

Lesson-1: Happy Birthday Lina!

13 Periods (40 minutes each)



Learn Better, CRM signs, Stay Ahead, Book of Holistic Teaching, My Scribbles and Secrets, Posters



Animation, Animated Activities, Chapter Summary, Dictionary, Concept Map, eBook, Test Generator, Slideshow, I Explain, Spelling Activity

Attaining better

I am unique.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to follow model reading of a text for proper pronunciation, intonations and pauses.
- to use greetings like Thank You, Good morning.
- to listen, read and comprehend the story.
- to learn usage of the vocabulary introduced in the lesson.
- to identify words that begin with s, t, ll.
- to punctuate sentences using capital letter and full stop.
- to listen and identify rhyming words
- to create sentence structures with words yes/no during conversations.
- to demonstrate an understanding of the value of thankfulness by expressing gratitude in appropriate situations.
- to create their own little book of sight words with guidance.

Methodology

Period 1

A Note to the teacher: Prepare a KWL chart for the class. Help students identify the concepts they already know, what they want to know and what they have learnt from the lesson.

Teacher: Hello students. Welcome to the new class. How are you all?

(Wait for their responses and acknowledge their expressions.)

Teacher: Alright, it was good hearing from you all. Today, we are going to begin with the first lesson for this academic year. Are you all excited about it?

Students: Yes, ma'am.

Teacher: Great.

(Pin up the KWL chart on the board. Ask the students to share their ideas about 'birthday.' Allow students to take turns sharing a word or phrase that comes to their mind when they hear the term 'birthday.' Next, encourage them to also share what they would like to know more about birthdays.)

(As they share, consolidate their

SHOULD DO

10 MIN.

ideas in the K (What I Know) and W (What I Want to Know) columns of the chart, respectively. Display or paste the chart in a place that is accessible for children so they can refer to and reflect on it throughout the lesson.)

K	W	L

Kinaesthetic

Use the CRM signs to draw students' focus and guide them to work in pairs. Tell them to do the activity either in their rough notebooks or on a piece of paper.

Re-KAP

SPD

Kinaesthetic

Work in pairs. Write three things about your partner in your notebook. Let your partner read them aloud. Clap for yourself and your partner.

Auditory*

Listen to your teacher carefully. Your teacher will read out some sentences. Repeat after your teacher.

Teacher: In your notebook, write three things about your partner.

- What is their favourite colour?
- What is their favourite food?
- What do you like about them?

(Give students time to think and write their answers. In the meantime, display the Theme 1 poster on the classroom wall. You can repeat the cues as needed and guide them if they are unsure. Allow 2 minutes for them to write. Once they finish, invite a few volunteers to share what they have written. Acknowledge their efforts with different types of claps.)

MUST DO

15 MIN.



Auditory

Teacher: Good work, everyone. Let us move on to the next activity. Now, you will need to listen carefully to what I am saying and repeat it after me, slowly and clearly. Shall we begin?

MUST DO

15 MIN.



Pictorial PS

Look at the pictures given below. Match the pictures with the words.

1. 2. 3. 4. 5.

hen camel Sun axe tap

5

Students: Yes, ma'am.

(Read the listening text given on the last page of the main coursebook. Ask students to repeat the sentences after you. You may do one or two rounds with the students and then invite them individually to attempt repeating the text after you.)

A Note to the teacher: Display the family poster on the classroom wall and introduce the five children and their families to the students.

Differentiated Activity

110 km/hr



Provide a list of simple sentences (e.g., I see a cat, The dog is running). Ask students to read the sentences aloud, then act them out for a partner to guess.

80 km/hr



Provide a list of action verbs (e.g., jump, run, dance, sing, sleep, eat). Have students act out the verbs for their partner to guess.

40 km/hr



Ask students to listen carefully to a set of simple actions (e.g., clap your hands, stomp your feet, touch your toes) and follow them. They can do the actions independently while focusing on hearing and moving. Pictorial, interacting better, differentiated activity and home task from period 1 will go as period 2

Home Task

Write three sentences describing your favourite animal and what it likes to do.

Period 2

Settle down students using the CRM signs.

Teacher: Hello, everyone. Let us play a fun game to start the session. I will call out some actions for you to do. When I say, 'Simon says,' followed by an action, you will do it. But if I don't say, 'Simon says,' and you do the action, you will need to sit down.

SHOULD DO

10 MIN.



Pictorial

Guide students to open their book to page 5.

Teacher: Look at the pictures given below. Can you name them?

(Point out to the picture one by one and ask students to name them. Provide reading cues and hints if needed.)

Students: camel, hen, tap, sun, axe.

Teacher: Good job. Now that you know the pictures, match them to their correct words given below.

(Move around the class while students work on the task to provide guidance and support as needed.)

MUST DO

15 MIN.



Interacting better

Teacher: Do you know we all have a golden birthday? It happens when your age and the date of your birthday are the same. For example, if your birthday is on the 7th and you turn 7 years old, that is your golden birthday.

MUST DO

15 MIN.



Interacting better

A golden birthday is when your age and date of birth are the same. When is your golden birthday? Tell your friends.

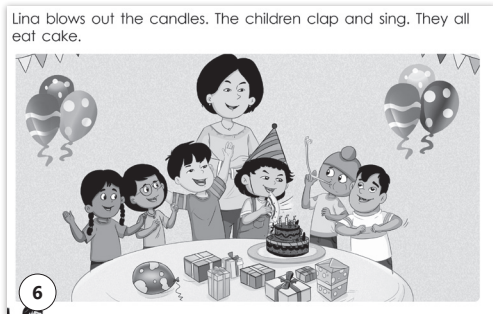
6

(Ask each student to share their birthday (date only) with the class. Then help them figure out the date of their golden birthday.)

Today is Lina's birthday. She is very happy. Her friends give her gifts.


6

Teacher: Now we all know about our golden birthdays. Let us give ourselves a big clap.



Differentiated Activity

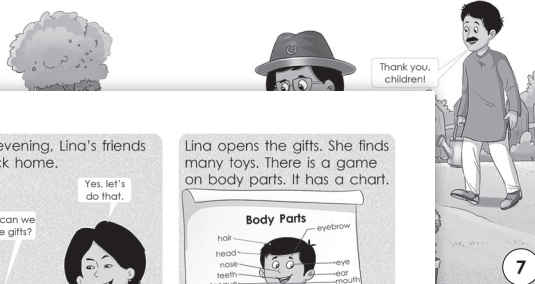
110 km/hr

 Draw a picture of yourself celebrating your Golden Birthday. (For example, you can draw yourself when you turn the same age as the day you were born). Write the date of your birthday and your Golden Birthday next to your picture.

The children want to play. They go to the park. Sam puts on her hat. Bruno runs after a cat. Bruno is Lina's dog.



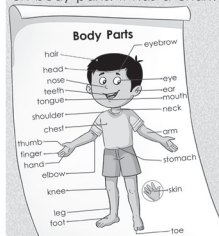
There are plants in the park. A small pot falls down. Lina and Jas pick it up. The gardener thanks them.



In the evening, Lina's friends go back home.



Lina opens the gifts. She finds many toys. There is a game on body parts. It has a chart.




There is also a set of crayons.



Teacher's Note: "Tell the students that Lina calls her mother 'Mama'. This section is aligned to the SDG 3, Good Health and Well Being. Teach the students the importance of being healthy and safe."

80 km/hr

 Look at your date of birth in your diary/ID card. In your rough notebook, write down the day of the month you were born in. For example, if you were born on the 8th, write '8'. Now, write down the age you will be at when it is your Golden Birthday (it is the same number as the day you were born). For example, 'When I turn 8, it will be my Golden Birthday.'

40 km/hr

 Draw things that you would like to have on your Golden Birthday.

Home Task

Ask your family members (parents, siblings, guardians) about their birthdates. With the help of your parent, write down the names of your family members along with their Golden Birthdays. Make a note of the upcoming Golden Birthdays (if any) to celebrate them in a special way.

Period 3

Write the following words used in the story on the board. Ask students to repeat them after you.

SHOULD DO

10 MIN.

Suggested words – birthday, gifts, park, gardener, friends, toys, game, crayons, plants

Sight words

her you of let

FULL

9

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

Teacher: Today, we will begin with a fun lesson about Lina's birthday. Before we start, let's look at some words from the story. I will write them on the board. Please repeat after me as I say the words.

Teacher: Birthday, gifts, park, gardener, friends, toys, game, crayons and plants.

Teacher: Great job, everyone. Now, let's look at the pictures from the story and try to guess what happened during Lina's birthday. Ask them the following questions for each page.

MUST DO

15 MIN.

- Who are shown in the picture?
- What are the children doing?
- Name some objects you see in the picture.
- Name some colours you see in the picture.

Acknowledge and accept all relevant responses shared by the students.

MUST DO

15 MIN.

Reading

Teacher: Good work. Let us now try and read the story to understand better.

(Read and narrate the text on pages 6, 7, 8 and 9 to students and encourage them to follow on their books as you read.)


COULD DO

10 MIN.


 You may show the **Animation** given on the digital platform.

Differentiated Activity


110 km/hr

 Ask students to retell the story in their own words, focusing on the sequence of events. Encourage them to draw a picture of the main events in the story (e.g., Lina at the park, the small pot and her thank you notes).

80 km/hr

 Provide students with a list of key events from the story (e.g., Lina and Jas helping the gardener, Bruno playing at the park). Ask students to listen to the events and then arrange them in the correct order by numbering them from 1 to 5.

40 km/hr

 Have students match simple words to corresponding pictures from the story (e.g., park, gifts, friends, cake, flowers, crayons, pots).

Home Task

Parents can read out the story Happy Birthday Lina. and encourage children to share their favourite part from the story.

Period 4

Teacher: Hello students, I hope you enjoyed the story yesterday. Let us try to read the story together. Shall we?

Student/s: Yes, ma'am

(Read the story lines with correct punctuations, pauses and intonations so as to provide model reading to students. Ask students to repeat after you.)

SHOULD DO

10 MIN.

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Recalling better

Teacher: Hello students, I hope you remember the story we read yesterday. Let us try to recollect how Lina celebrated her birthday.

(Use the CRM signs to get the focus of students and ask the following questions to help them recollect the story. Allow them to refer to the story if needed. Encourage students to frame sentences while sharing their responses. You may also model the responses once students complete expressing themselves.)

Recalling better

CING

- It is Lina's birthday.
- Lina's friends give her gifts.
- The children go to the park to play.
- A small pot falls down.
- Lina and Jas pick up the pot.
- Lina opens the gifts.
- Lina gets a gift with no name.
- It is a set of crayons.
- Lina writes thank-you notes for her friends.
- Lina's mother tells Lina a bedtime story.

9

- What special occasion was it for Lina?
- What do Lina's friends give her on her birthday?
- Where do Lina and her friends go to play?
- What happens to the small pot while they were playing?
- Who helps to pick up the small pot?
- What is special about one of the gifts Lina receives?
- What was inside the gift with no name?
- What does Lina do to thank her friends?
- Who tells the bedtime story to Lina?

SHOULD DO

20 MIN.

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Sight Words

List down the sight words given on page 9 (her, you, of, let) on the board. Read the sight words aloud one by one and ask students to repeat after you.

MUST DO

10 MIN.

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 You may show the **Dictionary** given on the digital platform.

COULD DO

10 MIN.

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Differentiated Activity

110 km/hr



Ask the students to find out the words from the lesson related to a 'birthday party' and write them in their rough notebooks. Then tell them to play Bingo by sharing their words with their partners.

80 km/hr



Provide students with a worksheet where they need to match the sight words with corresponding pictures.

40 km/hr



Have students practise writing the sight words (her, you, of, let) in their notebooks. Encourage them to read each word aloud as they write.

Home Task

Practise reading the story with the help of your parents.

Period 5

Teacher: Hello students, let's play a game to recall the story.

(Divide students into groups. Each team will answer a question based on the story 'Happy Birthday Lina.' For every correct answer, give them stars or points to keep the activity engaging.)

Suggested questions to ask

- Why is the day special for Lina?
- What do Lina's friends give her?
- Who is Bruno?
- What do they eat?
- Where do they go?
- What does Lina do before sleep?

SHOULD DO

10 MIN.

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Learning better

Excelling Comprehension

Teacher: Alright, now let us see how much we know about the story. Open page number 10 in your textbooks. We will do the book exercises. The first exercise says, 'Fill in the blanks to complete the sentences.'

Teacher: I will read out the sentences and the clues. These are the sentences that we read in the story. You will tell me which word correctly completes each sentence. Are we ready?

Student: Yes ma'am.

(Read out the question and options one by one. Allow students time to think and answer. You may call one student from each row to answer each question. Let them tell the answer and then guide them to tick the correct option in their books.)

Teacher: Well done. Now let us move to exercise B. You are going to tell me who said these words in the story and to whom.

Expected student responses:

1. Jas
2. Mama

Learning better

Comprehension

CBA FULL

A Fill in the blanks to complete the sentences from the story.

- Lina is very _____.
a. shy b. happy c. hungry
- Lina and her friends eat _____.
a. cake b. beans c. fruits
- Bruno runs after a _____.
a. cat b. rat c. ball
- Lina gets a set of _____ as a gift.
a. pens b. crayons c. pencils
- Lina writes thank-you notes for her _____.
a. mother b. friends c. gardener

B Who says these words?

- Do you want to play, Lina?
- That is a beautiful crayon set.

C Write short answers.

- Where do the children go to play?
- What is the name of Lina's dog?
- What happens to the small pot?
- Does Lina like the crayons?

10

Teacher: Good try. Now let us do the next exercise.

(Read out the questions in exercise C and elicit responses from students. Guide them to write the answers in their notebooks.)

You may show the **Chapter**

Summary given on the digital platform.

Home Task

Take a used cardboard box and gift-wrap it. Show it to your parents.

Differentiated Activity

110 km/hr



Say a word that contains a digraph (e.g. - ship) and ask students to listen carefully for the digraph sound. Then, have them write the word and identify the digraph.

80 km/hr



Say a word (e.g., 'sat') and ask students to identify each sound. Then, provide a set of similar-sounding words for them to blend. Example: sat, pat, mat, hat (students will identify the similar vowel sound /a/).

40 km/hr



Say a word and ask students to listen for a specific sound in it. Have them write the word when they identify the sound.

Assign the My Scribbles and Secrets on Friday so that the students get to sit with their parents, discuss the questions and frame meaningful answers. This will help them strengthen their filial bond.

Home task

Write three words with the same vowel sound and underline the vowel sound.

Period 6

Excelling Vocabulary

Vocabulary

DING WR

D Trace the letters. Fill in the blanks with a or e to complete the words. Read the words aloud.

a			e		
cat	hat	m__t	get	let	n__t
can	man	p__n	hen	pen	t__n
cap	lap	t__p	bed	red	w__d

10

Teacher: Good morning, everyone.

Today, we will focus on vocabulary and sounds. Open your books to Period 6 – Excelling Vocabulary. Look at Exercise D.

Teacher: First, let us read the words aloud together. Listen carefully and repeat after me. (Reads the words while students repeat.)

Teacher: Now, let us identify the sounds in these words. Some words contain the short /a/ sound and others contain the short /e/ sound. Can you tell me which words have the /a/ sound?

Teacher: (Listens to student responses and guides them.)

Teacher: Great. Now, fill in the missing letters with a or e to complete the words. Take your time.

Teacher: Now, let us move to Exercise

E. I will write a set of words on the board. Look at the first letters of each word. Notice how some words begin with /s/ and some with /t/.

SHOULD DO

30 MIN.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

Teacher: (Writes words on the board, using different colours for /s/ and /t/ words.)

Teacher: Now, let us read the words together. Repeat after me. (Reads the words aloud.)

Teacher: Can you identify which words start with /s/? Point to them in your book.

Teacher: (Gives time for students to respond.)

Teacher: Good job. Now, write the correct beginning letter of each word in the given space.



Teacher: Now, let us complete Exercise F. This time, we will match body parts with their respective objects.

Teacher: Look at the words. I will point to each one and you tell me which object it belongs to. For example, where do we wear a shoe? Yes, on our feet.

Teacher: (Encourages students to respond and match correctly.)

Teacher: Now, complete the matching activity on your own. Take your time and check your answers carefully.

Differentiated Activity

110 km/hr



Ask students to pair up with their partners and read the words they know from the story.

80 km/hr



Ask students to pick familiar words from the story and write them in their notebooks.

40 km/hr



Give students a set of words from the story and ask them to practice reading them aloud and write them in their notebooks.

Period 7

Excelling Spellings

Exercise G

Trace **ll** to complete the words. Match the words with the pictures, as shown.

1. ba **ll** a.

2. be **ll** b.

3. we **ll** c.

4. wa **ll** d.

Exercise G

Teacher: Good morning, everyone. Today, we will work on spellings and punctuation. Open your books to Excelling Spellings, page 11.

Teacher: Look at Exercise G. You can see some pictures. Let us name them one by one. (Points to each picture and asks students to identify them.)



Teacher: Now, look at the words next to the pictures. You can see that some letters are missing. The missing letters are 'll'. Let us trace them together in each word.

Teacher: (Gives time for students to trace and complete the words.)

Teacher: Now, let us match each word with the correct picture. Take your time and draw a line to connect them.

Excelling Punctuation

Exercise H

Rewrite the sentences. Begin with a capital letter. End with a full stop (.).

1. lina blows the candles
Lina blows the candles.

2. lina opens the gifts

3. bruno is Lina's dog

4. sam puts on her hat

Exercise H

Teacher: Now, let us move to Excelling Punctuation – Exercise H. Look at the sentences. What do you notice? Yes, the first letter is small and there is no punctuation at the end.



Teacher: A sentence always begins with a capital letter and ends with a full stop (.). Let us correct the first sentence together. (Writes the sentence on the board and makes corrections using different colours.)

Teacher: Now, complete the rest of the sentences in your book. Remember to begin with a capital letter and end with a full stop. Take your time.

Teacher: Now, let us play a quick game. I will say a sentence without a full stop or capital letter. You have to correct me by saying it properly. Ready?



Teacher: (Says a sentence like 'tom has a big ball' and waits for students to correct it.)

Teacher: Very good. Now, let us write two of our own sentences and correct them just like we did. Write them neatly in your notebooks.

Differentiated Activity

110 km/hr



Provide students with sight words (e.g., 'the,' 'and,' 'it,' 'can') and ask them to write the word three times. Then, use the word in a sentence.

80 km/hr



Give students a scrambled word and ask them to unscramble it and write the correct word.

40 km/hr



Write a simple word (e.g., 'cat,' 'dog') on a piece of paper or board. Ask students to trace over the word with their finger and then write it themselves.

Home task

Write five sight words three times and use each in a sentence.

Period 8

Poster

Point to the Theme 1 poster displayed on the wall. Ask children to share what do they see in the picture? Encourage students to describe the scene (e.g., children playing in the park, a dog running).

SHOULD DO
05 MIN.

SENTENCES
A group of words that makes sense when put together is called a sentence.

Now, make more sentences with the words given below. You can take help from the picture.*

swing	ball	trees	slide	walk	laugh	climb
sky	dog	clouds	bush	jump	throw	play
bicycle	clothes	clock	garden	run	smile	sit

Teacher's Note: *Accept all relevant sentences. Guide the students to add more words to frame meaningful sentences.

Next, explain that a sentence is a group of words that makes sense when put together. Every sentence starts with a capital letter and ends with a punctuation mark.

Read aloud the example sentences from the poster:

1. Yash plays with a football.

2. The dog runs in the park.

Point to the word list below the picture and say, 'Now, let's create more sentences using these words.'

Choose a few words and demonstrate. For example:

- Aman plays on the swing.
- Dev comes down the slide.

Encourage students to try forming their sentences using a word of their choice from the list.

MUST DO

10 MIN.

Excelling Grammar

Teacher: Now, turn your books to page 12. Look at the words given inside the box. What do you see?'

Students: Words.

SHOULD DO
10 MIN.

CING

Grammar

A **sentence** is a group of words that makes complete sense. A sentence begins with a capital letter.

The children clap and sing.

1 Match the following to complete the sentences from the story.

1. The children	o	o	a. plants in the park.
2. There are	o	o	b. want to play.
3. Lina	o	o	c. tells Lina a bedtime story.
4. Lina's mother	o	o	d. finds many toys.

12

Teacher: These words make a sentence. Let us read the words given in bold together.

Teacher: Did you notice the capital letter at the beginning. All sentences start with a capital letter.

Students: Yes

Teacher: Excellent. A sentence is not just group of words. A sentence is like a puzzle with words. It tells us something. They give us a meaning when read. Now, let us make our own sentences. Who can tell me a sentence about what we do at school?'

Students: We play games.

Teacher: Excellent. You made a sentence. Let us now work on exercise I

Help them read the phrases given in the columns and match them to form complete sentences.

Excelling Concentration

MUST DO
15 MIN.

CING

Concentration*

1 Your teacher is going to read out some words. Listen carefully. For each word, write a new word that sounds the same.

1. <u>pan</u> - <u>fan</u>	2. _____ - _____
3. _____ - _____	4. _____ - _____

12

Tell students that you will call out words and they will have to think of another word that sounds similar and write it in the given space. Model one or two rounds to help students understand the activity. Then, proceed to the text book.

Note – Refer to the words given in the listening text on the last page of the main coursebook.

Differentiated Activity

110 km/hr



Show students a picture along with a few words related to it. Ask them to write a sentence describing what is happening in the picture.

Example: Picture: A boy playing with a ball in a park.

Words: boy, playing, ball, park.

80 km/hr



Give students a set of words in a scrambled order. They need to arrange them into a simple sentence.

40 km/hr



Provide simple sentences with one word missing. Students need to fill in the blank.

Example: 'The ____ is red.'

Word Bank: cat, dog, apple, ball.

Period 9

Excelling Language

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

SHOULD DO

15 MIN.



Language

K Take turns with your partner to ask and answer questions, as shown. Use Yes, I do or No, I do not. You may use words from the box.

ball pen hat cap

Do you want this book?

No, I do not.

Yes, I do. Do you want this apple?

12

Teacher: Today, we are going to have some fun with questions. I will show you something and I want you to tell me if you want it.

Teacher: Here is a pen. Do you want this pen?
(Wait for responses, then say...)

Teacher: If you want it, you can say 'Yes, I do.' If you don't want it, you can say 'No, I do not.'

Teacher: Great. Now let me show you a hat. Do you want this hat?

(Encourage students to respond.)

Teacher: Well done, everyone. You can use 'Yes, I do.' or 'No, I do not.'

Teacher: Now, let's practice with your partner. I want you to ask your partner, 'Do you want this pen?' and listen carefully for the answer. You can also ask about other things like a book, a toy, or even a ball.

Excelling Expression

Read aloud the words listed in the help box and ask students to repeat them after you. You may also write the words on the board for the students to see.

Read each sentence aloud one by one and ask students to guess the word that completes the blank by looking at the picture cues. Give them time to write the word before moving on to the next sentence.

MUST DO

25 MIN.



Expression

1 Fill in the blanks. Use words from the box.

gardener cake Sam Lina

1. _____ puts on her hat.

2. Lina cuts the _____.

3. _____ writes thank-you notes.

4. The _____ thanks the children.

13

Differentiated Activity

110 km/hr



Ask students to create short role-plays with at least 2-3 questions and responses and present these to the class.

80 km/hr



Use real objects or pictures to guide the conversation. Give students sentence strips or prompts such as:

'Do you want this _____?'

'Yes, I do.' or 'No, I do not.'

Monitor and ensure they alternate roles of asking and answering questions.

40 km/hr



Engage students in a pretend play session. Show them various objects and ask questions about them. Encourage students to respond by saying 'Yes' or 'No' in complete sentences.

Home Task

Ask students to complete the thank you note on page 13 and discuss the same in the next class.



You may show the **Animated Activity** given on the digital platform.

Period 10

Thinking better

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

Teacher: Today, we are going to discuss Lina's story. Let's think about why Lina writes thank you notes to her friends. Teacher: So, why do you think Lina writes thank you notes to her friends?

Teacher: What do you do when someone gives you a gift?

Students: (Possible response) I would say thank you.
(Accept all relevant responses and acknowledge them. Introduce the idea of thank-you notes. Say: 'Lina writes thank-you notes to her friends to show she is grateful. Why do you think this is important?')

Creating better ArtI 2LCS

You fall off a swing in the playground. Your friend helps you. Make a thank-you card for your friend. Write a thank-you note in the card.

Dear _____,

_____ very much. You helped me today.

I am _____ now.

See you soon.

With love,

Thinking better COD HOTS 2LCS

Think and discuss.

1. Why does Lina write thank-you notes to her friends?
2. Make your own birthday song.

13

Teacher: Why does Lina write thank-you notes to her friends?

(Encourage a few students to share their answers. Conclude by saying: 'It's a way to say thank you for their love and kindness.')

2. Make your own birthday song.

Tell the students: 'Now, let's create a fun birthday song.' Provide a simple melody (e.g., 'Happy Birthday' or 'Twinkle, Twinkle, Little Star'). Ask students to suggest fun words about birthdays (e.g., cake, candles, gifts). Sing the song together as a class.

Choosing better

Read and narrate the given scenario to the students and ask them to share what they would do. Provide them with options and allow them to think and share their thoughts. Once they express their choices, encourage them to explain why they made that decision.

Choosing better EXL LSV 2LCS

You find a box of crayons that does not belong to you. What will you do?

1. look for its owner
2. give it to your teacher
3. leave it where you found it
4. take it

Give reasons for your answer.

14

Differentiated Activity

110 km/hr

Ask students to write their own thank-you note to a friend, family member, or teacher.

80 km/hr

Provide sentence starters to help them write a thank-you note:

Thank you for _____. I liked it because _____.

Ask them to write 2-3 lines based on the starter.

40 km/hr

Ask students to orally practice saying thank-you notes. For example: 'Thank you for the gift. I liked it.' Use role-play where one student gives a 'gift' (e.g., a pretend object) and the other thanks them.

Home Task

Revising better 2LCS DBL

1. Take an A4-sized sheet of paper. Using a ruler, make two straight lines as shown.
2. With the same ruler, tear off the sheet along the lines.
3. Punch holes and pass a ribbon or a thick thread through the holes.
4. Tie the ends of the ribbon into a pretty bow. You have a little book of your own. Write **My Little Book of Sight Words** on the cover. Use your favourite colours.

Decorate the cover with glitter, stars, stickers and drawings. Write the sight words from the lesson in your Little Book. You can keep adding more pages to your Little Book.

14

Parents can help children create their own booklet of sight words for the story Lina's Birthday. Refer to the guidelines provided in 'Revising Better' on page 14.

Period 11

Playing better

Teacher: Good morning, everyone. Today, we are going to play a fun game called Passing the Parcel. Has anyone played this before?

Playing better PMD 2LCS

Passing the Parcel

1. Gather in a circle with friends. Start the music and pass the parcel.
2. When the music stops, whoever is holding the parcel picks a slip and performs the activity.
3. After performing, step out of the circle.
4. Keep the music going and continue passing the parcel!

14

Teacher: (Listens to students' responses.)

Teacher: Great. Now, open your books to page 14, under 'Playing better'. Look at the instructions for the game. Let us read them together.

Teacher: (Reads the steps aloud while students follow along.)

Teacher: Here is how the game works. We will sit in a circle and when the music plays, we will pass the parcel. When the music stops, the person holding the parcel will pick a slip and perform the activity written on it. After that, they will step out of the circle and the game will continue.

Teacher: Now, let us begin. Gather in a circle with your friends. Listen carefully for the music to start. When it does, start passing the parcel.

Teacher: (Observes as students pass the parcel.)

Teacher: The music has stopped. The person holding the parcel, pick a slip and read it aloud. Now, perform the activity written on it.

Teacher: (Encourages students and continues playing multiple rounds until most students have participated.)

COULD DO

05 MIN.

Teacher: Now, let us add a little challenge. This time, when you pick a slip, you must also say one sentence about yourself before doing the activity. It can be about what you like, your favourite colour, or something fun about you.

Teacher: (Encourages students to participate and share confidently.)

Teacher: Well done, everyone. You all did a great job playing and performing.

Teacher: That was a fun session. Close your books now and let us give ourselves a big round of applause for participating so well. See you in the next class.

Differentiated Activity

110 km/hr



Ask them to create their own 3-4 sentence story, using proper punctuation.

80 km/hr



Provide a short passage (with 2 or 3 sentences) without punctuation and ask students to rewrite it with correct punctuation and capitalization.

40 km/hr



Provide short, simple sentences and a set of punctuation marks. Ask students to refer the cues and re-write the sentences using appropriate punctuations.

Home task

Create a 3-4 sentence story using proper punctuation.

L (What I have learnt)

Ask the students to sit with their partners and discuss what they have learnt from the story. Then, give each pair a turn to share their points. Consolidate their ideas on a KWL chart. Once the chart is complete, discuss their journey, reflecting on what they initially knew, what they wanted to know and what they have learnt.

SHOULD DO

10 MIN.

Period 12

Worksheet 1

Teacher: Good morning, everyone. I hope you all are doing well today.

Teacher: Today, we are going to read about Lina's birthday. Before we begin, let's take a moment to think about what makes a birthday special.

Teacher: What do you think Lina did for her birthday?

Teacher: Now, let's open page 3 of your workbook and read the story together. I will guide you through the exercises once we finish reading the story. Let's begin.

SHOULD DO

20 MIN.

Theme 1: I Am Strong

1. Happy Birthday Lina!

Worksheet 1

Comprehension

Read the passage carefully.

My name is Ravi. I am six years old. I live with my mother, father and little sister, Rina. My father is a doctor. He loves to paint. My mother is a lawyer. She loves to sing. I love to play the drums. My little sister, Rina, is three years old. She does not go to school. She likes to look at picture books. We love each other very much.

A. Colour the correct sentences with a blue crayon.

1. Ravi's father loves to paint.
2. Ravi's mother is a teacher.
3. Ravi loves to play the drums.
4. Rina is three years old.
5. Ravi likes to look at picture books.

B. Fill in the blanks. Complete the sentences about yourself.

1. My name is _____.
2. I am _____ years old.
3. I live with my _____.
4. My father / mother is a _____.
5. I love to _____.

Vocabulary

A. Fill in the blanks with ll to complete the words.

1.  b u _____
2.  d o _____
3.  t a _____

B. Look at the pictures. Fill in the blanks with a or e, as shown. Read the words aloud.

1. b _ a _ t 
2. c _ _ t 
3. d _ _ n 

3

Note – You may also take up this worksheet in class for concept recap or for assessment purpose.

Worksheet 2

Ask students to open their English workbook to page 4. Guide the to complete the exercises in worksheet 2.

Note – You may also take up this worksheet in class for concept recap or for assessment purpose.

MUST DO

20 MIN.

Worksheet 2

Grammar

A. Rewrite the sentences in your notebook. Begin them with a capital letter.

1. i am six years old.
2. i have ten fingers.
3. we wash our hands.
4. jaya brushes her teeth.

B. Colour the correct sentences with a yellow crayon.

1. My name is Anya.
Anya name is my.
2. Class 1 I study in.
I study in Class 1.
3. I am old six years.
I am six years old.
4. I live with my parents.
Parents I live with my.

Listening / Speaking / Writing

A. Listen to the names of body parts. Point towards them.*

B. Answer the following questions. Use Yes, I want or No, I do not want.

1. Do you want to eat fruits?
_____ to eat fruits.
2. Do you want to read a book?
_____ to read a book.
3. Do you want to sing?
_____ to sing.

C. Read the paragraph carefully.

Pearl is a big girl. She goes to school every day. She helps her mother water the plants. She helps her brother, Arpit, with his homework. She also helps her father wash the car. Everybody loves Pearl.

Fill in the blanks.

1. Pearl is a big _____.
2. Pearl goes to _____ every day.
3. Her brother's name is _____.

*Read the listening text on page 31.

4

Differentiated Activity

110 km/hr



After completing the worksheet, challenge them to make their own sentences using the words bat, cat, den, doll.

80 km/hr



Guide them to create simple sentences using the words bat, cat, den, doll.

Provide sentence starters to help them structure their sentences, such as:

The bat is _____.

The cat likes to _____.

The den is _____.

The doll is _____.

40 km/hr



Do an oral practice before writing. Say the word aloud and ask students to complete simple, familiar sentences by filling in a missing word.

Provide fill-in-the-blank sentences for them to complete, such as:

The bat is _____. (e.g., black)

The cat is _____. (e.g., small)

The den is _____. (e.g., dark)

The doll is _____. (e.g., new)

Home Task

Parents can guide students create simple sentences using the objects they use at home.

Period 13

Holistic Teaching

Teacher: Good morning, everyone. I hope you are all feeling great today. Before we start, take a deep breath and give yourself a big smile. Now, let us begin.

Teacher: Today, we will work with our Book of Holistic Teaching. Please take out your manuals and open to page 2. Now, also take out your notebooks, as we will be doing some writing exercises.

Teacher: (Pauses to allow students to get ready.)

A. Ask the students to observe the pictures carefully. Encourage them to name the objects and count them. Then, guide them in reading the question and matching the objects with the corresponding number provided.

B. Read each statement slowly one at a time and ask the students to name the body part used for the described action. Encourage them to write the name of the body part in their rough notebooks after sharing their oral responses.

SHOULD DO

15 MIN.



MUST DO

15 MIN.



ENGLISH

Developing better

Theme 1:
I Am Strong

Chapter 1: Happy Birthday Lina!

A Maths
Match the following.

1. two rats

a.



2. five bags

b.



3. three hens

c.



4. one fan

d.



B EVS

In your notebook, write the name of the body part

1. on which you wear a cap.

2. with which you hold a pen.

2

Use the slideshow to facilitate a discussion about birthdays. Display the images one at a time and encourage students take turns to describe them by saying a sentence about each.

A Note to the Teacher: Assign the My Scribbles and Secrets on Friday so that the students get to sit with their parents, discuss the questions and frame meaningful answers. This will help them strengthen their filial bonds.

COULD DO

10 MIN.



Differentiated Activity

110 km/hr



Ask students to count the objects in the classroom, name them and write both the object names and corresponding numbers in their rough notebooks.

80 km/hr



Guide students to count and name the objects in the classroom. Ask them to draw a line matching each object to the corresponding number in their notebooks.

40 km/hr



Work with these students in a smaller group. Name each object together and count aloud as a group.

Provide pre-drawn outlines of the objects in the classroom and numbers for them to trace and match.

Home Task

Draw any one picture from the story in the notebook. (Lina/mother/bat/ball/house/dog etc)

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> tie pages with a ribbon to make their own Little Book of Sight Words.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> introduce themselves and greet the person they have to speak to. work well in mixed groups for classroom activities. take initiative to conduct an activity. write a thank-you card for their friend.
Cognitive Development	<ul style="list-style-type: none"> listen attentively for a short duration. make a planner for their daily routine. practise sight words in short single sentences. use capital letters and full stops to punctuate the sentences.
Language and Literacy Development	<ul style="list-style-type: none"> repeat the sentences in the story read by the teacher. engage in short conversations with people familiar to them. mimic to reproduce words with short vowel sounds a and e. use vocabulary related to clothes and body parts in their conversation.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> engage in conversation based on the story (may include cultural elements).
Positive Learning Habits	<ul style="list-style-type: none"> follow instructions and class rules. listen attentively for a short duration.

Starry Knights

Did you enjoy teaching this unit? Share your thoughts here.

Give yourself a STAR.

☐

Poem: Everybody Has a Name

Theme 1: I am Strong

3 Periods (40 minutes each)



Learn Better, CRM signs, Gratitude Sheet, My Scribbles and Secrets, Posters, Book of Holistic Teaching



Animation, eBook, Slideshow

Affirming better

I am unique.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to recite the poem with correct rhythm and intonation.
- to read and comprehend illustrations in the poem.

Methodology

Period 1

Teacher: Hello students. I hope you enjoyed the previous lesson about Lina's Birthday. Today, we are going to start with a poem. Before we begin, let us learn about our names. (Ask a few students to say their names and then prompt them to think whether everyone has the same name. Accept all relevant responses.)

Teacher: Now, open page 15 in your English textbook. Look at the picture carefully as I will ask you a few questions.

Ask the following questions to the students.

SHOULD DO

10 MIN.

- What do you see in the picture?
- Can you describe what they are doing?
- List some colours that you see in the picture.
- What do you think the picture is about?

Next, ask the students to open page 16 and ask the same questions again.

Teacher: Good work. Now, let us try and read the poem together. I want everyone to repeat after me. Shall we begin?

Students: Yes, ma'am.

(Read the poem with appropriate pronunciation and intonation for students to follow. Encourage them to repeat after you.)

MUST DO

20 MIN.



You may show the Animation given on the digital platform.

COULD DO

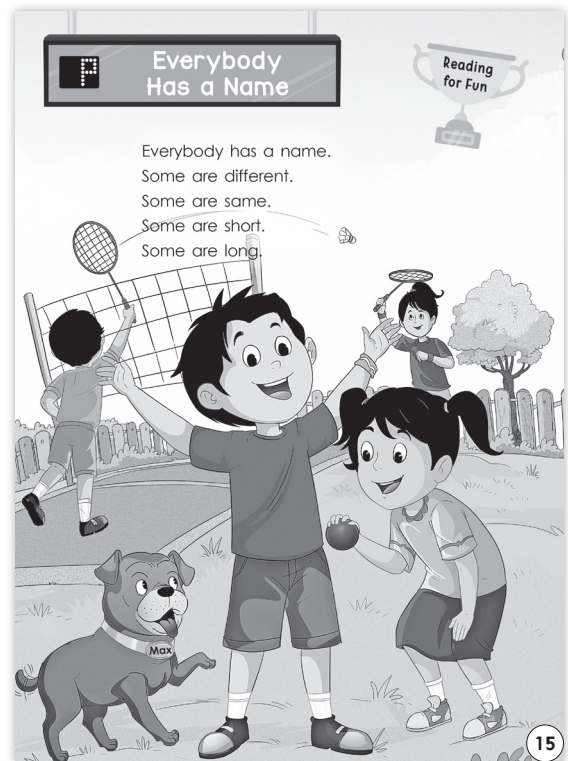
10 MIN.

Differentiated Activity

110 km/hr



Students walk around the class and find a friend whose name starts with the same letter as theirs.



80 km/hr



Students say their name while clapping the syllables (e.g., Su-san, A-li).

40 km/hr



The teacher says a student's name and the student repeats it aloud.

Home Task

Ask your parents to tell you the meaning of your name and why it was chosen.

Period 2

SHOULD DO

05 MIN.



Teacher: Good morning, everyone. Let us settle down using our CRM signs. Take a deep breath in... and slowly breathe out. Now, sit up straight and get ready for today's session.

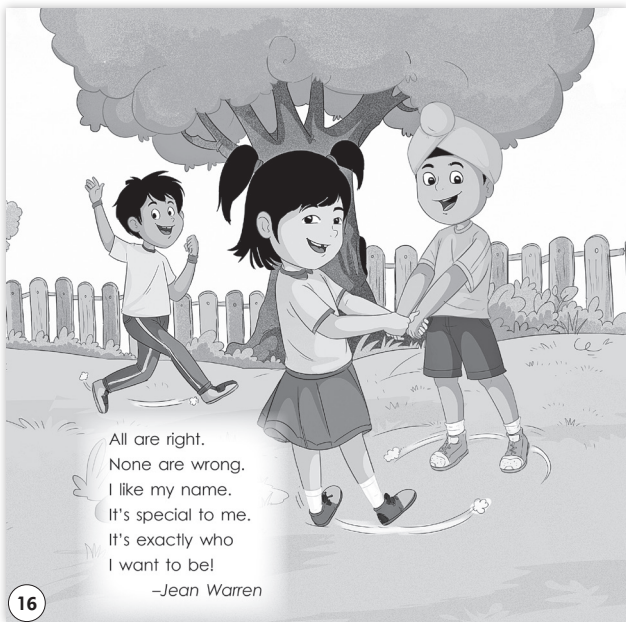
Teacher: Before we begin, let us quickly recap what we learned in our last class. Who can tell me what a sentence must begin with? (Pauses for responses.) Yes, a capital letter. Well done.

Teacher: We all like to play and spend time with our friends. Can you tell me what you like to do with your friends? Let me go first, I like to read books with my friends.

Students: (Possible responses) play, watch TV, eat. Accept and acknowledge all responses. Prompt students with scenarios to help them think. Assist them in constructing sentences if needed. For example, encourage students to use the sentence starter 'I like to _____' while expressing their thoughts. Conclude the discussion by summarizing the different kinds of activities we do with friends.

MUST DO

15 MIN.



Opposites

Divide the board into two columns. Label the columns as Word and Opposite. Introduce the opposite words (Same – different, short – long, right – wrong) from the poem. Read aloud the opposites and ask them repeat after you.

MUST DO

10 MIN.



Reading

Ask students take turns reading the poem with you. Instruct them that while one person is reading, the others should follow along in their books.

COULD DO

10 MIN.



Home Task

Parents can help children to read the poem.



Ebook can be used to enable effective learning in the classroom.

Period 3

Settle the class down and read the poem with them. After reading, explain the poem to them. Tell them that no matter how different we are, we are all special in our own way. We should be proud of who we are because that's how God made us. Just like the poet Jean Warren, we should be proud of our name and the person we are.

SHOULD DO

10 MIN.



Opposites

Teacher: Let us now learn a few more opposites. Before that, can you share some opposite words that we learned in the previous class?

Students: same – different, long – short, right – wrong etc.

Teacher: Great. Let us learn a few more opposite words today. I will say a word and you have to tell me what the opposite could be. Shall we begin?

MUST DO

10 MIN.



Students: Yes, ma'am.

Ask the following words and encourage students to share their opposite words. Once introduced, give some time to students to note down the opposites in their notebooks.

- day - night
- empty - full
- happy - sad
- old - new
- fast - slow
- near - far
- small - big
- hot - cold
- up - down

Note: Give students clues to help them think about the opposite word. For example:

- What is the opposite of day? (Clue: The time when the sky is dark.)

SHOULD DO

20 MIN.



You may show the **Slideshow** given on the digital platform.

Differentiated Activity

110 km/hr



Provide students with a worksheet containing sentences with blanks for opposites.

Example:

The sky is day; the opposite is _____.

The bottle is full; the opposite is _____.

80 km/hr



Provide students with cards, each having a word and its opposite. Mix them up and ask students to match each word to its opposite. Example: Pair 'Day' with 'Night,' 'Happy' with 'Sad,' etc.

40 km/hr



Show pictures representing opposites, such as a day vs. night, a small ball vs. a big ball. Ask students to say the words and identify the opposites verbally.

Home task

Complete a worksheet with sentences having blanks for opposites (e.g., The sky is day; the opposite is _____).

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">demonstrate controlled movement of hands during writing.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">enjoy being in the company of their peers.
Cognitive Development	<ul style="list-style-type: none">recognise and describe the emotions of happiness, sadness, anger, etc.Identify the opposite words that occur in the Poem.
Language and Literacy Development	<ul style="list-style-type: none">recite the poem rhythmically.narrate the gist of the poem in short sentences in simple English.
Aesthetic and Cultural Development	<ul style="list-style-type: none">recite the poem rhythmically.
Positive Learning Habits	<ul style="list-style-type: none">adopt classroom rules and norms.develop adequate working memory.

Starry Knights

What strategies did you use to engage the learners in this unit? Mention it here.

Give yourself a STAR.

