETTERS

### **Objective:**

To identify and understand that capital and small letters are written differently.

### **Introduction:**

In the English language, the terms root, grass, and sky letters are applied to the letters of the lower case alphabet only.

### **Materials:**

- CSS Early Standard English Book C.
- Whiteboard
- Board marker and eraser.
- Sky, Root and Grass letters chart.

### **Classroom Activity**

**Sky Letters:** Letters that start from the upper line and end on third line are called sky letters. All the letters which have an upper part reaching above this imaginary line are called sky letters. This term is therefore applied to the letters **b, d, f, h, k, l,** and **t**. Another way to define sky letters would be to say that their height equals the height of capital letters.

**Grass Letters:** Letters that are written in middle two lines are called “grass letters”. Grass letters are the letters simply 'sitting' on the line, without reaching below and not exceeding a certain height, i.e. all grass letters are of the same height. The following letters are consequently all grass letters: **a, c, e, i** (the dot above i does not count), **m, n, o, r, s, u, v, w, x,** and **z**.

**Root Letters:** Letters that start from the second line and end at the fourth line are called “root letters”. Root letters are those letters on which the lower part of the letter reaches below the line the letter is written on. The letters to which this term applies are **g, j, p, q,** and **y**.

**Review:**

- ✧ Do the revision assignment given on pages # 5 and 6.
- ✧ Do the assessment given on page # 7.

**BLENDING SOUNDS****Objectives:**

To identify sounds and blend them to make words.

**Introduction:**

*Sound blending* is the ability to build words from individual *sounds* by *blending* the *sounds* together in sequence. For example, the learner **blends** the **sounds** m, o, and m to form the word mom.

**Classroom Activity:**

- ✧ You can change words by changing just one letter at a time.
- ✧ You can change the word "man". You can change the middle letter "*a to e*" to make it "men".
- ✧ If you change just the first letter, you can make these words.

**Fan          Can          Pan          Ran**

- ✧ If you change just the last letter, you can make these words.

**Map          Mad          Mat          Man**

**Review:**

- ✧ Do the assessment given on pages # 8 and 9.

**Solved Assessment as given on Page # 9**

fan	Sun	net
Cat	van	Cap
mat	cow	Bed

## RHYMING WORDS

### Objectives

- ✧ To introduce rhyming words.
- ✧ To teach a rhyme.
- ✧ To help children recognize rhyming words.

### Resources

- ✧ CD of Hickory Dickory Dock (rhyme).
- ✧ CSS Early Standard English Book C
- ✧ Wall chart – Rhyming words

### Starter:

- ✧ Play Hickory Dickory Dock on the CD. Encourage the children to clap to the rhythm of the song with you.
- ✧ Talk about the rhymes they already know.
- ✧ Which is their favourite?
- ✧ Ask children to recite their favourite rhyme.

### Student's Activity:

- ✧ Replay Hickory Dickory Dock again.
- ✧ Write the words '**dock**' and '**clock**' on the board. Talk about how they rhyme and point to same end sound (**-ock**).
- ✧ Write the word '**bat**' on the board. Can they give a word that rhymes with '**bat**'? (**cat**) Write '**cat**' on the board and underline '**at**' in each word. Repeat for '**bag**' (**flag**); '**drum**' (**mum**);
- ✧ Help the children find page 10 in their Books. Read the words together.
- ✧ Have fun reading them faster and faster.

- ✧ Help the children to read the words on the Rhyming words wall chart.
- ✧ Encourage them to read the words aloud to check which rhyme.

### **Review (5 minutes)**

Ask the children to think of words that rhyme with men (hen, pen, ten); pat (cat, mat, fat, rat, sat); bun (fun, sun, run). Write the children's suggestions on the board. If children make words up still praise them if they rhyme, e.g. hen/sen, cat/dat.

### **Assessment**

- ✧ Can the children recognize the rhyming words?
- ✧ Do they hear the rhymes as well as spot the common spellings?
- ✧ Do the activity as given on page # 10.

## **VOWELS**

### **Objectives:**

To identify and read vowels and consonants.

### **Materials Required:**

- ✧ CSS Early Standard English Book C.
- ✧ White board.
- ✧ Board Marker and eraser.
- ✧ Wall chart of vowels and consonants.
- ✧ CD of alphabet song.
- ✧ Flash cards of Vowels and Consonants.

### **Introduction:**

- ✧ Start singing the alphabet song. Students should follow along.

- ✧ Ask students to look at the alphabet chart and say it slowly.
- ✧ Ask students if they know what vowels and consonants are.

### Classroom Activity:

- ✧ Separate the board into two sections.
- ✧ On one side put the heading "vowels" and the other side write "consonants."
- ✧ Ask each student to look at the alphabet chart and pick a letter.
- ✧ If a student picks a vowel make a "*ding ding ding*" sound and write the vowel in the vowel section.
- ✧ If a student picks a consonant make a different sound like "*poump poump poump*" and write it in the consonant section.
- ✧ Continue like this until all the letters of the alphabet are on the board.
- ✧ While pointing at the letters ask the class what sound the vowels make.
- ✧ Reiterate that vowels are AEIOU.
- ✧ Ask students to brainstorm words for each letter. Two or three words are sufficient.
- ✧ Try to write the words next to the letter to which they belong.
- ✧ Leave the lesson on the board for the next activity.
- ✧ Give each student a paper or their notebook.
- ✧ Ask students to write the alphabet in order, consonants in blue and vowels in red.
- ✧ Give students a limited time to finish the activity. When time is up, ask them to share with their friends to make sure they have the same letters colored red and blue.
- ✧ Ask students to sort out flash cards into two groups, consonants and vowels.
- ✧ Randomly type letters in rows on a paper. Ask students to circle vowels in red.

- Now explain to the students that we use "an" before a word starting with vowel and "a" before a word starting with consonants.

**Review:**

- Ask students to say the alphabet, and when a vowel is called they can either stand or clap.
- Do the assessment given on pages # 12 and 13.

☞ **Solved Assessment as given on Page # 12**

**Encircle the vowels in the given words.**

a	c <u>a</u> t    h <u>a</u> t    m <u>a</u> t
e	h <u>e</u> n <u>p</u> e <u>n</u> d <u>e</u> n
i	b <u>i</u> n <u>t</u> i <u>n</u> s <u>i</u> n
o	c <u>o</u> t <u>p</u> o <u>t</u> d <u>o</u> t
u	h <u>u</u> t <u>n</u> u <u>t</u> b <u>u</u> t

**Solved Assessment as given on Page # 13**

An apple	A snail	An egg
A socks	An Octopus	An inkpot
A cup	A fish	An Umbrella

## LISTENING AND SPEAKING

### **Objective:**

To use these dialogues fluently while speaking.

### **Material Required:**

- ✧ CSS Early Standard English Book C (Pages # 14, 15).
- ✧ White-board.
- ✧ Board Marker and eraser.
- ✧ Wall chart of common dialogues.

### **Classroom Activity:**

- ✧ Invite a student with better vocabulary and pronunciation to come and participate in your lesson by telling them you have something to show them.
- ✧ Ask the students to open their book at page # 14.
- ✧ The teacher will do this activity in the form of role play.
- ✧ The teacher will pick the role of Amir for himself and the role of Ali for the student.
- ✧ The teacher will ask the students to say the sentences of Ali in front of the teacher, so that if this delivery of sentences needs some correction, it could be made.
- ✧ After a satisfied delivery from the students, the teacher will present the dialogue as given on pages # 14 and 15 in a role model style.
- ✧ Once the role play was done in front of the class, repeat the role play by changing the roles now (The teacher will act as Ali and the students will act as Amir).
- ✧ During this dialogue role play, the teacher can pause and ask some questions from the class as well.

- ✧ Once the role play is duly done, the teacher may ask 4 students. Divide them in two groups and ask for the same activity.

### Review:

Are the students able to deliver these dialogues fluently?

## “SH” DIGRAPH

### Objectives

- ✧ To introduce vocabulary with two-letter sounds.
- ✧ To introduce the two-letter sound sh.

### Resources

- ✧ CSS Early Standard English Book C (page # 16).
- ✧ Flash cards: sh

### Introduction:

- ✧ Put your finger to your lips and say *sh sh sh*, as if asking the class to be quiet.
- ✧ Write the word ‘*shop*’ on the board. Say the word ‘*shop*’ and point out how the two letters ‘*sh*’ together make one sound.
- ✧ Tell them that they will learn about ‘*sh*’ (pairs of letters) that make one sound.

### Classroom Activity:

- ✧ Show the children the flash card ‘*sh*’, and repeat the /*sh*/ sound these two letters make. Show them the ‘*ship*’ card and ‘*shell*’ card. Ask the students if they have ever played with shells or not.
- ✧ Show the children the flash card ‘sh’, and repeat the /sh/ sound these two letters make.

- ✧ Show them the ‘*shop*’ card and say: *Let’s go shopping at the shops!*
- ✧ Encourage the children to say ‘*Let’s go shopping!*’
- ✧ Look together at the page 16 of the Student Books and read the words as a class.

**Working in pairs:**

- The children read the words on the page 16 of the Student Book.
- The children independently complete Activity 16 in class or as homework.

**Review 5 minutes**

Say “*sh*” words in random order. After saying each word, ask the children if they know any words that contain this sound.

**Assessment**

- ✧ Do the children remember the letter sounds?
- ✧ Are the children able to read the words on page 16?
- ✧ Do the children complete Activity 16 accurately?

## TALL AND SHORT

**Teaching objectives:**

- ✧ To help students compare items by length or height.
- ✧ To identify tall and short objects.

**Learning outcomes**

Students should be able to:

- ✧ Compare items by length/height using the terms tall and short correctly.

**Materials required:**

Pairs of items (pictures or flash cards) to compare by height, e.g.:

- ✧ Tall and short boys / girls.
- ✧ Tall and short trees.
- ✧ Tall and short flowers.
- ✧ Tall and short animals (giraffe and zebra)
- ✧ Tall and short men / women.
- ✧ CSS Early Standard English Book C (page # 17).

**Introduction:**

Show the students a pair of objects you have prepared and ask them to tell you which of them is taller; repeat this with other pairs. Draw a line on the board and ask a student to draw a line that is shorter.

**Student Activity:**

Ask the students to open their books at page 17, explain them the concept of tall and short and ask them to identify the Taller and Shorter objects in the given pictures.

**Recapitulation:**

- ✧ Ask the students to look at page 17 (2<sup>nd</sup> half) and to work in pairs to do the given worksheet.
- ✧ Point out those students who are taller or who are shorter?
- ✧ Ask the students if the boy and woman are similar or different.

## ONE / MORE

### Objectives:

- ✧ Explain the difference between singular and plural nouns.
- ✧ Make singular nouns plural by adding -s (written).
- ✧ Give their own examples of a singular noun made plural.

### Materials:

- ✧ Plate of some favourite cookies.
- ✧ A number of pencils, paper, sharpener, eraser and some colour pencils.
- ✧ Wall chart showing singular and plurals.
- ✧ CSS Early Standard English Book C (pages # 18, 19).
- ✧ Any moral story written on chart paper or on the whiteboard.

### Introduction:

“I brought something with me today.” (Hold up the plate of cookies). “What is on this plate?” Students should answer: “*cookies*”. Hold up one cookie for students to see and ask, “What is this?” Students should answer: “*a cookie!*” Ask students what the difference was in their answers. They should say that the first answer included all the cookies, and the second answer was just about one of the cookies (*guide them to answer this if they have difficulty and confirm when they are correct.*)

“The first answer has what letter at the end that made it more than one?”

Answer: “s”

- ✧ A word that tells us about more than one item is a plural word.
- ✧ When we said “cookie” without the “s” it was singular – just one.

**Classroom Activity:**

- ✧ Read the story written on chart paper or on the whiteboard.
- ✧ Before beginning to read, tell children to listen for plural words, (words that end in “s” and describe more than one thing) and when they hear the plural words, to give you (the teacher) a “clap” signal.
- ✧ Read the book slowly, being careful to notice the “clap” from the students on the plural words.
- ✧ The teacher will write the plural on the board after getting a “clap” from the students.
- ✧ Talk about other plural words that were not in the story text, but were shown in pictures in the book.
- ✧ Add these to the collection of plural words on the board.
- ✧ Make a column of the singular words that relate to the plural words listed.
- ✧ Show students from the list on the board that each word is made plural by adding an “s”.
- ✧ Pass out the worksheet (book page # 18) that has two columns. Beside each column there is either a picture of one object or a group of objects with the singular or plural words under it.
- ✧ Students are to colour the picture “*blue*” if it is a singular object and “*red*” if it is a plural.
- ✧ Bring to their attention every time an “s” is found at the end of the plural words.

**Assessment:**

Ask the students the following questions:

- ✧ What was the difference between singular and plural words?
- ✧ How do we make a singular word plural?
- ✧ What letter do we add to make a singular into plural?
- ✧ Why is it important to know how to make a word plural?

**Review:**

- ✧ Do the children complete Activity 18, 19 accurately?

## “CH” DIGRAPH

**Objectives**

- ✧ To introduce vocabulary with two-letter sounds.
- ✧ To introduce the two-letter sound “ch”.
- ✧ To introduce the two-letter sound “sh”.

**Resources**

- ✧ CSS Early Standard English Book C (pages # 20, 21).
- ✧ Flash cards: “ch”

**Introduction:**

- ✧ Show the children the flash card ‘*ch*’, and repeat the /*ch*/ sound these two letters make. Show them the ‘*chop*’ card and encourage them to mime chopping a tree.
- ✧ Write the word ‘*chop*’ on the board. Say the word ‘*chop*’ and point out how the two letters ‘*ch*’ together make one sound.
- ✧ Tell them that they will learn about ‘*ch*’ (pairs of letters) that makes one sound.

**Classroom Activity:**

- ✧ Show the children the flash card ‘*ch*’, and repeat the /*ch*/ sound these two letters make. Show them the ‘*cheeks*’ card and ‘*chips*’ card. Ask the students if they have ever played with ‘*chicks*’ or not.
- ✧ Show the children the flash card ‘*ch*’, and repeat the /*ch*/ sound these two letters make.

- ✧ Show them the '*chair*' card and say: *Let's play missing chair game!*
- ✧ Look together at the page 20 of the Students Books and read the words as a class.
- ✧ **Working in pairs:** The children read the words on the page 20 of the Student Book.
- ✧ The children independently complete Activity 20 in class or as homework.

### Review 5 minutes

Say "*ch*" words in random order. After saying each word, ask the children if they know any words that contain this sound.

### Assessment

- ✧ Do the children remember the letter sounds?
- ✧ Are the children able to read the words on page 20?
- ✧ Do the children complete Activity 20 accurately?
- ✧ Do the children complete Assessment on page # 21 accurately?

✧ <b>Solved Assessment as given on Page # 21</b>
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Complete the correct digraph:

- |                    |                      |
|--------------------|----------------------|
| ✧ Ch / sh .....air | <u><b>Ch</b></u> air |
| ✧ Ch / sh .....ain | <u><b>Ch</b></u> ain |
| ✧ Ch / sh .....ick | <u><b>Ch</b></u> ick |
| ✧ Ch / sh .....ell | <u><b>Sh</b></u> ell |
| ✧ Ch / sh .....in  | <u><b>Ch</b></u> in  |
| ✧ Ch / sh .....oe  | <u><b>Sh</b></u> oe  |

## LISTENING AND SPEAKING

### **Objective:**

- ✧ To use these courtesy words fluently while speaking.
- ✧ To complete the dialogues using these words from the box.

### **Courtesy Words:**

Please, Thank you, Excuse me, Sorry

### **Material Required:**

- ✧ CSS Early Standard English Book C (Pages # 22).
- ✧ White-board.
- ✧ Board Marker and eraser.
- ✧ Wall chart of common courtesy words.

### **Classroom Activity:**

- ✧ Invite a student with better vocabulary and pronunciation to come and participate in your lesson by telling them you have something to show them.
- ✧ Ask the students to open their books at page # 22.
- ✧ The teacher will do this activity in the form of role play.
- ✧ The teacher will pick the role of first boy for himself and the role of second boy for the students.
- ✧ Before starting the dialogue, the teacher will complete the dialogue using these words in the box, as:
  1. May I borrow your pencil please?
  2. Sorry, if I am bothering you.
  3. Thank you for the pencil you gave me.
  4. Excuse me, may I say something?

- ✧ The teacher will ask the students to say the sentences of second boy in front of the teacher, so that if this delivery of sentences needs some correction, it could be made.
- ✧ After a satisfied delivery from the student, the teacher will present the dialogue as given on page # 22 in a role model style.
- ✧ Once the role play was done in front of the class, repeat the role play by changing the roles now (The teacher will act as boy 2 and the student will act as boy 1).
- ✧ During this dialogue role play, the teacher can pause and ask some questions from the class as well.
- ✧ Once the role play is duly done, the teacher may ask 4 students. Divide them in two groups and ask for the same activity.

### Review:

Are the students able to deliver these courtesy dialogues fluently?

## “TH” DIGRAPH

### Objectives

- ✧ To introduce vocabulary with two-letter sounds.
- ✧ To introduce the two-letter sound “th”.

### Resources

- ✧ CSS Early Standard English Book C (pages # 23, 24).
- ✧ Flash cards: “th”

### Introduction:

- ✧ Show the children the flash card ‘*th*’, and repeat the /*th*/ sound these two letters make. Show them the ‘*thin*’ card and say: A thin man! Encourage the children to say ‘*thin*’.

- ✧ Write the word ***‘thumb’*** on the board. Say the word ***‘thumb’*** and point out how the two letters ***‘th’*** together make one sound.
- ✧ Tell them that they will learn about ***‘th’*** (pairs of letters) that makes one sound.

### Classroom Activity:

- ✧ Show the children the flash card ***‘th’***, and repeat the ***/th/*** sound these two letters make. Show them the ***‘three’*** card and ***‘thick’*** card. Ask the students if they have ever climbed up a ***‘three’*** or not.
- ✧ Show the children the flash card ***‘th’***, and repeat the ***/th/*** sound these two letters make.
- ✧ Look together at the pages 23 and 24 of the Student Books and read the words as a class.
- ✧ **Working in pairs:** The children read the words on the pages 23 and 24 of the Student Book.
- ✧ The children independently complete Activity 23 and 24 in class or as homework.

### Review 5 minutes

Say ***“th”*** words in random order. After saying each word, ask the children if they know any words that contain this sound.

### Assessment

- ✧ Do the children remember the letter sounds?
- ✧ Are the children able to read the words on pages 23 and 24?
- ✧ Do the children complete Activity 23, 24 accurately?

<b>Solved Assessment as given on Page # 9</b>
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Fill in the blanks with ***“th”*** unvoiced words.

Thick

Thin

Three

**Solved Assessment as given on Page # 24**

Fill in the blanks with "th" voiced words.

Feather

Leather

Weather

## THIS AND THAT

**Objectives:**

- ✧ To explain the difference between "*this*" and "*that*".
- ✧ Make singular nouns plural by adding -s (written).
- ✧ Give their own examples of "*this*" and "*that*".

**Materials:**

- ✧ Some common classroom items like school bag, notebook, book, pencil, eraser, sharpener, desk, chair, window, door, wall, roof etc.
- ✧ Wall chart showing the use of "*this*" and "*that*".
- ✧ CSS Early Standard English Book C (page # 25).
- ✧ Whiteboard
- ✧ Board Marker
- ✧ Eraser

**Introduction:**

The main concept here is distance. *This* is close and *that* is far. Demonstrate these using real objects around you. Use only vocabulary the students already know, which is useful revision, so that only the words "*this*" and "*that*" are new.

Point at a chair that is close to you, stand right next to it and touch it. Point to a chair that is far away saying "*that chair*". Switch to:

- *This pen* and *that pen*.

- *This shoe* and *that shoe*.
- *This nose* and *that nose*.
- *This window* and *that window*.

### Classroom Activity:

Go through pencil case items, items on the desks, furniture in the room, posters on the walls, clothing and body parts. Those are all things you are likely to have around you. Each time you say "*this*" make sure you are TOUCHING the item to make it clear you are close. And each time you say "*that*" make sure you are quite far away to demonstrate the distance.

- |  |               |
|--|---------------|
| • Pen in your hand:                    | This pen      |
| • Pen in someone's hand at a distance: | That pen      |
| • Shirt on your body:                  | This shirt    |
| • Clay pot outside:                    | That clay pot |
| • Shoe on your foot:                   | This shoe     |
| • Wall outside:                        | That wall     |
| • Book on your table:                  | This book     |
| • Book on bookshop at some distance:   | That book     |
| • Key in your hand:                    | This key      |
| • Key at the bike in parking:          | That key      |

In the same way, give as much examples as possible to clear the concept of "*this*" and "*that*".

### Assessment:

Ask the students the following questions:

- ✧ What was the difference between *this* and *that*?
- ✧ When do we use "*this*"?
- ✧ When do we use "*that*"?
- ✧ Why is it important to know about the use of "*this*" and "*that*"?

**Review:**

- ☒ Do the children complete Activity 25 accurately?

**Solved Assessment as given on Page # 25****Choose the correct word.**

**This / That:**

**This** is a pineapple.

**That** is an airplane.

**This** is a leaf.

**This** is a book.

**That** is a sun.

**It****Objectives:**

- ☒ To identify, read and match sentences with the correct pictures.

**Materials:**

- ☒ CSS Early Standard English Book C (page # 25).

**Solved Assessment as given on Page # 26**

- ☒ It is a **chick**.
- ☒ It is a **fish**.
- ☒ It is a **shoe**.
- ☒ It is a **star**.
- ☒ It is a **boat**.
- ☒ It is a **moon**.