

Foundation Programme  
in Literacy, Numeracy and Skills  
(FPLNS)

मराठी  
**MARATHI**

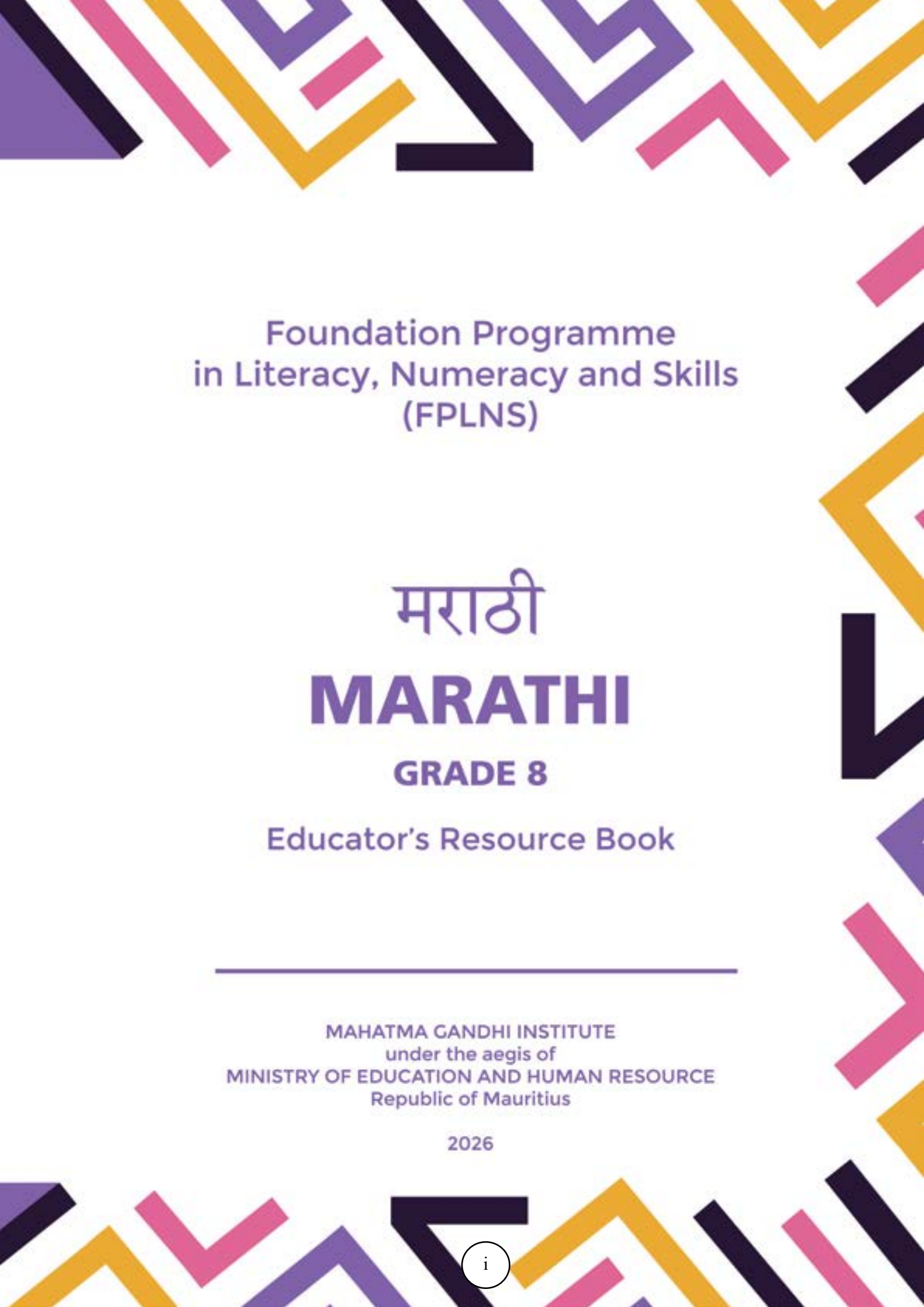
**GRADE 8**

Educator's Resource Book

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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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2026

ISBN 978-99993-987-5-6

# 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's 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 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 Asian Languages panel members, graphic design 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

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## 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.

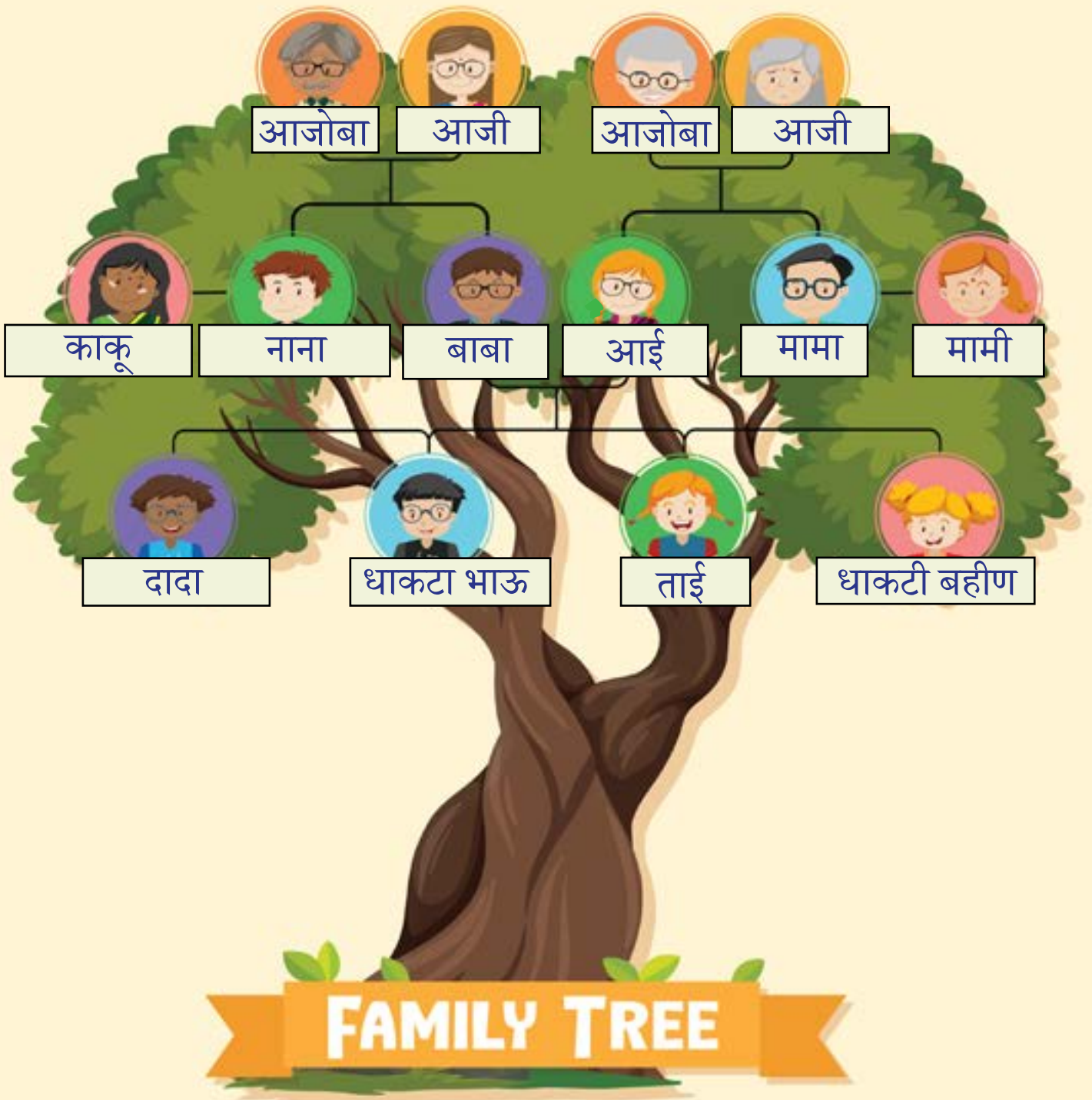
## Additional Resources

- 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.

बहीण माझी छोटीशी  
हसते किती छान छान

मी तिचा दादा आहे  
फिरवितो तिला लांब लांब

आमची आहे छान छान  
गट्टी आता जमली

छोटीशी बहीण माझी  
घसरून धपकन पडली

मी तिला रोज रोज  
गाणी शिकवितो छान छान

पण, बहीण माझी खोडकर  
खोडी काढते फार फार

कोमल जगताप

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

<https://youtu.be/NLCzCk65i5o?si=hQpShF3kS3YhHWdA>

## Activity 2 : Oral questioning.

### Listening and Speaking Activities:

The Educator:

- reads aloud the relationships of family members and the students repeat
- asks the questions clearly.
- The students listen to the questions, think, and answer orally.

### कुटुंबातील सदस्य

आजी	आजी
आजोबा	आजोबा
बाबा	आई
काकू	मामी
नाना	मामा
दादा	ताई
धाकटा भाऊ	धाकटी बहीण

१. तुमच्या कुटुंबात किती माणसे आहेत?
२. तुमच्या कुटुंबात कोण कोण आहेत?
३. तुमचे आपल्या कुटुंबावर प्रेम आहे का? का?
४. तुम्ही आपल्या कुटुंबाला कशी मदत करता?
५. तुम्ही आपल्या कुटुंबासोबत सण साजरा करता? एका सणाचे नाव सांगा.

### Activity 3: Matching.

#### Listening and Reading 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.



बहीण



आजोबा



आजी



आई



बाबा



भाऊ

#### 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 letters.
- 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.
- copy the words in the blank space and read repeatedly.

बाबा, आई, बहीण, भाऊ, आजोबा, आजी, नाना, काकू

-----, -----, -----, -----, -----, -----, -----, -----

का	कू	ब	चा	म
चा	अ	र	ग	भा
य	ष	इ	आ	ऊ
दा	ऋ	बा	भा	जी
ज	दी	ब	ही	ण
व	क्ष	जी	श	स
आ	ई	ह	ल	दा
भा	खा	ज्ञ	ना	ना
प्रा	ड	जी	घ	प
ह	आ	जो	बा	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.



ई आ

---



ब ण ही

---



ऊ भा

---



जी आ

---



जो बा आ

---



कू का

---

## 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. तुमच्या आईचे वडील .....

२. तुमच्या आईची आई .....

३. तुमच्या वडिलांची बहीण .....

४. तुमच्या आईची बहीण .....

५. तुमच्या आईचा भाऊ .....

६. तुमच्या वडिलांचा भाऊ .....

## 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. ----- न्याहारी तयार करतात.
२. ----- फरशी झाडते.
३. ----- भांडी धुतो.
४. आम्ही ----- सोबत खरेदीला जातो.
५. ----- अंगण साफ करतात.
६. ----- कपडे धुते.
७. ----- कचरा टाकतात.
८. ----- गृहपाठ करण्यासाठी मदत करते.
९. ----- पाळीव प्राण्यांना खारू देतात.

## Activity 9: Rearrange the words.

### Reading and Writing Activities:

The students:

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

१. प्रेम - माइया - करतो - पालकांवर - मी

.....

२. माझी - दूध - पिते - बहीण

.....

३. वाजवतो - बासरी - भाऊ - माझा

.....

४. आहेत - नाना - माझे - आनंदी

.....

५. गोष्ट - सांगते - आजी - एक

.....

## **Theme 2: My Immediate Environment**

### **My House**

### **Activities**

**Activity 1: Listen and repeat the poem.**

**Activity 2: Read and repeat the vocabulary words.**

**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

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## 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 the poem.
- Read and repeat the vocabulary words.
- 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 the poem.

### Reading Activity:

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

## घर

घर नाही चार भिंती, घर असते देखण्या कृती,  
घर नाही एक वस्तू, घर म्हणजे आनंदी वास्तू.  
घर नाही नुसत्या खोल्या, घरात हव्या भावना ओल्या,  
घरात हवा जिऱ्हाळा, घर शिक्षणाची पहिली शाळा.  
घर नाही नुसता पसारा, घर नाही केवळ निवारा,  
घराला असते कहाणी, घराला असतो आपला चेहरा.  
घर शिकवतो पाहायला, चालायला, धावायला,  
घर शिकवतो लढायला, दुःखाचा डोंगर चढायला.  
घराने असावे सावधान, घराने द्यावे समाधान,  
घराने ठेवावे काळाचे भान, जवळ करावीत नवी मूल्ये, नवीन ज्ञान.  
घरात आईचे अपार कष्ट, आजी सांगते सुंदर गोष्ट,  
घरात आजोबा गप्पिष्ट, आईच्या हातचे जेवण चविष्ट.

धुंडिराज जोशी

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

<https://youtu.be/2R0beHJp9qA?si=9y5zpMPbxVFCJelv>

<https://youtu.be/xVx9kaSwPfU?si=i3rkEIKNPzJLI11V>

## Activity 2: Read and repeat the vocabulary words.

### 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



दर



खिडकी



भिंत



घर



झाड



फूल



गाडी



बाग



अंगण

### Activity 3: Matching.

#### Reading Activity:

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

घर

भिंत

छत

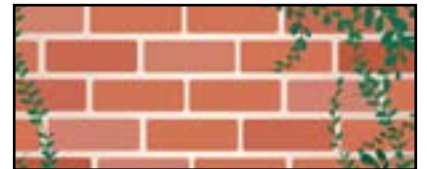
गाडी

अंगण

बाग

फूल

झाड



## Activity 4: Read and practise.

### Listening and Reading Activities:

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



दिवानखाना



शयनगृह



सैपाकघर



स्नानगृह



शौचालय



जेवणाची खोली

## 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.

मेज = मे + ज

खुर्ची = खु + र् + ची

पलंग = प + लं + ग

कपाट = क + पा + ट

सोफा = सो + फा

पंखा = पं + खा

दिवा = दि + वा

शीतकपाट = शी + त + क + पा + ट

आरसा = आ + र + सा

भांडे = भां + डे

## 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.



सैपाकघर दिवाणखाना

.....

.....

.....



शयनगृह दिवाणखाना

.....

.....

.....



शयनगृह स्नानगृह

.....

.....

.....



शौचालय  
अभ्यासाची खोली

.....

.....

.....



शौचालय दिवाणखाना

.....

.....

.....



सैपाकघर दिवाणखाना

.....

.....

.....

## 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.

दिवानखाना



बाग



जेवणाची खोली



सैपाकघर



शयनगृह



## 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.

दिवानखान्यात

शयनगृहात

बागेत

स्नानगृहात

सैपाकघरात

१. .... फुले आहेत.
२. माझी बहीण ..... झोपते.
३. माझी आई ..... जेवण तयार करते.
४. आजोबा ..... आंघोळ करतात.
५. .... सोफा आहे.

## 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.

तयार करते      झोपते      खेळते      करतो      पाहतात

१. आजी माझ्या शयनगृहात .....
२. माझी बहीण सैपाकघरात जेवण .....
३. माझे बाबा दिवाणखान्यात टीव्ही .....
४. बाळ बागेत .....
५. माझा दादा स्नानगृहात आंघोळ .....

## 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 – लहान

.....

२. सैपाकघर – साफ

.....

३. बाग – फूल

.....

४. खुर्ची – दिवाणखाना

.....

५. भिंत – उंच

.....

## 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.

नमस्कार. मी प्रिया आहे. मी इयत्ता ८ वी मध्ये आहे. हे माझे घर आहे. मी येथे माझे आजी-आजोबा, आई-वडील आणि भाऊ यांच्यासोबत राहते. मला माझे घर खूप आवडते. ते खूप सुंदर आहे.

त्यात तीन शयनगृहे आहेत. हे सैपाकघर आहे. माझी आई येथे जेवण तयार करते. हे माझे शयनगृह आहे. मी येथे झोपते. हा दिवाणखाना आहे. माझा भाऊ आणि मी येथे टीव्ही पाहतो. माझ्या घरामागे एक लहान बाग आहे. मी रोज फुलझाडांना पाणी घालते.

१. प्रिया कोणत्या इयत्तेत आहे ?

प्रिया ..... इयत्तेत आहे.

२. प्रिया कोणासोबत राहते ?

प्रिया ....., ..... आणि ..... सोबत राहते.

३. सैपाकघरात कोण जेवण तयार करते ?

..... सैपाकघरात जेवण तयार करते.

४. प्रिया कुठे झोपते ?

प्रिया आपल्या ..... मध्ये झोपते.

५. प्रिया दिवाणखान्यात काय करते ?

प्रिया दिवाणखान्यात .....

६. बाग कुठे आहे ?

बाग ..... आहे.

७. प्रिया फुलझाडांना कधी पाणी घालते ?

प्रिया फुलझाडांना ..... पाणी घालते.

# **Theme 3: Nature and Environment**

## **Natural Landscapes**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Read, repeat and label the vocabulary words.**

**Activity 3: Rearrange the letters to form words.**

**Activity 4: Read and copy the sentences.**

**Activity 5: Fill in the blanks with the appropriate words.**

**Activity 6: Rearrange the words to make sentences.**

**Activity 7: Answer the questions orally.**

**Activity 8: Draw, label and talk about the activities  
at the seaside.**

# Guide to Educators

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## 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 vocabulary words.
- Rearrange the letters to form words.
- Read and copy the sentences.
- Fill in the blanks with the appropriate words.
- Rearrange the words to make sentences.
- Answer the questions orally.
- Draw, label and talk about the activities 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.
- The students listen carefully and repeat the poem.

## आला पाऊस आला

पाऊस पडतो, सर सर सर  
घरी चला रे, भर भर भर !

पाऊस वाजे, धडाडू धूम  
धावा, धावा ठोका धूम !

धावता, धावता गाठले घर  
पड रे पावसा दिवसभर !

पड रे पावसा, चिडून चिडून  
आईच्या कुशीत, बसलो दडून !

शांता शेळके

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

[https://www.youtube.com/watch?v=P9zaydOq2fk&list=RDP9zaydOq2fk&start\\_radio=1](https://www.youtube.com/watch?v=P9zaydOq2fk&list=RDP9zaydOq2fk&start_radio=1)

Other similar resources are available through the following link:

[https://www.youtube.com/watch?v=6aqG-Ed7fZo&list=RD6aqG-Ed7fZo&start\\_radio=1](https://www.youtube.com/watch?v=6aqG-Ed7fZo&list=RD6aqG-Ed7fZo&start_radio=1)

## Activity 2: Read, repeat and label the vocabulary words.

### Listening, Reading and Writing Activities:

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



डोंगर



जंगल



धबधबा



नदी



समुद्र



समुद्रकिनारा



तलाव



ज्वालामुखी



इंद्रधनुष्य



दरी



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### 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.

Letters	Words	
ग र डों		
ल जं ग		
बा ध ब ध		
दी न		
द्र मु स		
मु कि स रा द्र ना		
व त ला		
मु ला खी ज्वा		
री द		
इं ष्य नु द्र ध		

## 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.

### Sentences

१. ही एक नदी आहे.
२. समुद्र निळा आहे.
३. आम्ही डोंगर चढू शकतो का?
४. जंगलात एक सिंह आहे.
५. तलावात एक लाल मासा आहे.
६. तो ज्वालामुखी बघा!
७. मुले समुद्रकिनारी खेळतात.
८. हा धबधबा सुंदर आहे.
९. इंद्रधनुष्यात सात रंग आहेत.
१०. दरीत अनेक झाडे आहेत.

### Copy the sentences here:

१. ....
२. ....
३. ....
४. ....
५. ....
६. ....
७. ....
८. ....
९. ....
१०. ....

**Activity 5: Fill in the blanks with the appropriate words.**

**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. ही एक ..... आहे.



२. .... निळा आहे.



३. हा एक ..... आहे.



४. आम्ही ..... जातो.



५. .... पाणी आहे.



६. हा ..... बघा!



७. मुले ..... खेळतात.



८. हा ..... बघा!



## 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. पाणी - आहे - नदीत

---

२. आहे - समुद्रात - मासा

---

३. चढतो - त्या - आम्ही - डोंगरावर

---

४. जंगलात - आम्ही - जातो

---

५. सुंदर - आहे - तलाव

---

६. ज्वालामुखी - पाहतो - आम्ही

---

७. नाव - समुद्रकिनाऱ्यावर - आहे - एक

---

८. आहे - एक - माझ्या - धबधबा - गावात

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९. उडतात - पक्षी - दरीत

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१०. इंद्रधनुष्याचे - काढा - चित्र

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## 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. हे काय आहे?
२. या चित्रात आपल्याला काय काय दिसते?
३. मासे कुठे आहेत?
४. इंद्रधनुष्यात किती रंग आहेत?
५. पक्षी काय करत आहेत?
६. या चित्रात तुम्हाला काय जास्त आवडले? का?

## **Activity 8: Draw, label and talk about the activities 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 to the poem.**

**Activity 2: Identify and read.**

**Activity 3: Spell and practise.**

**Activity 4: Fill in the blanks with the appropriate alphabets.**

**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

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## 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 to the poem.
- Identify and read.
- Spell and practise.
- Fill in the blanks with the appropriate alphabets.
- 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 to the poem.

### Listening and Reading Activities:

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

### प्राण्यांच्या गमतीजमती

हत्ती चालतो झुलवत सोंड,  
माकडाने रंगवले आपले तोंड.  
गाढवाच्या पाठीवर ओझे फार,  
वानरही झाले त्यावर स्वार.  
वाघ येताच हरिण घाबरले,  
कुत्र्याने सारे रान उठवले.  
मासा, कासव पाण्यात लपले,  
ससा नि गाय पळत सुटले.

The Educator may access the audio-visual versions of the poems through this link:

<https://www.youtube.com/watch?v=Kni3IapWuOk>

## Activity 2: Identify and read.

### Reading Activity:

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



कुत्रा



सिंह



मासा



मांजर



पक्षी



गाय



कोंबडी



घोडा



उंदीर



माकड

### Activity 3: Spell and practise.

#### Reading Activity:

The students:

- identify the letters.
- read aloud the words repeatedly with emphasis on the letters.

कु + त्रा = कुत्रा

सिं + ह = सिंह

मा + सा = मासा

मां + ज + र = मांजर

प + क्षी = पक्षी

गा + य = गाय

कों + ब + डी = कोंबडी

घो + डा = घोडा

उं + दी + र = उंदीर

मा + क + ड = माकड

## Activity 4: Fill in the blanks with the appropriate alphabets.

### Reading and Writing Activities:

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

मां.....

गा.....

सिं.....

प.....

घो.....

कु.....

मा.....

कों.....

मा.....

उं.....

## Activity 5: Read and copy.

### Reading and Writing Activities:

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

कुत्रा .....

मांजर .....

गाय .....

उंदीर .....

सिंह .....

कोंबडी .....

पक्षी .....

मासा .....

घोडा .....

माकड .....

## Activity 6: Read the text.

### Listening and Reading Activities:

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

आरव इयत्ता आठवीमध्ये आहे. त्याला प्राणी खूप आवडतात. त्याच्या खोलीत सिंहाचे चित्र आहे. आरवकडे एक कुत्रा आहे. त्याचे नाव बिंगो आहे. बिंगो काळा आहे. आरवकडे एक मांजरही आहे.

त्याचे मांजर लहान आहे. ते पांढरे आहे. मांजर उंदरामागे धावते. त्याच्या बागेत एक मोठे झाड आहे. झाडावर एक घरटे आहे. घरट्यात एक लाल पक्षी आहे. झाडावर एक माकडही राहते. झाडाखाली एक गाय आहे.

ती गवत खाते. आरव रोज तिचे दूध पितो. आरव निरोगी आहे. आरवला मासे आवडतात. तळ्यात मासा आहे. तळ्याजवळ एक कोंबडी आहे. आरवच्या वडिलांकडे एक घोडा आहे.

## Activity 7: Cloze test.

### Writing Activity:

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

आरव इयत्ता आठवीमध्ये आहे. त्याला प्राणी खूप आवडतात. त्याच्या खोलीत

.....  चित्र आहे.


आरवकडे एक .....  आहे. त्याचे नाव बिंगो आहे. बिंगो काळा आहे.

आरवकडे एक .....  आहे. त्याचे मांजर लहान आहे. ते पांढरे आहे.

मांजर .....  धावते.

त्याच्या बागेत एक मोठे झाड आहे. झाडावर एक घरटे आहे. घरट्यात एक लाल

.....  आहे.

झाडावर एक .....  राहते.

झाडाखाली एक .....



आहे. ती गवत खाते. आरव रोज

तिचे दूध पितो. आरव निरोगी आहे.

आरवला मासे आवडतात.

तळ्यात .....



आहे.

तळ्याजवळ एक .....



आहे.

आरवच्या वडिलांकडे एक .....



आहे.

## Activity 8: Rearrange the words.

### Reading and Writing Activities:

The students:

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

१. जिंकतो - घोडा - शर्यत

.....

२. वाळवंटात - बसतो - मी - उंटावर

.....

३. मोठा - हत्ती - आहे - हा - प्राणी

.....

४. हा - आहे - पाळीव - बैल - प्राणी

.....

५. ओझे - जड - गाढव - वाहते

.....

६. राखण - माझा - घराची - माझ्या - कुत्रा - करतो

.....

७. धावते - मांजर - उंदरामागे

.....

८. देते - कोंबडी - अंडी

.....

९. आकाशात - पक्षी - उडतो

.....

१०. आहे - एक - तळ्यात - मासा

.....

## 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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## 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.

माझे आवडते जनावर

१. तुम्हाला कोणते जनावर आवडते?

.....

२. ते कोणत्या रंगाचे आहे?

.....

३. ते कोठे राहते?

.....

४. ते काय खाते?

.....

५. तुम्ही त्याची काळजी कशी घेता?

.....

## **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

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## 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.

गाणे : नाच रे मोरा  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच  
ढगांशी वारा झुंजला रे  
काळा काळा कापुस पिंजला रे  
आता तुझी पाळी  
वीज देते टाळी  
आता तुझी पाळी  
वीज देते टाळी  
फलव पिसारा नाच  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच  
झरझर धार झरली रे  
झाडांची भिजली इरली रे  
पावसात न्हाऊ  
काहीतरी गाऊ  
पावसात न्हाऊ  
काहीतरी गाऊ  
करून पुकारा नाच  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच

थेंब थेंब तळ्यांत नाचती रे  
टपटप पानांत वाजती रे  
पावसाच्या रेघांत  
खेळ खेळु दोघांत  
पावसाच्या रेघांत  
खेळ खेळु दोघांत  
निळ्या सवंगड्या नाच  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच  
पावसाची रिमझिम थांबली रे  
तुझीमाझी जोडी जमली रे  
पावसाची रिमझिम थांबली रे  
तुझीमाझी जोडी जमली रे  
आभाळात छान छान  
सातरंगी कमान  
कमानीखाली त्या नाच  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच  
नाच रे मोरा अंब्याच्या वनात  
नाच रे मोरा नाच

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

[https://www.youtube.com/watch?v=\\_Lxr-5qBdyc](https://www.youtube.com/watch?v=_Lxr-5qBdyc)

## Activity 2: Identify the names.

### Listening and Reading Activities:

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





### 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

.....

.....



अभिनेता

.....

.....



नर्तिका

.....

.....



संगीतकार

.....

.....

## 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.



अभिनेता



संगीतकार



गायक



नर्तिका

## 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.



बा + स + री = बासरी



वी + णा = वीणा



त + ब + ला = तबला



सं + गी + त + का + र = संगीतकार



गा + य + क = गायक

## 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.



बा...री (स , श )



वी... (ना , णा)



तब... (ला , ळा)



संगीत.....र (खा, का)

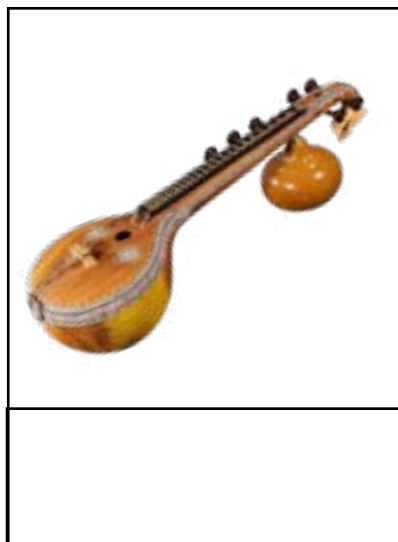
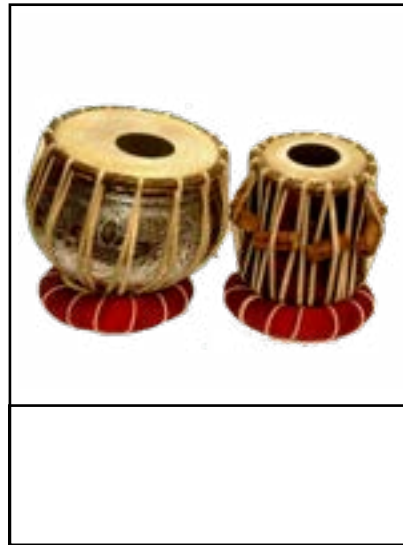


...यक (गा , घा)

## Activity 7: Picture labelling.

### Reading Activity:

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





वीणा



गिटार



गायक



तबला



बासरी



## Activity 8: Identify the emotions.

### Listening Activity:

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



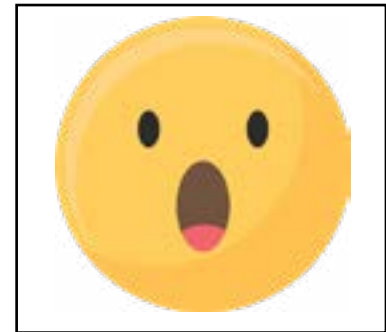
आनंद



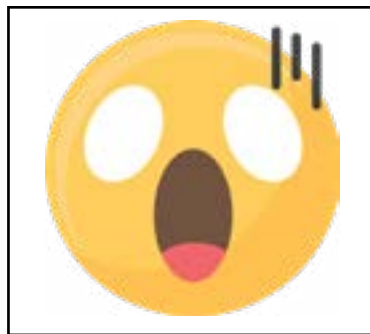
दुःख



राग



आश्चर्य

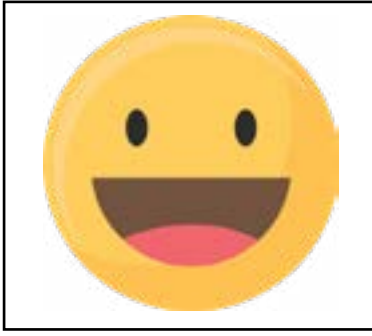


भीती

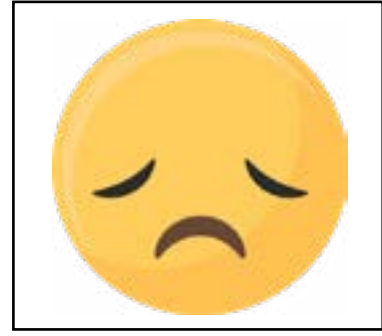
## Activity 9: Guess the emotions.

### Speaking Activity:

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



(दुःख, आनंद, राग)



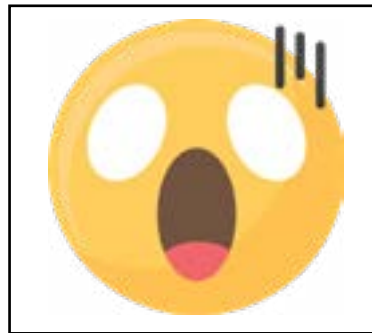
(दुःख, आनंद, राग)



(आश्चर्य, आनंद, राग)



(दुःख, आनंद, आश्चर्य)



(भीती, आश्चर्य, दुःख)

## 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.

मी एक गायक आहे.

तो एक चांगला नर्तक आहे.

आम्ही गाणे ऐकतो.

आम्हाला हे गाणे खूप आवडते.

नर्तक आनंदाने नाचत आहे.

## Activity 11: Paste the photo.

### Speaking Activity:

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

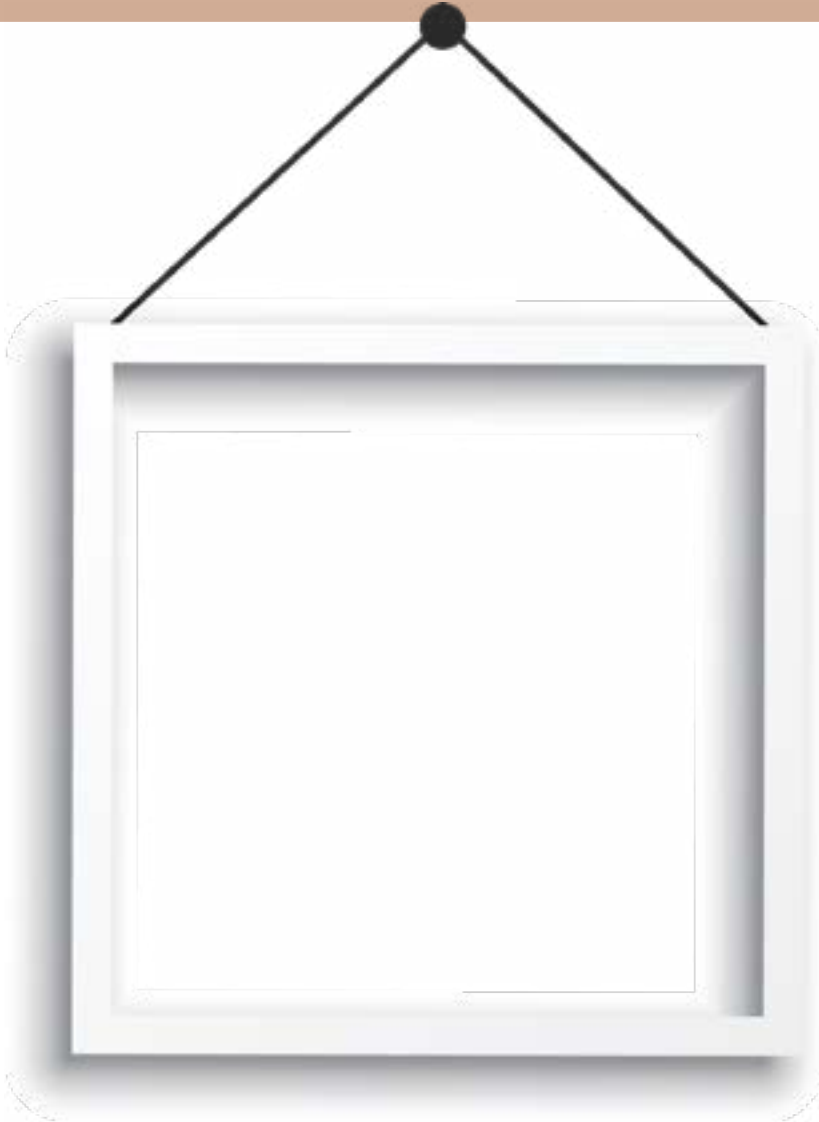
### The Educator asks the following questions:

अभिनेत्याचे नाव काय आहे?

अभिनेता कोठे राहतो?

तो तुमचा आवडता अभिनेता का आहे?

तुमचे आवडते गाणे गा.



## 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. गायक - मी - आहे - एक

.....

२. चांगला - तो - नर्तक - आहे - एक

.....

३. ऐकतो - आम्ही - गाणे

.....

४. खूप - आम्हाला - हे - आवडते - गाणे

.....

५. आहे - नर्तक - नाचत - आनंदाने

.....

### 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 Marathi song.
- Role-play a short sketch in Marathi.
- Make a poster on Music Day at school and speak about it.

# **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: Unscramble the words.**

**Activity 9: Cut and paste.**

**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: Learning-by-doing.**

# 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.
- Unscramble the words.
- Cut and paste.
- Identify and match.
- Rearrange the words.
- Read the passage and answer the questions.
- Invitation card.
- Picture labelling.
- Learning-by-doing.

## 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 and plays the song.
- The students listen and repeat the song.

गणा धाव रे मला पाव रे  
तुझ्या प्रेमाचे किती गुण गाऊ रे  
तू दर्शन आम्हाला दाव रे

तुझ्या कृपेची छाया असू दे  
ध्यानी मनी नाम तुझे ठसू दे

माझी वादळात सापडली नाव रे  
दूर किनारी हाय माझा गाव रे

तुझ्या प्रेमाचे किती गुण गाऊ रे

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

<https://youtu.be/nuGxrIgaPtY?si=akM8owzKoPMdl>

## 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.

गणेश चतुर्थी



चिनी नूतन वर्ष



नाताळ



कावडी



ईद



उगादी



दिवाळी



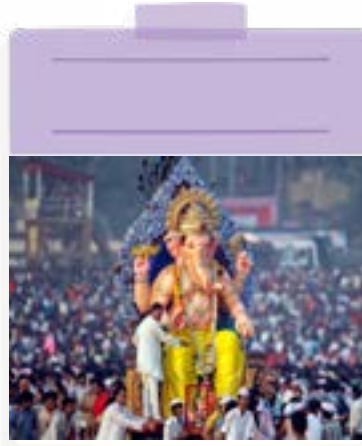
### Activity 3: Picture labelling.

#### Reading and Writing Activities:

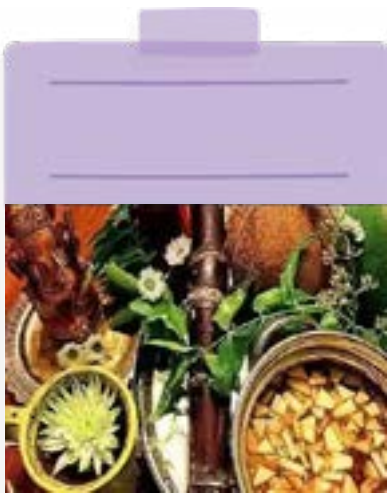
The Educator:

- asks the students to name some festivals in our country.
- helps the students to read aloud the given words and identify the corresponding pictures.

The students choose the correct word from the box to label each picture.



गणेश चतुर्थी  
ईद  
कावडी  
उगादी  
चिनी नूतन वर्ष  
दिवाळी  
नाताळ



## Activity 4: Matching.

### Reading Activity:

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

Column A	Column B	
चिनी नूतन वर्ष	बिर्याणी मेंदी	
उगादी	भेटवस्तू नाताळवृक्ष	
कावडी	फुं पाव ड्रॅगन नृत्य	
गणेश चतुर्थी	दिवा/ मिठाई महालक्ष्मी पूजा	
दिवाळी	मोदक झाकडी नृत्य	
नाताळ	उगादी पचडी रांगोळी	
ईद	ध्वजारोहण कावडी	

## 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.



----- लोक दिवाळी साजरी करतात.  
(मुस्लिम, हिंदू)



----- लोक कावडी साजरा करतात.  
(ख्रिस्ती, तमिळ)



----- लोक उगादी साजरा करतात.  
(तेलुगु, चिनी)



----- लोक गणेश चतुर्थी साजरी करतात.  
(मराठी, मुस्लिम)



----- लोक ईद साजरी करतात.  
(तमिळ, मुस्लिम)



----- लोक चिनी नूतन वर्ष साजरे करतात.  
(मराठी, चिनी)



----- लोक नाताळ साजरा करतात.  
(तेलुगु, ख्रिस्ती)

## 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.

(देवळात, कोविलात, पागोडात, मंदिरंमध्ये, गिरजाघरात, मशिदीत)



तमिळ लोक ----- जातात.



मराठी लोक ----- पूजा करायला जातात.



चिनी लोक ----- प्रार्थना करायला जातात.



ख्रिस्ती लोक ----- प्रार्थना करायला जातात.



मुस्लिम लोक ----- जातात.



तेलुगु लोक ----- जातात.

## 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.

उदा. गणेश चतुर्थी	= ग + णे + श      च + तु + र् + थी
गणेश	= .... + .... + ....
मोदक	= .... + .... + ....
मंदिर	= .... + .... + ....
पूजा	= .... + .....
आरती	= ..... + ..... + .....
मिरवणूक	= ..... + ..... + ..... + ..... + .....
झाकडी	= ..... + ..... + .....

## Activity 8: 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 aloud and rearrange them in the correct form.

ण स

---

ण ती ग प

---

द क मो

---

डू ला

---

श ग णे ना द वं

---

क झा डी

---

वा ऊ न री

---

ण तो र

---

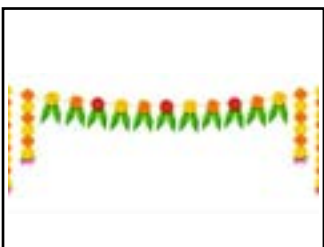
## Activity 9: Cut and paste.

### Reading Activity:

The Educator asks them how they celebrate Ganesh Chaturthi etiquette and asks them how they celebrate Ganesh Chaturthi.

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.





मंदिराला जाणे



तोरण बांधणे



आरती करणे



झाकडी नृत्य करणे



मोदक तयार करणे



नवे कपडे घालणे



## Activity 10: Identify and match.

### Reading Activity:

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

गणेशाची

नेसणे

आरती

काढणे

मोदक

नाचणे

मूर्तीचे

गाणे

नऊवारी

विसर्जन करणे

भजने

पूजा करणे

झाकडी

खाणे

मिरवणूक

करणे

## 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. मंदिरात - जातात - मराठी लोक - पूजा - करायला

.....  
.....

२. पूजा - करतो - आम्ही - गणेशाची

.....  
.....

३. नवे - घालतो - आम्ही - कपडे

.....  
.....

४. आणि - खातो - मोदक - आम्ही - लाडू

.....  
.....

५. मूर्ती - नदीत - आम्ही - विसर्जित - गणेशाची - करतो

.....  
.....

## 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.

मॉरिशसमध्ये आपण अनेक सण साजरे करतो. माणसे वेगवेगळ्या सणांबद्दल शिकतात. ती एकमेकांचा आदर करतात आणि गुण्यागोविंदाने राहतात. आपण आपल्या कुटुंबाबरोबर आणि मित्रांबरोबर सण साजरे करतो. गणेश चतुर्थी हा एक मराठी सण आहे. त्या दिवशी मराठी माणसे देवळात जाऊन गणेशाची पूजा करतात. ती मोदक आणि लाडू तयार करतात. ती झाकडी नाचतात. काही दिवसांनी ती मूर्ती विसर्जित करतात.

(अ) गणेश चतुर्थीशी संबंधित पाच शब्द लिहा.

....., ....., ....., ....., .....

Encircle the correct answer.

१. मॉरिशसमध्ये आपण अनेक ----- साजरे करतो.

अ. कुटुंब

ब. मुले

क. सण

ड. देश

२. गणेश चतुर्थी हा एक ----- सण आहे.

अ. मुस्लिम

ब. मराठी

क. तेलुगू

ड. चिनी

३. गणेश चतुर्थीला आपण ----- तयार करतो.

अ. लाडू

ब. बिर्याणी

क. उगादी पचडी

ड. भाकरी

### 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 an Ganesh Chaturthi 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.

गणेशोत्सव

..... मित्र मंडळ

सांस्कृतिक कार्यक्रम

तारीख : .....

वेळ : .....

स्थळ : .....

मुख्य पाहुणे : .....



## Activity 14: Picture labelling.

### Reading and Writing Activities:

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



(नऊवारी, गणेश, मोदक, लाडू, नमस्कार करणे)

## Activity 15: Learning-by-doing.

### Listening Activity:

- The Educator reads and guides the students to make a toran.
- The students listen and make their own toran.
- The necessary materials need to be brought beforehand.

तोरण कसे तयार करायचे, ते आता शिकू या.

आवश्यक सामान

- ताजी आंब्यांची पाने



- सुई

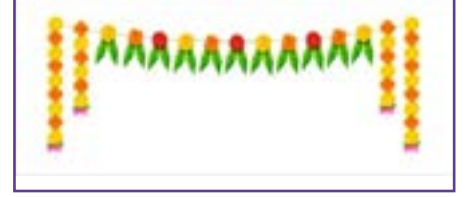


- धागा

- फुले



- कात्री



पायऱ्या:

सगळे सामान तयार करून ठेवा.

दोऱ्याच्या दोन्ही टोकांना गाठी मारा.

एक पान सुईने दोऱ्यात घाला.

मग एक फूल वेचा.

पान – फूल – पान असे करत जा.

झाल्यावर नीट सरळ करा.

तोरण दरवाज्यावर लावा.

## **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: Choose the appropriate words to fill in the blanks.**

**Activity 9: Classify the words.**

**Activity 10: Fill in the information sheet.**

# Guide to Educators

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## 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.
- Choose the appropriate words to 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 read the poem.

### मैत्री

अशी एक मैत्रीण असावी  
मनात काही न ठेवणारी  
दिलखुलास बोलणारी  
अशी एक मैत्रीण असावी...

बिंधास्त आणि खोडकर असावी  
पण मनाने खूप प्रेमळ असावी  
अशी एक मैत्रीण असावी.....

जिला बघून हसू यावं  
आणि तिच्याशी बोलताना  
सर्व दुःख विसरून जावं  
अशी एक मैत्रीण असावी....

कवी : रितेश सावले

## 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	_____	_____	_____
ऐक्य	_____	_____	_____
विश्वास	_____	_____	_____
मदत	_____	_____	_____
प्रेम	_____	_____	_____
आदर	_____	_____	_____
नाते	_____	_____	_____
वाटणी	_____	_____	_____
मजा	_____	_____	_____
एकत्र खेळणे	_____	_____	_____



#### 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.

रवि आणि कवी जिवलग मित्र आहेत. ते एकाच शाळेत जातात. दररोज ते बसने एकत्र शाळेत जातात. वर्गात ते एकमेकांच्या शेजारी बसतात. मधल्या सुट्टीत ते आपले जेवण एकमेकांशी वाटून घेतात. ते एकमेकांना गृहपाठ करण्यास मदत करतात. जेव्हा रवि दुःखी असतो, तेव्हा कवी त्याला आधार देतो. रवि आणि कवी नेहमी एकत्र खेळतात. ते दयाळू आहेत आणि कधीही एकमेकांशी भांडत नाहीत. ते चांगले मित्र आहेत आणि एकमेकांवर प्रेम करतात.

Answer the questions below:

१. कोण जिवलग मित्र आहेत?
२. ते रोज शाळेत कसे जातात?
३. ते वर्गात कुठे बसतात?
४. मधल्या सुट्टीत ते काय करतात?
५. ते कसे मित्र आहेत?

## Activity 5: Write the missing alphabets

### Writing and Reading Activities:

The students:

- search and circle the words hidden within the grid. The words can be found horizontally, vertically or diagonally.
- copy the words in the given space below and read them.

प्रे	...							जि		
	द							व		
	त							...		
								ग		
			आ	द	...					
						द				
			वि			या				
			श्			....				
			वा							
			...		प्रा	मा	णि	क	प	णा

१. \_\_\_\_\_

२. \_\_\_\_\_

३. \_\_\_\_\_

४. \_\_\_\_\_

५. \_\_\_\_\_

६. \_\_\_\_\_

७. \_\_\_\_\_

## 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.

१. तुमच्या मित्राचे / मैत्रिणीचे नाव काय आहे?

---

२. तो / ती किती वर्षांचा / वर्षांची आहे?

---

३. त्याला / तिला काय करायला आवडते?

---

४. तो / ती कुठे राहतो / राहते?

---

५. त्याला / तिला काय खायला आवडते?

---

६. तुम्हाला तो का आवडतो / ती का आवडते?

---

## Activity 7: Rearrange the words.

### Writing and Reading Activities:

- The Educator reads and explains the words.
- The students rearrange the words in the correct order and read the complete sentences.

१. रवि - कवी - आणि - जिवलग - आहेत - मित्र - हे

---

२. ते - जातात - शाळेत - दररोज

---

३. ते - अन्न - आपले - एकमेकांशी - घेतात - वाटून

---

४. मदतही - ते - एकमेकांना - करतात

---

५. रवि - कवी - आणि - नेहमी - एकत्र - खेळतात

---

६. कवी - प्रामाणिक - हा - आहे - मुलगा

---

७. ते - आहेत - दयाळू

---

८. भांडत- ते- कधीही- नाहीत

---

९. ते- मित्र- आहेत- चांगले

---

१०. ते- करतात- प्रेम- एकमेकांवर

---

## Activity 8: Choose the appropriate words to 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. रवि आणि कवी जिवलग ..... आहेत.

( मैत्री, मित्र )

२. एक खरा मित्र नेहमी ..... करतो.

( मदत, द्वेष )

३. मधल्या सुट्टीत दोन मित्र ..... खेळतात.

( एकटे, एकत्र )

४. मी माझ्या मित्रावर ..... ठेवते.

( विश्वास, अविश्वास )

५. एकमेकांचा ..... केला पाहिजे.

( 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 the do's in the 'Friendship Flower'.

Do's	Don'ts
आदर	अनादर
प्रेम	द्वेष
आधार	स्वार्थी
प्रेमळ	दुष्ट

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.

### माझी मैत्रीण

माझ्या मित्राचे / मैत्रीणीचे नाव ..... आहे.

तो / ती.....वर्षांचा/ वर्षांची आहे.

तो / ती .....ला राहतो / राहते.

त्याचा/ तिचा वाढदिवस ..... ला आहे.

त्याला/ तिला ..... खेळायला आवडतो.

त्याला/ तिला ..... खायला आवडतो.

त्याचा/तिचा आवडता रंग..... आहे.

त्याचे / तिचे केस .....आहे.

त्याला /तिला ..... रंगाचे डोळे आहेत. ( निळ्या, काळ्या)

तो /ती खूप ..... आहे. (कष्टाळू, आळशी)

## मराठी मुळाक्षरे

### स्वर (Vowels)

अ आ इ ई उ ऊ ऋ ए ऐ ओ औ अं अ :

### व्यंजने (Consonants)

क ख ग घ ङ

च छ ज झ ञ

ट ठ ड ढ ण

त थ द ध न

प फ ब भ म

य र ल व

श श्र ष स

ह ळ

क्ष त्र ज्ञ

ISBN 978-99993-987-5-6