



FACILITATOR'S MANUAL

»»» CLASS 2
ENGLISH

2026-27

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Unit 1

Happy Face

Our Body

This theme helps children to realise that every person is unique and special; every child's thoughts and ideas are important and no child is more or less important than another. The theme helps them to understand external organs and some of the internal organs and their functions.

Living and nonliving: The world is made up of living and nonliving things. Living things undergo seven life processes; movement, reproducing, sensing, breathing, feeding, excreting and growth. Nonliving things cannot carry out all the seven life processes.

Uniqueness: People are unique because of their different appearance, personality and beliefs. Everyone's body is unique; different features, weight, shapes and sizes, even different intelligences, hobbies, habits and voices.

External, internal and sense organs: Just like a building is made up of bricks, our body is made up of tiny cells. Many cells join together to form a tissue. Many tissues join together to form an organ. Many organs join together to form an organ system. For example; a digestive system is composed of mouth, food pipe, stomach, small intestine, large intestine and anus.

Flexibility: The body has many bones and all of these are connected through joints. Joints permit movement and flexibility. One bone can have two or more joints which make the body move, bend, sit, twist, run, dance, etc. so effortlessly. When the muscles contract, the joints move. Muscles maintain the body upright in varying positions or postures. The back, neck and abdominal muscles are some of the muscles involved in maintaining postures. Postures affect the body significantly. Poor postures destroy our health and good postures benefit our body and health in many ways.

Muscles and bones: Underneath our skin there are lots of things that make up our body. Two of these are bones and muscles. The muscles pull the bones, causing movement. The movements that the muscles make are ultimately controlled by the brain and nervous system.

Beyond Text: Our body is like a machine. Our heart is our motor. Children can be told to jump to the sound of music. They may be told to pair up and listen to each other's heartbeat. Have them realise that the more they move, the faster their heart beats. So after an energetic activity, they need to be calm as their heart needs rest.

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.

Activities and warm-ups

1. Have all students sit in a circle. Hold a ball and tell the students they will be introducing themselves to their classmates by saying their name and stating their favourite hobbies. Start the activity by introducing yourself and stating your favourite hobbies or activities that





you like to do. Pass the ball to a student and encourage him/her to do the same and then the ball will be passed to another and so on. (10 minutes)

2. Make a student stand in the front. Touch or point external body parts of the student and ask others to name them. (5 minutes)
3. Students are asked to stretch their body as much as they can; they may be told to go as high with their hands, fingers stretched up, in order to touch the ceiling.
4. Students may be told to jump, run, and roll around in the grass; throw and catch a ball in various ways; attempt to walk with a spoon with lemon in mouth; throw a ball into baskets; try to turn a hula hoop around hips.
5. Skeleton Puzzle- Have a cut-out of Mr Bone's skeleton that has lost some of his bones. Tell the students to help him by putting his bones back at the right places. (one cut out is provided)
6. Two Minute Words (grammar)- The teacher will call out a letter and the students will write as many naming words as they can think of in two minutes, starting from the letter. For example; T—tea, table, television, telephone, toffee, truck, train, tyre, and so on (10 minutes).

Teaching Strategies

Think, Pair and Share- Students are paired. They work on the given exercise. Specific time is given to them to think about the possible answers. Students discuss their answers with their partners. Randomly students are called to share the answers they have developed.

Peer Editing- Students pair up or work in groups to edit each other's answers after having done their own. In this strategy, they provide their feedback-(1) compliments, (2) suggestions, and (3) corrections in order to improve the answer/writing. Students may be reminded to check punctuation marks and spelling other than the responses.



Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work

Pg No. 5 Total Periods 1

Skills Focused:  Phonics Reading

Section of the book: Introduction of phonic sound y

Learning Outcome:  To get acquainted with the sound of y in words through a poem and write some words

TEACHER ACTIVITY	STUDENT ACTIVITY
Speak a few words beginning with the letter y where they have been used as a consonant such as, yak, yellow, yes, yolk, yo-yo, etc. Tell them now they will read words where y has been used as a vowel. Speak aloud all the words, stressing on long e sound of y,	CW: TB pg 5





for example; daddy, happy, mummy, etc. Read the poem and explain the meaning. Thereafter the students may write the **y** words as instructed.

Read the limerick with voice modulation.

Students will read all the **y** words from the poem and the limerick for fun.

Any other noteworthy point: Letter **y** is a unique English alphabet; it is a consonant as well as a vowel. Letter **y** has several different phonemes (sounds). For examples:

Y makes a **long ee** sound in baby, happy, monkey

Y makes a **short i** sound in gym, busy

Y makes a **igh** sound in my, fly they

Y makes a **long a** sound in play,

Y makes a **long i** sound in tyre, rhyme

Y makes a **oy** sound in boy, toy

Pg No. SB pg 3-8 **Total Periods** 1

Skills Focused:  Reading **Section of the book:** Happy Face

Learning Outcome: To read and understand the story initially with guidance and then independently

TEACHER ACTIVITY	STUDENT ACTIVITY
Before reading the story, tell the students to read the title of the story and then predict what the story will be about. Ask them to open their LF dictionary and go through the new words from this story. Thereafter they may be told to do some quiet reading of the story. Tell them that they are going to read about a boy who is as old as them and whose name is Chintu. Tell them they will read how he enjoys making faces and notices his other body parts. As this is the first story, it would be a good idea to read aloud and then let the students echo read.  You may tell them to look at the pictures simultaneously and discuss about the expressions of Chintu or what is happening in each picture.  Read Aloud- Read the story and ask the students to echo read.	Students will use the dictionary for the first time. they will read new words from the story and understand their meanings. They will talk about the pictures of the story. They will echo read the story. CW: SB pg 3-8



Any other noteworthy point: ?

*Do you make faces?

*When do you make a happy face?

*When do you make a sad face?

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

Skills Focused:  Story Detailing, Building Vocabulary

Section of the book: Story Map, Vocabulary Kit

Learning Outcome:  To map the story and fill the story details

 To build vocabulary by writing rhyming words and matching words with their opposite meanings

TEACHER ACTIVITY	STUDENT ACTIVITY
Begin the session by asking about the story they read day before. Ask the learners to fill story details as asked in the story map on their own.  Take an extra word either from the story or on your own to help children recollect the concept of rhyming words. LIKE - BIKE BITE - KITE  Think, Pair and Share- Ask them to sit in pairs and do Q 1 and 2 in the TB. Allow them to discuss the responses. Once they have written, randomly ask a pair to come and share their responses. Ask what is the main idea in this small story. Let them come up with the answers. Debate and discuss. Similarly discuss the about the main character, other characters, setting, main event of the story –Growing up with Moyo. Assist them in filling all the elements of the story mapping.	Learners will discuss and then write their responses in the theme book. CW: TB pg 6, 7

Any other noteworthy point: From reading aloud to the little scholars to simply engaging in conversation, you can help them learn words—what the words mean, how they are the same, how they are different, how they rhyme and much more.





Pg No. TB pg- 8, 9 WB pg- 4 **Total Periods** 3

Skills Focused:  Reading, Comprehension

Section of the book: Comprehension

Learning Outcome:  To comprehend the story

 To answer factual and inferential questions based on the story

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Read the story once again. Encourage each student to read at least a page as there is not much text. Once they have read the story, discuss Q 2 in TB on pg 9 (Critical Thinking). Encourage each student to talk about the given situation. Period 2- Ask the students to read the questions on page 8 and answer simply. You may tell them to refer to the book. Encourage a few students to share their responses. Period 3- Apply  Think, Pair and Share to do the exercises of the workbook. Encourage them to discuss the answers with their partner. Invite them in front to share their answers with the class.	The students will read the story on their own. CW: TB pg 9 (critical thinking) The students will attempt the comprehension part. CW: Q 1, 2, 3 TB pg 8 Students will do as directed. CW: Q 1, 2, 3 WB pg 4 HW: Q 1 TB pg 9 (Creative Thinking)

Any other noteworthy point: Students can be told to act the feelings, expressions one by one before they start writing.

Appreciate each student when he/she shares the responses as this is the first unit of the new class. This will encourage them to participate in such activities further.

Pg No. 10 **Total Periods** 1

Skills Focused:  Theme Study **Section of the book:** Chintu's Body

Learning Outcome:  To name Chintu's body parts mentioned in the story

TEACHER ACTIVITY	STUDENT ACTIVITY
 Say--You all know that we are living things and all living things have body parts. some body parts we can and some we cannot see.	Students will do as directed. They will echo read the names of external and internal body parts mentioned in the story. CW: TB pg 10





Thereafter, ask them to refer to the storybook and write the names of Chintu's body parts. The first letter is given to help them spot the names easily.

Read the text from the book and ask them to follow the text.

And then ask students to echo read—external and internal—three times after you.

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

Skills Focused:  Labelling **Section of the book:** External Organs of the Body

Learning Outcome:  To label the parts of face and body

TEACHER ACTIVITY	STUDENT ACTIVITY
Read and explain what external organs are. You may ask children to label the body parts in the book.  Randomly ask children to name any five external organs.	Students will label the body parts in the theme book. CW: TB pg 11

Any other noteworthy point: This section is based on the previous knowledge.

Pg No. TB pg- 12, 13, WB pg 5 **Total Periods** 2

Skills Focused:  Theme Study, Understanding, Reading, Writing **Section of the book:** Internal Organs of the Body, Sense Organs

Learning Outcome:  To get acquainted about internal organs in our body through the conversation of the character of the story

 To know about internal organs and their basic functions

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Have a chart of internal organs ready before you begin the session. It should tell the location of each internal organ. Display the chart while reading the text. (sample given at the end of the plan)	Students will understand the location of some internal organs in the our body with the help of the chart. CW: Q 1, 2 WB pg 5





-Read aloud the explanation or function of each given organ and ask them to read after you.

Period 2-  You can have a revision of the internal organs. Randomly ask students where is our heart, where are our kidneys, etc. Now discuss the sense organs. Randomly ask them the riddles given on page 13. Once you get correct verbal answer for each riddle, they may be told to answer the question—Who am I?—in the TB.

Students will write responses in the theme book.

CW: TB pg 13/ Q 4 WB pg 6

HW: Children may do pg 4 in the Practice Book.

Any other noteworthy point: Tell the students that their toys such robot and teddy bear are nonliving and they do not have organs inside.

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

Skills Focused:  Reading, Analytical reasoning

Section of the book: Internal Organs of the Body

Learning Outcome:  To revise about internal organs

TEACHER ACTIVITY	STUDENT ACTIVITY
 Start the session by doing an activity— mind game. Write four or five words on the board. water, hand, class, book, play Ask them to read the words. Thereafter, erase the words. Randomly ask students— How many words were there? Name the words I had written on the board. Some students will be able to answer. Appreciate them. Tell them that which organ helped in remembering the number of words and the words. Tell them it is the brain, of course. Tell them that we cannot see the internal organs but we can feel their presence. Thereafter ask them to answer the questions in the WB. Provide assistance wherever required.	CW: TB pg 13/ Q 4 WB pg 6 HW: Children may do pg 4 in the Practice Book.

Any other noteworthy point: Tongue is a sense organ and it is an internal organ. Rest of the sense organs are external organs.





Pg No. TB pg 14, 15, 16 **Total Periods** 1

Skills Focused:  Theme Study, Reading, Identifying

Section of the book: Skin, Muscles and Bones, Joints and Posture

Learning Outcome:  To know the difference between skeletal and muscular system
 To understand about joints and postures
 To identify good and bad postures

TEACHER ACTIVITY	STUDENT ACTIVITY
The images given in the book can be further discussed to explain the skeletal and muscular part.  Do the activity Skelton Puzzle for fun. You may check their understanding by asking— What is under the skin? What is above the bones?  Demonstrate some physical activities in front of the students and prompt them to verbally respond which part of the body helps in doing that. You may select any student to read out the dialogue of the character and you may simultaneously explain about bones, joints, postures and how wrong postures can harm us. Encourage the students to do the exercises themselves. Tell the students to look at each set of postures in the book.  Ask children to demonstrate some postures, right or wrong. Ask other students whether they are right or wrong. Apply strategy-  Peer Editing to do question (pg 16) of the TB.	CW: TB pg 16

Any other noteworthy point: Examples of framework such as of kite, umbrella can also be given.

Bones are hard, but one still needs to protect them! One good way to take care of the bones is to wear a helmet, wrist pads, and knee pads while riding a bike, skateboard or roller skates.

Foods with calcium (like milk, cheese, spinach, yogurt) and vitamin D (like tuna, salmon, cheese, and egg yolks, as well as being outside in the sunshine!) help bones and teeth grow strong.





- *What is the most favourite/ comfortable sleeping posture of yours?
- *What is the most common studying posture of yours?
- *Guide the students to correct their posture if it is wrong.

- *What is your eating posture?
- *In which posture do you sit to watch TV?

Pg No. TB pg 17 **Total Periods** 1

Skills Focused:  Comprehension, Reading

Section of the book: Just Me

Learning Outcome:  To read the given poem, comprehend and answer some inferential questions

TEACHER ACTIVITY	STUDENT ACTIVITY
Make students recite the poem after you once and then they may be encouraged to read it on their own. Encourage them to read and find the answers in the poem. Circulate and confer with each student to check understanding or suggest ideas.	CW: TB pg 17

Any other noteworthy point: Reading comprehension is the ability to comprehend or understand, what you are reading. This is an intentional and active part of reading and takes place before, during and after you read something.

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

Skills Focused:  Identifying, Reading, Writing

Section of the book: Common and proper nouns

Learning Outcome:  To revise naming words and their categories

TEACHER ACTIVITY	STUDENT ACTIVITY
 Begin the class with the activity, Two Minute Words. Thereafter tell the students to do the exercises on their own.	Students will do the activity as directed by the teacher. CW: TB pg 18

Any other noteworthy point: Give a brief revision of naming words before doing the activity.

Pg No. TB pg 19, 20, 21, 22, WB pg-7, 8 **Total Periods** 3





Skills Focused:  Identifying, Reading, Writing

Section of the book: Common nouns

Learning Outcome:  To understand and use common nouns

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Define a common noun as name of any person, animal, place, or thing. You may discuss the examples for each category given in the book and also in the Word Wall. Let a few students take turns and read the examples referring the pictures.  Tell the students that they will become little detectives and search for common nouns in and around the classroom. Students should be encouraged to do the exercises on their own. Period 2- Students may be told to do the exercises in pairs especially Q 3. You may also have a verbal session for this. Randomly ask a pair to share their responses. Period 3- Begin the session by asking them to recite the poem given in the WB after that. Ask them to identify the common nouns in it and circle them. Explain about the natural objects as nouns.  Let them do an activity for doing Q 2 in a fun-way. Ask them to read the instruction and then cover it and the pictures. Ask them to read the points and guess a common noun for each. Tell them not to see the pictures and give the answer. Once they have guessed the answer for every point, ask them to uncover the pictures and write the answers.	Students will read the examples given in the book for each category. CW: Q 1, 2 TB pg 21 Students will do as directed to do the detective activity. CW: Q 3, 4 TB pg 22 Students will do as directed. CW: Q 1, 2 WB pg 7, 8

Any other noteworthy point: You may give them a time limit, one minute, to do Q 1 and ask them to find the nouns. Clap for the ones who are able to find 8 nouns in the stipulated time.

Pg No. TB pg-23, 24, 25, 26, 27 **Total Periods** 4

Skills Focused:  Reading, Writing

Section of the book: Proper Nouns





Learning Outcome: To understand and use proper nouns

TEACHER ACTIVITY	STUDENT ACTIVITY		
Period 1- Define a proper noun as a special person, place or thing. Make them acquainted about other proper nouns such as names of countries, languages religions, festivals, day, months and monuments. Let them appreciate the visual aid provided for each category. Have students read aloud the examples given for each category taking turns. Help them with the pronunciation of new and difficult words. Period 2- Begin the class with this activity.  Draw a table and label one side Common Nouns and the other side Proper Nouns. <table><tr><td>Common</td><td>Proper</td></tr></table> Speak aloud a noun and call a student to write it in the correct column. Words- book, city, Friday, cat, country, girl, mountain, America, park, July, crayon, car, toy, singer, chocolate, Christmas, Mcdonald Once you are sure about their correct understanding, ask them to do Q 2 in the TB. Period 3- Direct and help the students to understand the instruction and encourage them to do Q 1 and 3 on their own. Period 4- This period can be used for recapitulating the concept. Ask them to do Q 3 independently. Thereafter, ask them to use the given two words in sentences. Invite them in front to share their sentences.	Common	Proper	Students will read aloud the examples for each category taking turns. CW: TB pg 23, 24, 25, 26 HW: Students can do Q 1, 2, 3, 4 pg 6,7 of PB anytime during this week. They may do any one question a day also. Students will be directed to do a board activity and then they will do Q 2 in the TB. CW: Q 2 TB pg 27 Students will write responses. CW: Q 1, 3 TB pg 26, 27 Students will do as directed. CW: Q 3 WB pg 8, make sentences pg 9
Common	Proper		

Any other noteworthy point: The students may refer to the dictionary to understand the meaning of some words. After the board activity, you may explain the concept to the ones with less clarity.





Pg No. 35 **Total Periods** 1

Skills Focused:  Listening, Speaking

Section of the book: Hear and say

Learning Outcome: To enhance listening and speaking skills

TEACHER ACTIVITY	STUDENT ACTIVITY
Read aloud the sentences clearly and slowly (refer to the listening script given on page 151 TB) and encourage students to tick the body parts used for the said activity. To assess the speaking skill, students should be encouraged to use thematic vocabulary in sentences. They should be encouraged to speak about as per the instruction for exercise 3 and 4.	Students will do as directed. CW: TB pg 28

Any other noteworthy point: The students must be appreciated most of the time. Be considerate of their ability and help and encourage those with less ability level while speaking.

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

Skills Focused:  Socio-emotional skill

Section of the book: Behaviour- Cooperation

Learning Outcome:  To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to think about Chintu. Read the given situation and explain. Inspire the children to connect with the situation given about the character.  Discuss each question and elicit responses from them. Students will draw a scene as per the given instruction.	Students will discuss the questions based on the socio-emotional skill-cooperation.

 Do you feel good when you help your family or friends in doing something?

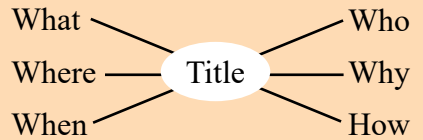




Pg No. WB pg-10, 11, 12 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** Picture Description – A Pet for Cheenu

Learning Outcome: To describe the given picture by answering questions in a guided way

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to look at the picture.  Explain them how to read a picture with the help of a Graphic Organiser.  You may randomly ask students to respond orally for the questions given on page 10-11. You may even make one student ask the question and the other student respond for the answer to make it more interactive. Thereafter they may be told to fill in the blanks. You may ask them to write the answers together in the form of a paragraph.	Students will answers of the given question verbally and then write them in the form of a paragraph. CW: WB pg 10,11 HW: Children may do the writing task on pg 8,9 of PB today or during the weekend.

Any other noteworthy point: Writing is the best tool for expression and communication.

Allow them to write something on their own, if they want.

Total Periods: 24

Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.



Our Body

This theme helps children understand why we need food and where does food come from. They learn about the different food groups and how they help us in keeping fit. They also get to know about different farms.

We need food- Everything that is alive needs food. We also cannot survive without food as it gives energy for proper functioning of our body. Our body needs energy all the time even when we are sleeping. Food is fuel for the body. Food gives energy to different organs to function continuously either we are working or relaxing. Food helps in prevention and cure of different diseases.

Sources of food- We get food from different sources. The most common source of food is plants. Plants give us vegetables, fruits, grains, pulses, nuts, spices and herbs. Animals provide us with milk, eggs, honey and meat. Some foods like mushrooms grow on decaying matter.

Food groups- The food that we eat, contains a variety of substances called nutrients, which provide nourishment to our body. The various nutrients present in our body are carbohydrates, proteins, fats, vitamins and minerals. These nutrients help our body in different ways.

Balanced diet- No single food contains all the nutrients in the desired quantities, so we need to eat balanced diet for proper functioning of body. The diet that have proportions of carbohydrates, fats, proteins, minerals, and water necessary to keep good health is called balanced diet.

Food farms- A farm can be any place that raises plants or animals for food. One can have a small farm in the backyard. There can be small farms maintained by a family like hobby, big farms maintained by a family and a few workers or very big industrial farms run by a farming company hiring a lot of workers. Anything that we eat has to be raised at some type of farm; animal farm like dairy farm, livestock farm, poultry farm, fish farm, horse farm, apiary, or crop farm like orchard, vineyard and wineries.

Way of eating- Food like fruits, nuts and some vegetables are eaten raw. Such food should be washed well or remove germs. Most foods are cooked before eating by different methods like cooking on high flame, frying, toasting, roasting, boiling, baking, etc. Some methods of cooking have advantages but some methods make the food unhealthy and even destroy the nutrients present in them.

Eating right- Processed food usually comes out of boxes, wrappers or from restaurants. Natural foods like fruit, vegetables and nuts are better for us than fast food or processed food.

Beyond Text- There is a vast variety of food items in India. Every state or religion has a speciality of its own. A same vegetable is cooked in different ways at different places.

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.



Activities and warm-ups

1. Same Colour- Call out a name of the colour. Ask each child to name any one fruit or vegetable of that colour.(5 minutes)
2. Touch and Tell- Arrange different fruits and vegetables. Keep them in a bag so that children cannot see it. Tell the students to close their eyes. Go to each, one by one, take out any one item and tell a student to smell and touch and identify what it is. (10 minutes)
3. Make a tablemat-Tell children to make a tablemat for themselves.
4. Salad Day- Children may be asked to bring any one item out of tomato, cucumber, cabbage, beetroot, carrot, apple, guava, papaya, etc. as per the availability. Make colourful salad by mixing all and let the children have it.

Teaching Strategies

Think, Pair and Share- Students are paired. They work on the given exercise. Specific time is given them to think about the possible answers. Students discuss their answers with their partners. Randomly students are called to share the answers they have developed.

Four Corners- Students are divided into four groups. They are assigned each corner and also given a topic to discuss and gather information. The information is later compiled by the teacher to increase children's knowledge.

Hot Seat- Students are divided in two teams. A task is assigned to each team to be done in a stipulated time. Each team chooses a representative for the hot seat and are made to sit facing each other. One will ask questions or as per the topic from the other, taking turns and so on. The facilitator maintains the score board for each team.



Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work

Pg No. 31 Total Periods 1

Skills Focused:  Phonics Reading

Section of the book: Introduction of phonic sound **ay**

Learning Outcome:  To get acquainted with the sound of **ay** in words through a poem and write them

TEACHER ACTIVITY	STUDENT ACTIVITY
 Show a flashcard with ay written on it. Tell them to say the words “today is (name of the day)” in chorus many times. Read the poem and ask the students to recite it.  With the children, make a list of ay words from the page on board.	Students will read aloud all the ay phonic words on the page and recite the given poem. CW: TB pg 31



day, pay, say, way, ray, stay, clay, tray, play, pray,
stay, sway, away, today, crayon, spray, hurray

Ask a few students to read all the **ay** words in the poem.

Ask them to write any four **ay** words in the TB. Guide the children to write a sentence using any word of **ay** sound.

Read the limerick with fun. Ask the students to speak it after you in one go, without stopping.

Any other noteworthy point: Remind the children that **ay** spelling is mostly used at the end of words.

Pg No. SB pg 9-11 **Total Periods** 1

Skills Focused:  Reading

Section of the book: Hidden Sweets

Learning Outcome:  To read and understand the poem initially with guidance and then read it independently

TEACHER ACTIVITY	STUDENT ACTIVITY
Before reading the poem, tell the students to read the title of the poem and then predict what the poem is about. Ask them to open their LF dictionary and go through the new words from this poem. Thereafter they may be told to do some quiet reading of the poem. Tell them that they are going to read about a boy, who loves to eat sweets and cookies, and whose mother hides sweets and cookies from him. Tell them they will enjoy this poem and some of the students will actually relate with it. recite the poem with correct expressions and intonation. Show them what a stanza is in the poem.  Rhyme Time- Let the students take turns to read a stanza.  Have a discussion with the students about the mother in the poem—Is your mother similar to the mother in the poem? Take their verbal responses. Then discuss the points given in the Critical Thinking.	Students will use their dictionaries to know the meanings of some new words. They will recite the poem--Hidden Sweets, first with guidance and then on their own. They will discuss how their mother is similar to the child's mother. CW: SB pg 9-11, TB pg 35 (critical thinking) HW: Recite the poem to parents





*Do you like to eat sweets?

*Do you think greens barely have a taste?

*Does your mother tell you eat food first and then sweets?

Pg No. SB pg 9-11, TB pg 32, 33 **Total Periods** 1

Skills Focused:  Poem Detailing, Building Vocabulary **Section of the book:** Poem Map, Vocabulary Kit

Learning Outcome:  To map the poem and fill the poem details
 To build vocabulary by writing rhyming words and matching words with their opposite meanings

TEACHER ACTIVITY	STUDENT ACTIVITY
Begin the session by asking the students to do quiet reading of the poem. Ask the learners to fill poem details as asked in the poem map on their own. Ask them to quickly identify any four pairs of rhyming words in the poem and write them in the TB. You may write the word 'healthy' on the board and show how the letter y is added at the end. Thereafter tell them to do Q 2 in TB independently.	Students will do as directed. CW: Q 1, 2 TB pg 32/ Poem Map TB pg 33

Any other noteworthy point: -It is important to tell the students that they should munch on healthy food such as an apple, veg sandwich or a carrot when they feel hungry in between meal times.

Pg No. TB pg- 34, 35, WB pg- 16 **Total Periods** 2

Skills Focused:  Reading, Comprehension **Section of the book:** Comprehension

Learning Outcome:  To comprehend the poem and answer factual and inferential questions based on it

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Encourage the students to read the questions and understand. Then you read them one by one and probe them to give verbal answers. You may tell them to refer to the book.	Students will give verbal answer of the questions and then write down the responses. CW: Q 1, 2, 3 TB pg 34 HW: Q 1 TB pg 35 (Creative Thinking)





After the verbal session, ask them to write down the final answers. Monitor their work and assist if required.

Period 2– You may prompt them for the answer of Q 1 b. and c. of the workbook. Students will refer to the poem and discuss.

Once you have discussed all the answers, assist them to write the answers.

Group work - For Q 1 a., you may ask them to sit in groups of three and four and discuss the answers among themselves. Ask each group to share their answers. You may correct them as required and thereafter tell them to pen down the final answer.

Students will work in groups to discuss the answers and then share them with the class.

CW: Q 1 WB pg 16

Any other noteworthy point: Appreciate each student for speaking and sharing the answers.

Pg No. TB pg-36 **Total Periods** 1

Skills Focused:  Theme Study **Section of the book:** Food I Like

Learning Outcome:  To draw food items on dinner plate

TEACHER ACTIVITY	STUDENT ACTIVITY
Read aloud the text on this page and ask the interactive questions. You may tell the students your own favourite meal. Thereafter have a conversation between pairs of students about their favourite meal and snack for about 5-7 minutes. Guide them to draw a complete meal of their choice on the dinner plate. Say that we have different types of food but we should eat the right kind of food.	Students will respond to the given questions and draw a complete meal in the TB. CW: Q 1, 2, 3 TB pg 36

 *Do you often feel hungry?

*Which is your favourite quick snack when you feel hungry in between the main meal times?

*Do you pester your mother to give you sweets and cookies all the time?





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

Skills Focused:  Theme Study, Labelling **Section of the book:** We Need Food, My Meals Each Day

Learning Outcome:  To understand about why we need to eat food
 To associate time and meals of the day

TEACHER ACTIVITY	STUDENT ACTIVITY
Explain the pointers why we need food, and how food helps us. You may stress on words such as, basic, weak, tired, disease, etc. and tell their meaning. The students may be told to refer to the LF dictionary. let them look at the pictures of different food items on this page. Ask them to name the meals shown in the pictures independently. You may ask children to look at the time shown in the clocks and then draw what they eat for each meal shown in the clocks. They may be asked to complete the task of colouring at home.	Names of the meals question is based on the previous knowledge. CW: Q 1, 2 TB pg 37/ TB pg 38 HW: Q 1 WB pg 17

? *Mostly on which days, brunch is eaten at your home?

*Which special food item is made at your home on festivals and important occasions?

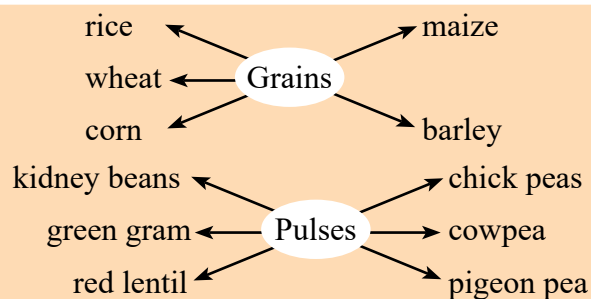
Pg No. TB pg- 39 WB pg 17 **Total Periods** 1

Skills Focused:  Theme Study, Understanding, Reading, Writing **Section of the book:** Where does food come from?

Learning Outcome:  To know the sources of food

TEACHER ACTIVITY	STUDENT ACTIVITY
You may tell the students that most of the food comes from plants. Ask them to speak aloud the words such as, wheat, barley, kidney beans and grams. You may ask them what they call these foods in their language.  You can have two separate GOs on the board to explain grains and pulses.	Students will understand the different sources of food. They will do the activity-Same Colours, as directed. CW: TB pg 39/ Q 3 a. WB pg 17 HW: Students may do Q1,2 on pg 10 of PB.





Read about the food we get from animals. Tell them about dairy products.

Encourage them to find and write the names of food items mentioned in the poem.



You may do the activity **Same Colours** to make the students energised.

Any other noteworthy point: Pulses, grains and nuts also come from plants. Tell about the whole process, from growing wheat crop to getting a chapatti.

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

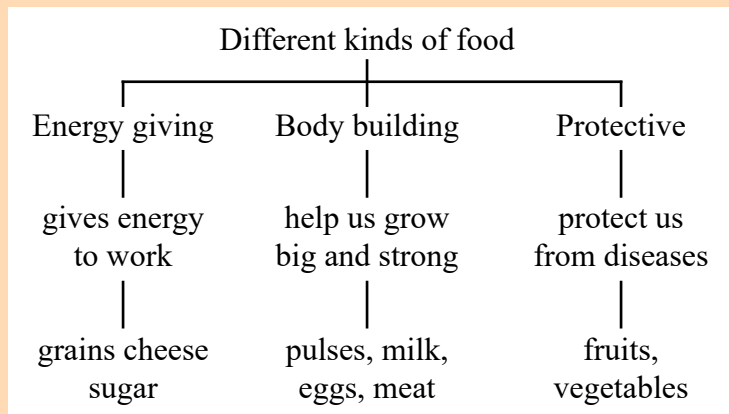
Skills Focused:  Reading, Analytical reasoning

Section of the book: Food Groups

Learning Outcome:  To know about different food groups

TEACHER ACTIVITY	STUDENT ACTIVITY
Connect the students with the poem and its characters. Read their dialogues and build on the topic. Tell the students that there are three main food groups and they help our body in different ways. Read and explain the text and encourage students to read on their own taking turns. Encourage them to refer to the dictionary time to time. Draw a graphic organiser and reinforce the concept.	Students will read the dialogues from the poem and relate to the theme of food. They will use their dictionaries to know the new terms and their meanings. They will attempt questions on pg 40, 41 of the TB. CW: TB pg 40, 41





Let them answer the questions that come in between.

Let them speak aloud a few difficult words three-three times as they come in the text.

Any other noteworthy point: Discuss about vegetarians and non-vegetarians.

? *What do you eat as a special meal on the weekends?

*Do your parents cook it at home most of the time or they order food from outside? CW: TB pg 40, 41

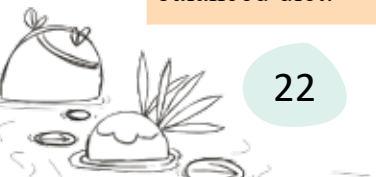
Pg No. TB pg 42, WB pg 17, 18 **Total Periods** 2

Skills Focused: Theme Study, Reading

Section of the book: A Balanced Diet, What are Beverages?

Learning Outcome: To get acquainted with a balanced diet
To get acquainted with beverages

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Encourage students to read the text along with you. Read and explain the text. Tell them that if they eat more food of a food group and less of other food groups, their bodies will not get all the vitamins to be healthy. Tell them that a meal consisted of food from the three food groups is balanced diet.	Learners will share the food combinations of a balanced diet. They will write about their favourite food items. CW: TB pg 42/ Q 2 WB pg 17





Read about the importance of water and about beverages.

Tell them to answer the questions thereafter.

Period 2- Strategy-Four Corners-You may name the four corners as per the food groups including beverages. You stick the name or label the corner. Now ask students to mention a food item. Thereafter they may be guided to go and stand in the related food group corner. In the end, they all can represent their food groups by speaking a few lines about each food group.

Students may be told to do the exercise of workbook in pairs.

Learners will be directed for the strategy and they will work in pairs to answer the questions.

CW: Q 3 b., c. WB pg 18

? *Which is your favourite beverage? CW: TB pg 42/ Q 2 WB pg 17 CW: Q 3 b., c. WB pg 18

Pg No. TB pg 43, 44 **Total Periods** 1

Skills Focused:  Theme Study **Section of the book:** Eating Right, Cutlery I Use

Learning Outcome:  To get acquainted with some good eating habits
 To understand about cutlery or tools of eating food

TEACHER ACTIVITY	STUDENT ACTIVITY
Give students a chance of reading in pairs one by one. This will enhance their confidence too. You may correct their pronunciation wherever required and also explain the meaning of new terms such as plenty, skip, sticky, overeat, etc. Remind them of referring to LF dictionary. Students will write about healthy and unhealthy food items on their own.  You may begin the activity by asking what have you brought in your tiffin box if the lunch break is after the period and ask what they ate in the break if it had already happened. Further ask them how they ate or will eat their food in the tiffin. Bring them to the topic.	Students will write about healthy and unhealthy food. They will talk about the food in their lunch boxes. CW: TB pg 43, 44 HW: Students may do Q 3 on pg 11 of PB.





Tell them that other than hands, all the other things they use to eat food are called cutlery.

Allow them to quickly match the food with the tools they should be eaten with.

Any other noteworthy point: -You can plan a day as a 'Salad Day' after completing this theme. But whenever you plan to have it, ask children one day before to bring any two things for the salad.



*What you eat with fork?

*What do you eat with fork and knife?

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

Skills Focused:  Comprehension, Reading

Section of the book: Farm Fun

Learning Outcome:  To read the given passage, comprehend it and answer some inferential questions

TEACHER ACTIVITY	STUDENT ACTIVITY
This is a fun reading section where extra information about the theme is given through a poem or a passage. Read the passage and make it understood to the students. They may be told to verbally respond about the questions given after the passage. Encourage them to read and find the answers in the poem. Circulate and confer with each student to check understanding or suggest ideas.	Learners will read the unseen passage and comprehend it. CW: TB pg 45

Any other noteworthy point: The students can be suggested to break up the reading into smaller sections to comprehend it better. This can be applied to the stories and poem they read.

Pg No. TB pg 46 **Total Periods** 1

Skills Focused:  Grammar Concept, Reading, Writing

Section of the book: Singular and Plural Nouns

Learning Outcome:  To revise one and more than one naming words





TEACHER ACTIVITY	STUDENT ACTIVITY
 Tell the students to open the storybook and look at the nouns in the poem 'Hidden Sweets'. Ask them if the nouns are one or more than one. Revise the concept they did in 1st grade, One and More than one. Thereafter tell the students to do Q 1 and 2 in the TB. You may assist them with the spellings of names of the pictures in Q 2.	Students will answer questions based on prior knowledge. CW: Q 1, 2 TB pg 46, 47

Any other noteworthy point: Give a brief revision of naming words before doing the activity. **CW:** Q 1, 2 TB pg 46, 47

Pg No. TB pg 47, 48, 49, 50, WB pg-19, 20 **Total Periods** 3

Skills Focused:  Grammar Concept, Reading, Speaking, Writing

Section of the book: Singular and Plural Nouns

Learning Outcome:  - To understand and use singular and plural nouns

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Tell them that one naming word means singular noun and more than one means plural noun. Explain about the rule of adding '-s' or '-es' at the end of nouns to form plural nouns. Elaborate by writing examples on the board. Give reference of the nouns given in the Word Wall. Help the students read the singular and plural nouns from the word wall. Tell them to always look at the ending letters before making the noun plural.  You may do the strategy Hot Seat after explaining the concept. Divide them in two teams. Tell one team to make a list of nouns seen in the classroom and the other team to list all nouns they usually see in the house. Give them a time frame of five minutes. Each team will choose a representative for the hot seat. One will write a noun on the board and the other will write its plural and visa-versa. You may maintain the score board. Appreciate efforts of both the teams.	Learners will be directed to work in teams as per the Hot Seat strategy. They will respond to questions in the TB. CW: Q 1, 2 TB pg 49





Period 2- Revise the concept with the help of a GO on the board. Let the students come up with the example for each ending sound.

Nouns					
S	SS	C	X	CH	SH
lens	class	piano	box	watch	fish
circus	dress	hero	fox	bench	radish
bus	address	mango	fax	coach	dish

Ask them to do Q 3 on their own. You may have a verbal session for Q 4. Randomly ask a student to share his/her responses. Q 5 can be done independently. Some volunteers can share their responses.

Period 3-   To solidify the concept of pluralisation, play a game. You write a noun and its plural noun incorrectly on the board and call students to correct it.

Do this with as many words as possible in about 10 minutes.

Check their understanding and work more if required.

Thereafter, ask them to read the passage in Q 1 in the WB and spot singular and plural nouns. They may do Q 1 and 2 independently.

Thereafter, ask them to use the given two words in sentences. Invite them in front to share their sentences.

Learners will do as directed.

CW: Q 3, 4, 5 TB pg 50

HW: Students may do Q1-4 on pg 12, 13 of PB anytime during this week/weekend.

Learners will do a board activity to play a game.

CW: Q 1, 2 WB pg 19, 20/ Make sentences WB pg 20

Any other noteworthy point: -Students may be guided to read and understand the exercises.

This activity will boost their confidence and take away their shyness too.

Pg No. TB pg 51 **Total Periods** 1

Skills Focused:  Listening, Speaking

Section of the book: Hear and say

Learning Outcome:  To enhance listening and speaking skills

TEACHER ACTIVITY	STUDENT ACTIVITY
Let's learn how to make banana shake—speak like this.	Students will number the pictures on the basis of what they hear.





Then read aloud the sentences clearly and slowly and encourage students to number the pictures correctly to tell the process of making banana shake.

To assess the speaking skill, students should be encouraged to use thematic vocabulary in sentences.

They should be encouraged to speak about as per the instruction for exercise 3.

You may tell them the correct pronunciation of the words given and ask them to repeat.

Students will number the pictures on the basis of what they hear. They will talk about food and eating habits.

CW: TB pg 51 They will talk about food and eating habits.

CW: TB pg 51

Any other noteworthy point: Accept all their answers and appreciate their efforts.

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

Skills Focused:  Socio-emotional skill **Section of the book:** Behaviour- Being Honest

Learning Outcome:  To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the learners to think about the poem and the boy who loves sweets. Read what he disappointed his mother once and ask them if he did right by lying to his mother. Take their opinion.  Discuss each question and elicit responses from them. Encourage them to talk about the given pictures and predict what would have happened.	Learners will talk about the importance of being honest. CW: TB pg 52

 *Do you feel good when you lie?

*How do you feel when your friends lie to you?

Pg No. WB pg-21, 22, 23 **Total Periods** 1

Skills Focused:  Writing **Section of the book:** Picture Description – Dinner Time

Learning Outcome:  To describe the given picture by answering questions in a guided way





TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to look at the picture. You may ask them a few questions about the picture. Randomly ask students to respond verbally for the questions given on page 21, 22, 23. You may even make one student ask the question and the other student respond for the answer to make it more interactive. -Thereafter tell them to write the answers in the blanks. You may ask them to write the answers together in the form of a paragraph to describe the picture.	Students will attempt the guided writing task in the WB. CW: WB pg-21, 22, 23 HW: Students may do the writing task on 14,15 of PB for practice.



*What time is shown in the clock on the wall?

*Is it the time for breakfast, lunch or dinner?

*Do you also think of market food while eating your home cooked food?

Our themed writing topics along with prompts will help children enrich their language skills and imaginations.

Total Periods: 20

Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.



Plants

This theme helps children understand the value of plants in life. It educates that plants do not look alike. Children learn about different kinds of plants and their needs. They also understand the use of plants as a food source and other useful things made by the wood of plants.

Types of plants- Plants are an important part of our environment. There are small plants and also tall and big plants. Most plants are outdoor plants. They include types such as trees, herbs, shrubs, creepers, grasses and mosses. Most plants grow in the ground, with stems above the ground and roots below. Trees are huge and strong plants. They grow a few metres in height and also live for a long duration like hundreds of years. Herbs are small plants with a height of a few centimetres or a foot. They usually live for a few weeks. Shrubs are quite bigger than herbs with a height of a metre or more. They last for a year or less. Creepers and climbers are plants with weak stems. They cannot stand on their own. They might grow big but their stem remains green and weak. They usually live for a few years.

How plants grow- Plants mostly come from seeds. Each seed contains a tiny plant waiting for the right condition to germinate, or start to grow. Seeds wait to germinate until three needs are met; water, correct temperature (warmth from sun), and a good location (soil). During its early stages of growth, the seedling relies upon the food supplies stored within it. As it grows into a plant, it needs many things to grow such as water, nutrients from the soil, air, light and temperature.

Plants and their habitat- There are different types of plants based on their habitat, region and climates. Each type of plant thrives in a different type of environment. That is why certain plants are found in one area, but not in another. For example, you wouldn't see a cactus living in water. Nor would you see lots of really tall trees growing in deserts.

Plants are useful- Not only are plants lovely to look at, they play a very important part in keeping our environment healthy. Plants reduce pollution by reducing the amount of carbon dioxide in the air and giving off oxygen- just what we need to survive. Apart from generating oxygen to maintain the ecosystem, plants provide a great deal of benefits to both humans and animals. Almost everything that we eat comes directly or indirectly from plants. For wildlife, plants can be both their food and home. Some of them are used for building houses, furniture and fixtures, school supplies, medicines, toiletries and many other useful things.

Beyond Text- In the forests, the roots of plants help hold the soil together. This reduces erosion and helps conserve the soil. Plants also make soil rich. When plants die, their decomposed remains are added to the soil. This helps to make the soil rich in nutrients.

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.



Activities and warm-ups

1. **Throw the Ball-** Arrange a ball. Throw it to a student and tell him/her to speak a word with –oy sound. Then that student will throw it another student and so on. You may use this activity with a variation for any other topic also. (5 minutes)
2. **Flower Time-** Students are divided in two groups. They discuss the names of flowers in their groups and list them in the given time frame. The group comes up with more names is declared winner. Both the groups applaud for each other. (10 minutes)
3. **Build a Terrarium-** The students will bring washed and dried coke bottles, pebbles, soil and seeds or flower saplings from home. It should be cut from halfway into two pieces (cutting should be done either by the teacher or adults at home). The bottle is filled with pebbles, and then with a layer of sphagnum moss (can be arranged by the teacher). Soil is added placing the seed or the sapling in the bottle. More soil is added and plant is watered. It can be decorated with shells and pebbles. Bottle is closed and kept in sunlight. The terrarium is ready. (20 minutes)
4. **A Walk Outside-** The students are taken for a walk in or around the school to show different kinds of plants like trees, shrubs, creepers, etc. (20 minutes)

Teaching Strategies

Think, pair and share- Students are paired. They work on the given exercise. Specific time is given to them to think about the possible answers. Students discuss their answers with another pair. Randomly students are called to share the answers they have developed.

Four Corners- This is a variation of the strategy. Students are divided into four groups. They are assigned each corner and also given a topic to discuss and gather information. The information is later compiled by the teacher to increase children's knowledge.



Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work

Pg No. TB pg 54 **Total Periods** 1

Skills Focused:  Phonics, Reading

Section of the book: -Introduction of phonic oy

Learning Outcome:  To get acquainted with the sound of oy in words through a passage

TEACHER ACTIVITY	STUDENT ACTIVITY
The students will read the poem after reading the oy words on the top. Let them take turns and read the oy words. Thereafter, ask them to answer Q1.	Students will echo read the words with oy phonic sound. They will attempt the question and read aloud the limerick. CW: TB pg 54





 First, write the word Roy on the board and have the students blend it. Then say- drop r and add b, now what is the word—boy. Then drop **b** and add **j**, now what is the word—joy.

Then drop **y** and add **in**, now what is the word, it is join. Then drop **jo** and write **co**, and now what is the word, it is coin. Now tell them to read all the words three times each.

The sound of **oi** and **oy** spelling is the same.

Have the students do Q 2. Walk around the classroom and monitor their work and provide feedback.

Read the limerick and ask the students to read it after you.

ROY
BOY
JOY
JOIN
COIN

Any other noteworthy point: The students have done the **oi** phonic spelling before. The students may be told that the sound of spelling **oi** and **oy** is same. This is /oi/ vowel sound.

Pg No. SB pg 12-21 **Total Periods** 2

Skills Focused:  Reading

Section of the book: Rooma's Garden

Learning Outcome:  To read the story with correct pronunciation and intonation, and understand the basic theme in it

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Before reading the story, tell the students to read the title. Ask them to predict what the story is about. Ask them to open their LF dictionary and go through the new words from this story. Thereafter they may be told to do some quiet reading of the story through pictures and text. Thereafter tell them that this story is about a girl and her parents who have a small garden and how a little girl, Rooma, enjoys taking care of the plants. Read and explain the story to the students. Period 2- Make the students read the story in the second period.	The learners will predict about the story, looking at the pictures. They will use the dictionary to know the new terms used in the story. CW: SB pg 12-21 Students will read the story on their own, taking turns. CW: SB pg 12-21





- *Do you have a garden or a kitchen garden in your house?
- *Have you seen any animal destroying the plants of your garden?
- *Do you water the plants sometime?
- *Who looks after the plants?

Pg No. TB pg-55, 56 **Total Periods** 1

Skills Focused:  Building vocabulary, Story detailing

Section of the book: Vocabulary Kit, Story Map

Learning Outcome:  To build vocabulary by writing words with the given endings and matching two words to form a compound word
 To map the story and fill the story details

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask students to find words ending with –ly and –ry. Give them a time frame. Appreciate for the ones who finish before time or first.  Tell students that those who have identified the words can whisper in your ears. You may announce later who all were correct along with the correct word. Thereafter tell them that some words are made by two complete words. Then tell them to match the words to make big words. Then challenge the students to answer the questions you ask from the story. Assess their understanding and correct their responses if required. Have the students discuss and come up with the problem and solution in the story verbally. Assist students to fill the story details by choosing the right options.	The learners will find words with ly and ry suffixes in the given time frame and then write them. They will discuss the problem and solution in the story and fill the story-map. CW: Q 1, 2 TB pg 55/ story map TB pg 56



- *Who are the characters in this story?
- *What happens at the end?

- *Where is the story set?
- *Why was Rooma sad?

- *What happens in the beginning?





Pg No. TB pg-57, 58, WB pg-26, 27 **Total Periods** 4

Skills Focused:  Reading, Comprehension, Building creativity, Critical Thinking **Section of the book:** Comprehension

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

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Randomly ask the students to speak a line they remember from the story. Give chance to all the students, even the shy ones. Encourage them to share. Ask them to respond verbally for Q 1 and 2. Tell them to answer all parts of Q 3 very briefly. Elicit verbal answers first and then tell the students to write. Period 2- Let the students do Q 1 of the workbook independently, referring the storybook. You may monitor their work simultaneously. After they have written the sentences, ask them to refer to Q 1 on pg 58 of the TB. Tell them to be creative and draw a scarecrow. They may complete it at home if there is a time constraint. Period 3-  Strategy-Think, Pair and Share-Ask the students to form pairs. Encourage the students to read question 2 in the WB and discuss the possible answers. Once they have discussed, randomly ask a few volunteers to share their answers. Validate their answers and tell them to write. Then ask them to refer to Q 2 of TB pg 58. Let them read the critical thinking section and come up with more ideas. Period 4- Ask the students to open the storybook and look at all the pictures of the story for some time. Let them observe. Ask them to close their storybooks and open Q 3 in the WB. You may read the points and ask them the correct options. Praise the ones who answer correctly. They may be told to mark the answers in the WB.	Students will share a line from the story taking turns. They will respond to the questions in the TB. CW: Q 1, 2, 3 TB pg 57 The learners will do the exercise in WB. They will draw a scarecrow in the TB. CW: Q 1 WB pg 26/ Q 1 TB pg 58 (creative thinking) HW: complete Q 1 TB pg 58 (creative thinking) Students will pair up to do the question. CW: Q 2 WB pg 27 Students will respond verbally to answer the question and then pen it down. CW: Q 3 WB pg 27





The time that is left can be used for their reading practice. Tell them to read aloud a few dialogues from the story with correct expression and intonation, alone or in pairs.

? *How did you like the story?

*Which part of the story did you like the most?

? *How would you make a scarecrow?

*What materials would you use and how?

Accept their ideas of saving the vegetables from the animals and appreciate each.

Pg No. TB pg-59, 60 **Total Periods** 2

Skills Focused:  Theme Study, Reading **Section of the book:** Plants Around Us

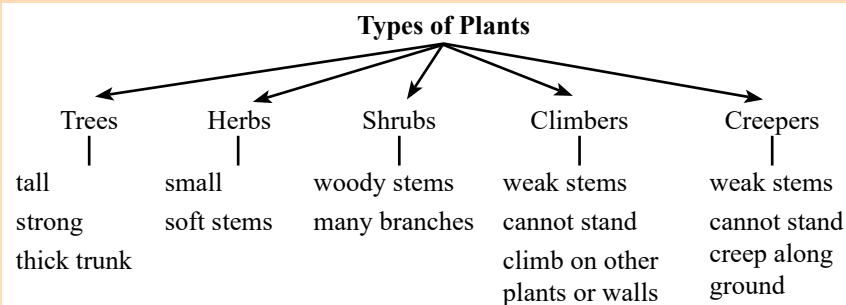
Learning Outcome:  To understand about the different kinds of plants, their characteristics and their habitat

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Draw a plant on the board. Be sure to include all the parts. Ask students to tell you what is drawn on the board. Do a quick revision by asking the names of all the parts on the basis of prior knowledge. Read and explain about each type of plant. Remind them that they studied it in their previous class too. Encourage them to ask and discuss new words such as flowering, woody, crop, support, etc. They may also refer to the dictionary. Period 2-  You may take the students for a nature walk in the school garden to show them the variety of plants. Tell them to look at the shapes, sizes, colours of the leaves too. Ask them to talk about their findings. (You may also show pictures of different plants) After they come back, have a discussion.	Students will name the parts of a plant. They will understand the different types of plants and attempt the questions in the TB. CW: Q 1, 2 TB pg 59/ Q 1, 2 TB pg 66 Students will go for a nature walk in the school garden. They will observe the leaves and then talk about them. CW: Q 1, 2, 6 WB pg 28, 30 (Give just simple, brief definitions in the classification for Q6.) HW: Students may do Q 1 and 4 on pg 16, 17 of PB.





Elaborate on types of plants with the help of a GO.



Make it interactive. Ask the students to respond. Thereafter they may be told to do Q 1 and 2 in the workbook. They may refer to the TB and pictures in this section for reference.

- ❓ *Are there plants around or at your home?
*Are they big plants or small plants?
*Do you water them?

- *Do all plants look alike?
*Do they give fruits, vegetables or flowers?

Pg No. TB pg-61, 62, 63, 64, 65, 66 **Total Periods** 3

Skills Focused:  Theme Study, Reading, Writing, Identifying

Section of the book: Plants are Useful

- Learning Outcome:**  To learn about different uses of plants as food source in our life
 To learn about different materials that are made from plants as well as how important plants are to our everyday lives

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Begin the session with the activity—Flower Time. Once the students have fun, tell them that plants are the main source of our food. Tell them that we eat different parts of different types of plants. As	The learners will read the text on pg 61 and 62 and understand the fruits and vegetables of a particular season. They will attempt the questions in the TB. CW: Q 1, 2 TB pg 61/ TB pg 62 HW: TB pg 62





they have read about parts of plants we eat, in the previous class, they will be understand it better.

Read the text on pg 61 and 62 related to parts of plants we eat. Connect them with the ongoing season and ask which vegetables and fruit you see at home.

Let them attempt the interactive exercises given in between.

If there is a time constraint, ask them to do the question on pg 62 at home.

Period 2- Ask them what they call those pulses at home. Read and talk about grains and pulses.



You may bring the pulses in very small quantity to make them know their names.

Ask them to do Q 1 and 2 given on page 63. Help and assist the students if required.

Read further and talk about more things we get as food and for cooking. Read till the subheading—Oil, and then randomly ask them to tell what things related to food, beverages and cooking we get from plants.

Period 3- Tell the students that plants give us many things we need in our daily lives. Read and explain text on page 64 and 65.



Do an activity, ‘Comes from Plants’.

Apply the strategy **Four Corners** with a variation. Divide the class into four groups. Assign a corner to each group and a topic; Wood and paper, Food, Other uses and Fibre and toiletries (Explain the term toiletries to students). Give a worksheet to each group asking them to list objects made from their topic. Give them a stipulated time.

Thereafter list their responses on the board. You may add products to each group if they have missed out.



Wood and paper	Food	Other uses	Fibre and toiletries
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Students will know about the other food items we get from plants. They will respond to questions in the TB.

CW: Q 1, 2 TB pg 63

Students will know about other useful things we get from plants. They will do the activity ‘Comes From Plants’ applying the strategy- Four corners.

CW: Q 3, 4 TB pg 66

HW: Students may do Q2 and 3 on pg 16, 17 of PB.





Any other noteworthy point: A certain food item which cannot grow at a place is imported from another part of the country or world.

? *How many fruit and vegetables do you eat?

*Do you eat bread, cereal, chapatti?

 You may grow seeds like kidney beans and carrot tops in plastic cups and keep them in the classroom. It would be interesting for students to observe the germination of seeds and growing of carrot tops into plants every day.

Inform them that we should take care of the plants. Tell them that we should not pluck flowers and leaves unnecessarily.

You may suggest that if they have flowers at home, they should water them at least on Sundays or in the evenings.

Pg No. TB pg- 67, WB pg 29, 30 **Total Periods** 1

Skills Focused:  Writing, Matching, Building vocabulary

Section of the book: Plants are Useful, Garden Tools

Learning Outcome:  To recapitulate the information related to the theme

 To know about some of the tools used in the garden

TEACHER ACTIVITY	STUDENT ACTIVITY
This period can be used for recapitulating the information. Randomly ask students the types of plants, about their characteristics, about what we get from the plants. Thereafter, ask them to do Q 3, 4 and 5 in WB. You may assist them wherever required. Make students speak aloud the names of garden tools. Ask which ones they have seen. Thereafter they may be told to match the two columns.	The learners will verbally share the understanding about usefulness of plants. They will respond to the questions. CW: Q 3, 4, 5 WB pg 29, 30/ TB pg 67

Any other noteworthy point: Re-teach any topic if the learning objective has not been met.

Pg No. TB pg- 68 **Total Periods** 1

Skills Focused:  Comprehension, Reading

Section of the book: Seed Grows into a Plant

Learning Outcome:  To understand the main sources of food





TEACHER ACTIVITY	STUDENT ACTIVITY
This poem explains how a seed becomes a plant in fun way. Read the poem aloud and ask the students to recite it too. They may be told to list the things a plant needs to grow. They may be told to verbally respond about the questions given after the poem. Encourage them to read and find the answers in the poem. Circulate and confer with each student to check understanding or suggest ideas.	Learners will recite the poem and comprehend it. CW: TB pg 68

Any other noteworthy point: -Students can make a terrarium for themselves. You may tell them to bring a soda or coke bottle one day before. You may refer to the following link- <http://connections.greenvillesc.gov/forms/EdMaterials/Howtobuildaterrarium.pdf>

Pg No. TB pg-69, 70, 71, WB pg- 31, 32 **Total Periods** 3

Skills Focused:  Grammar Concept Development

Section of the book: Whose is it?

Learning Outcome:  To understand about apostrophe and its usage in terms possessive nouns

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  To introduce the topic, pick up a few things from the desks of students. Show each object and ask, Whose is this pencil, Whose is this book, Whose is this bottle, etc. Elaborate on this concept with the help of the text in the book. Ask students to observe the pictures and read the phrases under each given in the word wall. Thereafter tell them to do Q 1 and 2 in the TB. Period 2- Remind the students that a noun is the name of a person, animal, place or thing or idea. Explain that to possess something means to have or own something. Possessive nouns show that a person, animal, place, thing or idea has or owns something. Ask your students questions like- what is an elephant's trunk/legs like?, what is	The learners will participate in the activity as directed by the teacher and understand about the possessive nouns. CW: Q 1, 2 TB pg 70 Students will interact with each other using possessive nouns. CW: Q 3, 4 TB pg 70, 71 HW: Students may do Q1,2,3 on pg 18,19 of PB.





Riya's hair like? What is Aryan's pencil like? Encourage the students to answer using possessive nouns. Thereafter tell them to form pairs and discuss Q 3 and 4.

Randomly ask volunteers to share their responses.

Period 3- To make it a little challenging, ask the students to do Q 1, 2 and 3 of the WB independently. Have a brainstorming session and let the students respond. Appreciate those who do it without any help. You may assist others who have some difficulty. After a verbal session, students may be told to write the correct answers in the WB.

The learners will do as directed.

CW: 1, 2, 3 WB pg 31, 32

Any other noteworthy point: Many children use possessive nouns without realising it however forming possessive nouns may be challenging or confusing for some students.

By now, students should be able to identify a common or proper noun or whether a noun is singular or plural.

Discuss how a noun can be changed into a possessive noun once again.

Pg No. TB pg- 71, WB pg-32 **Total Periods** 1

Skills Focused:  Grammar Concept, Sentence Writing

Section of the book: My Sentences

Learning Outcome:  To write sentences using possessive nouns correctly

TEACHER ACTIVITY	STUDENT ACTIVITY
Reinforce the topic by showing them the following visual— 	Learners will respond for the visuals shown. They will use the possessive nouns in the sentences verbally. Thereafter, they will attempt the questions. CW: Q 5 TB pg 71/ WB pg 32 (My Sentences)





Ask them to read them taking turns.

Thereafter show them a few sentences—

Mike's
skateboard is
red.

Dan's toy is
a train.

That is Tim's purple crayon.

My sister's shirt is
too small for me.

Now write the words—dog's, Tanya's, Rahul's on the board and ask students to come up with sentences verbally. Encourage them all to speak.

Thereafter, ask them to write sentences in the TB and WB on their own.

-Provide assistance wherever required.

Pg No. TB pg-72, 73 **Total Periods** 1

Skills Focused:  Listening, Speaking, Socio-emotional skill

Section of the book: Hear and say, Behaviour- Never Give Up

Learning Outcome:  To enhance listening and speaking skills
 To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
You may read aloud the sentences clearly and slowly and encourage students to number the pictures correctly. Students should be encouraged to use thematic vocabulary in sentences. They should be encouraged to name some flowers and talk about them. You may ask them if they have seen those flowers. You may show them pictures of some flowers too.	The learners will sequence the pictures on the basis of the sentences heard. They will use plant vocabulary in their conversation. They will understand the importance of never giving up. CW: TB pg 72, 73





Encourage all the students about what all can done using flowers.
Read what made Rooma disappointed and how her parents told her not to give up.

🌸 Discuss each question and elicit responses from them.

Let them enjoy finding the words—Never Give Up—in the grid.

Any other noteworthy point: Accept all their verbal responses and appreciate their efforts.

? *Have you ever given up on something without actually trying?

Pg No. WB pg-33, 34, 35 **Total Periods** 1

Skills Focused: 🧠 Writing

Section of the book: Picture Description –Our Kitchen Garden

Learning Outcome: 🎯 To write sentences about the picture

TEACHER ACTIVITY	STUDENT ACTIVITY
You may refer to—What, Where, Who, How—strategy for the writing section. Assist students in writing the answers. Once they have answered all the questions in brief, the students may be told to write the sentences all together like a paragraph.	Learners will do as directed by the teacher. HW: Students may do the writing task on 20 of PB.

Any other noteworthy point: Students should work independently to do this task. You may monitor and assist them wherever required.

Total Periods: 21

Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.





Unit 4

The Best Present

Homes and Houses

This theme helps children get the knowledge of different kinds of houses and how the climate, weather or environmental conditions affects building a house in a specific way.

Home sweet home- A house is different from a home; a house is just a structure describing a particular building whereas home is the place you live in with your family and feel comfortable. We build houses for our shelter and safety. Houses have roof and walls to protect us from heat, rain, wind, cold, dust and animals. People live in different types of houses. Housing can be classified on different basis; size, material, location, cost, permanence.

Temporary houses- Some people, such as soldiers and nomads do not stay at one place for a long time so they stay in temporary houses which can be moved from one place to another. Caravan, tents and houseboats are examples of temporary houses. These houses can be built for vacation or camping too. Tents are made of strong cloth called canvas. A tent can be folded, packed up and carried easily from place to place. Caravans have wheels and they can move people and their belongings from one place to another. Houseboat is a floating house and it is made of wood. In the cold regions, houses are made of snow or blocks of ice. They are called igloos and Eskimos live in them. They make igloos when they go for hunting.

Permanent houses- Permanent houses can categorised into two types; rural housing and urban housing. Rural areas are often referred to as those areas outside of the city where population is dispersed. Huts, kuchcha houses, cottages are mostly seen here. There are open areas where you can grow your own vegetables. You can buy a large house at a lesser price. And have a healthy environment with greenery and fresh air. Urban areas refer to more developed areas in terms of housing. Living in urban areas is more expensive but there are better means of transportation and other facilities. As a result of higher standards of living, houses in urban areas are built with proper planning using cement, steel, bricks and marble, etc.

How to be wise- Houses which let in enough sunlight help save electricity. People living in such houses do not need to switch on lights during daytime. So, besides being healthy, such houses are environment-friendly too. A clean house with clean surroundings is equally important. Good mental and physical health depends on homes that are well maintained and free of hazards. On the other hand, poorly maintained homes or dirty homes can cause many health problems to the people living in it. So it is a good idea that everyone living in the home help to clean it.

Beyond Text- Houses can be made in different ways using different materials. An address includes information about where a house is; the colony, locality, state and country. Each small colony or area has a zip code which the post office uses to deliver the mail.

Activities and warm-ups

1. Enact-Students will enact the feeling while receiving a surprise.(5 minutes)
2. Flash Card- Students respond when flash cards of different houses are shown to them. (5 minutes)





3. Doll House- Students paste a chart/coloured paper inside and outside a box to make a doll house. They draw and colour door and windows on it. They may also paste a cardboard below it and paint green grass around the house. The fencing can be made using match sticks or ice-cream sticks. (project)
4. Movie Time-This video can be played for the students to reinforce the topic of types of houses. <https://www.youtube.com/watch?v=VgSsGDfJWMQ> (5minutes)

Teaching Strategies

Role-Play- The student could be asked to portray any role independently or with a partner. Props could also be used to enhance the performance. Role plays can be about anything living or non-living, real or imaginary. The student can portray a person, place, thing, animal, situation, actions, moods and expressions.

Think, Pair and Share- Students are paired. They work on the given exercise. Specific time is given to them to think about the possible answers. Students discuss their answers with another pair. Randomly students are called to share the answers they have developed.

Hot Seat- Students are divided in two teams. A task is assigned to each team to be done in a stipulated time. Each team chooses a representative for the hot seat and are made to sit facing each other. One will ask questions or as per the topic from the other, taking turns and so on. The facilitator maintains the score board for each team.



Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work

Pg No. TB pg-54 **Total Periods** 1

Skills Focused:  Phonics, Reading

Section of the book: Introduction of phonic **wh**

Learning Outcome:  To get acquainted with the sound of **wh** in words through a passage and write them

TEACHER ACTIVITY	STUDENT ACTIVITY
 Blow on to open hand, as if you are the wind, and say wh, wh, wh.  Show a flashcard with wh written on it.  Make a list of wh words on board based on the knowledge of students. white, what, who, why, where, when, which, wheat, wheel, whistle, whisper, whip, while, whimper, whale, whiff, whisk Read the limerick and ask the students to read it after you.	Students will echo read all the words with wh phonic sound. They will attempt the questions and read aloud the limerick. CW: TB pg 75





Any other noteworthy point: Remind the children that **wh** is used in many questions although the sound of who and whose are slightly different as their **w** is silent and **h** is sounded.

Pg No. SB pg 22-30 **Total Periods** 2

Skills Focused:  Reading

Section of the book: -The Best Present

Learning Outcome:  To read the story with correct pronunciation and intonation, and understand the basic theme in it

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Tell the students to read the title and then predict what the story is about. Ask them to open their LF dictionary and go through the new words from this story. Thereafter they may be told to do some quiet reading of the story. Tell them that this story is about a girl who wants to give her mom a surprise party. You may tell them the meaning of piñata. In the first read, explain the story. The students will read the story along with the teacher first. Period 2- Second read of the story can be a Role-Play of the story by students.  Role-Play-A few students may be selected to enact the story. They may be encouraged to speak the dialogues with correct expressions and intonation.	The learners will predict about the story, looking at the pictures. They will use the dictionary to know the new terms and their meanings. CW: SB pg 22-30 The students will role-play the story. CW: SB pg 22-30

Any other noteworthy point:



*What is a surprise gift or a surprise party?

*Have you ever surprised anybody with a gift, card or a visit? (Tell them that a surprise can be given in many ways)

Pg No. TB pg-55, 56 **Total Periods** 1

Skills Focused:  Building vocabulary, Story detailing

Section of the book: Vocabulary Kit, Story Map





- Learning Outcome:**
- 🎯 To build vocabulary by finding words with similar meaning, forming new words by adding 'ful'
 - 🎯 To map the story and fill the story details

TEACHER ACTIVITY	STUDENT ACTIVITY
Give enough time to students to do Q 1. This can be done in pairs to see who finds the words faster.  You may give examples on board to do Q 2. wonder + ful joy + ful pain + ful Tell them that you cannot add 'ful' to every word. Encourage them to decide words independently after which 'ful' can be added. Thereafter, have the students discuss and come up with the problem and solution in the story verbally. Then challenge the students to answer the questions you ask from the story. Assess their understanding and correct their responses if required. Assist students to fill the story details by choosing the right options.	The learners will find the similar meaning words of the given words in the story. They will form words by adding 'ful' as a suffix. CW: Q 1, 2 TB pg 76

Any other noteworthy point:

 *Who are the characters in this story?

*Where is the story set?

* Who is the main character?

*What is the most interesting part of the story, as per you?

Tell them that you cannot add 'ful' to every word. Encourage them to decide words independently after which 'ful' can be added.

Thereafter, have the students discuss and come up with the problem and solution in the story verbally.

Then challenge the students to answer the questions you ask from the story.

Assess their understanding and correct their responses if required.

Assist students to fill the story details by choosing the right options.

Pg No. TB pg-78, 79, WB pg-38, 39 **Total Periods** 3

Skills Focused:  Reading, Comprehension, Building creativity, Critical Thinking

Section of the book: Comprehension





Learning Outcome: To comprehend the poem and answer factual and inferential questions based on it

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Ask the students not to open their books. Write the dialogue of the characters given in Q 2 of the TB on the board. Encourage the students to tell who spoke those lines. They may be told to pen down thereafter. Now tell them to read Q 1 and refer to the storybook to match the columns. Elicit verbal answers first and then tell the students to match. Period 2- Time Limit- Set a time limit and ask students to do Q 3 and 4. Ask them to spot food items and things in the piñata in the story. Thereafter, discuss the critical thinking section. Ask them what else Zeena could do to surprise her mother on her birthday. Period 3- You may apply a strategy- Think, Pair and Share. Tell students to refer to the storybook and discuss the answers of Q 2 and 3. Invite pairs in front to share the answers. Add on to it and thereafter tell them to write the answer. Thereafter tell them to write down the answers. Hand Raise- Ask each point of question 5 and instruct students to raise their hands if they know the answers. Tell them not to open their books. Accept their ideas and appreciate each.	The learners will verbally respond and then write the answers. CW: Q 1, 2 TB pg 78 The students will do as directed. CW: Q 3, 4 TB pg 78/ Q 2 TB pg 79 (critical thinking), HW: Q 1 TB pg 79 Students will pair up to do the questions and then do the activity 'hand raise'. CW: Q 2, 3, 4, 5 WB pg 38, 39 HW: Q 1 WB pg 38

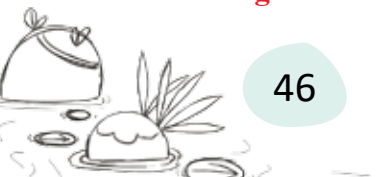
- *Have you ever attended a surprised party?

Pg No. TB pg-80, 81 **Total Periods** 1

Skills Focused: Theme Study, Reading

Section of the book: Home Sweet Home

Learning Outcome: To know about the importance of home





TEACHER ACTIVITY	STUDENT ACTIVITY
Introduce the lesson by explaining the need of a house; why it is important and what all it provides us. Tell the students that people around the world have different kinds of houses due to the weather, climate and living conditions of their environment. Let the students read the text on page 80 and 81 themselves. Discuss what Zeena's family members say about their home. Encourage them to ask and discuss new words such as human-made, protection, company, peace, etc. They may also refer to the dictionary.	Students will read the text. They will share their responses and then write them. CW: TB pg 80, 81

- ? *What type of house do you live in?
*What are the different types of houses you see around your house?

*How would it be to stay without a house for a day?

Pg No. TB pg-82, 83, 84, 85 **Total Periods** 3

Skills Focused: Theme Study, Reading, Writing, Identifying

Learning Outcome: To know about types of temporary houses
To know about types of permanent houses

Section of the book: Temporary Houses, Permanent Houses

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Move on to the topic. Extend the information further by telling about the different types of houses. Read the text about how people used to live long time ago. Elaboration about the categorisation of types of houses. Read Aloud- You may read the text aloud to students. Make it an interactive 'read aloud' session by asking questions in between. Talk about the rooms in a house. Let them attempt the interactive exercises given on both the pages. Period 2- Elaborate on the fact that some people do not have to move so they stay permanently at one place and build permanent houses. This time you may ask students to read in pairs taking turns. Tell the students that people around the world have different kinds of houses due to the weather, climate, and living conditions of their	Students will echo read the text and participate in the interactive 'read aloud' session. CW: TB pg 82, 83/ Q 3b. WB pg 41 Students will read about permanent houses. They will share the answers and then write them. CW: Q 1, 2, 3 TB pg 86

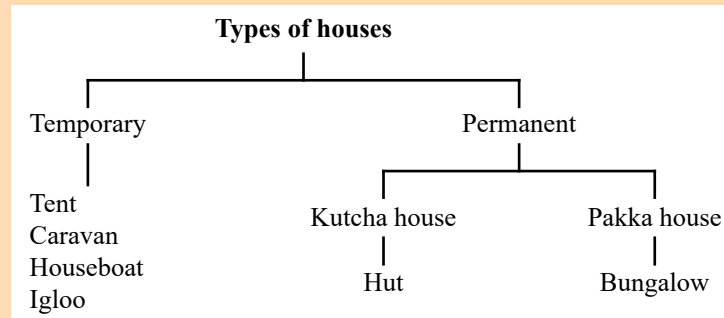




environment. Ask the students if they can think of any examples of houses they have seen at different places.

Talk about the difference between story and storey. Discuss each answer with them before asking them to write. Walk around in the classroom to monitor their work.

Period 3-  You may reinforce the topic with the help of a flow chart today.



Thereafter, discuss the answers of WB questions and assist them in responding.

The learners will do as directed.

CW: Q 1, 2, 3a. WB pg 40, 41

HW: Students may be told to do Q1,2,3,4 on pg 21,22 of PB anytime during this week/weekend.

Any other noteworthy point: In an interactive read aloud, but stop periodically to ask a question or give a prompt; the students talk to partner or small group, or share thoughts individually with the class.



*Can you make a mud house in cold region?

*Can you make a snow house in a hot place?

Elaborate on the importance of a good home. Tell them that a house is good when it is properly ventilated; has wire net on doors and windows; is neat and clean; free from cobwebs, etc.



*Do you think that living in an igloo would be a good option in Delhi?

*Why your houses are built the way they are?

Help struggling students with extra attention.

Pg No. TB pg- 87 **Total Periods** 1

Skills Focused:  Comprehension, Reading

Section of the book: Bed's Best

Learning Outcome:  To read the given poem, comprehend it and answer some inferential questions





TEACHER ACTIVITY	STUDENT ACTIVITY
This poem explains who likes to live where. The students may be encouraged to recite the poem with correct pronunciation and intonation. You may have a quiz about which animal likes to be where. They may be told to verbally respond about the questions given after reciting and reading the poem. Encourage them to read and find the answers in the poem. Circulate and confer with each student to check understanding or suggest ideas.	The learners will read, recite and understand the poem. They will comprehend the poem. CW: TB pg 87

Any other noteworthy point: Beyond Text: The structure of an animal's home depends on the type of animal, the environment it lives in, and what it needs to survive. Some homes are for just one animal and some are for an animal and its babies. Our homes are for a large group where all can live together.

Pg No. TB pg-88, 89, 90, 91, 92, WB pg- 42, 43, 44 **Total Periods** 4

Skills Focused:  Grammar Concept Development **Section of the book:** Pronouns

Learning Outcome:  To understand about different types of pronouns and their usage

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Begin the session by showing them the following visual—  I  you  it  you  he  she  we  they	The learners will look at the visuals and respond. They will attempt the questions. CW: Q 1, 2 TB pg 88/ Q 1 TB pg 91





Probe their prior knowledge without having them open their books. Once you get an agreeable answer, tell them that these words are used in place of nouns.

Tell them that when you talk about your friends, family members or other people, you use pronouns such as he, she or they, them. –Ask them to open their books and say--Pronouns are used in place of nouns in a sentence so that you don't have to keep repeated the noun or nouns.

Ask them to respond to the given questions. Check their understanding and move on to the topic.

Explain with the help of the text given in the book for each category of pronouns.

The students may be told to do Q 1 on page 91 of the TB.

Period 2- Write this sentence on the board—

Mark sang a song for Mark's friend on Mark's friend's birthday.

Ask the students why this sentence sounds so awkward.

Elicit their suggestions for improving the sentence.

Let them come out with the answer that there is repetition of nouns.

You may write the edited version on the board again—

Mark sang a song for his friend on his birthday.

Now read the text again and ask students to read the examples.

Sum up by showing the visual below—

PRONOUNS			
girl		boy	
	she her hers		he him his
animal/object		group	
	it its		they them theirs

Thereafter they may be told to '**Think, Pair and Share**' and do Q 2, 3 and 4 in the TB.

They will understand the need of using pronouns and respond to the visuals shown.

They will attempt the questions.

CW: Q 2, 3, 4 TB pg 91, 92

HW: Students may do Q1,2 on pg 23 of PB.



Period 3-  **Pronoun Hunt-** Tell the students to open the story ‘The Best Present’ and circle all the pronouns in it.

Randomly ask them which pronouns are used for singular nouns and which pronouns are used for plural nouns.

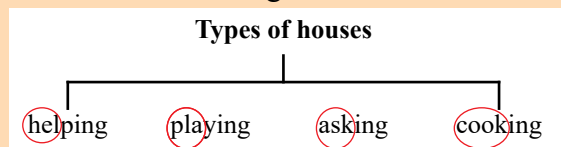
Then ask them to do questions in the WB.

Circulate around the room and provide additional prompting as needed.

Period 4-

Play the video to reinforce the concept of pronouns. The students will for sure enjoy this.

 Thereafter write the following words on the board--



Circle the base/main words in these words and tell them that there is a main word in each of these words.

Tell them to identify the main words in the words given in Q 4 in the WB and write them.

Thereafter tell them to frame sentences using the words given in the My Sentences.

The learners will do the activity ‘Pronoun Hunt’ and then write responses of the questions.

CW: Q 1, 2, 3 WB pg 42, 43, 44

HW: Students may do Q 3,4 on pg 24 of PB.

Students will do as directed.

CW: Q 4 WB pg 44/ My Sentences WB pg 44

Any other noteworthy point: Assist struggling students with the questions/topic individually.

By now, students should be able to identify a pronoun for singular and plural noun.

You may make the activity more interesting by allotting a time limit.

Refer to the link below— <https://www.youtube.com/watch?v=YsSkgxSEC9k>

Pg No. TB pg- 93, 94 **Total Periods** 1

Skills Focused:  Listening, Speaking, Socio-emotional skill

Section of the book: Hear and say, Behaviour- Appreciating Others

Learning Outcome:  To enhance listening and speaking skills

 To promote social emotional development in learners





TEACHER ACTIVITY	STUDENT ACTIVITY
Tell the students to listen very carefully while you read sentences slowly and in clear speech. Tell them to match each child with his/her home. Students should be encouraged to use thematic vocabulary in sentences. They should follow the conversation example given. They can be told to have a similar or different conversation with the partner. 🌸 Discuss each question and elicit responses from them while you assess their speaking skills. Then discuss about the person they appreciate and why. Allow them to draw for Q 2 if time permits or else ask them to do the drawing part at home.	Students will listen to the teacher and respond in the TB. They will converse using the given vocabulary. They will understand the importance of appreciating others. CW: TB pg 93, 94

Any other noteworthy point: -Accept all their verbal responses and appreciate their efforts.

*Do you appreciate anyone in your family or friends or relatives? Why?

Pg No. WB pg-45, 46, 47 **Total Periods** 1

Skills Focused: 🧠 Writing

Section of the book: Picture Description –Special Birthday Party

Learning Outcome: 🎯 -To write sentences about an event shown in the picture using the given prompts in the form of phrases

TEACHER ACTIVITY	STUDENT ACTIVITY
The students may be told to use the phrases which are given in a sequential form, to complete the sentences about Zeena's birthday party. Tell them to write the sentences all together like a paragraph.	Learners will do as directed by the teacher. CW: WB pg 45, 46, 47 HW: Ask students to do the writing task on pg 25 in PB.

Any other noteworthy point: You may monitor and assist the struggling students as required.

Total Periods: 18

Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.



Clothes

This theme helps children learn about importance of wearing clothes, different sources of clothes, association between clothes and seasons, uniforms, names of special and traditional clothes, etc. They also get acquainted with the costumes worn in different parts of the world.

What do we wear- The coverings that we use to cover our bodies are called clothing. We wear clothes to maintain hygiene and protect ourselves from harsh weather conditions. Humans have been covering themselves with something or the other for thousands of years. Our early ancestors were blessed with thick body hair which protected them from the harsh weather. As human beings evolved, body hair began to thin out. People needed something to protect them from the cold. Leaves and animal skin were the first clothes humans wore. However with time, humans learnt to make clothes out of threads or fibres. It took people long time to learn how to stitch pieces of cloth together. Now different clothes are made ranging from cheapest to very expensive clothes of high fashion where the cost varies exorbitantly.

Clothes come from- Clothes come from various kinds of materials. Cotton, linen and jute comes from plants and wool and silk comes from animals. These are natural fibres. Natural fibres are obtained from either plants or animals. Fibres which are made by man are called synthetic or man-made fibres. Nylon and polyester are synthetic fibres which are strong and can last very long.

How cloth is made- When you look at any cloth closely, you will see thin threads crossing each other. These threads are fibres of different materials like cotton, silk or wool. Let's understand the process of making cloth. First the fluff of cotton is picked from cotton plant. Then the cotton balls are spun or made into threads. Then the threads are woven by crossing each other. The weaving can be done by hand using big looms. Today, most of the cloth is made in power looms or machines. Cloth can also be knitted, but that takes more time and effort.

Seasons and clothes- Clothes we wear depend on the weather of the place we live in. Cotton, linen and jute are fabrics worn in summer. Woollen clothes keep our bodies warm in cold weather. Silk is another fabric worn mostly in winter. Even thick leather wears help us live through the cold, sleet and snow. All these clothes come in the category of natural fabrics. Raincoats, gumboots and umbrellas protect our bodies from getting wet. These are made using synthetic fibres.

Different types of clothes- Clothes began as protection but over the years, people started to wear different clothes. In most places, clothes of men and women were different. Clothes could tell whether a person was rich or poor, belonged to which part of the world, country, etc. The type of cloth can vary greatly from plains to patterned, from thick, heavy denims to light, cool cottons, from simple to highly fashionable.

1. **Uniforms-** Different kinds of work and play need different types of clothing. Uniforms, be it school or at workplaces, are used to distinguish employees of various companies and designations. Almost all the uniforms have the company or school name, or logo on the shirt which makes it easily identifiable.
2. **Special clothing-** Sometimes conventional clothing becomes difficult to manoeuvre into so, special clothing is needed. For example, in a gym, we cannot wear tight jeans and exercise; we need to wear loose clothes to bend, stretch and exercise freely. Clothes of wrestlers,



boxers, astronauts, fire-fighters, rescuers, scuba-divers, etc. are all special clothing.

3. **Costumes-** National costumes help preserve a country's heritage and educate people about their history. Traditional or religious costumes are a way through which people and cultures can be defined. Almost all cultures have their own unique sets of costumes, packed with symbols, gathered around from the world around them.

Activities and warm-ups

1. Students bring a small piece of a cloth from home and talk about its material, colour, feel, etc. (10 minutes)
2. Students bring some cotton from home. They stretch it to make thin fibres of cotton. (5 minutes)
3. Students match the pictures of accessories with their names in the worksheet. (5 minutes)
4. Students draw something on A4 size paper. They fill it with different types of fabrics like a collage. (15 minutes)
5. Magic Match- The facilitator will place pronoun cloud (cut outs) on the board. In a bowl noun chits are arranged. A student from each team will pick a noun chit and place that on the correct pronoun cloud. Each correct answer gets 2 points for the team.
6. Project (to be done at home)- Students are told to look at labels of five of their favourite clothes to find out where their clothes were made and from which shops they were bought. Write on a paper, the type of cloth like shirt, top, skirt, etc. Write the brand name and the cost besides each type of cloth.

Teaching Strategies

Peer Editing- Students pair up or work in groups to edit each other's answers after having done their own. In this strategy they provide their feedback-(1) compliments, (2) suggestions, and (3) corrections in order to improve the answer/writing. Students may be reminded to check punctuation marks and spelling other than the responses of the answers.

Shared Reading- The learners working in pairs read a given text together for better comprehension of the text. While reading, they can also exchange information with each other, clarifying each other's queries/doubts thereby complementing each other or adding on to each other's knowledge.

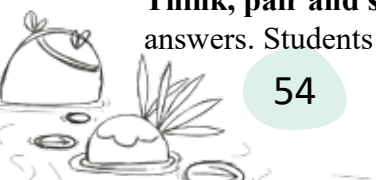
A-Z Brainstorm- Encourage the learners to brainstorm, think and list down or speak out words, ideas or any other kind of inputs required while teaching starting with every letter of the alphabet, thereby building an A-Z bank of ideas.

It is a brainstorming activity, using letters of the alphabet as the starting letters or clues. It works well with any topic. Brainstorming generates a large number of ideas in a short period of time. Explanations, evaluations and questions are not permitted as the ideas are generated.

Four Corners- Students are divided into four groups. They are assigned each corner and also given a topic to discuss and gather information. The information is later compiled by the teacher to increase children's knowledge.

Opinion Pole- Students are asked to raise their hands or fill in a short questionnaire to indicate agreement or disagreement with a particular statement. Using this strategy, the facilitator can also gather/discover students' opinions on different issues, events, characters, etc.

Think, pair and share- Students are paired. They work on the given exercise. Specific time is given to them to think about the possible answers. Students discuss their answers with another pair. Randomly students are called to share the answers they have developed.





Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work

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

Skills Focused: Phonics, Reading

Section of the book: Introduction of phonic **ow**

Learning Outcome: To get acquainted with the two different sounds of **ow** in words through a passage and a poem

TEACHER ACTIVITY	STUDENT ACTIVITY		
Speak aloud the words, stressing on -ow sound. Read the passage and explain the meaning of the passage and new words in it. Ask them to search for ow words in the passage as asked. Thereafter help students form two groups, A and B. Tell the students that group A will sing the question and group B will sing the answer. Question-Who can turn upside down? Answer- A clown can turn upside down. Let them sing for a few times. Read the poem and then the words and ask children to repeat after you. Tell them that this is another sound of the letters ow. Allow them to form new ow words as asked. Make a list of ow words on board based on the learning of students. <table border="1"> <tr> <td> ow as in snow flow bowl _____ </td><td> ow as in gown clown crown _____ </td></tr> </table> Once they have practised enough, read both the limericks and ask the students to echo read them after you with correct pronunciation.	ow as in snow flow bowl _____	ow as in gown clown crown _____	Students will read the passage and understand the phonic sound of letters ow. They will write down the words as instructed. Thereafter, they will read and recite the poem and understand the other sound of letters ow. They will write down the words as per the instructions. They will echo read the limericks. CW: TB pg 96, 97
ow as in snow flow bowl _____	ow as in gown clown crown _____		



Any other noteworthy point: The letter and vowel combination ‘**ow**’ has two sounds- **oa** and **ou**:

oa as in flow, slow, etc.

ou as in clown, cow, gown, etc.

The vowel combination **ou** has a similar sound just like **ow** as in crown:

clown, howl, cloud, round

Pg No. SB pg 31-33 **Total Periods** 1

Skills Focused:  Reading **Section of the book:** Mix and Match

Learning Outcome:  To read the poem with correct pronunciation and intonation, and understand the main topic in it

TEACHER ACTIVITY	STUDENT ACTIVITY
Speak aloud title and ask them what they understand by it. Don't let them open their storybooks. Allow them to make guesses. Thereafter, ask them to open their LF dictionary and go through the new words from the poem they will be reading. Read the poem with correct expressions and intonation. Ask them if they understood the main topic in it. In the second read, explain the poem and new words. The students will read each line of the poem along with the teacher.	Students will read the title and discuss about it. They will use their dictionaries to know the meanings of new terminologies. They will read the poem with correct expressions and intonation.



*Do you clothes that keep itching you?

*Do you have clothes that are tight?

*How do you decide what clothing to wear each day?

*Do you have pants/skirts that keep slipping down?

*Do you have some clothes which you mix and match yourself?

Pg No. TB pg-98, 99, 100 **Total Periods** 2

Skills Focused:  Building vocabulary, Reading, Comprehension, Building creativity, Critical Thinking

Section of the book: Vocabulary Kit, Comprehension

Learning Outcome:  To build vocabulary by matching similar sounding words and writing rhyming words

 To comprehend the poem and answer factual and inferential questions based on it





TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Explain them about similar sounding words. Say—Do not make a knot with your tie. Ask them if they can identify two words that sound similar. Ask them to read aloud the word in both the columns in Q 1 in the TB. Help them with the correct pronunciation. Thereafter, tell them to match the similar the sounding words.  -You may give examples of more similar sounding words on the board. Now allow them to write rhyming words on their own and notice who are the fast-finishers.  Recitation- A few volunteers may be selected to recite the poem. They may be encouraged to recite it with correct expressions and intonation. Then challenge the students to answer Q 1 from the comprehension section. Have students respond verbally for each point after they have marked the correct options. Period 2- Ask the students not to open their books.  -Ask them Q 3 and the question given in the critical thinking section. Discuss what they would do in the given situation. Encourage each student to respond. After that let the students read the statements given in Q 2 of the TB on their own and independently decide the answers.	The learners will match the similar sounding words and then speak aloud the pairs. They will independently recite the poem and then answer a question in the comprehension section. CW: Q 1, 2 TB pg 98/ Q 1 TB pg 99 The learners will do as directed. CW: Q 2,3 TB pg 99/ Q 2 TB pg 100 (critical thinking) HW: Q 1 TB pg 100 (creative thinking)

Any other noteworthy point: Accept their ideas and appreciate each.





Pg No. TB pg-101, 102 **Total Periods** 2

Skills Focused:  Reading and Writing— Theme Study **Section of the book:** Clothes We Wear, Where do Clothes Come From?

Learning Outcome:  To know the need and importance of wearing clothes
 To know the different sources of clothes

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Begin the lesson by asking the students what they are wearing. Elicit answers from them. Once you get the answer from most of the students, ask them to name the clothes mentioned in the poem. tell them that we all need to wear the right kind of clothes that are comfortable. Read the text on the page and explain clothes for children and adults. Let them come with the names of more clothes such as pants, suits, kurta, pajama, shorts, etc. Tell them not to duplicate what has been mentioned by other students. Probe them why do they wear clothes before reading the points. Say that we wear clothes to cover our body but they protect us in many ways. Period 2- Elaborate on the topic with the help of the text. Play the video in the classroom as videos are interesting and also the content stay in the memory for long time. Simple fact based questions may be asked to students. Notice if they have any questions or points which they are confused about and work individually with them to clarify.  Ask students to bring some cotton from home or provide it yourself. Ask them to pull the cotton ball to stretch it. They will make several more longish pieces of wool. Then again pull to expand each piece and take out threads from wool. Each thread should be further	Learners will talk about the clothes they are wearing. They will speak aloud the names of the clothes mentioned in the story. They will share the favourite clothes of their family members and their own. They will attempt the exercises on pg 101 and then understand why is it important to wear clothes. CW: Q 1, 2 TB pg 101/ Q 2a. WB pg The learners will do an activity. They will pull the cotton ball to stretch it several times to make longish pieces of wool. Then again pull to expand each piece and take out threads from wool, expand by pulling to make fine and then very fine threads. This way they will know how fibres are made. CW: TB pg 102 HW: Students can do Q 3 on pg 27 in PB.





expanded by pulling to make fine and then very fine threads. Show them those and tell that these are the fibres of cotton which are interwoven at the right angle to make a fabric.

Any other noteworthy point: Refer to the following link to play the video for different types of clothes—
<https://www.youtube.com/watch?v=1GDFa-nEzlg>



*What type of clothes you wear at home?

*Which are your most comfortable clothes?

*Who selects clothes for you?

*Who clothes for you?

Refer to the following link— <https://www.youtube.com/watch?v=h7aA26cdcnk>

Pg No. TB pg-103, 104, WB pg-51, 52 **Total Periods** 2

Skills Focused:  Theme Study, Reading, Writing, Identifying

Section of the book: -Season and Clothes

Learning Outcome:  To understand the change of fabric with the change of season

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Begin the topic by asking which season is now. Ask them what they are wearing. Explain the different types of clothes worn by us. Read and explain the text and the type of clothes worn in each season. Suggest them to refer to the dictionary simultaneously.  Conduct a brainstorming session; ask the students to look into their diaries and find the instructions about school uniform. Randomly ask students to share the uniforms for winter and summer. Ask them the reason for the change. Elaborate on the different seasons and the weather. Conclude the session by stating that clothes are worn as per the on-going season. Thereafter ask the students to answer questions in the TB. Period 2- Begin the class by displaying the video. Let the children read a small portion of text, taking turns.  Four Corners- Divide the students into four groups. Assign them one corner. You may paste names of the groups; Summer, Winter, Rainy	The learners will talk about the season and the clothes they are wearing. They will check their almanac and read the instruction about the uniform for summer and winter season. They will write responses of the questions in the TB. CW: Q 1, 2, 3, TB pg 104 HW: Q 4 TB pg 104 The students will watch a video and then read the text taking turns. Students will get into groups and discuss seasons and clothes and then share the information. They will attempt questions of the WB on their own.





Season, Autumn Season. Based on the previous and current knowledge, ask the students to exchange knowledge among their groups about the seasons and clothes worn during a particular season. Allot them enough time. You may give some hints, prompts to fourth group as this season they covered in class 1. Let a volunteer from each group share the collected findings in front of the class.

Make them answer in their WB.

CW: Q 1, 2b. WB pg 51, 52

Any other noteworthy point: Play a peppy song on seasons and clothes. Refer to the following link—
<https://www.youtube.com/watch?v=2WOMO4o8oD8>

- ? *Do you have a raincoat or gumboots for the rainy season? *What kind of jacket/jackets do you have for the winter season?
 *Who stitches clothes? *Do you get your clothes stitched?
 *Can woollen clothes stitched?
- ? *Who stitches clothes? *Do you get your clothes stitched? *Can woollen clothes stitched?

Pg No. TB pg-105, 106, 107 WB pg- 52 **Total Periods** 2

Skills Focused:  Theme study, Reading, Identifying

Section of the book: Special Clothes

Learning Outcome:  To understand the need of wearing special clothes for occasions, professions and jobs, and for some sports

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Introduce the topic by asking questions-what do you wear when you go home from school and what do you wear when you go to parties, weddings or some religious ceremonies. You may probe them why. Have a verbal session followed by reading text. Explain them that the clothes we wear in daily life are cheap but clothes worn on occasions are expensive. Students may be told to do the exercises on their own.  Opinion Pole- To encourage the importance of uniform, ask them why they are told to wear uniforms when they go on school picnics. Encourage them to give their opinion on this. Appreciate their responses if they are precise or even close to correct.	Learners will discuss about the clothes worn on parties, weddings or some religious ceremonies. They can share their favourite party clothes. They will talk about uniforms of different helpers. They will identify the helpers by looking at the uniforms they are wearing. CW: Q 1, 2, TB pg 105/ Q 2c. WB pg 52 HW: Ask students to do Q1, 2, 4 on pg 27, 28 in PB.





Thereafter show the video using the link given in the next column.

Based on prior knowledge, they may be asked to write the names of the helpers shown in the pictures by identifying their uniforms.

Period 2-  Ask students to look at the pictures on this page for 1-2 minutes. Tell them to close their books.

Ask, can you do exercise in tight clothes freely, will you be able to bend and touch your toes if your pant is tight.

Tell all students to stretch their arms up and then bend and touch their toes.

Students will do activities as instructed by the teacher. The students will participate in a brainstorm activity and come up with clothes or accessories beginning from each letter.

CW: Q TB pg 106/ Q 1, 2 and 3 TB pg 107

HW: Ask students to do Q 4 on pg 28 in PB.

Any other noteworthy point:



*Think of a person whose clothes are colourful and funny, and who makes everyone laugh.

*Which is your favourite party dress?

*How does your mother dress up for parties?

*What does your father wears for parties mostly?

Refer to this website -<https://www.youtube.com/watch?v=fCpWVIlz6es>



*Who washes your clothes?

*Who irons your uniforms and other clothes?

*Do you help in folding your clothes?

Encourage the student to help in folding the clothes at home.

Pg No. TB pg-108, 109, 110, 111, WB pg- **Total Periods** 4

Skills Focused:  Grammar Concept Development

Section of the book: Adjectives

Learning Outcome:  To understand about adjectives and their correct usage

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Enter the classroom, and say- Your teacher is very happy today. Then make a sad face and say- Your teacher is very sad today. Remind them that happy and sad are describing words. The student will revise the concept with the help of describing words for clothes. Ask students to do 'Let's recall...' section independently.	The learners will make facial expressions as per the describing word. Then answer 'Let's Recall' section on their own. CW: Q 1, 2, TB pg 109 The learners will understand more about adjectives and their usage. They will look at examples for each type of adjective and speak





Help and assist them in doing it.

Period 2-  Begin the session by asking them to refer to the text book. Explain them that an adjective gives more information about the noun and it can come before or after the noun.

Let them look at examples for each type of adjective.

Encourage them to speak more adjectives for each type.

Once you get satisfactory answers, tell them to do Q 1, 2 and 3 on their own.

Period 3-  Make students come in the front in pairs.

Ask one of them to speak a noun and the other an adjective for it.

Have sufficient practice this way and then ask the students to do WB questions.

To encourage, ask volunteers to share their answers and sentences.

Period 4- Tell the students that today they will make sentences.

Tell them to refer to the WB questions 2 and My Sentences.

Circulate in the room and provide additional prompting if needed.

Ask volunteers to share their sentences.

aloud. They will then attempt the questions in the TB.

CW: Q 1, 2, 3 TB pg 112

The students will work in pairs and then come in the front and speak a noun and an adjective for it. They will respond to the WB questions.

CW: Q 1, 3, 4 WB pg 53, 54

HW: Ask the students to do Q1,2,3 on pg 29,30 in PB anytime during this week/ weekend.

The students will frame sentences for the given words, then share them taking turns.

CW: Q 2 WB pg 53/ My Sentences WB pg 54

Any other noteworthy point: Assist struggling students with the questions/topic individually.

Pg No. TB pg- 93, 94 **Total Periods** 1

Skills Focused:  Listening, Speaking, Socio-emotional skill

Learning Outcome:  To enhance listening and speaking skills

Section of the book: Hear and say, Behaviour- Having Patience

 To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Speak 'Who is wearing what' when you begin the class. Tell them to listen to you while you speak sentences and tick yes or no correctly. Students should be encouraged to use thematic vocabulary in sentences. They should follow the conversation example given. They can be told to have a similar or different conversation with the partner.	Students will listen to the sentences and respond accordingly. They will use the vocabulary given and converse about their favourite clothes. They will understand why patience is important. CW: TB pg 113, 114





 Discuss each question and elicit responses from them while you assess their speaking skills. Then discuss about the person they appreciate and why.
Allow them to draw for Q 2 if time permits or else ask them to do the drawing part at home.

Any other noteworthy point: -Accept all their verbal responses and appreciate their efforts.

 *Do you have patience or you lose your patience very often and easily?

*Do you think it is right to lose patience?

Pg No. WB pg-55, 56 **Total Periods** 1

Skills Focused:  Writing

Section of the book: Picture Description –Fancy Dress Competition

Learning Outcome:  To write sentences about an event shown in the picture using the given prompts in the form of phrases

TEACHER ACTIVITY	STUDENT ACTIVITY
You may ask them - what is done on a fancy dress show. Listen to their responses. Tell them that they have to complete a paragraph about a fancy dress competition using the prompts. The students may be told to use the phrases which are given in a sequential form, to complete the sentences about the event. Tell them to write the sentences all together like a paragraph.	The students will talk about school fancy dress competition and then write a paragraph on it using the given prompts. CW: WB pg 55, 56, 57 HW: Ask the students to do the writing task on pg 31 in PB.

Total Periods: 16

Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.





Unit 6

Isn't it Magical?

Materials

This theme gives children the opportunity to recognise different materials used for making everyday items. They get aware of some of the properties of different materials. The theme helps them know the main sources of different materials and consolidates understanding on the difference between natural and man-made materials.

Materials- Things which we get from environment are called natural resources. Wood, stone, sand, clay, metal are the main natural resources available for us. Most of the materials are made from natural resources. These are found at different places. Wood comes from trees. Stones are found on and below Earth's surface. Sand is found near seashores, rivers and in deserts. Clay is obtained from the soil. Metal is mostly dug out of the Earth and also found in rocks.

Beyond Text- Different materials have different properties. They can be flexible, transparent, translucent, opaque, absorbent, rigid and hard, foldable, floating, waterproof, shiny, etc. Some materials have two or more properties like glass is hard and transparent and also waterproof. Suitable materials are used for making a particular object because of their properties.

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.

Activities and warm-ups

1. **What are they made of?**- You may bring small objects made of different materials or collect flashcards of pictures of them. Show the flash cards or the objects questions like What is it?, What is it made of?, Why this material is right for it? (10 minutes)
2. **Checking the pencil box**- Students will check their pencil boxes and telling about things in them and the material used.(5 minutes)
3. **Kirigami Craft**– Kirigami is the art of creating designs with paper folding and cutting instead of just folding as in origami. Students fold the paper and cut with scissors creating beautiful patterns as per their imagination. (15-20 minutes)
4. **Mould the Wax**- Students collect wax of used candles. They melt it with an adults help and then make something out of it. (will be done at home)
5. **Material Song**-These songs can be played as a useful starter. https://www.youtube.com/watch?v=lK6C-XjD_dQ
<https://www.youtube.com/watch?v=xOKr462HLc0> (5 minutes)
6. **Mime Time (grammar)**- A student mimes an action and the class guesses the word being mimed and its opposite.





7. **Verb-Chits** – Chits of verbs are kept in a bowl. Students come one by one, pick up a chit and tell whether the verb is a doing, saying or thinking/feeling verb.

Teaching Strategies

Five Whys- Give a problem, situation or concept to students to be studied. Ask ‘why?’ this particular condition exists? Each time the question is answered ask ‘why?’ again.

Peer Editing- Students pair up or work in groups to edit each other’s answers after having done their own. In this **strategy** the students provide their feedback— (1) compliments, (2) suggestions, and (3) corrections in order to improve the answer/writing. Students may be reminded to check punctuation marks and spelling other than the responses of the answers.

Think, pair and share- Students are paired. They work on the given exercise. Specific time is given to them to think about the possible answers. Students discuss their answers with another pair. Randomly students are called to share the answers they have developed.

Team, Pair, Solo- Students solve difficult problems first as a team, then with a partner, and finally on their own. Through this strategy students are able to solve problems, which they were initially unable to solve alone. By working on problems they cannot do alone, first as a team and then with a partner, they reach a point where they can solve those problems alone without help.



Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work

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

Skills Focused:  Phonics, Reading

Section of the book: Introduction of phonic **igh**

Learning Outcome:  To get acquainted with the sound of **igh** in words through a poem and write them

TEACHER ACTIVITY	STUDENT ACTIVITY
Speak aloud the words, stressing on -igh sound. Explain how the sound changes when there is another vowel before the letter ‘i’. Recite the poem and ask the students to recite it after you.. Make the students circle all the igh words on this page. They may be told to do Q 1 and 2.  Ask the students to march in the classroom while saying—left, right, left, right, march with delight. Read the limerick and ask the students to read it after you.	The students will echo read the given poem. Then, as an activity, they will march in the classroom while saying—left, right, left, right, march with delight. They will respond to the given questions. CW: TB pg 5





Any other noteworthy point: Remind the children that **igh** spelling usually has a long ‘i’ sound. Speak these words— straight, height, light- and make them aware of the different sounds of **-igh**.

Pg No. SB pg 3-8 **Total Periods** 2

Skills Focused:  Reading

Section of the book: Isn't it Magical?

Learning Outcome:  -To read the story with correct pronunciation and intonation, and understand the basic theme in it

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Before reading the story, tell the students to read the title and then predict what the story is about. Let them make guesses.  Thereafter, students may do the activity Checking the Pencil Box before reading the story. Ask them do you find anything magical in the pencil box. Allow them to respond. Ask them to open their LF dictionary and go through the new words from this story. Thereafter they may be told to do some quiet reading of the story through pictures and text. Read and explain the story to the students. Period 2- Let the students take turns to read a small portion of the text aloud.	The students will read the title and then look at the pictures. They will predict what the story is about. Students will do the activity Checking the Pencil Box before reading the story. They will use their dictionaries to know new words and their meanings. CW: SB pg 3-8 The students will read a small portion of the story aloud taking turns. CW: SB pg 3-8

 *What do you find magical around you and why?

*Do you think your eraser is magical?

Any other noteworthy point: You may tell them that pencil, eraser and their books and notebook are made of different materials. When the students read, their pronunciation, intonation and clarity should be checked.

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

Skills Focused:  Building vocabulary, Story detailing

Section of the book: Vocabulary Kit, Story Map





- Learning Outcome:** To build vocabulary by matching words with their opposite meanings and identifying the pair of words similar in meaning
- To map the story and fill the story details

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to do Q 1 and 2 on their own. Apply Peer Editing after the students do Q 1 and 2. Ask them to read aloud the new words and then write. Thereafter, have the students discuss the story map verbally. Assess their understanding and correct their responses if required. Assist students to fill the story details.	The students will attempt the vocabulary section on their own. CW: Q 1, 2 TB pg 6/ story map TB pg 7

Pg No. TB pg-8, 9, 10 WB pg-4 **Total Periods** 3

Skills Focused: Reading, Comprehension, Building Creativity, Critical Thinking **Section of the book:** Comprehension

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

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Apply the strategy- Think, Pair and Share for doing Q 1 and 3 of the TB. Appreciate the students when they share their answers. You may give your inputs and correct them if required. Period 2- Raise Hands- You may read the points of Q 2 aloud and ask students to respond verbally for the answer. Ask them to raise their hands if they know the answer. Point to a student to give him/her a chance to share the answer and then move on to the next question. Thereafter, discuss the critical thinking section. Encourage them to think of a solution for Uday in the given situation. Period 3- Five Whys- You may read the questions aloud and ask students to respond verbally for the answer. You may apply the strategy of Five Whys with a little change for Q 2 and 3. Ask once or twice not five times.	The students will pair up to do the questions. CW: Q 1, 3 TB pg 8, 9 Students will do the activity--Raise Hands, to share the answers verbally. CW: Q 2 TB pg 8,9/ Q 2 TB pg 10 (critical thinking) HW: Q 1 TB pg 10 Students will do as directed by the teacher. CW: Q 1, 2, 3 WB pg 4





*Have you ever sharpened your pencil a lot that it becomes very small? Why did you do that?

Any other noteworthy point: Accept their ideas for critical thinking section and appreciate each.

Pg No. TB pg-11, 12, 13 **Total Periods** 1

Skills Focused:  Theme Study, Reading

Section of the book: Materials, Materials We Use

Learning Outcome:  To understand about different materials through a poem
 To understand about different materials and their sources

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to identify the things Uday used in the story to draw a friendly crocodile. Build on the topic with the question in which they ticked and then read the text further. Explain what is a material. Recite the poem to tell the students about materials and let them do Q 2 on this page. Recite the poem on the next page and explain about the materials of everyday use. Students may also be told to recite the poem. Ask them to look at the visual aid provided on these pages. Read aloud the materials mentioned in the poem—metal, glass, rubber, plastic, cotton, wooden, paper, leather—and ask them to circle them.  Discuss what else can be made using these materials.	Students will recite the poems on pg 11 and 12,13. They will talk about the different material mentioned in the poem. They will discuss which things can be made using a particular material. CW: Q 1, 2 TB pg 11



*What are the clothes you are wearing made from?

*What is the chair you are sitting on made from?

*What is the handle of the door made from?





Pg No. TB pg-14, 15, 16, WB pg-5, 6 **Total Periods** 3

Skills Focused:  Theme Study, Reading, Writing, Identifying

Section of the book: Materials We Use, Recollect

Learning Outcome:  To understand about different materials and what can be made using them

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Ask the children to go through the examples and their pictures. Discuss the materials and objects made from that material. Tell them to close their books.  Activity- What are they made of? Ask children to think, pair and share the name of as many different materials as they can and their sources, and some examples of objects made from a particular material. They may use examples from the book to elaborate or form their own examples. Ensure that everybody participates. Ask them to do Q 1, 2 and 3 in the TB. Period 2-  Ask them to observe their school bags for one or two minutes. Then name a student and ask him/her to share what materials are used in his/her school bag. Cover as many students as the time permits. Thereafter, tell them to do Q 4 and 5 of the TB and Q 1 and 2 of the WB. Period 3-  Ask them to do the kirigami activity. Ask them to fold the paper and then cut semi-circles and triangles to make an interesting pattern. Help the ones who are unable to do. Thereafter, tell them that materials vary in properties; texture, size, shape and colour; such as clothes, fabric can be thin, thick, rough, smooth, soft and shiny. Randomly ask them to share the answers verbally first and then you may ask students to read Q 3 of the WB and do that in pairs.	Students will participate in the activity. They will share their understanding about materials and the objects made using them. Thereafter, they will respond to the questions in the TB. CW: Q 1, 2, 3 TB pg 15, 16 Students will observe their school bags and then speak about the material/materials used to in making that. They respond to questions thereafter. CW: Q 3, 4 TB pg 16/ Q 1, 2 WB pg 5 HW: Ask the students to do Q1,2,3 on pg 33 in PB anytime during this week. The learners will do the paper folding and cutting activity to make patterns and then write down the answers in the WB. CW: Q 3 WB pg 6





Any other noteworthy point:

Help struggling students with extra attention.

-You may tell the students to bring origami paper and paper cutting scissors one day prior for the Kirigami activity.

Pg No. TB pg- 17 **Total Periods** 1

Skills Focused:  Comprehension, Reading

Section of the book: The Paper Story

Learning Outcome:  To read the given passage, comprehend it and answer some inferential questions

TEACHER ACTIVITY	STUDENT ACTIVITY
Start the class by asking- Do you know how the paper in your books and notebooks are made? Tell them that they will read about who made the paper first and how the paper is made now. -Read the passage slowly and ask students to read each line after you. Explain the new term mentioned in the passage like packaging, invented, court official, rags, pulp, etc. They may be told to refer to the dictionary also. The students may be told to do the comprehension part in pairs. Encourage them to read and find the answers in the passage and then discuss with their partner. Ask them to write after they are sure of the answer. Circulate and confer with each student to check understanding or suggest ideas.	The learners will read an unseen passage about the invention of paper and then answer questions. CW: TB pg 17

Any other noteworthy point: Tell the students to observe the picture. Ask them to name all the things the girl is carrying and which are made from paper.

Pg No. TB pg-18, 19, 20, 21, 22, WB pg- 7 **Total Periods** 2

Skills Focused:  Grammar Concept Development

Section of the book: Verbs and Tenses

Learning Outcome:  To understand the tenses in verb forms and able to use them correctly





TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Sit Stand- Direct the students to sit or stand all together. You can do this in slow and fast pace to bring some fun element. Thereafter, talk about action words. Tell them that actions happen all the time, on each day.  Do another activity. Ask them what they did yesterday evening. They will come up with different action words and some might even use the past form of the action words.  Think, Pair, Share- Thereafter they may be told to think, pair and share to do Q 1, 2 and 3. Period 2- Elaborate on the topic with the help of the text and examples from the book.  Verb-Chits- Make chits of the words given in the word-wall on page 20. Put them in a bowl. Call students to pick up and read the verb on the chit and tell if it is doing, saying or thinking/feeling verb. This activity will reinforce the concept. Move on to tenses with the help of the examples on page 21. Explain further by telling them that what they did yesterday or little while ago is past, what they are doing now is present and what they will do tomorrow is future. Make three teams- past, present and future. Each team will speak words from the word-wall as per their tense name. Tell them to speak aloud but in synch.	The learners will do the actions of sitting and standing in a fast pace. Then talk about more actions. Students will talk about what they did day before, using action words. They will respond to the questions in the TB based on previous knowledge. CW: Q 1, 2, 3 TB pg 19 Students will participate in the chit-activity and categorise the action word on the chit. CW: Q 1 WB pg 7 HW: Ask the students to do Q 2 on pg 34 in PB.

Any other noteworthy point: Assist struggling students with the questions/topic individually.
Refer to the link- <https://www.youtube.com/watch?v=pLbVThfQSIY>





Pg No. TB pg- 23, 24, 25 **Total Periods** 2

Skills Focused:  Grammar Concept Development

Section of the book: Present tense, Using **am**, **is** and **are**

Learning Outcome:  To understand and use verbs in present tense
 To understand the usage of **am**, **is** and **are**

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Elaborate on the instances for which present tense is used. Ask them which actions they do daily. They may come up with actions like- bathing, brushing teeth, eating, coming to school, playing, etc. appreciate students who speak confidently and encourage others. Elaborate on the rules of using verbs in the present tense. They may be told to do Q 1, 2, 3 independently. Period 2- Read and explain the text. Team Work- Take four different pictures in which some action is happening. (given with the lesson plan) Make four teams and give one picture to each team. Tell them to give presentation about what is happening in each picture. Appreciate each even if they do not use tenses correctly. The students may do the exercises.	The learners will understand the rules of using present tense and the helping verbs for present tense. They will respond to questions in the TB. CW: Q 1, 2, 3 TB pg 24 HW: Ask the students to do Q 1 on pg 34 in PB. Students will work in teams and talk about the picture assigned to their team using verbs. CW: Q 1, 2 TB pg 25/ My Sentences WB pg 9

Any other noteworthy point: By now, students should be able to identify the tense of the verb.
is, am, are <https://www.youtube.com/watch?v=MagsCvE99zY>

Pg No. TB pg- 26, 27, 28 WB pg 7, 9 **Total Periods** 2

Skills Focused:  Grammar Concept Development

Section of the book: Past tense, Using **was** and **were**

Learning Outcome:  To understand and use verbs in past tense
 To understand the usage of **was** and **were**





TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Ask for two volunteers to read aloud the sets of sentences. Volunteer 1 will read-actions happened before Volunteer 2 will read –on-going actions Explain the rules given in the call outs.  Team, Pair, Solo- Ask the students to form groups of five. Students discuss and verbally solve the exercise of TB in the group. Give them five minutes for this. Then ask them to pair up and discuss the answer again. Give them time frame again. Then tell them to split and work alone to do the answer. They may be invited in front to share it. Thereafter they may be told to write it down. Period 2- Read about the usage of was and were. Tell them that they can change the present –ing sentences in past –ing sentences by replacing am/is/are with was/were. Speak these sentences- I am in the market. I was in the market at 5 p.m. I am watching TV. I was watching TV. We are playing football. We were playing football. The students may be told to change a few sentences, even sentences given in the exercises, from past to present or present to past. Now tell the students to do Q. Ask them to check their answers as you speak aloud the correct answers.	Students will read the examples from the TB and simultaneously understand the rules for using the past tense. They will work in teams and verbally solve the exercises. CW: Q 1, 2, 3 TB pg 26, 27/ Q 2 WB pg 7 Learners will understand the usage of helping verbs for the past tense. They will respond to the exercises in the TB. CW: Q 4, 5 TB pg 28/ Q 4 WB pg 9 HW: Ask the students to do Q 3 on pg 35 in PB.

Pg No. TB pg 29, WB pg- 8 **Total Periods** 1

Skills Focused:  Grammar Concept Development

Section of the book: Using will

Learning Outcome:  To understand about future tense





TEACHER ACTIVITY	STUDENT ACTIVITY															
Do a quick revision of the two tenses.  Rapid Fire- Play a rapid fire round of verbs. Say a verb aloud for eg Speak. Tell the students that roll number 1 will speak a verb in either present or past beginning with K as K is the last letter in the word Speak. The game will go on till the last roll number. Thereafter, ask them to refer to page 29 of the TB. Explain the students that future tense is used when we talk about actions to be happening sometime later and will is used in future tense. Explain them the rules of using will.  Reinforce tenses through a flow-chart. <table><tr><th colspan="3">Tenses</th></tr><tr><td>Past</td><td>Present</td><td>Future</td></tr><tr><td>Sometime ago</td><td>Now</td><td>Sometime later</td></tr><tr><td>verb+ed</td><td>verb+s/es</td><td>will +Verb</td></tr><tr><td>was/were</td><td>am/is/are</td><td>-----</td></tr></table>	Tenses			Past	Present	Future	Sometime ago	Now	Sometime later	verb+ed	verb+s/es	will +Verb	was/were	am/is/are	-----	Students will play the activity--rapid fire, roll number wise. They will understand about the future tense. They will do the exercises on their own. CW: Q TB pg 29/ Q 3 WB pg 8 HW: Ask the students to do Q 3,4 on pg 35 in PB.
Tenses																
Past	Present	Future														
Sometime ago	Now	Sometime later														
verb+ed	verb+s/es	will +Verb														
was/were	am/is/are	-----														

Any other noteworthy point: Help struggling students and provide further assistance.

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

Skills Focused:  Listening, Speaking, Socio-emotional skill

Section of the book: Hear and say, Behaviour- Taking Responsibility

Learning Outcome:  To enhance listening and speaking skills
 To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Tell the students to listen very carefully while you read sentences slowly and in clear speech. Encourage students to identify the correct picture that compliments the sentence. Students should be encouraged to use thematic vocabulary in sentences.	The learners will listen to the teacher and tick the right picture. They will talk about different materials. They will understand the importance of taking responsibility at home.





Discuss question 3 and 4 and elicit responses from them while you assess their speaking skills.
Thereafter read about taking responsibility and how Uday took responsibility of Abhay in school.
Discuss about the people in their lives who take responsibilities of different tasks at home.
Ask them to respond to Q 1 and 2.
Allow them to draw for Q 3 if time permits or else ask them to do the drawing part at home.

CW: TB pg 30, 31

? *Can shoes be made from glass? *Can we make spoons using paper? *Can we make clothes using sand? *Can we make a book from stone?

Any other noteworthy point: Ask them why to make it more interactive.

Accept all their verbal responses and appreciate their efforts.

? *Do you call yourself a responsible child? Why or why not?

Pg No. WB pg-10, 11 **Total Periods** 1

Skills Focused: Writing

Section of the book: Picture Description –Picnic on the Beach

Learning Outcome: To write sentences about a scene shown in the picture using the given prompts in the form of phrases

TEACHER ACTIVITY	STUDENT ACTIVITY
In this writing section, the beginning is given and some key words are also given to complete the sentences. Have a verbal session for each sentence and really encourage students to participate. Thereafter, tell them to write the sentences all together like a paragraph.	Students will talk about the given topic and then form sentences with the help of given prompts. CW: pg 36 of WB HW: Ask students to do the writing task on pg 36 in PB.

Any other noteworthy point: You may monitor and assist the struggling students as required.

Total Periods: 21

Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.





Worksheet

Material	Can you fold it?	Can you see through it?	Will it float in water?	Does it break easily?	Can it be stretched?
Wood					
Glass					
Clay					
Cloth					
Metal					
Plastic					
Stone					

laughing	footsteps	talking
sneezing	paper shuffling	singing
coughing	shouting	snapping fingers
tapping on table	yawning	inhaling/exhaling
clapping hands	whistling	crying



Cleanliness and Safety

Through this theme, students learn that water is essential for all forms of life and own healthy bodies. The theme serves the information about uses of water, its sources, and the way it moves, stored or consumed and different water bodies. It helps students identify major causes of water pollution.

Personal hygiene- On a practical level, cleanliness is related to hygiene and disease prevention. Washing is one way of achieving physical cleanliness, with water and some kind of soap and detergent. Cleanliness promotes good health and there are mental as well as physical benefits. Practicing good body hygiene helps one feel good about self, which is important for mental health and also keep the person free of bacteria, viruses and illnesses. Habits such as washing hands, bathing, brushing, flossing, cleaning ears and nose, clipping nails, wearing clean clothes, all come under important personal hygiene but getting plenty of rest- 8 to 10 hours a night- is equally important to make one feel refreshed and ready to take on the day every morning.

Domestic hygiene- The main source of infections at home are through people (who are carriers of infections), food (exposed raw or cooked food storage), stagnant water, uncovered garbage, domestic animals and dirty house. Viruses are breeding round the clock, especially when it comes to hard surfaces, tables, beds, floors and so on. Housecleaning is done to make the home clean, look good and smell better, and safer to live in. Without proper housecleaning dust and dirt collects in corners and hidden areas, cobwebs accumulate, grease build up around taps and gaps in tiles, etc. Proper tools like vacuum cleaners, brooms, mops, sponges and scrubbers together with cleaning products such as detergents, disinfectants and bleach must be used on a regular basis to clean the house.

Neighbourhood hygiene- Every household generates waste or garbage. As the cleanliness of the house is necessary, similarly cleanliness of soundings is also necessary. If a person defecates, urinates or spits in an open place, the passers-by might step on it. Small children might play with it unknowingly. Files might sit on it. Then they might sit on the exposed food. It can cause diseases such as diarrhoea and cholera. For disposing garbage we should not throw garbage here and there. Dustbin should be emptied at proper places, made for the purpose by the municipal committees. In rural areas, we can use a compost pit for disposing garbage. The garbage of the house should be put in a dustbin and then put in the compost pit. The opening of the pit should be kept covered. After a few months garbage will decay. Then this can be used as manure in the field.

We must ensure that the community we live in is also clean. Public places like hospitals, railway stations, cinema halls, markets should also be kept clean so that diseases are prevented.

How can you help? -The Swatchh Bharat Mission was initiated by the Prime Minister Narendra Modi with a view to create clean India. Launched on Mahatma Gandhi ji's birth anniversary on

Infections and diseases

Can spread through touching dirty things, eating stale food and through germs in the air

Can be avoided by keeping self and the surroundings clean

Can be prevented by eating healthy, physical exercises and quality sleep



2nd October, Swatchh Bharat Mission advises every Indian citizen to take up responsibility in keeping the country clean. This act engages in cleaning up homes, work places, villages, cities collectively to bring drastic reduction in littering of waste and pollution. What else can an individual do;

- Never litter in public places or on roads.
- Make a compost pit or bin to make manure and keep it covered.
- Promote using paper bags and cloth bags and discourage use of polythene.
- Remain up to date concerning diseases, new sanitary methods and best practices.

Recycle and reuse- There are three key factors when thinking about how to recycle- the 3 R's; Reduce, Reuse, Recycle. A large percentage of households still do not recycle enough and throw everything that they consider 'rubbish' into their ordinary bin. Much of this waste can be recycled and should be disposed of separately or reused such as glass, old batteries, mobile phones, paper, plastic, metal can be given to scrap dealers.

Beyond the text- Wastes harm our environment. The government or municipality maintains cleanliness of the cities and towns. Municipality collects wastes from public dustbins and throws it away at a certain place. Municipality ensures the supply of water and electricity to each and every house. Its workers sweep the roads, keep the parks clean, maintain public toilets and clean the sewer pipes time to time to maintain hygiene.

-Safety is a condition or situation of being safe and free from danger or injury. One needs safety everywhere all the time. In order to be safe there are certain safety rules which must be followed and paid attention to at all times.

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.

Activities and warm-ups

1. Students will check their own nails and tell each other and the teacher how often they get them cut.
2. Raise hands- Students raise hands if they agree with the answer.
3. Project- Making a first-aid box using a shoe box.
4. Project- Students will make a penholder/stationery holder using old toilet paper roll and decorate it.
5. Position game (grammar) –Class will be divided into 5 groups. Teacher will hide 5 different objects in the classroom after sending a group out of the classroom. The group will called in to find the objects and they will ask questions like- eg.- Is it in the cupboard?
Is it behind the door?





Teaching Strategies

Opinion Pole- Students are asked to raise their hands or fill in a short questionnaire to indicate agreement or disagreement with a particular statement. Using this strategy, the facilitator can also gather/discover students' opinions on different issues, events, characters, etc.

Numbered Heads - Groups of four members are formed. Each member is given numbers of 1, 2, 3 and 4. Questions are posed to the groups. Groups work together to prepare a verbal answer to the question. Teacher calls out any number out of the four (say-three) and each three answers.

Hot Seat-Students are divided in two teams. A task is assigned to each team to be done in a stipulated time. Each team chooses a representative for the hot seat and are made to sit facing each other. One will ask questions or as per the topic from the other, taking turns and so on. The facilitator maintains the score board for each team.

What ifting- What ifting involves describing an imagined action and solution and then examining associated facts, logical consequences or events. A range of open ended questions can be thrown to the class, for example-

What if anyone could become a doctor?

What if each home could run the television only for an hour a day?

What if pets could talk?

What if everybody looked almost exactly alike?

Four Corners- Students are divided into four groups. They are assigned each corner and also given a topic to discuss and gather information. The information is later compiled by the teacher to increase children's knowledge.

Role-Play- The student could be asked to portray any role independently or with a partner. Props could also be used to enhance the performance. Role plays can be about anything living or non-living, real or imaginary. The student can portray a person, place, thing, animal, situation, actions, moods and expressions.

Think, pair and share- Students are paired. They work on the given exercise. Specific time is given them to think about the possible answers. Students discuss their answers with another pair. Randomly students are called to share the answers they have developed.



Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work





Pg No. TB pg-33 **Total Periods** 1

Skills Focused:  Phonics, Reading

Section of the book: Introduction of phonic **ea**

Learning Outcome:  To get acquainted with the sound of **ea** in words through a poem and write them

TEACHER ACTIVITY	STUDENT ACTIVITY
Show a flashcard with ea written on it. Read all the words giving stress on the sound ea in please, seat, teach and read. Read the poem in clear voice. Ask them to respond to Q 1 and 2. As an additional exercise, encourage the students to make simple sentences in any of the tenses they have done before.  Write mixed words of short ea and long ea sound on the board. Randomly call students in front to read the words. You may ask the student which words make long e sound. reach spread clean team bread wealth heal health weather neat deaf sea meat breakfast ready Read the limerick with fun and ask the students to read it too.	The learners will speak aloud all the ea phonic words and understand the two different sounds of the phonic. They will write the words as per the instructions. CW: TB pg 33

Any other noteworthy point: Phoneme **ea** is one of the vowel digraphs. A vowel digraph is two vowels together or a vowel followed by a 'w'. The sound of vowel digraphs can be long or short, or has a special sound of its own.

Phoneme **ea** spelling has three sounds; ***long e** sound as in **seat, heat, meat**, etc. *short e sound as in **head, bread, thread** etc.

*a special sound as in **ear, dear, hear**, etc.

Pg No. SB pg 9-11 **Total Periods** 1

Skills Focused:  Reading **Section of the book:** Don't

Learning Outcome:  To read the poem with correct pronunciation, expressions and intonation, and understand the basic theme in it

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask them to read the title of the poem. Give them some time. If they are unable to read, say it aloud and ask them to echo read.	The learners will echo read the title of the poem. They will use their LF dictionary and go through the new words.





Now tell them that this poem is about a boy just like you whose mother uses the word - **Don't** - all the time with him.
Ask them to open their LF dictionary and go through the new words from this poem.
Read and explain the poem with voice modulation and expressions and ask the students to recite it.

They will recite the poem.
from this poem.
CW: SB pg 9-11

 ***Does your mother or father use the word 'Don't' often with you?**

***Do you think Akshay is naughty?**

Any other noteworthy point: When the students recite the poem, their pronunciation, intonation and clarity should be checked.

Pg No. TB pg-34, 35 **Total Periods** 1

Skills Focused:  Building vocabulary, Story detailing

Section of the book: Vocabulary Kit, Poem Map

Learning Outcome:  To build vocabulary by understanding and using the short form of not and finding similar meaning words of the given words
 To map the poem and fill the poem details as asked

TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to look at the title of the poem and read it aloud. Tell them that it is the short form of—do not. Elaborate more with the help of examples given.  Thereafter, write all the words given in Q 1 on the board. Randomly call students in front and ask them to write the short form for any one. Give chance to as many students as you can by erasing the short forms. Once you are sure of their understanding, ask them to do Q 1 in the TB. For Q 2, set a time limit and ask the students to find the similar meaning words in the poem. Ask them to read aloud the new words and then write.	The learner will understand the short forms of writing negative words. Students will find similar meaning words of the given words in a stipulated time as an activity. CW: Q 1, 2 TB pg 34/ poem map TB pg 35





Thereafter, have the students discuss the story map verbally.
Assess their understanding and correct their responses if required.
Assist students to fill the story details.

Any other noteworthy point: Explain them that sometimes parents say ‘no’ to their children which is a great option for the children. It doesn’t mean that they don’t love and care for them but it shows they are gently guiding them and directing them to become better children.

Pg No. TB pg-36, 37, WB pg-4 **Total Periods** 3

Skills Focused:  Reading, Comprehension, Building creativity, Critical Thinking **Section of the book:** Comprehension

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

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  Apply the strategy- Think, Pair and Share for doing Q 1, 2 and 3 of the TB. Randomly ask a few volunteers to share their answers.  Brainstorm- Ask the children the situation given in the critical thinking section. Discuss what could be the solution of the given situation. Period 2- Ask the students to recite the poem once again and then refer to Q 3 and 4.  Opinion Pole- Ask children to raise their hands to give their views about both the inferential questions. Encourage the shy students also to give their opinion. Ask them why they think like so. Have a debate. You may also give your opinion. Appreciate the students when they share their answers. You may give your inputs and correct them if required. Have the students write down the answers thereafter. Period 3-  Numbered heads –Groups with four members are formed and given a number out of a-d. There are four parts in Q 1. These are posed to the groups and if you call ‘b’, each b will answer the b point.	The students will pair up and brainstorm to discuss the solution of the given situation in critical thinking. CW: Q 1, 2, 3 TB pg 36/ Q 2 TB pg 37 (critical thinking) The learners will recite the poem taking turns and then debate on the questions of the WB before responding. CW: Q 2, 3, 4 WB pg 15, 16 Students will form groups of four and answer as per the instruction asked. They will write down the answers thereafter.





After this the students may be told to write down the answers. You may assist them wherever your help is required.

Also discuss the answers of Q 5 of the WB and ask them to fill in the blanks.

Ask them to do Q 1 in the Think, Draw and Talk section and if they are unable to finish the drawing part, they may complete it at home.

CW: Q 1, 5 WB pg 15, 16/ Q 1 TB pg 37

HW: Q 1 TB pg 37 (creative thinking)

Any other noteworthy point: Accept their ideas for critical thinking section and appreciate each.

Pg No. TB pg-38, 39, WB pg-17, 18 **Total Periods** 2

Skills Focused:  Theme Study, Reading **Section of the book:** Personal Hygiene

Learning Outcome:  To acquire knowledge about importance of personal hygiene

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Read aloud the text and explain meaning of the new terms used. The students may refer to the dictionary too. Ask them to look at the visual aid provided on these pages and read aloud the ways to maintain personal cleanliness.  Discuss the ways of maintaining personal hygiene. Ask students to read the names of cleaning tools in the first column on page 38. Help them with the correct pronunciation of each. Encourage them to match the two columns. Discuss Q 3 of the WB and encourage students to give verbal responses. Give your inputs and ask them to write down the answers in the WB. Period 2- Read and explain how germs enter our body. Let the students observe the pictures about spreading of germs.  What ifting- Randomly ask ‘What if’ questions- What if you eat food with dirty hands?	The learners will read the text and understand about personal hygiene. They will attempt the exercises on pg 38 on their own. They will discuss the answers of WB questions and then write them down. CW: Q TB pg 38/ Q 3a WB pg 18 After understanding the text, students will participate in the discussion following the strategy--What Ifting. They will discuss the points of being safe at home. They will write down the responses in their books.





What if you don't wash hands after using toilet?
 What if you don't wash hands after touching dirty things?
 What if you play with animal and eat food without washing hands?
 What if your mother prepares a dish without washing the vegetables?
 Give each student a chance for answering the questions.
 Explain what safety is. Tell them that they need to be safe all the time and at all the places. Read aloud the points to follow to be safe at home.
 Elaborate more about safety for self, such as;
 Do not touch switches with wet hands.
 Do not touch sharp objects like knives, scissors or blades.
 Never light the gas burners. do not jump on the bed.
 Tell them to make sure that their younger siblings also follow the same things.
 Discuss the answer of Q 3b and ask the students to write down.

CW: Q 1 TB pg 42/ Q 1 and 3b WB pg 17, 18

? *Which soap, shampoo do you use? *Do you use a sanitizer? When?

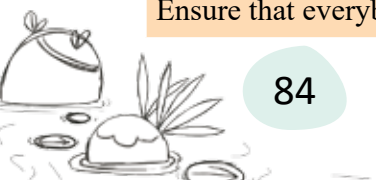
Pg No. TB pg-40, 41, 42, 43, WB pg-17, 18 **Total Periods** 2

Skills Focused: Theme Study, Reading, Writing, Identifying

Section of the book: Keeping Our Houses Clean, Cleanliness of the Neighbourhood

Learning Outcome: To acquire knowledge about importance of domestic hygiene
 To acquire knowledge about importance of neighbourhood hygiene

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Explain the topic with the help of the text and pictures on the page. Tell them what mosquitoes can do and why it is important not to let them breed. Direct them to read the other ways of maintaining cleanliness at home. Let the students read aloud some more ways of safety at home. Ask what else can be done at home to maintain cleanliness. They may use examples from the book to elaborate or form their own examples. Ensure that everybody participates.	Students will look at the pictures and will understand about the importance and ways of keeping the house clean. They will read aloud the points of safety at home. CW: Q 1, 2 TB pg 42/ Q 2, 4 WB pg 17, 18



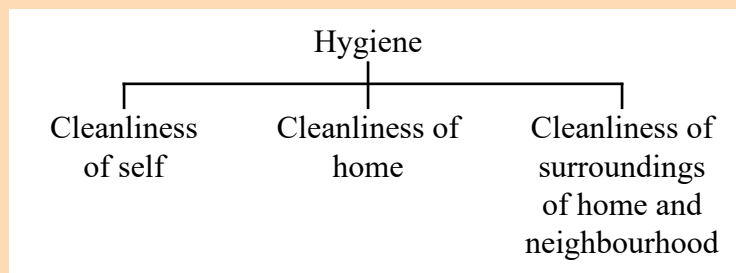


Ask them to do Q 1, 2 in the TB.

Period 2- Read and explain the text on pg 41. Tell them to observe related pictures and discuss what is happening in each picture. Help them read the sentences for each picture.



Revise all the categories with the help of the GO.



Tell the students to read a line about safety rules to be followed while outside the house.

Elaborate more on this point;

Do not lean outside a moving vehicle.

Never play near or in dense bushes.

Stay away from electric poles and boxes or unknown objects.

And another important point- Stay away from strangers; do not take anything from them, do not go anywhere with them and do not let any stranger touch you.

Students will look at the pictures and will understand about neighbourhood cleanliness. They will read aloud the points of safety at outside.

CW: Q 1, 3 WB pg 17, 18

HW: Project in TB

Ask students to do Q1,2 on pg 38 of TB.

Any other noteworthy point:



*Who is more concerned about cleanliness in your house?

*How do you help in keeping your house clean?



*When you eat chips or biscuits in the playground or outside, where do you throw the empty packet?

*What will you do if you see anybody littering on the road?

*Do you help your parents to clean the house?

*How do you help in keeping your house clean?

Refer to this link; <https://www.youtube.com/watch?v=Ej22NMueDoE>

Children should be encouraged to learn waste management at a young age. This topic guides them how to turn old things into new and useful things.

Project- Making a Stationery holder (page 43). This can be done at home as a project.





Pg No. TB pg- 44 **Total Periods** 1

Skills Focused:  Comprehension, Reading

Section of the book: The Recess song

Learning Outcome:  To read the given poem, comprehend it and answer some inferential questions

TEACHER ACTIVITY	STUDENT ACTIVITY
Recite the poem with action and expression. Let the students appreciate it relating it with the theme. Check their pronunciation and intonation when they recite it. Remind them of referring their LF dictionary for the meaning of difficult words. Thereafter students can do the exercises independently. Circulate and confer with each student to check understanding or suggest ideas.	Students will read and recite the poem given as comprehension and answer questions. CW: TB pg 44

Any other noteworthy point: This can be also be done with personal hygiene topic.

Pg No. TB pg-45, 46, 47, 48, 49, WB pg- 19, 20, 21 **Total Periods** 3

Skills Focused:  Grammar Concept Development

Section of the book: Prepositions

Learning Outcome:  To understand prepositions and able to use them correctly

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1 Discuss the text in order to revise position words. Check their prior knowledge about it by asking them to do the 'Let's recall' section independently. Let the students draw objects as per the instructions. Elaborate on the topic. Tell the students that position words are also called prepositions. Refer to the examples given in the book and explain the prepositions given in the word wall. Read the poem and help students identify the prepositions in it.	Students will respond to the exercises based on prior knowledge and then move on to understand more about prepositions. CW: Q 1, 2 TB pg 45, 46/ Q 1 TB pg 47





Period 2-  Position Game- Begin the session by doing this activity and let the students form questions and find the objects in the classroom. This activity will reinforce the concept.

Thereafter, ask the students to settle down and do Q 2 and 3 in the TB.

Circulate in the classroom and provide assistance to the struggling students.

Period 3-  Mime the Preposition- Invite students in pairs or small groups to mime the preposition in front of the class. Ask the class to guess the preposition being enacted.

Allow students to continue miming the prepositions from the word wall.

Thereafter, ask the students to do Q 1, 2 and 3 independently in the WB.

Now ask them to sit in pairs and form sentences using the given words. Ask volunteers to share their sentences.

The students will find objects in the classroom and tell about their positions. Thereafter do the exercises.

CW: Q 2, 3 TB pg 48, 49

HW: Ask students to do Q1,2,3,4 on pg 39,40 of TB anytime during this week/ weekend.

By now, students should be able to use the prepositions.

Students will do the activity. They will mime the prepositions taking turns and the class will guess the prepositions.

CW: Q 1, 2, 3 WB pg 19, 20/ My Sentences pg 21

Any other noteworthy point: Assist struggling students with the questions/topic individually.

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

Skills Focused:  Listening, Speaking, Socio-emotional skill

Section of the book: Hear and say, Behaviour Taking Responsibility

Learning Outcome:  To enhance listening and speaking skills
 To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Tell them they will know about different cleaning tools by doing this listening exercise. Thereafter read the script slowly and let the students choose the appropriate cleaning tool. Students should be encouraged to use thematic vocabulary in sentences.	The learners will listen to the sentences and tick the right cleaning tool. They will talk about hygiene and the given pictures about safety. They will discuss about the socio-emotional skill--Give respect, Get respect.





The students may choose any one picture from Q 3 and talk what is unsafe in it.

Each student may be told to frame sentences for any two forms of 'clean'.

Thereafter read about how Chetan and his school bus driver greet each other and feel loved and respected.

 Discuss all the questions and elicit responses from the children. They may be told to colour the kites at home as per the given colour-code.

CW: TB pg 30, 31

*Do you play safely in the park?

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

Skills Focused:  Writing

Section of the book: Picture Description –Alike and Different

Learning Outcome:  To compare the two girls shown in the pictures and write sentences about them

TEACHER ACTIVITY				STUDENT ACTIVITY	
You may ask the students what all they can see in the pictures. Team work- Form two teams A and B. Tell team A to discuss the things which are similar in both rooms and tell team B to think and discuss things which are different in both the rooms. Tell them to observe the girls and the state of their rooms. Make two columns and ask each team to tell one similar and one different thing in the pictures. Write their responses on the board simultaneously. Give 5 points for each team for the correct response.				Students will observe the pictures given in the writing section. Discuss how they are different and alike. Thereafter write about them. CW: WB pg 22, 23 HW: Ask students to do the writing task given on pg 41 of PB.	
Team A/ Similar	Point	Team B/ Different	Point		



Wrap it up by having a verbal session about the two girls-Ridhi and Sidhi.

The students may be told to write down a few sentences for each question.

Any other noteworthy point: You may monitor and assist the struggling students as required.

Total Periods: 16

Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.





Unit 8

The Lion and the Mouse

Animals

This theme serves as an introduction of kinds of animals, their habitat and eating habits to the students. The students also learn about wildlife through interesting text. They will also learn about how some animals are useful to us. They learn about babies of animals too.

Wild Animals- India is home to many national parks and wildlife sanctuaries showing the diversity of its wildlife. There are 89 national park and 400 wildlife sanctuaries across India which is best places to see tigers, lions, elephants, rhinoceros, birds and other wildlife.

Pet Animals- Pets provide physical, emotional and social benefits to their owners. For example walking a dog provides both the human and pet with exercise, fresh air and social interaction. Pets can give companionship to elderly or other people living alone as well as to children without any siblings.

Domestic Animals- Around 10,000 years ago, early agriculturalists of the Southeast Asia began breeding animals for meat, milk and skin. The skin of animals, were used for clothing, storage and to build tent shelters. Goats were probably the first animals to domesticated, followed closely by sheep, then pigs and cattle.

Habitat- A biome or habitat is a place where a plant or animal live. The climate, plants and animals are the identities of a habitat. Habitats are classified into two domains; terrestrial/land habitat and aquatic/water habitat.

Eating habits- Some carnivores like lion, fox or dog tear, chew and then swallow their food but some like snakes swallow frogs. Some herbivores like cow, camel nibble their food first. When they relax, they bring back part of the food from inside and chew it properly again.

Babies of Animals- All animals reproduce. Some animals lay eggs. Some give birth to their babies. Some animals reproduce only one baby at a time but some reproduce more than one baby at a time.

Beyond Text- Children love to play hide and seek. So do animals. They camouflage. It is a way of hiding that allows an animal to blend in with its environment. Animals which hunt other small animals are called predators. Animals which predators hunt are called prey. So prey animals often use camouflage to hide from predators.

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.

Activities and warm-ups

1. **Bird Feeder-**Students can be asked to keep a bird feeder and fill water or food for birds.





2. **Who is your pet?**- Students stand in a circle. The teacher stands in the middle and asks ‘Who has a pet?’ pointing to a student. The student responds saying, for example; I have a pet cat. Its name is Cuttie. (10 minutes)
3. **Animal Walk**- Students are asked to imitate animal’s locomotion and sounds. (5 minutes)
4. **Find an animal that...**- The teacher randomly asks students
‘Find an animal that...swims, crawls, runs, hops, sways, flies, etc.’
5. **Flash Cards**- The teacher shows flash cards of different animals. The students are asked to respond by telling something about the animal.

Teaching Strategies

Four Corners- Students are divided into four groups. They are assigned each corner and also given a topic to discuss and gather information. The information is later compiled by the teacher to increase children’s knowledge.

Five Whys- Give a problem, situation or concept to students to be studied. Ask ‘why?’ this particular condition exists? Each time the question is answered ask ‘why?’ again. For example;

- | | |
|---|---|
| 1. Why did the mouse help the lion get free?
Answer-...because the lion freed the mouse. | Answer -..because the lion caught him. |
| 2. Why did the lion free the mouse?
Answer - ...because the mouse pleaded to be free. | 4. Why did the lion catch the mouse?
Answer - ...because the mouse was jumping over him. |
| 3. Why did the mouse pleaded to be free? | 5. Why was the mouse jumping over the lion?
Answer -because the lion was sleeping. |

Peer-Editing- The students in pairs exchange their books and edit or evaluate each other’s work or add on to the inputs.

Role-Play- The student could be asked to portray any role independently or with a partner. Props could also be used to enhance the performance. Role plays can be about anything living or non-living, real or imaginary. The student can portray a person, place, thing, animal, situation, actions, moods and expressions.



Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work





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

Skills Focused:  Phonics, Reading

Section of the book: Introduction of phonic **ou**

Learning Outcome:  To get acquainted with the sound of ou in words through a passage and write them

TEACHER ACTIVITY	STUDENT ACTIVITY
Say this word 'OUCH' when you enter the class. Ask the students when they say this word. Say it again and ask them to identify the sound they hear in this word. Tell them this is ou sound.  You may tell the action for it; pretend your finger is a needle and prick your thumb saying ou, ou, ou. Ask them to open their books while you read the words and the passage. Stress on the ou words. Tell the students to circle all the ou words on this page. The students may be told to do the exercises on their own. The students and you, together may read the limerick for fun.	Students will speak aloud all the ou phonic words and then do the exercises. CW: TB pg 53

Any other noteworthy point: -Vowel digraph **ou** has four sounds- '**au**' **short sound** as in house, mouse round, loud, etc. This is the most common sound of **ou** spelling.

The other sounds are—

'**oo**' **sound** as in you, group, tour '**ou**' **long sound** as in though, pour, course '**uh**' **sound** as in enough, rough, cousin, double

Pg No. SB pg 12-18 **Total Periods** 2

Skills Focused:  Reading, Role-play

Section of the book: The Lion and the Mouse

Learning Outcome:  To read the story with correct pronunciation, expressions and intonation, and understand the basic theme in it

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Before reading the story, read the title. And thereafter, ask the students that if the lion and mouse be friends. story	The learners will read title and do quiet reading of the pictures. They will predict about the story. They will use the dictionary to get familiar with some new terms and their meanings.





Now tell them that this poem is about how the two became friends. Ask them to open their LF dictionary and go through the new words from this story.

Read the story with voice modulation and expressions. For the dialogues of lion, you can speak in a powerful voice and for the mouse, in a subtle voice.

Explain the meaning simultaneously.

Period 2- The 2nd reading will be done by the students. Assist them with correct pronunciation if they get stuck. Ask them to make groups of three and read the dialogues of the lion and the mouse and the third student can read the rest of the text.

They will listen to the story while following the text.

CW: SB pg 12-18

Students will read the story and also role play.

CW: SB pg 12-18

? *Have you been to the zoo? *Which animals have you seen? *Do you think animals in the zoo feel happy?

Pg No. TB pg-54, 55 **Total Periods** 1

Skills Focused:  Building vocabulary, -Story detailing **Section of the book:** Vocabulary Kit, Story Map

Learning Outcome:  To build vocabulary by finding similar meaning words in the story and form words by adding **-d** or **-ed** at the end
 To map the story and fill the details as asked

TEACHER ACTIVITY	STUDENT ACTIVITY
You can set a time limit for the vocabulary section. Ask them to quickly find the words on the page numbers given. The fast-finishers can be appreciated.  Thereafter, write all the words given in Q 2 on the board. Randomly call students in front and ask them to add -d or -ed at the end of any one. Give chance to as many students as you can by erasing the words. Once you are sure of their understanding, ask them to do Q 2 in the TB. Ask them to read aloud the new words and then write. Thereafter, have the students discuss the story map verbally.	The learners will find similar meaning words in the story. They will do the other exercise and fill the story-map on their own after discussing. CW: Q 1, 2 TB pg 54/ story map TB pg 55





Assess their understanding and correct their responses if required.
Assist students to fill the story details.

Any other noteworthy point: While reading, children need to learn to extract information from a text; that is problem and solution. The best way to identify a problem is reading aloud and working through it as a class. Tell them that- a single problem can have multiple solutions and a story can also contain more than one problem. **CW:** Q 1, 2 TB pg 54/ story map TB pg 55

Pg No. TB pg-56, 57, WB pg-26, 27 **Total Periods** 2

Skills Focused:  Reading, Comprehension, Building creativity, Critical Thinking **Section of the book:** Comprehension

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

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Encourage the students to read the questions of the theme book and respond verbally first. You may give your inputs in the order to correct them. Thereafter they may be told to write the answers.  Apply the strategy-Think, Pair and Share for doing Q 2 (critical thinking) of the TB. Randomly ask students to share their responses. Period 2-  Five Whys- Apply this strategy. Ask children to raise their hands to give their views about the inferential questions. Encourage the shy students also to give their opinion. Ask them why they think like so. You may give your inputs and correct them if required. Have the students write down the answers thereafter.	Students will verbally respond to the questions asked and pen them down. CW: Q 1, 2 TB pg 56/ Q 2 TB pg 57 (critical thinking) HW: Q 1 creative thinking TB pg 57 Based on the strategy, students will present their views about the inferential questions from the story. CW: Q 1, 2, 3, 4 WB pg 26, 27

Pg No. TB pg-58, 59, WB pg 28 **Total Periods** 1

Skills Focused:  Theme Study, Reading **Section of the book:** Lion's Body Parts, Size and Traits of Animals

Learning Outcome:  To acquire knowledge about the body parts of some animals
 To acquire knowledge about characteristics of some animals





TEACHER ACTIVITY	STUDENT ACTIVITY
Ask the students to look at the visual aid provided on pg 58 and read aloud the labelled body parts of the lion.  Discuss about the body parts of the animals they have seen in their neighbourhood. Ask—Have you seen the tail of the cat/dog/cow? Elicit responses from them. Thereafter, ask students to label the body parts of the dog on page 85. Then tell them that different animals have different characteristics of their own. Read aloud the text and explain. Elicit verbal answers for the questions on pg 59 first. Give your inputs simultaneously and then ask them to fill in the blanks.	Learners will read aloud the names of body parts of the lion and dog. They will understand a few characteristics of some animals. CW: Q TB pg 58/ Q TB pg 59 HW: Q 1 WB pg 28

Any other noteworthy point:

-  *Which body parts of the lion are mentioned in the story?
- *Which body parts of the mouse are mentioned in the story?

Pg No. TB pg-60, 61, 62, 63, 64, 65, WB pg-28, 29 **Total Periods** 3

Skills Focused:  Theme Study, Reading, Writing

Section of the book: Where Do Animals Live, Home Sweet Home

Learning Outcome:  To understand about the different habitats of some wild animals

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Explain the meaning of habitat with the examples of the lion and the mouse from the story. Recite the poem to tell the students about the natural homes of animals especially wild animals. Direct them to read the poem thereafter and tell them to circle the different habitats mentioned in it. Read the text and explain with help of visual aid provided for each habitat.	The learners will understand the meaning of habitat. They will look at the pictures and observe where the animals are seen. They will read the text about different habitats of animals. CW: Q 2a. WB pg 28/Q 3 WB pg 29





Period 2- Read the poem on pg 62, 63 of the TB and explain the meaning of new terms. Tell them to refer to the dictionary for the meaning of some new words.

Tell them to observe the related pictures along the stanzas of the poem and houses of animals.

Tell them the names of the babies and the houses of the animals mentioned in the poem.

Thereafter, ask the students to do Q 1 and 2 of the TB.

Period 3- Revise the habitats and animal babies.

 Students will do the activity **Animal Walk** in between the period. Another activity that the students can play is **Animal hint** game. A student will think of an animal and tell the teacher. He then gives hints to the class to guess the animal for example,

It is brown.

It has a long tail with hair. It has a lot of hair around its neck.

It is very big.

It lives in a jungle.

(the answer is lion, and it should come from the class)

Thereafter, ask them to do questions in the TB and WB.

The learners will recite the poem with correct pronunciation and intonation after the teacher has read. They will know the names of babies and houses of a few animals. Thereafter, they will do the exercises.

CW: Q 1, 2 TB pg 64, 65

Students will walk around the classroom like animals. They will participate in the game--Animal Hint.

They will respond to the questions.

CW: Q 3 TB pg 65/ Q 4 WB pg 29

Any other noteworthy point: It would be a good idea if students in pairs are made to read distributed text after the teacher.

You must tell the students that animals should be treated with care. Also in the zoo, the animals should not be disturbed or teased or pelted with stones. Tell them that this can aggravate the zoo animals or wild animals and they can attack.

You may give examples like- your pet dog can smell you from very far or dogs are used as guards as they can feel the presence of outsiders from far because of their sharp hearing and smelling powers.

Also tell them to play with their pets, take care of them and treat them as their family members. A pet should be taken to a vet for routine check-ups.

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

Skills Focused:  Theme Study, Reading, Writing, Analysing

Learning Outcome:  To learn about eating habits of animals

Section of the book: What Do They Eat





TEACHER ACTIVITY	STUDENT ACTIVITY
Begin the class by asking what food they like to eat. Listen to their responses. Tell them that everyone likes different foods and all animals have different eating habits. Now ask how many eat only vegetables and fruits and how many eat eggs and chicken also. Read the poem and explain all the categories. Explain about the teeth structure of these categories in brief as they will be doing the teeth structure in the next class. Also talk about our teeth structure as an additional topic. Have a second read session. Let the students read the poem. Now ask them to look at the picture of animals on pg 67 and what they are eating. On the basis of these pictures, ask them to decide and fill the table.	The learners will read the poem and then respond to the exercise on pg 67. CW: pg 67 of TB HW: Ask the students to do Q 3 on pg 43 of PB.

Any other noteworthy point: We, humans, eat cooked food but animals cannot cook their food; they eat whatever is available naturally as per their digestive system.

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

Skills Focused:  Theme Study, Reading, Writing, Analysing

Section of the book: What We Get From Animals

Learning Outcome:  To learn about domestic animals and their uses in our life

TEACHER ACTIVITY	STUDENT ACTIVITY
Touch the topic of pet and domestic animals and explain the difference between them again. Encourage students to read the text while you monitor their reading.  As this section is based on the previous knowledge, discuss it with the help of a GO. You may draw it on the board and ask them to respond verbally. <pre>graph TD; DA((Domestic Animals)) --- Food; DA --- Clothes; DA --- Work; DA --- Guard;</pre>	Students will interact with each other about how animals are useful to human beings. They will respond to the questions. CW: Q TB pg 68/ Q 5 WB pg 30 HW: Ask the students to do Q 1,2 on pg 43 of TB.





Keep asking interactive questions in between such as—
Who give us eggs to eat?
Who gives us clothes to wear?
Who guards our houses?
Ask them to do the question given on this page while you monitor their work.
Thereafter, let the students draw as per the instructions given in the WB.

Any other noteworthy point: Tell the students that domestic animals need care and kindness too. They should be fed properly and given proper medical attention.

Pg No. TB pg- 69 **Total Periods** 1

Skills Focused:  Comprehension, Reading

Section of the book: Penguins

Learning Outcome:  To read the given poem, comprehend it and answer some inferential questions

TEACHER ACTIVITY	STUDENT ACTIVITY
Read the passage slowly and ask students to read after you. Explain the new term mentioned. They may be told to refer to the Dictionary also. The students may be told to do the comprehension part in pairs.  Students may be told to move like penguins in the classroom for about 1-2 minutes. Thereafter students can do the exercises independently. Circulate and confer with each student to check understanding or suggest ideas.	Students will read the unseen passage about penguins and answer some inferential questions from it. CW: TB pg 69

Any other noteworthy point: Penguins cannot live in places with hot climate.

 ***Do you know any other animal which lives in places with cold or very cold climate?**





Pg No. TB pg-70, 71, 72, 73, WB pg- 31, 32, 33 **Total Periods** 3

Skills Focused:  Grammar Concept Development

Section of the book: Gender Nouns

Learning Outcome:  To learn the concept of gender nouns and use them correctly

TEACHER ACTIVITY	STUDENT ACTIVITY						
Period 1  Do a quick activity before you begin with the concept of genders. Ask the class to sit straight and alert. When you say 'F' all girls will stand up at once and then sit down. When you say 'M' all boys will stand up at once and then sit down. Do this many times at random order. You may tell them that girls belong to feminine gender and boys belong to the masculine gender. Read and explain the text. Let them look at the visual aid provided for their reference. Ask students to read the gender nouns from the Word Wall. Now tell them to do Q 1 and 2 in The TB. You may allocate stipulated time like 5 minutes to fill the cross word. Period 2- Ask the students if they have been to a circus. Randomly ask what they remember seeing in the circus. Thereafter ask them to read and understand Q 3 and 4 in the TB and do it.  You may apply the strategy of Peer-Editing after they have done the Period 3-  Have a quick revision of the concept to check their understanding. Write masculine genders of people and animals on one side and randomly call students in front and ask them to write the feminine genders. <table><tr><td>prince _____</td><td>brother _____</td></tr><tr><td>dog _____</td><td>fox _____</td></tr><tr><td>gander _____</td><td>king _____</td></tr></table>	prince _____	brother _____	dog _____	fox _____	gander _____	king _____	Students will do the activity as directed by the teacher. They will understand the concept and read the gender nouns from the word-wall. CW: Q 1, 2 TB pg 72/ Q 1 WB pg 31 Students will pair up to answer the questions. Then exchange books amongst themselves and check. CW: Q 3, 4 TB pg 73 HW: Ask the students to do Q1,2 on pg 44,45 of PB anytime during this week/weekend. Students will do the board activity. They will write the feminine genders of the masculine genders written on the board. Thereafter, they will pair up and form sentences of the given words. CW: Q 2, 3, 4 WB pg 32, 33/ My Sentences WB pg 33 HW: Ask the students to do Q 3 on pg 46 of PB.
prince _____	brother _____						
dog _____	fox _____						
gander _____	king _____						





After the revision you may tell them to do questions in the WB.
For Q 2, elicit verbal responses from the students first as this question is of a higher order thinking.
Provide necessary assistance if needed.
Ask the students to do Q 3 and 4 independently in the WB.
Now ask them to sit in pairs and form sentences using the given words.
Ask volunteers to share their sentences.

Pg No. TB pg- 74, 75 **Total Periods** 1

Skills Focused:  Listening, Speaking, Enactment, Socio-emotional skill

Section of the book: Hear and say, Behaviour- Taking Responsibility

Learning Outcome:  To enhance listening and speaking skills
 To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Tell the students to look at the picture carefully and the animals Thereafter read the script slowly and let the students draw a line from the animal to the place it wants to go. To assess the speaking skill, students should be encouraged to use thematic vocabulary in sentences. The students may form pairs and speak aloud the given dialogues with proper expressions and intonation. Thereafter read what self-discipline is. Read and explain the situations.  Discuss all the questions and elicit responses from the children. They may be encouraged to attempt the two questions on their own.	Students will listen to the sentences and then draw lines as instructed. Students will speak the given dialogue with correct intonation and also enact. They will use the given vocabulary. They will understand the benefits of being self-discipline. CW: TB pg 74, 75

 ***What kind of self-discipline do you have?** **CW:** TB pg 74, 75





Pg No. WB pg-34, 35, 36 **Total Periods** 1

Skills Focused:  Writing

Section of the book: Picture Description –A Day at the Zoo

Learning Outcome:  To look at the picture and write about it in a guided way by answering a few questions

TEACHER ACTIVITY	STUDENT ACTIVITY
You may ask the students what all they can see in the picture. Randomly ask a student a question from the WB. –Encourage them to respond in complete sentences. Once you have done enough practice and are satisfied with the responses, ask the students to answer the question in written. Thereafter, ask them to write down all the sentences together in the form of a paragraph to describe the picture. They may add something on their own if they want to.	Students will do guided writing task on the topic of zoo. They will first respond verbally and then pen down the sentences. CW: WB pg-34, 35, 36 HW: Ask the students to do the writing task on pg 47 of PB.

Total Periods: 18

Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.





From Here to There

Travel and Communication

This theme serves as an introduction of the different means of transport and communication to the students. The students also learn about traffic rules and some interesting facts. They will also learn about some fastest means of travel and communication.

Transport- Transport or transportation is the movement of humans, animals and goods from one location to another. In other words, the action of transport is defined as a particular movement of an organism or thing from a point A (a place in space) to a point B. Transport enables trade between people, which is essential for the development of civilizations.

Land Transport- Land transport includes road and off-road, and rail transport. A road is an identifiable route way or path between two or more places. This mode of transport helps to transfer the goods from one place to another place by road through various methods like auto, buses, trucks, cargos, and other suitable factors. In road transport, the chances of an accident are very high and it is also very risky. Rail transport is a means of transport in which the goods are transferred from one place to another place and as well as transfers the passenger from one place to another destination. It is preferred due to high speed. Invariance to road transport, where vehicles run on a flat road or surface, rail vehicles are directionally managed by the rail tracks on which they run.

Air Transport- The distinct advantage of air transport is speed and suitability. It is very useful for less working goods with a high value of the price. Air transport is also known as aviation. The important characteristic of air transport is that does not need a particular surface track for its working operations. It is the fastest means of transportation. But the cost of operations is very high according to other modes.

Water Transport- It involves the movement of goods through oceans and seas. There are more than 365 ports in India with Vishakapatnam contributing to maximum portion traffic. In water transport, the weights of goods are very large in comparison to other means of transports. It plays a very crucial role in the development of exports and imports of goods in the different parts of the world.

Communication- Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location.

- There are a wide range of ways in which we communicate and more than one may be occurring at any given time. The different categories of communication include:

Spoken or verbal communication, which includes face-to-face, telephone, radio or television and other media.

Non-verbal communication, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.

Written communication: which includes letters, e-mails, social media, books, magazines, the Internet and other media. Until recent times, a





relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.

Visualizations: Graphs and charts, maps, logos and other visualizations can all communicate messages.

Beyond Text- Pipelines transportation is used for sending the liquids and gases from one place to another place. Through this means of transport, we can also send chemicals, bio fuels and natural gases.

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.

Activities and warm-ups

1. **Transportation Pictures-** Display pictures of the following means of transportation: truck, bus, car, train, plane, ship, rocket. Ask the following questions and let the children decide which vehicle answers the questions.
 1. Which one is used for going to the moon?
 2. Which one travels on tracks?
 3. Which one carries vegetables from farm to city?
 4. Which one goes through the air?
 5. Which one do we park in our garage?
 6. Which one stops in many cities and carries many people?
 7. Which one travels on the ocean? (10 minutes)
2. **Driveway Maze-** Draw a driveway maze on the floor and students can pretend to drive through it.
3. **Play Dough-** Ask students to simply use play dough to make different vehicles. (10 minutes)
4. **Dumb Charades-** Dumb Charades is a word guessing game and can add lots of excitement and fun to the classroom. This game also acts as an icebreaker and they’ll all have a wonderful time. Kids Charades takes very little preparation. The easiest way to get ready for the game is to write words or phrases or movie-name on slips of paper, place them in a basket, hat, or other container, and have each kid enact it.
5. **Telephone game-** The facilitator will say a word into the ear of one student of each team. The student will whisper it to the other students till it reaches the last one. At the end if they get it right they make a point.(10 minutes)
6. **Pair ‘n’ share** (grammar)- A few pairs of words will be written on slips of paper. For ex. ice cream-cold/ tea-hot, sleep early/get up early, etc. The slips will be folded and kept in a bowl. Each student will pick up a chit and using a joining word (and, but, because, or) will frame a sentence.

Teaching Strategies

Four Corners- Students are divided into four groups. They are assigned each corner and also given a topic to discuss and gather information. The information is later compiled by the teacher to increase children’s knowledge.





Peer-Editing- The students in pairs exchange their books and edit or evaluate each other's work or add on to the inputs.

Numbered Heads- Groups of four members are formed. Each member is given numbers of 1, 2, 3 and 4. Questions are posed to the groups. Groups work together to prepare a verbal answer to the question. Teacher calls out any number out of the four (say-three) and each three answers.

Opinion Pole- Students are asked to raise their hands or fill in a short questionnaire to indicate agreement or disagreement with a particular statement. Using this strategy, the facilitator can also gather/discover students' opinions on different issues, events, characters, etc.



Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work

Pg No. TB pg-77 **Total Periods** 1

Skills Focused:  Phonics, Reading

Section of the book: Introduction of phonic **ew**

Learning Outcome:  To get acquainted with the sound of **ew** in words through a passage and write them

TEACHER ACTIVITY	STUDENT ACTIVITY
 Ask students to close their eyes and listen to you attentively without opening the books. Speak words containing ew phoneme. blew chew crew screw jewel nephew threw stew grew drew flew Ask the students to open their eyes and think, pair, share which sound they could hear in all of the words. Repeat the words again and now ask where the sound comes in the words; at the beginning, in the middle or at the end of the words. Show them the flash card written ew on it and tell them the two sounds of it with the help of the words; ew and oo. Help them in doing the exercises thereafter. Students along with you can recite the limerick for fun. You may repeat it several times with small groups of students turn wise.	The learners will read the passage and all words with ew phonic. They will do the exercises verbally first and then write down the responses. They will read aloud the limerick in a fast pace and have fun. CW: TB pg 77



Any other noteworthy point: -Phoneme **ew** is a vowel digraph in which a vowel is followed by a ‘w’. The sound of **ew** phoneme is similar to long u; long u has two sounds, **ue** as in few, new, drew, knew and **oo** sound as in flew, chew. **CW:** TB pg 77

Pg No. SB pg 19-21, TB pg-78 **Total Periods** 2

Skills Focused:  Reading, Building vocabulary

Section of the book: From Here to There, Vocabulary Kit

Learning Outcome:  To read the poem with correct pronunciation, expressions and intonation, and understand the basic theme in it

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Before reading the poem, read the title. And thereafter, ask the students that what the poem is about. Ask them to open their LF dictionary and go through the new words from this poem. Read the poem with voice modulation and proper expressions. Explain the meaning simultaneously. Ask the interactive questions in between.  Thereafter, ask them to read Q 2 on pg 80 of the TB. Have a discussion on each given question. Period 2- Ask the students to read a stanza of the the poem taking turns. Assist them with correct pronunciation if they get stuck. Thereafter, ask them to quickly find the opposite meaning words of the given words in Q 1 of the TB. You can set a time limit for this and see who is able to find the correct words in less time. Ask them to label the pictures and then read aloud the new words and write them.	The students will tell what do they understand by the title. They will go through the new terms and their meanings in the dictionary. They will understand the poem and then do the exercises. CW: Q 2 Critical Thinking TB pg 80 Students will read stanzas with correct pronunciation, taking turns. Then they will do the exercises. CW: Q 1, 2 TB pg 78

 *Have you ever gone on a vacation?
*When do you go on vacation?
*Do you get tired after travelling?

*Which places have you visited?
*Who all go with you most of the time?

*How often you go on vacation?
*How do you go?





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

Skills Focused:  Reading, Comprehension, Building creativity, Critical Thinking **Section of the book:** Comprehension

Learning Outcome:  To comprehend the poem and answer factual and inferential questions based on it

TEACHER ACTIVITY	STUDENT ACTIVITY
Encourage the students to read the questions of the theme book and respond verbally first. You may give your inputs in the order to correct them. Thereafter they may be told to write the answers.  Apply the strategy- Think, Pair and Share for doing Q 1 and 2 of the TB. Ask the students to form pairs. Tell them to sit together and discuss the answer of the exercises mentioned for class work. Allow them ample time for discussion. Thereafter tell them to share the answers with the class. Correct their mistakes by reading out the correct answers. Tell them to write them down in their books.	Students will pair up and discuss the answers of the questions and then share their answers. CW: Q 1, 2 TB pg 79, HW: Q 1 creative thinking TB pg 80

Pg No. TB pg-81, 82, 83, 84, WB pg 28 **Total Periods** 2

Skills Focused:  Theme Study, Reading **Section of the book:** How Do We Travel?, Land Transport, Animals Carry Us Too, Traffic Signal

Learning Outcome:  To get acquainted with the different means of transport
 To gain knowledge about the means and modes of transport

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Ask the students – What is land? They should be able to give the expected answer. Ask again – What is transport? Give out the answer yourself that an act of moving people or things from one place to another is transport.	Students will participate in the interactive session about means of transport. They will form groups and prepare a presentation about the vehicle on their chit. They will respond to the questions. CW: Q 1, 2 TB pg 82





Tell them that vehicles which move on land are means of land transport.

Give them examples of means of land transport from the book and tell them how they move.

You may relate it to real life experience by asking them - How does your papa's car or mama's car move, what they put in it.

Elicit answer from them and also ask from where they get petrol and diesel.

Tell them that to get petrol or diesel, we have to take our vehicles to the petrol station. Read and explain the text on these three pages.

Tell them to do Q 1 and 2 of the TB pg 82.

Read the text on pg 83 and explain about the trains and animals that carry us.



Students will pick up a chit and discuss the means of transport in their group. Each group will give a presentation thereafter.

Period 2-  Just for fun, play sounds which come from different vehicles.

Tell the students to close their eyes and listen to the different sounds and then make guesses for the names of vehicles.



Revise the topic with the help of GO.

bicycle	rikshaw	tonga
bullock-cart		scooter
jeep	Land Transport	car
motorbike		truck
van	bus	train

Keep asking the students and write on the board. Thereafter talk about their wheels, speed and usage.

Tell the students which vehicles need fuel to run and which do not need any fuel.

The students will listen to the sounds that come from the vehicles and guess the name of the vehicle. They will revise the names of land transport and then do the exercises.

As an activity, students will move like vehicles in the classroom and follow the traffic signal.

Thereafter, they will do the exercises.

CW: Q TB pg 84/Q 2 WB pg 39

HW: Ask students to do Q 1 on pg 48 of PB.





Thereafter read about the traffic signal and some safety rules to be taken care of on the road.

Let the students colour in the traffic signal.



The students will move as vehicles in the classroom and follow the traffic signal rules. Make four groups. Ask students in each group to form pairs and stand in a row beside four corners. You will stand in the middle with the three colours of the traffic signal. Tell the students to move slowly. And when you show them red, they will stop. For yellow they will get ready and when you show green they will go.

After settling down, they may do the exercise.



***Which vehicles has many wheels that cannot be counted in one go?**

Any other noteworthy point: Staying safe on the road is a vital part of a child's learning and something to teach early on. This can help them not only in childhood but also as they grow older.

Pg No. TB pg-85, 86, 87, WB pg-39 **Total Periods** 2

Skills Focused:  Theme Study, Reading. Writing

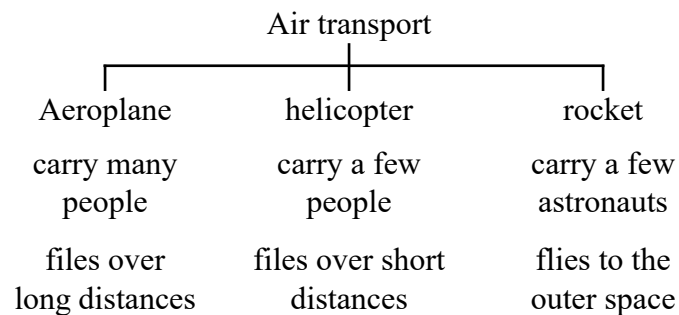
Section of the book: Air Transport, Water Transport

Learning Outcome:  To understand about the means of air and water transport

 To assimilate the newly acquired knowledge about means of transport and apply it

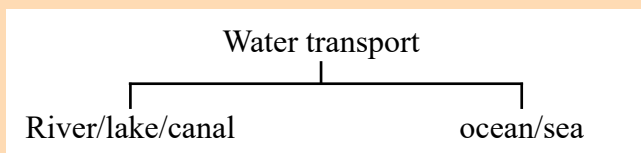
TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Tell the students about other two modes of transport- air and water. Read and explain the number of people can travel in these. Tell from where you go to board aeroplane, helicopter and ship. Also tell the students that an aeroplane can travel to long distances crossing over many countries but helicopter is used for travelling short distances.  Reinforce this through a flow chart.	Students will follow the text about air transport and respond to the questions. They will make a paper aeroplane as an activity. CW: Q 1, 2 TB pg 85





 Students may be told to make paper aeroplane and paper boat using old newspaper.

Period 2- Explain the text in detail and characteristics of each of the means of water transport.



Thereafter, do the following activity.

 **I am a vehicle-** Make chits of all means of transport and put them in a bowl. Mix them well. Call students roll number wise to pick up a chit. They will read and share the knowledge they have gained about the vehicle on the chit. Make sure that each child gets a chit of vehicle. You may include vehicles such as crane, backhoe, fire-engine, etc.

Thereafter challenge them to apply the knowledge and fill the blanks independently. The students can do the exercises.

Each student will get a chit with the name of a vehicle. They will talk about it and its mode of transport. They will respond to the questions thereafter.

CW: Q TB pg 86, 87/ Q 1 WB pg 39

HW: Ask the students to do Q2 on pg 48,49 of PB.

Any other noteworthy point: It would be a good idea if students read distributed text such as for aeroplane, helicopter or rocket.

 *Have you travelled by air and water?

*How different they are by travelling by road?

*Which means of transport you think is your favourite?





Pg No. TB pg 88, 89 **Total Periods** 1

Skills Focused:  Theme Study, Reading, Writing

Section of the book: Communication

Learning Outcome:  To acquire knowledge about different means of communication

TEACHER ACTIVITY	STUDENT ACTIVITY
Begin the class by asking the children to do the following activity.  Sign Talk- Introduce the topic by making sign gestures. Making a sign of pointing a student, then calling another student, then sending a student at the back to sit. Then ask the class – Have you understood what I said through signs. The expected answer would be – Yes.  Students will communicate a few things by gestures and signs- Nodding head to say -yes and no Waving hand to say -hello Waving hand to say -bye Putting hand up to say- stop Now tell the students that we just communicated through signs and talking. Bring the reference of examples from the poem and explain. Read aloud the text about ways of communication. Tell them to speak the word communication three times and then write the word. Direct the students to read the ways of communication on the next page—letter, email, telephone.	As an activity, students will communicate through gestures and actions. They will follow the text about means of communication. They will write their responses for the questions. CW: Q TB pg 88/ Q 3 WB pg 40

Any other noteworthy point:  Students will write a letter to their friend. They will put it in an envelope and write the name of that friend in class and also their own names at the back. The teacher may play the postman and deliver the letters to the students. Make sure that every student receives a letter.

Pg No. TB pg- 90, 91 **Total Periods** 1

Skills Focused:  Comprehension, Reading

Section of the book: Phone Conversation

Learning Outcome:  To read the given conversation, comprehend it and answer some inferential questions





TEACHER ACTIVITY	STUDENT ACTIVITY
Read the conversation slowly and ask students to read after you. Explain the new term mentioned. They may be told to refer to the Dictionary also.  Students will make a paper mobile phone and pretend talking to a classmate. The students may be told to do the comprehension part in pairs. Thereafter students can do the exercises independently. Circulate and confer with each student to check understanding or suggest ideas.	Students will read the telephonic conversation between two friends and answer inferential questions on their own. They will make a paper mobile phone as per the instructions from the teacher and then converse in pairs. CW: TB pg 91

Pg No. TB pg-92, 93, 94, 95, 96, 97, WB pg- 41, 42 **Total Periods** 3

Skills Focused:  Grammar Concept Development

Section of the book: Articles

Learning Outcome:  To learn the concept of definite and indefinite articles and use them correctly

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1-  -Do a quick recap before you begin with the concept of articles. Write the following words on the board. apple ---- an apple Ask them what the difference between the two sets is. Let them interact and answer. Refer to the examples from the poem and explain. The students may be told to do the exercises on the basis of prior knowledge about the concept. Tell them to do Q 1 and 2 in The TB. Period 2- Read the ‘Moving ahead...’ section. Explain the nouns generally have the words a, an and the before them. Reinforce the use of the words a and an before proceeding further. Tell them that	Students will read the examples and revise the concept. They will respond to the questions based on prior knowledge. CW: Q 1, 2 TB pg 93/Q 1 WB pg 41 The students will understand more about the usage of articles. They will pair up to do the exercises and then share the responses. CW: Q 1, 2, 3, 5 TB pg 95, 96, 97 Students will verbally solve the exercises in groups in the given time frame. Then write the responses on their own. CW: Q 4 TB pg 96, 97/ Q 2, 3 WB pg 41, 42 HW: Ask students to do Q 1,2 on pg 50 of PB





these are articles and they tell the number of the nouns;

a pencil means one pencil

an egg means one egg

Talk about the uses of **the** now. Refer to the text from the book to explain the cases where **the** is used with nouns.

 **Think, Pair, Share-** Thereafter you can ask the students to pair up and do the exercises. You may walk around the class to monitor their work and give your feedback.

Period 3- Do a quick activity. Put three chits in a bowl written with different articles, **a**, **an** and **the**. Invite volunteers to pick up a chit and form a sentence using that article.

 **Team, Pair, Solo-** Ask the students to form groups of five. Students discuss and verbally solve the exercise of TB and WB in the group. Give them five minutes for this. Then ask them to pair up and discuss the answer again. Give them time frame again. Then tell them to split and work alone to do the answer. They may be invited in front to share it. Thereafter they may be told to write it down.

-Provide necessary assistance if needed.

Pg No. TB pg-98, 99, 100, 101, 102, WB pg-43, 45, 46 **Total Periods** 3

Skills Focused:  Grammar Concept Development

Section of the book: Joining Words

Learning Outcome:  To learn the concept of joining words and use them correctly

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Introduce the concept through the poem given in the book. Read aloud the examples of the joining words. Tell them to go through the examples and observe the usage.  Four Corners- Make four groups. Name them and, but, because and or.	The learners will understand the concept of joining words. They will form groups and will discuss the usage of the joining word assigned. They will frame sentences and share with other groups. CW: Q 1, 2, 3 TB pg 99, 100





Tell them to go in different corners and discuss the usage. Encourage each group to form three sentences of the joining word. Give them a time frame to work. A volunteer may be told to share their sentences. Tell the students to disperse and do questions in the TB.

Period 2- 🌍 Role-Play- Divide the class into groups of four. Tell them to role-play a scene of a shop with customers or a scene at a restaurant deciding the characters and the conversation.

Tell them they will talk using the joining words. Give them some time to decide the characters and the dialogues.

Watch their enactment with a lot of enthusiasm to boost their confidence. Tell them to disperse and do the exercises.

Randomly ask students to speak the sentences after joining them.

Period 3- 🌱 Raise hands- Select four volunteers on the basis of good readers and speakers from the class. Ask them to stand in front. Each student will read aloud one sentence from Q 4 of the WB and use the correct joining words in the blank. The rest of the class will raise hands in agreement for the usage they think is correct. Then the next set of volunteers will do Q 5 of the WB. Tell them to use the correct joining word in place of the wrongly used joining word. Tell them the correct joining word in place of the wrongly used joining word.

The next student will read the next sentence and so on.

Have the students write down the sentences after that.

Now ask them to sit in pairs and form sentences using the given words.

Ask volunteers to share their sentences.

Students will pair up and role play a scene and use joining words in the conversation.

They will respond to the questions in the TB.

CW: Q 4, 5, 6, 7 TB pg 101, 102

HW: Ask students to do Q1,2,3 on pg 51,52 of PB.

Students will raise hands if they are ready with the correct answer or response. Then students will frame and share sentences using the given words. Thereafter, write down the responses in the WB.

CW: Q 4, 5, 6 WB pg 43, 44, 45/ My Sentences

Pg No. TB pg- 103, 104 **Total Periods** 1

Skills Focused: 🧠 Listening, Speaking, Enactment, Socio-emotional skill

Section of the book: Hear and say, Behaviour- Love For Country

Learning Outcome: 🎯 To enhance listening by solving riddles and ticking the right picture and speaking skills

🎯 To speak some sentences independently using thematic vocabulary





- 🎯 To talk about a vacation
- 🎯 To promote social emotional development in learners

TEACHER ACTIVITY	STUDENT ACTIVITY
Tell the students to listen to you and look at the pictures carefully. Thereafter read the script slowly and let the students tick the correct vehicle. To assess the speaking skill, students should be encouraged to use thematic vocabulary in sentences. Encourage students to talk about the place they travelled last with their family, how did they go and what all they did. Thereafter read what country love is. Read and explain how the child felt seeing his country people dirtying the place. 🌸 Discuss all the questions and elicit responses from the children. Thereafter, tell them to colour the flag and then write what makes them feel proud about their country.	Students will tick the right vehicle on hearing each sentence from the teacher. They will use the given vocabulary to say something related to the theme. They will give verbal responses for the given situation on Q3. They will discuss the ways of showing love for own country. CW: TB pg 103, 104

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

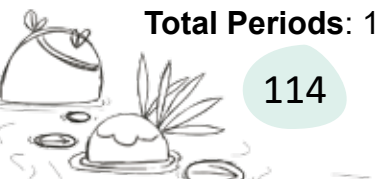
Skills Focused: 🧠 -Writing

Section of the book: Picture Description –My Last Vacation

Learning Outcome: 🎯 -To do guided writing about the last vacation

TEACHER ACTIVITY	STUDENT ACTIVITY
On the basis of prompts given on the pg 46, ask the students to recall the last vacation they had. They may be told to share about it with their partner sitting next. Once they have exchanged their experience, ask them to write down all the sentences together in the form of a paragraph to describe their vacation. They may add something on their own if they want to.	Students will write about the last vacation they took with their families in a guided way. CW: WB pg 46, 47 HW: Ask the students to do the writing task on pg 53 of PB.

Total Periods: 18





Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.

Hand out – Categorise the ways of moving on land on the basis of speed.

car	bus	cycle	scooter	bullock-cart	walking
	train	tonga	metro-train	cycle-rickshaw	
	truck	camel	auto-rickshaw	tricycle	

Slow	Fast	Very Fast





Unit 10

Moon Singers

In the Sky

This story and theme serve as an introduction to the heavenly bodies seen in the day and night sky. It tells us about the different shapes of the moon that can be seen from the earth.

Moon- As the bright parts of the moon appear to change shape during the month, each stage of the change is called a phase, and each phase carries its own name. The phases of the Moon are the different ways the Moon looks from Earth over about a month. As the Moon orbits around the Earth, the half of the Moon that faces the Sun will be lit up. The different shapes of the lit portion of the Moon that can be seen from Earth are known as phases of the Moon.

Beyond Text- Stars are massive shining spheres of hot gas that exist in all galaxies across the universe. They were among the first objects to form in the infant universe, and they continue to be born in many galaxies, including our Milky Way. The star closest to us is the Sun. The Sun looks big because it is closer to the earth compared to other stars. The sun gives heat and light. In absence of sun, the earth would always be a dark place. The heat of the sun makes us sweat on a hot summer day. Sun warms the earth. Plants grow in sunlight, making food for animal. We should not look directly at the Sun as its strong light could damage our eyes.

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.



Learning Outcome



Questions to encourage thinking



Discussion



Strategy application



Activity



Blackboard Work

Pg No. SB pg 22-32, TB pg-106, 107 **Total Periods** 2

Skills Focused: Reading, Building vocabulary **Section of the book:** Moon Singers, My Moon Observation, Think, Draw and Talk

Learning Outcome: To read the story with correct pronunciation, expressions and intonation, and understand the basic theme in it
 To read the story with guidance initially and then independently





TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1- Ask the students to read the title of the story. Ask them to predict the story. If they cannot predict, ask them to do silent reading of the story by flipping through the pages. After about 2 minutes ask them again to predict the story. Appreciate if they are able to predict even some part of the story. After that tell them that this story is about a gorilla who loved to look at the sky all day long and at night. Tell them that his this past-time helped him solve a big problem in the jungle. Thereafter read the story slowly with clear pronunciation, proper intonation and expression, and tell them to follow the text by moving their fingers on the text. Tell them the pronunciation and meaning of difficult words and terms. Ask them to refer to the dictionary too. Ask a few questions from the story or about the pictures. Tell them to observe the night sky the same night and fill up page 106 in the next one month's time. Period 2-  Sing Song-Let the students sing something turn by turn, a song or a poem anything.  A strange Noise -Help the students form groups of four. Tell them that they all sang their favourite songs one by one. Say- Now again you will sing the same songs but altogether. This activity should not take more than 8-10 minutes. Ask the students to read a small portion of the story taking turns. Tell them to read it with proper expressions and intonation. Discuss the Q 2 given in the critical thinking section. Elicit responses from each student and give your feedback.	The students will read the title and look at the picture. They will try to predict the story. They will use their dictionaries to know the meaning of some new words. The students will follow the text while the teacher reads it. CW: SB pg 22-32 HW: TB pg 106, Ask students to do pg 54 of PB. The students will take turns to sing a small poem or a part of a song. thereafter, they will all sing the same song or poem together. They will take turns and read aloud a small portion of the story. They will attempt Qs on pg 107 in the TB. CW: Q 1,2 Critical Thinking TB pg 107 HW: TB pg 108



*Have you ever noticed the shapes of moon in sky?

*Have you found the moon different on different nights?





Pg No. TB pg-109, 110 **Total Periods** 1

Skills Focused:  Listening, Speaking

Section of the book: Hear and Say

Learning Outcome:  To listen to instructions and join the stars
 To talk about the given pictures

TEACHER ACTIVITY	STUDENT ACTIVITY
Tell the students to listen to you and look at the numbers in the box. Thereafter read the script slowly and let the students join the stars as per the numbers they hear. Ask them to write what they have made in the blank. To assess the speaking skill, students should be encouraged to talk about the three pictures on page 110 on the basis of the questions asked. Encourage students to speak in complete sentences.	Learners will listen to the instructions and draw accordingly. They will observe the pictures on pg 110 and answer the questions verbally.

Pg No. TB pg-111, 112, 113, 114, 115, WB pg- 50, 51, 52, 53, 54, 55 **Total Periods** 6

Skills Focused:  Grammar Concept Development **Section of the book:** Grammar Revision

Learning Outcome:  To recapitulate a few grammar concepts covered before

TEACHER ACTIVITY	STUDENT ACTIVITY
Period 1: Assess the understanding of the concept of nouns and singular and plural nouns. This should be done by the students independently. Direct them to identify the common and proper nouns and colour them as per the colour code. –Tell them to circle the correct spellings of plural nouns. They will do the exercises of the WB simultaneously. Period 2- Do a quick revision of possessive noun mentioning the use of apostrophe.	Students will do exercises after a quick revision of nouns and singular-plural nouns. CW: Q 1, 2 TB pg 111/Q 1, 2 WB pg 50 HW: Q 3 WB pg 51 Students will revise possessive nouns and pronouns and respond to the questions. CW: Q 3 TB pg 112/Q 4, 5 WB pg 51, 52 HW: Q 4 TB pg 112





Thereafter, tell them to insert the apostrophe in the words and rewrite the sentences.

You may monitor their work and give your feedback.

Thereafter, talk about pronouns and ask them to underline them in Q 5 in the WB.

Period 3- Do a quick activity. Show pictures of objects to students such as flower, phone, book, teddy bear, etc. Randomly ask them to come up with an adjective for any one.

Then, tell them to read the passage and circle the adjectives in it.

They will be revising similar sounding words in this exercise.

Provide necessary assistance if needed.

Period 4- Do a quick recap of prepositions. Ask them what prepositions are. Ask them to name a few of them.

Tell the students to tick the sentences with correct usage of the preposition and then match the columns on the basis of the correct position words in the sentences. Let the students have fun while you assess them.

Thereafter, they may be reminded of verbs and tenses. Discuss the three tense—Past, present and future briefly and then ask them to fill the table.

Period 5- Explain to students what joining words are and the purpose they serve.

 You can write the incomplete sentences from Q 9 WB, on the board and have students come to complete them.

Keep erasing the part students write to give chance to other students.

Once enough practice is done, ask them to write their own sentences.

They may also be told to do Q 9 of the TB.

Period 6-  Write a sentence that has the three articles on the board. Ask students which are articles in the sentence.

Once you get the desired answer, ask them to fill them correctly in questions in the TB and WB.

Students will do an activity. They will look at the pictures and speak aloud suitable adjectives for them. They will do the exercises thereafter.

CW: Q 5 TB pg 113/ Q 7 WB pg 53

Students will recap the concept of prepositions and verbs and tenses. Then they will respond to the questions on their own.

CW: Q 7, 6 TB pg 114, 113 /Q 6 WB pg 52

HW: Q 8 WB pg 54

Students will participate in the board activity to revise joining words and then write responses of the questions.

CW: Q 9 WB pg 54/Q 9 TB pg 115

HW: Ask students to do grammar questions on pg 55-58 in PB for revision as per their convenience.

Students will revise articles and gender nouns and then answer the questions.

CW: Q 10, 8 TB pg 115, 114/ Q 10 WB pg 55





You may ask them to read aloud the sentences in Q 10 of the TB and the poem in WB after filling in the blanks.

Assess their understanding and assist students with less clarity.

Thereafter, do Q 8 of the TB. Revise gender nouns. Speak a masculine gender of humans and animals and ask them to speak their feminine gender nouns.

Then they must be asked to do Q 8 independently.

Pg No. WB pg-56, 57 **Total Periods** 1

Skills Focused:  Writing

Section of the book: Picture Description –Conversation

Learning Outcome:  To do guided writing to complete the conversation amongst two friends

TEACHER ACTIVITY	STUDENT ACTIVITY
On the basis of prompts given on the pg 56 and 57, ask the students to fill in the conversation referring the picture of clouds. They may be told to discuss this in pairs and then fill in the blanks. Once they have written, ask each pair to share the conversation.	The learners will complete the conversation between two friends about clouds in the sky. CW: pg 56,57 of WB HW: Ask students to do the writing task on pg 59 in PB.

Any other noteworthy point: By now, students should be able to frame sentences correctly and be ready for class 3.

Total Periods: 10

Note: Extra questions for each of the EVS and grammar topics, and writing tasks are given in the Practice Book which can be answered by the students anytime during the week/weekend the topic is being discussed in class. Grammar-related additional questions are given at the end of the PB for revision which can be done before the periodic assessments. Parents/adults may check the responses given by their wards to assess their understanding.





www.seedtoplant.in
seedtoplantinfo@gmail.com