


## Lesson-1: Our Body

Theme 1:  
I Am Strong

 10 Periods (40 minutes each)



Learn Better (MCB), Stay Ahead (WB), Poster, CRM signs



Animation, Animated activity, dictionary, ebook, I Explain, Infographic, Quiz, Slideshow

Attaining better  
I am strong.

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- learn about different body parts
- understand the way each body part helps to perform daily functions
- identify the sense organs and their functions
- link past experience with the present knowledge
- draw and label body parts

### Methodology

#### Period 1

**Teacher:** Good morning Students, how are you all? (Use the CRMs Signs to settle the class and start the topic.)

COULD DO

05 MIN.



#### Confirming better

**Teacher:** Before we dive into today's lesson, let us start with a quick activity to help us focus and get ready. Repeat after me: "Studying old cultures helps us learn."

**Teacher:** Now, I want you to take a moment and think about what will old cultures help us learn. It could be about the people, how they lived, what they did. Ready?

**Teacher:** Great! Let us start with a special activity called the "KWL Chart."

**Teacher:** KWL stands for What I Know, What I Want to Know and What I Have Learnt. It helps us organize our thoughts and set goals for our learning.

K	W	L

**Teacher:** Let us begin with the K section—What I Know. Think about what you already know about this lesson concepts such as civilizations, how people lived, what they did.

**Teacher:** Now, let us move to the W section—What You Want to Know. For example, you could say, “about different civilizations, their importance, inventions” What are your questions?

(Encourage students to share their ideas. Record responses on the chart.)

**Teacher:** We will complete the “Learned” section after end of lesson. Here as you can see in the beginning of each chapter, you will find Re-KAP Activities. These activities are designed to help you understand concepts in different ways. Here, KAP stands for Kinaesthetic, auditory and pictorial. Let us begin with the kinesthetic activities. If you are ready, show me a thumbs up.

MUST DO

25 MIN.

Kinaesthetic Activity

**Teacher:** Today, we are going to make a fun puppet to learn about our body parts. Does that sound exciting?  
(Wait for students to respond.)

**Teacher:** Wonderful! I will help you with the tricky part of cutting the shapes. Let us start by getting a white chart paper and some glue. You will need the following shapes:

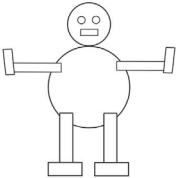
- A small circle for the head,
- A big circle for the body,
- Four long rectangles for the arms and legs,
- Four small rectangles for the hands and feet.

Re-KAP

SPD

Kinaesthetic

Take a white chart paper. Draw and cut these shapes with your teacher's help – one small circle, one big circle, four big rectangles and four small rectangles. Now, glue all these together, as shown here. Draw eyes and mouth on the face. This is your new puppet. Colour it.



5

**Auditory\***

Listen to your teacher carefully. Answer the questions.

5

**Pictorial** PS

It is Lina's sixth birthday. Look at the pictures. Fill in the correct body parts.

Lina wakes up excited.  
She smells something  
good with her \_\_\_\_\_.



Lina stands on her  
\_\_\_\_\_. She runs to  
the kitchen.



Lina rubs her \_\_\_\_\_  
She sees Pa\*\*. He is  
baking a cake.



**Teacher's Note:** \*Read aloud to the class the listening text on the last page. Ask the questions given there.  
\*\*Tell the students that Lina calls her father, 'Pa'.  
\*Guide the students to recall and answer these in their notebooks.

5

**Teacher:** You will draw and cut the shapes. Once you have your shapes, you will glue them together like this (show example puppet).

**Teacher:** After gluing, draw a happy face on the small circle. Draw eyes, nose and a big smile! Then, color your puppet with your favourite colours to make it look cheerful. Let us begin the fun!

(Students start assembling and decorating their puppets while the teacher assists.)

**Auditory Activity**

**Teacher:** Alright, everyone! It is story time! Sit up straight, open your ears wide, and listen carefully because I am going to read a fun story about Lina. Afterward, I will ask you some questions, so pay close attention! Are you ready to hear Lina's adventure?

**Students:** Yes, ma'am/sir!

(The teacher reads the story aloud from the last page of the book.)

**Teacher:** That was a great story! Now, let us see how well you listened. Here is the first question: What does Lina smell when she wakes up?

(Wait for students responses.)

**Teacher:** Great job! Now, let us move to the next question: Where does Lina run after standing on her feet?

(Wait for students responses.)

**Teacher:** Fantastic everyone! You all did a great job! Give yourselves a big round of applause for being awesome listeners!

**Pictorial Activity**

**Teacher:** Let us look at the pictures on the page! Each picture shows something Lina is doing on her birthday. Your job is to write the name of the body part she is using. Are you ready to help Lina?

**Students:** Yes, ma'am/sir!

**Teacher:** In the first picture, Lina smells something yummy. What body part does she use to smell? Write it down.

**Teacher:** Great! Now, look at the second picture. Lina is running to the kitchen. What body part does she use to stand and run? Write your answer.

**Teacher:** Wonderful! In the last picture, Lina sees her dad baking a cake. What body part does she use to see? Write it down.

**Teacher:** Let us try some more fun questions:

1. What body part does Lina use to eat her birthday cake?
2. What body part does Lina use to wave to her friends?

**Teacher:** Write your answers in the blanks. Once everyone is done, we will talk about all the body parts we use every day. Let us begin!

**Teacher:** Wow, you all did so well with the last activity! Now, let us learn more about our amazing body and sense organs. Do you know what sense organs are? They help us smell, see, hear, taste and feel!



**Teacher:** I have a fun video to show you. It will explain how each sense organ works. Watch carefully because we will talk about it together after the video. Ready? Let us begin!



The teacher plays the **Animation** while students watch attentively.

**Teacher:** What a cool video, right? Let us talk about what we learned!

**Teacher:** First, we learned about the body parts - legs and arms. Each body part is special and helps us in its own way.

- Legs helps us walk, run and jump.
- Arms and hands helps us to clap, hold and lift things.

**Teacher:** Do you remember some other things our body parts help us do? (Encourages students to respond.)

**Teacher:** Great! I will ask you a few questions about the animation to check how much you remember.

**Teacher:** Wonderful job! Now, let us use what we learned in today's activity. Are you excited? Let us get started!

### Differentiated Activity

**Teacher:** Now, I have an exciting activity for you all! We are going to play a matching game. I'll give you pictures of body parts and actions. Your job is to match each body part with the action it helps us perform. Are you ready?

**Students:** Yes, ma'am.

**110 km/hr**



Match body parts with actions quickly and explain their functions.

**80km/hr**



Match body parts with actions and color corresponding pairs.

40 km/hr



Match body parts with actions using guided role play and prompts.

### Home Task

Parents will help their child make a 'Body Parts Collage.' Find pictures of body parts in magazines or newspapers. Cut them out and paste them on a sheet of paper. Label each body part correctly.

### Period 2

**Teacher:** Good morning, everyone! Let us start the day with a fun game called "Touch and Tell."



**Teacher:** I will say the name of a body part and you need to place your hand on it on your own body. For example, if I say "nose," you touch your nose. Ready to play?

**Students:** Yes, ma'am/sir!

**Teacher:** Alright! Touch your head. (Waits for students to respond.)

Touch your ears.

Touch your knees.

Touch your shoulders.

Touch your tummy.

**Teacher:** Great job, everyone! That was so much fun! Now that we are all ready, let us learn something exciting about our amazing body parts.

**Teacher:** Let us explore more about our body parts and what they do. Open your books to the page titled "My Body" and let us begin!

**Teacher:** Today is a very special day for Lina in our story. Do you know What day it is?



**Teacher:** It's her birthday tomorrow! All the arrangements have been made and Lina is visiting the market with her Mama to buy a cap. Let's read her story together. Open your books to **Page 6**.

**Teacher:** Are we all on **Page 6**? Great! Let's read it together. *[Points to the text and reads aloud]* "Mama says, 'Lina, the color of the cap matches your t-shirt.' Lina says, 'And the cap fits my head perfectly too!'"

**Teacher:** Now, can you tell me—what part of the body does Lina use to wear the cap?

**Teacher:** That's right! Now let's take a closer look at our body parts. Look at the picture of the boy. Can you help me name some of his body parts? Teacher points to different parts of the body.

**Teacher:** What is this? (Points to the eyes)

**Students:** Eyes!

**Teacher:** Wonderful! Now let's take turns naming more parts. Encourages students to name parts like fingers, toes, knees, etc.

**Teacher:** Great job! Now, I want you to point to the same body parts on yourself. Where are your shoulders? (Waits for students to point.) What about your knees?

**Teacher:** Excellent work, everyone! Lina's story shows us how important our body parts are for daily activities. Let's continue exploring more about our body parts in the next activity.

**Teacher:** Please open your books to **Page 7**.

**Teacher:** Is everyone on **Page 7**? Great! Listen carefully as I read the story. Pay attention because I'll ask questions afterward. Begins reading the story aloud.

Teacher reads the story while students follow along.

**Teacher:** That's the story! Now, let's talk about it. Who can tell me which body part helps us smell? (Wait for the students to respond.)

**Teacher:** Students Please open your Stay Ahead book to **Page 11** and look at **Worksheet 1: Our Body**.

1. For **Part A**, fill in the blanks with the correct words.  
Think about how many eyes, fingers, knees and other parts we have.
2. For **Part B**, write **T for True** or **F for False** based on the statements about our body.
3. For **Part C**, read the sentences and colour the correct answers with a green crayon.

Complete the worksheet carefully, and we'll review your answers together afterward!

**Differentiated Activity**

110km/hr



Create a 5-question quiz about sense organs for classmates.

MUST DO

10 MIN.

SHOULD DO

10 MIN.

80 km/hr



Match pictures of sense organs to their functions.

40 km/hr



Identify the pictures that teacher will show on the screen.

### Home Task

Parents will help the child to draw and label the five sense organs on a sheet of paper and write one thing each organ helps you do.

### Period 3

**Teacher:** Good morning, class! Today, we're going to start with a fun game called "**Simon Says**". Are you ready to play?



**Teacher:** Let me explain the rules. I will say, "**Simon says**," followed by an action like "touch your nose." If I say "Simon says," you do the action. But if I don't say "Simon says" and you still do the action, you're out for that round! Got it?

**Teacher:** Let's begin!

- **Simon says, touch your head.**
- **Simon says, wiggle your fingers.**
- **Simon says, point to your elbow.**
- *Touch your knee. (Waits to see who does it without "Simon says.")*

**Teacher:** Good job! Let's keep going!

- Simon says, clap your hands.
- Simon says, lift your foot.
- Touch your ear. (Waits again to catch them!)

**Teacher:** Excellent, everyone! That was so much fun. Now, let's quickly name the body parts we touched during the game. What parts did we use?

**Teacher:** Great answers! Now, open your books to the picture of the body parts and let's explore more about them.

**Teacher:** Now that we've learned about the different parts of our body, let's do an activity in our notebooks. Open your books to **Page 6** and look at the picture.



**Teacher:** I want each of you to draw a picture like this. Make sure to include the **head, hair, eyes, ears, nose, mouth, tongue, teeth and skin.**

**Teacher:** After you draw, label each part clearly, just like in the diagram on the page. Take your time, and if you need help, raise your hand and I'll assist you. Don't forget to make your picture neat and colorful! Let's get started. (This ensures students are guided to refer to the page for their task.)

**Teacher:** We are going to explore body parts and learn how they help us move around. I have some pictures of different body parts.

SHOULD DO

05 MIN.

**Teacher:** I'll show you one flashcard at a time. When I hold it up, look at the picture carefully and tell me the name of the body part. (Teacher will bring the Flash Cards for this class)


**Teacher:** What body part is this?

**Teacher:** Great! Now, think about which body part helps us move around. Can you write it down in your notebook?


**Teacher:** Excellent work, everyone! Let's talk about how these body parts work together to help us move, jump and run. Great job today!

Differentiated Activity


110km/hr

 Create and label your own flashcards, including how each body part helps us and quiz your peers.

80 km/hr

 Match pre-made body part flashcards with their correct functions.

40 km/hr

 Identify body parts from flashcards and complete a worksheet by tracing their names.

**Homework:** Make a note of different things you do with your legs and hands when you go home in the notebook. Share it in the class the next day.

Period 4

**Activity: "Follow the Leader"**

**Teacher:** Good morning, class! Let's start the day with a quick and fun activity to help us get settled. It's called "Follow the Leader."

COULD DO

05 MIN.



**Teacher:** Here's how it works: I will do a few simple actions and you will copy me. For example, if I touch my head, you touch your head. If I clap my hands, you clap yours. Let's get started! Teacher demonstrates actions such as touching the head, clapping hands, tapping shoulders and wiggling fingers. Ask students to follow along.

**Teacher:** Great job, everyone! Now that we're all settled, let's sit quietly and get ready to begin today's lesson. Open your books to Page 7.

**Teacher:** Let's start by recalling what we already know about our body. I'll read out some sentences and you'll act them out.

**MUST DO**

10 MIN.

☐

**Teacher:** When I say, "**Our hands help us write, clap and hold things,**" clap your hands. When I say, "**Our legs help us walk, jump and run,**" stand up and jump.

When I say, "**Our body has many parts,**" point to your head, hands or legs.

Class open you book , page no. 7 we will read the story.

**Teacher:** Excellent work! Now that we're all settled, let's move on to today's lesson. Open your books to Page [insert page number].



**Teacher:** Today, we'll do an **Animated Activity** called "Match the Body Parts with Their Functions".

**MUST DO**

10 MIN.

☐

**Teacher:** Watch the screen carefully. You'll see pictures of body parts and their functions. Your job is to match them correctly. For example, if you see a hand, you'll match it with "write" or "clap."

**Teacher:** Let's do one together. Here's a picture of a leg—what does it help us do? Walk, jump, and run!

**Teacher:** Now, let's continue and complete the activity together.



**Teacher:** Open the **Dictionary** on your screen. Today, we'll learn new spellings.

**SHOULD DO**

10 MIN.

☐

**Teacher:** Look for the word "**smell**" in the dictionary. Let's read it together: S-M-E-L-L. Now, write it down in your notebooks.

**Teacher:** Will do the same for all other words and practice saying these spellings aloud. Then, we'll use them in a fun activity later!

Differentiated Activity

110 km/hr



Lead the "Follow the Leader" game, write sentences for matched body parts, and find and define two words from the dictionary.

80 km/hr



Suggest one action in "Follow the Leader," match body parts and write two words ("smell" and "skin") with their spellings.

40 km/hr



Follow "Follow the Leader," match body parts with help, and trace two words ("smell" and "nose") in notebooks.

Home Task

Write down any **five body parts** in your notebook and describe one action that each body part helps you do. For example, "Hands help me clap," or "Legs help me jump." Use the dictionary to check the spelling of any body part if needed. Be ready to share your answers in class tomorrow!

Period 5

COULD DO



**Teacher:** Good morning, class! How are you all today?



**Teacher:** I hope you're ready for an exciting lesson! To start, I have something fun to show you.



Let's look at an **Infographic** about our body parts and how they help us. Are you ready? Let's begin! Opens Apptive Teach Plus and displays the infographic.

**Teacher:** Look closely at the screen. We'll explore how each body part has a special function. Once we finish, I'll ask a few questions to see what you've noticed. Let's start!

Book of Holistic Learning

**Teacher:** Alright, everyone! Today, we're going to use our holistic teaching booklet to explore and learn about parts of our body in a fun way. Write the title of the activity at the top of the page and answers in your notebooks.

MUST DO



**Teacher:** On this page, you'll see two activities. For **English activity**, you need to fill in the blanks with the correct vowel, either 'a' or 'e'. For example, in the

sentence "We carry a b\_\_ g on our shoulders," you will complete it by adding the correct vowel.

**Teacher:** For **Maths activity**, draw the outline of your hand in your notebook. Then, mark the **longest finger** and the **smallest finger** on the outline.

**Teacher:** Take your time and complete both tasks in the classroom itself. If you have any questions, raise your hand and I'll come to help you. Once you're done, we'll discuss your answers together. Let's start!

**Teacher:** Alright, class! Let's do a quick oral activity. I'm going to ask a few questions related to what we've studied. I'll call out five students roll number-wise, so listen carefully and be ready to answer.

**SHOULD DO**

10 MIN.



**Teacher:** Roll number 1, how many fingers do we have on each hand?

**Teacher:** Roll number 2, which body part helps us hold things?

**Teacher:** Roll number 3, what do we wear on our head to protect ourselves from the sun?

**Teacher:** Roll number 4, can you name the sense organ we use to smell?

**Teacher:** Roll number 5, which body part helps us walk, jump and run?

**Teacher:** Great! Everyone answered so well. Let's keep these points in mind as we move forward with today's lesson.

### Differentiated Activity

**110km/hr**



Create a 5-question quiz about body parts and their functions for your classmates.

**80 km/hr**



Match pictures of body parts with their correct functions on a worksheet.

**40 km/hr**



Label a diagram of the body with basic parts using the dictionary for help.

### Home Task

Observe how different sense organs are used throughout the day. Make a note note (with the help of your parents) all the things you feel with the sense organs and present it in the class the next day.

Period 6

**Teacher:** Alright, class! Today, we're going to start the lesson with a fun outdoor activity called the "**Sense Organ Scavenger Hunt**." Let's head outside to the school garden. Stay in a group and listen carefully to the instructions.

COULD DO

20 MIN.

**Teacher:** Now that we're here, I'll give you some tasks to use your sense organs. Let's begin!

- First, use your **eyes** to find something green, like a leaf or a plant. Look around and tell me what you see.
- Next, close your eyes and use your **ears**. What sounds do you hear? It could be a bird chirping or the wind blowing.
- Now, use your **nose**. Take a deep breath—what can you smell? Maybe flowers or fresh air?
- For the **tongue**, I have a small piece of fruit for each one of you. Taste it and tell me how it feels. Sweet, sour, or something else?
- Finally, use your **skin**. Touch the tree trunk, grass or the ground. How does it feel? Is it rough, smooth or soft?

**Teacher:** Great job, everyone! Let's head back to the classroom and talk about what you discovered using your sense organs. This will help us understand them better in today's lesson. Let's go!(Students return to the classroom.)

**Teacher:** Great job, everyone! You all did an amazing job using your sense organs in the scavenger hunt. Now, let's move on to the next task.

MUST DO

10 MIN.

**Teacher:** Please take out your **workbooks** and turn to **Page 12**. We'll be working on Worksheet 2 together.

**Teacher:** In this worksheet, you'll answer questions about the sense organs and their functions. Make sure to read the instructions carefully and complete it in your workbook. If you have any questions, raise your hand, and I'll come to help you.

**Teacher:** Let's get started! Once you're done, we'll review the answers as a class.

**Teacher:** Now that we've completed the worksheet, let's continue with a quick oral assessment. I will call five students roll number-wise, and you'll answer a question related to our topic. Be ready!

SHOULD DO

10 MIN.

**Teacher:** Roll number 6, which sense organ helps us identify the smell of a flower?

**Teacher:** Roll number 7, which body part do we use to hold a pencil?

**Teacher:** Roll number 8, what helps us know if water is cold or warm?

**Teacher:** Roll number 9, can you name a body part that helps us clap?

**Teacher:** Roll number 10, which sense organ helps us hear the sound of a bell?

**Teacher:** Excellent work, everyone! You've answered very well. Let's move forward with the next part of our lesson!

### Differentiated Activity

**110km/hr**



Draw and write a sentence about each sense organ and how it helps you e.g., My eyes help me see a rainbow. Share your drawing in class.

**80 km/hr**



See objects in the class and tell the sense organs related to it.

**40 km/hr**



Provide a diagram with pictures of sense organs and their names. Students will color the organs and trace their names e.g., "eye," "nose," "ear".

### Home Task

Parents will help the child draw two things you did at home today and write one sentence for each about which sense organ or body part you used. For example, "I ate an apple with my mouth" or "I heard music with my ears".

### Period 7

Outdoor Activity: "Body Parts Action Game"

#### Instructions:

- Setup:** Take the class outdoors to a safe open space, like the school playground or garden.

**COULD DO**

15 MIN.



## 2. How to Play:

The teacher calls out a body part and an action associated with it. Students perform the action using the called-out body part.

Examples:

"Hands: Clap three times!" "Feet: Jump in place!" "Head: Nod up and down!" "Arms: Stretch wide!" "Legs: Take two big steps!"

## 3. Wrap-Up:

After 5-7 minutes, gather the students and ask them to recall the body parts they used during the activity.

**Teacher:** Alright, everyone, let us have some fun while we learn! Open your books to Page 8 under the section Learning Better. Can you all see the page?

**Students:** Yes, teacher!

**Teacher:** Great! We have three activities to do today: Activity A, B, and C. I'll explain each one, and we'll do them together step by step. Ready?

**Students:** Ready!

**Teacher:** Let us start with Activity A. Look at the first question. It says:

"Our \_\_\_\_\_ helps us smell things." Now, here are the choices:

a. eyes          b. nose          c. fingers

Raise your hand and tell me—what helps us smell things?

**Student 1:** Nose!

**Teacher:** That is correct! Write "nose" in the blank space. Good job! Now let us do the second one. (Continue guiding them through the remaining blanks, encouraging participation.)

**Teacher:** Excellent work, everyone! Now let's move to Activity B. This one is about filling in the missing letters of body parts. Look at the first word. It starts with "h" and ends with "d." What body part is that?

**Student 2:** Head!

**Teacher:** That is right! Fill in the missing letters to spell "head." Let us do the next one. This one starts with "t" and ends with "h." What is it?

**Student 3:** Teeth!

**Teacher:** Fantastic! Keep filling in the missing letters for the rest of the body parts. Take your time.

**Teacher:** Now we've reached Activity C. This one is a little different. You'll write short answers in your notebook. Let us read the first question together:

MUST DO

25 MIN.



"Write two things we do with our hands." Can someone tell me one thing we do with our hands?

**Student 4:** We write!

**Teacher:** Perfect! And another one?

**Student 5:** We clap!

**Teacher:** Great answers! Write them in your notebook. (Continue guiding students for the next questions, encouraging responses.)

**Teacher:** Well done, everyone! If you need help with any part, just raise your hand. Let us complete all three activities and have fun learning!

### Differentiated Activity

**110km/hr**



Create your own version of the "Body Parts Action Game" with new actions and demonstrate it to the class.

**80 km/hr**



Complete a worksheet by matching pictures of body parts with their correct actions.

**40 km/hr**



Colour a diagram of body parts and trace their names to reinforce recognition.

### Home Task

Complete the holistic teaching from BHT.

### Period - 8

**SEL**

**Teacher:** Good morning, everyone! How are you all feeling today?

**COULD DO**

**IS MIN.**



**Teacher:** I hope you're ready for a fun and creative activity. Let's start by talking about something that makes everyone smile—**what makes us happy!**

**Teacher:** Please open your books to the page with the heading "**Colour the clouds that make you happy.**" Look at the different clouds. Each one has a sentence about something that might make you happy, like "**I play with my pet**" or "**I go on a picnic with my family.**"



**SEL**

**Colour the clouds that make you happy.**

I feel happy when...

8

I read a book.

I play with my pet.

I dance to my favourite song.

I go on a picnic with my family.

My loved ones hug me.

My grandmother reads me a story.

I listen to music.

My parents make my favourite food.

I get a gift.

9

**Teacher:** Your task is to think about what makes you happy and then color the clouds that match your feelings. For example, if playing with your pet makes you happy, you can color that cloud.

**Teacher:** After that, complete the sentence “**I feel happy when...**” by writing about something you love.

**Teacher:** Let's see those beautiful colours and ideas. If you need help, just raise your hand. Let's get started!

**Teacher:** Now, let's move on to a creative task. Open your books to **Page 9** under the section **Creating Better** and get ready to draw.

MUST DO

15 MIN.

**Teacher:** Your next task is to **draw the face of a cat** in your notebook. Think carefully—how many **eyes, ears, a nose and a mouth** does a cat have?

**Teacher:** After drawing the cat's face, write down how many of each feature you included. For example, “A cat has 2 eyes, 2 ears, 1 nose, and 1 mouth.”

**Teacher:** Take your time, make it neat and colourful and refer to Page 9 if needed. If you have any questions, raise your hand and I'll assist you. Let's begin!

**Activity:**

After completing the drawing, students will write **two to three sentences** in their notebooks describing their cat's face. For example:

SHOULD DO

10 MIN.

- “My cat has two big eyes.”
- “It has long ears and a small nose.”
- “Its mouth looks like it's smiling.”

**Objective:**

This reinforces observation skills, basic writing and connection to the creative task.

**Teacher:** Now that you've drawn the cat's face, I want you to write two to three sentences describing your cat. For example, you can talk about how many eyes, ears, or other features it has. Use your imagination and make it fun! If you need help, let me know. Let's get started!



## Differentiated Activity

110km/hr

Create a story about the cat.



After drawing the cat, students will say a short story (3-5 sentences) about their cat. For example, My cat is named Snowy. It loves to chase mice and climb trees. It has soft fur and loves to sleep in the sun.

80 km/hr

Label the cat's face.



Students will draw the cat and label its parts e.g., eyes, ears, nose, mouth. For extra reinforcement, they can write one sentence about what each part does e.g., The cat uses its eyes to see..

40 km/hr

Color the cat's face and count features.



Students will draw and colour the cat's face. Afterward, they will count and write how many eyes, ears, noses and mouths the cat has e.g., 2 eyes, 2 ears, 1 nose, 1 mouth.

## Home Task

Observe or look at a cat, write two things about how it uses its body parts, and draw a picture of it.

## Period - 9

**Teacher:** Good morning, class! How are you all today?

COULD DO

10 MIN.

☐

**Teacher:** I hope you're ready for a great day of learning. To help us revise what we've studied about our body parts, I'm going to play an I Explain video.

**Teacher:** Sit up straight, watch carefully and pay close attention to everything in the video. After it's over, I'll ask a few questions to see how much you remember. Let's get started! Plays the video on eLive

MUST DO

10 MIN.

☐

**Teacher:** Alright, class! Let's look at the next activity. Open your books to Page 9 and focus on the section labeled "Thinking Better" and "Choosing Better."

**Teacher:** In the "Thinking Better" activity, there's a question: "Can you smell anything when you have a cold? Why?" I want you to think about it carefully and write your answer in your notebook. Use what we've learned about our nose and how it helps us smell.

### Creating better

Draw the face of a cat in your notebook. How many eyes, ears, nose and mouth will you draw?


ArtI 21st CS

### Thinking better

Think and answer in your notebook.

Can you smell anything when you have a cold? Why?

21st CS HOTS

 **Choosing better**

LSV

**Tick (✓) what you will do.**  
Your house help, Rina didi, has hurt her finger while cooking. You will:

1. get the first-aid kit immediately.

2. wait for her to finish cooking and then give her first aid.

9

**Teacher:** Now, look at the “**Choosing Better**” section. There's a situation about your house help, Rina didi, who hurt her finger while cooking. You need to read the two options carefully and tick (✓) the one you think is the right thing to do.

**Teacher:** For example:

Option 1 says, “**Get the first-aid kit immediately.**”

Option 2 says, “**Wait for her to finish cooking and then give her first aid.**”

**Teacher:** Think about what is kind and helpful. Choose the option you feel is the best and tick it. Once you've completed both activities, let me know if you have any questions! Let's begin!

**Teacher:** Alright, class! Now, I'll ask some more oral questions related to what we've learned about our body parts and sense organs. I'll call out ten students, one by one, so listen carefully and be ready to answer.

SHOULD DO

10 MIN.

**Teacher:** Roll number 11, can you name the sense organ that helps us smell?

**Teacher:** Roll number 12, which body part helps us clap?

**Teacher:** Roll number 13, what sense organ do we use to taste food?

**Teacher:** Roll number 14, which sense organ helps us hear music?

**Teacher:** Roll number 15, which body part helps us run and jump?

**Teacher:** Roll number 16, what sense organ do we use to see things around us?

**Teacher:** Roll number 17, can you name one thing we do with our hands?

**Teacher:** Roll number 18, which body part do we use to feel if something is hot or cold?


**Teacher:** Roll number 19, what is the name of the organ we use to talk and eat?

**Teacher:** Roll number 20, can you tell me why our nose is important?

**Teacher:** Excellent answers, everyone! You've done a great job! Let's continue with our lesson now.

**Differentiated Activity (110 km/hr)**

110km/hr



Activity: In pairs or groups, act as a body part or sense organ and say how it helps in daily life.

80 km/hr



Activity: Write the name of the body parts and mention their functions.

40 km/hr



Activity: Colour the body parts on the outline and say their names aloud.

### Home Task

Draw yourself, label five body parts, and write what each part does (e.g., "My legs help me run").

### Period 10

**Teacher:** Good morning, class! How are you all today?



**Teacher:** I hope you're ready for a quick revision of what we've learned about our body parts and sense organs. Today, I have a special **slideshow** to help us revise and understand better.

**Teacher:** Let's get started. Please sit up straight and watch the screen carefully. Pay close attention to the slides because they will help you remember everything we've discussed so far.

*Teacher starts the slideshow and explains as each slide appears.*

**Teacher:** Here's the first slide—look, it shows our sense organs. Can you identify what they are? Eyes, ears, nose, tongue and skin! Let's recall how each one works.

**Teacher:** On this next slide, it shows how our hands and legs help us with daily tasks like holding, writing, running and jumping.

**Teacher:** Wonderful! Keep watching, and I'll ask a few questions at the end to see how much you remember. Let's continue!

**Teacher:** Alright, class! Let's move to the section called **Revising Better**. Open your books to **Page 9** and follow along as I explain the activity.

**Teacher:** You'll make a **Little Book** called "**My Little Book of Life**." Just like you learned on Page 14 of your English book, use your favorite colors, glitter, stickers or drawings to decorate the cover and make it special.

**Teacher:** Inside your Little Book of Life, write about what we've learned in this chapter under the section **Revising Better**. For example, how your **tongue helps you taste food**.

COULD DO



05 MIN.

MUST DO



15 MIN.

**Teacher:** Think of your favorite food. Write its name and draw a picture of it in your Little Book of Life. You can even add more pages about other sense organs and their functions.

**Teacher:** Take your time, be creative and let's make this Little Book of life something you'll enjoy reading and sharing. If you have any questions, raise your hand, and I'll help. Let's begin!

**Teacher:** Alright, class! Now let's move to the next task. Please take out your **workbooks** and turn to **Worksheet 3**.



**Teacher:** In this worksheet, you'll find questions related to what we've learned so far. Read the instructions carefully and complete each section step by step.

**Teacher:** Make sure to answer neatly, and if you have any doubts or need help, raise your hand and I'll assist you. Let's get started! Once you're done, let me know, and we'll review the answers together.

### Differentiated Activity

#### 110 km/hr

Create a Story.



Students will say a story a short story about their favorite sense organ or body part. For example: My hands help me play, write and hold my toys. They are my favorite because I use them to create drawings and high-five my friends.

#### 80 km/hr

Match and Describe.



Provide a worksheet with pictures of sense organs or body parts e.g., eyes, ears, tongue and their functions e.g., see, hear, taste. Students will match the pictures to their functions and write one sentence describing what each part does.

#### 40 km/hr

Colour and Identify.



Provide a simple outline of a human face or body. Students will Colour the sense organs (e.g., eyes, nose, ears) and say their names aloud to reinforce learning.

### Home Task

Learn a Rhyme on the topic Body Parts and recite in the class.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Growth and improvement of motor skills, such as coordination, strength and movement (e.g., walking, running, jumping).</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>Understanding emotions, empathy, forming relationships, respecting others and developing ethical behavior and self-regulation.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>Development of thinking skills, problem-solving abilities, memory, attention and reasoning.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>Acquisition of communication skills, vocabulary, reading, writing, listening and speaking.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>Exposure to art, music, cultural traditions and creativity to enhance appreciation and expression of culture.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>Development of focus, motivation, curiosity, self-discipline and the ability to enjoy and engage in learning.</li> </ul>

### Starry Knights

How did the first lesson go?

---

Could you connect well with your learners?

---

We know working with new learners is always a challenge for the first few times.

You did a wonderful job! Give yourself a STAR.

☐