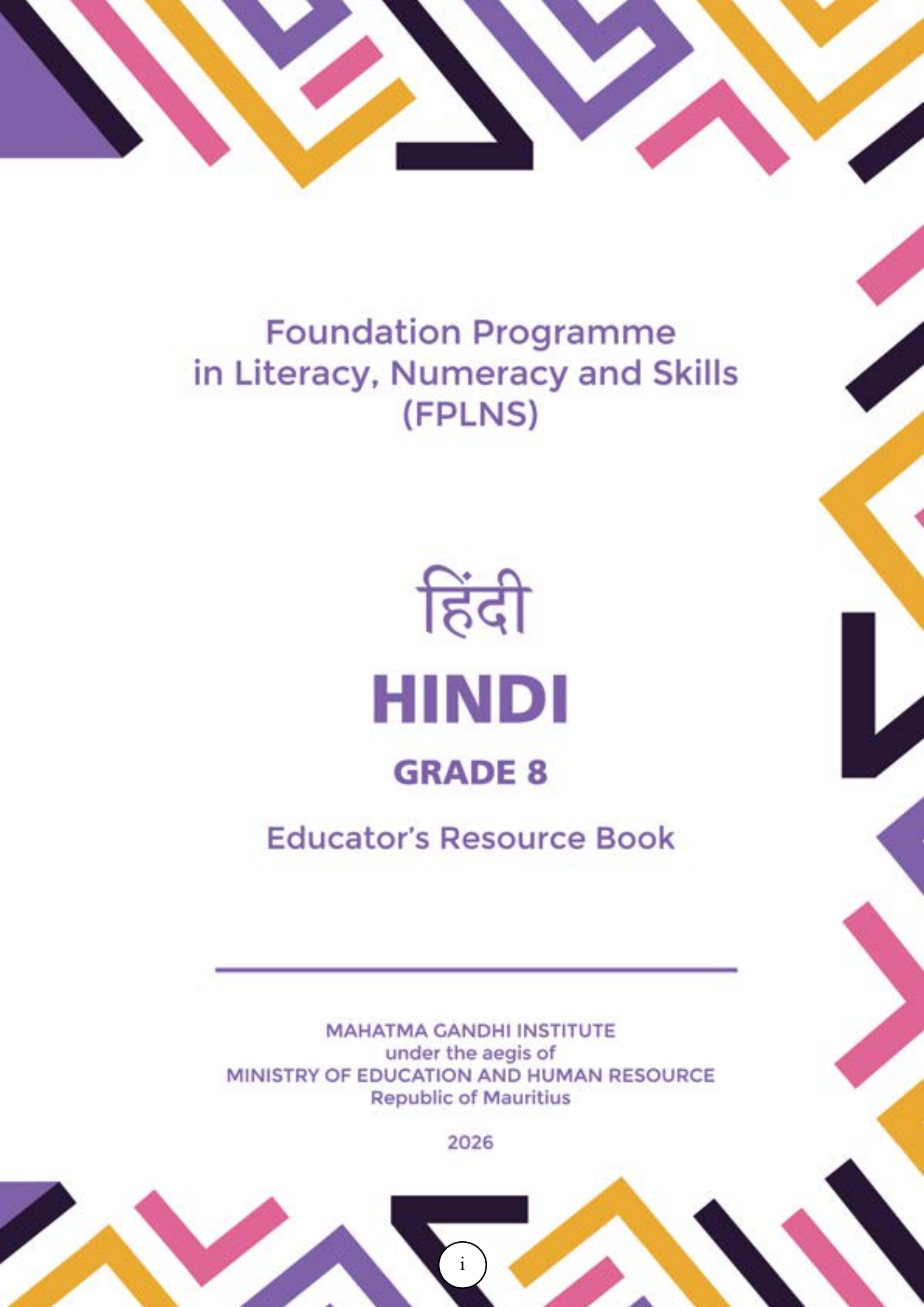


Foundation Programme
in Literacy, Numeracy and Skills
(FPLNS)

हिंदी
HINDI
GRADE 8

Educator's Resource Book

MAHATMA GANDHI INSTITUTE
under the aegis of
MINISTRY OF EDUCATION AND HUMAN RESOURCE
Republic of Mauritius



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2026

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Foreword

It gives me great pleasure to present this series of Educator's Guidelines and Student's Workbooks developed by the Mahatma Gandhi Institute under the Foundation Programme in Literacy, Numeracy and Skills (FPLNS). These publications reflect our sustained commitment to strengthening foundational education while promoting the linguistic and cultural heritage that forms an essential part of the Mauritian identity.

The FPLNS constitutes a major national initiative aimed at consolidating core competencies and equipping Grade 7-9 FPLNS learners with essential skills for meaningful participation in society. Within this framework, the inclusion of Asian Languages (Hindi, Urdu, Tamil, Telugu, Marathi, and Modern Chinese) together with the Performing Arts subjects of Indian Music (Vocal and Instrumental) and Indian Dance, reaffirms the importance of culturally grounded and holistic learning. Asian Languages and the Performing Arts serve not only as academic disciplines, but also as vital instruments for communication, creativity, and identity formation.

The Mahatma Gandhi Institute has, for over five decades, served as a centre of excellence in the promotion of Asian languages, culture, and the performing arts in Mauritius. These materials are the result of our continuous scholarly engagement, pedagogical innovation, and collaborative effort among subject specialists, educators, and curriculum designers dedicated to meeting the evolving needs of our learners.

These resources have been carefully designed to align with the competency-based orientation of the FPLNS. They seek not only to enhance linguistic proficiency and artistic skills, but also to foster values of discipline, perseverance, intercultural understanding, and respect for diversity. In doing so, they reflect the broader educational philosophy that learning must cultivate both intellectual growth and ethical citizenship.

I wish to place on record my sincere appreciation to all contributors who have worked diligently on this project. It is my firm belief that these Educator's Guidelines and Student's Workbooks will serve as effective instruments in nurturing confident, competent, and culturally rooted learners, thereby advancing the national vision of inclusive and holistic education.

Director

Mahatma Gandhi Institute

Preface

The inclusion of Asian Languages (AL) - Hindi, Urdu, Tamil, Telugu, Marathi, and Modern Chinese - in the Foundation Programme in Literacy, Numeracy, and Skills (FPLNS), perpetuates the national educational philosophy of sustaining and promoting these languages as essential components of the students' functional language repertoire as citizens of multicultural and multilingual Mauritius. Moreover, considering their rising international prominence, basic communication skills in these languages will also be an important asset for the students in an increasingly globalised workplace, both on the island and abroad.

The Teaching and Learning Syllabus (TLS) for each Asian language percolates from the overarching FPLNS philosophy and adopts a competency-based approach to language learning with focus on development of functional communication skills. This philosophy embraces a learner-centered methodology that values learner diversity in terms of backgrounds, preferences, needs and motivations. These objectives and methodology have been translated into a set of complementary resources comprising an Educator's Guidelines and a dedicated Student's Workbook for each grade designed to support students in successfully completing of the FPLNS.

The Student Workbooks for each grade consist of seven thematic units enabling students to develop basic vocabulary and communication skills in functional areas related to their immediate environment, nature, music and entertainment, celebrations and festivals, as well as ethics and values. The same themes have been used across the three grades, enabling students to scaffold their learning by building on previously acquired vocabulary and skills in alignment with the TLS. The Grade 8 workbook proposes a series of engaging activities grounded in real-life contexts related to topics such as 'My Family', 'My House', 'Natural Landscapes', 'Domestic and Wild Animals', 'Performers and Emotions', 'Festivals', and 'Friendship and Unity' which will be covered across the school year.

The panel's primary goal has been to guide and support the development of competencies in areas such as listening with understanding, speaking with confidence, reading with comprehension, writing independently, and using ICT to support learning in Asian Languages. Fellow Educators will appreciate that each unit includes clearly defined learning outcomes, a variety of engaging activities, and proposed additional ones. A diverse range of exercises has been designed to cater to different competencies and learning styles. Assessment guidelines have been provided and supplementary support including links to digital learning resources have been suggested for out-of-the-box skills consolidation endeavours.

The panel's suggestions for the implementing the learning activities are presented as conversations with the educators in their guidelines. While these demonstrate the humble efforts by the panel, the latter relies on the deep understanding of the on-site teacher's appreciation and judgement to adapt and innovate, ensuring alignment with the needs of each individual learner in the classroom.

We wish to thank the Ministry of Education and Human Resource especially the core FPLNS technical team for their guidance. We extend our gratitude to the MIE FPLNS team for the consultations. Special mention for all AL (Asian Languages) panel members, graphic artist team, vetters, administrative support team and the management of the Mahatma Gandhi Institute for the dedicated efforts and support in the materialisation of the project.

The Asian Languages Coordinators' Team

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Theme 1: Me My Family Activities

Activity 1: Listen and repeat.

Activity 2: Oral questioning.

Activity 3: Matching.

Activity 4: Search for the given words.

Activity 5: Rearrange the letters to form the correct words.

Activity 6: Identify the family members.

Activity 7: Draw and label your family tree.

Activity 8: Fill in the blanks.

Activity 9: Rearrange the words.

Guide to Educators

Learning Outcomes

- Recognise vocabulary words related to the family.
- Distinguish the roles of family members.
- Understand the importance of the family and develop a sense of duty towards the family unit.
- Reading alphabets with proper pronunciation.

Activities

- Listen and repeat.
- Oral questioning.
- Matching.
- Search for the given words.
- Rearrange the letters to form the correct words.
- Identify the family members.
- Draw and label your family tree.
- Fill in the blanks.
- Rearrange the words.

Other Proposed Activities

- Storytelling.
- Games.
- Scenario-based role play.
- Reading of alphabets with proper pronunciation.
- Scenario-based questions: identify good and bad behaviours.

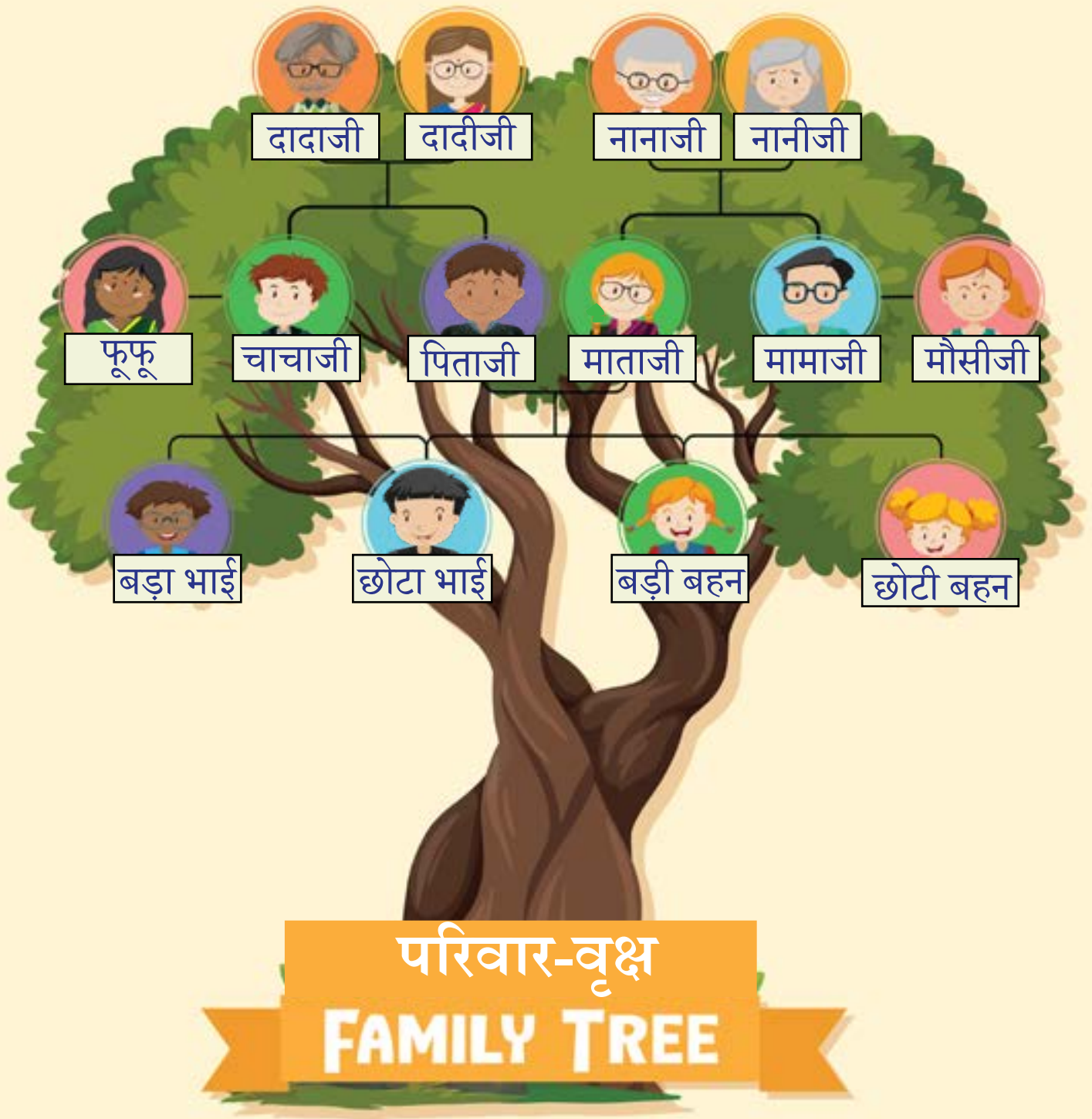
Additional Resources

- Pictures and flashcards.
- Videos and audios.
- Family tree.
- Alphabet charts.

Portfolio Assessment

- Skills-based assessments.

Resources:



Activity 1: Listen and repeat.

Listening and Reading Activities:

- The Educator reads the lyrics aloud and plays the song.
- The students listen and repeat the song/poem.

रिश्ते

देखो हमारे रिश्तों को ,
आओ समझे हम इसको (2)
याद करो तुम नामों को ,
देखो हमारे रिश्तों को
मम्मी के भाई तो मामा है ,
पापा के भाई तो चाचा है
मामा की श्रीमती मामी है ,
चाचा की श्रीमती चाची है
देखो हमारे रिश्तों को,
आओ समझे हम इसको ।

The Educator may access the audio-visual version of the above poem/song through this link:

<https://youtube.com/watch?v=u03Awwi-RuY&feature=shared>
Rishtey – Hindi Rhymes / रिश्ते -Family Relation Names /Bindi ke Balgeet

Activity 2 : Oral questioning.

Listening and Speaking Activities:

The Educator:

- reads aloud the relationships of family members and the students repeat them.

परिवार के सदस्य

दादीजी	नानीजी
दादाजी	नानाजी
पिताजी	माताजी
फूफू	मौसीजी
चाचाजी	मामाजी
बड़ी बहन	बड़ा भाई
छोटा भाई	छोटी बहन

१. आपके परिवार में कितने सदस्य हैं ?
२. आपके परिवार में कौन-कौन हैं ?
३. आपको अपने परिवार की कौन-सी बात सबसे अच्छी लगती है ?
४. आप अपने परिवार की मदद कैसे करते हैं ?
५. एक ऐसा त्योहार बताइए, जो आप अपने परिवार के साथ मनाते हैं ।

Activity 3: Matching.

Listening and Writing Activities:

- The Educator introduces and reads some main family members names.
- The students identify, read and match the family members' names to their corresponding pictures.



माताजी



दादाजी



भाई



पिताजी



बहन



दादीजी

Activity 4: Search for the given words.

Reading and Writing Activities:

Under the guidance of the Educator, the students:

- read the given words aloud with emphasis on the alphabets.
- copy the words in the blank spaces and read repeatedly.
- search and encircle the listed words hidden within the grid of the crossword. The words can be found horizontally, vertically or diagonally.

माताजी, पिताजी, बहन, भाई, दादीजी, दादाजी, चाची, चाचा

-----, -----, -----, -----, -----, -----, -----.

चा	चा	ब	चा	म
ची	अ	र	ग	मा
य	ष	इ	आ	ता
दा	ऋ	पि	ता	जी
ज	दी	ब	ह	न
व	क्ष	जी	श	स
भा	ई	ह	ल	दा
भा	खा	ज्ञ	दा	ता
प्रा	ड	जी	घ	प
ढ़	री	फा	झा	बा

Activity 5: Rearrange the letters to form the correct words.

Reading and Writing Activities:

The students:

- pronounce the letters.
- rearrange the letters and write the correct word for each picture.
- read the words repeatedly.



जी ता मा



न ब ह



ई भा



चा जी चा



दा जी दा



जी ता पि

Activity 6: Identify the family members.

Reading and Writing Activities:

Under the guidance of the Educator, the students:

- read the phrases.
- write the specific term used for the following family members.

१. माँ के पिताजी _____ नानाजी _____

२. माँ की माताजी _____

३. पिताजी की माँ _____

४. पिताजी के पिताजी _____

५. पिताजी की बहन _____

६. माँ की बहन _____

७. माँ का भाई _____

८. पिताजी का भाई _____

Activity 7: Draw and label your family tree.

Writing and Speaking Activities:

The students:

- draw their family tree.
- write their name at the bottom of the tree.
- label the members of the family.
- talk about their family members (e.g. “This is my mother. Her name is...”).



Activity 8: Fill in the blanks.

Reading and Writing Activities:

- The Educator brainstorms how a family can run smoothly.
- The students identify how they will distribute the tasks mentioned below among their family members.

१. _____ नाश्ता बनाना ।
२. _____ झाड़ू लगाना ।
३. _____ बर्तन-धोना ।
४. _____ खरीदारी करना ।
५. _____ आँगन की सफ़ाई करना ।
६. _____ कपड़े-धोना ।
७. _____ कूड़ा-फेंकना ।
८. _____ गृहकार्य में सहायता देना ।
९. _____ पालतू जानवर को खाना देना ।

Activity 9: Rearrange the words.

Reading and Writing Activities:

The students:

- read the jumbled words carefully.
- write the sentence correctly.

१. से - प्यार - मैं - करता - अपने माता-पिता - हूँ।

.....

२. की - देखभाल - करती - छोटी बहन - मैं अपनी - हूँ।

.....

३. घर - करते - काम - पिताजी - का - हैं।

.....

४. रात को - करते - भोजन - हम - हैं - एक साथ।

.....

५. रहना - एक साथ - हमें - मिलकर - चाहिए।

.....

Theme 2: My Immediate Environment

My House

Activities

Activity 1: Listen and repeat.

Activity 2: Read and repeat.

Activity 3: Matching.

Activity 4: Read and practise.

Activity 5: Spell and read.

Activity 6: Colour the correct words.

Activity 7: Draw, label and describe your house.

Activity 8: Matching.

Activity 9: Fill in the blanks.

Activity 10: Choose the correct verbs.

Activity 11: Make simple sentences.

Activity 12: Comprehension passage.

Guide to Educators

Learning Outcomes

- Read and understand vocabulary words related to My House.
- Differentiate and recognise the different parts/areas of the house.
- Use the words related to my house correctly to form simple sentences both orally and in written.

Activities

- Listen and repeat.
- Read and repeat.
- Matching.
- Read and practise.
- Spell and read.
- Colour the correct words.
- Draw, label and describe your house.
- Matching.
- Fill in the blanks.
- Choose the correct verbs.
- Make simple sentences.
- Comprehension passage.

Other Proposed Activities

- My House Activity (Draw your house on a piece of paper and label the different parts / sections by using arrows).
- Colour the favourite parts of your house.
- Sharing of drawings and describing your favourite spot.
- Educators may give a list of other vocabulary words related to the house.

Additional Resources

- Flashcards with images of 'My House'.
- Worksheets (Cut and paste, Fill in the blanks).
- Songs.
- Glue, scissors, crayons.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Reading Activity:

- The Educator recites and explains the meaning to the students.
- The students repeat the poem.

मेरा घर

मेरा प्यारा-प्यारा घर,
सबसे न्यारा मेरा घर ।
धूप, ठंड और वर्षा से,
बचाता मुझको मेरा घर ।
इसमें रहता परिवार मेरा,
सबसे सुंदर मेरा घर ।

मेरा घर

प्रभु मेरे घर को प्यार करो,
मेरे घर का उद्धार करो ।
खुशियाँ ही खुशियाँ हो मन में मेरे ।
दुख से परे हमेशा मेरा परिवार हो ।

The Educator may access the audio-visual version of the poem through these links:

Mera Ghar मेरा घर | Hindi Poems | Nursery Rhymes | Kids Show

<https://www.youtube.com/watch?v=CJcfhsIPmYs>

Prabhu Mere Ghar Ko Pyaar Karo Official Video HD |

<https://www.youtube.com/watch?v=NoJ3JQBkdWw>

Activity 2: Read and repeat.

Reading Activity:

- The Educator explains the given words with emphasis on the alphabets/ letters.
- The students read the vocabulary words repeatedly with correct pronunciation.



छत



दरवाज़ा



खिड़की



दीवार



घर



पेड़



फूल



कार / गाड़ी



बाग



आँगन

Activity 3: Matching.

Reading Activity:

- The students read the words with the help of the Educator and match them with the appropriate picture.

घर



दीवार



छत



कार/ गाड़ी



आँगन



फूल



पेड़



बाग



Activity 4: Read and practise.

Listening and Reading Activities:

- The students read the words with the help of the Educator.



बैठक



शयन-कक्ष



रसोईघर



स्नानघर



शौचालय



भोजन-कक्ष

Activity 5: Spell and read.

Reading Activity:

- The Educator explains the given words with emphasis on the alphabets/letters.
- The students spell and read the vocabulary words repeatedly with correct pronunciation.

१. मे + ज़ = मेज़

२. कु + र + सी = कुरसी

३. प + लं + ग = पलंग

४. अ + ल + मा + री = अलमारी

५. सो + फ़ा = सोफ़ा

६. पं + खा = पंखा

७. लैं + प = लैंप

८. फ़्रि + ज = फ़्रिज

९. द + र्प + ण = दर्पण

१०. ब + र + त + न = बरतन

Activity 6: Colour the correct words.

Reading and Writing Activities:

- The Educator reads the names of the given pictures.
- The students choose the correct words from the list, colour them and copy them three times.



शौचालय रसोईघर

.....

.....

.....



शयन-कक्ष रसोईघर

.....

.....

.....



शयन-कक्ष स्नानघर

.....

.....

.....



अध्ययन-कक्ष स्नानघर

.....

.....

.....



शौचालय बैठक

.....

.....

.....



शौचालय अध्ययन-कक्ष

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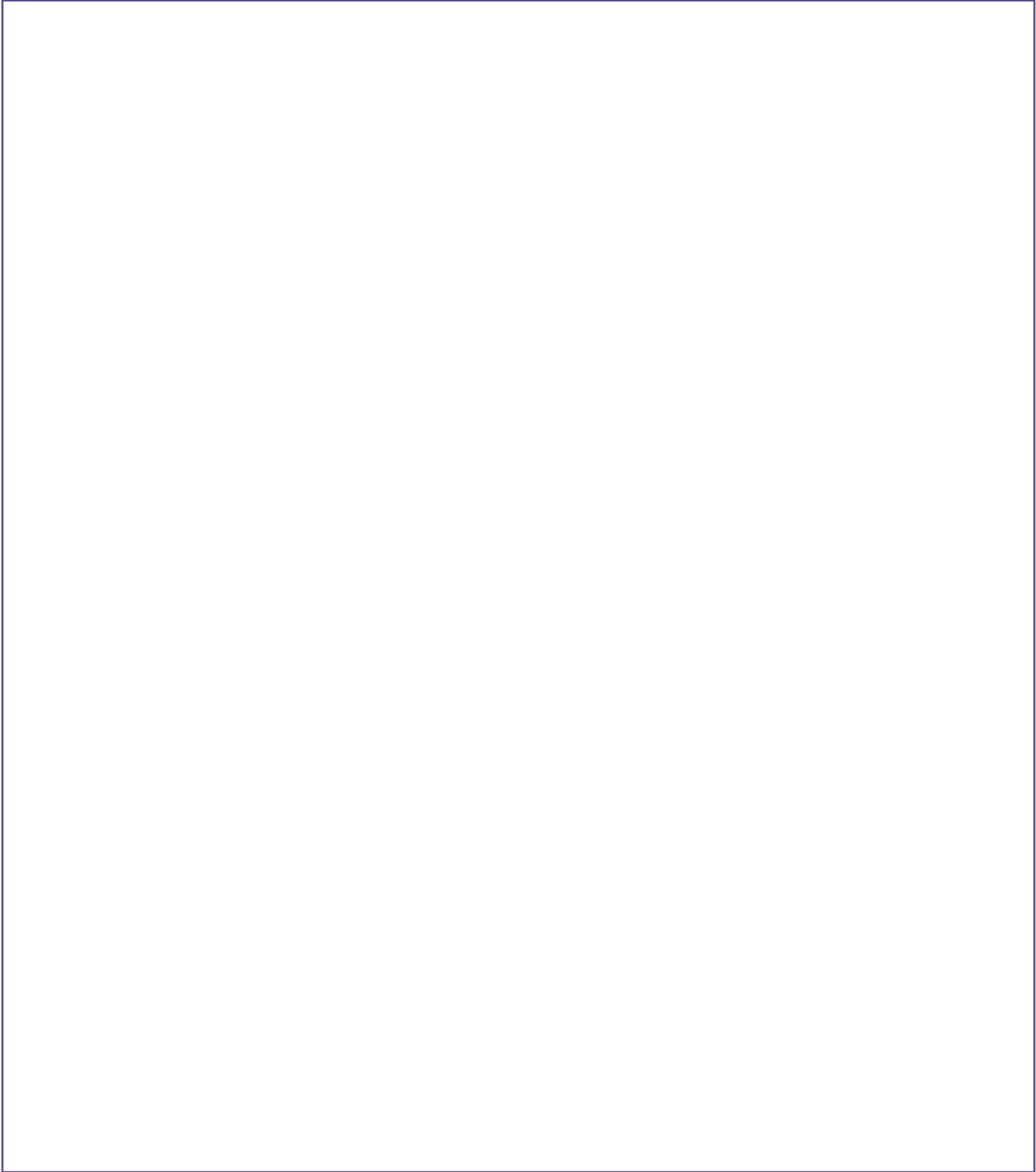
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Activity 7: Draw, label and describe your house.

Speaking and Writing Activities:

The Educator:

- helps the students to draw a house and label the different parts (door, window, roof, garden etc.)
- guides the students to describe the house orally. (Example: My house is big. It has two bedrooms. There is a kitchen. My house is beautiful.)



Activity 8: Matching.

Reading Activity:

- The students read the words with the help of the Educator and match them with the appropriate picture.



बैठक



बाग



भोजन-कक्ष



रसोईघर



शयन-कक्ष

Activity 9: Fill in the blanks.

Reading and Writing Activities:

The students:

- read the following sentences with the help of the Educator and choose the appropriate words to fill in the blanks.
- read the complete sentences repeatedly.

रसोईघर, बैठक, बाग, स्नानघर, शयन-कक्ष

१. बाग _____ में फूल हैं।

बाग _____ में _____ फूल _____ हैं।

२. मेरी बहन _____ में सोती है।

_____।

३. मेरी माँ _____ में खाना पकाती है।

_____।

४. दादाजी _____ में स्नान करते हैं।

_____।

५. सोफ़ा _____ में है।

_____।

Activity 10: Choose the correct verbs.

Reading and Writing Activities:

The students:

- read the following sentences with the help of the Educator and choose the appropriate verbs to fill in the blanks
- read the complete sentences repeatedly.

पकाती, सोती, खेलता, नहाता, देखते

१. दादी शयन-कक्ष में _____ है।

_____ |

२. मेरी बहन रसोईघर में _____ है।

_____ |

३. पिताजी बैठक में टीवी _____ हैं।

_____ |

४. बालक बाग में _____ है।

_____ |

५. मेरा भाई स्नानघर में _____ है।

_____ |

Activity 11: Make simple sentences.

Reading and Writing Activities:

The students read the given words with the help of the Educator and make simple sentences.

१. घर - छोटा

.....

२. रसोईघर - साफ़

.....

३. बाग - फूल

.....

४. कुरसी - बैठक

.....

५. छत - बिल्ली

.....

Activity 12: Comprehension passage.

Reading and Writing Activities:

The Educator:

- reads and explains the comprehension passage to the students.
- helps the students to answer the questions.

The students practice reading the comprehension passage.

नमस्ते, मैं नीरजा हूँ। मैं ग्रेड आठ में पढ़ती हूँ। यह मेरा घर है। मैं अपने दादा-दादी, माता-पिता तथा भाई के साथ यहाँ रहती हूँ। मेरा घर बहुत सुंदर है। इसमें तीन कमरे हैं। मेरी माँ रसोईघर में खाना पकाती है। मैं शयन-कक्ष में सोती हूँ। हम बैठक में टीवी देखते हैं। मेरे घर के पीछे एक छोटा बाग है। मैं रोज़ पौधों को पानी देती हूँ।

निम्नलिखित प्रश्नों के उत्तर दीजिए:

१. नीरजा किस ग्रेड में पढ़ती है ?

नीरजा ग्रेड _____ में पढ़ती है।

२. नीरजा के घर में कौन-कौन रहता है ?

नीरजा अपने _____, _____ और _____ के साथ घर में रहती है।

३. रसोईघर में खाना कौन पकाता है ?

रसोईघर में _____ खाना पकाती है।

४. नीरजा कहाँ सोती है ?

नीरजा अपने _____ में सोती है ।

५. नीरजा टीवी कहाँ देखती है ?

नीरजा टीवी _____ में देखती है ।

६. बाग कहाँ है ?

बाग घर के _____ है ।

७. नीरजा पौधों को पानी कब देती है ?

नीरजा _____ पौधों को पानी देती है ।

Theme 3: Nature and Environment

Natural Landscapes

Activities

Activity 1: Listen and repeat.

Activity 2: Read, repeat and label the pictures.

Activity 3: Rearrange the letters to form words.

Activity 4: Read and copy the sentences.

Activity 5: Fill in the blanks.

Activity 6: Rearrange the words to make sentences.

Activity 7: Answer the questions orally.

Activity 8: Draw, label and describe a day at the seaside.

Guide to Educators

Learning Outcomes

- Identify and name different natural landscapes.
- Spell and read the vocabulary words with appropriate pronunciation.
- Express ideas in simple sentences.
- Develop environmental awareness and respect for nature.

Activities

- Listen and repeat.
- Read, repeat and label the pictures.
- Rearrange the letters to form words.
- Read and copy the sentences.
- Fill in the blanks.
- Rearrange the words to make sentences.
- Answer the questions orally.
- Draw, label and describe a day at the seaside.

Other Proposed Activities

- Group singing or poem recital on nature.
- Flashcard matching game.
- Listening game: Guess the natural landscape.
- Role play.

Additional Resources

- Audios and videos.
- Pictures of natural landscapes.
- Sentence cards.
- Papers, markers, crayons and glue.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

- The Educator reads the poem/song.
- The students listen carefully and repeat the poem/song.

हमारी प्रकृति

पर्वत कहता शीश उठाकर, तुम भी ऊँचे बन जाओ ;
सागर कहता है लहराकर, मन में गहराई लाओ ;
समझ रहे हो क्या कहती है, उठ-उठ, गिर-गिर तरल तरंग;
भर-लो, भर-लो, अपने मन में मीठी-मीठी मृदुल उमंग;
पृथ्वी कहती धैर्य ना छोड़ो, कितना ही हो सिर पर भार;
नभ कहता है फैलो इतना, ढक लो तुम सारा संसार ।

(सोहनलाल द्विवेदी)

The Educator may access the audio-visual version of the above song through this link:

<https://youtu.be/rmTIFwb8irk>

Other similar resources are available through the following link:

<https://www.youtube.com/hashtag/hindikavita>

Activity 2: Read, repeat and label the pictures.

Listening, Reading and Writing Activities:

- The Educator shows pictures of natural landscapes and reads each word with emphasis on the alphabets.
- The students:
 - listen carefully and repeat the words.
 - label the pictures and read.



पहाड़



जंगल / वन



झरना



नदी



समुद्र



समुद्र-तट



तालाब



ज्वालामुखी



इन्द्रधनुष



घाटी





















Activity 3: Rearrange the letters to form words.

Writing and Reading Activities:

The students:

- rearrange the letters to form words.
- copy the words twice.
- read the words with the help of the Educator.

Alphabets / Letters	Words (to be written twice)	
१. हा / ड़ / प		
२. ग / ल / जं		
३. र / झ / ना		
४. दी / न		
५. मु / स / द्र		
६. मु / त / द्र / स / ट		
७. ला / ता / ब		
८. ला / ज्वा / खी / मु		
९. टी / घा		
१०. नु / ध / इं / ष / द्र		

Activity 4: Read and copy the sentences.

Reading and Writing Activities:

- The Educator reads and explains the sentences to the students.
- The student read and copy the sentences.

वाक्य:

१. यह एक नदी है ।
२. यह समुद्र नीला है ।
३. क्या हम पहाड़ पर चढ़ सकते हैं ?
४. जंगल में एक शेर है ।
५. तालाब में एक लाल मछली है ।
६. ज्वालामुखी को देखो !
७. बच्चे समुद्र-तट पर खेलते हैं ।
८. झरना सुन्दर है ।
९. इन्द्रधनुष में सात रंग होते हैं ।
१०. घाटी में अनेक पेड़ हैं ।

Copy the sentences here:

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Activity 5: Fill in the blanks.

Reading and Writing Activities:

The students read the sentences under the guidance of the Educator and fill in the blanks with the appropriate words corresponding to the pictures.

१. यह एक _____ है।



२. _____ नीला है।



३. यह _____ है।



४. हम _____ में जाते हैं।



५. _____ में पानी है।



६. _____ को देखो !



७. बच्चे _____ पर खेलते हैं।



८. यह _____ सुन्दर है।



Activity 6: Rearrange the words to make sentences.

Reading and Writing Activities:

The students:

- read and rearrange the words to make sentences.
- read the sentences under the guidance of the Educator.

१ . पानी - नदी - है - में ।

.....

२ . मछली - है - में - समुद्र ।

.....

३ . पहाड़ - हम - हैं - पर - उस - चढ़ते ।

.....

४ . जाते - जंगल - हम - हैं ।

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५ . सुन्दर - है - तालाब ।

.....

६ . देखते - ज्वालामुखी - हम - हैं ।

.....

७ . पर - नाव - है - तट - एक ।

.....

८ . गाँव - झरना - मेरे - में - है ।

.....

९ . पक्षी - उड़ते - घाटी - हैं - में ।

.....

१० . चित्र - इन्द्रधनुष - बनाओ - का ।

.....

Activity 7: Answer the questions orally.

Speaking Activity:

- The Educator shows the picture to the students and asks questions accordingly.
- The students observe the picture and answer the questions.



- १ . यह क्या है ? (अध्यापक दिए गए चित्र के बारे में प्रश्न पूछेगा)
- २ . इस चित्र में क्या-क्या है ?
- ३ . मछली कहाँ है ?
- ४ . इन्द्रधनुष में कितने रंग होते हैं ?
- ५ . पक्षी क्या कर रहे हैं ?
- ६ . इस चित्र में आपको सबसे अधिक क्या पसंद है और क्यों ?

Activity 8: Draw, label and describe a day at the seaside.

Speaking and Writing Activities:

- The Educator asks questions about the different activities that can be done at the seaside.
- The students:
 - answer and draw the activities and label them with the help of the Educator.
 - talk about a day at the seaside.



Theme 4: Animals and Birds

Domestic and Wild Animals

Activities

Activity 1: Listen and repeat.

Activity 2: Identify and read.

Activity 3: Spell and practise.

Activity 4: Fill in the blanks.

Activity 5: Read and copy.

Activity 6: Read the text.

Activity 7: Cloze test.

Activity 8: Rearrange the words.

Activity 9: Write simple sentences.

Activity 10: Practise sentence writing.

Guide to Educators

Learning Outcomes

- Listen with understanding and respond to simple instructions/ questions. Engage in simple conversations about their favourite animals.
- Recognize the names of animals from sentences and simple texts.
- Speak with proper pronunciation and intonation.
- Read sentences and simple texts correctly.
- Write simple sentences.

Activities

- Listen and repeat.
- Identify and read.
- Spell and practise.
- Fill in the blanks.
- Read and copy.
- Read the text.
- Cloze test.
- Rearrange the words.
- Write simple sentences.
- Practise sentence writing.

Other Proposed Activities

- Animal riddles.
- Create dramas of different animals (sea, land, forest).
- Role play based on moral stories.

Additional Resources

- Moral based stories on animals.
- Audible short stories.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

- The Educator reads aloud the song.
- The students listen attentively and repeat.

जंगल (गीत)

हम जा रहे हैं जंगल, हम जा रहे हैं जंगल, हम जा रहे हैं जंगल ।

क्या साथ चलोगे ? क्या साथ चलोगे हमारे ?

देखा जंगल में तो पास से लेकर दूर,
काश दिख जाए कोई जानवर तो मजे करेंगे हम,
हमें देखना है एक शेर, एक बहुत बड़ा-सा शेर ।

क्या हम रुकें यहीं पर, कुछ देखें यहीं पर,
यह है शेर, यह है शेर, एक बहुत बड़ा-सा शेर ।

हम जा रहे हैं जंगल, हम जा रहे हैं जंगल, हम जा रहे हैं जंगल ।

क्या साथ चलोगे ? क्या साथ चलोगे हमारे ?

देखा जंगल में तो पास से लेकर दूर,
काश दिख जाए कोई जानवर तो मजे करेंगे हम

The Educator may access the audio-visual versions of other stories through these links:

<https://www.youtube.com/watch?v=g6Jgl36yW8o>

<https://www.youtube.com/watch?v=68JOgtt15Zs>

<https://www.youtube.com/watch?v=dDAsHQPPkI&t=31s>

<https://www.youtube.com/watch?v=O6ORVqoeMJE>

<https://www.youtube.com/watch?v=FG9G0tw9peM>

Activity 2: Identify and read.

Reading Activity:

- The students identify and read each animal with proper pronunciation.



कुत्ता



शेर



मछली



बिल्ली



चिड़िया



गाय



मुरगी



घोड़ा



चूहा



बंदर



सिंह



हिरण

Activity 3: Spell and practise.

Reading Activity:

The students:

- identify the alphabets.
- read aloud the words repeatedly with emphasis on the alphabets and write it again.

१. कु + ता = कुत्ता

२. शे + र = शेर

३. म + छ + ली = मछली

४. बि + ल्ली = बिल्ली

५. चि + डि + या = चिड़िया

६. गा + य = गाय

७. मु + र + गी = मुरगी

८. घो + डा = घोड़ा

९. चू + हा = चूहा

१०. बं + द + र = बंदर

Activity 4: Fill in the blanks.

Writing and Reading Activities:

- The students complete the words with the appropriate alphabets, rewrite the words and read aloud repeatedly.

१. _____ य = _____

२. शे _____ = _____

३. चि _____ या = _____

४. _____ डा = _____

५. कु _____ = _____

६. मछ _____ = _____

७. _____ र _____ = _____

८. _____ दर = _____

९. चू _____ = _____

१०. _____ ल्ली = _____

Activity 5: Read and copy.

Reading and Writing Activities:

- The students read and copy the given words three times in the given spaces.

१. कुत्ता

२. बिल्ली

३. गाय

४. चूहा

५. शेर

६. मुरगी

७. चिड़िया

८. मछली

९. घोड़ा

१०. बंदर

Activity 6: Read the text.

Listening and Reading Activity:

- The Educator reads the text repeatedly.
- The students listen and read the text.

मानव ग्रेड आठ में पढ़ता है। वह जानवरों से प्यार करता है। उसके कमरे में सिंह का एक चित्र है। उसके पास एक कुत्ता है। उसका नाम बिंगो है। बिंगो का रंग काला है। मानव के पास एक बिल्ली भी है। उसकी बिल्ली छोटी है। यह सफ़ेद रंग की है। बिल्ली चूहे के पीछे दौड़ती है।

मानव के बाग में एक बड़ा पेड़ है। पेड़ पर एक घोंसला है। घोंसले में लाल रंग की एक चिड़िया रहती है। पेड़ पर एक बंदर भी रहता है। पेड़ के नीचे एक गाय है। वह घास खाती है। गाय दूध देती है। दूध पीने से हम स्वस्थ रहते हैं।

मानव को मछली भी पसंद है। मछली तालाब में है। तालाब के पास एक मुरगी है। मानव के पिताजी के पास एक घोड़ा है।

Activity 7: Cloze Test.

Writing Activity:

- The students fill in the blanks with the appropriate words.

मानव ग्रेड आठ में पढ़ता है। वह जानवरों से प्यार करता है।
उसके कमरे में _____ का एक चित्र है।



उसके पास एक _____ है। उसका नाम बिंगो है। बिंगो का रंग
काला है।



मानव के पास एक _____ भी है। उसकी बिल्ली छोटी है।



यह सफ़ेद रंग की है। बिल्ली _____ के पीछे दौड़ती है।



मानव के बाग में एक बड़ा पेड़ है। पेड़ पर एक घोंसला है। घोंसले में लाल रंग

की एक _____ रहती है।



पेड़ पर एक _____ भी रहता है।



पेड़ के नीचे एक _____ है। वह घास खाती है।



गाय दूध देती है। दूध पीने से हम स्वस्थ रहते हैं।

मानव को _____ भी पसंद है। मछली तालाब में है।



तालाब के पास एक _____ बैठी है।



मानव के पिताजी के पास एक _____ है।



Activity 8: Rearrange the words.

Reading and Writing Activities:

The students:

- rearrange the words to form simple sentences.
- read the sentences aloud.

उदाहरण: कुत्ता-काला-यह-है ।
यह कुत्ता काला है ।

१. ग्रेड-मानव-में-आठ-है-पढ़ता ।

.....
.....

२. उसके-सिंह-कमरे-का-में-चित्र-एक-है ।

.....
.....

३. कुत्ता-उसके-एक-पास-है ।

.....
.....

४. बिंगो-है-का-काला-रंग ।

.....
.....

५. मानव-बिल्ली-के-एक-पास-भी है ।

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६. चूहे-बिल्ली-पीछे-के-है-दौड़ती ।

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७. पेड़-का-घोंसला-चिड़िया-पर-है ।

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८. पेड़-एक-रहता-पर-बंदर-भी-है ।

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९. पेड़-गाय-नीचे-के-एक-है ।

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१०. हैं-स्वस्थ-दूध-से-पीने-रहते-हम ।

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Activity 9: Write simple sentences.

Speaking and Writing Activities:

- Students look at the pictures, say simple sentences under the educator's guidance, and write the sentences down.



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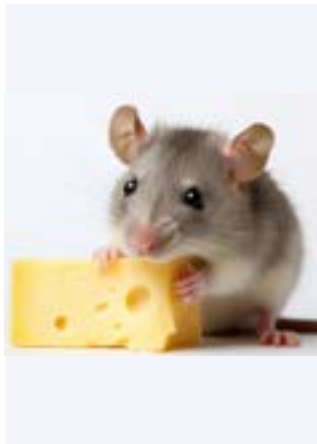
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Activity 10: Practise sentence writing.

Speaking and Writing Activities:

- The students make simple sentences about their favourite animals with the help of the educator and then write them down.

मेरा प्यारा जानवर / मेरा प्रिय पशु

१. आपको कौन-सा जानवर पसंद है ?

.....

२. उस जानवर का नाम क्या है ?

.....

३. वह किस रंग का है ?

.....

४. वह कहाँ सोता है ?

.....

५. यह क्या-क्या खाता है ?

.....

६. आप उसकी देखभाल कैसे करते हैं ?

.....

Theme 5: Music and Entertainment

Performers and Emotions

Activities

Activity 1: Listen and sing.

Activity 2: Identify the names.

Activity 3: Copy the words.

Activity 4: Matching.

Activity 5: Spell and practise.

Activity 6: Fill in the blanks.

Activity 7: Picture labelling.

Activity 8: Identify the emotions.

Activity 9: Guess the emotions.

Activity 10: Read the sentences.

Activity 11: Paste the photo.

Activity 12: Rearrange the words.

Activity 13: Choose an activity and perform it.

Guide to Educators

Learning Outcomes

- Recognize words related to music and entertainment.
- Use appropriate adjectives to describe the emotions.
- Read words with the correct pronunciation.
- Appreciate diverse musical styles in the local context.
- Write simple sentences using appropriate words.
- Engage in creative expression through performances.

Activities

- Listen and sing.
- Identify the names.
- Copy the words.
- Matching.
- Spell and practise.
- Fill in the blanks.
- Picture labelling.
- Identify the emotions.
- Guess the emotions.
- Read the sentences.
- Paste the photo.
- Rearrange the words.
- Choose an activity and perform it.

Other Proposed Activities

- Act it out.
- Emotions sorting game.
- Listen and identify - short sounds/clips.

Additional Resources

- Flashcards with images.
- Worksheets (matching, labelling, jumbled sentences).
- Song/audio.
- Simple musical instruments or props for role-play.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and sing.

Listening Activity:

- The Educator reads the lyrics aloud.
- The students listen and repeat.

हिंदी कविता

एक बचपन का जमाना था
एक बचपन का ज़माना था,
जिसमें खुशियों का खज़ाना था..
चाहत चाँद को पाने की थी,
पर दिल तितली का दीवाना था..
खबर न थी कुछ सुबह की,
न शाम का ठिकाना था..
थक कर आना स्कूल से,
पर खेलने भी जाना था..
माँ की कहानी थी,
परियों का फ़साना था..
बारिश में कागज़ की नाव थी,
हर मौसम सुहाना था..
हर खेल में साथी थे,
हर रिश्ता निभाना था..
रोने की वजह न थी,
न हँसने का बहाना था..
क्यों हो गए हम इतने बड़े,
इससे अच्छा तो वह बचपन का ज़माना था ।
कोमल प्रसाद साहू

Hindi song from movie

‘Taare zameen Par’

‘तारे ज़मीं पर’

देखो इन्हें ये हैं ओस की बूँदें,
पत्तों की गोद में आसमान से कूदें
अंगड़ाई लें, फिर करवट बदल कर
नाज़ुक से मोती हँस दें फिसल कर ।
खो न जाएँ ये तारे ज़मीं पर ।
ये तो हैं सर्दी में धूप की किरणें
उतरें जो आँगन को सुनहरा-सा करने
मन के अँधेरों को रौशन-सा कर दें
ठिठुरती हथेली की रंगत बदल दें
खो न जाएँ ये तारे ज़मीं पर ।

The Educator may access the audio-visual version of the above poem/song through this link:

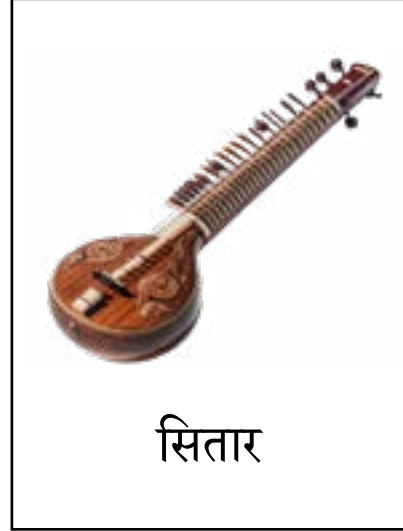
Song on Hindi Alphabets

<https://www.youtube.com/watch?v=sCZT-qqCEAg&pp=ygUHI2Fhc2VhYQ%3D%3D>

Activity 2: Identify the names.

Listening and Reading Activities:

- The Educator reads the list of words.
- The students identify them from the pictures.





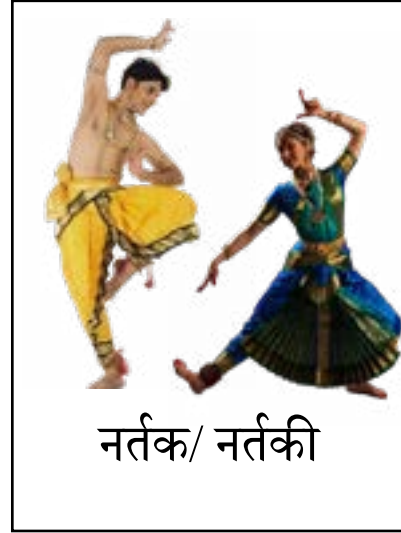
हारमोनियम



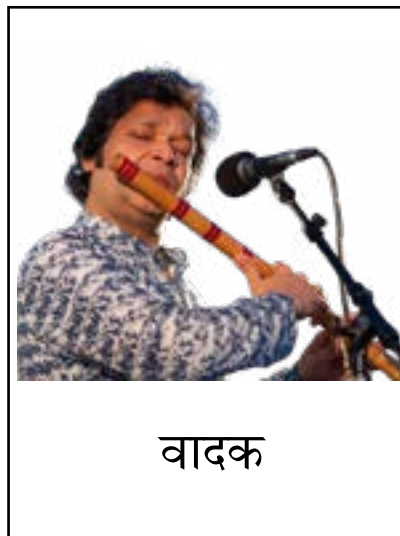
गायक/ गायिका



अभिनेता/ अभिनेत्री



नर्तक/ नर्तकी



वादक

Activity 3: Copy the words.

Reading and Writing Activities:

- The Educator asks the students to read the words.
- The students copy each word and read again.



गायक

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अभिनेत्री

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नर्तकी

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वादक

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Activity 4: Matching.

Listening and Reading Activities:

- The Educator reads the words aloud.
- The students repeat after the Educator and match the words with the corresponding pictures.



नर्तकी



गायक



वादक



अभिनेत्री

Activity 5: Spell and practise.

Reading and Listening Activities:

- The Educator spells the alphabets and asks the students to repeat.
- The Educator pays attention to the pronunciation and corrects accordingly.
- The students spell and practise repeatedly.



बाँसुरी

बाँ + सु + री



पियानो

पि + या + नो



अभिनेता

अ + भि + ने + ता



नर्तकी

न + र् + त + की



वादक

वा + द + क

Activity 6: Fill in the blanks.

Writing and Reading Activities:

The students:

- choose the missing alphabets from the brackets and fill in the blanks.
- read the words.



बाँ ——— री (सु , सी , से)



पिया ——— (ना , नी , नो)



अ ——— नेता (भा , भी , भि)



नर्त ——— (की , कि , को)



वा ——— (तक , धक , दक)

Activity 7: Picture labelling.

Reading Activity:

- The students cut the following words and paste them next to the appropriate pictures on the next page.





गिटार



सितार



बाँसुरी



हारमोनियम



पियानो

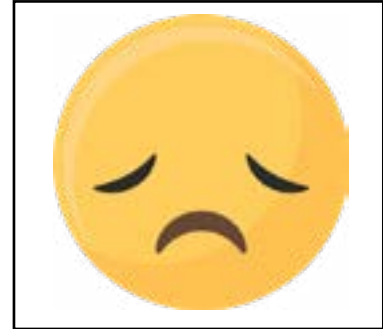
Activity 8: Identify the emotions.

Listening Activity:

- The Educator reads the different emotions corresponding to the pictures.
- The students listen and repeat several times.



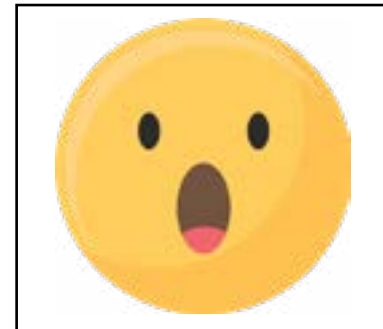
खुश



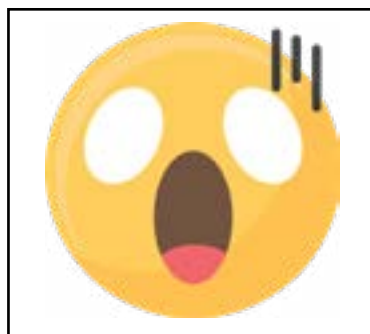
दुखी



क्रोधित



हैरान/ चकित

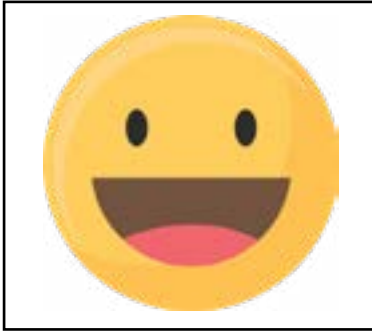


भयभीत

Activity 9: Guess the emotions.

Speaking Activity:

- The Educator shows an emoji and asks the students to guess the appropriate emotion orally.
- The students circle the correct emotion.
- Repeat the activity for all emojis.



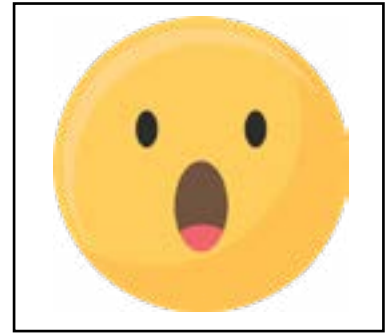
(खुश, हैरान/चकित, क्रोधित)



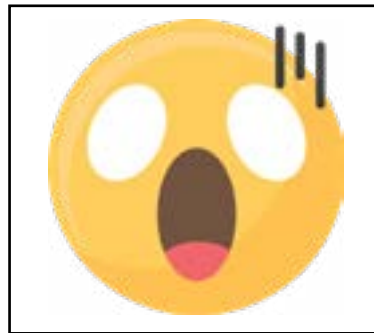
(खुश, भयभीत, दुखी)



(खुश, दुखी, क्रोधित)



(खुश, हैरान/चकित, क्रोधित)



(दुखी, भयभीत, क्रोधित)

Activity 10: Read the sentences.

Reading Activity:

- The Educator reads the sentences aloud.
- The students repeat the sentences.
- The Educator pays attention to the pronunciation, intonation and fluency.
- The students read by themselves under the guidance of the Educator.

१. मैं एक गायक हूँ।

२. वह एक अच्छा अभिनेता है।

३. हम संगीत सुनते हैं।

४. वे इस गीत को पसंद करते हैं।

५. यह नर्तक नाच रहा है।

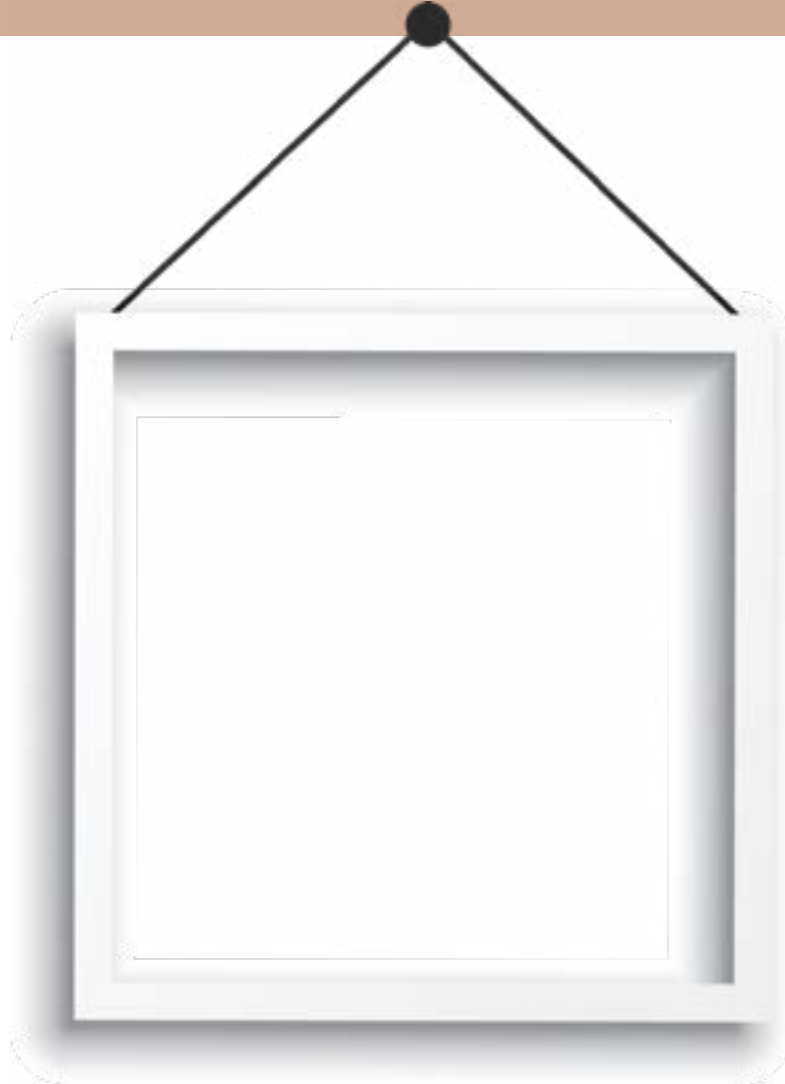
Activity 11: Paste the photo.

Speaking Activity:

- The Educator guides the students to search, cut and paste the picture of his/her favourite Bollywood actor/actress or singer.
- The students paste the picture on this page.

The Educator asks the following questions:

१. अभिनेता/ अभिनेत्री या गायक/ गायिका का नाम क्या है ?
२. अभिनेता/ अभिनेत्री या गायक/ गायिका कहाँ रहता/ रहती है ?
३. वह आपका मनपसंद अभिनेता/ अभिनेत्री या गायक/ गायिका क्यों है ?
४. किस फ़िल्म में अभिनेता/ अभिनेत्री ने अभिनय किया है या गायक /गायिका ने कौन सा गीत गाया है ?
५. आप अपना मनपसंद गाना गाइए !



Activity 12: Rearrange the words.

Reading and Writing Activities:

- The Educator asks the students to read the words.
- The students rearrange the words to form sentences orally.
- The students write the words in order and read aloud the sentences with the help of the Educator.

१. एक - मैं - गायक - हूँ।

मैं एक गायक हूँ।

२. है - अभिनेता - एक - वह - अच्छा।

३. हैं - संगीत - हम - सुनते।

४. गीत - वे - को - करते - इस - पसंद - हैं।

५. वादक - बजाता - तबला - है - अच्छा।

Activity 13: Choose an activity and perform it.

Speaking Activity:

- The Educator asks the students to choose one speaking activity from the list provided.
- Each student (or pair/group, depending on your class setup) will perform their chosen activity in front of the class or in smaller groups.
- The Educator encourages active listening and if appropriate peer feedback.

- Sing a song in Hindi
- हिंदी में एक गीत गाइए ।
- Role-play a short skit in Hindi

You may watch and learn the skit in the link:

<https://youtu.be/m7aZNXnWCNM?si=Vqtj3DpZQBzrYAVt>

हिंदी में एक नाटिका प्रस्तुत कीजिए ।

लिंक में आप नाटिका को देखकर सीख सकते हैं :

<https://youtu.be/m7aZNXnWCNM?si=Vqtj3DpZQBzrYAVt>

- Draw a poster of Music Day at school and name 5 words based on it.
- स्कूल में संगीत दिवस का पोस्टर बनाइए और उससे संबन्धित पाँच शब्द बोलिए ।

Theme 6: Celebrations and Festivals

Festivals

Activities

Activity 1: Listen and repeat.

Activity 2: Read the vocabulary words.

Activity 3: Picture labelling

Activity 4: Matching.

Activity 5: Choose the correct word.

Activity 6: Fill in the blanks.

Activity 7: Word decoding.

Activity 8: Cut and paste.

Activity 9: Unscramble the words.

Activity 10: Identify and Match.

Activity 11: Rearrange the words.

Activity 12: Read the passage and answer the questions.

Activity 13: Invitation card.

Activity 14: Picture labelling.

Activity 15: Reading and Understanding Activities.

Guide to Educators

Learning Outcomes

- Identify main religious festivals from Mauritius religions such as Deepavali, Cavadee, Ugadi, Ganesh Chaturthi, Eid, Spring festival, and Christmas.
- Engage in simple conversations about each festival.
- Describe the key practices of specific religious festivals.
- Practice pronunciation of festivals' names and associated vocabulary words (fasting, place of worship, clothing).
- Appreciate the cultural and spiritual significance of religious festivals to believers.

Activities

- Listen and repeat.
- Read the vocabulary words.
- Picture labelling.
- Matching.
- Choose the correct word.
- Fill in the blanks.
- Word decoding.
- Cut and paste.
- Unscramble the words.
- Identify and match.
- Rearrange the words.
- Read the passage and answer the questions.
- Invitation card.
- Picture labelling.
- Reading and Understanding Activities.

Other Proposed Activities

- Quiz.
- Crossword.
- Cultural fashion show.
- Cultural dance performance or workshop.

Additional Resources

- Use pictures and real-life examples to aid recognition.
- Repetitive practice through songs and rhymes.
- Videos to display each festival celebration.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

- The Educator reads the lyrics aloud.
- The Educator plays the song.
- The students listen and repeat the song.

दीपावली

१

जगमग-जगमग दीपावली,
आई है लेकर खुशहाली ।
लड़ियाँ-झालर ले आओ,
मिट्टी के दीए भी ले आओ ।
मोल-भाव न ज़्यादा करो,
दिल-खोलकर सब कुछ ले आओ ।
जगमग-जगमग दीपावली,
आई है लेकर खुशहाली ।

२

दीपावली, दीपावली, दीपावली, दीपावली
दीयों का त्योहार है, दीपावली
ढेरों खुशियाँ लाई, दीपावली
अंधेरा मिटाकर रोशनी करे
सभी के लिए शुभ है ये दीपावली ।

The Educator may access the audio-visual version of the above poem/song through this link:

https://www.youtube.com/watch?v=8xj9PLJ8R9w&list=RD8xj9PLJ8R9w&start_radio=1

https://www.youtube.com/watch?v=4S4lbNU5t_E

Activity 2: Read the vocabulary words.

Reading Activity:

- The Educator introduces the festivals to the students.
- The Educator reads the name of each festival aloud.
- The students identify and repeat the words.

दीपावली



चीनी नववर्ष



क्रिसमस



कावडि



युगादि



ईद



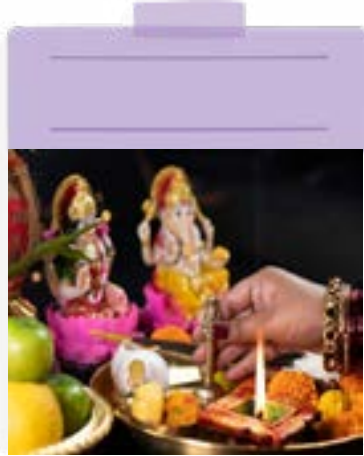
गणेश चतुर्थी



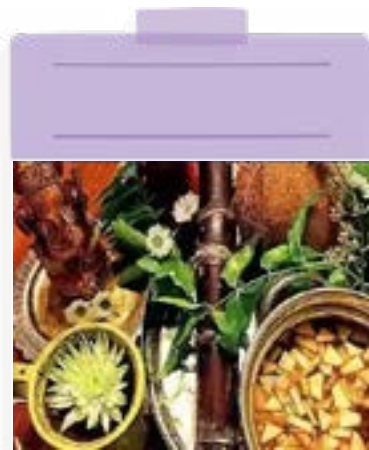
Activity 3: Picture labelling

Reading and Writing Activities:

- Identify the main religious festivals in Mauritius, such as Deepavali, Cavadee, Ugadi, Ganesh Chaturthi, Eid, the Spring Festival, and Christmas.
- Students engage in simple conversations about each festival.
- Practise pronunciation of festivals' names and associated vocabulary
- words (fasting, place of worship, clothing).



गणेश चतुर्थी
ईद
चीनी नववर्ष
दीपावली
क्रिसमस
युगादि
कावडि



Activity 4: Matching.

Reading Activity:

- The Educator talks about the festivals (how are they celebrated, the food, the rituals and so on).
- The Educator asks the students to provide words that reflect festivals.
- The students match column A with column B.

Column A	Column B	
चीनी नववर्ष	बिरयानी मेहंदी	
युगादि	उपहार क्रिसमस पेड़	
कावडि	लाल लिफ़ाफ़ा ड्रैगन नृत्य	
गणेश चतुर्थी	मिठाई दीपक	
दीपावली	मोदक झाकरी	
क्रिसमस	पच्चडि रंगोली	
ईद	ध्वज कावडि	

Activity 5: Choose the correct word.

Reading and Writing Activities:

- The Educator invites the students to discuss the different dressing styles worn during each festival.
- The students look at the pictures, choose the correct word from the brackets and fill in the blanks.



..... दीपावली मनाते हैं ।
(मुस्लिम, हिन्दू)



..... कावडि मनाते हैं ।
(ईसाई, तमिल)



..... युगादि मनाते हैं ।
(तेलुगु, चीनी)



..... गणेश चतुर्थी मनाते हैं ।
(मराठी, मुस्लिम)



..... ईद मनाते हैं।
(तमिल, मुस्लिम)



..... चीनी नववर्ष मनाते हैं।
(मराठी, चीनी लोग)



..... क्रिसमस मनाते हैं।
(तेलुगु, ईसाई)

Activity 6: Fill in the blanks.

Reading and Writing Activities:

- The students observe the pictures of the different places of worship.
- The Educator encourages the students to share their knowledge about places of worship in different communities.
- The students choose the correct words from the given list and fill in the blanks.

(मंदिरम्, कोविल, शिवालय, पागोदा, चर्च, मस्जिद)



१. तमिल में पूजा करते हैं।



२. हिन्दू जाकर शिवलिंग पर जल चढ़ाते हैं।



३. चीनी लोग में प्रार्थना करते हैं।



४. ईसाई में जाकर प्रार्थना करते हैं।



५. मुस्लिम में नमाज़ पढ़ते हैं।



६. तेलुगु में पूजा करते हैं।

Activity 7: Word decoding.

Reading and Writing Activities:

- The Educator does a recap on letters/syllables, then places students in pairs and asks them to decode the given words.
- The students recall letters/syllables and decode the given words.

दीपावली	= ... दी + पा + व + ली
दीपक	= +.....+.....
रोशनी	= ++.....
नए कपड़े	= +.....,+.....+.....
त्योहार	= +.....+.....+.....
सफ़ाई	= +.....+.....
मिठाइयाँ	=+..... +.....+.....
बाँटना	=+.....+.....
खुशी	=+.....
रंगोली	=+.....+.....

Activity 8: Cut and paste.

Reading Activity:

- The Educator brainstorms the students on Deepavali etiquette and asks them how they celebrate Deepavali festival.
- The students:
 - observe the pictures and cut the given sentences from next page and paste them next to the corresponding pictures.
 - read aloud the sentences under the guidance of the Educator.

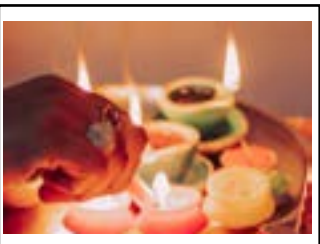
सब आपस में मिठाइयाँ बाँटते हैं।

दीपावली पर दीपक जलाए जाते हैं।

नए कपड़े खरीदे जाते हैं।

माँ मिठाइयाँ तैयार करती है।

पिताजी बिजली-बत्तियों से घर को सजाते हैं।



Activity 9: Unscramble the words.

Reading and Writing Activities:

- The Educator divides the students into groups and instructs them to observe, pronounce and rearrange the given letters or syllables to form the correct word.
- The students pronounce the letters/syllables aloud and rearrange them in the correct form.

पा दी व ली

क प दी

इ याँ मि ठा

फ़ा स ई

श नी रो

हा त्यों र

गो रं ली

शी खु

Activity 10: Identify and Match.

Reading Activity:

- The Educator explain the nouns and the verbs.
- The students identify and match accordingly.

दीपावली

करना

सफ़ाई

सजाना

घर

मनाना

नए कपड़े

बाँटना

दीपक

पहनना

मिठाइयाँ

देना

शुभकामनाएँ

छोड़ना

पटाखे

जलाना

Activity 11: Rearrange the words.

Reading and Writing Activities:

- The Educator reads the given words.
- The students:
 - rearrange the words in order to make appropriate sentences.
 - read aloud the complete sentences.

१. एक - है - दीपावली - त्योहार ।

.....
.....

२. मनाते - हिन्दू - हैं - दीपावली ।

.....
.....

३. रोशनी - है - दीपावली - त्योहार - का ।

.....
.....

४. लक्ष्मी - है - की जाती है - दीपावली - पर - पूजा - की ।

.....
.....

५. हैं - बाँटते - मिठाइयाँ - पर - दीपावली ।

.....
.....

Activity 12: Read the passage and answer the questions.

Listening, Reading and Writing Activities:

- The Educator reads the passage.
- The students:
 - listen and repeat after the Educator.
 - read and answer the questions under the guidance of the Educator.

मॉरीशस में अनेक त्योहार मनाए जाते हैं। सभी एक-दूसरे के त्योहारों का सम्मान करते हैं। इससे पूरे देश में एकता बनी रहती है। हम त्योहार अपने परिवार तथा दोस्तों के साथ मनाते हैं।

सभी हिन्दू दीपावली का त्योहार मनाते हैं। इस दिन घर पर तरह-तरह की मिठाइयाँ तैयार की जाती हैं। शाम को नए कपड़े पहनकर, मिठाइयाँ बाँटते हैं। फिर दीपक जलाकर, पूजा करते हैं। दीपावली रोशनी का त्योहार है।

Write five words related to Deepavali.

.....,,,,

Encircle the correct answer.

१.दीपावली का त्योहार मनाते हैं।

क) हिंदू ख) ईसाई ग) मुस्लिम घ) चीनी लोग

२. दीपावली पर हम नएपहनते हैं।

क) दीपक ख) घर ग) कपड़े घ) सामान

३. दीपावली का त्योहार है।

क) रोशनी ख) अंधेरे ग) दुख घ) निराशा

Activity 13: Invitation card.

The Educator:

- asks the students to list down the key elements in an invitation card.
- encourages the students to show their creativity by designing a Deepavali celebration invitation card.
- provides the students with relevant vocabulary words.

The students prepare another invitation card.

Materials needed: bristol, glue, pencil, scissors, markers/ coloured pencils.



दीपावली-उत्सव

..... कॉलेज

दीपावली के अवसर पर स्कूल की ओर से एक समारोह का आयोजन किया जा रहा है।

इस अवसर पर आप सभी आमंत्रित हैं।

शिक्षा मंत्री विशेष अतिथि होंगे।

तिथि:.....

समय:..... से..... तक

स्थान/ जगह :.....

गतिविधियाँ :.....,,

Activity 14: Picture labelling.

Reading and Writing Activities:

- The Educator asks the students to reflect on how they celebrate Deepavali festival.
- The students read and choose the correct word from the list below to label the pictures.



(उपहार, मिठाइयाँ, रंगोली, बिजली-बत्तियाँ, दीपक, आतिशबाज़ियाँ)

Activity 15: Reading and Understanding Activities.

Reading and Understanding Activities:

- To read sentences aloud.
- Guide students to learn and distinguish among different ingredients used in preparing sweets.
- Help students to identify the names of sweets.



१. बेसन, चीनी, और घी से बेसन के लड्डू बनते हैं।
२. चाशनी के कारण जलेबी मीठी बनती है।
३. बफ़्री को बादाम से सजाते हैं।
४. दूध और चीनी से रसगुल्ले बनते हैं।
५. शकरकंद, चीनी, आटा और नारियल से शकरकंद की मिठाई बनती हैं।

Theme 7: Ethics and Values Friendship and Unity Activities

Activity 1: Listen and repeat.

Activity 2: Read and write the vocabulary words.

Activity 3: Fill in the blanks.

Activity 4: Read the comprehension passage.

Activity 5: Write the missing alphabets.

Activity 6: Speak about your friend.

Activity 7: Rearrange the words.

Activity 8: Fill in the blanks.

Activity 9: Classify the words.

Activity 10: Fill in the information sheet.

Guide to Educators

Learning Outcomes

- Understand the value of friendship through a poem/song.
- Recognise basic words related to Friendship and Unity (e.g. friend, love, help, trust, sharing, etc).
- Practise pronunciation of vocabulary words.
- Introduce your friend using simple sentences.
- Differentiate qualities of a friend.

Activities

- Listen and repeat.
- Read and write the vocabulary words.
- Fill in the blanks.
- Read the comprehension passage.
- Write the missing alphabets.
- Speak about your friend.
- Rearrange the words.
- Fill in the blanks.
- Classify the words.
- Fill in the information sheet.

Other Proposed Activities

- Prepare a class Friendship chart showing the name of each student.
- Crossword.

Additional Resources

- Use pictures and real-life examples to aid recognition.
- Song.
- Audios and videos related to 'Friendship and Unity'.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

- The Educator reads and explains the poem.
- The students listen and recite the poem.

अपनी ये जो दोस्ती है तोड़ेंगे न हम,
संग रहेंगे सारी उमर, साथ निभाएँ हम ।
ना हो मन में ईर्ष्या ना कोई गिला,
दिल से दिल का नाता देखेगी दुनिया ।
चाहे धूप हो या बरसात, हम सब रहेंगे एक साथ,
चाहे दिन हो या रात, दोस्ती पर है विश्वास ।
होमवर्क करना भूल गए या पड़े किसी से झगड़,
दोस्ती है जो मदद करे, सबसे जाएगा लड़ ।
खुशियों में वह साथ दे, दुख में करे फ़िकर,
परेशानियाँ भागें, साथ हो सच्चा दोस्त अगर ।

Other similar resources are available through the following link:

<https://www.youtube.com/watch?v=Bx5sqAE86e0>

Activity 2: Read and write the vocabulary words.

Listening and Writing Activities:

The Educator reads and explains the meaning of each word.

The students:

- listen and repeat the words with correct pronunciation.
- write them in the given space.

मित्र / दोस्त	_____	_____	_____
विश्वास	_____	_____	_____
प्रेम / प्यार	_____	_____	_____
मदद / सहायता	_____	_____	_____
बाँटना	_____	_____	_____
सहारा	_____	_____	_____
ईमानदारी	_____	_____	_____
एकता	_____	_____	_____
गहरा संबंध	_____	_____	_____
आदर / सम्मान	_____	_____	_____

Activity 3: Fill in the blanks.

Reading and Writing Activities:

Under the guidance of the Educator the students:

- identify the words with their corresponding pictures.
- fill in the blanks with the appropriate words.

(मित्रता, मदद, प्रेम, आदर, एकता)



Activity 4: Read the comprehension passage.

Reading and Writing Activities:

- The Educator reads and explains the comprehension passage to the students.
- The students read and answer the questions.

मीना और तारा अच्छी सहेलियाँ / दोस्त हैं। वे एक ही पाठशाला में पढ़ती हैं। वे बस द्वारा पाठशाला जाती हैं। वे कक्षा में साथ बैठती हैं। मध्यावकाश वे अपना भोजन बाँटकर खाती हैं। वे एक दूसरे की मदद से गृहकार्य पूरा करती हैं। जब एक दुखी होती है तो दूसरी उसे गले लगाती है। मीना और तारा हमेशा साथ-साथ खेलती हैं। वे दयालु हैं और कभी झगड़ती नहीं। उनकी दोस्ती मज़बूत है।

१. कौन अच्छे दोस्त हैं ?

.....

२. वे पाठशाला कैसे जाती हैं ?

.....

३. मीना कक्षा में किसके साथ बैठती है ?

.....

४. वे मध्यावकाश में क्या करती हैं ?

.....

५. उनकी दोस्ती कैसी है ?

.....

Activity 5: Write the missing alphabets.

Writing and Reading Activities:

The students:

- write down the missing alphabets under the guidance of the Educator.
- copy the words in the given space below and read them repeatedly.

दो	स्	...						ए	
		ई	मा	...	दा	
	प्रे				स	हा	...	ता	
	...								
		यो	ग		सं	बं	...
बाँ						द		...	
ट			वि		स	या	आ	द	...
...			श्		म्मा	...		द	
र			वा		...				
			...				स	...	रा

१. _____

२. _____

३. _____

४. _____

५. _____

६. _____

७. _____

८. _____

९. _____

१०. _____

Activity 6: Speak about your friend.

Speaking Activity:

The Educator:

- asks each student questions about his or her friend.
- guides the students accordingly to answer each question.

मौखिक प्रश्न

१. तुम्हारे दोस्त / मित्र का क्या नाम है ?
२. वह कितने साल का /की है ?
३. उसे कौन-सा खेल पसंद है ?
४. वह कहाँ रहता / रहती है ?
५. वह क्या खाना पसंद करता / करती है ?
६. वह तुम्हें क्यों अच्छा लगता / लगती है ?

Activity 7: Rearrange the words.

Writing and Reading Activities:

The students rearrange the words in the correct order and read the complete sentences.

१. है - मोहिनी - सहेली - मेरी ।

२. अपने - हमेशा - तुम - देते - हो - साथ - का - मित्र ।

३. कक्षा - साथ - वे - बैठते हैं - में ।

४. झगड़ती - कभी - वे - नहीं हैं ।

५. हैं - द्वारा - जाती - बस - वे - स्कूल ।

६. मित्र - है - अच्छा - एक - मेरा - राज ।

७. राज - दोस्त - के - और - हैं - बचपन - मोहिनी ।

८. हूँ - अपने - विश्वास - मैं - पर - करता - दोस्त ।

९. और - राज - खेलते - मोहिनी - एक साथ - हैं ।

१०. मध्यावकाश - खाते - बाँटकर - वे - भोजन - हैं - में ।

Activity 8: Fill in the blanks.

Reading and Writing Activities:

- Under the guidance of the Educator, the students read the sentences and fill in the blanks with the appropriate words.

१. आशा और निशा अच्छे _____ हैं ।
(दोस्ती, दोस्त)
२. एक अच्छा दोस्त हमेशा अपने दोस्त की _____ करेगा ।
(मदद, द्वेष)
३. दोस्त एक _____ खेलना पसंद करते हैं ।
(साथ, अकेला)
४. मैं अपने दोस्त पर _____ करता हूँ ।
(विश्वास, अविश्वास)
५. हमें अपने मित्रों का _____ करना चाहिए ।
(अनादर , आदर)

Activity 9: Classify the words.

Reading and Writing Activities:

The Educator:

- explains the do's and don'ts of true friendship, and the students classify the words in the given table.
- lays emphasis on true friendship.
- guides students to fill in the the Do's in the 'Friendship Flower'.

Do's	Don'ts
आदर	अनादर
प्रेम	घृणा / नफ़रत
निस्वार्थी	स्वार्थी
दयालु	निर्दयी
अच्छाई	बुराई

I can **BEE** a
Friend!



Activity 10: Fill in the information sheet.

Writing and Reading Activities:

- The Educator explains the information sheet.
- The students fill in the blanks with the appropriate information and read them.

मेरा सबसे अच्छा दोस्त / सहेली

१. मेरे सबसे अच्छे दोस्त / सहेली का नाम _____ है।
२. वह _____ साल का / की है।
३. वह ग्रेड / कक्षा _____ में पढ़ती / पढ़ता है।
४. वह _____ रहता / रहती है।
५. उसका जन्मदिन _____ को होता है।
६. वह _____ खेलना पसंद करता / करती है।
७. वह _____ खाना पसंद करता / करती है।
८. उसे _____ रंग सबसे अधिक पसंद है।
९. उसकी आँखें _____ (काली, भूरी)
१०. वह बहुत _____ है। (मेहनती, आलसी)

Hindi Alphabets

हिंदी वर्णमाला

स्वर:

अ, आ, इ, ई, उ, ऊ, ऋ, ए, ऐ, ओ, औ

- ँ (अनुस्वार), ँ (अनुनासिक), ः (विसर्ग)

व्यंजन:

- क वर्ग: क, ख, ग, घ, ङ
- च वर्ग: च, छ, ज, झ, ञ
- ट वर्ग: ट, ठ, ड, ढ, ण ङ, ढ
- त वर्ग: त, थ, द, ध, न
- प वर्ग: प, फ, ब, भ, म
- अंतस्थ व्यंजन: य, र, ल, व
- ऊष्म व्यंजन: श, ष, स, ह
- संयुक्त व्यंजन: क्ष, त्र, ज्ञ, श्र
- क्+ष=क्ष, त्+र=त्र, ज्+ञ=ज्ञ, श्+र=श्र

विदेशी ध्वनियों के उच्चारण हेतु:

क्, ख, ग, ज, फ़, ञ

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