



FACILITATOR'S MANUAL



CLASS 1
ENGLISH

2026-27

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Unit 1

The Mango Tree

Theme: My Family and Home



Learning Outcome



Blackboard Work



Activity



Ask Question



Discussion

Note: Research on the corona virus, which causes COVID-19, suggests that it spreads easily both in the air and on surfaces. Studies suggest that “super spreader events” such as loud speaking and singing in enclosed areas increase the risk of transmitting the virus, as well as close contact for 15 minutes or more. It’s going to require a lot of creativity on the part of schools and educators to think about how they will be conducting and communicating during the classroom sessions. Students and teachers will have to interact with one another while wearing facial masks and staying six feet apart to limit the spread of the COVID-19 respiratory disease.

Pg No.

5

Total Periods

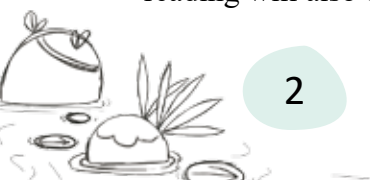
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Skills Focused:  Phonics **Section of the book:** Phonic Focus—**th** sound

Learning Outcome:  To get acquainted with the sound of **th** in words and trace some words

TEACHER ACTIVITY	STUDENT ACTIVITY
 Tell the learners to imagine that their friend is reading a very thick book. Ask them to think what the book could be about. Let them put their finger on their head as if thinking and you can say th...th...th.  Show the flash card of th as you say its sound. Do the same action again and say th...th...th think. Ask them to repeat the action and chant th...th...th. Speak aloud the words of th sound and ask the learners to echo read them after you. Thereafter, tell them to trace the words as instructed.	 Students will repeat the action. They will read the words on the page with the help of picture clues. Thereafter, they will trace the words as per the instructions. CW: TB pg 5

Any other noteworthy point: *It is important to associate an action with the sound and the sight of the letters written on the flash card. That way, when ever children see those letters in the words written, they will remember the sound along with the action. The recognition and reading will also become easy.





The phonic sound in the words has been highlighted so that the students can spot the phonic easily.

*Also remember that the letters **th** have another sound-a hard sound as in father.

This concept will get covered in the following pages.

Pg No. 6 **Total Periods** 1

Skills Focused:  Spelling/Vocabulary building, Reading, and Writing **Section of the book:** More words with 'th' sound

Learning Outcome:  To identify and speak aloud words with **th** sound, then spell and write them in the boxes

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to name each picture on page 6 and then spell the words of th sound. With the help of the picture clues, ask them to speak aloud the words again. Thereafter ask them to write in the given boxes. To complete the task, ask them to colour the pictures.	Learners will speak aloud, spell and write th sound words as instructed in the book.  Learners will colour the pictures for the th sound words. CW: TB pg 6

Any other noteworthy point:

The approach of step by step progression has been followed to get the learners acquainted to the phonic sound.

Pg No. 7 **Total Periods** 1

Skills Focused:  Reading **Section of the book:** Moth, Path, Cloth

Learning Outcome:  To read simple lines independently that have words with **th** sound

TEACHER ACTIVITY	STUDENT ACTIVITY
Direct and help students to read the sentences. Ask them to take help from the picture clues and try to read independently. Tell them to circle all the th sound words in the sentences. Read the limerick given at the bottom of the page with voice modulation.	Learners will read simple sentences with the repetitive use of th phonic sound words. CW: TB pg 7

Any other noteworthy point: Simple sentences with repetitive use of different **th** phonic sound words are given to increase their vocabulary.





Pg No. 8 **Total Periods** 1

Skills Focused:  Phonics and Reading **Section of the book:** A Family

Learning Outcome:  To familiarise the learners with another sound of **th** phonic while relating to the theme

TEACHER ACTIVITY	STUDENT ACTIVITY
 Have a discussion on what is a family and who all make a family. Tell the learners that they are going to read a poem about who all make a family.  Write the following words on the board one by one and help them read before opening the book: father, mother, grandmother, grandfather, others, brother, these Speak aloud all the words and ask them to echo read. Thereafter tell them to observe the difference between the th phonic sound words they had done on the previous day and the sound of these words.  Speak both the sounds of th phonic and ask them to do the same. Tell them to observe their tongue in each case. Read the poem on page 8 and then encourage the learners to read it on their own. Read aloud the words given after the poem and ask them to echo read.	The learners will echo read the poem ‘A Family’ after the teacher and then read on their own. HW: TB pg 8

Any other noteworthy point: The common words such as the, there, these, them, etc. have a hard sound of **th**.

Pg No. 9 **Total Periods** 1

Skills Focused:  Word Recognition, Building Vocabulary **Section of the book:** Vocabulary Kit—The Mango Tree

Learning Outcome:  To read and identify some high frequency words used in the story
 To know some new words used in the story

TEACHER ACTIVITY	STUDENT ACTIVITY
Read aloud the sight/high frequency words and ask the learners to echo read.	Students will read the first word and then find the same word in each row. HW: Read new words, TB pg 9





? Which of these sight words has **th** phonic sound?

Any other noteworthy point: The words are given to familiarise the learners with some new words used in the story they would be reading the following day.

Pg No. TinkerBuds Storybook Part 1, Pg 7-13 TB Pg 10 **Total Periods** 2

Skills Focused:  Listening, Speaking, Reading and Comprehending

Section of the book: Story—The Mango Tree, Learn to Spell

Learning Outcome:  To understand about the title of the story
 To listen and comprehend the story
 To write some words used in the story

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Before reading the story, tell them that everyone and everything has a name, and a story too, has a name. Tell them that the name of the story is called the title of the story. Say that the title of the story they are going to listen is The Mango Tree.  Have a discussion on what the story could be about and let them give their verbal responses. Thereafter, say that the story is about two friends Sheena and Parth and they are in a garden which has a big mango tree. Read the story with proper intonation and expression. Let them look at the pages and talk about the pictures to make it interactive. Tell them to turn the page as and when you want them to do so. Period 2- Begin the session by asking a few questions about the characters and pictures of the story. Thereafter, ask them to trace and write the words on page 10 of the TB Part 1 independently.	Learners will talk about the picture on page 8 of the storybook. Learners will do page 10 independently. HW: Talk about the story with parents/ Q 4 (puzzle) WB pg 6 CW: TB pg 10

Any other noteworthy point: Before Reading: Let the learners look at the first page of the story (page 8).

? *Who do you think Parth is in this picture?

*Where are they going?

*Who is the other person in the picture?

*What else do you see in the picture?





Pg No. Storybook Part 1, Page 7-13 Theme Book, Page 11, 12 **Total Periods** 2

Skills Focused:  Reading, Comprehension **Section of the book:** Story—The Mango Tree, Remembering the Story, Critical Thinking

Learning Outcome:  To read the story with guidance initially and then independently
 To role play the story
 To write responses of multiple choice questions from the story, and critically think and talk about a situation

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Ask them to speak aloud the title of the story they listened day before. Tell them that today they are going to read the story again.  Write the words: Sheena, Parth, friends, garden, flowers, mangoes, hanging, climb Let them read and find the words on page 8 of the storybook. This activity can be done for more pages focussing on words such as, catch, your, too, little. You do a second reading while they put their finger on each word. Allow them to read page by page. A few children can read a page or a dialogue. Period 2- In the next period, tell them that they will role play the story; one child as Sheena and the other as Parth. Form pairs and encourage the learners to speak aloud the dialogues refering the book. Allow them to do Page 11 of the Theme Book Part 1. Allow them to refer to the storybook if they want but they should do the task independently.  Discuss with students about the situation given in the Critical Thinking section and take their verbal responses.	 Learners will look for words on a specific page of the story. Learners will echo read after the teacher and try reading every page independently. Learners will do page 11 in the TB. CW: read the story/TB pg 11  Learners will role play the story in pairs. Learners will share their views about the situation given in the Critical Thinking section, TB page 12. CW: Critical Thinking, TB pg 12 HW: Creative Thinking, TB pg 12

 *Name the characters of the story.

*Where did they go?

*Under which tree, did they sit?

Any other noteworthy point: Allow them to refer to the book for reference to answer multiple choice questions.





Pg No. WB Pg 4, 5 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** The Mango Tree—Comprehension

Learning Outcome:  To write responses in the comprehension section

TEACHER ACTIVITY	STUDENT ACTIVITY
Speak aloud the questions from the workbook and encourage the learners to give verbal responses first. Thereafter, assist them to write the responses.	Learners will write answers on page 4, workbook. CW: Q 1 WB pg 4

Any other noteworthy point: The learners might take some time to read, understand and write the answers as this is the first comprehension exercise they are doing.

Pg No. TB pg 13, 14 **Total Periods** 1

Skills Focused:  Reading and Writing **Section of the book:** Family Size, My Family

Learning Outcome:  To understand the size of a family

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask children about the members in Parth's family. Ask which page of the book tells you about Parth's family. Let them open the storybook and look for the page. After their guess about Sheena's family, ask them to open on page 13 and check about the members of Parth's and Sheena's family. Allow them to count and write the number of members in Parth and Sheena's family and also discuss about Tina's family.  Discuss about the size of different families; small, large and very large. Discuss about their family size and the number of members and if they have any pet. Ask them to independently do question 2, 3 and 4 of TB page 14.	Learners will fill in the blanks on page 13 and 14 of TB. CW: TB pg 13/ Q 2, 3, 4 TB pg 14 HW: Q 1 TB pg 14/ Q 1, 2 WB pg 7

Before Reading:

 *Who all are there in the family of Parth? *Who all do you think are there in Sheena's family? Why do you think so?





Any other noteworthy point: It is important that they do the blanks on their own, even if it requires referring to the book, again and again for the spellings.

Tell them that the size of a family can grow when new members are added to the family. You may tell them a story to explain how a family may grow in size.

Pg No. TB pg 15, 16 **Total Periods** 1

Skills Focused:  Application of the concept of family relations **Section of the book:** Relations in a Family, Who am I?

Learning Outcome:  To know about the relations in a family and relate them with self

TEACHER ACTIVITY	STUDENT ACTIVITY
Tell them that during the annual function of the school each child's parents will be invited. Ask- who should come for it? Or ask to recollect what is written on any circular that goes home. Discuss about the relationship between parents and grandparents. When we say parents, we are talking about _____ and _____. When we talk of grandparents, we mean _____ and _____.	The learners will read an almanac note or a circular. Learners will read page 16. Learners will respond about relationship of self in the family. CW: Q 1, 2, 3 TB pg 15 HW: Children may do Q 2 of PB pg 4 at home in the supervision of an adult.

Any other noteworthy point: As additional knowledge, discuss about aunt, uncle and cousins in the family.

Pg No. Storybook pg 7-13, WB pg 5 **Total Periods** 1

Skills Focused:  Reading and Writing **Section of the book:** Story—The Mango Tree

Learning Outcome:  To encourage independent reading and comprehension

TEACHER ACTIVITY	STUDENT ACTIVITY
Allow them to read the story independently for 15 minutes. They may ask you the words they get stuck at. After that, randomly ask children to read one page after the other till most children can read. Encourage them to answer Q1 (c,d) in the workbook part 1 independently. They may refer to the storybook for answers and spellings. Remind them how the form of the verb changes in the answers. These are written in pink above the questions.	Learners will do writing work in the workbook. CW: Q 2, 3 WB pg 5





Any other noteworthy point: Allow for independent work. Help some children who need extra help.

If required you could allow them to discuss the answers in pairs and then start writing. Encourage them to check the spellings from their storybook before submitting their work.

Pg No. TB pg 17, WB pg 7 **Total Periods** 1

Skills Focused: Identifying **Section of the book:** Where I live?

Learning Outcome: To know about the importance of home, and names and functions of different rooms in a house.

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask them about the meaning of the word—room. Now ask them to name some words which have the word ‘room’ in them- bathroom, dining room, classroom, etc. Have a discussion about what is done in each room. Tell them that some things are ordered from the market and you will be naming them. Tell them that they have to say in which room will each thing should be placed. Speak aloud the following things—bed, gas cylinder, sofa set, curtains, microwave, soapdish, shampoo, etc. Let them do page 17 of the TB and Q 3 page 7 of the WB.	The learners will describe the various rooms in a home. Learners will match the functions with the different rooms of the house. They will draw and colour the rooms of their home as instructed. Learners may be told to do paper folding activity to make a house. CW: TB pg 17/ Q 3 WB pg 5 HW: Children may be told to do Q 1 of Practice Book pg 3 at home in the supervision of an adult.

Any other noteworthy point: *Things such as curtain can be used in many different rooms.

*Some people do not have separate rooms for different purposes such as dining room or study room.

*Drawing room is also called living room.

To develop their motor skills, an activity of paper folding can be included. For example, the learners can make a house by paper folding.



Pg No. TB pg 18, 19 **Total Periods** 1

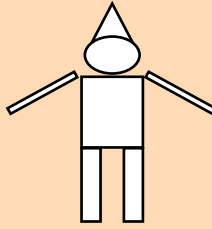
Skills Focused: Building vocabulary, Reading, Writing and Exploring **Section of the book:** My Writer’s Vocabulary, Explore with Shapes

Learning Outcome: To read, trace, write shape vocabulary and use them in sentences

*To draw something using the shapes and then colour the picture





TEACHER ACTIVITY	STUDENT ACTIVITY
Ask them to describe the blackboard, English theme book, a clock, the window of the classroom, etc. Tell them that they have to describe it by using the words for its colour and shape. Tell them that if they know the shapes of objects, they can describe them better. Ask them to read the names of different shapes, trace them and then copy write them. Encourage the learners to read the sentences and fill in the blanks on their own.  Make a joker using the different shapes to show the learners how they can incorporate different shapes in drawing something. Thereafter, ask them to look at the shapes given on page 19. Encourage them to draw something using those shapes. The students can be told to do the colouring at home. 	Learners will do page 18 of TB as instructed. CW: TB pg 18, 19 HW: TB pg 19 (colouring)

Any other noteworthy point: We use many things in our daily life that have different shapes such as, TV, bed, door, ice cream, etc. the learners may be encourage to give examples of such things and their shapes.

Pg No. TB pg 20, 21 **Total Periods** 2

Skills Focused:  Grammar Concept Development **Section of the book:** Letters, Words and Sentences

Learning Outcome:  To understand how words and sentences are formed

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Randomly ask learners to spell their names. Once a few learners have responded, tell them that their names have different letters. Tell them just like their names, names of other things are formed by using different letters.  Speak a few letters and randomly ask learners to speak a word beginning with that letter. Tell them that a sentence is a group of words. Ask them to box the letters, circle the words and underline the sentences on page 20. The writing part can be given as home task if there is a time limitation.	 Learners will do activities as per the teacher's instructions. Learners will do page 20 as the teacher's instructions. Learners will do page 21 on their own. They will do Q 1 of workbook pg 8 in pairs. CW: Q 1, 2 TB pg 20, 21 CW: Q 3 TB pg 21/ Q 1 WB pg 8 HW: Children may be told to do Q1 of PB under the supervision of parents.





Period 2- Think, Pair, Share— Ask learners sit in pairs. Ask them to read and discuss Q 3 of TB pg 21. Randomly ask a pair to share their responses. Declare the final answers and assist them in writing them in the blanks. In pairs, they will discuss Q 1 of the WB pg 8 also. Let them brainstorm to form words using the given letters. Encourage each pair to share their responses.

Any other noteworthy point:  Acquaint them with some basics about the spacing between letters and words. Tell them that in a sentence, there is little spacing between letters and bigger spacing between words. Introduce a space measure tool such as a popsicle stick, their pencil or using their finger thickness to make the sentence writing a fun-filled activity. Give examples:

I l i k e p i n k c o l o u r.

Ilikepinkcolour.

I like pink colour.

Pg No. TB pg 22, 23 **Total Periods** 2

Skills Focused:  Grammar Concept Development **Section of the book:** Sentence Structure

Learning Outcome:  To understand the structure of a sentence

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Tell the learners that different words make a sentence and a sentence has a complete thought or meaning.  Write the following in points: The dog The dog ran. A cat A cat ran. A cat ran up a tree. Ask them which sentences make a complete thought. Thereafter, tell them that a correct sentence follows a structure i.e., it starts with a capital letter and ends with a full stop. Elaborate with the help of the given example in the theme book. Ask them to Q 1, 2, 3 on pg 22, 23 of TB.	 Learners will put the pieces of a sentence strip in order to frame a sentence with complete sense. They will stand in the same order holding the pieces in their hands. Learners will do questions on page 22 of the theme book. CW: Q 1, 2, 3 TB pg 22, 23 CW: Q 2 WB pg 8, 9 HW: Q 3 WB pg 10 HW: Q 4 TB pg 23, Children may be told to do Q2 of Practice Book at home anytime during the week.





Period 2-

 Write a complete sentence on a strip. And then cut the strip into segments. Pass out the pieces to a group and ask them to frame a sentence by putting the words in order to make a complete sense. Ask each student to hold the pieces. See to it that each group has same number of students as the words in the sentence. Ask them to do Q 2 on page 8, 9 of WB.

Any other noteworthy point:  Discuss how we use letters to make words and then use words to make sentences. Explain why correct sentence structure is important; to know that from where a sentence begins and where it ends in a story or paragraph.

*You may use hand motion to solidify the idea of punctuation in the students. Teach them to say “Sentences start with a capital” while making a c with their left hand. Repeat a few times. Then add “end with a period” and have students make a fist with their right hand.

*You can remind them to practice finding the capital letter and full stop in sentences given in questions 4 (TB), Q 3 (WB) they have to do at home and then while writing use the chant and hand motion technique.

Pg No. TB pg 24, 25 **Total Periods** 1

Skills Focused:  Grammar Concept Development **Section of the book:** Use of ‘This’, Use of ‘That’

Learning Outcome:  To understand the use of ‘this’ and ‘that’

TEACHER ACTIVITY	STUDENT ACTIVITY
Start the class by pointing to the green board/ white board close to where you are standing and say- This is a green board. Point to a soft board away from you and say – That is a soft board. Ask them why you used the term ‘this’ and ‘that’ in the two cases. Explain that ‘this’ is used for a thing which is near to us and ‘that’ is used for a thing far from us. Explain the purpose of the picture of hand for pointing at things. Allow some children to make sentences with objects and people in the classroom by using the words ‘this’ and ‘that’.	Learners will do page 24 and 25 of theme book. CW: Q 1 TB pg 24, Q 1 TB pg 25 HW: Q 2 TB pg 24, Q 2 TB pg 25





Pg No. WB pg 11 **Total Periods** 1

Skills Focused:  Application of concept learnt, Writing **Section of the book:** This and That

Learning Outcome:  To reinforce the concept of 'this' and 'that' in sentences

TEACHER ACTIVITY	STUDENT ACTIVITY
Encourage them to look at the pictures on page 11 and discuss their names with their partner in class. Once they are clear about the names of the pictures, allow them to fill in the blanks to complete the sentences.	Learners will do page 11 of the workbook. CW: Q 4 WB pg 11

Pg No. TB pg 26 **Total Periods** 1

Skills Focused:  Listening and speaking **Section of the book:** Hear and Say

Learning Outcome:  To follow instructions spoken by the teacher
 To speak some sentences independently using the given thematic vocabulary.

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to listen to the instruction spoken by you and colour the given picture. Refer to the listening script and speak each instruction clearly pausing after each to enable the learners to colour the picture. Encourage children to speak simple sentences related to the theme. Encourage them to converse with their partners taking help from the given dialogues.	Follow instructions and colour the picture accordingly. Speak simple sentences related to the theme of home and family.

Any other noteworthy point: Active listening is an important component of learning. The learner's ability to actively listen has a major impact on building the communication skills needed both inside and outside of the classroom.

*Classroom dialogue is also an integral part of the educational setting. Such interactions with the teacher and one another offer the learners opportunities to express their thoughts and ideas.





Pg No. TB pg 27 **Total Periods** 1

Skills Focused: Socio-emotional skill **Section of the book:** How do you feel? Feelings—Happy and Sad

Learning Outcome: To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Re-establish the learners' attention to the story 'The Mango Tree' and its characters, Parth and Sheena. Tell them that they have different feeling; sometimes they feel sad and sometimes happy. Read aloud the situations given about Parth and Sheena. Discuss what makes them feel happy and sad. Try to involve and take verbal responses from every learner in class. Thereafter, let them colour the happy faces. Tell them how 'Happy choices' can make them and other people/friends happy. Show them visuals such as: Be proactive by implementing visual activities to help young learners understand appropriate behaviour choices in the classroom.	Learners will do as directed by the teacher. HW: TB, pg 27 (draw picture)



Any other noteworthy point: Social and emotional development in the early years, also referred to as early childhood mental health, refers to children's emerging capacity to: experience, regulate and express a range of emotions, and having satisfying relationships with other children and adults. Children need a long time to develop these skills, so teachers must develop children's social and emotional competence every day through the use of various activities. Remaining sensitive to children's needs helps them feel secure and confident, and act as a model for effective social behaviour.

Pg No. WB pg 12 **Total Periods** 1

Skills Focused: Writing **Section of the book:** Writing—I Help at Home

Learning Outcome: To learn sentence structure and how to write simple sentences.





TEACHER ACTIVITY	STUDENT ACTIVITY
Talk about members of the family and how they help each other. Tell them they are now going to write about how they help in their family by doing different things. Show them how to use the sentence wheel.	The learners will write sentences using the sentence wheel given on page 12 of the workbook.

Any other noteworthy point: *Constantly remind students to begin their sentences with a capital and end them with a period.

*Encourage them in case they want to write any other sentence. Provide them with words if they do not know the spellings of some of them.

Total Periods: 24

Note: Extra questions for each of the EVS and grammar topics are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is discussed in class. Additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents or any adult of the family may supervise their work as there is cutting work involved. Parents/adults may also check the responses given by their wards to assess their understanding.





Unit 2

My Tiny Doll

Theme: My Body and its Care



Learning Outcome



Blackboard Work



Activity



Ask Question



Discussion

Note: Research on the corona virus, which causes COVID-19, suggests that it spreads easily both in the air and on surfaces. Studies suggest that “super spreader events” such as loud speaking and singing in enclosed areas increase the risk of transmitting the virus, as well as close contact for 15 minutes or more. It’s going to require a lot of creativity on the part of schools and educators to think about how they will be conducting and communicating during the classroom sessions. Students and teachers will have to interact with one another while wearing facial masks and staying six feet apart to limit the spread of the COVID-19 respiratory disease.

Pg No. 29 **Total Periods** 1

Skills Focused:  Phonics **Section of the book:** Phonic Focus—**ch** sound

Learning Outcome:  To get acquainted with the sound of **ch** in words and trace some words

TEACHER ACTIVITY	STUDENT ACTIVITY
 Show learners the flash card of ch as you say its sound. Move your arms at your side as if you are a train and say ch...ch...ch. Ask the learners to imagine that they are also trains and ask them to repeat the action while saying ch...ch...ch. Speak aloud the words of th sound and ask the learners to echo read them after you. Thereafter, tell them to trace the words as instructed.  Ask if they know more ch words and discuss if they have ch in the beginning, middle or end.	 Students will repeat the action and move like a chugging train in the class taking rounds and also speaking aloud the sound—ch...ch...ch. They will read the words on the page with the help of picture clues. Thereafter, they will trace the words as per the instructions. CW: TB pg 29

Any other noteworthy point: * Children learn best by means of body movement and combining physical activity with learning.

*Also remember that digraph **ch** has three different sounds. The most common of which is the **ch** heard in chin, much, etc. which is taught in this class. The letters **ch** also sound ‘sh’ as in chef, parachute, etc. and ‘k’ as in school, character, etc.





Pg No. 30 Total Periods 1

Skills Focused:  Spelling/ Vocabulary building, Reading, and Writing **Section of the book:** More words with 'ch' sound

Learning Outcome:  To identify and speak aloud words with **ch** sound, then spell and write them in the boxes

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to name each picture on page 30 and then spell the words of ch sound. With the help of the picture clues, ask them to speak aloud the words again. Thereafter ask them to write in the given boxes.  Write the letters ch on the board at different places leaving sufficient gaps. Invite students to write letters before, around or after ch to form words. The colouring task on pg 30 can be completed at home.	Learners will speak aloud, spell and write ch sound words as instructed in the book.  Learners will colour the pictures for the ch sound words.  Learners will go in the direction of the board like a train speaking ch...ch...ch and then write letters before, around or after ch to form ch words. CW: TB pg 30 HW: TB pg 30 (colouring pictures)

Any other noteworthy point: The approach of step by step progression has been followed to get the learners acquainted to the phonic sound.

Pg No. 31 Total Periods 1

Skills Focused:  Reading **Section of the book:** Chips in Lunch

Learning Outcome:  To read simple lines independently and recognise the frequently used words with **ch** sound

TEACHER ACTIVITY	STUDENT ACTIVITY
Read aloud the sentences in clear voice. Direct and help students to read the sentences. Ask them to take help from the picture clues and try to read independently. Tell them to circle all the ch sound words in the sentences.  You may choose three volunteers to come in front and speak the same. Read the given limerick with voice modulation and ask the students to repeat if they can. Appreciate if they are able to read and speak it aloud in one go.	The learners will read simple sentences with the repetitive use of ch phonic sound words.  Learners will do as directed by the teacher. CW: TB pg 31





Any other noteworthy point: Simple sentences with repetitive use of different **ch** phonic sound words are given to increase their vocabulary.

* To check their understanding, an assessment can be taken of the two sounds done so far. Suggestion: Fill the phonics **th** or **ch** in the beginning or ending to complete **th** and **ch** words.

Pg No. 32 **Total Periods** 1

Skills Focused:  Word Recognition Building Vocabulary

Section of the book: Vocabulary Kit—My Tiny Doll

Learning Outcome:  To read and identify some high frequency words used in the story

 To know some new words used in the story

TEACHER ACTIVITY	STUDENT ACTIVITY
Read aloud the sight/high frequency words and ask the learners to echo read. Randomly ask learners to read new words from the story given on the page.	Learners will read the first word and then find the same word in each row. They will read the new words. CW: TB pg 32

Any other noteworthy point: The words are given to familiarise the learners with some new words used in the story they would be reading the following day.

Pg No. TinkerBuds Storybook, Part 1, Pg 14-23, TB, Pg 34 **Total Periods** 1

Skills Focused:  Listening, Speaking, Reading, and Comprehending

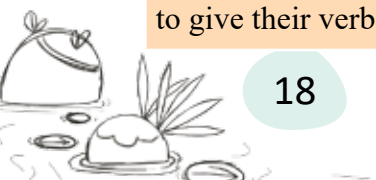
Section of the book: Story—My Tiny Doll

Learning Outcome:  To read the title of the story and predict about the story

 To listen and comprehend the story

 To sequence the pictures in the order as they happen in the story

TEACHER ACTIVITY	STUDENT ACTIVITY
Now the learners know what a title is, so ask them to read the title of the story on their own. Ask them what do they understand by the title.  Ask them to think and predict what the story is about. Allow them to give their verbal responses.	Learners will talk about the pictures in the storybook.  Let the students measure their thumb and print it in their art books with the help of poster colours. Ask them to draw Inchy as big as one inch. They will also measure their eraser and answer the question asked about it.





-Listen to their responses and appreciate.
-Tell the students that they are going to listen to a story about a girl who has a very tiny doll, about an inch tall. Show them on the board how big is one inch.
-Read the story **My Tiny Doll** with proper intonation and expression. Ask them to read along with you so that they slowly start reading too. Explain the text and meaning of difficult words. Let them look at the pages to associate text with pictures.
 Show them the toy Kinder Joy and how it splits into two. Thereafter, ask a few questions about the pictures in the story to make it interactive. Allow them to do page 32 of the Theme Book Part 1. Allow them to refer to the book if they want but they should do the task independently.

Learners will sequence the pictures in Q 3 pg 34 independently.
CW: Q 3 TB pg 34
HW: Tell the story to parents

 *Have you ever seen an egg-shaped chocolate?

*Do you know what is Kinderjoy?

*Which objects can you suggest that can be used for Inchy in some or the other way? (covers critical thinking question in TB)

Any other noteworthy point: Encourage them to answer full sentences and not just one word answers. Allow them to refer to the book for reference to answer these simple questions.

Pg No. Storybook Part 1, Pg 14-23 TB, Pg 33, 34 **Total Periods** 2

Skills Focused:  Reading, Comprehension **Section of the book:** Story—My Tiny Doll, Remembering the story, Critical Thinking (delete the asterisk sign)

Learning Outcome:  To read the story with guidance initially and then independently
 To write responses of multiple choice questions from the story, and critically think and talk about a situation

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Tell the learners that today they are going to read the story independently. You do a second reading while they put their finger on each word. Then allow them to read a small portion of the story in pairs taking	 Learners will look for words on a specific page of the story. Learners will echo read after the teacher and try reading every page independently.





turns and others should follow the text and so on.

Ask the meaning of the words you explained before to check their understanding.

 Speak a few words one by one: gifts, birthday, sofa, different, sizes, shapes, mother, guessing, candies, difficult, touch, school bag, really, wrapped, silver-coloured, shiny, packet, chocolate, carefully, smile, everything, handkerchief

Randomly ask learners to find words in the pages of the story. Let them read and find them on the pages of the storybook.

Period 2-  Discuss with students about the situation given in the Critical Thinking section and take their verbal responses. Let the students brainstorm and come up with their conclusion. Some volunteers can also be called in the front to share their answers.

Learners will do page 33 in the theme book and share their views about the situation given in the Critical Thinking section, TB page 34.

CW: Q 1 TB pg 33 **HW:** Creative Thinking, TB pg 34

CW: Q 2 TB pg 33/ Critical Thinking TB pg 34

 ***Name the characters of the story.**

***What happens in the story?**

Any other noteworthy point: Allow them to refer to the book for reference to answer these simple questions.

Pg No. WB pg 17, 18 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** My Tiny Doll—Comprehension

Learning Outcome:  To write responses in the comprehension section

TEACHER ACTIVITY	STUDENT ACTIVITY
Speak aloud the questions from the workbook and encourage the learners to give verbal responses first. Thereafter, assist them to write the responses. Cover two parts of question 2 in the first period and rest of them in the next period on the following day.	Learners will write answers on page 4, workbook. CW: Q 2 WB pg 17, 18 HW: Q 1 WB pg 17

Any other noteworthy point: Before Reading:

 ***The learners might take some time to read, understand and write the answers.**

***It is important that they try to answer and write on their own, even if it requires referring to the book, again and again for the spelling.**





Pg No. TB pg 35, 36 **Total Periods** 1

Skills Focused:  Reading and Writing

Section of the book: * Body Parts , *Parts of My Face

Learning Outcome:  To understand about the parts of the face and body

TEACHER ACTIVITY	STUDENT ACTIVITY
 Talk about Inchy and her body parts. Ask—Do you think Inchy’s face was as big as yours? How big his hands and legs would be? Let them think for a while and come up with verbal responses. Say—Now let’s look at the face and body parts of Inchy in the pictures. Tell them to refer to page 35 in the book. Ask them to repeat each word after you while following the spelling.  Speak aloud the name of any body part. Randomly ask a student to touch the spoken body part. Now show them a toy such a doll or teddy bear. Ask them to observe the body parts of that toy. Tell them that the toys have the body parts like they have but they cannot eat, move around, play or grow. Tell them that they are nonliving. Tell them that things such as toys, chairs, stones, bags, shoes, clothes, etc. are nonliving things. Also tell them about trees, plants, animals and human beings are living things. Name some living things and nonliving things and ask them to respond verbally if they are living things and nonliving. Tell them that when we grow, the size and shapes of some of our body parts also change.  Discuss about the colour of some parts of the face. Allow learners to respond taking turns. Thereafter, tell the students to trace the names of the face on page 36 of TB.	 Learners will touch the body or face part as asked by the teacher. They will do the question on page 36 of TB. CW: Q 1 (tracing) TB pg 36 HW: Children may practice the concept by doing Q1 and 2 on pg 7, 8 of Practice Book and parents will assess their understanding.

Before Reading:

 *What is the colour of your hair/ eyes/ eyebrows/ teeth?

Any other noteworthy point: It is important that they understand the difference between living things and nonliving things and how the living things such as plants, animals and human beings grow in size





Pg No. TB pg 37 **Total Periods** 1

Skills Focused:  Application of the concept of body parts and Labeling

Section of the book: My Body Parts

Learning Outcome:  To know about parts of the body and label them

TEACHER ACTIVITY	STUDENT ACTIVITY
Begin the session by playing the video about body parts. Let the students enjoy and repeat if they want. Let them do the action as children do in the video. Ask the students to look at page 37 of TB. Ask them to trace the names of the body parts on the coloured side. Colouring and labeling on the other side can be given as home task. Think, Pair, Share- Finally, ask students to Think, Pair and Share to do the Q 1 and 2 on this page. You may monitor their work and assist if required.	The learners will do actions while watching the video. Learners will do Q 1 page 37.\ CW: tracing names of body parts/Q 1, 2 TB pg 37 HW: colouring TB pg 37

Body part song: <https://www.youtube.com/watch?v=h4eueDYPTIg>



*Who has a watch? Where do you wear a watch?

*Where does your grandma wear glasses?

*Where do you wear a cap?

*For which body part, you need shoes?

Pg No. TB pg 38, 39 **Total Periods** 1

Skills Focused:  Reading and Writing

Section of the book: My Naughty Legs, My Helping Hands

Learning Outcome:  To understand the function of some body parts and how they help us

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask them what they learnt yesterday in the class.  Tell the students to look at themselves. Ask the following questions: What makes up your body? What are the names of body parts you can see? Which body part helps you to stand? Which body part helps you to write? Elicit verbal responses.	Learners will fill words in the blanks in sentences related to the functions of body parts. CW: Q 1 TB pg 38 HW: Q 2 TB pg 39





Revise the major external parts again, which the students can see; head, nose, eyes, arms, hands, fingers, legs, feet, ears, lips, skin, Tell them that today they are going to learn about the function or work of these body parts.

 Draw two columns on the board.

Parts of the body function/work

eyes	see	ears	hear
nose	smell	lips/mouth	speak
hands	work/write/ carry things	fingers	work/hold things
teeth	chew food/tear	arms	work
shoulders	carry bag	feet	walk/stand
legs	walk/run/play		

Thereafter, read and explain the text on page 38. Encourage them to fill words in the blanks independently.

Thereafter, ask them to do question 1 in TB.

 *Can you speak without opening your mouth?

*Can you stand without using your feet?

*Can you chew without your teeth?

*Can you hold your pencil without using fingers?

Any other noteworthy point: Encourage and allow students to do work independently.

If required, you could allow them to discuss the answers in pairs and then start writing. Encourage them to check the spellings from their TB before submitting their work.

Pg No. TB pg 40, 4 1, WB pg 19 **Total Periods** 1

Skills Focused:  Reciting and Identifying **Section of the book:** My Five Friends

Learning Outcome:  To appreciate the importance of each sense organ





TEACHER ACTIVITY	STUDENT ACTIVITY
 Revise the topic with the help of the Graphic Organiser. <pre> graph TD SO((Sense Organs)) SO --> eyes eyes --> see SO --> ears ears --> hear SO --> nose nose --> smell SO --> tongue tongue --> taste SO --> skin skin --> feel </pre>  Discuss all sense organs; how they help us. Write down the function one by one by asking the students. This will make the class interactive. Encourage the students and ensure all of them contribute a reply. Recite the poem My Five Friends with proper actions, expressions and intonation. You may ask some volunteers to read a stanza taking turns to check their reading capabilities. Explain the meaning of the new words in the poem. Thereafter, ask the learners to answer Q 1 and 2 in WB.	 Help students form pairs, assigning numbers A and B to them. Keep a stop watch and tell all A's to count how many times their partner, all B's blink their eyes. And then all B's will observe their partners. They may record their observation.  -Ask the students to close their eyes for some time. Make some sounds like of coughing, knocking, switching on/off fan, pulling chair, etc. Tell them to open eyes after 1-2 minutes. Ask what all they heard. CW: Q 1, 2 WB pg 19, 20 HW: Q 1-6 TB pg 40, 41

 *Who wears glasses in your family? *How do you get to know that there is somebody at your door?

*How do you get to know that a period is over?

Any other noteworthy point: Monitor their work by moving in the class and provide them with your assistance only where required.

Pg No. TB pg 42, 43, WB pg 20 **Total Periods** 1

Skills Focused:  Self Checking **Section of the book:** How Clean Are You?

Learning Outcome:  To know about the importance of cleanliness of the body parts

TEACHER ACTIVITY	STUDENT ACTIVITY
Tell the students that taking care of the parts is very important to remain healthy.	The learners will do as directed by the teacher.





- Tell the students to check themselves from top to bottom. Ask – Are are you feeling and looking clean? Say—Now look at each body part individually.

Tell---Clean hands are most important. As most of the work is done by hands, they pick germs faster and all the time. So washing them often is a good way of keeping us safe.

Allow them to check themselves as per the points a-i in question 1 and tick the correct boxes while you monitor their work.

CW: Q 1, 2 TB pg 42, 43

HW: Q3 WB pg 20,

Children may practice the concept of taking care of the body parts by doing Q3 on pg 9 of Practice Book anytime during the week.



*Do you watch TV from very close?

*Who cleans your ears?

*Do you know what is an ENT doctor?

*Do you put the volume high or very high when you watch your TV programme?

*Do you wear sunglasses when you go out in sun?

*What is the doctor of teeth called?

Any other noteworthy point: **Beyond Text**--Nails protect the ends of fingers and toes.

-Nail biting is a bad habit.

Pg No. TB pg 44, 45 **Total Periods** 1

Skills Focused:  Building vocabulary, Reading, Writing and Exploring with Parts of the Face

Section of the book: My Writer's Vocabulary, Explore

Learning Outcome:  To read, trace, write appearance vocabulary and use them in sentences

TEACHER ACTIVITY	STUDENT ACTIVITY
Help students form pairs and make them stand facing each other. Ask them to observe each other and share their observation about their partner. Tell them to read the vocabulary words and trace and write them. Thereafter, assist them to match the columns question on this page. Encourage them to draw a face on the basis of the given points. They may be told to complete the colouring part at home.	 Ask the students to form pairs and stand face to face. Tell them to observe each other and compare with self on the basis of colour of hair, eyes, skin; size of hair, eyes, nose, shape of eyes, nose, face, etc.  Ask each student to name one thing that makes her or him different and special. Learners will do page 44 of TB as instructed. HW: TB pg 45 (drawing/colouring)





Any other noteworthy point: Explain that we are all different based on our own unique characteristics, characteristics we inherit from our parents and the place we live. We should respect each other for that.

Beyond text- Have students discuss one similarity and one difference between humans and animals.

Pg No. TB pg 46, 47, WB pg 21 **Total Periods** 1

Skills Focused:  Grammar Concept Development **Section of the book:** Words that Name

Learning Outcome:  To understand the grammar concept of naming words, use them meaningfully and categorise the types of naming words

TEACHER ACTIVITY	STUDENT ACTIVITY
 Who is this?/What is this? Start the class with very general questions. Touch a student and ask the class—Who is this? Point to another student and ask—Who is this? Then show a pen and ask—What is this? Hold a book and ask—What is this? Keep on doing like this using a few more objects. Write the names of the students and objects on board. Tell them these words are naming words as they name things and people. Show them flash cards of different things, places and animals and ask students again—What is this? Tell them that everyone and everything has a name; you have a name and I have a name. Every place and animal have a name; Naming words are all around us. You may use the examples from the TB to supplement your explanation. Thereafter ask the students to do Q 1 on page 47 of TB.	 Learners will do activities as per the teacher's instructions. CW: Q 1 TB pg 47/ Q 1 WB pg 21 HW: Q 2 TB pg 47

 *What is your name?

*Who all are there in your family?

*Where do you live?

Which is your favorite animal?

*What is your favorite toy?

*Are you a boy or a girl?

*Where do you go to study?

*Where do we go to see the animals?

*What do you like to eat?

*Do you write with a pen or pencil?





Pg No. TB pg 48, WB pg 22 **Total Periods** 2

Skills Focused:  Grammar Concept Development **Section of the book:** Words that Name

Learning Outcome:  To write naming words and identify their categories in the sentences

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1  Four Corners- Divide the class into four groups. Assign each group a type of naming word-person, place, animal or thing. Give a paper and send the groups to different corners of the classroom. Now this is the task—they have to write 10 naming words for their category of nouns in 2 minutes. Start the timer and say ‘start---stop’. Take the sheets back. Check which group has performed well. Appreciate efforts put in by each group. Now ask a volunteer to share their list of naming words. Thereafter suggest the students to work independently to do the exercises. Ask them to do Q 3 and 4 of TB page 48. Period 2-  Do an activity to reinforce the concept. Divide the class into four groups and make them sit group wise. Show a flash card of a letter of English alphabet and ask each group to speak a naming word for their category beginning with that letter. Example – You say G, So the naming words can be-girl, garden, giraffe, globe, etc. Keep a time limit and allot 1 point for each correct answer. Declare the winner group and then ask the students to work in pairs to do Q 3 in the WB. Monitor their work and assist them if required.	 Learners will do activities as per the teacher’s instructions. CW: Q 3, 4 TB pg 48 HW: Q 2 WB pg 21 CW: Q 3 WB pg 22 HW: Children may practice the concept of Naming Words by doing Q1, 2, 3 on pg 10, 11 of Practice Book anytime during the week. The parents can assess their understanding.

Any other noteworthy point:  You may tell them that the answers they have given are naming words.

Play a video about naming words to your students to solidify this concept: https://www.youtube.com/watch?v=kB4_mVAuFnk
(Show only about the naming words, not the common naming and special naming words.)

Give only those letters with which there are naming words of all categories.





Pg No. TB pg 49, 50 **Total Periods** 2

Skills Focused:  Grammar Concept Development **Section of the book:** Words that take **a** or **an**

Learning Outcome:  To understand the usage of **a** and **an**

TEACHER ACTIVITY	STUDENT ACTIVITY																
Period 1-  Start the class by discussing a situation with the students about a girl named Aruhi, who is going on a holiday trip for three days with her parents. Her mother has told her to pack her bag herself.  Write the things she has packed— <table><tr><td>a toothbrush</td><td>a towel</td></tr><tr><td>a toothpaste</td><td>an alarm clock</td></tr><tr><td>a comb</td><td>a water bottle</td></tr><tr><td>a hat</td><td>a skirt</td></tr><tr><td>an umbrella</td><td>a top</td></tr><tr><td>a pair of pants</td><td>a pair of sport shoes</td></tr><tr><td>an apron</td><td>a storybook</td></tr></table> Ask—Have you noticed some word have a before them and some words have an before them. Ask—Do you know why? Write English alphabet on the board— @b c d @f g h @j k l m n @p q r s t @v w x y z Say—there are 26 letters in English alphabet, out of which five letters are vowels-a, e, I, o, u and rest are consonants. Now circle vowels on the board. Tell—a is used before a word beginning with a consonant, an is used before a word beginning with a vowel. Tell them that a or an is used to talk about only one thing for example— <table><tr><td>a hat means one hat,</td><td>an egg means one egg</td></tr></table> Now read text on page 49 and ask them to echo read. Thereafter tell them to circle the words that have ‘an’ before them. Read the next page and ask randomly ask the students to read the examples. Ask them to do Q 1 on page 51 of the TB.	a toothbrush	a towel	a toothpaste	an alarm clock	a comb	a water bottle	a hat	a skirt	an umbrella	a top	a pair of pants	a pair of sport shoes	an apron	a storybook	a hat means one hat,	an egg means one egg	Learners will do as directed by the teacher. CW: Q 1 TB pg 51/ Q 5 WB pg 23 Learners will do as directed by the teacher.
a toothbrush	a towel																
a toothpaste	an alarm clock																
a comb	a water bottle																
a hat	a skirt																
an umbrella	a top																
a pair of pants	a pair of sport shoes																
an apron	a storybook																
a hat means one hat,	an egg means one egg																





Period 2—



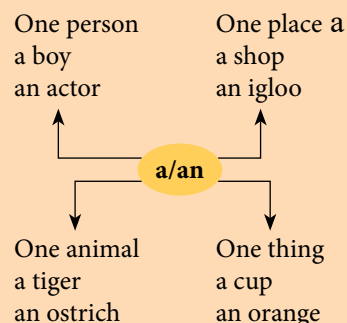
What should I pack?

Give a paper or use empty papers of workbook. Ask the students to imagine as if they are going on a trip. Tell them to make a list of things they would take with them on a holiday trip.



Explain once again on the board that or an is used before one naming word.

Thereafter they may be told to do question 2 in TB pg 51 and question 4 in WB pg 23.



CW: Q2 TB pg 51/ Q4 WB pg 23

HW: Practice of the concept of ‘Using a and an’ can be done as per convenience by doing Q1, 2, 3 of Practice Book pg 12, 13.

Any other noteworthy point: They may take some time in doing Q 2 of TB pg 51. And also remind them to begin the sentences with a capital letter.

Pg No. TB pg 52 **Total Periods** 1

Skills Focused:  Listening and speaking **Section of the book:** Hear and Say of the Face

Learning Outcome:  To hear the sounds made by the teacher and number the pictures
 To speak some sentences independently using the given thematic vocabulary
 To converse with a partner about the body parts and how you use them

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to listen to the instruction spoken by you and colour the given picture. Refer to the listening script and make sounds pausing after each to enable the learners to number the pictures. Encourage children to speak simple sentences related to the theme. Encourage them to converse with their partners taking help from the given dialogues.	Learners will listen carefully to the sounds made by the teacher and number the pictures accordingly. Speak simple sentences related to the theme of my body. CW: TB pg 52





Any other noteworthy point: Tell them that active listening is very important all the time otherwise they might miss out on a sound.

*Listening activities such as this one, will help them develop their listening skills which will benefit them in their future endeavours.

* Developing speaking skill at an early age builds a foundation for any language-learning.

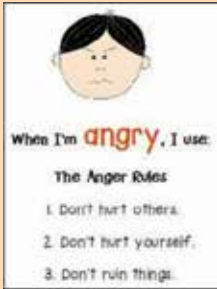
Opportunities given to the learners such as interacting with peers in groups or pairs help them develop their conversational skill.

Encourage every learner to participate in such verbal communication activities.

Pg No. TB pg 53 **Total Periods** 1

Skills Focused:  Socio-emotional skill **Section of the book:** How do you feel? Feelings—Anger

Learning Outcome:  To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Bring back the learners' attention to the story 'My Tiny Doll' and its characters, Cheena and her mother. Read aloud the situations that make the two characters angry and how they deal such situations.  Discuss what makes them feel angry. Try to involve and take verbal responses from every learner in class. Thereafter, let them draw happy and angry faces and colour them. Tell them how they can calm themselves when they are angry or upset. Show them visuals such as:   Be proactive by implementing visual activities to help young learners understand appropriate behaviour choices in the classroom.	Learners will do as directed by the teacher. CW: TB pg 53

Any other noteworthy point: Beyond Text: Tell the learners that if they want to show their love and care to other people and friends during the time of covid19 pandemic, they can do a fist bump, an elbow tap, a high five, wave from a distance or an air hug.





Pg No. Workbook page 24 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** Writing—My Birthday Party

Learning Outcome: To learn sentence structure and how to write simple sentences.

TEACHER ACTIVITY	STUDENT ACTIVITY
Revise the five senses we all have. Tell them that we use our senses while sleeping and after we wake up in the morning. We breathe, feel, while sleeping and breathe, see, hear, feel, smell and taste after we wake up. Wherever we go, our senses help us in different ways. Now imagine you have gone to a birthday party. Ask the students— How will your sense of seeing help you? How will your sense of hearing help you? How will your sense of touching help you? How will your sense of smelling help you? How will your sense of tasting help you?	Learners will write sentences using the sentence wheel given on page 24 of the workbook. CW: WB pg 24
When there is enough discussion and ideas shared by the students verbally, ask them to write down the sentences using the sentence wheel.	

Any other noteworthy point: *Constantly remind students to begin their sentences with a capital and end them with a period.

*Encourage students to work independently and monitor their work.

Total Periods: 22

Note: Extra questions for each of the EVS and grammar topics are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is discussed in class. Additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents or any adult of the family may supervise their work as there is cutting work involved. Parents/adults may also check the responses given by their wards to assess their understanding.





Unit 3

A Promise

Theme: Food



Learning Outcome



Blackboard Work



Activity



Ask Question



Discussion

Note: Research on the corona virus, which causes COVID-19, suggests that it spreads easily both in the air and on surfaces. Studies suggest that “super spreader events” such as loud speaking and singing in enclosed areas increase the risk of transmitting the virus, as well as close contact for 15 minutes or more. It’s going to require a lot of creativity on the part of schools and educators to think about how they will be conducting and communicating during the classroom session. Students and teachers will have to interact with one another while wearing facial masks and staying six feet apart to limit the spread of the COVID-19 respiratory disease.

Pg No. TB pg 55 **Total Periods** 1

Skills Focused:  Phonics **Section of the book:** Phonic Focus—**qu** sound

Learning Outcome:  To get acquainted with the sound of **qu** in words and trace some words

TEACHER ACTIVITY	STUDENT ACTIVITY
 Show the flash card of qu as you say its sound. Then make a duck’s beak using a hand (as shown, and say qu, qu, qu. Speak aloud the following poem— The little ducklings want to play, They all quickly swim away, When mother duck says-quack, quack, quack, All her ducklings come swimming back- quack, quack, quack! Ask the learners to imagine that they are also ducks and ask them to repeat the action while saying qu...qu...qu. Speak aloud the words of qu sound and ask the learners to echo read them after you. Thereafter, tell them to trace the words as instructed. 	 Students will repeat the action and also speak aloud the sound—qu...qu...qu. They will read the words on the page with the help of picture clues. Thereafter, they will trace the words as per the instructions.

Any other noteworthy point: * Children learn best by means of body movement, physical activity and visuals. You can play videos to make it more visual:





https://www.youtube.com/watch?v=_Nawc37HyTQ

* When we spell English words with **q**, it is always followed by the letter **u**.
The usual pronunciation or sound is **kwa** as in-queen, quiz, quick, quilt, etc.
But in some words this spelling is pronounced **k** as in- unique, mosque, etc.

Pg No. TB pg 56, 57 **Total Periods** 1

Skills Focused:  Spelling/Vocabulary building, Reading, and Writing **Section of the book:** More words with 'qu' sound, Q and U Never Part

Learning Outcome:  To identify and speak aloud words with **qu** sound, then spell and write them in the boxes
 To read simple lines independently and recognise the frequently used words with **qu** sound

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to name each picture on page 56 and then spell the words of qu sound and write them in the given boxes. Read aloud the sentences on page 57 in clear voice. Direct and help students to read the sentences. Tell them to circle all the qu sound words in the sentences. Read the limerick given at the bottom of the page with voice modulation.	Learners will speak aloud, spell and write qu sound words as instructed in the book. CW: TB pg 56, 57 HW: TB pg 57 (colouring pictures)

Any other noteworthy point: The approach of step by step progression has been followed to get the learners acquainted to the phonic sound.
* To check their understanding, an assessment can be taken of the three sounds done so far. Suggestion: Fill the phonics **th**, **ch** and **qu** in the beginning or ending to complete the words.

Pg No. TB pg 58, TinkerBuds Storybook, Part 1, Pg 33-39 **Total Periods** 2

Skills Focused:  Word Recognition, Building Vocabulary **Section of the book:** Vocabulary Kit—A Promise, Story—A Promise

Learning Outcome:  To read and identify some high frequency words used in the story
 To know some new words used in the story
 To listen and comprehend the story





 *Where is the squirrel in the picture on page 34?
*What can you see in the picture on page 36?
*What is the prince playing with?
*Find out the plate on page 39 that has the most colourful food.



Pg No. Storybook Part 1, Pg 33-39, TB, Pg 59, 60 **Total Periods** 2

Skills Focused:  Reading, Comprehension **Section of the book:** Story—A Promise, Remembering the story, Critical Thinking (delete stars)

Learning Outcome:  To read the story with guidance initially and then independently
 To role play the characters of the story
 To write responses of multiple choice questions from the story, and critically think and talk about a situation

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Tell the learners that today they are going to read and role-play the story indepenently.  Role play-You may choose four students who are fast in reading and give them a character each. Ask them to read their dialogues with a lot of expressions and intonation. Give chance to as many groups of four as the time allows. Do appreciate their performance. Ask them to do Q 1 in TB. Period 2-  Discuss with students about the situation given in the Critical Thinking section and take their verbal responses. Let the students brainstorm and come up with their conclusion. Some volunteers can also be called in the front to share their answers. The learners will do Q 2 in TB.	 Learners will read and enact the characters of the story Learners will do Q 1 in TB page 59. CW: Reading and Role-play/ Q 1 TB pg 59 Learners will do Q 2 in TB page 59. They will share their views about the situation given in the Critical Thinking section, TB page 60. CW: Q 2 TB pg 59/ Critical Thinking, TB pg 60 HW: Creative Thinking TB pg 60



*Name the characters of the story.

*What happens in the story?

*Have you seen a rainbow? Do you know how many colours are there in a rainbow?

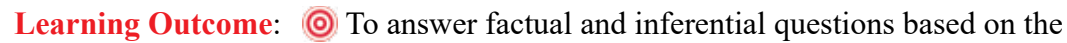
*Do you eat fruits and vegetables? What is the colour of your favourite fruit?

Allow them to refer to the book for answering these simple questions.

Pg No. WB Pg 29, 30, 31 **Total Periods** 2

Skills Focused:  Comprehension and Writing **Section of the book:** A Promise—Comprehension





Any other noteworthy point: Beyond Text: The fairy tales and fantasy stories stimulate the moral imagination of the young learners through conversation between animal characters, vivid depictions of struggles between good and evil where characters must make difficult choices between right and wrong, or heroes and villains contest the very fate of imaginary worlds.

Skills Focused:  Reading and Writing—Theme Study **Section of the book:** Food for Life



Learning Outcome: To understand the importance of eating food and acquire knowledge about healthy food

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students what they love to eat, which is their favourite food. Ask them to write the name of their favourite food item on the blank. Speak aloud the roll numbers and the students will stand and name a food item that starts with the first letter of their name. Thereafter ask them to write Yes or No for question 2 in TB. Then read and explain that why food is important for us. Tell them that equally important is the kind of food we eat.	Learners will stand roll numberwise and name a food item whose name begins with the first letter of their name. Learners will do question 1 and 2 on page 61 of TB.\ CW: Q 1, 2 TB pg 61/ Q 1 WB pg 32

Before Reading:

*How do you feel when you don't eat anything for long hours?

Any other noteworthy point: Encourage them to read and respond independently for the questions.

Pg No. TB pg 62 WB pg 32, 33 **Total Periods** 1

Skills Focused: Reading and Writing— Theme Study **Section of the book:** Food Groups

Learning Outcome: To understand different food groups and food items that belong to them

TEACHER ACTIVITY	STUDENT ACTIVITY
Start the session by telling the students that we eat different types of food items. Tell them that each food item belongs to a particular food group. Elaborate with the help of the text. Once explained, randomly ask a student to name a food item for a food group. Play the video about food groups. Let the students repeat if they want.	The learners will do actions while watching the video. Learners will do Q 2 in WB. CW: Q 2 WB pg 32, 33

Any other noteworthy point: Food group song:
<https://www.youtube.com/watch?v=nUfke4MYE7Y>



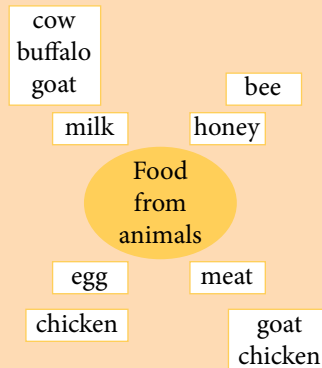


Pg No. TB pg 63 WB pg 33 **Total Periods** 1

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Food Supply

Learning Outcome:  To understand the main sources of food

TEACHER ACTIVITY	STUDENT ACTIVITY
Begin the class by asking – From where does your mother bring the apples and mangoes and potatoes and rice? When you get the answer i.e. the shopkeeper, ask them again – Does the shopkeeper make those things? Let them brainstorm and answer. Tell them that apples, mangoes, rice and many other things come from plants. We get most of our food from plants. Elaborate more with the help of examples from the book. Tell them the milk you drink in the morning and evening does not come from the plants. Milk comes from animals. So we get food from plants and animals. Let them observe the pictures on page 63 of TB.  Explain about the food we get from animals with the help of a GO. Ask learners to do Q 3 in WB pg 33.	Learners will do Q 3 in the WB. CW: Q 3 WB pg 33 HW: Do the exercise on pg 14 of PB for assessing the knowledge about food and their sources.



Pg No. TB pg 64, WB pg 65 **Total Periods** 1

Skills Focused:  Reciting and Identifying— Theme Study **Section of the book:** I Want to be Healthy, Say ‘No’ to Junk Food

Learning Outcome:  To appreciate the importance of healthy food and know about unhealthy food

TEACHER ACTIVITY	STUDENT ACTIVITY
Tell them that what you eat is very important. Tell them that some foods are healthy and some are unhealthy. Give examples from the book for healthy food.	Learners will respond by identifying the unhealthy food items.





Recite the poem on page 64 and ask them to echo read it after you.
Tell the students which is junk food and also tell them that junk food is unhealthy.
Now give them the handouts (given along with the lesson plan). Tell them to follow the instructions and do it independently.

Pg No. TB pg 66, 67 **Total Periods** 1

Skills Focused:  Reading – Theme Study

Section of the book: Meals of the Day, Good Food Habits

Learning Outcome:  To know the names of the meals eaten during a day

 To get acquainted with good food habits

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask and discuss the following— What have you eaten today? How many times you eat during a day? Then tell the students that we all eat three meals in a day. Talk about evening meal-snack time. Ask if they eat something or drink milk in the evening. Discuss about the time they eat different meals. You may tell them that we generally eat dinner together with our family as all members are home at that time. Tell them that water is also very important. They should drink water many times during the day. Read the text about good eating habits. Let the students also read the points taking turns. Explain about vegetarians and non-vegetarians. Ask who is a vegetarian and who is a non-vegetarian in the class.	 Show the students how to eat food at the table and let them do it— Wash hands before eating Place a napkin on lap Cover mouth in case of coughing and sneezing No elbows on the table No talking (Hand-out attached) CW: Q 4 WB pg 34

 *Which day you mostly have brunch?

*Which food you like, home food or restaurant food?

*What are good table manners?

*Do you eat anything for evening snack? What?

*Can you eat all three meals in a restaurant?

Any other noteworthy point: *Talk about fun of sharing food with others like friends, siblings, elders, etc.

*Sensitize learners that every family has different food habits so they should be tolerant and respectful to others' eating habits.





Pg No. TB pg 68, 69 **Total Periods** 1

Skills Focused: Building vocabulary, Reading, Writing and Exploring **Section of the book:** My Writer's Vocabulary, Explore with Food

Learning Outcome: To read, trace, write food sensory vocabulary and use the words in sentences
 To draw an arrangement of food in an interesting way

TEACHER ACTIVITY	STUDENT ACTIVITY
Encourage students to read the food sensory vocabulary on their own. Tell them to trace and copy write each word. Thereafter, assist them in filling in the blanks using some words from the food sensory vocabulary. Discuss with learners about food presentation. Ask them if their parents serve some foods in a particular style. For example: make a smile with ketchup, cut sandwiches in small circles, make tomato	Learners will do as directed by the teacher.
polka dots over rice, etc. Ask them to draw some of the interesting presentation ideas for food taking reference from page 69. They may be told to complete the colouring part at home.	

Any other noteworthy point: You may show them some more ideas:



Pg No. TB pg 70, 71, 72, WB pg 21 **Total Periods** 1

Skills Focused: Grammar Concept Development **Section of the book:** How many seeds?, One and more than one

Learning Outcome: To understand the concept of one naming word and more than one naming word and use them correctly





TEACHER ACTIVITY	STUDENT ACTIVITY
Introduce the concept by asking the learners to count the seeds in each fruit and vegetable on page 70. Ask them to follow the instruction and respond. From there move on to the topic. Say—Apricot, banana, mango, plum have one seed but apple, papaya, orange, melon, peas, and watermelon have many seeds.  write—seed-seeds Ask them what the difference is between these two. Circle the –s at the end in the word ‘seeds’. Listen to them and accept their answers. Choose two students and they will speak the dialogues on page 71. Thereafter elaborate on the concept with the help of examples from the book. Ask them to look at the visual aid provided with examples. Tell them how one naming word can be changed to more than one naming word by adding –s at the end.  Point to an object in the classroom and randomly ask a learner to name it and then name it again adding –s at the end. Students may do Q 1 on page 72 of TB.	 Learners will do the activity as per the teacher’s instructions. CW: Q 1, 2, 3 TB pg 70, 72

Any other noteworthy point: As an additional task, learners can practice counting various objects, writing out both the singular noun and corresponding plural noun, and then reading aloud what they wrote, touching each word as they read.

Pg No. TB pg 72, 73 WB pg 22 **Total Periods** 2

Skills Focused:  Grammar Concept Development **Section of the book:** One and More than One

Learning Outcome:  To practice the concept of one naming word and more than one naming word and use them correctly

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1  Ask students to check and see what all is there inside their school bags. They should use –s wherever required. Thereafter suggest the students to work independently to do Q 2 and 3 on pg 72, 73 of TB.	 Learners will look what is inside their bags and speak aloud their names using –s for each object. CW: Q 2, 3 TB pg 72, 73 Learners will do as directed by the teacher CW: Q 4 TB pg 74/ Q 1 WB pg 35





Period 2

Think, Pair, Share: The students may be told to sit in pairs. They should read the naming words for the objects in the picture on page 74 and identify which are more than one. Ask them to write them down. Tell them that the first letter of each naming word is given. Allow them sufficient time for the task. You may monitor their work and assist them if some students get stuck.

Appreciate efforts put in by each pair. Now ask a volunteer to share their list of naming words.

Pg No. WB pg 35, 36 **Total Periods** 1

Skills Focused:  Grammar Concept Development **Section of the book:** One and More Than One

Learning Outcome:  To reinforce the concept of one naming word and more than one naming word

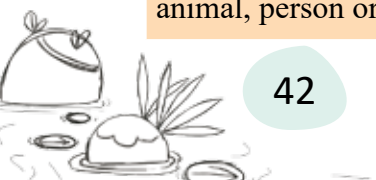
TEACHER ACTIVITY	STUDENT ACTIVITY
 Collect a few objects in different bags. Check that all objects are familiar to students. Go to learners and ask him/her to put his/her hand in the bag and count the number and state how many and what is inside it. You may model verbally stating the plural form of the noun. For example: "I counted five pencils". Ask learners to speak the same way.	Learners will do as directed by the teacher. CW: Q 2, 3 WB pg 35, 36

Pg No. TB pg 75, 76 **Total Periods** 2

Skills Focused:  Grammar Concept Development **Section of the book:** Use of 'This' and 'These', Use of 'is' and 'are'

Learning Outcome:  To understand the usage of **this** and **these**

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Explain that this is used when we talk about one thing, animal, person or a place; these is used when we talk about more	Learners will do as directed by the teacher. CW: Q 1 TB pg 75





than one thing, animal, person or a place.

Verbally complete the first two sentences on page 75 and then ask students to do the same.

Think, Pair, Share- Let them understand, discuss and write the sentences in Q 1 on page 75 of TB. Assist them if they need your help.

Period 2

Explain them that **is** is used with **this** to talk about one thing, animal, person or a place; **are** is used with **these** to talk about more than one thing, animal, person or a place.

Give verbal examples and thereafter involve other learners to speak a few examples. For example:

This is a big chair.

These are benches.

This is a board.

These are charts on the wall.

Thereafter tell them to fill in the blanks in Q 1 on page 76 of TB.

Think, Pair, Share- Quickly help students form pairs. Ask them to discuss and make sentences using is and are in Q 2 page 76 of TB.

Tell a few volunteers to come and share the sentences with the class.

CW: Q 2, 3 TB pg 76

HW: Q4 WB pg 37,

Children may also be told to do the exercise on pg 17 of PB for assessing the understanding of the concept.

Any other noteworthy point: Learners will take time to write the sentences. They would possibly be able to write only a few sentences of question 1 in this period. They may be told to complete it at home.

Pg No.	TB pg 77	Total Periods	1
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Skills Focused:  Listening and speaking **Section of the book:** Hear and Say

Learning Outcome:

-  To listen carefully to the teacher and respond
-  To speak some sentences independently using the given thematic vocabulary
-  To converse with a partner about the body parts and how you use them





TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to listen carefully to the sentences spoken by you and tick or cross the given picture as per the instruction. Refer to the listening script and speak the sentences pausing after each to enable the learners to respond correctly. Encourage children to speak simple sentences related to the theme using the thematic vocabulary. Encourage them to converse with their partners taking help from the model dialogues.	Learners will listen carefully to the teacher and respond accordingly. Speak simple sentences related to the theme of food.

Any other noteworthy point: Tell them that it is very important to listen carefully when somebody is conversing with you or reading out something to you.

Share with them that active learning is essential at any point of time or else they will miss out on important words and details.

* As developing speaking skill builds a foundation for any language-learning, so encourage every learner to participate in conversing with their partners. Appreciate even if they speak just one simple sentence.

Pg No. TB pg 78 **Total Periods** 1

Skills Focused:  Socio-emotional skill **Section of the book:** How do you feel? Feelings—Excitement

Learning Outcome:  To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Explain them the meaning of excitement; Excitement is a feeling or situation full of activity, joy, and happiness. Encourage them to read when the prince and the deer feel excited.  Discuss what makes them feel excited. Try to involve and take verbal responses from every learner in class. Thereafter, help them read the two options given in each point and let them decide which one gives them more excitement.	Learners will do as directed by the teacher.





Pg No. WB pg 38, 39 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** Writing—My Favourite Food

Learning Outcome:  To write about the favourite food as per the given prompts

TEACHER ACTIVITY	STUDENT ACTIVITY
This writing task is an extension of the theme done in this unit.  Discuss with every learner questions such as, his/her favourite food, who cooks that food for him/her, what time of the day he/she eats that food item, etc. When there is enough discussion and ideas shared by the students verbally, ask them to write down words in the blanks to complete the answers on page 38 of WB. The students should be guided to fill in the blanks first and then compile all sentences to write it like a passage.	Learners will write sentences on page 39 of the workbook.

Any other noteworthy point: *Constantly remind students to begin their sentences with a capital and end them with a period.

*Encourage students to work independently and monitor their work.

Total Periods: 23

Note: Extra questions for each of the EVS and grammar topics are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is discussed in class. Additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents or any adult of the family may supervise their work as there is cutting work involved. Parents/adults may also check the responses given by their wards to assess their understanding.





Unit 4

Smart Red Hen

Theme: Plants



Learning Outcome



Blackboard Work



Activity



Ask Question



Discussion

Note: Research on the corona virus, which causes COVID-19, suggests that it spreads easily both in the air and on surfaces. Studies suggest that “super spreader events” such as loud speaking and singing in enclosed areas increase the risk of transmitting the virus, as well as close contact for 15 minutes or more. It’s going to require a lot of creativity on the part of schools and educators to think about how they will be conducting and communicating during the classroom sessions. Students and teachers will have to interact with one another while wearing facial masks and staying six feet apart to limit the spread of the COVID-19 respiratory disease.

Pg No. TB pg 80 **Total Periods** 1

Skills Focused: Phonics **Section of the book:** Phonic Focus—**ar** sound

Learning Outcome: To get acquainted with the sound of ar in words and trace some words

TEACHER ACTIVITY	STUDENT ACTIVITY
Show the flash card of ar and open your mouth wide, and say ar, ar, ar. Ask students to open their mouth as if a dentist is checking their teeth. Speak aloud the words of ar sound and ask the learners to echo read them after you. Thereafter, tell them to trace the words as instructed.	Students will open their mouth wide and also speak aloud the sound—ar...ar...ar. They will read the words on the page with the help of picture clues. Thereafter, they will trace the words as per the instructions.

- Any other noteworthy point:** The most common sound of spelling **ar** is /ar/ as in car, park, far, etc.
There are two more sounds of this spelling- **ar** is /or/ in warm, war, dwarf, etc.
ar as /er/ in pillar, regular, popular, etc.

Pg No. TB pg 81, 82 **Total Periods** 1

Skills Focused: Spelling/ Vocabulary building, Reading, and Writing **Section of the book:** More words with ‘ar’ sound Stars are Far





- Learning Outcome:**
- ☉ To identify and speak aloud words with ar sound, then spell and write them in the boxes
 - ☉ To read simple lines independently and recognise the frequently used words with ar sound

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to name each picture on page 81 and then spell the words of ar sound and write them in the given boxes. Read aloud the sentences on page 82 in clear voice. Direct and help students to read the sentences. Tell them to circle all the ar sound words in the sentences. Read the limerick given at the bottom of the page with voice modulation.	Learners will speak aloud, spell and write ar sound words as instructed in the book. CW: TB pg 81, 82 HW: TB pg 81 (colouring pictures)

Any other noteworthy point: To check their understanding, an assessment can be taken of the three sounds done so far. Suggestion: Fill the phonics **th**, **ch**, **qu** and **ar** in the beginning or ending to complete the words.

Pg No. TB pg 83, TinkerBuds Storybook, Part 1, Pg 45-55 **Total Periods** 2

Skills Focused:  Word Recognition, Building Vocabulary Reading **Section of the book:** Vocabulary Kit—Smart Red Hen, Story—Smart Red Hen

- Learning Outcome:**
- ☉ To read and identify some high frequency words used in the story
 - ☉ To know some new words used in the story
 - ☉ To listen, understand and read the story with guidance initially

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Ask the students- Do you have plants at home? Who does gardening or takes care of plants? Let them respond while you listen to them. Tell them that there are people who love to do gardening. Who is that person in their house?  One Minute- set a timer for one minute. Tell the learners to read the title of the story and look at all the pictures. Give them just one minute for this. Tell them to close their books and guess what the	Learners will read the first word and then find the same word in each row. They will read the new words. Learners will read the story and talk about the pictures in the storybook. They will read the new words. Learners will read the story and talk about the pictures in the storybook.





story is about. Ask the learners who are good speakers to respond first so that the shy ones gain confidence too by looking at them. Involve as many learners as you can.

Period 2- Tell them that this story is about a hardworking hen who plants wheat grains in the garden and works all alone in her farm while all her friends refuse to help her.

Thereafter read the story slowly with clear pronunciation, proper intonation and expression, and tell them to echo read the text by moving their fingers on it.

Ask a few questions from the story or about the pictures. Encourage the students to speak answers in full sentences.

CW: TB pg 83



*How many chicks did the hen have?

*How did the hen cut the wheat?

*How did the hen take the wheat to the mill?

Any other noteworthy point: Beyond text- speak the following sentence-

My father has a green thumb.

Ask if they understand anything by this sentence.

Explain the meaning that it means someone really good at gardening and can make the plants grow well.

Ask- So who has a green thumb in your family?

Pg No. TB, Pg 84, 85 **Total Periods** 2

Skills Focused:  Reading, Comprehension **Section of the book:** Remembering the story—Smart Red Hen, Critical Thinking

Learning Outcome:  To answer factual and inferential questions based on the story

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Have students review the story, text, pictures for some time. As the students read the story silently, you may ask questions about the story like about the title or characters or setting.	Learners will discuss about the part they liked the most in the story. Learners will do Q 1 in TB page 84. They will share their views about the situation given in the Critical Thinking section, TB page 85.





Thereafter they may be told to answer Q 1.

 At this point, have a discussion about the story that which part of the story have they liked the most.

Thereafter they may be told to answer Q 1.

Period 2

Tell the learners that today they are going to read and role-play the story independently.

 **Role play-** Form groups of five students. Assign a character to each; red hen, duck, cat, dog. The fifth one can read the portion of narrative text. They may be told to even do actions like planting and cutting wheat for fun. Ask them to read their dialogues with a lot of expressions and intonation. Give chance to as many groups as the time permits.

Do appreciate their performance.

Ask students what lesson they get from this story. Have a chat on helping and being hard working.

Discuss answers of the questions with the students and if any answer you get incorrect from any student, ask him/her to re-read the portion of the story to find out the correct answer.

Ask them to do Q 2 and 3 in TB.

CW: Q 1 TB pg 84/Critical Thinking TB pg 85

HW: Q 4 TB pg 85

 Learners will read and enact the characters of the story
Learners will do Q 2 and 3 in TB page 84.

CW: Reading and Role-play/ Q 2 and 3 TB pg 84

HW: Creative Thinking TB pg 85



*Name the characters of the story.

*Have you seen wheat?

*What happens in the story?

*Have you seen wheat plants?

Pg No. WB Pg 44, 45 **Total Periods** 2

Skills Focused:  Comprehension and Writing

Section of the book: Smart Red Hen—Comprehension

Learning Outcome:  To answer factual and inferential questions based on the story – A promise





Test their memory by asking some questions related to dialogues and pictures.

*Who said ‘Not I. I have to cook.’?

*Who was white in colour?

*How many chicks were there?

Skills Focused:  Reading and Writing—Theme Study **Section of the book:** The Right Order, Seed to Plant

50



TEACHER ACTIVITY	STUDENT ACTIVITY
 Ask the learners to recollect the story, The Smart Hen. Ask them to discuss all the events of the story with their partner. Randomly ask anyone what happens first. Ask another learner what happens after that...then...next...at last. Thereafter ask them to number the events of the story. Ask and discuss the following— Have you seen a seed? Do you know most plants come from seeds? Tell them ‘yes’, most plants come from a seed. Tell them that you need a seed first and then you sow the seed. That seed grows into a plant. Recite the poem and ask the learners to echo read the poem after you. Show them how it germinates with the help of the steps shown in the book. You may show them some seeds—such as kidney beans, wheat grains, or peanuts. Tell them that seeds come from flowers and fruits, and there is a plant inside a seed. The seed needs a few things to grow into a plant such as soil, water, air and sunlight.	 Learners will write the answer of Q 2 in WB page 46. CW: Q 2 WB pg 46 HW: activity TB pg 87

Any other noteworthy point: **Beyond Text:** Most seeds just need moisture and warm temperatures for germination. When they are exposed to these two environmental factors, they begin to grow. Some seeds need special treatment beyond moisture and warm temperatures for germination to begin.

Pg No. TB pg 88, 89, 90, 91, WB pg 32, 33 **Total Periods** 2

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Beautiful Plants—Trees, Herbs and Shrubs, Climbers and Creepers

Learning Outcome:  To appreciate different kinds of plants around

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Plan a walk inside the school. Make sure that there are multiple plants to observe. Show them plants and flowers. When you	The learners will do actions while watching the video. Learners will do Q 1 in TB.





return to the classroom, discuss what they saw. (also chk spacing)

Tell them that plants are all around us; outside our homes and sometimes inside our homes too. Ask students to share if they have plants in or around their houses. Praise them if they speak confidently.

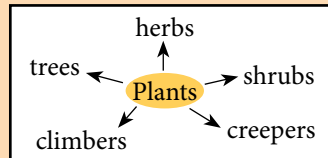
Read the text and tell them that plants are of different sizes and shapes.

Read and explain about trees. Ask who all have trees near their houses. Help them read the names of trees on this page. Ask them to circle the trees they have seen. They may answer Q 2 at home.

Period 2- Read the text about herbs, shrubs, climbers and creepers. Ask students to follow the text while moving their finger along the text. Ask them to read the names of the plants shown in the pictures. Be interactive by asking have they seen them.

Thereafter the students may be told to silent-read the text themselves.

 Reinforce kinds of plants with the help of a GO on the board.



 Ask them to close their books. Randomly ask a learner to speak a special feature of any one type of plant. After they have discussed and responded, ask them to open their books and mark their answers on pages 90 and 91 of TB.

CW: Q 1 TB pg 89

CW: Q 1, 2 TB pg 90/ Q 1, 2 TB pg 91

After reading:



*What are trees?

*Can the tree trunk be thin?

*What is a trunk?

*Which tree is conical in shape?

Any other noteworthy point: Refer to this site

<https://www.youtube.com/watch?v=Acx6vQNFmYA>

The students may be told to ask their parents about the names of plants at home and their kinds.





Pg No. TB pg 92, 93, 94, WB pg 33 **Total Periods** 1

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Parts of a Plant

Learning Outcome:  To get acquainted about the parts of plants

TEACHER ACTIVITY	STUDENT ACTIVITY
Begin the class by showing students the poster of a plant in which parts are labeled. They will not open their book. You may put a finger and ask them the name of the part. Listen to their responses and accept their prior-knowledge. Thereafter speak aloud the names of parts of the plant and ask them to open their books. Rhyme Time-Then recite the given poem on the tune of – Wheels on a Bus. Ask the learners to recite after you. Explain the functions of the parts of the plants mentioned in the poem. Show them the poster again and point to the parts speaking their names aloud; roots, stem, leaf, bud, flower, fruit. Show them in the poster the part below the ground and the parts above the ground. Thereafter ask learners to do Q 1 in WB pg 46.	Learners will do Q 1 in the WB. CW: Q 1 WB pg 46/ Q 2, 3 TB pg 94 HW: Q 1 TB pg 94

Any other noteworthy point: Show a picture of banyan tree and ask them its name. Tell them that this is the National tree of India.

*Tell them that we eat many parts of the plants;

leaves of plants — spinach

flower of plants — cauliflower

stem of plants — potato

fruit of plants — cucumber

roots of plants — carrot

*Acknowledge the effort of farmers. Have the students speak a ‘thank you’ note to farmers for providing food that we eat.

Pg No. TB pg 95 **Total Periods** 1

Skills Focused:  Reciting and Identifying— Theme Study **Section of the book:** We Depend on Plants

Learning Outcome:  To get acquainted with usefulness of plants for living





TEACHER ACTIVITY	STUDENT ACTIVITY
Tell the students that plants are very important for us; they give us many things. Ask---Do you know the most important thing that we need to live?  Deep breathe and then exhale. Ask children to do the same. After the students' activity, tell them that the most important thing we get from the plants is oxygen that we breathe. Elaborate the importance of plants with the help of examples.  Thereafter divide the class into two groups. Let the students discuss and write down on a paper what humans need and what plants need. You may tell them to think on the points of food, clothes, home, enjoyment, etc.  Let each group present their conclusions and you write on the board. Read aloud each point and separately write the common points. Thereafter the students should attempt to answer the question on page 95 in TB and on page 47 in WB on their own.	 Ask the students to inhale deeply and exhale. Let them repeat it for about a minute. CW: TB pg 95/ Q 3, 4 WB pg 47 HW: Children may be told to do pg 18 of PB anytime during the week.

Any other noteworthy point: Tell the learners that many people go to the parks in the morning as we get fresh oxygen from trees and plants there.

Pg No. TB pg 96, 97 **Total Periods** 1

Skills Focused:  Building vocabulary, Reading, Writing and Exploring **Section of the book:** My Writer's Vocabulary, Explore with Leaves

Learning Outcome:  To read, trace, write vocabulary for the shape and texture of leaves, and use the words in sentences
 To draw a table mat using different shapes of leaves

TEACHER ACTIVITY	STUDENT ACTIVITY
Help the learners read the words for the shape and texture of leaves. Thereafter, tell them to trace and copy write each word.	Learners will do as directed by the teacher.





Randomly ask them to respond verbally for the correct word for each blank. Assist them in filling in the blanks if required.

 Ask the learners what is a table mat. Discuss with learners the use of table mat. Tell them to look at the different shapes of leaves and design one on page 97. They may be told to complete the colouring part at home.

Any other noteworthy point:  You may arrange an activity for learners where they can be taken out in the school compound and look for a fallen leaf. They may bring it back in the classroom to observe its shape.

Pg No. TB pg 98, 99, 100, 101, 102 **Total Periods** 1

Skills Focused:  Grammar Concept Development **Section of the book:** Words in Place of Naming Words

Learning Outcome:  To understand, identify and use pronouns appropriately

TEACHER ACTIVITY	STUDENT ACTIVITY
Tell the students to read the sentences from the story given on page 98 of the TB. Tell them to notice the words in pink colour. You may tell them that these words are used in place of some naming words in the story.  Give explanation on the board- She is used in place of the red hen Them is used in place of the dog, duck and cat. I is used in place of the dog. They is used in place of the dog, duck and cat. Me is used in place of the hen. Tell them that there are more words which are used in place of naming words such as- we and us. Move on to the next page and explain with the help of visual aid.  Students may be made as live examples. Select 4-5 students and give examples of pronouns and their usage by making them stand just as in the pictures. Thereafter small groups can be made to practice the same.	Learners will do the activity directed by the teacher. CW: Q 1, 2 TB pg 101, 102





Tell them which of these are used for one person and which for more than one person again through live examples of students. This way, there will be more clarity of the concept and of the usage.

The students may do Q 1 and 2 in TB while you monitor their work and assist if required.

Pg No. TB pg 102, 103, 104 **Total Periods** 2

Skills Focused:  Grammar Concept Development **Section of the book:** Words in Place of Naming Words

Learning Outcome:  To practice the concept of words in place of naming words

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Pronoun Wall Have 8 pronoun cards ready before the session. Stick them on the walls all around equally spaced out. (Do not use the word ‘pronoun’ with children. This is just for your reference.) Ask the students to stand in the middle. Shout out a pronoun and then shout out any three role numbers (those who are present in the classroom). Those students whose role numbers are called out will run to that pronoun card and stand under the pronoun. When you have each student reach a pronoun card, ask them to use that pronoun in a sentence. At least three students who are gathered around for a pronoun will speak a sentence each. This would give enough practice for all the pronouns. Ask them to come back to their desks and open page 102. Ask them to read the ‘Quick Tip’ section and then do Q 3, 4, 5 and 6. Monitor their work and assist them if required. Period 2  Thumbs up- Thumbs down Pair up the students and ask them to do Q 7 in TB and Q 1 in WB. Randomly call a pair in front. One will be asked to tell the answer of a particular sentence (eg. Sentence—Do ____ know me?) and the other will do thumbs up if it is right and thumb down if it is wrong.	 Learners will do as directed by the teacher. CW: Q 3, 4, 5, 6 TB pg 102, 103 HW: Children may do Q. 1,2 anytime during this week. Learners will do as directed by the teacher. CW: Q 7 TB pg 104/ Q 1, 2 WB pg 48





Even the class can be told to do thumbs up or down. Give out the final answers in the end and tell the students to check.

Thereafter, each student will choose any five sentences, rewrite them by replacing the circled word with an appropriate naming word in the WB. Monitor their work and provide assistance if they get stuck somewhere.

Now ask volunteers to share their sentences after writing naming words.

Pg No. TB pg 105, 106 **Total Periods** 2

Skills Focused:  Grammar Concept Development **Section of the book:** Use of 'These' and 'Those'

Learning Outcome:  To reinforce the concept of **this** and **that**, and understand the usage **these** and **those**

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Remind them that this is used when we talk about one thing, animal, person or a place; these is used when we talk about more than one thing, animal, person or a place.  Select an object using which you will introduce the concept and which you have more than one in number. For example- you have chosen a storybook. Keep it on your table near you and say- This is a storybook. Keep it on one of your students' table and say-That is a storybook. Now keep three storybooks on your table near you and say- These are storybooks. Keep three storybooks on a table which is far and say- Those are storybooks. Now you keep the storybook or storybooks at different places and randomly ask students to speak a sentence using appropriate words; this, that, these or those. Now explain through the example of ball/ balls given in the book.	 Learners will do the activity of demonstrating the usage of –this, that, these, those. CW: Q 1, 2 TB pg 105, 106  Learners will do the activity





Thereafter, ask them to do Q 1 and 2 in the TB on their own.

Period 2- Randomly call a student to demonstrate the usage with the help of an object they have. Give chance to as many learners as you can.

Ask the students to respond in the WB after that.

CW: Q 3, 4 WB pg 50, 51

HW: Children may be asked to do Q 1, 2 PB pg 20, 21 as per their convenience.

Pg No. TB pg 107 **Total Periods** 1

Skills Focused:  Listening and speaking **Section of the book:** Hear and Say

Learning Outcome:  To listen carefully to the teacher and respond
 To speak some sentences independently using the given thematic vocabulary
 To converse with a partner about the plants and how they are useful

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to listen carefully to the sentences spoken by you and match the things as per the instruction. Refer to the listening script and speak the sentences pausing after each to enable the learners to respond correctly. Encourage children to speak simple sentences related to the theme using the thematic vocabulary. Encourage them to converse with their partners taking help from the model dialogues.	Learners will listen carefully to the teacher and respond accordingly. Speak simple sentences related to the theme of plants. CW: TB pg 107

Any other noteworthy point: *Listening skill makes the learners aware about their surroundings and happenings in the surroundings.

*Learners who are in tune with class conversations are equipped to partake in the future public discussions.

Pg No. TB pg 108 WB pg 52, 53 **Total Periods** 1

Skills Focused:  Socio-emotional skill **Section of the book:** How do you feel? Feelings—Pride, Writing—My Plant

Learning Outcome:  To promote social emotional development in learners
 To write sentences to describe the picture how the seed grew into a plant





TEACHER ACTIVITY	STUDENT ACTIVITY
To explain them the meaning of pride, read aloud the example of the hardworking hen from the book. 🌸 Ask if they feel proud of themselves. Ask them when they experience the feeling of pride. Thereafter tell them that a girl, Sarah, is also proud of herself. Tell them that she grew a plant and took care of it. Now tell them to refer to the writing section of the WB. Ask the students to observe the picture and what is happening in it. Randomly ask students to answer the questions in the table. Let it be verbal. When there are enough verbal responses, tell them to write the answers in the WB. Once they have written answers. Tell them to write them all together if the time permits. They can complete the writing task at home otherwise. This writing task is an extension of the theme done in this unit.	Learners will do as directed by the teacher. Learners will write sentences on page 39 of the workbook. CW: TB pg 108, WB pg 52, 53 HW: WB pg 52, 53

Total Periods: 21

Note: Extra questions for each of the EVS and grammar topics are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is discussed in class. Additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents or any adult of the family may supervise their work as there is cutting work involved. Parents/adults may also check the responses given by their wards to assess their understanding.





Unit 5

Thank You, Taffy

Theme: Animals



Learning Outcome



Blackboard Work



Activity



Ask Question



Discussion

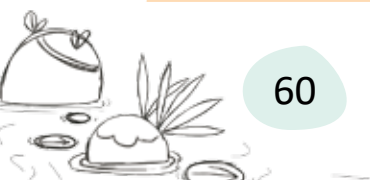
Note: Research on the corona virus, which causes COVID-19, suggests that it spreads easily both in the air and on surfaces. Studies suggest that “super spreader events” such as loud speaking and singing in enclosed areas increase the risk of transmitting the virus, as well as close contact for 15 minutes or more. It’s going to require a lot of creativity on the part of schools and educators to think about how they will be conducting and communicating during the classroom sessions. Students and teachers will have to interact with one another while wearing facial masks and staying six feet apart to limit the spread of the COVID-19 respiratory disease.

Pg No. TB pg 5 **Total Periods** 1

Skills Focused:  Phonics **Section of the book:** Phonic Focus—**ff** sound

Learning Outcome:  To get acquainted with the sound of **ff** in words and trace some words

TEACHER ACTIVITY	STUDENT ACTIVITY
 Inflate a balloon and then holding it tight, deflate it. Ask students what kind of sound they heard. Tell them that a sound of fffff is heard, and the same way, when any inflated thing is deflated, the same sound ffff comes.  Show the flash card of ff. Let your hands come together gently, as if an inflatable balloon is deflating and say fffffff. Speak the words— of puff Ask the students how many sounds they heard at the end of the words, one or two. Let the students reply and then tell them that we only hear one sound whether there is one f or two ff. Read aloud all the words showing them the visual aid. Ask them to echo read after you. Thereafter, tell them to trace the words as instructed.	 Students will also put one hand under the other, and gently come together as if an inflatable fish is deflating and say fffffff. They will echo read the words on the page with the help of visual aid. Thereafter, they will trace the words as per the instructions. CW: TB pg 5





Any other noteworthy point: When letter **f** comes at the end of a small word, the **f** is usually doubled.

It is usually a one-syllable word.

But the spelling **ff** can come in the middle of the words too. The sound of single **f** letter and double **ff** letters is heard as /f/ sound only.

Pg No. TB pg 6, 7 **Total Periods** 1

Skills Focused:  Spelling/ Vocabulary building, Reading, and Writing **Section of the book:** More words with ‘ff’ sound, Muffin is Yum

Learning Outcome:  To identify and speak aloud words with **ff** sound, then build and write them in the boxes
 To read simple sentences independently and recognise the frequently used words with **ff** sound

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to name each picture on page 6 and then build the words of ff sound as per the spelling and write them in the given boxes. They may colour the pictures if time permits or they may be told to do that at home. Read aloud the sentences on page 7 in a clear voice. Direct and help students to read the sentences. Tell them to circle all the ff sound words in the sentences. Read the limerick given at the bottom of the page with voice modulation.	Learners will speak aloud, build the words of ff sound and then write them as instructed in the book. CW: TB pg 6, 7 HW: TB pg 6 (colouring pictures)

Pg No. TB pg 8, TinkerBuds Storybook, Part 2, Pg 1-8 **Total Periods** 2

Skills Focused:  Word Recognition, Building Vocabulary and Reading **Section of the book:** Vocabulary Kit—Thank You, Taffy, Story—Thank You, Taffy

Learning Outcome:  To read and identify some high frequency words used in the story
 To know some new words used in the story
 To listen, understand and read the story with guidance initially and then independently

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Let the students find and circle the sight words on page 8. Encourage them to read aloud new words from the story.	Learners will read the first word and then find the same word in each row.





Thereafter, tell the students to open the storybook and read the title of the story on page 1.

 **One Minute-** Ask them to look at the pictures of the story for just one minute. Set a timer for one minute. Tell them to close their books and guess what the story is about. Let them share their assumptions about the story. Involve as many learners as you can. Tell them that the story is about a baby monkey, named Ruff, who gets lost in the jungle and a butterfly, named Taffy, helps him to take him to his mother.

Thereafter, read the story slowly with clear pronunciation, proper intonation and expression, and tell them to echo read the sentences after you by moving their fingers on it.

Period 2-

Instruct the students to read the story independently. A student can read a small portion of the story and the next student and so on.

Once a few students have read the story, the next one can start the story from beginning again so that all other students get the chance of reading individually.

They will read the new words.

Learners will echo read the story and talk about the pictures in the storybook.

Students will read the story taking turns.

 ***What is the hippo doing?**

***Where is the zebra and what is it doing? *How many animals can you see on page 4? *Have you seen a baby butterfly?**

Any other noteworthy point: Beyond text-

There are a few baby animals which don't look like their mother or father such as baby frog (tadpole), baby kangaroo, baby panda, etc.

Monitor the reading skills of students and work on those students who require more of your attention.

Pg No. TB Pg 9, WB Pg 4, 5 **Total Periods** 2

Skills Focused:  Reading and Comprehension **Section of the book:** Remembering the story

Learning Outcome:  To answer factual and inferential questions based on the story





TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Have a discussion about the baby monkey; his state in the beginning and at end of the story, was Ruff naughty, shouldn't he listen to his mom, etc.  Raise Hands- Have a verbal session for the comprehension. You may read questions and ask students to raise their hands if they know the answers. Randomly choose students to respond. Appreciate them if their answer is correct. Thereafter they may be told to answer Q 1-5 in TB pg 9. Period 2  Don't Raise Hands- This activity is the opposite of the one they did yesterday. Tell the students that they will not raise their hands if they know the answers, instead of that students who do not know the answers will raise their hands this time. This way you will know in a minute that which students need assistance. Have the other students give the answers while you correct them. In the end give out the exact answers and the students can write them down. Ask students what lesson they get from this story. Have a chat on obeying parents. Ask them to do Q 1 in WB.	 Learners will discuss about the part they liked the most in the story. Learners will do Q 1 in TB page 84. They will share their views about the situation given in the Critical Thinking section, TB page 85. CW: Q 1, 2, 3, 4, 5 TB pg 9  Learners will read and enact the characters of the story Learners will do Q 2 and 3 in TB page 84. CW: Q 1 (a., b., c., d.) WB pg 4, 5

 *Do you listen to your parents?

*Do you go far or anywhere without the knowledge of your mother or father?

*Would you feel scared if you forget your way home and get lost?

Pg No. WB Pg 5, 6 **Total Periods** 1

Skills Focused:  Comprehension and Writing **Section of the book:** Thank You, Taffy—Comprehension, Critical Thinking,

Learning Outcome:  To answer factual and inferential questions based on the story – Thank You, Taffy

 To critically think and talk about a situation





TEACHER ACTIVITY	STUDENT ACTIVITY
 I am Special- Ask the students to name one special thing of each animal that it has. Let each student choose an animal from the story. After that tell them to do Q 2, 3 in WB. Tell them to use their imagination and draw an animal with a new look. They may do this at home.	Learners will do as directed by the teacher. They will write answers in workbook. CW: Q 2, 3 WB pg 5, 6/ Critical Thinking TB pg 10 HW: Creative Thinking TB pg 10

Any other noteworthy point: **Beyond Text-** Students may be asked that what is real in the story and what is not real in the story.

Pg No. TB pg 11, 12, 13, 14, WB pg 7 **Total Periods** 2

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Animals Around Us, Animals that are Wild, While in a Zoo

Learning Outcome:

-  To know about some animals they see around their houses
-  To know about wild animals and where they live
-  To understand some rules one should follow while at a zoo

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Tell them to recollect about the animal characters of the story. Tell them to write names of a big and a small animal from the story. Ask- How many animals can you name? Let them share their previous knowledge about animals. Ask them which animals they have seen around their houses. Tell them some of them are wild animals who live in forests. Let them read the names of wild animals and look at the visual aid provided.  Write the names of the wild animals from the story on the board and then from the TB.	Learners will attempt questions on pg 11 and 12 of TB. They will write the answer of Q 1 in WB page 7. CW: Q 1, 2 TB pg 11/ TB pg 12/Q 1 WB pg 7





Wild animals		
From story	From TB	From students
monkey	chimpanzee	
butterfly	bear	
hippo	tiger	
zebra	crocodile	
leopard	snake	
owl	woodpecker	
wolf		

Ask learners to name more animals they know and then add their names on the board. Randomly ask a few learners what wild animals are. This covers Q 1 of WB. You may discuss the answer with them and they may write it.

Period 2-

The next day, read the text on page 13 and explain where some wild animals live. Ask interactive questions; which animals they have seen in real and where.

Let them attempt the questions on this page on their own.

Ask who has been to the zoo. Tell them that some wild animals can be seen in the zoo but they must be careful and follow some rules while visiting a zoo. Ask the students to look at the picture of the zoo and tell which animals are there.

Read the sentences on page 14 to tell the students the correct pronunciation of some new words-grown-up, fence, tease, cages.

Ask them to fill the blanks correctly to understand the zoo rules.

Learners will fill in the blanks in TB.

CW: Q 1, 2 TB pg 14

Any other noteworthy point: *What are wild animals?

*Where do wild animals live?

*How many legs do wild animals have?

Beyond Text-

Which animals give birth to babies?

Which animals lay eggs?

Any other noteworthy point: People or children have a habit of teasing animals by making noises. Some try to feed them and some even pelt stones. There is a provision of fining up to Rs. 2000 for disturbing animal but visitors are fined Rs. 50 or 100 at the most.





Pg No. TB pg 15, WB pg 7 **Total Periods** 1

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Friendly Animals

Learning Outcome:  To acquire knowledge about pet and domestic animals and where some animals live

TEACHER ACTIVITY	STUDENT ACTIVITY
 Discuss about pets. Ask – Who has pets at home? Aryan (name of any student), do you have a pet dog? Tanya (name of any student), do you have a pet dog at your home? (Take names of the students of the class) A few students will surely reply that they have pets. Build the topic from here. Ask – Do you know some other animals that can be kept as pets too? Tell them cats, rabbits, fish, dogs can be kept as pets at houses. Read the text on this page and explain. Tell them that some people make homes for their pets such as a kennel for the dog, hutch for a rabbit, aquarium for fish. Now tell them that we should take care of pet animals and take it to the veterinary doctor after every one or two months. Talk about domestic animals and ask them how they help us.	Learners will do as directed by the teacher. CW: Q 1 TB pg 19/ Q 2 (a.) WB pg 7 HW: Children may be told to do Q 1, 2 PB pg 22 at home for assessing their understanding.

 *Who looks after your pet dog at home?

*Who walks your dog?

*Who gives food to your pet?

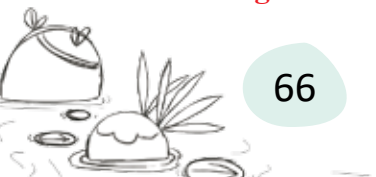
*Do you play with your pet?

Any other noteworthy point: **Beyond Text-** Vaccines are important to help keep your pet healthy. They prevent your pet from catching infections and diseases.

Pg No. TB pg 16, 17, 18, 22, WB pg 7, 8 **Total Periods** 2

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Birds, Insects and Water Animals, Let's Have Fun

Learning Outcome:  To get acquainted about birds, insects and water animals and some of their characteristics





TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Sing this poem as you enter the classroom- If I were a bird, I would sing a song, And fly about the whole day long, And when the night came, Go to rest, up in my cozy little nest. Ask- So where does the bird rest? Let the students answer.  Then ask them to draw a nest on the paper that you will provide. Let them exchange the paper with their partners who are sitting next. Now tell them to draw eggs in it. Now again tell them to pass their papers to the next ones. Tell them to draw a bird flying towards its nest. Collect the sheets and praise all of them. After that read the text from the book and explain. Show students flash cards of different birds, including an owl, a bird with webbed feet, a long-legged water bird and bird with large tail feathers. Talk about the different body parts of birds and how they may be used. Children should be able to identify the head, eyes, beak, wings, feet, and tail of a bird. Ask what special thing the birds have. Let them come out with the answers till they reach the answer- wings/feathers. Tell them that only birds have feathers. Every bird has feathers but all birds cannot fly. Let them look at the beaks and feathers of the birds in the pictures on this page. Period 2- Ask- Do you know about the busiest animal on earth? It is a bee. If someone is very busy we say-he/she is busy as a bee. A bee is an insect and insects are also animals. They are very small	Students will do as directed.  Students can be told to keep water for birds outside their houses. They may arrange a bird feeder with the help of their parents. CW: Q 2 TB pg 19/ HW: TB pg 22  Students will make a caterpillar with round papers (idea given in the lesson plan). They will bring round papers as per the letters of their name and write each letter in a circle. CW: Q 2 (b.) WB pg 7/ Q 3, 4 TB pg 19 HW: TB pg 18 (puzzle), Children may be told to do Q 1, 2 PB pg 22 at home for assessing their understanding.





animals. Give example of flying insects and non-flying insects from the book.

Move on to the next topic about water animals and explain. Talk about animals that can live in water and land both.

Ask which water animal have they seen and where.

Thereafter the learners can attempt the questions.



*Which is your favourite bird?

*How many do you think are in the world? (more than 9000 different species)

*Is penguin a bird?

Do you know what an aquarium is?

-Do you know there is a fish in the shape of a star?

*How many legs do birds have?

Any other noteworthy point: Beyond Text- Feathers perform variety of functions for a bird including insulation, protection and flight management. The colour pattern of feathers serves as camouflage, helping birds from predators.

Pg No. TB pg 20, 21, WB pg 8

Total Periods 2

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** How Many Legs, Meet our Babies

Learning Outcome:  To acquire knowledge about the names of babies of some animals

 To answer some higher order questions about animals

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Ask the students- Have you seen a new born baby? Do you have a baby sister or a baby brother? Have you seen a picture of yours when you were a baby? Human babies look like this—show them a few pictures. Animals also have babies. These young animals are called by different names as you were called a baby when you were very little. Ask- Can you tell what is the baby of dog/ cat called? Let them guess. (accept any answer students can justify)	Students will do as directed by the teacher. CW: Q 1, 2 TB pg 21 HW: TB pg 20 (drawing)





Thereafter show them a poster of animal babies. Read aloud and point to the baby and its name. Ask the students also to read—at least three times.

 Thereafter write all the names on the board. Discuss which animals these babies belong.

puppy	kid	cub
kitten	duckling	foal
lamb	chick	

Tell the students to pick out the correct one to be filled in the blanks on page 21. Monitor their work by moving around in the classroom. Thereafter, they do page 20 in TB. The drawing and colouring part can be given as home task.

Period 2-

Think, Pair, Share- Ask children to form pairs. Tell them to discuss Q 3 and 4 of WB and respond. Randomly invite any pair in front to share their responses. (instead of horse in Q 4 point d, you can ask them to write the name of pet rabbit's home.)

Give out final answers and ask the children to check.

Students will do as directed by the teacher.

CW: Q 3, 4 WB pg 8

HW: Q 5 WB pg 9 (take help from parents)



*Who looks after your pet dog at home?

*Who walks your dog?

*Who gives food to your pet?

*Do you play with your pet?

Pg No. TB pg 23, 24 **Total Periods** 1

Skills Focused:  Building vocabulary, Reading, Writing and Exploring **Section of the book:** My Writer's Vocabulary, Explore with Patterns

Learning Outcome:  To read, trace, write vocabulary for pattern and use the words in sentences

TEACHER ACTIVITY	STUDENT ACTIVITY
Help the learners read the pattern words and understand with the help of visual aid. Thereafter, tell them to trace and copy write each word. Randomly ask them to respond verbally for the correct word for each blank. Assist them in filling in the blanks if required.	Learners will do as directed by the teacher. CW: TB pg 23 HW: TB pg 24





Ask the learners to draw patterns in the given face mask on pg 24 in TB and colour it. They may be told to complete the colouring part at home.

Pg No. TB pg 25, 26, 27 **Total Periods** 3

Skills Focused:  Grammar Concept Development **Section of the book:** Words that Tell About Actions

Learning Outcome:  To understand and identify action words and use them appropriately

TEACHER ACTIVITY	STUDENT ACTIVITY
 I move my way- Ask the students how they move. Let them move around. Ask them how some animals move. You may call out the names such as fish, horse, kangaroo, etc. and tell them to do the actions for them. Thereafter, tell them that walk, jump, run and hop are action words. Read the text on page 25 and explain the action words for animals' movement. Let them read all the action words on this page. Tell them that the sound we make and the sound animals make are also action words. Let them match the animals with the sounds they make in Q 2 in TB and also Q 1 after that. Ask some more action words from students and write them on the 'action word wall'. Period 2- Do an activity  Follow Me-Tell students that you will be speaking some words and they have to follow the commands. Call out words such as- Stand Clap Sit Left hand up Sleep Laugh Walk Sit Write Look at fan Touch your right elbow Now tell them that they did the actions you told them to do. So these words are actions words because some action happens, any word that tells us about an action being done is called an action word.	 Learners will do the activity directed by the teacher. CW: Q 1, 2 TB pg 26, 27 Learners will do as directed by the teacher. CW: Q 3, 4 TB pg 27, 28





Now move to the text in the book. Ask the learners to read the sentences on page 26 and identify the action words. Give examples of more action words.

Tell them to do Q 3 in TB. Ask them if they still remember the characters of the stories they read such as Josh, Sheena, Cheena, and Red hen. Then tell them to do Q 4 in TB.

Period 3-

 **Dumb Charades-** Have the students play dumb charade today. Let them act out the action to other members of the class and ask them to guess.

Form four groups. Let a volunteer enact the action decided by the whole group and other groups will guess. Keep a record of the performance of each group and their members and also make sure each student enacts at least once.

Thereafter tell the students to do Q 1, 2 and 3 in the WB. Provide assistance to them if required.

group and their members and also make sure each student enacts at least once.

Thereafter tell the students to do Q 1, 2 and 3 in the WB. Provide assistance to them if required.

 Learners will play dum-charades.

CW: Q 1, 2, 3 WB

pg 10, 11

Any other noteworthy point: Make an ‘Action word-wall’ on a chart. Keep writing the action words till you are doing this topic.

Keep adding action words to the word-wall.

Don’t forget to ask students more action words and keep adding them to the word-wall.

Pg No. TB pg 28, 29 **Total Periods** 1

Skills Focused:  Grammar Concept Development

Section of the book: Words that Tell About Actions

Learning Outcome:  To recollect the concept of naming words and reinforce and concept of action words

TEACHER ACTIVITY	STUDENT ACTIVITY
To test their knowledge, ask the students what are naming words.	 Learners will do as directed by the teacher.





Thumbs up-

Speak a few words; naming words and action words. Ask them to do a thumbs-up sign, when they hear a naming word. Revise naming words and words in place of naming words.

Thereafter, tell them to do Q 5, 6.

Randomly ask students to give responses, and assess their understanding.

CW: Q 5, 6 TB pg 28, 29

HW: Children may be asked to do Q 1, 2, 3 of PB pg 23,24 anytime during this week.

Pg No. TB pg 30, 31 **Total Periods** 1

Skills Focused:  Listening and speaking, Socio-emotional skill
Being Scared

Section of the book: Hear and Say, How do you feel? Feelings—

- Learning Outcome:**
-  To listen to the instructions and draw appropriately
 -  To speak some sentences independently using the given thematic vocabulary
 -  To converse with a partner about animals
 -  To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to listen carefully to the sentences spoken by you and draw accordingly. Refer to the listening script and speak the sentences pausing after each to enable the learners to respond correctly. Encourage children to speak simple sentences related to the theme using the thematic vocabulary. Encourage them to converse with their partners taking help from the model dialogues. Re-establish their attention to the story ‘Thank You, Taffy’ and ask why was Ruff crying. Ask two three learners and then read aloud the situation given in the socio-emotional section that tells when Ruff feels scared. Thereafter, ask them to read the questions and give their advices. The drawing part can be given as HW.	Learners will listen carefully to the teacher and respond accordingly. Speak simple sentences related to the theme of animals. CW: TB pg 30, 31 HW: TB pg 31 (drawing)





Any other noteworthy point: *Listening skill makes the learners aware about their surroundings and happenings in the surroundings.
*Learners who are in tune with class conversations are equipped to partake in the future public discussions.

Pg No. WB pg 12, 13 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** Writing—Abhi and his Pet

Learning Outcome:  To write sentences to describe the picture of a boy with his pet

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to observe the picture and what is happening in it. Randomly ask students to answer the questions. Let it be verbal. When there are enough verbal responses, tell them to write the answers in the table. Once they have written answers, tell them to write them all together.	Learners will write sentences on page 13 of the workbook. CW: WB pg 12, 13

Total Periods: 21

Note: Extra questions for each of the EVS and grammar topics are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is discussed in class. Additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents or any adult of the family may supervise their work as there is cutting work involved. Parents/adults may also check the responses given by their wards to assess their understanding.

An idea for drawing caterpillars





Poster- show lion and cub too



Theme: Seasons and Clothes



Learning Outcome



Blackboard Work



Activity



Ask Question



Discussion

Note: Research on the corona virus, which causes COVID-19, suggests that it spreads easily both in the air and on surfaces. Studies suggest that “super spreader events” such as loud speaking and singing in enclosed areas increase the risk of transmitting the virus, as well as close contact for 15 minutes or more. It’s going to require a lot of creativity on the part of schools and educators to think about how they will be conducting and communicating during the classroom sessions. Students and teachers will have to interact with one another while wearing facial masks and staying six feet apart to limit the spread of the COVID-19 respiratory disease.

Pg No. TB pg 33, 34 **Total Periods** 1

Skills Focused: Phonics **Section of the book:** Phonic Focus—ll sound, More words with ‘ll’ sound, Yellow Pillow

Learning Outcome:

- To get acquainted with the sound of ll in words and trace some words
- To identify and speak aloud words with ll sound, then build and write them in the boxes
- To read simple sentences independently and recognise the frequently used words with ll sound

TEACHER ACTIVITY	STUDENT ACTIVITY
Show the flash card of ll and pretend to lick a lollipop, and say ll, ll, ll... Ask students, who likes lollipops, do you eat lollipops or lick lollipops. Say a sentence—A lazy lion licks a lollipop all day long. Say it two three times. Ask them which sound they hear frequently. Tell them the sound of ll and l is same which you hear in lion, bell and lollipop. Read aloud all the words showing them the visual aid. Ask them to echo read after you. Thereafter, tell them to trace the words as instructed.	Students will pretend to lick a lollipop and say ll, ll, ll... They will echo read the words on the page with the help of visual aid. Thereafter, they will trace the words as per the instructions. CW: TB pg 33, 34, 35



Ask the learners to name each picture on page 34 and then build the words of **ll** sound as per the spelling and write them in the given boxes. They may colour the pictures if time permits or they may be told to do that at home. They may be told to read the sentences and circle the **ll** phonic words.

Read the limerick given at the bottom of the page with voice modulation and ask children to speak the same.

Any other noteworthy: The diagraph **ll**, two letters or double consonants make one sound that is /l/. It is /l/ sound whether in the beginning, middle or ending.

Pg No. TB pg 36, TinkerBuds Storybook, Part 2, Pg 9-22 **Total Periods** 2

Skills Focused:  Word Recognition, Building Vocabulary and Reading **Section of the book:** Vocabulary Kit—Monsoon Birthday, Story—Monsoon Birthday

Learning Outcome:

-  To read and identify some high frequency words used in the story
-  To know some new words used in the story
-  To listen and understand the story
-  To read the story with guidance initially and then independently
-  To write about the story details independently

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Let the students find and circle the sight words on page 36. Encourage them to read aloud new words from the story. Thereafter, tell the students to open the storybook and read the title of the story on page 9. Ask them if they know the meaning of monsoon. Tell them that monsoon is the time when it rains a lot.  Ask the students- When is your birthday? Listen to their responses. Say – You know about your birthday month. Ask- Do you know about the other months too?	Learners will read the first word and then find the same word in each row. They will read the new words. Learners will echo read the story and talk about the pictures in the storybook.  Learners will do the activity as directed by the teacher. CW: TB pg 36





Say- There are twelve months in a year. Let's watch this video about the month names.



Make the students stand month wise. Count and talk about how many students' birthday fall in the same months.

Thereafter, read the story slowly with clear pronunciation, proper intonation and expression, and tell them to echo read the sentences after you by moving their fingers on it.

Period 2-

Ask the students- Did you like the story I read yesterday?

Say- Today you are going to read the story and I will listen.

Suggest that the student having last roll number will read first today.

All students will read small portion of the story taking turns on the basis of descending order of their roll numbers.

Help them with the pronunciation of words they get stuck on.

You may tell them to fill the story map thereafter.

Students will read the story taking turns.

CW: TB pg 37

HW: Q 1 (drawing, colouring) WB pg 18

Refer to this link-

<https://www.youtube.com/watch?v=-4s-ut7N0jQ>



-When was Bella's birthday?

-Do you think Bella is younger to you or older to you?

-What would you wish as your birthday gift?

Any other noteworthy point: Monitor the reading skills of students and work on those students who require more of your attention.

*You may discuss about the one main event in the story and take their views.

Pg No. TB Pg 38, WB Pg 19 **Total Periods** 2

Skills Focused: Reading and Comprehension

Section of the book: Remembering the story

Learning Outcome: To answer factual and inferential questions based on the story

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Have a discussion about the monsoon time. Ask who likes rains.	Learners will write responses in TB page 18. CW: Q 2, 3, 4, 5 TB pg 38





Also ask who else in their families have birthdays in the month of July. Listen to their responses and ask them to answer Q 2-5 in TB pg 38.

Period 2

 Ask students- Bella used her umbrellas in different ways. Can you think of more ways of using an umbrella? Have an interactive session. Let them share their ideas about using an umbrella. Appreciate their imagination and originality.

Brainstorming - Now make three groups and assign Q 2 of the workbook.

Give them sufficient time to discuss and then each group can share their answers with the class. Correct where necessary in a constructive manner.

Speak aloud the answers again after each group has shared and tell the students to write down.

Learners will do Q 2 in WB.

CW: Q 2 WB pg 19.

 ***Do you also enjoy the monsoon time?**

Any other noteworthy point: You have to talk about the seasons in brief as almost all of them have been covered in the story.

Pg No. TB pg 38, 39 **Total Periods** 1

Skills Focused:  Comprehension and Writing

Section of the book: Monsoon Birthday—Comprehension, Think, Draw and Talk

Learning Outcome:  To answer factual and inferential questions based on the story – Monsoon Birthday
 To creatively think and draw an umbrella, and critically think and talk about a situation

TEACHER ACTIVITY	STUDENT ACTIVITY
Think, Pair, Share- ask students to pair up and do Q 6 in the TB. Allow them to refer to the storybook and respond. They should be able to do this on their own. Thereafter, ask them to read the instruction given in the critical thinking section. Invite them in front to share their views about the situation. Appreciate the ones who speak confidently.	 Learners will do as directed by the teacher. They will write answers in workbook. CW: Q 6 TB pg 38/ TB pg 39 HW: Creative Thinking (colouring) TB pg 39





Thereafter, ask them to be creative and draw an umbrella as per the instruction in the 'Creative Thinking' section.

Any other noteworthy point: *Listening skill makes the learners aware about their surroundings and happenings in the surroundings.

*Learners who are in tune with class conversations are equipped to partake in the future public discussions.

Pg No. TB pg 40, 41 **Total Periods** 1

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Different Seasons

Learning Outcome:  To know about what is the difference between weather and a season

 To know about different seasons in a year

 To read a poem related to the theme of seasons

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask students to quickly go through the story and circle the season mentioned in it. Tell them they will read more about the seasons today. Have students do matching exercises on page 40 independently. Suggest them to refer to the story for help. Read the text and explain the difference between weather and season. Ask them which season is going on right now. You may ask about the weather, day before; morning, afternoon and night. This will help them understand it better. Tell the students that they will recite a poem about the seasons we have throughout a year. Let them look at the pictures of each season and relate the text with it. Recite the poem once and then pairs of students may recite two-two stanzas of this poem taking turns and start all over again after they finish the poem. This way all students will get a chance to read and recite. Ask the students to answer Q 1 in TB. Assist them in filling the weather details.	 Learners will write recite the poem. They will write the answer of Q 1 in TB page 45. CW: Q 1 TB pg 45 CW: Q 1, 2 TB pg 14





Any other noteworthy point: Talk about a day. Ask—What is a day? The students might look confused. Tell them that a day has morning, afternoon, evening and night; and one day has 24 hours in a day. And one week has seven days.



*Name the days of the week.

*Which day is today?

*How many days in a week do you come to school?

*On which day/days you do not come to school?

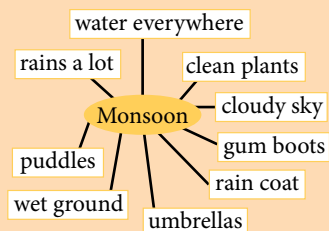
Pg No. TB pg 42, 43, 44, 45, WB pg 21 **Total Periods** 3

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Monsoon, Autumn, Winter, Spring, Summer

Learning Outcome:  To appreciate the different seasons throughout a year

TEACHER ACTIVITY	STUDENT ACTIVITY
 Period 1- Discuss the recent weather. -What kind of weather is today? -What kind of weather was yesterday? -What kind of weather was day before yesterday? So do you know which season is now? It is _____ season because for many days the weather is _____. (you may use appropriate words for the on-going season) Read the text about Monsoon. Tell them that Bella's birthday falls in monsoon. Ask them have they seen a rainbow in real. How many of them have umbrellas and raincoats. Ask everyone if they like monsoon or not and why. Thereafter ask them to write the answer. Discuss about the clothes they wear in monsoon. Check their understanding by making a Graphic Organiser about one season as an example and asking them to make similar GOs for autumn and winter.	Learners will do as directed by the teacher. CW: Q 3 (c.)





You may tell them to attempt the question.

Period 2- Read about Autumn and Winter and discuss the kind of clothes that are worn.

Ask- Have you seen leaves fallen on the ground in the parks in autumn? Have you ever jumped on the pile of leaves?

Have you been to a hilly place?

Have you seen snow falling?

Discuss the answers and ask them to attempt the questions on page 43 of TB.

Period 3

Read about **Spring** and **Summer** and discuss the climate and kind of clothes that are worn during these seasons.

Tell them that spring is beautiful; the weather is pleasant, the parks and all plants look happy.

Ask them what special things we can do in summer.

The expected answers may be—

Playing outside

Fruits such as mango, watermelon, melon, strawberry, etc.

Ice-cream

Water games

(if the students miss out on something, add to their answers)

Other than the special things, it is very hot and air is dry in summer that is why people prefer to stay indoors.

Now ask students to do the exercises and you may monitor their work and assist those who require help.

Children will do as directed.

CW: Q 3 (b) WB pg 21

 Students can do a picture chain activity. They will form groups of five. Give a paper to the first group and tell them to draw a thing related to spring. Then they will pass it on to the next group, they will also draw something and pass on to the next group and so on till you get an appropriate picture of the spring season.

CW: Q 2, 3 (a) WB pg 21

HW: Q 4 TB pg 45



Any other noteworthy point: All places, countries go through the cycle of the seasons. But season happen at different times in different parts of the world. When it's summer in some parts of the world, it is winter in the other parts of the world.

Beyond Text- During harsh winter months, for a period of time every year, certain animals such as American black bear, ground squirrel, hedgehog, garter snake, sleep away.

Beyond Text-Ants live in warm places, such as the soil or under the bark of trees. They come out in summer to collect large amount of food and store it in their nests for winter.

The story of “The grasshoppers and the ants” can be told briefly to students.

Pg No. TB pg 45, 46 WB pg 20 **Total Periods** 1

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Different Seasons

Learning Outcome:  To apply knowledge about seasons and the clothes worn in different seasons

TEACHER ACTIVITY	STUDENT ACTIVITY
 Draw a Graphic organizer on the board to reinforce the season concept.  Challenge students to use their new knowledge about seasons by asking them about clothes that can be worn in each season. Randomly ask about some characteristics of each season. Call out the name of the season and then the name of a student who can come in the front and share his/her knowledge about the season. Tell them to respond independently in the TB and WB after that.	Students will do as directed. CW: Q 1 WB pg 20/ Q 5, 6 TB pg 46 HW: Q 2, 3 TB pg 45, Children can do the drawing exercise on pg 25 of PB anytime during this week or weekend.

Any other noteworthy point: You can play this video—
<https://www.youtube.com/watch?v=w5UCzWC5Y>



Pg No. TB pg 47, 48 **Total Periods** 1

Skills Focused: Building vocabulary, Reading, Writing and Exploring **Section of the book:** My Writer's Vocabulary, Explore Designing an Invitation

Learning Outcome: To read, trace, write vocabulary for pattern and use the words in sentences
 To design and invitation for own birthday

TEACHER ACTIVITY	STUDENT ACTIVITY
Bring a calender in the class. Read aloud all the names of the months. Show them how to look at the calender and what all is given in the calender- days, dates, months and year. Tell them that a year has 365 days. Ask a student to look at the first month in the calender, say its name and tell the class how many days are in this month. Then the next student will talk about the next month and so on. Help the students read the poem. Thereafter, tell them to copy write names of each month. Bella wrote an invitation to invite her friends. Do you and your parents get invitations for birthday parties, weddings or school functions? Have you seen any invitation? Hear out their responses. Have the students go through the invitation in the story. Encourage them to design one for their next birthday.	Students will check their Almanac and tell the dates of different school activities, holidays and summer and winter vacation. Students will count the names of the months on the knuckles and the grooves of their fists- every month that lands on a knuckle has 31 days and every month that lands in a groove has 30 days (28 or 29 for February). (Handout )

Any other noteworthy point: Every fourth year is a leap year. It has 366 days because the month of February has 29 days in a leap year.

Pg No. TB pg 49, 50, 51, 52 **Total Periods** 2

Skills Focused: Grammar Concept Development **Section of the book:** Words that Tell About Positions

Learning Outcome: To understand and identify action words and use them appropriately

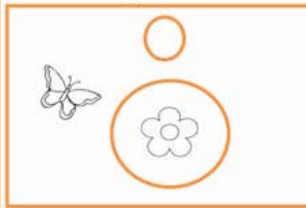




TEACHER ACTIVITY

Period 1-

 Introduce the concept of position words through a board activity. Draw a circle on the board. Draw a flower inside the circle. Then draw a butterfly outside the circle. Draw a small circle above the big circle.



When you draw these stress on the position words and also ask –

Where is the circle? (on the board)

Where is the flower? (inside the circle)

Where is the butterfly?(outside the circle)

Where is the small circle? (above the big circle)

Now ask the students to read the words in the orange oval shape on this page.

Tell them that these words tell us the position of the umbrella. Tell them to match the words for picture as per the umbrella's position.

Read more examples given in the book and then check their understanding by asking them to do Q 2 and 3 in the TB.

Period 2-

Do an activity.

 Help students form groups of four. Demonstrate an activity to be done by them in groups.

Take five blocks of different colours. Now stack them like a tower. Say, for example---

The red block is on the top. The yellow is below the red block.

The green is in the middle. The blue is the bottom.

The white one is above the blue block.

Now the students will do this in their groups giving each other equal number of chances.

-Thereafter let the students to complete the sentences using position

STUDENT ACTIVITY

Learners will do as directed by the teacher.

CW: Q 1, 2, 3 TB pg 49, 50

Learners will do as directed by the teacher.

 **Tower of Blocks**-Students will make towers with blocks and speak sentences as per the position of different blocks.

CW: Q 4, 5 TB pg 51, 52





words in Q 5. Give them some time to discuss. Elicit group feedback.

-Call groups in front to share their sentences.

-Ask the students to write the sentences after that.

Any other noteworthy point: Refer to the following link-

<https://www.youtube.com/watch?v=8F0NYBBKczM&list=PLvu7Bv7Vgk4rLvVHydMDdpXQJJz-E4xG7>

-Make a word-wall of position words. Keep writing them as you use them so that the students can refer to them as and when required.

Keep adding action words to the word-wall.

Pg No. WB pg 22, 23 **Total Periods** 1

Skills Focused:  Grammar Concept Development

Section of the book: Words that Tell About Positions

Learning Outcome:  To reinforce the concept of position words

TEACHER ACTIVITY	STUDENT ACTIVITY
To test their knowledge, ask the students to demonstrate some position words using the objects they have in their bags. Call them in front in random order with two objects. Tell them to arrange them in such a way that they can use a position word to describe any one object's position. So they will be speaking a sentence in support of the object's position. Thereafter, tell them to Q 1 and 2 in the WB.	 Learners will do as directed by the teacher. CW: Q 1, 2 WB pg 22, 23 HW: Children can do Q 1, 2 on pg 26, 27 of PB anytime during the week or weekend as practice of the concept.

Pg No. TB pg 53, 54, 55 **Total Periods** 2

Skills Focused:  Grammar Concept Development

Section of the book: Use of 'Has' and 'Have'

Learning Outcome: To understand the appropriate usage of **has** and **have**

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Read the dialogues of Bella and her mom to introduce 'has' and 'have'.	The learners will do as directed by the teacher. CW: Q 1, 2, 3 TB pg 54, 55





 Write the following sentences about animals on the board using **has** and **have**.

has

The cat has soft fur.

The zebra has stripes.

The monkey has long tail.

It has four legs.

have

The cats have fur.

The zebras have stripes.

The monkeys have long tails.

They have four legs.

I have a pet dog.

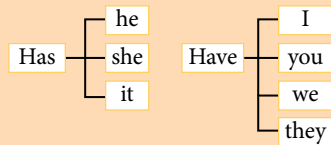
Tell them—

has is used for one person, one animal, one thing and one place

have is used for more than one person, thing, animal and places.

Elaborate it more with the help of examples from the book and rules.

Ask a few students to read the examples. Have a GO on the board.



Thereafter ask students to attempt questions in TB.

Period 2-

Team work-Divide the class into two teams, and name them Has and Have. Make the teams sit facing each other. Select any 10 naming words beforehand. Say a naming word and team Has will make a sentences using the naming word with 'has' and team Have will use it with 'have', and the game will go on. Every time they make a sentence, their team will be allotted 5 points.

HW: Children can do Q 1, 2 on pg 28 of PB anytime during the week or weekend to practice using 'Has and Have'.

The learners will do as directed by the teacher.

CW: Q 1, 2, 3 WB pg 24, 25

HW: Q 4 TB pg 55





Allow one minute for each sentence formation. Declare the winner and appreciate all for their effort.

Thereafter ask the students to do questions in the WB.

Any other noteworthy point: In TinkerBuds, we have explained the usage of **has** and **have** to indicate that a person or noun is in possession of something. The other uses of **has** and **have** are not covered in this topic.

Pg No. TB pg 56, 57 **Total Periods** 1

Skills Focused:  Listening and speaking, Socio-emotional Skill
Being Loved

Section of the book: Hear and Say, How do you feel? Feelings—

- Learning Outcome:**
-  To listen to the sentences and tick the correct picture for each sentence
 -  To speak some sentences independently using the given thematic vocabulary
 -  To converse with a partner about the seasons
 -  To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to listen carefully to the sentences spoken by you and tick the picture accordingly. Refer to the listening script and speak the sentences pausing after each to enable the learners to respond correctly. Encourage children to speak simple sentences related to the theme using the thematic vocabulary. Encourage them to converse with their partners taking help from the model dialogues. Re-establish their attention to the story ‘Monsoon Umbrella’ and read about when Bella feels loved.  Discuss with them when do they feel loved. Thereafter tell them to cross out the pictures that do not show the feeling of being-loved.	Learners will listen carefully to the teacher and respond accordingly. Speak simple sentences appreciating different seasons. CW: TB pg 56, 57





Pg No. WB pg 26, 27 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** Writing—My Favourite Season

Learning Outcome:  To write sentences about favourite season of self using the given prompts

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to read the passage about monsoon, the favourite season of Bella. On the basis of this passage and using the prompts given on the next page, tell them to write a passage about their own favourite season. Once they have written,	Learners will write sentences on page 27 of the workbook.

Total Periods: 19

Note: Extra questions for each of the EVS and grammar topics are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is discussed in class. Additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents or any adult of the family may supervise their work as there is cutting work involved. Parents/adults may also check the responses given by their wards to assess their understanding.

Handout- days in a month

January	_____	May	_____	September	_____
February	_____	June	_____	October	_____
March	_____	July	_____	November	_____
April	_____	August	_____	December	_____



Theme: Neighbourhood



Learning Outcome



Blackboard Work



Activity



Ask Question



Discussion

Note: Research on the corona virus, which causes COVID-19, suggests that it spreads easily both in the air and on surfaces. Studies suggest that “super spreader events” such as loud speaking and singing in enclosed areas increase the risk of transmitting the virus, as well as close contact for 15 minutes or more. It’s going to require a lot of creativity on the part of schools and educators to think about how they will be conducting and communicating during the classroom sessions. Students and teachers will have to interact with one another while wearing facial masks and staying six feet apart to limit the spread of the COVID-19 respiratory disease.

Pg No. TB pg 59, 60 **Total Periods** 1

Skills Focused: Phonics **Section of the book:** Phonic Focus—**ck** sound, Phonic Focus—**ng** sound

Learning Outcome: To get acquainted with the phonic sounds **ck** and **ng** in words and trace some words

TEACHER ACTIVITY	STUDENT ACTIVITY
Show the flash card of ck as you say its sound. Raise your hands up and snap your fingers as if you are playing castanets (a musical instrument) and say ck, ck, ck... Tell the students that spelling ck make the /k/ sound as in the word kick, pack, clock, etc. Ask them to read the words on page 59 and trace the words as directed.	Students will echo read the words on the page with the help of visual aid. Thereafter, they will trace the words as per the instructions.
-Show the flash card of ng as you say its sound. Move your arms above your head as if you are lifting a heavy weight and say ng, ng, ng . Say- I am strong (doing the same action), I am very strong. Are you also strong? -Help the students read the words on the page.	Tell all the students to imagine them as weightlifters. Tell them to pretend lifting a heavy weight and also say the sound-ng, ng, ng. They will read the words on the page with picture clues and write the words. CW: TB pg 59, 60

Any other noteworthy point: The letter combination **ck** is used at the end of a one-syllable word after a short vowel sound. The sound of **ck** spelling is /k/. The /k/ sound is made by four more letters—



C as in cat

Cc as in hiccup, account

K as in cake, make, king

Qw as in queen

* Sounds that come out of nose are called nasal sounds. The sound of digraph **ng** is one of the three nasal sounds. The other two nasal sounds in English are the **n** sound and the **m** sound.

Pg No. TB pg 61, 62 **Total Periods** 1

Skills Focused:  Vocabulary Building, Identifying and Writing **Section of the book:** Match the Pictures, What do you love?

Learning Outcome:  To match words of **ck** and **ng** sounds with correct pictures and copy write them
 To read and spot the frequently used words with **ck** and **ng** sounds

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to match each picture on page 61 with correct words and then copy write them in the given blanks. They may colour the pictures if time permits or they may be told to do that at home. Tell them to read the sentences and circle the ck phonic words and underline ng phonic words. Read the limerick given at the bottom of the page with voice modulation and ask children to speak the same.	The learners will do as directed. CW: TB pg 61, 62

Any other noteworthy point: Challenge their vocabulary skills by asking them speak more words with **ck** and **ng** sounds.

You may challenge them by having a riddle session-

*A thing we wear on feet

*Name of a colour

*A sports tool for playing a game

*A dress girls wear

*Something we wear on a finger

*A thing some old people use for walking

*Something that goes far into the sky

Pg No. TB pg 63, TinkerBuds Storybook, Part 2, Pg 32-41 **Total Periods** 2

Skills Focused:  Word Recognition, Building Vocabulary and Reading **Section of the book:** Vocabulary Kit—Buddy’s Day Out, Story—Buddy’s Day Out

Learning Outcome:  To read and identify some high frequency words used in the story
 To know some new words used in the story
 To listen, understand and follow the text in the story





-Why is the dog hiding in all the pictures?

-How do the dog and the cat look on page 41?

Any other noteworthy point: Monitor the reading skills of students and work on those students who require more of your attention.

*You may discuss about the one main event in the story and take their views.

Pg No. TB Pg 65, 66 WB Pg **Total Periods** 2

Skills Focused:  Reading and Comprehension **Section of the book:** Remembering the story

Learning Outcome:  To answer factual and inferential questions based on the story

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Begin the session with a discussion about the places did Kitcat visit in the story. Ask the learners to name the places. Ask them to name the people Kitcat met in the story. Listen to their responses and ask them to answer Q 2-4 in TB pg 65, 66. Period 2  Ask students- How you come to school, walking, by car, by van or by bus? Ask- What do you see on the way? Appreciate their originality and responding nature. Then discuss the places Kitcat and Buddy went to in the story. Brainstorming- Now make them sit in pairs and assign them with a task of discussing Q 2 of the workbook. Give them sufficient time to discuss and then each pair can share any one answer with the class. Add to their answers if necessary in a constructive manner. Speak aloud the answers again after each pair has shared and tell the students to write down.	Learners will write responses in TB page 18. CW: Q 2, 3, 4 TB pg 65, 66 Learners will do Q 2 in WB. CW: Q 2 WB pg 31, 32 HW: Q 1 WB page 31

Any other noteworthy point: You may talk about neighbourhood in brief and the places in it as all will be discusses in the theme study later.





Pg No. TB pg 66, WB pg 31 **Total Periods** 1

Skills Focused:  Comprehension and Writing

Section of the book: Buddy's Day Out—Comprehension, Think, Draw and Talk

Learning Outcome:  To answer factual and inferential questions based on the story – Monsoon Birthday

 To creatively think and draw the favourite game being played, and critically think and talk about the given situation

TEACHER ACTIVITY	STUDENT ACTIVITY
Begin the session by asking the students to do Q 1 in the WB. Allow them to refer to the storybook and respond. They should be able to do this on their own. Thereafter, ask them to read the instruction given in the critical thinking section. Invite them in front to share their views about the situation. Appreciate the ones who speak confidently. Thereafter, ask them to do the 'Creative Thinking' section at home.	 Learners will do as directed by the teacher. They will write answers in workbook. CW: Q1 WB pg 31/ Q 4 TB pg 66/ Think, Draw and Talk TB pg 66 HW: Creative Thinking (colouring) TB pg 66

Pg No. TB pg 67, WB pg 33 **Total Periods** 1

Skills Focused:  Reading and Writing— Theme Study

Section of the book: Good Neighbours

Learning Outcome:  To get acquainted about neighbours and neighbourhood

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students- Who are neighbours? Tell them that the person, people or family living next to your house or near your house are your neighbours. - Ask them to verbally tell names of their neighbours if they know. They may write in the book after asking their parents too. Elaborate from the book why neighbours are important and how one can be a good neighbour. Tell them to read the sentences and tick the right picture on page 67. Thereafter ask students to say one good thing about one of their neighbour taking turns.	Learners write the answers in TB page 67. CW: Q 1, 2 TB pg 67/ Q 1 WB pg 33





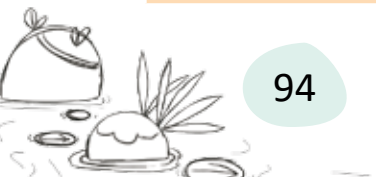
*which festival you celebrate with your neighbours?

*Is there a friend lives in your next door neighbours's house?

Pg No.	TB pg 68, 69, 70, 71, WB pg 33, 34	Total Periods	4
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Learning Outcome:  To get acquainted with some places in the neighbourhood

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Park, Market, School State that the area near our houses is called our neighbourhood and there are many places in our neighbourhood that help us to make our life comfortable like school, market, hospital, park, etc. Read the text about park, school and market. Tell the students that a school and a market are a must for any neighbourhood. A school for children and a market for our daily needs. Ask which is closer to your house- your park, school or market. Tell some places have more than one park for children to play. Ask- How many parks are there in your neighbourhood? Ask- Where do you go to play? What activities are done in parks? Also ask - Are there more schools in your neighbourhood? Period 2- Bank, Post Office, Petrol Station, Places of worship Tell about another very important place- the bank. Tell them that one has to stand in a queue on a counter in a bank to deposit money or withdraw money. Read the text about bank and then post office. Tell them that we can send letters, post-cards, greeting cards, and parcels to our friends and family members staying far away from us. Explain that post office	Learners will do as directed by the teacher. Students will speak two sentences about the park in their neighbourhood. CW: Q 1 TB pg 72/ Q 2 WB pg 33 Children will do as directed. CW: Q 4 WB pg 34





helps us to send money orders by which money is sent from one place to another.

Ask if they have seen a post-box in their area.

Also ask have they ever written a letter to anyone?

Read the text about petrol pump and ask who drives a car, scooter, bike in their house. Tell them that fuel/petrol is needed to drive vehicles. Also ask if they have accompanied any adult of the family to the petrol station.

Ask the students—Do you pray to god?

Ask – How do you pray? Tell them to show how they pray. Read the names of places of worship given on the page.

Ask – which of these places have you seen in your neighbourhood?

Tell them that people of all religions live in a neighbourhood and we should respect everyone's way of praying.

Period 3- Hospital, Police Station, Fire Station, Railway Station, Airport

Tell the learners that there are some places in the neighbourhood that we need in case of an emergency such as a hospital, police station and fire station.

Tell them that some neighbourhoods do not have big hospitals but every neighbourhood has small hospitals which are called dispensaries.

Ask – Do you know the name of your doctor?

Tell them that police is for our help. They make us feel safe and also make our neighbourhood safe. People who have any sort of trouble go to the police to complain and policemen/policewomen come and sort the problem.

Tell them that we can phone the fire station when there is a fire in our house or in our neighbourhood.

Read the text on this page and explain about fire engine and ambulance. Also explain the siren these vehicles have.

Period 4-  Make a GO to reinforce the topic.

Students will do as directed by the teacher.

CW: Q 1, 2 TB pg 71

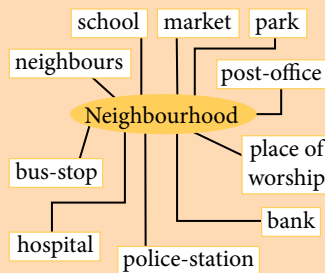




 Divide students in groups and stand at different places. You may paste a play-card behind them as the name of the place.

Say- Imagine this is your neighbourhood. Now one student from each group will go to the opposite place and take help. They will make their own questions as per the need and solve the problem themselves, whether it is buying a thing, posting a letter, showing an ill person to doctor, or going to school, or calling a policeman.

Let them have fun for some time.



Students will gather information and prepare a verbal presentation about a place.

CW: Q 2 TB pg 72/ Q 3 WB pg 34

HW: Children can do the exercise on pg 29 of the PB anytime during this week.

Any other noteworthy point: **Beyond Text-** We should walk down to the places near our houses and not go by car every time. This will save fuel and also walking makes us healthy.

Suggest to the students to car pool to come to school if more than one student is coming from the same area.

(Some questions that can be asked during the second period or whenever the topic-Bank is explained)



*Do you know what is an ATM and an ATM card?

*Do your parents go to bank often?

*Do you know the name of the bank nearest your house?

*Have ever been to an ATM?

*Does any of your family member work in a bank?

Beyond Text- Can anybody withdraw money from an ATM?

You can play a video for the topic 'places of worship'—

<https://www.youtube.com/watch?v=3DBKeNHxfjk>

Beyond Text: Tell them about emergency numbers---

*We can dial 100 number to call the police in case of any danger.

*We can dial 101 in case of fire.

*We can dial 102 for calling an ambulance.

Emergency means something dangerous or serious, such as an accident that happens suddenly and needs fast action or help.

Check understanding of the terms 'emergency' and 'siren' by asking them the meaning.





Pg No. TB pg 73, 74 **Total Periods** 1

Skills Focused:  Building vocabulary, Reading, Writing and Exploring **Section of the book:** My Writer's Vocabulary, Explore with Maps

Learning Outcome:  To identify, trace and write vocabulary for more places in the neighbourhood, and use the words in sentences
 To compare two neighbourhoods and identify the common places in both the neighbourhoods

TEACHER ACTIVITY	STUDENT ACTIVITY
 Let the students read the names given under each picture of places in the neighbourhood. Tell them that we have these places in the area we live. To reach to a place in the neighbourhood, we go through roads, lanes, streets, crossroads and sometimes bridges. Tell them to read them and also tell them that these places are part of most of the neighbourhood areas. And say—when cross a road, we cross it at the zebra-crossing. Tell them to trace and then copy write the neighbourhood vocabulary neatly under the correct picture. You may guide them to do this. Thereafter they may be told to fill in the blanks independently.	Students will do as directed.

 *Have you seen a bridge?

*Have you seen a round-about?

Pg No. TB pg 75, 76, 77, 78 **Total Periods** 3

Skills Focused:  Grammar Concept Development **Section of the book:** Words that describe naming words

Learning Outcome:  To understand the concept of describing words and use them meaningfully

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Recall- Let the students recall the main characters of the story-Buddy and Kitcat. Ask them to describe verbally about their characteristics mentioned in the book- eyes, colour, size and nature.	Learners will do as directed by the teacher. CW: Q 1, 2 TB pg 75





Do not correct them and accept their answers.

Now you may describe about the characters.

Kitcat was small, , fluffy, white and had green eyes.

Buddy was friendly, brown, hairy and medium-sized.

Now tell them that these words tell us more about the characters.

Such words are called describing words.

Ask them to fill the characteristics in Q 1, 2 of TB.

Period 2-

Group work-Divide the class into 5-6 groups.

Take similar number of objects such as- a fruit, a chair, a watch, a picture of plant, etc. and assign one object to each group. Tell the students in each group to discuss the objects on the terms of colour, size, shape, number, etc.

Allow five minutes for this task. Invite each group to share the describing words for their allotted object. Appreciate all for their effort.

You may write these words on one side of the board for their reference in future and ask them to do Q 3, 4 and 6 of TB.

Period 3-

 **Peer Editing**- Ask the students to sit in pairs. Tell them to refer to Q 5 in TB. Tell them to write four describing words for self.

You may move in the classroom and monitor their work and help only if it is required. Thereafter, tell them to exchange their books with their partners and check the responses and also read aloud. You may ask if the describing words match with the characteristics of their friends or not.

Thereafter, tell them to do questions in TB and WB.

Learners will do as directed by the teacher.

CW: Q 3, 4, 6 TB pg 77, 78

HW: Q 1 WB pg 35

Learners will do as directed by the teacher.

CW: Q 5, 7 TB pg 78/ Q 2 WB pg 36

HW: Q 3 WB pg 36, Children may also be asked to do Q1,2 pg 30,31 in PB anytime this week. Q1 must be done under the supervision of parents.

Any other noteworthy point: Start writing describing words on the word-wall and keeping adding more as you move on.





Pg No. TB pg 79, 80 **Total Periods** 1

Skills Focused:  Listening and Speaking, Socio-emotional skill **Section of the book:** Hear and Say, How do you feel? Feelings—Jealousy

- Learning Outcome:**
-  To listen to the sentences and tick the correct picture for each sentence
 -  To speak some sentences independently using the given thematic vocabulary
 -  To converse with a partner about the neighbourhood and the places in it
 -  To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to listen carefully to the sentences spoken by you and tick the picture accordingly. Refer to the listening script and speak the sentences pausing after each to enable the learners to respond correctly. Encourage children to speak simple sentences related to the theme using the thematic vocabulary. Encourage them to converse with their partners taking help from the model dialogues. Re-establish their attention to the story Buddy's Day Out, and read the text given on the top of page 80.  Discuss with them why jealousy is like a monster. Ask if they feel jealous of somebody. Show them the following image— Tell them that they should take a few deep breaths whenever they feel jealous of somebody and then think of all the good things they have. Jealousy with others will disappear in no time. Thereafter tell them to identify the pictures that show jealous behaviour.	Learners will listen carefully to the teacher and respond accordingly. Speak simple sentences appreciating different neighbourhood. CW: TB pg 79, 80



Any other noteworthy point: *Learners who are in tune with class conversations are equipped to partake in the future public discussions.

*If you seek children's opinions, and are flexible about responding to children's ideas in a positive way, you'll build children's feelings that they are competent and respected, and at the same time motivate their desire to learn.





Pg No. WB pg 38, 39 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** Writing—A Magic Show

Learning Outcome:  To write sentences about favourite season of self using the given prompts

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to read the prompts given about a magician of a magic show. On the basis of these prompts, tell them to write a passage about the magician. A few words are given to describe the magician for their help. Once they have written, ask them to share the passage with the class.	Learners will write sentences on page 39 of the workbook with the help of the given prompts.

Total Periods: 18

Note: Extra questions for each of the EVS and grammar topics are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is discussed in class. Additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents or any adult of the family may supervise their work as there is cutting work involved. Parents/adults may also check the responses given by their wards to assess their understanding.



Theme: People who Help us



Learning Outcome



Blackboard Work



Activity



Ask Question



Discussion

Note: Research on the corona virus, which causes COVID-19, suggests that it spreads easily both in the air and on surfaces. Studies suggest that “super spreader events” such as loud speaking and singing in enclosed areas increase the risk of transmitting the virus, as well as close contact for 15 minutes or more. It’s going to require a lot of creativity on the part of schools and educators to think about how they will be conducting and communicating during the classroom sessions. Students and teachers will have to interact with one another while wearing facial masks and staying six feet apart to limit the spread of the COVID-19 respiratory disease.

Pg No. TB pg 82, 83 **Total Periods** 1

Skills Focused: Phonics **Section of the book:** Phonic Focus—**a-e** and **i-e** sounds, Phonic Focus—**o-e** and **u-e** sounds

Learning Outcome: To get acquainted with the **long a (a-e)** and **long i (i-e)** phonic sounds in words and trace some words
 To get acquainted with the **long o (o-e)** and **long u (u-e)** phonic sounds in words and trace some words

TEACHER ACTIVITY	STUDENT ACTIVITY								
Tell the students that the long vowel sound is the same as its name. Read the words on this page and introduce the long a and long i sound. Ask the students to read the words as well stressing on the long vowel sound. Write some words on the board after which the letter -e can be added to make them long vowel sounds. <table border="0"> <tr> <td>long a</td><td>long i</td></tr> <tr> <td>cap—cape</td><td>hid—hide</td></tr> <tr> <td>can—cane</td><td>kit—kite</td></tr> <tr> <td>tap—tape</td><td>hid—hide</td></tr> </table> Ask them to read the words in each set and notice how the sound changes from short vowel to long vowel sound after adding -e at the end.	long a	long i	cap—cape	hid—hide	can—cane	kit—kite	tap—tape	hid—hide	Students will echo read the words on the 82, 83 pages with the help of visual aid. Thereafter, they will trace the words as per the instructions. CW: TB pg 82, 83
long a	long i								
cap—cape	hid—hide								
can—cane	kit—kite								
tap—tape	hid—hide								



Read the words on this page and introduce the **long o** and **long u** sound. Ask the students to read the words as well stressing on the long vowel sound.

Tell the students that **long o** and **long u** vowel sounds are also the same as their name. **Long o** mostly says the sound of /o/ and **long u** usually says the sound of /u/ when there is vowel **e** at the end of the words.

Tell them to re-read the words on this page, stressing on the long vowel sound.

 Write some words on the board to show how short vowel sounds change into a long vowel sound.

long o	long u
hop—hope	tub—tube
rob—robe	cub—cube
not—note	cut—cute

 Write some more words with these two sounds on the board.

long o	long u
cone	store use rule
bone	phone fume fuse
slope	hose capsule mute
home	whole

-Tell the students to echo read these words after you.

Any other noteworthy point: When a word has two vowels, usually the first vowel says its name and the second vowel is silent. For example- cake, face, skate, sale, file, slide, bite, etc.

- If a word has one vowel and it comes at the end of the word, that word usually has a long vowel sound. For eg- we, so, me, she, hi, etc.

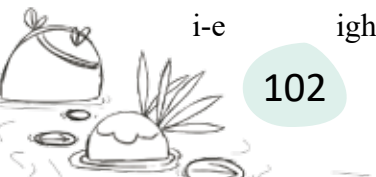
Long a has a few patterns-

a-e ai ay

and sometimes ei

Long i has a few patterns-

i-e igh y ie





Long o has a few spelling patterns-

o-e as in rose

oa as in boat

ow as in snow

oe as in toe

o at the end as in also, go

Long u has a few patterns-

u-e as in tube

ui as in suit

ue as in glue

Pg No. TB pg 84, 85 **Total Periods** 1

Skills Focused:  Vocabulary Building, Identifying and Writing

Section of the book: Name the Picture, What can you make?

What can you make?

Learning Outcome:  To colour pictures of long vowel sounds, name them and copy write them

 To read dialogues and spot words with long vowel sound and write some words for each long vowel sound

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to speak aloud the name of each picture on page 84. They may colour the pictures if time permits or they may be told to do that at home. Tell them to copy write each word neatly. Tell them to read the sentences and circle the long vowel sound phonic words. Thereafter, tell them to write one more word with each long vowel sound. Read the limerick given at the bottom of the page with voice modulation and ask children to speak the same.	The learners will do as directed. CW: TB pg 84, 85

 ***What can you make with waste papers and paper plate?**

Pg No. TB pg 86, TinkerBuds Storybook, Part 2, Pg 45-50 **Total Periods** 2

Skills Focused:  Word Recognition, Building Vocabulary and Reading Poem—Caring Helpers.

Section of the book: Vocabulary Kit—Caring Helpers,

Learning Outcome:  To read and identify some high frequency words used in the poem





- 🎯 To know some new words used in the poem
- 🎯 To listen, understand and follow the text in the poem
- 🎯 To read the poem with guidance initially and then independently

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Let the students find and circle the sight words on page 86. Encourage them to read aloud new words from the poem they will be reading. Thereafter, tell the students to open the storybook and read the title of the poem on page 45. Now give them some time and tell them to quietly look at the pictures on all the pages of the poem. Encourage them to talk what is happening in the pictures. You can randomly ask any student to talk about a picture. Thereafter, read the poem slowly with clear pronunciation, proper intonation and expression, and tell them to echo read the sentences after you by moving their fingers on it. Period 2- Ask the students- Did you like the poem? 🌸 Discuss about helpers. Ask in what ways helpers are caring. Take verbal responses. Then ask them to read the poem taking turns. Suggest that the students can read roll number wise today. All students will read a stanza of the poem taking turns on the basis of their roll numbers. Help them with the pronunciation of words they find difficult.	Learners will read the first word and then find the same word in each row. They will read the new words. Learners will look at the pictures in the poem and talk about them. They will read the poem with guidance from the teacher. CW: TB pg 86 Students will read the poem taking turns. CW: Q 1, 2, 3 TB pg 87, 88

Any other noteworthy point: Monitor the reading skills of students and assess how they have improved.

Pg No. TB Pg 87, 88, 89 **Total Periods** 2

Skills Focused: 🧠 Reading and Comprehension

Section of the book: Remembering the poem





Any other noteworthy point: You may talk about neighbourhood in brief and the places in it as all will be discussed in the theme study later.

Pg No. TB pg 90, 91, 92, 93, WB pg 43 **Total Periods** 3

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** People at Work. Our Helpers. What can you make?

Learning Outcome:  To read a poem related to the theme and recognise the words with vowel combinations

 To get acquainted about community helpers and their services

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Read the poem and explain the meaning. Tell them that people work and help us in different ways. Ask the students to read the poem.  Have a general chit-chat. Introduce the topic by asking a few questions- Have you seen a house being renovated or constructed? Who does the work there? Tell them there are people who do such type of work because they are trained in this. Tell them that everybody cannot do everything like we cannot be farmers, painter, mason and plumbers at the same time. Talk about the helpers shown in the picture on page 91. Explain what kind of work each helper does.	Learners will read the poem and text on their own. CW: TB pg 91
Period 2- Help them read the names of the helpers on pages 92 and 93. You may read the names of tools shown along with the helper and explain the uses of each tool. Make this session interactive by asking some questions— Who has domestic helpers at home? Tell them we should talk to them nicely and respect their work. Who delivers milk at your house? Or who gets milk at your market? Tell them that milkman brings milk from the dairy farms and delivers from house to house.	Learners will read the names of the helpers on their own.  The students can enact a scene where people are buying vegetables from the greengrocer, asking price and how much they want. (Involve as many students as you can in the activity.) CW: Q 1,2, 4 TB pg 94, 95





Have you seen a postman? A postman brings letters to us from the post office.

Is there a watchman in your locality? Tell them that a watchman keeps awake when you sleep at night.

Thereafter, tell them to do Q 1, 2 and 4 in TB. Answer of Q 4 (a., c.) can be done at home taking help from the parents.

Period 3-

Tell the students that every neighbourhood has these helpers, such as a tailor, a barber and a cobbler. Randomly ask the students about the tools of helpers. Ask them which of these tools they have seen.

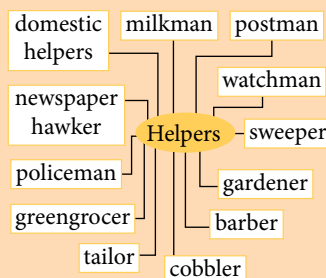
 Reinforce the names and tools of community helpers covered so far through a GO.

Ask the students the tools each of the helpers use. Take initiative of writing only if they are unable to answer.

Do an activity next.

 Make chits written with the helpers covered in this unit and put them in a bowl and ask students to come one by one, pick up a chit and say something about the helper.

Once the students have done with the activity, ask them to attempt questions independently. Monitor their work and provide assistance if required.



Chit time- The students will pick up a chit one by one, open it, read it and then describe that helper.

CW: Q 2 TB pg 94/ Q 1, 2 WB pg 43

HW: Children may be told to do Q1,2,3 pg 32,33 in PB anytime during this week or weekend. Q1 must be done under the supervision of an adult.

Any other noteworthy point:Beyond Text-Some people have full time domestic helper while some have part time domestic helpers. Their work and wages may differ also.

Postmen have different coloured uniforms in different countries. Indian postman's uniform is of khaki colour but British postman has a blue uniform as in this poem-

See the postman,
dressed in blue,
Will he bring,
a letter to you?





He works when it rains,
and when it snows,
He even works
when the wind blows!

Pg No. TB pg 96, 97 **Total Periods** 1

Skills Focused:  Building vocabulary, Reading, Writing and Exploring **Section of the book:** My Writer's Vocabulary, Explore with Hats What can you make?

Learning Outcome:  To identify, trace and write magic words vocabulary and use the words in sentences
 To design a hat that the learner would like to wear

TEACHER ACTIVITY	STUDENT ACTIVITY
Let the students read the magic words. Ask them to trace and copy write them neatly. Tell them that magic words such as Thank You, Please, I am sorry, May I, Excuse me, etc. can put an instant smile on anyone's face. Let a few volunteers enact something using magic words. Thereafter they may be told to fill in the blanks. Assist them if required. Thereafter, ask them to look at the different hats given on page 97. Tell them to be creative and design a hat for themselves.	 Students, in pairs, can enact a small scene and speak magic words.

Any other noteworthy point: Part of polite speech is the 'magic words' or the 'golden words' that all children must learn. Speaking softly and using polite words is a quality that is appreciated by all, especially when young children do it, everybody is pleased and appreciative of them.



*Have you seen a policeman wearing his cap?

*Have you seen a pilot in uniform?

*Have you seen a fireman wearing his safety hat?

Pg No. TB pg 98, 99, 100, 101, 102 **Total Periods** 4

Skills Focused:  Grammar Concept Development **Section of the book:** Use of simple present tense





Learning Outcome:  To understand and use simple present tense in sentences

TEACHER ACTIVITY	STUDENT ACTIVITY						
Period 1- Ask the students – What do you do in the morning? What you did yesterday? What will you do in the evening? Elicit answers from them. If they are unable, answer yourself- I take bath, brush and dress up in the morning. I played with my friend yesterday. I will go to the market in the evening. Tell the students that the action words in a sentence tell us the time an action happen. Read the text on page 98 slowly. Tell them that all the action words in pink letters tell us the time of the actions. Read the text on page 99 and explain about the actions that happen every day.  Give explanation by writing the rules on the board- (Use one action word for eg—play) action word itself using s/es <table><tr><td>I play</td><td>He plays</td></tr><tr><td>You play</td><td>She plays</td></tr><tr><td>We play</td><td>It plays</td></tr></table> Tell the student to frame sentences with the help of options given in Q 1 in TB and speak them clearly. They have to attempt this question by speaking verbally. Ask them to tick the correct action word in Q 2 of TB. Period 2-  Show a flash card of any professional which they already done.	I play	He plays	You play	She plays	We play	It plays	Learners will do as directed by the teacher.  Passing the Ball- Students stand in a round. Give a ball to a student and play music. The student will pass the ball to the next student and so on. When music stops the student with the ball will tell the whole class what he/she does every day for eg- I dance every day. The student standing before him will repeat his sentence for eg- He/She dances every day. CW: Q 1, 2 TB pg 99, 100 Learners will do as directed by the teacher.
I play	He plays						
You play	She plays						
We play	It plays						





Show a flash card and say a sentence using an action word for it. You may give a few examples-

A doctor treats ill people. A doctor checks them and gives medicine.

Doctors treat ill people. They check them and give medicine.

Stress on the naming words and the action words for them.

Then put all flash cards upside down. One by one, call students to pick it and speak about it.

Appreciate all for their effort. Thereafter direct the students to do Q 3 and 4 in the TB.

You may write these words on one side of the board for their reference in future.

Period 3-

After the students become comfortable with simple present tense, introduce simple continuous.

Ask students- What are you doing right now?

The expected answer is- We are studying now.

Tell the students that for action happening at the time of speaking, we add -ing to the action words. These words answer the time slot – right now. Stress on ‘right now’ a lot.

Speak sentences about what is happening in the classroom right now.

I am teaching you right now.

You are studying right now.

He is listening to me right now.

You are writing the answer right now.

Now tell them to do Q 5 and 6 in the TB.

Once they have written the answers, tell them to identify the action word in Q 7 and circle the time for that action word.

Period 4-

Make four groups—A, B, C, D. Let each group look at the picture on page 45 of the workbook as per their group letter.

Ask them to discuss and frame a few sentences in simple present tense.



Students will pick up a flash card and speak a sentence using an action word in present tense.

CW: Q 3, 4 TB pg 101

Learners will do as directed by the teacher.

CW: Q 5, 6, 7 TB pg 102



The teacher will make groups of students and give them a picture each. Students of each group will frame sentences and share them in front of the class showing the picture in the WB.





Invite them in front to share the sentences.
Appreciate each one and ask them to do Q 1 and 2 in the WB.

Monitor and guide them if required.

CW: Q 1, 2 WB pg 45

HW: Children may be told to do Q 1, 2, 3 on pg 34, 35 in PB as per their convenience

Any other noteworthy point: Make an action word wall. Ask students which new action words they have learnt.

Beyond Text- Action words in present tense can be used in negative and interrogative sentences also.

I do not like junk food. Does he like junk food?

Play a video on simple present tense. Refer to this link—

<https://www.youtube.com/watch?v=zhj6zhNTlrM>

Pg No. TB pg 103, 104 **Total Periods** 1

Skills Focused:  Listening and speaking, Socio emotional skill **Section of the book:** Hear and Say, How do you feel? Feelings— Thankfulness

Learning Outcome:

-  To listen to the sentences and draw a line from the helpers to objects
-  To speak some sentences independently using the given thematic vocabulary
-  To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to listen carefully to the sentences spoken by you and connect the helper with the objects on the basis of what they hear. Refer to the listening script and speak the sentences pausing after each to enable the learners to respond correctly. Encourage children to speak simple sentences related to the theme using the thematic vocabulary. Encourage them to converse with their partners taking help from the model dialogues. Play the video to establish connection with the topic of thankfulness. Discuss which things they are thankful for. Ask them to colour the things as instructed. Encourage them to write about more things they are thankful for. Provide your assistance if required.	Learners will listen carefully to the teacher and respond accordingly. Speak simple sentences appreciating different helpers. CW: TB pg 103, 104





Any other noteworthy point: Play a video on being thankful. Use the link below—
<https://www.youtube.com/watch?v=zw40KkJWVwI>

Pg No. WB pg 46, 47 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** Writing—My Favourite Helper

Learning Outcome:  To write sentences about favourite helper of self using the given prompts

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to read the prompts given and add words in the boxes on page 46. On the basis of these prompts, tell them to write a passage about their favourite helper. Once they have written, ask them to share the passage with the class.	Learners will write sentences on page 47 of the workbook with the help of the given prompts.

Total Periods: 16

Grand Total: 164

Note: Extra questions for each of the EVS and grammar topics are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is discussed in class. Additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents or any adult of the family may supervise their work as there is cutting work involved. Parents/adults may also check the responses given by their wards to assess their understanding.





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