

# Class I

## Class I (Week TWELVE)

**TIME / BLOCK: III**

**THEME: My Community**

**TOPIC: People and their Occupation**

### **Activity 7 (To be inserted after activity 6 in Curriculum Guide Page No. 50)**

**Learning Objective 1: listening and speaking 5, 6, 8, 9**

- ✓ *Use appropriate vocabulary to talk about different occupations found in their locality.*

Revise the vocabulary (who, doing, playing, cooking, running, what,) related to class PP theme: ***My Family and My Friends***, (Readers: Father, Mother) and class I, ***My Community*** (week 12)

To introduce the concept of work, use Curriculum Guide week 12, activity 7, page 50. In addition to the vocabulary in the Curriculum Guide, the teacher may include new vocabulary like *Principal, Warden, Matron, Cleaner, Cook, Caretaker, Administrative Assistant, Gup, Mangme, Tshogpa*. The list of occupations will depend upon the community in which the school is located.

### **Activity 8 (I Notice, I Wonder, it reminds me, What if...)**

#### **Listening & Speaking 8, 9 Writing 5, 8**

- ✓ *Use new words (notice, wonder, reminds) to express their ideas.*
- ✓ *Use new vocabulary (notice, wonder, reminds) to write.*
- ✓ *Use full stops and capital letters appropriately in their writing.*

The teacher introduces the vocabulary like *notice, wonder, reminds* through context cues.

Example:

*I notice a door.*

*I wonder who made it.*

*It reminds me of a carpenter.*

*What if there was no door.*

The teacher can repeat the same activity with other objects or people until students understand the usage of the new vocabulary.

## Worksheet

<p>Draw, read and write</p> <p>I notice a ..... (eg. Librarian)</p> <p>I wonder..... (eg. What she does)</p> <p>It reminds me ..... (eg. of my mother)</p> <p>What if ..... (eg. she is not there)</p>
--

The teacher takes the students with their above worksheet around and the students observe someone doing something. They draw the picture and then they fill up the worksheet. Let the students share with their friends in teams.

### Activity 9 (Role Play)

#### Learning Objective 1: listening and speaking 7, 10

✓ Ask simple questions with proper intonation.

#### Procedure: Role Play

The teacher demonstrates the dialogue. Teacher provides cards to the students with the dialogue as follows.

#### Language in practice:

A: Good morning sir/madam

A: What is your name?

B: My name is .....

A: What work do you do?

B: I teach/ tell stories.....

A: What tools do you use?

B: I use books/ pens/ chalk.....

A: Do you use .....

B: Yes, I do/ No, I don't

### Activity 10: (Structured Inquiry)

Listening and speaking 3, 5, 6, 7, 8, 10 Reading 3,5,9,16

- ✓ Ask simple questions with proper intonation.
- ✓ Can read new words (*Principal, Warden, Matron, Cleaner, Cook, Caretaker, Administrative Assistant, Gup, Mangme, Tshogpa, teaches, takes, corrects, computer, librarian*) related to work.

This is the sample work card for the *Question* and *Procedure* in Structured Inquiry.

#### Topic: Work

<u>Questions</u>	<u>Expected answer (hypothesis)</u>
What does a teacher do?	He/she looks after the students. He/she helps students. He/she takes care of students and classroom. He/she teaches students.
What tools does she/he use?	She/he uses computer, papers, and pen. He/she uses chalk and chalkboard.

The teacher provides the above card to each team and read through it.

Next the teacher provides instructions on how to use the following table No. 1. The students practice with the work of the teacher first.

#### Data Collection

Assign each team to go to different work places (Eg. Library, principal office, hostel, school kitchen) in the school with a work card each in a team and talk to the person concerned. Make sure students can read the sentences in the card. Students ask questions provided in the table and fill up the table listening to the person's responses.

(The teacher must inform the concerned person in advance about the students' visit and what he/she is expected to do. The teacher considers the nearby places for the LD students and guides them)

**Table No: 1.0**

Name	Do you .....	Tick/cross	Do you use.....	Tick/cross	Can you....	Tick/cross
Miss Tashi Teacher	teach students?		books?		cook?	
	write stories?		pots?		draw?	
	tell stories to students?		saw?		sweep?	
	read books?		computers?		drive?	
	correct students' work?		hammer?		sing?	
	make chairs and tables?		pens?		play football?	

**Activity 11 (Data Analysis)**

**Listening and speaking, 5, 8, 9**

- ✓ Use appropriate vocabulary to talk about different occupations found in their locality.
- ✓ Pronounce new words (Principal, Warden, Matron, Cleaner, Cook, Caretaker, Administrative Assistant, Gup, Mangme, Tshogpa, teaches, takes, corrects, computer, librarian) clearly.

The teams meet to talk about the data collected.

Language in practice:

*Miss Tashi is a teacher.*

*She teaches the students.*

*She tells stories.*

*She corrects students' work.*

*She uses pens...../ she does not use.....*

The teacher demonstrates how to write a paragraph about a teacher's work using the sample work card. The focus is on use of new vocabulary, pronoun, and use of capital letters and full stops appropriately. Using the data collected, the students interpret the information in the form of paragraph writing as demonstrated by the teacher.

The students will write a similar paragraph looking at the data collected.

(Assessment: Adapt the existing checklist in line with the lesson objectives – use of appropriate vocabulary and pronunciation, intonation, expression to assess listening and speaking skill)

### **Activity 12 (Conclusion)**

#### **Writing 3, 5, 7, 10**

- ✓ Use increased vocabulary (*tell, correct, computer, does, does not, teach....*) to write their stories.
- ✓ Use full stops and capital letters appropriately in their writing.
- ✓ Enjoy talking about different occupations.

The students compare the list of work provided by the teacher with the information they collected. While doing so, students use words such as;

*same, not same, correct, true, not true, different.*

*Example,*

*It is not true about Mr. \_\_\_\_\_, who is a teacher.*

*The answer is same /different/not same*

Share with the whole class through expert grouping or any other strategy. Collect the writing samples for assessment. For students with learning difficulties the activity could be altered; can use Cloze Test or Parallel Writing.

### **Activity 13 (CIRCLE TIME)**

#### **Listening & Speaking 5, 8, 9, 10,11**

- ✓ Enjoy talking about different occupations in simple sentences.

#### **Teacher tells;**

*Draw what work you do at home.*

*Draw what you like to do.*

After they finish drawing let them talk about it in their teams.

#### **Language in practice;**

*I help my mother.*

*I also clean my house.*

*I like to read story books.*

*I can make tea.*

Teacher and students sit in circle. Teacher holds a Talking Toy/Chips and initiates the discussion. Teacher tells;

*I am a teacher.*

*I work in the school.*

*I also work in my house.*

*I like to cook rice and potato /chilli / ..... curry.*

*I can drive / read/ .... a car/book.....*

The teacher passes the Talking Toy to one of the students to share what they do/like to do at home/school. Then pass the talking toy to the next child and continue passing to few more students. The teacher takes the opportunity to instill the values of taking responsibility, appreciating, respecting different works through discussion.

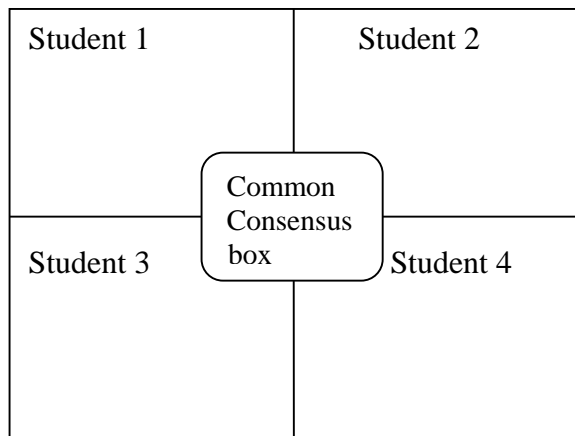
### Activity 14 Field Trip

#### Listening & Speaking 5, 8, 9, 10, 11

- ✓ Use appropriate vocabulary to talk about different occupations found in their locality.
- ✓ Enjoy talking about different occupations.

#### BEFORE FIELD TRIP - Planning

The teacher provides Placemat Consensus sheet to the students as shown below.



**Teacher says:** *We are going to meet different people and ask what they do and use.*

*Before we go what do we need to do? Draw them in your box. After you finish, talk with your friends and put the pictures that are same in the common consensus box. For example, if all four members agree to take an umbrella for the trip, they will draw the picture of an umbrella in the box.*

After that the teams share their list in the common box with the whole class and the teacher records them on the chalkboard. Let the students go through the list.

The teacher ensures that they cover the following points.

- Asking permission
- Spot
- Time
- Materials – develop form
- Transportation
- Escorts/helpers
- Refreshments
- Safety
- Team formation
- Job delegation within the team.

## During Field Trip

The teacher hands over the form each to the teams shown below as an example.  
Place of visit: (Gup Office)

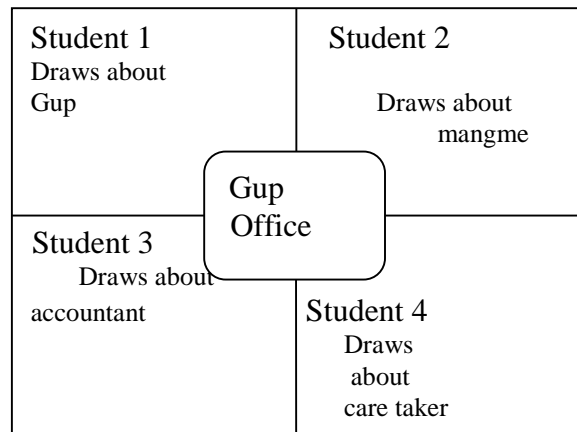
Occupation	What work do you do?	What things do you use?	Why did you become ....?
Gup			
Mangme			
Accountant			
Care taker			

Practice how to ask the questions and fill in the form. Filling in the form can be done through pictures.

**Note:** Prepare different form for different teams. Example: Police Station, Gup Office, BHU, Bank. The teacher may decide to take the class to more than one place if the places are near. For the special need students, either their friends can share their information with them after the field trip or the teacher can show them movies about different work that people do.

## AFTER FIELD TRIP

- ❖ The teacher provides each team with the materials (charts, colour pencils, sketch pens...).
- ❖ The teacher instructs the teams to make the template as shown below. Let the students use the above information to draw.



- ❖ Once the teams complete the activity let the students do *table walk/paper walk/gallery walk* and later display the students work.

## Activity 15 (Master Artist)

Listening & Speaking 5, 8, 9, 10, 11

*Use new vocabulary to talk about subjects beyond their classroom. (art critic, verbal translator, action translator and master artist.)*

- ✓ The teacher explains the roles of – Art Critic, Verbal Translator, Action Translator and Master Artist.
  - Art Critic – *Observes the given picture and goes to the verbal translator and describes the picture.*
  - Verbal Translator – *Listens to the Art Critic's description, goes to action translator and explains the same.*
  - Action Translator - *Listens to the verbal translator's description, goes to the artist and explains the same through action.*
  - Master Artist – *Draws the picture as understood from the action shown by the action translator.*

Before the activity the teacher performs the procedure of the activity with one of the groups.

*Note to the teacher:*

### **Example:**

Display any picture of anything such as carpenter, farmer at one spot, where students cannot see it. Each member would be placed far enough so that the verbal description is not heard by others. At the first whistle/call, all the Art Critics from each team should run to the spot, observe the picture, run to the Verbal Translator and describe it to him or her. Provide them maximum time of 10 minutes of complete their task after the first whistle. Finally, compare the pictures of the Master Artists with the original pictures. Let students decide which picture is most similar to the original picture to decide the winner.

Teacher instructs:

*In your group discuss and decide the role you would like to take. (Art Critic, Verbal Translator, Action Translator and Master Artist)*

*You are going to do the activity in teams.  
The picture is displayed there (teacher points)  
At the first whistle/call all the Art Critics from each team run to the spot and observe the picture.  
You have ten minutes to finish your activity.  
When you hear the second whistle/call, you must stop the activity.  
Whichever picture is most similar to the original picture will be the winner.*

Finally, let the students talk about the original picture in their teams.

Language in practice:



**Note:** Same activity can be done with the occupations that the students have learnt earlier.

*This is a carpenter.  
He makes tables and chairs.  
He uses a saw.  
He works in the house.*

**Wherever appropriate the teacher can play the occupation song and let student sing along.**

**Word Knowledge (vocabulary) People and their Occupation** ⊗insert after page 133.

Occupation	Tools	Places	Action
Teacher	chalkboard, chalk...	school	write, teach, read
Principal	computer, laptop....	office	look after, take care
Cleaner	broom, bucket...	school	sweep
Caretaker	bell, locks & keys...	school	ring, lock, open
Cook	pot, ladles, cup, plate...	school kitchen	cook, cut
Librarian	story books, computer...	School library	arrange, give,
Administrative Assistant	computer, papers	school office	write, look after, take care
Store Keeper	books,	school store	keep records
Laboratory Assistant		laboratory	arrange, prepare
Technician	screw driver, screw, nails...	power house, computer lab	repair, fix, make,
Warden		hostel	look after, take care, guide, help
Matron		hostel	
Farmer	spade, hoe, plough, power tiller	field, garden	dig, plant, weed, milk, carry
Driver	car, bus, taxi, cab	parking lot, station	drive
Painter	paint, brush	home	Paint
Teacher can choose the occupation found commonly in their locality)	Teacher can introduce the tools according to the occupation identified	Teacher can introduce the places according to the occupation identified	Teacher can introduce the action words according to the occupation identified

## Class I

**Time/ Block:** Unit: 5, Week: 24

**Theme:** Animals /Plants (Environment around us)

**Topic:** Food Crops

### Word knowledge (Vocabulary)

**Food crops:** Cereals like rice, wheat, maize, barley, sweet buckwheat, bitter buckwheat, millet, oats and pulses like beans, peas, smooth, hard, slippery, rough, light, heavy, smaller, bigger,

### Activity 1:

**Time:** 2 periods of 50 minutes

**Lesson Objectives:** Listening &Speaking objectives: 5,6,8,9,10 and 12)

**I.** Talk about the food crops grown in their locality, using language structures such

- a. *This is / These are....*
- b. *They grow in.....*
- c. *It / they smell...*
- d. *It looks / They look like....*
- e. *It feels / They feel.... smooth / slippery / rough / hard....*
- f. *I like / don't like the smell...*
- g. *I like / don't like the taste of....*
- h. *It tastes sweet / bitter / sour / salty...*
- i. *...is smaller than / bigger than /same as....*

**Teacher's task:** Collect as many cereals grown in the locality, bring to the class and set up E-Stations (Exploration Station).

**Note:** *E-Station or Exploration station* is a strategy where students can visit the different places or space created within or outside the classroom to observe things to explore new concepts and ideas.

Teacher sets up the stations and instructs the students as how to carry out the activity. Each station will have instructions for students to follow. Teacher will set the time and make students move from one station to another. (If the student number is high, teacher may consider doubling the number of E-stations).

### **Benefits of E-Station/ Exploration Station:**

It engages students independently in various forms of exploration. At the station, students will get to

explore the concept with hands on learning. This station is meant to get the students thinking about the topic being taught. It provides opportunity to integrate other disciplines. It covers different aspects of a topic in a short amount of time. It allows students to work in smaller teams.

### Set -up of 5 E-stations:

#### Station 1:

- ✓ Display all the locally available cereals/pulses on the table with labels.
- ✓ Let the children look at the types of cereals and read the name.
- ✓ Let the children compare and talk about them using language structures such as
  - a. Maize is *smaller than* beans
  - b. Bean is *bigger than* millet
  - c. Mustard looks *same as* millet

#### Station 2:

- ✓ Take at least five containers (same size and material) and fill them with different cereals.
- ✓ Label the containers with the name of the cereals/ pulses.
- ✓ Let the students shake and listen to the sound.
- ✓ Let the students share what they hear using language structures such as:
  - a. It sounds like....
  - b. .... sounds *louder than*....

#### Station 3:

- ✓ Display the cereals and pulses on the table.
- ✓ Let them touch and feel the cereals.
- ✓ Let the students talk about how the cereals feel using language structures such as:

*It feels / they feel smooth / slippery / rough / hard....*

**Variation:** Blind fold one child and let him/her feel the cereal and pulses. Other students take turn to ask question such as, *how does it feel? What is it? Name the food crop.*

#### Station 4:

- ✓ Display the cereals on the table.
- ✓ Let the students smell them.
- ✓ Let them talk about the smell using language structures such as:

- a. *It smells....*
- b. *It smells like...*
- c. *It smells good / bad.*
- d. *It has no smell.*

**Variation:** Display fruits/vegetables. Blind fold a child and let him/her smell the food. Others ask, 'Does it smell? How does it smell? What does it smell like? Do you like the smell? Name the vegetable/fruit.

**Station 5:**

- ✓ Display the cereals on the table.
- ✓ Let them taste.
- ✓ Let them talk about the taste using language structures such as:
  - a. *It tastes sweet / sour / bitter.*
  - b. *It tastes like....*
  - c. *It does not taste like...*
  - d. *I like the taste of....*

**Variation:** Display fruits/vegetables. Blind fold a child and let him/her smell the food. Others ask, 'How does it taste? What does it taste like? Do you like the smell? What is it?

Ask the students why people grow cereals and pulses to discuss the concept of food crops.

**Follow up:**

For reinforcement, sing the following rhyme

**(Sing it to the tune of Head and Shoulder rhyme):**

**The Cereal Song**

*Bitter buckwheat. Bitter buckwheat*

*Maize and rice. Maize and rice.*

*Barley, millet, maize and wheat. Barley, millet, maize and wheat.*

*Are food crops, are food crops.*

*Bitter buckwheat. Bitter buckwheat*

*Maize and rice. Maize and rice.*

*Peas, beans and lentils, Peas, beans and lentils.*

*Are healthy food, are healthy food.*

## Activity 2:

**Time:** 2 periods of 50 minutes

**Learning objectives:** Listening & Speaking objectives: 7, 8, 9 & 10.

1. *Talk about food crops found in the shops in their locality.*

**PBE principles:** Learning is connected to local community, Learning focuses on real world experiences.

**Teachers' task:** Take the students for field trip to nearby shop/school agriculture garden/ village where the food crops are sold or available. Give students opportunity to explore sources of food using language structures such as:

- c. *This is a grocery shop / agriculture garden*
- d. *They sell / grow cereals like....*
- e. *Rice costs **more than** / **less than**...*
- f. *They **sell** / grow **more**.....**than**.....*

**Note:** Teacher can instruct them to bring the sample of cereals / pulses to the class for the next activity.

## Activity 3:

**Time:** 1 period of 50 minutes

**Lesson objectives:** Writing objectives: 2, 3, 7, 9, 11, and 12)

2. Write at least five simple sentences about food crops using language structures such as:

- a. *This is....*
- b. *It grows in.....*
- c. *We make....out of it....*
- d. *It is grown as.... crop*
- e. *It has.....leaves*
- f. *It has..... seeds.*
- g. *I like....*

**Teachers' task:** Let students draw one of the food crops by looking at the sample that they have collected. Ask them to write at least five simple sentences using language structures such as:

- h. *This is....*
- i. *It grows in.....*
- j. *We make....out of it....*
- k. *It is grown as.... crop*
- l. *It has.....leaves*

m. *It has..... seeds.*

n. *I like....*

Teacher(s) will assess and compile their work in their writing portfolio.

**Activity 4:**

**Time:** 2 periods of 50 minutes

**Learning objectives:** Reading & Literature: 5 & 6

1. *Create a collage using the cereals that they have used in the earlier activity.*

**PBE Principle:** Learning takes place beyond classroom.

**Teacher’s task:** Provide students with all the materials used in previous activity. Provide them additional needed materials as well. (Chart paper, water colour paint brush, crayon, glue, marker, water.)

Allow students to create their own collage without providing any hints so that the students can think on their own. The sample below is for the teacher’s reference only.



**Source:** [www.firstpalette.com](http://www.firstpalette.com) and Pinterest

## Class: I

### Water and Its Usage

**Block:** Six (week 27 *to be inserted between activity 5 and 6* (before reading the text “Water”))

**Theme:** Animals

**Topic 1:** Importance of keeping water sources clean

**GNH Values:** Cleanliness, care, respecting nature

**Skills:** observation, analysis, imparting knowledge, communication skill, participation and responsibility.

**Subject coverage:** Science

**Learning Objectives: Listening & Speaking 1,3,5,6,7,8,9,10,12**

✓ *Child will be able to use appropriate vocabulary to talk about clean water sources.*

**PBE Strategy:** Service Learning

**Service learning:** *Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities through a Process that is carefully integrated with established learning objectives. For example: Cleaning up a river is service. Sitting in a science classroom, looking at water samples under a microscope is learning*

#### Activity 1 (Pre-Service Reflection)

**Learning objectives: Listening & Speaking 1, 3, &7**

**Time:** 1 period of 50 minutes

✓ *Listen to, understand and participate in conversation on water.*

**Vocabulary usage:** see, speak, notice, clean, dirty, drink, cold, hot, if

Teacher brings a bottle of water and asks: *(To demonstrate the strategy of “I see, I notice, I wonder, what if...”)*

**[Teacher’s note: Use gestures to help students understand the meaning of I see, I notice, I wonder and what if...]**

*Teacher: What do you see here? (Teacher shows a bottle of water)*

*Let children say: I see a bottle/water.*

*Teacher: What do you notice in the bottle?*

*Students: I notice water in the bottle. I notice the bottle is small/ big/ has dirty water/clean water...*

*Teacher: Think of something about the water in the bottle (**wonder**). Give some time for the students to think about the water.*

*Students: **I wonder** if we can drink the water/if the water is hot/cold/can change the colour etc...*

*Teacher: **What if** there is no water?*

*Students: If there is no water, we will die/not have water to drink/wash/cook etc*

*Teacher: Let children use, "**What if**....." By encouraging them to say few things on the provided structure.*

*Students: What if we drink dirty water?*

The teacher note down the responses given by the students and come to the conclusion to get clean water.

Eg. The school need to keep the water source clean to have clean water.

The teacher and students brainstorm on the ways to keep our water source clean and also how to go about with the service of cleaning the water sources.

- *Teacher visit water source in advance to make sure about the possible hazards and make necessary precautions.*
- *Provide clear instructions on how to go for the trip.(Team wise/all in a group*

## **Activity 2 (Reflection during the Service)**

**Time:** 1 period of 50 minutes

**Learning Objectives: Listening & Speaking 1, 3, 5, 6, 8, 10, 12**

- ✓ *Say at least five sentences on what they have observed at the water source.*
- ✓ *Contribute in social service by cleaning the water source.*

**Word Knowledge (Vocabulary):** tank, tap, pond, stream, river, wastes, leaves, fence, mud, twigs, behind, beside, near, sick

(Guidelines for the teachers on the trip)

Take the children to see the water source like tap/ tank/pond/river/ streams etc. nearby the school.

Engage children in the following conversation.

Eg: *Teacher: What do you **see** here?*

*Students: **I see** the water tap/pond/stream/river... I see a tree near the water tap/pond/ river, etc.*

*Teacher: What do you **notice** in and around the water source?*



Students: **I notice** some papers/leaves/insects/mud/...

**I notice** the water is dirty/ clean...

Teacher: What do you **wonder** about the water source?

Students: **I wonder** if I can swim in the pond/ if I can use this water to wash my clothes /where the water comes from etc...(Can accept any thoughts of the children)

Teacher: **What if** water is very dirty? **What if** there is no water here? What if we drink dirty water?

Students: If we drink dirty water, we will get sick/If there is no water plants/animals/people...

Teacher: Encourage children to use, “**What if...**” and make as many questions as possible.

Teacher: Is it good to keep these (leaves/wastes etc...) in and around the water source?

Students: No, it is not good

Teacher: What will happen if we do not keep the water source/s clean?

Students: We will get sick. We will not have clean water.

Teacher: What will we do to keep the water sources clean?

Students: We will pick up the papers/plastics/bottles...

We will fence the water source(s)

We will clean the water source.

Then Teacher and children pick up the papers in and around the water source/s. (singing “Piece of Paper” optional)

<p>Piece of paper(2) Lying on the ground(2) Makes the place dirty.(2) Pick them up.(<b>head and shoulder tune</b>)</p>
--

After cleaning let children notice the differences before and after cleaning the water source/s and ask;

Teacher: What do you **notice** after cleaning the water source?

Students: **I notice** the water source is clean.

Keep the children in circle and let all the children stamp their feet and say “**We will keep our water source clean!**”(As a brain break) or Give any Cheers to themselves for the good job done.

**Activity 3 (Post-Service Reflection)**

**Time:** 1 period of 50 minutes

**Learning Objectives: Listening and speaking 1, 6, 7, 12**

- ✓ *Share their observation on the importance of keeping the water source clean.*

Take children back to the class and make them say simple sentences on the importance of keeping water source/s clean. Teacher can write the sentences on the chart shared by the students. (Display on the wall for future reference)

Teacher asks: *What will happen if the water sources are not clean?*

*E.g.: We will get dirty water.*

*We will get sick.*

*We will not have clean water to drink/wash/cook/bath...*

**Activity 4 (Follow up) (Post-Service Reflection)**

**Learning objectives: Writing 1, 4**

- ✓ *Use detailed drawings to represent the sentences.*

Teacher says, “It is very important to keep our water source clean. Here are some of the things we do with clean water”.

Let children read the sentences and draw.

<b>We will get clean water to drink.</b>	<b>We will get clean water to wash clothes.</b>	<b>We will get clean water to take bath.</b>

# Station: 1

**‘SEE’**

## **Direction:**

Look, observe, read and complete the sentences.

- 1.....is smaller than beans.
2. Beans are bigger than.....
3. Mustard looks same as.....
- 4.....and.....has same shape.
- 5.....and.....has different colour.

## Station: 2

### “Hear”

#### Direction:

Look and shake the containers. Read and complete the sentences given below.

1. .... sounds like.....
- 2.....sounds louder than.....
3. I like the sound of.....
4. I don't like the sound of.....
- 5.....sounds good.

## Station: 3

### “FEEL”

#### Direction:

Look, touch the cereals, read and fill in the sentences given below.

Use ‘*It / they feel(s) smooth / slippery / rough / hard...*’

1. ....feels.....

2. They feel.....

3. ....is hard.

4. ....is slippery.

5. Millets are.....

# Station: 4

## “Smell”

### Direction:

Look and smell. Read and fill in the sentences given below.

Use: *rice, millet, wheat, buckwheat, mustard, beans, lentils, peas* ‘It has.... smell.’ ‘It smells good/bad.’ ‘.... has no smell.’ ‘I like the smell of.....’

1. ....smells good.
2. ....has no smell.
3. ....and..... has same smell.
4. I like the smell of.....
5. The smell of.....is good/bad.

# Station: 5

## “Taste”

### Direction:

Look and taste. Read and fill in the sentences given below.

Use: *rice, millet, wheat, buckwheat, mustard, beans, lentils, peas, ‘It tastes like....’ ‘It tastes...sweet / sour / bitter.’ ‘.....does not taste like....’ ‘I like the taste of....’ ‘The taste of.....and .....is different.’*

1. ....tastes.....
2. ....tastes like.....
3. I like the taste of.....
4. ....does not taste like.....
5. The taste of.....and.....is different.

**Beans**



# Maize

**Barley**

**wheat**

**Buckwheat**

**Peas**

**Millet**

# Lentils