

Lesson-2: Friends Forever

16 Periods (40 minutes each)



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



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

Affirming better

I keep my almira tidy.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to develop reading, listening and comprehension skills using sight words, speech bubbles and stories.
- to enhance vocabulary through rhyming words, CVC words (i, o) and new words (p, n, th).
- to revise and differentiate naming words (singular/plural) with fun activities.
- to punctuate sentences correctly using capital letters and full stops.
- to express abilities using I can and I cannot.
- to complete and frame stories using prompts and sight words.
- to apply Maths and EVS concepts to solve story sums.
- to share thoughts on seasonal clothing and document them in the Secret Diary.

Methodology

Period 1

Teacher: Good morning, everyone. Let us get ready for an exciting day of learning.

SHOULD DO

10 MIN.

Teacher: Before we begin, let us do a quick warm-up to energise ourselves. Watch and follow my actions.

Teacher: Clap, clap. (tapping the desk once) 'Tap'

Teacher: Now raise your hands like this, wiggle your fingers and say, 'I am ready to learn.' Fantastic, well done.

Teacher: Now that we are warmed up, let us settle down. Remember, when I raise my hand like this—' (raises hand) '—it means stop, look and listen.

Teacher: Let us practise it together. When I raise my hand, you stop what you are doing and focus on me. Excellent. This will help us stay organised and ready to learn.

Teacher: Alright, let us begin our lesson for today. I know we are going to have a wonderful time.

Teacher (with a smile): We are going to begin today's lesson with a special activity called the 'KWL Chart.

Teacher: Let us begin with the K section—What I Know. Think about what you already know about these lesson concepts, such as sentence structure.

Teacher: Now, let us move to the W section—What You Want to Know. For example, you could say, 'I want to know how to use exclamation marks properly.' What are your questions?

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

KWL is a teaching strategy often used to help students organise information before, during and after a lesson.

K – Before starting the lesson, ask the students to think about what they already know about the topic.

Ask them to write down their ideas in the K section in their notebooks.

W – Next, ask the students what they want to learn about the topic.

Tell them to write down their questions or topics of interest in the W section.

L – After the lesson is over, review what the students have learnt.

Ask them to write down what they have learnt in the L section.

1

Teacher: We will complete the 'Learnt' section after the end of lesson. Who is ready to dive in?

Teacher: Great. Let us move on to our Re-KAP activities. Please open page 5 in your book.

MUST DO

25 MIN.

Re-KAP

Teacher: Every lesson begins with a Re-KAP activity. These activities help us understand concepts in different ways. KAP stands for Kinaesthetic, Auditory and Pictorial. Let us start with a Kinaesthetic activity.

Kinaesthetic

Teacher: Now I want you to work in pairs. First, choose your partner and sit together quietly.

Re-KAP -SPD

Kinaesthetic





Work in pairs. Look around yourself. Pick an object and say its name. You can also point at the object. Your partner will repeat the word and add -s at the end. Repeat the activity. e.g. book - books, pencil - pencils

Auditory*

Listen to your teacher carefully. Say the words aloud. Clap when you hear a word with -s at the end.

Pictorial -PS

Match the pictures with their many form.

1. 	a. shirts
2. 	b. caps
3. 	c. jackets
4. 	d. sweaters

Affirming better I keep my almira tidy. PLH

K What I Know? ICL W What I Want to Know?

Teacher's Note: *Read aloud to the class the listening text on the last page.
 *Guide the students to recall and answer these in their notebooks.

2

Teacher: Now, take out your notebooks and a pencil. In this activity, you will write three things about your partner. These could be things you like about them, something they are good at, or something you notice about them.

Teacher: Once you have written the three things, you will let your partner read them aloud. After that, both of you will clap to celebrate what you have written about each other.

Teacher: For example, if I were to write about my partner, I would say, 'You are kind, you always help others and you are very good at drawing.' Then my partner would read it aloud and clap with me.

Teacher: Does everyone understand what to do?

Students: Yes, ma'am/sir.

Teacher: Excellent. Start writing now. I will walk around to see how you are doing. Remember to be kind and thoughtful with your words.

Teacher: Alright, time is up. Now let your partner read aloud what you wrote about them and then clap together.

Teacher: That was fantastic. You all did a great job appreciating your partners. Let us give ourselves one big round of applause to end this activity.

Teacher: Well done, everyone. Let us move on to our next activity.

Auditory

Teacher: Alright, class. Let us begin. I will say some words and I want you to listen carefully. If you hear a word with an -s sound at the end, clap your hands. Ready?

Teacher: Listen carefully. The first word is Dogs.

Teacher: Good. Now, the next word is cats.

Teacher: Well done. Next, a book.

Teacher: Correct. Now, apples.

Teacher: Great job. Let us try a few more. Shoes.

Teacher: Perfect. Keep listening closely and remember to clap when you hear that -s sound at the end.

Pictorial

Teacher: Right, children, this is our third activity for today. We will look at some pictures and match them with their plural forms. Let us begin.

Look at Picture 1. This is a cap. Find the word 'caps' from the list and draw a line from Picture 1 to the word 'caps.' Next, look at Picture 2. This is a shirt. Find the word 'shirts' from the list and match it with Picture 2.

Now, let us look at Picture 3. This is a sweater. Find the word 'sweaters' from the list and connect it to Picture 3. Finally, look at Picture 4. This is a jacket. Find the word 'jackets' from the list and draw a line from Picture 4 to the word 'jackets'.

Well done, everyone. You have matched all the pictures with their plural forms correctly. Great work.



Teacher: Alright, children, we have completed all our activities for today. Now, let us talk about something important. Do you know what it means to keep your almira tidy?

Teacher: (Pointing to a child) What do you think?

Teacher: Yes, it means keeping all your clothes folded neatly and in their proper place.

Teacher: (Smiling) Imagine opening your almira and seeing it neat and clean. Does it make you happy?

Teacher: Let us all practise saying, 'I keep my almira tidy.' Repeat after me.

Teacher: (Speaking slowly) I... keep... my... almira... tidy.

Students: (Repeating) I keep my almira tidy.

Teacher: Wonderful. Let us say it together one more time: 'I keep my almira tidy.'

Teacher: Can you tell me one thing you would do to keep your almira tidy? (Pauses for responses) That is a great idea—folding your clothes and putting them in their place.

Teacher: (Encouraging) Keeping your almira tidy helps you find things easily and keeps your room looking lovely. Shall we all promise to do this?

Affirming better
I keep my almira tidy.
PLH

3

Teacher and Students: (Together, with a smile) I keep my almira tidy.

Teacher: Excellent. I am sure all of you will make your almira look neat and tidy. Let us practise this at home today and share our experience tomorrow.

Differentiated Activity

110 km/hr



Create a mini-dialogue using the matched words.

80 km/hr



Write short sentences about each object and read them aloud.

40 km/hr



Match pictures to words and practise saying them with Teacher's guidance.

Home Task

Draw four pictures of your favourite objects at home and write their names (singular and plural) underneath.

Period 2


Teacher: Good morning, class. I hope you are all feeling well today. Before we begin, let us all settle down (show CRM signs). When I raise my hand, please raise yours as well. Thank you, everyone.

SHOULD DO

10 MIN.



Now, let us start with a question. Can anyone tell me, which is your favourite season?



Interacting better

Which is your favourite season? What do you like to wear in that season? Talk about it in your class.

ICL

4

Interacting better

Teacher: Spring is a lovely season. What do people wear in spring?

Teacher: Summer is a warm season. What types of clothing do people choose to wear during summer?

Teacher: Autumn brings cool weather. What are some outfits suitable for autumn?

Teacher: Winter is cold. What do people wear to stay warm during winter?

Teacher: It is great to hear about everyone's favourite seasons and the clothes they like to wear. Now, for the rest of the lesson, I want you to talk with your partners about the seasons and the clothes you wear in each season. After that, we will share with the class. Let us all continue the conversation and I will walk around to listen.

MUST DO

10 MIN.



Teacher: Now, I want to tell you a little story about two children named Lina and Chang. Lina had a party and both Lina and Chang were very happy. Can you guess why?

Teacher: Yes, it was because they had so much fun at the party. They danced, played games and enjoyed themselves with their friends. Later, they were so excited

that they shared all their experiences with their mother.

Teacher: Their mother listened to them happily and then said, 'Do you know what makes a party even more special? It is the friends we share it with'. She then told them a story. The story was called Friends Forever.

Teacher: Isn't that a wonderful name for a story? What do you think the story might be about?

Teacher: Tomorrow I will tell you what happened in the story and today we are going to do an interesting activity. Are you all ready and excited?

COULD DO

20 MIN.



Teacher: Now, I have a little task for you. I want each of you to imagine your perfect party and draw it on paper. You can add your friends, games, balloons, or anything you love about parties.

Teacher: While you draw, think about this question: What makes spending time with friends so special? After we finish, we will talk about your drawings.

Teacher: Alright, let us share our drawings. Show us your party and tell us what makes it special.

Teacher: This is such a fantastic idea for a party. Playing games together is so much fun.

Teacher: Your drawing looks wonderful. Eating cake and laughing with friends is such a joyful moment.

Teacher: You all did an amazing job imagining your parties.

Teacher: Remember, friends make everything better, just like in Lina and Chang's story. Tomorrow, I will tell you more about their mother's story called Friends Forever. Does that sound exciting?

Teacher: Great. Let us tidy up our workspaces now. Well done, everyone.

Differentiated Activities

110 km/hr:



Discuss seasons and clothes with a partner and present to the class. Share a detailed story or describe an event with multiple sentences.

80 km/hr



Predict the story and draw their ideas.

40 km/hr



Name objects, people, or actions shown in pictures or mentioned in class.

Home Task

Talk to your family about a party you enjoyed or a party you would love to have.

Period 3

Teacher: Good morning, everyone. I hope you all are feeling great today. Before we begin, let us take a moment to talk about something fun.

SHOULD DO

10 MIN.



Teacher: Can anyone tell me, how are you feeling today? Raise your hand and share one word to describe how you feel.

Teacher: That is wonderful to hear. Now, let us think back to our last class. Do you remember the story we started about Lina and Chang? What was Lina celebrating?

Teacher: Yes, it was a party. What did Lina and Chang enjoy at the party? Think about what makes a party fun.

Teacher: That is right, they loved spending time with their friends. And do you remember what their mother told them? It was something very special about friends.

Teacher: Correct. She said friends make everything more special. She even told them a story called Friends Forever.

Teacher: Now that we have refreshed our memories, let us start today's lesson. We will talk more about friends and why they are important. Are you ready to begin?

Teacher: Alright, let us get started.

Teacher: It is about two special friends, Wind and Sun. They are always having friendly fights.

Teacher: Wind says, 'I am strong.' But Sun replies, 'No, I am strong.' What do you think? Who is stronger, Wind or Sun? Let us find out.

Teacher: One day, while they were arguing, they saw a man walking down the road wearing a coat. Sun said to Wind, 'Can you make the man take off his coat?' Wind replied confidently, 'Yes, I can.'

Teacher: So Wind began to blow strongly. The man wrapped his coat tightly around himself and said, 'It is so windy.' Wind became angry and blew even harder, but the man still did not take off his coat.

MUST DO

20 MIN.



Teacher: Sun laughed and said, 'Wind, let me try.' Sun smiled warmly and started shining gently. The man felt warm and said, 'It is so hot. I must take off my coat.'

Teacher: Sun smiled more and more. The man finally took off his coat and sat under a tree to rest. Sun said, 'Wind, a smile can win what force cannot.' Wind replied, 'Understood. Thank you, Sun.'

Teacher: So, class, who was stronger?

Wind or Sun? This story teaches us something very important. Can anyone guess what it is?

Teacher: What do you think this story is trying to teach us? Why do you think Sun's gentle approach worked better than Wind's forceful one?

Teacher: Can anyone tell me the lesson we learn from Wind and Sun's argument? How does this story remind us of the power of kindness and patience?

Teacher: What do you think we can learn from Sun's way of making the man take off his coat? Is there a situation in your life where being kind might be more effective than being forceful?

COULD DO

10 MIN.



Differentiated Activities:

110 km/hr



Act out the story of Wind and Sun with your friends. Show what Wind and Sun did and say one sentence about the moral of the story.

80 km/hr



Pretend you are either Wind or Sun. Tell the class how you would make the man take off his coat.

40 km/hr



With a partner, act out the story using only your voices. Tell what Wind and Sun said to each other.

Home Task

Think about a time when you were kind to someone. Tell your family the story.

Period 4

Teacher: Good morning, everyone. How are you all? Before we start the class we all should get settled and start a fun game, which is 'The Wind and Sun' game.

Teacher: Everyone, stand up. You will be the Wind and the Sun. First, let us try being Wind. When I say 'Wind,' you will blow gently with your hands like the wind. Ready? Let us go.

SHOULD DO

10 MIN.



Interacting better

ICL

Which is your favourite season? What do you like to wear in that season? Talk about it in your class.

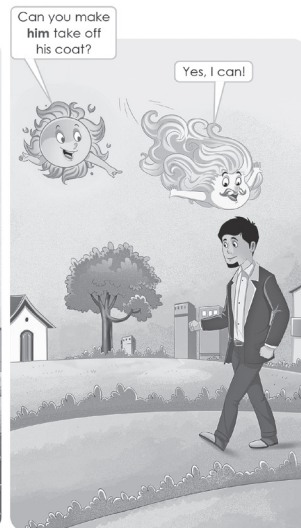
6

STEP TML

Chang* and Lina are happy. They tell their mother about Lina's party. They love their friends. Then, their mother tells them a story. It is called 'Friends Forever'.

There are **two** friends, Wind and Sun. They always have friendly fights.

Just then, a man passes by.



18

Teacher's Note: *Tell the students that Chang is Lina's brother.

Teacher: Great. Now, when I say 'Sun,' you will pretend to shine like the warm sun, stretching your arms wide and smiling big. Ready? Sun.

Teacher: Now, let us switch. Remember, Wind blows hard and Sun shines softly. Can we be the Wind and the Sun together? Let us have fun with this.

MUST DO

20 MIN.



Teacher: Now that we have warmed up, it is time for us to read the story together. Each of you will get a chance to read aloud. I will start by reading the first part and then we will go around the class. When it is your turn, please read clearly and loudly so that everyone can hear.

Teacher: [Reads the first part aloud]

Teacher: Now, let us go around. [Student 1], you can read the next part. [Student 2], you will read after them and so on. Take your time and remember, if you are unsure of a word, you can ask for help.

Teacher: [Encourages each student to read aloud in turn]

Teacher: Wonderful reading, everyone. I can hear you all clearly. Keep going and let us all pay attention to what Wind and Sun are doing in the story.

COULD DO

10 MIN.



Teacher: Now that we have read the story, let us think a little deeper. I will ask some questions and I would like you to answer by raising your hands.

Teacher: What do you think would have happened if the Sun had tried to blow like Wind? Do you think the man would have taken off his coat? Why?

Teacher: Let us talk about how Wind and Sun are different. How does Wind act and how does Sun act in the story? Which one would you prefer to be?

Differentiated Activities

110 km/hr



Imagine Wind and Sun working together to help a little bird. One day, the bird's nest was stuck high in a tree and it was too cold for the baby birds.

Sun shined brightly to make them warm, while Wind gently blew to shake the tree and bring the nest down safely. The bird was so happy and thanked Wind and Sun for their help.

80 km/hr



Draw a picture of the man, Wind And Sun. Write about how Sun made the man take off his coat.

40 km/hr



Tell your partner how Sun made the man take off his coat. Can you explain why Sun was successful in doing so?

Home Task

Do something kind for someone in your family or neighbourhood. It could be helping a neighbour, sharing something with a friend, or helping someone with a small task.

Period 5

Teacher: Good morning, everyone. I hope you are all feeling great today. Let us begin with a fun activity .

SHOULD DO

10 MIN.



Teacher: We are going to play 'Freeze and Pose.' When I say 'Freeze,' you will stop and stand still like a statue. Then, when I say 'Pose,' you will strike a funny pose and hold it for five seconds.

Teacher: Ready? Let us begin. Freeze. [Waits for students to freeze]

Teacher: Now, Pose. [Students make funny poses]

Teacher: Excellent. Now, Freeze again. Pose. [Repeats as needed]

Teacher: Well done, everyone. Now that we are all settled and ready, let us start our lesson for today.

MUST DO

15 MIN.



Recalling better

Teacher: Let us recall the story of Wind and Sun. Can anyone tell me what happened in the story? I will help by asking some questions.

Teacher: Wind and Sun were friends. What did they both say about themselves?

Teacher: Yes, they both said they were strong. Now, who passed by while they were arguing?

Teacher: That's right, a man. What did Wind do to try to make the man take off his coat?

Teacher: Wind blew strongly. But what did the man do?

Teacher: Yes, the man wrapped his coat around himself. Now, what did Sun do?

Teacher: Correct. Sun smiled warmly. What happened then?

Teacher: The man felt hot and took off his coat. Finally, what did the Sun tell the Wind?

Teacher: Sun said, 'A smile can win what force cannot.'

Sight words

Teacher: Now, we will practise four important sight words: 'two,' 'just,' 'him,' and 'his.' Let us start by reading and saying these words together.

MUST DO

15 MIN.



Teacher: [Writes the words on the board]

Teacher: Let us read the words aloud together. 'Two,' 'just,' 'him,' 'his.'

Great. Now let us use these words in some sentences.

Teacher: I will say a sentence and I want you to listen carefully. After that, you can repeat it.

Teacher: 'I have two apples.'

Teacher: 'He is just a little tired.'

Teacher: 'I gave him the book.'

Teacher: 'This is his coat.'

Teacher: Now, let us make our own sentences with these words. I will call on you and you can try. Remember to use 'two,' 'just,' 'him,' and 'his' in your sentence.

 You may show the **Animation**, given on digital platform to practice the concept.

Differentiated Activities

110 km/hr



Think about Wind and Sun trying to help someone else. Can you draw a picture of them helping? Write one sentence about how they helped the person.

80 km/hr



Wind and Sun are having a chat. Can you draw them talking to each other? In your drawing, write one thing each character is saying to the other.

40 km/hr



Can you act out the story of Wind and Sun? Show what the Wind and Sun did to make the man take off his coat. Tell your partner what happened in the story.

Home Task

Create a 'Kindness Poster' showing one way you can be kind, with a drawing and a sentence about how your kindness will make someone feel happy.

Period 6

Teacher: Good morning, everyone. I hope you all are doing well. Today, we will start with a 'Circle Greeting Game.' Let us all stand in a circle.

SHOULD DO

10 MIN.



Teacher: I will start by saying, 'Good morning, [Student's Name]. How are you today?' and you will reply, 'Good morning, Teacher. I am feeling [happy/sleepy/excited].' Then, it is your turn to ask the next friend.

MUST DO

25 MIN.



Teacher: Let us go around the circle until everyone gets a chance to greet someone. Remember to use a big smile when you greet your friend.

Learning better (Excelling Comprehension)

Teacher: Let us take out our books and open to the exercise on page 21. We will work on three parts: A, B and C.

1. Part A

Teacher: For the first part, 'Colour the correct words with a blue crayon,' let us read each sentence together. I will give you a moment to choose the correct word and then you can colour it. Do not forget to think about the story.

2. Part B

Teacher: In the second part, you will write 'T' for true or 'F' for false for the sentences. Let us read the first sentence together and I will help you think about the

answer. You will do the rest on your own, but I am here if you need help.

Learning better
CBA FALL

Comprehension

A Colour the correct words with a blue crayon.

- Wind and Sun / Moon have a fight.
- Wind **blows** / shines strongly.
- The man wraps his **coat** / scarf around himself.
- Sun smiles **sadly** / warmly.

B Write T for true or F for false.

- Sun and Wind are friends. _____
- The man begins to fight with Sun. _____
- The man feels cold when Sun smiles. _____
- A smile can win what force cannot. _____

C Write short answers.







- Why do Wind and Sun have a fight? _____
- Why does Wind get angry? _____
- Why does the man sit under a tree? _____

Vocabulary

D Read the words aloud.

sit	fit	pit	hot	cot	dot
lip	slip	tip	cop	hop	pop

Look at the pictures. Fill in the blanks with i or o to complete the words.

 b _ i _ n	 p _ _ n	 z _ _ p
 m _ o _ p	 p _ _ t	 t _ _ p

(21)

3. Part C

Teacher: In the last part, you will write short answers. I will read each question and you can raise your hand to tell me the answer before writing it in your book. Take your time and write neatly.

COULD DO

5 MIN.



Teacher: Once everyone has finished, we will check the answers together as a class.

Teacher: Let us do a fun drawing activity. I would like you to draw a picture of your favourite part of the story. You can draw the Wind blowing, the Sun shining, or the man with his coat. Once you have finished, we will look at each other's drawings and try to guess which part of the story you have drawn.

Differentiated Activities

110 km/hr



Draw a picture of your favourite part of the story and write a sentence about what is happening in your drawing.

80 km/hr



Match the correct characters (Wind, Sun, Man) with what they did in the story. For example:

- Wind → Blew strongly
- Sun → Smiled warmly
- Man → Took off his coat

40 km/hr



Use finger puppets or simple actions to retell the story to your friend in your own words.

Home Task

Observe the weather outside today. Is it sunny or windy?

Teacher: Good morning, everyone. I hope you are all feeling excited and happy today.

SHOULD DO

5 MIN.

☐

Teacher: Let us all greet each other with big smiles. Turn to your friend next to you, wave and say, 'Good morning, [Friend's Name].'

Teacher: Now, let us all sit down nicely and get ready to begin vocabulary from the lesson together. I cannot wait to hear your amazing answers today.

MUST DO

25 MIN.

☐

Excelling Vocabulary

Teacher: Let us read these words together. Who would like to start with the first row?

Teacher: Look at the first three words - sit, fit, pit. Listen to how they all have the same 'i' sound in the middle. Let us say them together.

Teacher: Now let us look at the bottom row. Notice how lip, sip and tip also share that same short 'i' sound. Can anyone try reading these?

Teacher: Excellent. For our last set, we have words with the 'o' sound - cop, hop and pop. Do you hear how the middle sound changes from 'i' to 'o'?

Teacher: Now let us go to the next question where you all will fill in the blanks to complete the words

Teacher: Let us look at these fun pictures together. Who would like to play a special word game?

Teacher: Can you see this bright blue bin? Let us say b_n together. We need a magic letter in the middle. Should we put 'i' or 'o'?

Teacher: Oh, look. Here is a tiny red pin for our notice board. P_n needs a letter in the middle. Listen when I say it: p_n.

Teacher: Here comes the zip on our pencil case. Z_p. What letter makes the best sound in the middle?

Teacher: Look at this friend who helps us clean - it is our mop. M_p needs a letter. Shall we fill it together?

Teacher: Oh my. Here is a plant home - our little p_t. Listen to my voice when I say it: p_t.

Teacher: And here is our favourite spinning toy - a t_p. Which letter makes it sound just right?

Teacher: Now, I would like you to listen carefully as I read these words aloud. Ready? Here we go: Put, pack, park, pink, new, nest, next, nuts.

Teacher: Now, I want you to think about the first sound of each word. Can you hear the difference? Yes. Some words begin with the letter 'P,' and others begin with the letter 'N.'

Teacher: In front of you, you have two boxes. The first box is for words that begin with 'P,' and the second box is for words that begin with 'N.'

Teacher: Let us now start. I will say the words again and you will write the ones that begin with 'P' in the first box and the ones that begin with 'N' in the second box.

Teacher: Let us do it together. First word: Put — which box does it go in?

Teacher: That's right, it goes in the 'P' box. Next, 'pack,' 'park,' and 'pink' also go in the 'P' box.

Teacher: Now, listen carefully, 'new,' 'nest,' 'next,' and 'nuts' go in the 'N' box.

Teacher: Great job, everyone. Now, take a few minutes to finish writing the words in the correct boxes. Keep going.

Teacher: Now, let us do a matching activity. You need to match the words that sound the same. Look carefully at the list of words I have here.

Teacher: Here are the words: new, cot, man and tin. You will match each of these with one of the options below: pin, pan, lot and few.

Teacher: Let me help you get started. For example, new sounds are the same as few.

Teacher: Now, try matching the rest of the words. Take your time and match the words that sound the same.

COULD DO

10 MIN.

☐

Teacher: Before we finish, remember to write in your book My Scribbles and Secrets at home. Make sure you complete the activity we did today and practise writing the words in the correct boxes. Keep up the great work.

Differentiated Activities

110 km/hr



Create new words using vowel sounds, write a short story with five lesson words and find rhyming words.

80 km/hr



Complete fill-in-the-blank worksheets, sort words into 'P' and 'N' boxes and match pictures with words.

40 km/hr



Say the beginning sounds of words, trace and write simple words and use flashcards to practice vocabulary.

Home Task

Write and draw today's vocabulary words, practise sorting them into 'P' and 'N' boxes, read them aloud to a family member and complete related exercises in My Scribbles and Secrets book.

Period 8

Teacher: Good morning, everyone. Let us settle down by looking at the CRMs signs. Now start with a fun warm-up activity before our lesson.

SHOULD DO

10 MIN.

☐

Teacher: As you enter the classroom, think of a word that starts with 'th.' When it is your turn, say your word, like 'three' or 'thank.'

MUST DO

10 MIN.

☐

Teacher: After saying your word, give me a big smile and find your seat quietly. Let us see how many 'th' words we can come up with together.

Teacher: Now, we are going to help Toto, the frog, cross the pond. To do that, we need to colour the pebbles that have words beginning with 'th.' Are you ready?

Teacher: Look at the pebbles on the page (page no. 22). Some of them have words written on them. Find the words that begin with 'th,' like 'thick' and 'thin.'

Excelling Spelling

Teacher: Once you find a word starting with 'th,' colour that pebble. Remember, Toto can only step on the pebbles with 'th' words to cross the pond.

Spelling

G Help Toto, the frog, cross the pond. Colour the pebbles that have words beginning with th, as shown.

Now, read aloud the words you have coloured.

22

Teacher: Take your time and carefully check each word. Let us see if Toto can safely make it to the other side. Have fun colouring and helping Toto.

MUST DO

10 MIN.

☐

Excelling Punctuation

Teacher: Well done, everyone. You all did a great job helping Toto, the frog and warming up with our 'th' words.

Punctuation

H Rewrite the sentences. Use capital letters and full stops.

1. the wind blows strongly
2. rohan is a tall boy
3. we live in the city
4. meena likes to drink milk

23

Teacher: Now, let us move on to something new. We are going to learn about punctuation and how to make our sentences look perfect.

Teacher: I will read some sentences aloud. Listen carefully and tell me what is missing. For example, 'the wind blows strongly' does not start with a capital letter and it does not end with a full stop.

Teacher: Now, it is your turn. Rewrite the sentences in your notebook. Remember to start each sentence with a capital letter and end it with a full stop.

Teacher: Here are the sentences:

1. the wind blows strongly
2. rohan is a tall boy
3. we live in the city
4. meena likes to drink milk

Teacher: Take your time and check your work carefully. Let us see if you can fix them all. Good luck.

COULD DO

10 MIN.

☐

Teacher: Great job with the punctuation activity earlier. Now, let us do a quick and fun game to practise what we have learned.

Teacher: I will say a sentence aloud, but I will leave out the capital letters and full stops. Your job is to listen carefully and tell me where the capital letter should go and where the full stop goes.

Teacher: For example, if I say, 'the sun shines brightly,' you can raise your hand and say, 'Capital T for The and a full stop at the end.'

Teacher: Are you ready? Let us try the first sentence: 'Rohan has a new bike.'

Teacher: Great. Let us do a few more together. Remember, listen carefully and raise your hand when you know the answer. Let us see how many we can fix in 10 minutes.

Differentiated Activities

110 km/hr



Write a paragraph correcting sentences with missing punctuation.

80 km/hr



Rewrite sentences with capital letters and full stops.

40 km/hr



Identify and circle the missing capital letters and full stops in given sentences.

Home Task

Write five simple sentences with correct punctuation.

Period 9

Teacher: Good morning, class. I hope you all had a good rest and are ready for another exciting day of learning.

SHOULD DO

10 MIN.

☐

Grammar

CING

A naming word is the name of a person, place, animal or thing. When we talk about more than one person, place, animal or thing, we add -s to the naming word.

one apple



many apples



23

Teacher: Ready to learn and have fun? Let us start the digital content and together we will learn about nouns and rhyming words.

Excelling Grammar

MUST DO

20 MIN.



Teacher: Now, I want you to open your books to page 23. You will find the pictures and the naming words there.

Teacher: Match each picture with the correct word. Remember, the first one is a cap, the second one is a coat, the third is a skirt and the last one is a sock.

Teacher: Take your time and when you are finished, raise your hand so I can see your work.

Teacher: Well done, everyone. I can see you have matched the pictures with the correct words. Now, let us move on to something a bit different.

Teacher: For this activity, we will look at the many forms of the given naming words. I will show you some examples and then you will do the same in your books.

Teacher: For example, the many forms of 'cap' is 'caps,' and for 'sock,' it is 'socks.' Now, let us do the same for 'coat' and 'skirt.'

Teacher: Please open your books to the next page and write down the many forms of these words. I will give you a few moments to finish.

COULD DO

10 MIN.



You may show the **Animated Activity**, given on digital platform to practice the concept.

Teacher: Alright, class, we are going to have some fun with naming words today. We have already learned that a naming word is the name of a person, place, animal, or thing.

Teacher: Now, when we talk about more than one person, place, animal, or thing, we add '-s' to the naming word. For example, if I have one 'cat,' and then I get more cats, I will say 'cats.'

Teacher: Let's try this together. I will say a word and you will add '-s' to make it plural. Ready? Here is the first one: 'dog.' What is the plural form?

Teacher: That's right. 'Dogs.' Now, let us try another one. 'book.' What is the plural form?

Teacher: Excellent. 'Books.' Now, take a moment and look at the list of naming words in your books. Can you change them into plural form by adding '-s'?

Teacher: I will give you a few minutes to finish and then we can share some of your answers with the class.

Differentiated Activities

110 km/hr



Write sentences using plural forms of naming words.

80 km/hr



Identify and add '-s' to singular naming words.

40 km/hr



Match singular and plural naming words.

Home Task

Write five sentences using both singular and plural naming words.

Period 10

Teacher: Good morning, class. Before we begin today's lesson, let us warm up with a fun activity.

Teacher: Are you ready to start? Let us open the dictionary on the Digital platform and begin our warm-up.

SHOULD DO

10 MIN.



MUST DO

20 MIN.



Excelling Concentration

Teacher: Alright, class, it is time to focus and listen carefully. I am going to read out some words and your job will be to fill in the blanks with the correct words, just like we did in the example.

Teacher: Now, please open your books to page 24. You will see the activity with some blanks that need to be filled in.

Concentration*

1 Your teacher is going to read out some words. Listen to them carefully, and fill in the blanks, as shown.

Summer	Winter
fan	blanket

24

Teacher: Here is the first set of words: Summer and Winter. Listen carefully to the words I say and think about what they have in common or how they are different. You will need to write these words in the blanks on page 24.

Teacher: I will now read out a few more sets of words. Once I read each set, fill in the blanks with the correct word. Remember, pay attention to the sounds and meaning of each word.

Teacher: Take your time to complete the activity. When you are done, please raise your hand and I will come around to check your work. Let us get started.

Language

K Talk to your partner. Tell each other what you can do and cannot do, as shown.

Can you sing?

No, I cannot dance.

Yes, I can sing. Can you dance?

You may use these words.

comb your hair

pack your bag

make your bed

tie your shoelaces

24

Excelling Language

Teacher: Well done, everyone. Now that we have practised some important skills, let us move on to a fun speaking activity.

Teacher: You will now talk to your partner and ask each other what you can and cannot do. For example, one of you will ask, 'Can you sing?' and your partner will answer with 'Yes, I can sing' or 'No, I cannot sing.'

Teacher: I want you to use these actions in your conversation:

- Can you comb your hair?
- Can you make your bed?
- Can you pack your bag?
- Can you tie your shoelaces?

Teacher: Take turns asking and answering the questions. Remember, use 'Yes, I can' or 'No, I cannot' in your answers. Find a partner and let us get started.

Teacher: Alright, class. Now, help practise what we just learned.

Teacher: This time, you will work in pairs. One of you will ask the question and the other will answer. You will ask, 'Can you comb your hair?' and the person answering will say, 'Yes, I can comb my hair' or 'No, I cannot comb my hair.'

Teacher: After you finish one question, swap roles. So, if you start by asking, your partner will then ask you the same questions.

Teacher: Let us add a twist: Try to think of some new questions using the same pattern. For example, 'Can you read a book?' or 'Can you jump high?'

Teacher: I will be walking around to listen to your conversations. Are you ready? Let us begin the activity and remember to have fun practising your speaking skills.

 You may show the **Dictionary**, given on digital platform to practice the concept.

Differentiated Activities

110 km/hr



Create simple sentences using 'Can you...?' and answer them with 'Yes, I can' or 'No, I cannot.'

80 km/hr



Ask and answer questions with a partner, like 'Can you tie your shoelaces?' or 'Can you make your bed?'

40 km/hr




Match pictures of actions (like combing hair, tying shoelaces) to the correct 'Can you...?' question.

Home Task

Write three 'Can you...?' questions and answer them with 'Yes, I can' or 'No, I cannot.'

Period 11

Teacher: Good morning, class. I hope **SHOULD DO**  you all are feeling bright and ready for today's lesson.

Teacher: Let us start by settling down. Everyone, please find your seats and keep your books and pencils ready.

Teacher: Today, we are going to continue working on the same chapter, but with some new fun activities. Are you all ready to learn?

Teacher: Before we begin, let us all take a deep breath and focus. I want you to be calm and listen carefully so that we can make the most of our time together.

Teacher: Great. Now that we are settled, let us get started with today's lesson.

MUST DO




Excelling Expression

Teacher: Alright, class, let us move on to our next activity. Please open your books to page 24 where you will find the sentences from the story.

Teacher: I am going to give you some sentences and your job is to complete them using words from the box. The words in the box are: Sun, coat, man, wind.

Teacher: Let us look at the sentences:

1. Sun and _____ are friends.
2. A _____ passes by.
3. The man wraps his _____ around himself.
4. _____ smiles warmly.

 You may show the **Pronunciation**, given on digital platform to practice the concept.

Teacher: Take your time to read each sentence carefully and fill in the blanks with the correct words. When you are finished, raise your hand so I can check your work.

Differentiated Activities

110 km/hr



Use the digital platform to listen to the pronunciation of difficult words and repeat them in sentences.

80 km/hr



Listen to the pronunciation of the words on Digital platform and repeat them correctly, focusing on key sounds.

40 km/hr



Listen to the pronunciation of simple words on Digital platform and repeat them after the Teacher.

Home Task

Choose five words from today's lesson, listen to their pronunciation on the Digital platform and practice saying them out loud. Write down the words in your notebook.

Period 12

Teacher: Good morning, class. I hope you are all ready for today's lesson. Let us start by settling down and getting prepared.

SHOULD DO

10 MIN.

Teacher: Please take out your books and open them to the correct page. I would like everyone to be ready for the activity we will be doing today.

Teacher: Now, before we begin, let us do a quick warm-up. We will start by reviewing what we learned yesterday. Can anyone tell me one thing we learned in our last lesson?

Creating better

We wear socks on our feet. We can also make puppets with the socks. Make a puppet with an old pair of socks. Stick buttons to make the eyes and some wool to make the hair. Take help from an adult.



24

Teacher: Great. Now, let us get started with today's activity. I would like you to focus and listen carefully, as we will be working with new words and practising our pronunciation today.

Teacher: Let us make sure we are all ready to learn and have fun. Shall we begin?

Creating better

MUST DO

30 MIN.

Teacher: Alright, everyone, it is time to do DIY. Today, we are going to make sock puppets. Here are your instructions:

1. First, take an old pair of socks. You can use any socks that you no longer need.
2. Next, think about how you would like your puppet to look. You can make it funny, silly, or even a bit spooky.
3. Now, stick some buttons on the sock to make eyes. You can place them wherever you want—on the front, or even a little to the side.
4. Then, take some wool and stick it to the top of the sock to create hair for your puppet. You can use lots of different colours, too.
5. If you need help, don't worry. You can ask an adult to assist you with sticking things on and making sure your puppet looks just right.

Remember, take your time and be as creative as you like. I cannot wait to see all your wonderful sock puppets. Ready? Let us get started.

You may show the **Quiz**, given on digital platform to practice the concept.

Differentiated Activities

110 km/hr



Create a detailed sock puppet with buttons, woodland extra decorations. Write a short story about your puppet.

80 km/hr



Make a simple sock puppet with buttons for eyes and wool for hair. Name your puppet.

40 km/hr



Decorate a sock with buttons for eyes. Share what your puppet's name is.

Home Task

Take your puppet home and create a short conversation between your puppet and a family member.

Period 13

Teacher: Good morning, class. I hope you are all ready for another wonderful day of learning. Before we begin, let us take a moment to calm our minds and bodies with a short meditation.

SHOULD DO

15 MIN.

Teacher: Everyone, sit up straight in your seats and place your hands gently on your knees. Close your eyes if you feel comfortable, or you can keep them open and look down at your desk.

Teacher: Now, let us take a deep breath in through our noses... one, two, three. Hold it for a moment... and now breathe out slowly through your mouths... one, two, three.

Theme 2: I Dress Smartly

2. Friends Forever

Worksheet 1

Comprehension

Read the paragraph carefully.

It is Children's Day. The children are very excited. Today, they can wear anything they want. Mary wears her new dress. She also wears a hairband. Puja wears a skirt and a blue shirt. Asif and Ashok each wear a pair of jeans with black shirt. Adya feels cold. She wears a coat. Tanay wears a hat.

The teacher, Ms Alka, makes the children play fun games. All the children are very happy.

A. Colour the correct answers with a yellow crayon.

1. It is **Teacher's** / **Children's** Day.
2. Mary wears a new **hat** / **dress**.
3. Puja wears a skirt and **blue** / **black** shirt.
4. **Ashok** / **Tanay** wears a pair of jeans.
5. The children are very **sad** / **happy**.

B. Match the clothes to the correct child.

1.	2.	3.	4.	5.
hat	coat	dress	jeans	skirt
•	•	•	•	•
i. Adya	ii. Mary	iii. Puja	iv. Tanay	v. Asif

Vocabulary

A. Fill in the blanks with th, as shown. Read the words aloud.

1. th h e
2. _____ at
3. _____ en

B. Look at the pictures. Fill in the blanks with l or o, as shown.

1. d <u>l</u> g	2. s <u>l</u> t	3. p <u>l</u> n	4. l <u>o</u> g

5

Teacher: Let us do that again. Breathe in... one, two, three. Hold it... and now breathe out slowly... one, two, three.

Teacher: As you are breathing, imagine a soft, warm light around you. This light makes you feel calm, safe and happy.

Teacher: Now, let us stretch our arms up to the sky like we are reaching for the stars. Stretch, stretch, stretch... and

now bring your arms down gently and rest them on your knees.

Teacher: Let us take one more deep breath together. Breathe in... and breathe out. Now, slowly open your eyes and give me a big, bright smile.

Teacher: You all look so relaxed and ready to learn. Let us begin our lesson with happy and focused minds.

 You may show the **Slideshow**, given on digital platform to practice the concept.

Teacher: Now, class, I would like you to open your workbooks to page 5. You will find Worksheet 1 there.

Teacher: Please take your time to complete the worksheet carefully. Make sure to follow the instructions and write neatly.

Teacher: Once you have finished, raise your hand and I will come around to check your work. Let us get started.

Differentiated Activities

110 km/hr



Create sentences using the new words from the slideshow, incorporating both 'can' and 'cannot' to describe abilities.

80 km/hr



Complete a short dialogue using 'Can you...?' questions based on the new vocabulary from the slideshow.

40 km/hr



Match pictures from the slideshow with the correct 'Can you...?' sentences and practice saying them aloud.

Home Task

Draw a picture of your favourite activity and write three 'Can you...?' questions about it.

Period 14

Choosing better

Teacher: Good morning, class (Teacher sets up the class with the help of CRM signs). I hope you are all ready for today's activity.

Teacher: Now, class, please open your books to page 25. You will find an activity called 'Choosing Better.'

Teacher: Once you are on page 25, I want you to follow the instructions and complete the activity.

Teacher: We are going to talk about what to do with clothes that no longer fit us. You have four options and I want you to think about what you can do with them.

Teacher: Here are the options:

1. Make something new out of them.

2. Throw them away.

3. Give them to someone who needs them.

4. Give them to your younger cousins.

MUST DO

20 MIN.

Choosing better

EXL LSV 2LCS

You have some good clothes that do not fit you any longer. What will you do with them? Colour the boxes with a **blue** crayon. Write any other option you can think of in the space provided.

1. Make something new out of them.
2. Throw them away.
3. Give them to someone who needs them.
4. Give them to your younger cousins.

Teacher: Now, I want you to colour the boxes with a blue crayon for the options you think are good ideas. After that, write down any other ideas you can think of in the space provided.

Teacher: Take your time to think about it and write neatly. When you are finished, raise your hand and I will come to check your work.

Teacher: Now, class, please open your books to page 3 from your Book of Holistic Teaching.

Teacher: Now, class, we are going to solve some word problems.

Book of Holistic Teaching

Teacher: I want you to count the objects and then write the correct number in the blanks.

Teacher: Here are the word problems:

1. _____ nuts

2. _____ pears

3. _____ necklaces

Teacher: Take your time to count the objects carefully and write the correct number in each blank. Once you finish, raise your hand and I will check your work. Let us get started.

(After completing one question, Teacher will go for the next question)




Chapter 2: Friends Forever

Theme 2: I Dress Smartly

A Maths

SHLL MDA

Solve the word problems.
Count the **objects**. Write their correct number in the blanks.

1. _____ nuts 
2. _____ pears 
3. _____ necklaces 

B EVS

Which of these items of clothing do we wear in summer?

1. shirt
2. sweater
3. raincoat

Write the many form of these **words**.

Teacher: Now, class, let us move on to our EVS activity.

Teacher: We are going to talk about the clothes we wear in summer. I will give you some items and I want you to think about which ones we wear in summer.

Teacher: Here are the items:

1. Shirt 2. Sweater 3. Raincoat

Teacher: Now, I want you to write the plural forms of these words. For example, what is the plural of 'shirt'?



Teacher: Once you have finished writing the plural forms, please raise your hand and I will check your answers. Let us get started.

Teacher: Alright, class, let us have some fun with a game called 'Dress Up and Act.'

Teacher: I will say the name of a piece of clothing and you will pretend to wear it and show me what you might do while wearing it. Remember, you do not need any props, just your imagination.

Teacher: For example, if I say 'shirt,' you will act like you are wearing a shirt and show how you feel. Maybe you will stretch and feel cool.

Teacher: Here are some clothes we will act out:

- Shirt • Sweater • Raincoat

Teacher: When I say each clothing item, I want you to act like you are wearing it. You can pretend to feel warm in a sweater or jump around pretending to splash in the rain with a raincoat.

Teacher: Let us all use our imagination and have fun with this activity. Ready to start? Let us go.

Differentiated Activities

110 km/hr



Act out wearing summer clothes (like a shirt) and winter clothes (like a sweater) and explain why each is suitable for the different seasons.

80 km/hr



Act out wearing clothes for a rainy day (raincoat) and a sunny day (shirt) and describe how they help you feel comfortable.

40 km/hr



Act out wearing a shirt or a sweater and show the actions you would do while wearing them, like feeling cool or warm.

Home Task

Draw a picture of your favourite clothes and write a sentence about when you would wear them. For example, 'I wear my shirt in summer' or 'I wear my sweater when it is cold.'

Period 15

Teacher: Good morning, everyone. I hope you are all feeling happy and ready to learn today. Before we start, let us take a deep breath and settle down. Please put your hands on your lap, sit up straight and give me your full attention.



(Wait for students to settle)

Teacher: Thank you, everyone. Now that we are ready, we are going to start our exercise. Today, we will be doing something fun to practise what we have learned. I want you all to listen carefully and follow the instructions.


Teacher: Before we begin, can everyone make sure their pencils are ready? If you do not have one, please raise your hand.



(Wait for any students who need assistance)

Teacher: Great. Now, I am going to explain the exercise. Listen closely and we will start in just a moment. Are you ready?'


Teacher: Perfect. Let us begin then.

 **Revising better** DBL
Do not forget to add the sight words from this lesson in your Little Book. Make sentences with the sight words.

18

Revising better

Teacher: Alright, class, we are all settled now. Let us start by revising what we have learned today. We have worked on some important sight words, so I want you to take a moment to add them into your Little Book.

 You may show the **Chapter Summary**, given on digital platform to practice the concept.

Teacher: Once you have written the sight words, I would like you to make sentences using each of them. Remember, sight words are words we recognise easily when reading, so try to use them in simple and clear sentences.

Teacher: Take your time and when you are ready, you can raise your hand to share your sentences with the class. I look forward to hearing your ideas.

Differentiated Activities

110 km/hr



Write a short story using five sight words from today's lesson.

80 km/hr



Write three sentences using three sight words.

40 km/hr



Match the sight words with pictures representing them

Home Task

Choose five sight words from today's lesson and write one sentence for each word. You can draw a picture next to your sentence.

Period 16

Teacher: Good morning, everyone. I hope you are all feeling excited today. Are you ready for some fun?

SHOULD DO

10 MIN.



Teacher: Great. Let us begin with a fun little activity to wake up our brains. I'm going to say a word and I want you to do a special action every time you hear it. Ready?

Teacher: Alright, every time I say the word 'jump,' I want you to stand up and jump like a kangaroo. Let us practice. Ready? Jump.

(Teacher and students jump)

Teacher: Fantastic. Now, let us see if you can keep up when I say the word.


MUST DO

20 MIN.



Are you ready?

(Teacher will take students to the playground to play this game)

 **Playing better**

Kol PMD 21st CS

L. (What I have learnt?)

Aankh Micholi

1. Select a seeker and blindfold him/her. The other players will make different sounds. The seeker will listen for the sounds to catch the other players.
2. Players will move quickly to avoid getting caught. If caught, that player will become the next seeker.

19

Playing better

Teacher: Now, we are going to play a fun game called Aankh Micholi. Are you ready?

Teacher: In this game, one person will be the seeker and the others will make different sounds. The seeker will be blindfolded and will try to catch the players by listening to the sounds.

Teacher: First, we will select a seeker. I will blindfold the seeker so they cannot see and then the rest of you will make sounds to help the seeker find you.

Teacher: The rest of you, try to move quietly and quickly to avoid being caught. If the seeker catches you, you will become the next seeker.

Teacher: Now, after we have finished one round of Aankh Micholi, we will play another activity. This will also be a fun and active game, so get ready.

COULD DO

10 MIN.



Teacher: Ready? Let us start.

Teacher: Alright, class, now that we have played Aankh Micholi and worked on listening to sounds, we are going to do another fun activity. This one is called 'Make Your Own Sound.' Are you ready?

Teacher: In this game, each of you will take turns making a sound. It can be the sound of an animal, an object, or something you hear every day. For example, you could make the sound of a dog barking or a bell ringing.

Teacher: When it is your turn, you will make your sound and the rest of us will guess what it is. I will say, 'Can you guess what I am?' and you can raise your hands to answer.

Teacher: Let us see who can make the most interesting sound. If you want, we can even do a theme. For example, you can make nature sounds or household sounds. Ready to give it a try?

Teacher: Let us begin. Who wants to go first?

Differentiated Activities

110 km/hr



Tell a short story using one of the sounds you made in the game

80 km/hr



Make three sounds and tell the class what makes each sound

40 km/hr



Make two sounds and draw pictures of what makes those sounds

Home Task

Create your own sound cards by cutting out small pieces of paper, drawing a picture for each sound you learned in class and writing a sentence about it on the back.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> develop fine motor skills by writing sight words in the Little Book. engage in physical movement through the Aankh Micholi game to build coordination.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> express emotions and ideas by discussing the two friends, the Sun and the Wind. collaborate with peers in group activities and games, promoting teamwork and social skills.
Cognitive Development	<ul style="list-style-type: none"> identify and use naming words to recognise objects in their surroundings. connect words and read short sentences independently from the story. distinguish between printed text and pictures to enhance comprehension. mimic and reproduce CVC words with i and o, p and n words and th words. use appropriate vocabulary to express thoughts about the Sun and Wind.
Language and Literacy Development	<ul style="list-style-type: none"> frame short sentences with 'I can/I cannot' to express abilities. punctuate sentences correctly with capital letters and full stops. listen attentively to instructions and follow them for understanding. express thoughts clearly by writing a sentence or two in the Secret Journal. read speech bubbles with proper expression based on the instructions.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> engage in creative thinking by drawing or acting out sounds and stories. appreciate different cultures and expressions through storytelling activities.
Positive Learning Habits	<ul style="list-style-type: none"> practice independent learning by completing writing tasks in the Little Book. demonstrate attentiveness and participation in group activities, developing positive learning habits.

Starry Knights

Hope you know your learners well by now. Have you discovered their special talents and strengths? Mention here.

Give yourself a STAR

