



## BASIC FOUNDATION PROGRAM FOR 15 DAYS

### 1. PHONICS

#### DAY 1

**Phonetics** is a branch of linguistics that studies the sounds of human speech, or in the case of sign languages, the equivalent aspects of sign.<sup>[1]</sup> Phoneticians—linguists who specialize in phonetics—study the physical properties of speech. The field of phonetics is traditionally divided into three subdisciplines based on the research questions involved such as how humans plan and execute movements to produce speech (articulatory phonetics), how different movements affect the properties of the resulting sound (acoustic phonetics), or how humans convert sound waves to linguistic information (auditory phonetics). Traditionally, the minimal linguistic unit of phonetics is the phone—a speech sound in a language—which differs from the phonological unit of phoneme; the phoneme is an abstract categorization of phones.

Activity: A phoneme is the smallest unit of sound. Children will be given a list of phoneme and made to listen individual sound being spoken. The aim is for children to be able to see a letter and then say the sound it represents out loud. This involves thinking about what sound a word starts with, saying the sound out loud and then recognizing how that sound is represented by a letter. This is called Decoding.

Homework: children will form some words by learning the phonic sounds of letters s, a, t, n, i, p first. (for example: sat, tip, pin, nip, tan, tin, sip, etc.).

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

#### DAY 2

Activity: Children then need to go from saying the individual sounds of each letter, to being able to blend the sounds and say the whole word. . While children are learning to say the sounds of letters out loud, they will also begin to learn to write these letters (encoding). They will be taught where they need to start with each letter and how the letters need to be formed in relation to each other.



Homework: Children will decode three-letter words arranged consonant, vowel, consonant (CVC words), two consonants located together in a word (consonant clusters), such as tr, cr, st, lk, pl. Children will learn a range of CCVC words (consonant, consonant, vowel, consonant) such as trap, stop, plan. They will also learn a range of CVCC words (consonant, vowel, consonant, consonant) such as milk, fast, cart.

## DAY 3

Activity: Children are then introduced to vowel digraphs. A digraph is two vowels that together make one sound such as: /oa/, /oo/, /ee/, /ai/. They will move onto sounding out words such as deer, hair, boat, etc. and will be taught about split digraphs (or 'magic e'). They will also start to read words combining vowel digraphs with consonant clusters, such as: train, groan and stool.

Homework: They will be given to form words combining vowel digraphs with consonant clusters, such as: train, groan and stool.

## DAY 4

Activity: Children will also learn the consonant digraphs (two consonants that together make one sound) ch and sh and start blending these with other sounds to make words, such as: chat, shop, chain and shout. Alongside this process of learning to decode (read) words, children will need to continue to practise forming letters which then needs to move onto encoding.

Homework: They will be asked produce their own short pieces of writing, spelling the simple words correctly.

## 2. LISTEN AND IDENTIFY

### DAY 5-6

Children will be made to listen some words one by one and they need to identify the spellings of the same.

Activity: 10 dictation words

Homework: children will be given to learn some set of difficult words.

## 3. BLEND WORDS

### DAY 7

Activity: children will be explained that 2 consonants together in 1 word make up a blend. These blends typically make a distinct sound. We will choose several 2 letter blends to demonstrate what we are talking about, and show multiple examples for each blend. We will write out several common blends and a word that goes along with them. For example, "bl" and "blend," "black," "blink," or "cr" and "crow," "cry," and "crab."



Homework: children will be given to write more words for each blend taught during the class.

## DAY 8

Activity: Once our students grasp 2 letter blends, we will use the same approach for 3 letter blends. This may be easier for our students to grasp if we start with the sounds instead of the letters.

Some blends don't sound like the 2 or 3 letters blended together. For instance, "ch" doesn't really sound like the letter c+h. It's helpful to teach these blends using distinctive sounds.

For example, you could demonstrate "ch" by pretend sneezing and making an "achoo" noise. You could say "Shhh" as in "be quiet" to teach the "sh" blend.

Homework: List out some set of 2 and 3 blended letters.

## 4. DIPHTHONGS

A **diphthong** (/ˈdɪfθɒŋ/ *DIF-thong* or /ˈdɪpθɒŋ/ *DIP-thong*;<sup>[1]</sup> from Greek: δίφθογγος, *diphthongos*, literally "double sound" or "double tone"), also known as a **gliding vowel**, is a combination of two adjacent vowel sounds within the same syllable.<sup>[2]</sup> Technically, a diphthong is a vowel with two different targets: that is, the tongue (and/or other parts of the speech apparatus) moves during the pronunciation of the vowel. In most varieties of English, the phrase *no highway cowboys* /ˌnoʊ ˈhaɪweɪ ˈkaʊbɔɪz/ has five distinct diphthongs, one in every syllable.

Diphthongs contrast with monophthongs, where the tongue or other speech organs do not move and the syllable contains only a single vowel sound. For instance, in English, the word *ah* is spoken as a monophthong (/ɑː/), while the word *ow* is spoken as a diphthong in most varieties (/aʊ/). Where two adjacent vowel sounds occur in different syllables—for example, in the English word *re-elect*—the result is described as hiatus, not as a diphthong. (The English word *hiatus* /ˌhaɪˈetəs/ is itself an example of both hiatus and diphthongs.)

Diphthongs often form when separate vowels are run together in rapid speech during a conversation. However, there are also unitary diphthongs, as in the English examples above, which are heard by listeners as single-vowel sounds (phonemes).

## DAY 9

Activity: A **diphthong** is the double vowel sound that can occur when there are two vowels side by side, such as in 'foil' and 'pout,' or in words with a single vowel, such as 'late' and 'joy.' Although a diphthong has two distinct vowel sounds, they remain within the same syllable, or unit of sound.

For example:

- 'Join' may sound as though it has two syllables, broken up like this: jo-in



However:

- The double vowel sound created by the letters *oi* is in fact part of the same syllable, so 'join' is a single syllable word.

Homework: children will be given to write words with long A to long E, long I to long E and long O to long E

## DAY 10

Activity: Children will learn to determine if a word has a diphthong with two vowel sounds, or a **monophthong** with only one vowel sound, is to listen to how it sounds when you say it out loud. If the vowel sound changes within the same syllable, it's most definitely a diphthong.

If the vowel sound in a word changes, or *moves*, it is a diphthong. If it stays the same, it is a monophthong.

### Diphthongs (two sounds):

St*a*→*y*: The vowel moved from a long A sound to a long I sound.

Fe→*ar*: The vowel moved from a long E sound to an Ur sound.

### Monophthongs (one sound):

Ball: The vowel stayed the same as a short O sound.

Read: The vowel stayed the same as a long E sound.

Homework: children will be given to write words with long E to long Ur, long A to long Ur, long A to long U and long O to long U.

## 5. PHONIC TRANSCRIPTION

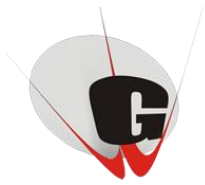
## DAY 11-12

Activity: children are given some set of words with phonetic transcription of each word and they will try to spell the word.

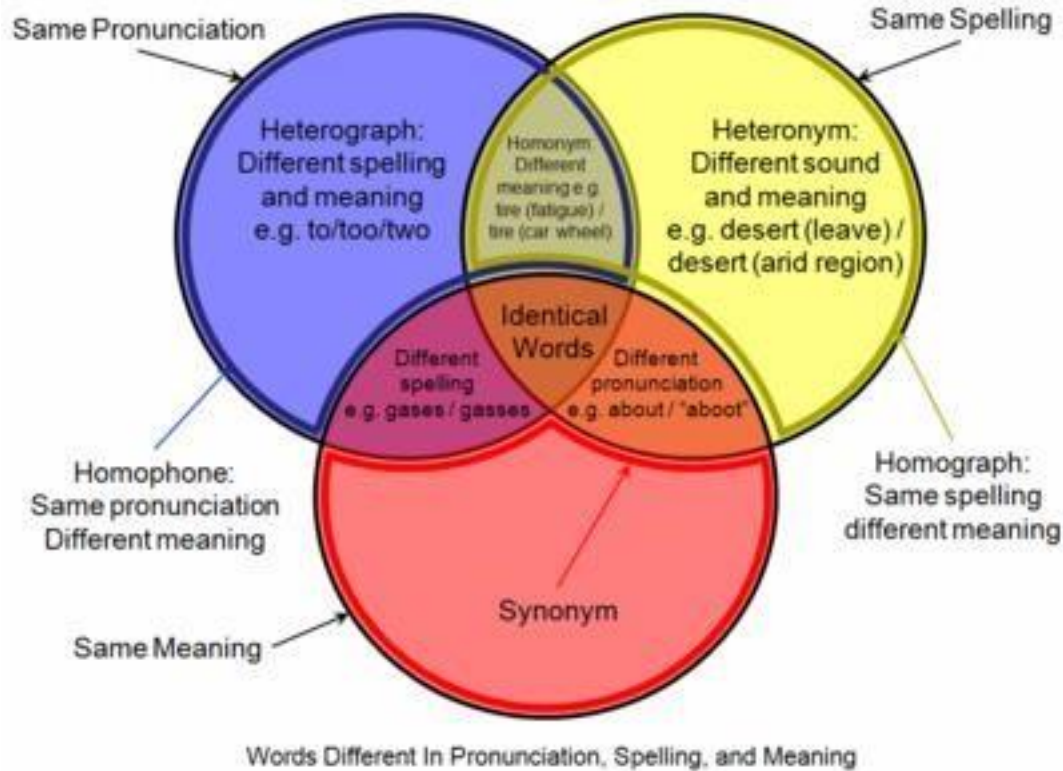
Homework: Children will be given some set of words and they will show the phonetic transcription of each word.

## 6. HOMOPHONES

A **homophone** is a word that is **pronounced** the same (to varying extent) as another word but differs in meaning. A homophone may also differ in spelling. The two words may be **spelled** the same, such as *rose* (flower) and *rose* (past tense of "rise"), or differently, such as *carat*, and *carrot*, or to, two, and too. The term "homophone" may also apply to units longer or shorter than words, such as phrases, letters, or groups of letters which are pronounced the same as another phrase, letter, or group of letters. Any unit with this property is said to be "homophonous".



Homophones that are spelled the same are also both homographs and homonyms.



## DAY 13-14

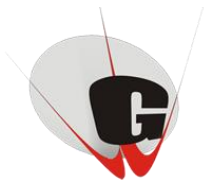
Activity: A homophone is a word that has the same sound as another word but different meaning and spelling. This can be compared with a homonym, which has the same spelling and sounds the same but has a different meaning.

Example

The words 'rain', 'reign' and 'rein' are homophones. 'Set' is a homonym.

Some more examples are given to make them understand homophones.

Homework: Students are given a list of pairs of words, some homophones, some not and asked to identify the homophones.



## UNIQUE BASIC FOUNDATION PROGRAMME OF ENGLISH FOR GRADE-6 FOR 1<sup>ST</sup> TO 14<sup>TH</sup> APRIL

### READING PROGRAM

#### 7. MONOSYLLABLE AND DISYLLABLES

##### **DAY 15-16**

Activity: Children are explained about syllables and its types with different kind of examples.

Examples of Syllables:

One-syllable

Cat, dog, car, sky.

words

known

as monosyllabic:

Two-syllable

Ho-tel, Po-em, Chor-us.

words

known

as disyllabic:

Three-syllable

Beau-ti-ful, met-a-phor, po-e-try.

words

known

as trisyllabic:

Four-syllable

Ox-y-mor-on.

words

known

as polysyllabic:

Homework: Children are given some words and asked to split them as monosyllables and disyllables.

#### 8. SIGHT WORDS

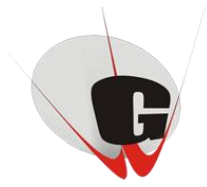
##### **DAY 17-18**

Sight words is a common term in reading that has a variety of meanings. When it is applied to early reading instruction, it typically refers to the set of about 100 words that keeps reappearing on almost any page of text. "Who, the, he, were, does, their, me, be" are a few examples.

Activity: Children will create simple and short sentences using sight words. The sentence has to be fully accurate, starting with the first word.

Homework: children need to learn the sight words given to them and use some of them into their sentences.

#### 9. COMPREHENSION



## DAY 19-20

### Activity:

- Students are made to sit in a group of 4 or 5.
- Students are given a passage to read.
- Students are instructed to do a silent reading of the passage they are provided.
- They will underline the difficult words and puzzle out the meanings from the context.
- Students will then make new sentences with the unfamiliar words.
- They will give a suitable title to the passage
- Students are given value based situational questions based on application, analysis, evaluation and creation.
- There will also be open ended questions based on the passage.
- Each group will make a word web for assimilating the main points of the article.
- They will also read in between the lines.

Homework: one more passage is given to them to be solved in the same format as discussed for their better understanding.

## WRITING PROGRAM

### 1. WRITE BEAUTIFULLY

## DAY 21-22

Activity: children will be given some lines or paragraph to write and they need to write that in good and neat handwriting.

Homework: Children will be given some more lines to practice at their home for more better handwriting.

### 2. PICTURE COMPOSITION

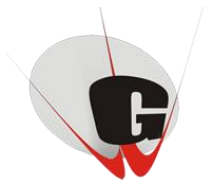
## DAY 23-24

Activity: Children will be given a picture and they need assimilate their ideas related to the picture and write down what they can see in the picture with a suitable title. Some clues will be mentioned for better understanding.

- Pre-writing: gathering your thoughts or research, brainstorming, and planning the composition
- Writing: actively writing your composition
- Editing: re-reading your paper, adding sentences, cutting unnecessary parts, and proofreading

Homework: children will be given one more picture to complete from home for better understanding.

### 3. PICTURE VISUALIZE



## **DAY 25-26**

Activity: Children will be given a passage and they will read the passage, draw the picture and label them writing some important sentences which should be embedded with value.

Homework: children will be given one more passage to visualize for practice.

## **4. STORY COMPLETION**

### **DAY 27-28**

Activity:

- Children will be given worksheet of story containing the beginning of the story or the end of the story or the missing links
- Children need to identify the missing links and complete the story
- Children should understand that the author created or adapted the story and made decisions about what should happen in it.
- We would ask the child to make predictions about what is going to happen next and why he or she thinks so. When we do this, we are encouraging him or her to think about how stories work.

Homework: One more story with missing link is given to them for practice.

## **5. NEWSPAPER IN EDUCATION**

### **DAY 29-30**

Activity:

- Students are made to sit in a group of 4 or 5.
- Each group is given an article from the newspaper.
- Students are instructed to do a silent reading of the article they are provided.
- Each group will make a word web for assimilating the main points of the article.
- They will underline the difficult words and puzzle out the meanings from the context.
- Students will then make new sentences with the unfamiliar words.
- They will also read in between the lines.

Homework: children will be given a different article to complete the same process for practice.

**PREPARED BY:**

**NAINCY SINGH**





# **G D Goenka Public School, Purnea**

**UNIQUE FOUNDATION PROGRAMME BEFORE CURRICULUM DELIVERY**

## **Grade 7**

### **1. Nutrition in plants**

Video related to photosynthesis in plants. <https://youtu.be/yHVhM-pLRXk>

Make a mind map of process of photosynthesis.

### **2. Nutrition in animals-**

Video related to digestion in grass eating animals. <https://youtu.be/VVbaehluqcs>

Make a flowchart of digestion in grass eating animals.

### **3. Fibre to fabrics-**

Video related to life cycle of silk moth. <https://youtu.be/-c3Oof8DMZw> Make a diagram of life cycle of silk moth and label it.

### **4. Heat**

Video related to conduction of heat in solids. Make a classification tree of way of heat is transferred in solids. [https://youtu.be/w\\_lbPRNZ6ho](https://youtu.be/w_lbPRNZ6ho) Draw the diagram of conduction of heat in solids.

### **5. Acid bases and salts -**

Video related to natural indicators. <https://youtu.be/4Zq13W-0IU4>

<https://youtu.be/dpjWqLDq2FQ>

Make a classification tree of different indicators that can be used to test acid or base.



# G D Goenka Public School, Purnea

## GRADE 7

**UNIQUE FOUNDATION PROGRAMME BEFORE CURRICULUM DELIVERY (from  
6th to 10<sup>th</sup> April, 2020)**

### NAME OF THE LESSON CLASS CONDUCTED

**Physical and chemical change** - Video link related to atoms, molecules, elements and compounds is given.

<https://youtu.be/AfXxZwNLvPA>

Make a mind map of elements and compounds with examples.

### **Weather and climate** -

Video related to climatic conditions of the earth at different places.

<https://youtu.be/SDfc8SBYNnM>

Children make a mind map of climatic conditions at the poles and equator.

**Wind storm and cyclones** - Video on air pressure is shown.

<https://youtu.be/jmQ8FWnM0fA>.

Make a flowchart of how low pressure is created.

**Soil** - Video related to formation of soil.

<https://youtu.be/amt-sPlbgK0>

Children make a flowchart of how soil is formed. Write the importance of soil.

**Respiration in organisms** -

<https://youtu.be/xEHGIRpGyh4>

Children video related to transport of oxygen to the cells is given. You need to make a diagrammatic illustration of transport of oxygen to the cells.



## **G D Goenka Public School, Purnea**

### **SELF EVALUATION (MULTIPLES AND FACTORS)**

**20.03.2020**

**Name:**

**Sub: Mathematics**

#### **A.Fill in the blanks:**

1. The 3<sup>rd</sup> multiple of 8 is  
(a) 8 (b) 16 (c) 24 (d) none of these
2. Which is the common factor for all the numbers  
(a) 1 (b) 0 (c) 2 (d) none of these

#### **B.Solve:**

1. Find the LCM of 12 , 18 , 20
2. What is the difference between a prime number and a composite number?

3. Compare and contrast between HCF and LCM

**C. STORY SUM:**

1. 12 fire engines were sent to put out the fire. Each fire engine carried 7 people. How many people helped to put out the fire?
2. A man can eat 10 mangoes in a day. In 15 days how many mangoes can he eat?



## L'Alphabet

### Self Evaluation (Auto-évaluation)

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# FRENCH PHONETIC EXERCISES

For the first exercise, I'm going to write down French words using only IPA symbols. You should be able to properly say the words out loud and guess what they are (to make the task easier, I placed spaces between syllables). Answers are provided right below... try not to cheat!

**Example:** [sy btɛR fyʒ] = subterfuge

[klak] =

[pɔʀ] =

[ble] =

[ʃa to] =

[tʀɛ̃] =

[ʃə miz] =

[sol] =

[ø Rɔp] =

[si ɛʒ] =

[vi] =

[mɔ̃ te] =

[vwa tyʀ] =

[lyt] =

[ʃɑ̃ paʀ] =

**Answers:**

[klak] = claque

[pɔʀ] = porc OU port

[ble] = blé

[ʃato] = château

[tʀɛ̃] = train

[ʃə miz] = chemise

[sol] = saule (note [sɔl] = le sol)

[ø Rɔp] = Europe

[siɛʒ] = siège



[vi] = vie

[mɔ̃ te] = monter

[vwa tyʀ] = voiture

[lyt] = lutte

[ʃã paŋ] = champagne

## FRENCH PHONETIC TRANSCRIPTION

Now, place the following French words into IPA format. You do not need to transcribe the genders; I simply added them to avoid confusion.

**Example: plusieurs = [plyzjœʀ]**

un enfant =

fleur =

moi =

le vin =

deuxième =

le chocolat =

minuit =

le public =

un cambriolage =

danser =

vendredi =

une heure =

le monde =

nous =

**Answers:**

un enfant = [ãfã]

fleur = [flœʀ]

moi = [mwa]

le vin = [vẽ]

deuxième = [døzjɛm]

le chocolat = [ʃokɔla]

minuit = [minɥi]

le public = [pyblik]

un cambriolage = [kãbrijɔlaʒ]

danser = [dãse]

vendredi = [vãdrɛdi]

une heure = [œʀ]



# G D Goenka Public School, Purnea

le monde = [mɔ̃d]  
nous = [nu]

**Bonne Journée**