

# 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

Affirming better

I am strong.

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

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

10 MIN.



**Note to the Teacher:** Ask students to prepare the KWL chart. Help students recollect what they already know, what they want to know and what they would like to learn about the topic 'Our Body'.

**Teacher:** Hello, children. Today, we are starting a new topic and it is all about something super special—Our Body. Our body helps us do so many things, like running, jumping and even laughing. We will learn about how amazing our body is, the parts of our body and how each part helps us.

**Teacher:** Before we begin, let us play a fun game called KWL. It stands for:

**K** for What We Know

**W** for What We Want to Know

**L** for What We Learned

**Note to the Teacher:** Pin up the KWL chart on the board. Ask the children to share what they already know about their body. Let them take turns to share simple words or short sentences related to Our Body. Encourage them to ask questions about things they are curious about. Guide them to draw the KWL chart in their notebook and write their ideas in the K (What I Know) and W (What I Want to Know) columns.

K	W	L

**Teacher:** Can anyone share what you know about our body? What are the different parts of our body and how do they help us? You can tell me anything you know.

**Students:** (Possible responses)

I have eyes.

I can run with my legs.

I have hands to clap.

My mouth helps me eat.

We have hair on our head.

We breathe with our nose.

I have ten fingers.

**Teacher:** Great! Write all these ideas in the K column.

**Teacher:** Now, what are some things you want to know about our body? What makes you curious?

**Students:** (Possible responses)

How do we run?

Why do we need bones?

Why do we have nails?

How do we talk?

**Teacher:** Wow! These are such amazing questions. Write them in the W column. At the end of the lesson, we will fill in the L column with everything we have discovered about our body.

Here as you can see in the beginning of each chapter,

MUST DO

30 MIN.



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 kinaesthetic activities. If you are ready, show me a thumbs up.

### Kinaesthetic

**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.)

**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.**

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**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.

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

Auditory\*

**Listen to your teacher carefully. Answer the questions.**

5

**Teacher:** Today, we have a fun song about our sense organs. I want you to listen carefully and then we will talk about what we hear. Ready?

**Students:** Yes.

**Teacher:** Great. I will read out the song for you. Listen carefully.

(Sing the song given in the last page of the book to students, using actions for each sense organ – pointing to eyes, ears, nose, tongue, etc.)

**Teacher:** Now, I am going to ask you some questions. Raise your hand if you know the answer.

**Teacher:** Here is the first question:

What, according to the poet, can your eyes see?

a. The sky so blue

b. The ocean waves

(Pause and let students raise their hands. Call on a student to answer.)

**Student:** The sky so blue.

**Teacher:** That is right. Our eyes help us see beautiful things like the blue sky. Now, let us try another question.

Which fruit, according to the poet, does your tongue taste?

a. A banana

b. A pear

(Pause for students to answer.)

**Student:** A pear.

**Teacher:** Excellent! Our tongue helps us taste all kinds of yummy things like pears, sweets and even sour lemons.

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

### Pictorial

**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.

5

**Teacher:** Let us look at the pictures on the page. Each picture shows something Lina is doing on her birthday. We have 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. Which body part does she use to smell? Write it down.

**Teacher:** Great. Now, look at the second picture. Lina is running to the kitchen. Which 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. Which body part does she use to see? Write it down.

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

1. Which body part does Lina use to eat her birthday cake?
2. Which 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.

**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.

 Play the **Animation** from the digital platform to engage students and generate interest about the topic.

**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? (Encourage 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

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

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.'

**COULD DO**

05 MIN.



**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, teacher!

**Teacher:** Alright. Touch your head.

Touch your ears.

Touch your knees.

Touch your shoulders.

Touch your tummy.

### Interacting Better



Interacting better

ICL

What am I?

I rhyme with the letter I, I help you see it all, a ball, a cake or a tie.

Take turns with your partner and name the other parts of the body.

6

**Teacher:** There is an interesting riddle for us to solve. Let me read it out for you.

**Teacher:** I rhyme with the letter I, I help you see it all, a ball, a cake or a tie. What do you think it is?

**MUST DO**

5 MIN.



Turn to your friend to quickly discuss what could it be.

**Students:** Eye

**Teacher:** Great. Write eye in the given space.

**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 is it?

**MUST DO**

10 MIN.



**Teacher:** It is her birthday tomorrow.

All the arrangements have been made and Lina is visiting the market with her Mama to buy a cap.

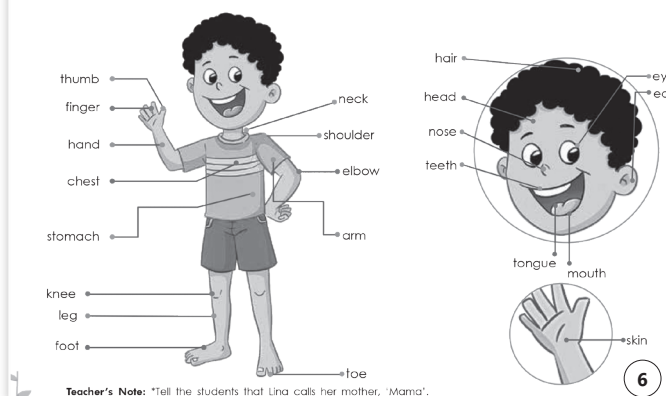
**Teacher:** Let us read it together. [Point to the text and reads aloud] 'Mama says, 'Lina, the color of the cap matches your t-shirt.' Lina says, 'And the cap fits my head perfectly too.'

STEP/TML

It is Lina's birthday the next day. All the arrangements for the birthday celebrations have been made. Mama\* and Lina visit the market. As it is a hot day, Mama reminds Lina to wear a cap.



Our body has many parts.



**Teacher's Note:** \*Tell the students that Lina calls her mother, 'Mama'.

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Today is Lina's birthday. The children smell something sweet. It is the freshly baked birthday cake.

Jas tastes the cake. The children are happy.

Chang plays music. The children hear the music. They all dance.

We smell with our nose.

We write, clap and hold things with our hands.

We taste with our tongue.

We hear with our ears.

We dance, walk, jump and run with our legs.

Sam picks up a glass of juice. It feels cold.

The party is over. Lina opens her gifts. She sees a box of crayons.

We feel with our skin.

We see with our eyes.

Our nose, tongue, ears, skin and eyes are our five friends. They are called sense organs. Our sense organs help us know the world around us.

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

**Students:** Head

**Teacher:** That is right. Now let us 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? (Point to the eyes)

**Students:** Eyes.

**Teacher:** Wonderful! Now let us take turns naming more parts. (Encourage students to name some of the body 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? (Wait 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 us continue exploring more about our body parts in the next activity.

**Teacher:** Listen carefully as I read the story. Pay attention because I will ask questions afterward.

(Read out the story to students slowly and clearly with proper intonations)

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

**Teacher:** Now let us do the worksheet 1 in Stay Ahead book.

(Ask students to open worksheet 1. Help them if required)

- For Part A, fill in the blanks with the correct words. Think about how many eyes, fingers, knees and other parts we have.

- For Part B, write T for True or F for False based on the statements about our body.
- For Part C, read the sentences and colour the correct answers with a green crayon.

Theme 1: I am Strong

1. Our Body

Worksheet 1

A. Fill in the blanks with the correct words.

- Our body has \_\_\_\_\_ parts.
- We have \_\_\_\_\_ eyes.
- We have \_\_\_\_\_ nose.
- We have \_\_\_\_\_ fingers.
- We have \_\_\_\_\_ knees.

B. Write T for true or F for false.

- We have fingers on our feet. \_\_\_\_\_
- The neck connects our head and body. \_\_\_\_\_
- The elbow is a part of the arm. \_\_\_\_\_
- We have four ears. \_\_\_\_\_
- We have ten toes. \_\_\_\_\_

C. Which of the following statements about our body are true? Colour the correct answers with a green crayon.

- The head is on top of the neck. \_\_\_\_\_
- We have our mouth on the chest. \_\_\_\_\_
- Our stomach lies below the chest. \_\_\_\_\_
- We have two knees. \_\_\_\_\_
- Chin is a part of our arms. \_\_\_\_\_

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Complete the worksheet carefully and we will review your answers together afterward.

### Differentiated Activity

110 km/hr



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

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

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 are 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 do not say 'Simon says'



and you still do the action, you are out for that round. Understood?

**Teacher:** Let us 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 us keep going.

- Simon says, clap your hands.
- Simon says, lift your foot.
- Touch your ear.

**Teacher:** Excellent, everyone. That was so much fun. Now, Let us quickly name the body parts we touched during the game. Which parts did we use?

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

**Teacher:** Now that we have learned about the different parts of our body, Let us do an activity in our notebooks.

**MUST DO**

25 MIN.

**Teacher:** Draw a picture of our body in your notebook. You may refer to the picture given in your book. 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 will assist you. Do not forget to make your picture neat and colorful. Let us 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 will 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:** 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 us talk about how these body parts work together to help us move, jump and run. Great job today.

### Differentiated Activity

110 km/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.

### Home Task

Make a note of different things you do with your legs and hands in the notebook. Share it in the class the next day.

### Period 4

**COULD DO**

10 MIN.

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

**Teacher:** 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 us get started. (Demonstrate actions such as touching the head, clapping hands, tapping shoulders and wiggling fingers. Ask students to follow along.)

**MUST DO**

10 MIN.

**Teacher:** Great job, everyone. Now that we are all settled, let us sit quietly and get ready to begin today's lesson.

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

**Teacher:** I will say some sentences and you will do one of these actions.

1. Clap your hands
2. Stand up and jump
3. Point to your head, hands or legs



**Teacher:** Next, we will do an Animated Activity called 'Match the Body Parts with Their Functions'.

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

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

**SHOULD DO**

20 MIN.

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



Open the **dictionary** from the digital platform on your screen.

**Teacher:** Let us learn some new words.

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

**Teacher:** Do the same for all other words and practice saying these spellings aloud. Then, we will 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.

### Period 5

COULD DO

10 MIN.



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

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

 Show the **Infographic** from the digital platform.

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

### Book of Holistic Learning

MUST DO

20 MIN.



**Teacher:** Alright, everyone. Today, we are 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 and answers in your notebooks.

**EVS**

Developing better

Theme 1: I Am Strong

Chapter 1: Our Body

**A English**

Fill in the blanks with a or e.

1. We carry a b\_g on our shoulders.

2. We wear a h\_t on our head.

3. We have t\_n fingers.

**B Maths**

Draw the outline of your hand in your notebook. Mark the following.

1. longest finger

2. smallest finger

15

**Teacher:** I will write a few sentences on the board and you will need to write them in your books. Read the sentences carefully and fill the blanks with the correct vowel, either 'a' or 'e'.

**Teacher:** Next, we are going to do an activity related to Math. 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 will come to help you. Once you are done, we will discuss your answers together. Let us start.

**Teacher:** Alright, class. Let us do a quick oral activity. I'm going to ask a few questions related to what we

SHOULD DO

10 MIN.



have studied. I will call out five students roll number-wise, so listen carefully and be ready to answer.

**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 us keep these points in mind as we move forward with today's lesson.

### Differentiated Activity

110 km/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 you use your sense organs throughout the day. With the help of your parents, make a list of things you see, hear, smell, taste, and touch. Bring your list to class and share it with your friends the next day.

### Period 6

COULD DO

20 MIN.



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

**Teacher:** Now, I will give you some tasks to use your sense organs. Let us 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 us 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 us 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 us move on to the next task.

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

**Worksheet 2**

**A. Rearrange the following words to name some body parts.**

- DHEA \_\_\_\_\_
- THMOU \_\_\_\_\_
- ERFING \_\_\_\_\_
- DHAN \_\_\_\_\_
- TFEE \_\_\_\_\_

**B. How many of these body parts do you have?**

1. neck _____	2. nose _____
3. elbow _____	4. tongue _____
5. fingers _____	

**C. Fill in the blanks with the correct options.**

- We hold things with our \_\_\_\_\_ (hands/nose).
- We jump with our \_\_\_\_\_ (feet/hands).
- We have ten \_\_\_\_\_ (fingers/teeth).
- We smell with our \_\_\_\_\_ (tongue/nose).
- We taste food with our \_\_\_\_\_ (eyes/tongue).

10

**Teacher:** In this worksheet, you will 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 will come to help you.

Let us get started. Once you are done, we will review the answers and a class.

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

**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 have answered very well. Let us move forward with the next part of our lesson.

### Differentiated Activity

**110 km/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

Draw two things you did at home today. Write one sentence for each picture 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'

**COULD DO**

15 MIN.

Instructions:

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

2. How to Play:

Call out a body part and an action associated with it. Encourage students to 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.

### Learning better

**SHOULD DO**

40 MIN.

**Teacher:** Alright, everyone, let us have some fun while we learn. We are going to start doing the practice exercises in our book. Are you ready?

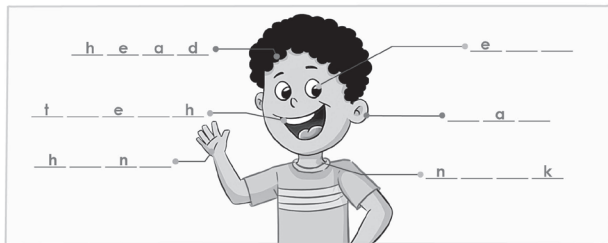
**Students:** Yes, teacher!

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

**A Choose the correct answers. Fill in the blanks.**

- Our \_\_\_\_\_ helps us smell things.  
a. eyes                      b. nose                      c. fingers
- Our \_\_\_\_\_ helps us taste things.  
a. eyes                      b. skin                      c. tongue
- We hear with our \_\_\_\_\_.  
a. nose                      b. ears                      c. skin

**B Complete the names of the body parts. Fill in the missing letters, as shown.**



**C Write short answers in your notebook.**

- Write two things we do with our hands.
- Name the five sense organs.
- Rohan touches a glass of hot milk. Which sense organ helps h\_\_\_\_\_ feel the heat?

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**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 us 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 have reached Activity C. This one is a little different. You will write short answers in your notebook. Let us read the first question together:

'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! Check your book if you have completed all the activities. If you need help with any of the activity raise your hand. I will help you.

## Differentiated Activity

**110 km/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

Read the lesson at home with the help of your parents.

## Period 8

**SEL**

**COULD DO**

15 MIN.

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



**SEL**

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

I feel happy when...

8



9

**Teacher:** Let us 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.'

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

**MUST DO**

15 MIN.



**Teacher:** Now, let us move on to a creative task.

 **Creating better**

Art I 2LCS

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

9

**Teacher:** 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. If you have any questions, raise your hand and I will assist you. Let us begin.

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

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

**SHOULD DO**

10 MIN.

**Teacher:** Now that you have 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 us get started.

### Differentiated Activity

**110 km/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

**COULD DO**

10 MIN.

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

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

**Teacher:** Sit up straight, watch carefully and pay close attention to everything in the video. After it is over, I will ask a few questions to see how much you remember. Let us get started.

**Teacher:** Alright, class. Let us look at the next activity. We are going to do 'Thinking better' and 'Choosing Better'.

**MUST DO**

10 MIN.

### Thinking better

2LCS HOTS

Think and answer in your notebook.

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

9

**Teacher:** In the 'Thinking better' activity, there is 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 have learned about our nose and how it helps us smell.

**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.

### 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:** 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 have completed both activities, let me know if you have any questions. Let us begin.

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

**SHOULD DO**

20 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 have done a great job. Let us continue with our lesson now.

 Play the **I Explain** video from the digital platform.

### Differentiated Activity

110 km/hr



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

80 km/hr



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

40 km/hr



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?

COULD DO

05 MIN.



**Teacher:** I hope you are ready for a quick revision of what we have learned about our body parts and sense organs. Today,

 I have a special **slideshow** to help us revise and understand better.

**Teacher:** Let us 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 have discussed so far.

Teacher starts the slideshow and explains as each slide appears.

**Teacher:** Here is the first slide—look, it shows our sense organs. Can you identify what they are? Eyes, ears, nose, tongue and skin. Let us 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 will ask a few questions at the end to see how much you remember. Let us continue.

**Teacher:** Alright, class. Let us move to the section called Revising Better.

MUST DO

15 MIN.



 **Revising better**

As described on page 14 of the English book, you have already learnt how to make a Little Book. Now, make another Little Book in the same way. Write My Little Book of Life on the cover. Use your favourite colours. Decorate the cover with glitter, stars, stickers and drawings.  
In this chapter, you have learnt about sense organs. You have learnt that your tongue helps you taste food. What is your favourite food? Write its name and draw the food item in your Little Book. You can keep adding more pages to your Little Book.

DBL

L. Object: I have learnt 'I Can'

9

**Teacher:** You will 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 have learned in this chapter under the section Revising Better. For example, how your tongue helps you taste food.

**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 us make this Little Book of life something you will enjoy reading and sharing. If you have any questions, raise your hand and I will help. Let us begin.

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

**Teacher:** In this worksheet, you will find questions related to what we have 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 will assist you. Let us get started. Once you are done, let me know and we will review the answers together.

SHOULD DO

20 MIN.



### Worksheet 3

#### A. Fill in the blanks with the correct words.

1. We have \_\_\_\_\_ sense organs.
2. Our \_\_\_\_\_ help us see.
3. Our \_\_\_\_\_ help us hear.
4. Our \_\_\_\_\_ helps us feel hot and cold things.
5. Our \_\_\_\_\_ helps us smell things.

#### B. Which of the following is not a use of hands? Tick (✓) your answers.

- |   |                                   |
|---|-----------------------------------|
| 1. hop <input type="checkbox"/>         | 2. run <input type="checkbox"/>   |
| 3. clap <input type="checkbox"/>        | 4. write <input type="checkbox"/> |
| 5. hold things <input type="checkbox"/> |                                   |

#### C. Write **T** for true or **F** for false.

1. Amit can taste a song. \_\_\_\_\_
2. Ramya can hear the painting hanging on the wall. \_\_\_\_\_
3. Rohan can feel the soft fur of his dog. \_\_\_\_\_
4. Aarti can taste the spicy samosa. \_\_\_\_\_
5. Esha can smell the roses in the garden. \_\_\_\_\_

10

### Differentiated Activity

#### 110 km/hr



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



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



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?

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Could you connect well with your learners?

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

You did a wonderful job. Give yourself a STAR.

