

# Lesson-3: Meenu and the Magic Plates

17 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, Quiz, My Scribbles and Secrets



## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to discover phonics-based words, sight words and basic grammar structures.
- to engage with simple stories, follow model reading and answer comprehension questions.
- to master pronunciation and intonation while reading and speaking fluently.
- to observe key story details, respond thoughtfully and express ideas creatively.
- to express thoughts through storytelling, role-play and interactive writing.

## Methodology

### Period 1

**Teacher:** Good morning, everyone. **SHOULD DO**  **15 MIN.**

I hope you are all feeling refreshed and ready for today's English lesson. Let us take a moment to settle in and prepare ourselves.

(Use CRM signs to settle the class and get students attention)

**Teacher:** First, sit up straight, place your hands on your desks and take a deep breath in... and out. Let us do that once more. Breathe in... and out. Well done.

**Teacher:** Today, we will begin a chapter called 'Meenu and the Magic Plates'. It sounds interesting, does it not? Before we dive into the story, we are going to use a tool called the KWL Chart to help us understand the topic better.

(The teacher moves to the board and draws three columns, labelling them 'K,' 'W,' and 'L.')

**Teacher:** Let us start by brainstorming what we already know about Lakes. I will write down your ideas in the 'K' column.

(The teacher waits for students to respond and writes down relevant points in the 'K' column.)

**Teacher:** Now, let us think about questions or things we are curious to learn about. What do you want to know about the story, 'Meenu and the Magic Plates'?

(The teacher writes down the students' questions/ thoughts under the 'W' column.)

**Teacher:** Excellent work! As we read the chapter, we will look for answers to these questions. At the end of the lesson, we will fill in the 'L' column with everything we have learned.

**Teacher:** Now, open your books to the chapter, 'Meenu and the Magic Plates' and look at Re-KAP. **MUST DO**  **25 MIN.**

K	W	L

### Re-KAP

**Teacher:** KAP stands for Kinaesthetic, Auditory and Pictorial. Let us begin with a Kinaesthetic Activity.

(Note- You have to bring soft toys, ball and picture of tree)

### Kinaesthetic

**Teacher:** Today, we are going on a fun adventure with words. Are you ready?

**Teacher:** Great! Look at this soft teddy in my hand. (Holds up the teddy) This is a teddy. Say it with me.

**Teacher:** Wonderful. Now, let me pick up this ball. (Holds the ball) This is a ball. Let us say it together.

**Teacher:** Fantastic! Now, look at that big picture on the board. (Points to the tree's picture) That is a picture of a tree. Say it with me.

**Teacher:** Well done. Now, let us play a little game. I will hold something close and you say 'This is...'. If I point to something far, you say 'That is...'.  
 (The teacher holds a teddy bear close and says 'This is a teddy bear'. Then points to a picture of a tree on the board and says 'That is a tree'.)

(The teacher picks up a book and students say 'This is a book.' Then, the teacher points to the window and students say, 'That is a window.')

**Re-KAP** -SPD

**Kinaesthetic**

Look around yourself. Touch the objects that are near you. Point at the objects that are far from you. Say this while touching the objects. Say that while pointing at the objects.

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**Teacher:** You are all brilliant. Now, turn to your friend and play the same game with the objects around you. (Students excitedly look around, touching objects near them and pointing at far ones, while using 'This' and 'That'.)

**Teacher:** You did an amazing job today. Give yourselves a big clap.

### Auditory

**Teacher:** Now, I will read some sentences, and you have to think of the correct word. After that, you can discuss with your partner and say the answer aloud. Are you all ready?

**Auditory\***

Listen to your teacher carefully. Your teacher will read out some sentences. Discuss the answers with your partner. Say them aloud in class.

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**Teacher:** Let us begin! Here is the first one: 'It is a piece of ground near your house. Flowers grow here.' What do you think it is?

**Teacher:** That is right! It is a 'garden.' Well done!

**Teacher:** Now, listen carefully to the next one: 'It is a small square of cloth that you use to wipe your face or mouth or blow your nose.' What could it be?

**Teacher:** Yes, it is a 'handkerchief!' Great thinking, everyone.

**Teacher:** Let us try another one: 'It is sweet to taste. It is made by bees.' Can you guess?

**Teacher:** Yes! It is 'honey.' That is a great answer.

**Teacher:** Now, here is the last one: 'We get this when we freeze water.' What happens when water gets very cold?

**Teacher:** Yes, it turns into 'ice.' Well done, everyone!

**Teacher:** You all listened very carefully and answered so well. Give yourselves a big round of applause. Now, turn to your partner and say all four words aloud one more time. 'Garden, handkerchief, honey, ice.' Excellent! That was a fun activity.

### Period 2

**Teacher:** Good morning, everyone. I hope you are all feeling happy and ready to learn today. Let us all stand up, stretch our hands and take a deep breath. Now, give your friend a big smile. Learning is always fun when we do it together.

**Teacher:** Before we start today's activity, let us play a quick game to wake up our minds. I will say a word and you will tell me if it is near or far. If it is near, you say 'This is...' or 'These are...'. If it is far, you say 'That is...' or 'Those are...'. **SHOULD DO** 10 MIN.

### Pictorial

**Pictorial** -FS

Look at the pictures given below. Write the correct words in the blanks.

this that

26

**Teacher:** Let us start. I am holding a pencil. What do we say?

**Teacher:** Good job. Now, look at the blackboard. It is far from me. What do we say?

**Teacher:** Excellent. Now, I will point to some more objects and you will answer together.

**Teacher:** That was wonderful.

Yesterday, I told you we will do a pictorial activity. Do you remember? **MUST DO** 20 MIN.

**Teacher:** Great! Now, let us begin our lesson.

**Teacher:** Now, everyone, open your books to page number 26.

**Teacher:** Look at the pictorial activity on this page. You can see a boy pointing at a table and at a tree.

**Teacher:** Let us think carefully. The table is near the boy. What word should we use - 'this' or 'that'?

**Teacher:** Yes, we use 'this' because the table is close. Now, look at the second picture. The tree is far from the boy. What word should we use?

**Teacher:** Correct, we use 'that'. Now, take your pencils and write 'This' in the first blank and 'That' in the second blank.

**Teacher:** Once you have finished, check your answers with your partner and read them aloud.

### Interacting better

**Teacher:** Well done, everyone. Keep your books open and let us do one more quick exercise together. **MUST DO** 10 MIN.

**Interacting better** ICL

Discuss the riddle with your partner. Write the answer in the blank. Do you know any other riddle? Tell it to your partner.

When you are hungry, You pick me up. You do not eat me, But you fill me up. What am I? \_\_\_\_\_

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**Teacher:** Now, let us have some fun with a riddle. Open your books to page number 27. Look at the riddle on the page.

**Teacher:** I will read it aloud. Listen carefully.

**Teacher:** When you are hungry, you pick me up. You do not eat me, but you fill me up. What am I?


**Teacher:** Think for a moment. Talk to your partner and try to guess the answer.

**Teacher:** Who would like to share their answer?

**Teacher:** That is correct. The answer is a plate or bowl because we use it to contain food when we are hungry.


**Teacher:** Now, can you think of another riddle and tell it to your partner? Let us see how many fun riddles we can come up with.

**Teacher:** You all did a wonderful job today. Now, close your books. Tomorrow, we will continue with the same chapter.


 You may show the **Animation**, given on digital platform to recap the lesson.

## Differentiated Activities


**110 km/hr**

 Students will draw two pictures—one of an object near them and one of an object far away. They will label them using 'This' and 'That' and write a short sentence for each.

**80 km/hr**

 Students will work in pairs. They will look around the classroom, identify one object near them and one far away and say a sentence using 'This' and 'That'. They will then write their sentences in their notebooks.


**40 km/hr**

 The teacher will point at different objects in the classroom and students will respond with 'This is...' or 'That is...' based on the distance. The teacher will guide them by repeating the correct sentence.

## Home Task

Ask the students to find one object at home that is close to them and one that is far away. They will draw and label them with 'This' and 'That' and share their work in class.

## Period 3

**Teacher:** Good morning, everyone. I hope you all had a wonderful day yesterday. Are you ready to start a new chapter today? **SHOULD DO** 

**Teacher:** Before we begin, let us quickly recall what we learned last time. Can someone tell me when do we use 'This' and 'That'?

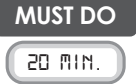
**Teacher:** Well done. We use 'This' when something is near and 'That' when something is far.

**Teacher:** Now, open your books to page number 26. Look at the title of our new chapter. What do you think we will learn today?

**Teacher:** Very interesting ideas. Let us read the first part together and find out. Follow along as I read aloud. Listen carefully and we will discuss it afterwards.

**Teacher:** As I read, think about the pictures and words. After this, I will ask you some questions, so be ready.

**Teacher:** Let us begin.

**MUST DO** 

**STEP 1/1**

It is lunchtime. Lina is sitting at the table with her family. Pa\* asks Lina, "Why is your plate still full?" "I want something else, Pa..." she answers. Pa tells Lina that wasting food is a bad habit. He tells her the story of **Meenu and the Magic Plates**.


This is a story of a little girl called Meenu. Meenu always takes a lot of food on her plate. **Then**, she throws away the leftover food. She does this every day.

My stomach is full. I cannot eat anymore.

Do not waste your food, Meenu. This is not a good habit.

**Teacher's Note:** "Tell the students that Lina calls her father 'Pa'."

**27**



**Teacher:** Now, let us begin reading the story 'Meenu and the Magic Plates.' Follow along in your books as I read aloud.

**Teacher:** (Reads the first paragraph) It is lunchtime. Lina is sitting at the table with her family. Pa asks Lina, 'Why is your plate still full?' 'I want something else, Pa,' she answers. Pa tells Lina that wasting food is a bad habit. He tells her the story of Meenu and the Magic Plates.

**Teacher:** Now, let us pause here. Can someone tell me why Pa is telling Lina this story?

**Teacher:** Yes, because wasting food is not a good habit. Let us continue.

**Teacher:** (Reads the next paragraph) Meenu is a little girl who takes a lot of food on her plate. Then, she throws away the leftover food. She does this every day.

**Teacher:** Look at the picture. What is Meenu doing?

**Teacher:** That is right. She is throwing food in the bin. What do you think her mother is saying to her?

**Teacher:** Yes, she is telling Meenu not to waste food because it is not a good habit. Now, let us continue reading.

**Teacher:** (Reads the last paragraph) One day, the Food Fairy passes by Meenu's house. She sees Meenu throwing away food and thinks of a plan to make Meenu change her habit.

**Teacher:** What do you think the Food Fairy's plan will be? Discuss with your partner.

(Students discuss and share their thoughts.)

**COULD DO**

10 MIN.

**Teacher:** Now, let us think about our own habits. Do you ever leave food on your plate? What can we do to stop food waste?

**Teacher:** Turn to your partner and share one way you can avoid wasting food.

(Students share their ideas.)

**Teacher:** Now, let us write one sentence in our notebooks about what we can do to stop food waste.

## Differentiated Activities

110 km/hr



Students will draw a picture of a full plate of food and a clean plate after finishing a meal. They will write a short sentence about why wasting food is a bad habit.

80 km/hr



Students will role-play a small conversation where one student plays Meenu and the other plays the Food Fairy, giving advice about food waste.

40 km/hr



The teacher will display pictures of different food items. Students will say what they should do if they have extra food, such as storing, sharing or eating smaller portions.

## Home Task

Observe your plate while having dinner. Did you take only what you needed? Tell your family one thing you learned about food waste today. Share your discussion with us in the next class.

## Period 4

**Teacher:** Good morning, everyone. I hope you all are feeling excited to continue our story. Yesterday, we read about Meenu and her habit of wasting food. Can someone recall what happened when the Food Fairy saw Meenu throwing away food?

**SHOULD DO**

10 MIN.

**Teacher:** That is correct. The Food Fairy came up with a plan to teach Meenu a lesson. Today, we will read the next part of the story and see what happens next.

**Teacher:** Before we begin, let us predict. What do you think the Food Fairy will do to help Meenu understand why wasting food is not good?

(Students share their predictions.)

**Teacher:** Interesting ideas. Now, let us read to find out what actually happens.

**Teacher:** Now, open your books to the next page. Follow along as I read aloud.

**MUST DO**

20 MIN.

**Teacher:** Read the next part of the story: The Food Fairy visits Meenu's house. She is dressed as a crockery seller and offers Meenu's mother a new set of green plates in exchange for the old ones.

One day, Food Fairy passes by Meenu's house. She sees Meenu throw away food from her plate. Food Fairy thinks of a plan to make Meenu change her habit.

Next day, Food Fairy visits Meenu's house. She is dressed up as a crockery seller. She tells Meenu's mother, "You can exchange your old plates." Meenu's mother exchanges her old set of plates for new ones.



In the afternoon, Meenu's mother lays the table for lunch. She uses the new set of plates. Meenu sits at the table and



takes some food. She does not eat all of it. **After** some time, Meenu fills her plate with more food. **As** soon as she takes extra food, the plate disappears. Meenu and her parents are surprised. Meenu's mother gives her another plate. Again, when Meenu fills up her plate, it disappears.

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**Teacher:** Look at the picture. Who do you see? What is happening in this scene?

**Teacher:** Yes. The Food Fairy is giving Meenu's mother the new plates. What do you think is special about these plates? Let us read further to find out.

(Teacher Continues reading)

**Teacher:** What do you think is happening? Why do the plates disappear?

(Students respond.)

**Teacher:** That is right. The magic plates are teaching Meenu a lesson. Now, discuss with your partner: How do you think Meenu is feeling at this moment?

**COULD DO**

10 MIN.

(Students discuss and share their ideas.)

**Teacher:** Now, let us think about this lesson. Why do you think the Food Fairy gave Meenu these magic plates? What is she trying to teach her?

(Students share their thoughts.)

**Teacher:** Now, let us do a quick activity. I want you to complete this sentence in your notebooks:

I will not waste food because \_\_\_\_\_.

(Students complete their sentences and share their responses aloud.)

## Differentiated Activities

110 km/hr



Students will write a short dialogue between Meenu and the Food Fairy, where Meenu realises her mistake and promises to change her habit.

80 km/hr



Students will create a small comic strip with three frames showing Meenu filling her plate, the plate disappearing and Meenu learning her lesson.

40 km/hr



The teacher will show images of different food items. Students will point out which food item they often waste and discuss ways to reduce waste.

## Home Task

Observe your food habits at home. Did you waste any food today? If yes, think about one way you can avoid wasting food next time. Be ready to share in the next class.

## Period 5

**Teacher:** Good morning, everyone. I hope you all are excited to continue our story. Yesterday, we saw how the magic plates disappeared when Meenu wasted food. Today, we will see what happens next. But first, let us pretend like different characters from the story.

**SHOULD DO**

10 MIN.



**Teacher:** When I call out an emotion, I want you to walk around the classroom showing that feeling with your face and actions. Ready?

**Teacher:** Walk like you are happy, just like the Food Fairy when she gives the plates.

**Teacher:** Now, walk like you are sad, just like Meenu when she realises her mistake.

**Teacher:** Well done. Now, let us sit down and read what happens next.

**MUST DO**

20 MIN.



**Teacher:** Open your books to page 29. Follow along as I read aloud.

**Teacher:** (Reads) Meenu is in tears. She runs to her room. Her stomach growls with hunger. After some time, she looks out of the window and sees two little children eating her food.

**Teacher:** What do you think Meenu is feeling right now? (Students respond.)

**Teacher:** Yes, she is surprised and confused. Now, let us read more.

**Teacher:** (Reads) Meenu tells her mother about what she saw. Her mother says, 'Food is valuable. We are lucky to have it. We should be grateful.'

**Teacher:** Why do you think her mother said this? (Students respond.)

Meenu is in tears. She runs to her room. Her stomach growls with hunger.

After some time, Meenu looks out of the window. She sees two little children eating. "That is my plate! How did it reach those children?" Meenu thinks.



Meenu tells her mother about what she saw.

Mother says, "Food is valuable. We are lucky to have it. We should be grateful." Meenu agrees. She promises to never waste food.

Food Fairy is happy. She appears before Meenu.




Meenu's parents thank Food Fairy for her help. Food Fairy waves her magic wand and flies away.

**Teacher's Note:** This section is aligned to the SDG 2, Zero Hunger. Teach the students that they should not waste food.

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**Teacher:** Yes. She is teaching Meenu that food should not be wasted because many people do not have enough to eat.

**Teacher:** Now, take out your notebooks. Draw a picture of Meenu looking out of the window. Inside a small bubble above her head, write what she is thinking. (Students complete the task.)

 You may show the **Animated Activities** given on digital platform to practise the concept of 'Be' verbs and Fruits and Vegetables.

**Teacher:** Let us imagine that the Food Fairy has come to visit us. What do you think she would say to us about food waste?

**COULD DO**

**Teacher:** I have a magic wand with me. I will wave it and each of you will say one sentence as if you are the Food Fairy.

10 MIN.



**Teacher:** (Waves the wand) 'Food is precious. Take only what you need.'

**Teacher:** Now it is your turn. When I wave the wand at you, speak like the Food Fairy. (Students take turns sharing their messages.)

**Teacher:** That was wonderful. The Food Fairy would be very happy to hear your advice.

## Differentiated Activities

110 km/hr



In your notebooks, write a short letter thanking the Food Fairy and promising one thing you will do to stop wasting food.

## 80 km/hr



Take a piece of paper and divide it into four parts. In each part, draw one scene:

- Meenu wasting food
- The magic plate disappearing
- The hungry children eating
- Meenu learning her lesson

(Students draw and colour their story wheels.)

## 40 km/hr



Imagine one of you is about to waste food and another is a kind friend who gives good advice.

### Home Task

Write or draw one meal you ate today. Think about why you are grateful for it. Tomorrow, be ready to share your favourite meal with the class.

## Period 6

### Sight words



**Teacher:** Good morning, everyone. Today, before we start our lesson, let us play a quick game with sight words. Look at these words: then, thank, after, as, full.

**SHOULD DO**

10 MIN.



**Teacher:** When I say a word, I want you to clap if you hear it in a sentence. Let us try one.

**Teacher:** 'Meenu was full after lunch.'  
(Students clap.)

**Teacher:** Great. Now, let us try another one. 'We should always thank those who help us.'  
(Students clap.)

**Teacher:** Now, I will call one of you to make a sentence using a sight word. Who wants to go first?

**MUST DO**

20 MIN.



(Students take turns making sentences using sight words.)

### Recalling better

**Teacher:** Now, let us remember what we have learned from the story 'Meenu and the Magic Plates.' I will read some points and you will tell me if they are correct.

**Recalling better** CING!

- A girl named Meenu wastes a lot of food.
- Food Fairy thinks of a plan.
- Food Fairy visits Meenu's house as a crockery seller.
- Meenu's mother exchanges her old plates for a set of beautiful green plates.
- Mother takes the plates and uses them for lunch.
- Meenu fills her plate with a lot of food. The plate disappears.
- Later, she finds two children eating food from the same plate.
- Meenu understands that it is a magic plate. It takes food to those who need it.
- Meenu's mother explains that food is valuable.
- Meenu promises never to waste food again.

**30**

**Teacher:** 'A girl named Meenu wastes a lot of food.' Is this correct?

**Teacher:** 'Meenu's mother takes the old plates and exchanges them for a new set of green plates.'

**Teacher:** Well done. Now, let us all take turns reading these points aloud from the book.

(Students read aloud in pairs or small groups.)

**Teacher:** Let us close our books. Now, I will ask some questions and you will try to recall the answers.

(Teacher asks questions about the story while students recall and respond.)

**COULD DO**

10 MIN.



 You may show the **Chapter Summary**, given on digital platform to recapitulate the story to students.

**Teacher:** Let us play a game called Story Chain. We will retell the story, but each of you will add one sentence.

**Teacher:** I will start: 'Meenu was a girl who wasted a lot of food.'

**Teacher:** Now, the next person will add the next part of the story.

(Students take turns adding one sentence each to retell the story.)

**Teacher:** That was amazing! You remembered the story so well.

**NOTE:** Teacher must remind the students to fill 'My Scribbles and Secrets.'

### Differentiated Activities

#### 110 km/hr



Let us create a Mini-Storybook. Fold a paper into four parts. On each part, draw a picture and write a short sentence about the main events of the story.

(Students draw and write key scenes.)

#### 80 km/hr



I have some sentences from the story and some pictures. Let us match them correctly.

#### 40 km/hr



I will show you some pictures from the story. Can you tell me what is happening in each one?

### Home Task

Draw your favourite part of Meenu and the Magic Plates. Write one sentence about why you liked it. Be ready to share it in the next class.

## Period 7

**Teacher:** Good morning, everyone. Before we begin, let us play a fun game with the words from our lesson.

**SHOULD DO**

10 MIN.



Look at these words: thank, old, habit, students.

(Teacher will arrange the class by using the CRM signs.)

**Teacher:** I will say a sentence and you must find the correct word from the board and say it aloud.

**Teacher:** Meenu promises to never waste food again and says '\_\_\_\_\_ you' to the Food Fairy.

**Teacher:** Meenu's mother gives her \_\_\_\_\_ plates to the Food Fairy.

**Teacher:** Let us do a few more rounds.

**MUST DO**

20 MIN.



### Learning better

**Teacher:** Open your books to page 30 and look at Exercise A. Here, we have four sentences about the story. Some are correct and some are incorrect.

**Teacher:** Colour the correct ones with a blue crayon. Let us read the first sentence together: 'Meenu is a little girl who wastes food.' Is this correct?

**Learning better** CBA Full

**EXCELLENCE** Comprehension

**A** Colour the correct sentences with a blue crayon.

- Meenu is a little girl who wastes food.
- Food Fairy visits Meenu's house as a fruit seller.
- Meenu's mother exchanges old glasses for new ones.
- Food Fairy flies away in the end.

**B** Fill in the blanks. Use words from the box.

thank    old    habit    children

- Meenu has a bad \_\_\_\_\_ of wasting food.
- Meenu's mother gives the \_\_\_\_\_ plates to Food Fairy.
- The plate disappears and reaches two hungry \_\_\_\_\_.

**30**

**Teacher:** Now, complete the rest and check with your partner when finished.

**Teacher:** Now, let us move to Exercise B. Read the sentences and fill in the blanks using words from the box. Let us do the first one together.

**Teacher:** Meenu has a bad \_\_\_\_\_ of wasting food.

**Teacher:** Now, complete the remaining blanks on your own. When you finish, read your answers aloud.

You may show the **Concept Map**, given on digital platform to practise the concept.

**Teacher:** Now, let us play the game Word Hunt. I will hide some sight words around the classroom. When you find a word, bring it to me, read it aloud and use it in a sentence from the story.

**COULD DO**

10 MIN.



**Teacher:** Well done. You are all getting better at using these words in sentences.

### Differentiated Activities

**110 km/hr**



Take the words from the box on page 30 and use them to write a new sentence about Meenu and the Magic Plates. Write your sentence in your notebook.

**80 km/hr**



I have cut out different parts of a sentence from the story. You must put them in the correct order. Work with your partner to complete this challenge.

**40 km/hr**



I will say a sentence from the story but leave out a word. You must fill in the missing word.

Meenu's mother gives the \_\_\_\_\_ plates to the Food Fairy.

### Home Task

Draw your own Magic Plate. Write one sentence about how your plate would help people. Share it with the class tomorrow.

### Period 8

#### Learning better

**SHOULD DO**

15 MIN.



**Teacher:** Open your books to page 31 and look at Exercise C. Here, we have four questions about the story.

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

- What does Meenu do with the leftover food?
- Why does Meenu take more food on her plate than she can eat?
- What does Food Fairy give Meenu's mother?
- Why does Meenu's plate disappear?

**31**

**Teacher:** Read the first question: 'What does Meenu do with the leftover food?' Write a short answer in your notebook.

**Teacher:** Now, move to the second question: 'Why does Meenu take more food on her plate than she can eat?' Think about what we learned in the story and write your answer.

**Teacher:** Continue with the last two questions. Once you finish, check your answers with a partner.

### Excelling Vocabulary

**Teacher:** Good morning, students! Let us look at Exercise D on page 31. First, let us read these words aloud together – 'cut, but, hug, bug, run, fun'.

**MUST DO**

15 MIN.



**EXCELLENCE** Vocabulary DING WR

**D** Read the words aloud.

cut    but    hug    bug    run    fun

Fill in the blanks with u to complete the words. Match the following, as shown.

1. hut	o		o		a.
2. cup	o		o		b.
3. j_g	o		o		c.
4. S_n	o		o		d.

**31**

**Teacher:** Now, look at the blanks. We need to fill them with the letter 'u' to complete the words. Let us do it together!

**Teacher:** Look at the first word – 'h\_t'. What letter do we add?

**Teacher:** Yes! 'u'. The word is 'hut'.

**Teacher:** Next, 'c\_p'. What should we add?

**Teacher:** Correct! 'u'. The word is 'cup'.

**Teacher:** Now, 'j\_g'. What is missing?

**Teacher:** Right! 'u'. The word is 'jug'.

**Teacher:** Last one, 's\_n'. What letter goes here?

**Teacher:** Yes! 'u'. The word is 'sun'.

**Teacher:** Well done! Let us read the words aloud together – 'Hut, Cup, Jug, Sun'. Great job.

**Teacher:** Let us now look at Exercise E. We have some words with missing letters. You have to decide if we add 'c' or 'k'. Ready?

**COULD DO**

10 MIN.



**E** Look at the pictures. Fill in the blanks with c or k to complete the words. Read the words aloud.

1. \_\_\_ing



2. \_\_\_ite



3. \_\_\_urry



4. \_\_\_amp



31

**Teacher:** Look at the first word – '\_\_\_ing' (Points to the picture). What letter do we add?

**Teacher:** Yes! 'k'. The word is 'king'.

**Teacher:** Now, '\_\_\_ite'. What letter do we need?

**Teacher:** Correct! 'k'. The word is 'kite'.

**Teacher:** Next, '\_\_\_urry'. What should we add?

**Teacher:** Yes! 'c'. The word is 'curry'.

**Teacher:** Last one, '\_\_\_amp'. What letter fits here?

**Teacher:** Right! 'c'. The word is 'camp'.

**Teacher:** Now, let us read them together – 'King, Kite, Curry, Camp'. Well done!

**Teacher:** Now, let us look at Exercise F. We need to match the words with their correct group. Listen and tell me the answer.

**F** Match the following, as shown.

1. giraffe



a. a type of clothing

2. pear



b. flower

3. rose



c. fruit

4. sweater



d. vegetable

5. potato



e. animal

31

**Teacher:** 'Giraffe' – Is it a fruit, vegetable, or animal?

**Teacher:** Yes! Animal.

**Teacher:** 'Pear' – Fruit or vegetable?

**Teacher:** Right! Fruit.

**Teacher:** 'Rose' – What is it?

**Teacher:** Yes! A flower.

**Teacher:** 'Sweater' – What do we wear?

**Teacher:** Correct! A piece of clothing.

**Teacher:** 'Potato' – What is it?

**Teacher:** Yes! A vegetable.

**Teacher:** Great job, everyone! Let us clap for our hard work.

## Differentiated Activities

110 km/hr



Write two sentences using any u words from page 31.

80 km/hr



Find a rhyming word for the u words from Exercise D.

40 km/hr



Point to each picture in Exercise D and say its name aloud.

## Home Task

Find three words with the letter u at home. Write them in your notebook and bring them to class tomorrow.

## Period 9

**Teacher:** Good morning, everyone.

I hope you all are feeling fresh and ready to begin our lesson today.

**SHOULD DO**

10 MIN.



**Teacher:** Before we start, let us do a quick warm-up. I want you all to listen carefully and follow my actions.

**Teacher:** Clap your hands two times if you had breakfast today.

**Teacher:** Tap your shoulders if you can see something in the classroom that starts with the letter C.

**Teacher:** Wiggle your fingers if you can think of a word that starts with K.

**Teacher:** Now, let us all take a deep breath in... and out. We are ready to begin. Open your books to page 31.

## Excelling Vocabulary

**Teacher:** Let us start by reading some words together. Look at the words at the top of the page: cut, but, hug, bug, run, fun.

**MUST DO**

20 MIN.



**Teacher:** I will say a word and you will repeat after me. Let us start.

**Teacher:** Now, look at the next activity. Some words are missing a letter. Can you see which letter is missing?

**Teacher:** Let us look at the first word. h\_ t. What letter should we add?

**Teacher:** Now, look at the second word. c\_ p. Think carefully before answering.

**Teacher:** Fill in the blanks for the remaining words in your books.

**Teacher:** Now, let us check if we got them right. Read each word aloud with me.

**Teacher:** Great work! Now, look at the pictures on the right. Each word matches with a picture. Let us find out which one goes where.


**Teacher:** Look at the first word. Which picture does it match with?

**Teacher:** Now, match the remaining words with their correct pictures by drawing a line.

**Teacher:** Once you finish, check your answers with a partner. Read your words and their matching pictures together.

**Teacher:** Well done, everyone! Now that we have completed this activity, let us move to the next part of our lesson.

 You may show the **Dictionary**, given on digital platform to improve the vocabulary.

**Teacher:** Let us play a fun word relay game. I will say a word from the list we completed and you have to find something in the classroom that starts with the same sound. **COULD DO** 

**Teacher:** If I say bug, can you find something that starts with the sound /b/?

**Teacher:** Now, let us take turns. Each of you will say a word and your partner will find something that starts with the same sound.

**Teacher:** Next, let us build sentences using the words we learned. I will say a word and you will use it in a short sentence.


**Teacher:** Let us start with 'hug'. Who can make a sentence? Now, let us make a sentence with 'fun'.

**Teacher:** Work with your partner. One of you will pick a word and the other will make a sentence. Then, switch roles.


**Teacher:** Once you finish, write one of your sentences in your notebook.

## Differentiated Activities

110 km/hr

 Write two short sentences using any of the words from Exercise D in your notebook.

80 km/hr

 Find a rhyming word for one of the words from Exercise D and say it aloud.

40 km/hr

 Look at the pictures in Exercise D. Say the name of each picture aloud.

## Home Task

Find three words that have the letter u at home. Write them in your notebook and bring them to class tomorrow.

## Period 10

**Teacher:** Good morning, everyone. I hope you all are ready to start today's lesson. Before we begin, let us do a quick warm-up activity.

**SHOULD DO**



## Excelling Spelling

 Spelling

**G** Look at the pictures. Fill in the blanks with *gr* to complete the words. Read the words aloud.

1. green 

2. group 

3. \_\_\_\_ass 

4. \_\_\_\_apes 

32

**Teacher:** I will say a word and you have to think of something related to it. If I say farm, what comes to your mind?

**Teacher:** If I say fruit, what do you think of?

**Teacher:** Now, let us play a quick action game. If the word I say is something you can eat, clap once. If it is something you see on a farm, tap your shoulders. Let us begin.

## Excelling Grammar

**Teacher:** Great! Now, let us open our books and start today's lesson.

**MUST DO**



**Teacher:** Open your books to page 32 and look at Exercise H. There are some pictures with sentences. You need to fill in the blanks with 'this' or 'that'.

 Grammar

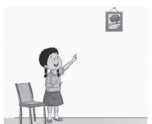
CING

We use **this** or **these** to talk about things that are close to us.  
We use **that** or **those** to talk about things faraway.

**H** Fill in the blanks with **This** or **That**.

1.             **This**            is a dog.

           is a bird.

2.             is a chair.

           is a beautiful picture.

**I** Fill in the blanks with **These** or **Those**.

1.             are books.

           are cups.

2.             are pencils.

           are apples.

32

**Teacher:** Look at the first sentence. The object is near, so we will use 'this'. Complete the remaining blanks in your books.

**Teacher:** Now, look at Exercise I. Here, we will use 'these' or 'those'. If the objects are close, we use 'these'. If they are far, we use 'those'.

**Teacher:** Fill in the blanks in Exercise I.

**COULD DO**

**Teacher:** Now, let us play a fun game. I will describe something in the classroom and you will tell me if we should use this, that, these or those.

**10 MIN.**

**Teacher:** If I say, 'I am holding a book in my hand,' what will you say?

**Teacher:** Now, if I point to the windows, which word should we use?

**Teacher:** Let us continue the game with more objects around the classroom.

## Differentiated Activities

**110 km/hr**



Write two sentences using this or that and two sentences using these or those.

**80 km/hr**



Look around the classroom and name three things using this, that, these or those.

**40 km/hr**



Point to objects in the classroom and say their names using this, that, these or those.

## Home Task

Find two objects at home that are near you and two that are far away. Write sentences using this, that, these or those.

## Period 11

**Teacher:** Good morning, everyone. Today, we will learn how to use 'is', 'am' and 'are' correctly. Let us begin with a fun story.

**SHOULD DO**

**10 MIN.**

## Excelling Grammar

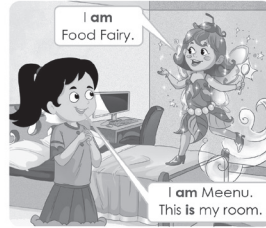
**Teacher:** Look at this picture. (Shows the first image from the book.) Meenu says, 'I am Meenu.' The Food Fairy says, 'I am Food Fairy.' Can you tell me what word they both used?

**Teacher:** Good. Now, look at the next picture. Meenu's parents say, 'We are Meenu's parents.' What word did they use?

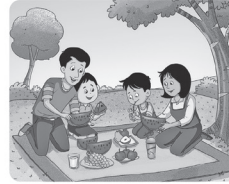
**Teacher:** Fantastic! And if we talk about one person, like the girl singing, we say, 'She is a singer.' What word did we use?

**Teacher:** Wonderful! Now let us practise.

**1** Look at the pictures. Read the sentences.



Colour the correct words with a green crayon.



1. This is / am / are a park.



2. She is / am / are a singer.



3. We is / am / are a family.



4. I is / am / are a cook.

33

**Teacher:** Look at the next set of pictures. You can see some words under each sentence. **MUST DO** Your task is to colour the correct word with a green crayon. Let us do the first one together.

**MUST DO**

**20 MIN.**

**Teacher:** Look at the first picture. There is a family having a picnic. The sentence says, 'This \_\_\_\_\_ a park.' Which word is correct? 'Is', 'am' or 'are'?

**Teacher:** Good. The correct word is 'is'. So, the sentence is 'This is a park.'

**Teacher:** Now, look at the next picture. There is a girl singing. The sentence says, 'She \_\_\_\_\_ a singer.' Which word should we use?

**Teacher:** Great. The correct word is 'is', so the sentence is 'She is a singer.'

**Teacher:** Look at the third picture. A happy family is standing together. The sentence says, 'We \_\_\_\_\_ a family.' Which word is correct?

**Teacher:** Yes, we use 'are', so the sentence is 'We are a family.'

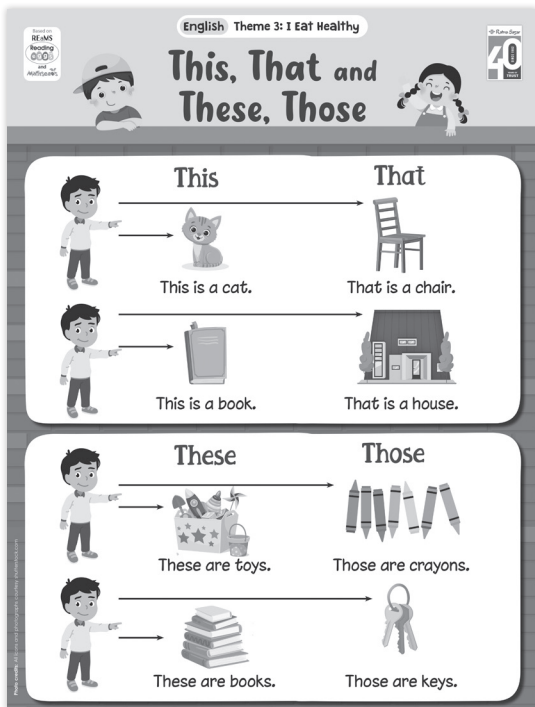
**Teacher:** Now, look at the last picture. A boy is cooking. The sentence says, 'I \_\_\_\_\_ a cook.' Which word should we use?

**Teacher:** Correct. The sentence is 'I am a cook.'

**Teacher:** Now, colour the correct words in all the sentences using your green crayon. I will come around to check your work.

## Poster

**Teacher:** Let us take a moment to look at the poster on the wall.



(Please display and discuss the posters prominently in the classroom to reinforce the learning about animal reproduction. Encourage students to observe the posters and discuss the different types of animal reproduction.)

**Teacher:** Great observation everyone.

**COULD DO**

10 MIN.

## Differentiated Activities

110 km/hr



Make five new sentences using 'is', 'am' and 'are' and draw small pictures for each.

80 km/hr



Read all four sentences aloud and write two more sentences of your own.

40 km/hr



Point to each picture and say the correct sentence aloud.

## Home Task

Write five sentences about yourself, your family and your friends using 'is', 'am' and 'are'.

**Example:** 'I am a student.', 'My mother is kind.', 'We are a happy family.'

## Period 12

**Teacher:** Good morning, everyone. Today, we will practise speaking and

**SHOULD DO**

10 MIN.

writing using simple sentences. We will talk about things we have and the activities we like to do. Open your book to page 34.

**Teacher:** Look at the first conversation in the book. The boy is asking, 'Do you have almonds?' and the girl is answering, 'Yes, I have almonds.' Let us practise this together.

**Teacher:** If I ask, 'Do you have a water bottle?' How will you answer? If you have it, say, 'Yes, I have a water bottle.' If you do not, say, 'No, I do not have a water bottle.'

**Teacher:** Now, I will ask some of you about different objects. Be ready to answer.

Do you have a pencil?

Do you have a lunchbox?

Do you have a bag?

**Teacher:** Well done. Now, let us complete some activities.

**MUST DO**

20 MIN.

## Excelling Language

**Teacher:** Open your books and look at the conversation on page 34. One child is asking, 'Do you have almonds?' The other child answers, 'Yes, I have almonds.' Now, let us practise this in pairs.

**Teacher:** Use the words in the box: books, bottle, pencil, lunchbox, bag. One partner will ask and the other will answer. Then switch roles.

**Teacher:** I will come around to listen to your conversations.

## Excelling Expression

**Teacher:** Now, look at the next part of the page. We will complete the sentences with the correct words. Let us read the first one together.

'I am Ritu. I like to \_\_\_\_\_ healthy food.'


Which word should we use? Yes, 'eat.' The sentence is: 'I am Ritu. I like to eat healthy food.'

**Teacher:** Now, look at the next picture. A girl is holding a football. The sentence says, 'I am Ann. I like to \_\_\_\_\_ football.' What word should we use?

**Teacher:** Good. The correct sentence is: 'I am Ann. I like to play football.'

**Teacher:** Now, complete the last two sentences on your own using the words sing and dance.

**Teacher:** Once you are done, read your sentences aloud to your partner.

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

**Teacher:** Now, we will play a fun game. I will call one student to the front. They will act out an action from the box (sing, play, eat, dance) and the rest of the class will guess the correct word.




**Teacher:** Let us start. Watch carefully and say, 'She is singing' or 'He is dancing,' depending on what you see.


**Teacher:** Now, I will point at different students and they will act out an action for the class to guess.

### Differentiated Activities


110 km/hr

 Write five new sentences using 'have' and 'like to' and draw small pictures for each.

80 km/hr

 Complete additional sentences given by the teacher using have and like to.

40 km/hr

 Read each sentence aloud and match pictures to the correct sentence.

### Home Task

Write four sentences about yourself using 'I have' and 'I like to'. Example: 'I have a storybook.' 'I like to dance.'  
Also Bring 2 Breads, Vegetables and Fruits to do an activity in the class.

### Period 13

**Teacher:** Good morning, students. Today, we will learn how to make a sandwich. Open page 34 in your book.



**Teacher:** Before we begin, let us play a small game. I will say the name of a food item and you have to tell me whether you eat it for breakfast, lunch or dinner.

**Teacher:** Let us try.

Bread – When do we eat it?

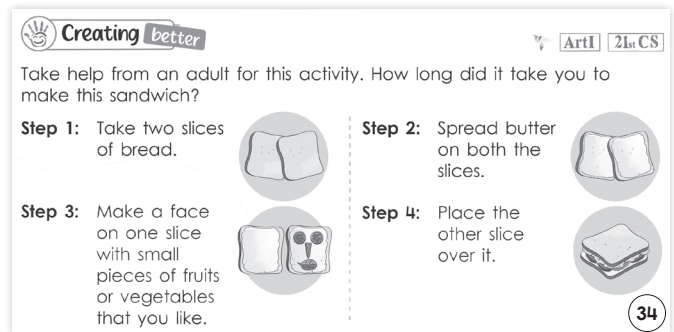
Rice – When do we eat it?

Milk – When do we drink it?

Fruits – When do we eat them?

**Teacher:** Very good. Now, tell me, have you ever made a sandwich? What do we need to make a sandwich? Let us look at the pictures in the book and find out.

### Creating better



**Teacher:** Look at Step 1. What do we need first? Yes, we need two slices of bread. Now, let us move to Step 2. What do we do next? We spread butter on both slices of bread.



**Teacher:** Now, let us read Step 3. We make a face using small pieces of fruits and vegetables. Can you think of a fruit we can use for eyes? What about a smile?

**Teacher:** Finally, look at Step 4. What do we do? We put the other slice of bread on top. Now, the sandwich is ready.

**Teacher:** Now, I want you to pretend you are making a sandwich with your hands. Hold two slices of bread, spread butter, add a face and cover it. Well done.

**Teacher:** Now, let us do a fun activity. I want you to draw a sandwich in your notebook. You can use your favourite ingredients. Maybe you like cheese or jam instead of vegetables. Be creative.

**Teacher:** After drawing, colour your sandwich and tell me what you used.



### Differentiated Activities


110 km/hr

 Draw your sandwich and write two sentences about how you made it.

80 km/hr

 Say aloud the four sandwich-making steps in order.

40 km/hr

 Point to the pictures in the book and say what is happening in each step.

### Home Task

Make a sandwich with the help of an adult at home. Tell them the four steps. The next day, tell the class what you made.

## Period 14

### Thinking better

SHOULD DO

10 MIN.

**Teacher:** Good morning, students. Today, we will talk about food and the choices we make. Open your book to page 35 and look at the section called Thinking better.

**Thinking better** COD HOTS 2LCS

**Think and discuss.**  
You have some extra food. What will you do with it? Tick (✓) the boxes.


1. Make a sandwich with it.
2. Eat it later.
3. Give it to someone who is hungry.

35

**Teacher:** Imagine you have extra food. What will you do with it? Look at the three options in your book.

1. Make a sandwich with it.
2. Eat it later.
3. Give it to someone who is hungry.

**Teacher:** Think for a moment. What do you think is the best thing to do? Why? Let us share our answers.

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

### Choosing better

**Choosing better** EXL LSV 2LCS

You are invited to a party. There are a lot of things to eat. Do you finish everything you take on your plate? Do you take a bite and leave the food on the table? Give reasons for answer.

35

**Teacher:** Now, turn to the next section called Choosing better. It talks about food at a party. Imagine you are at a party with lots of food. Do you take too much food and leave it on the table or do you take only what you can finish?

### Book of Holistic Teaching

**Teacher:** Students now open your notebooks, we will now do Book of Holistic Teaching.

**Teacher:** Let us discuss.

What happens if we waste food?

How can we make sure we do not take more than we need?

Now, talk to your partner and share your answers.

**Teacher:** Next, let us do a small maths activity from 'Meenu and the Magic Plates'. Look at the problem in your book.

There are 5 grasshoppers on a plant. 2 grasshoppers fly away. How many are left?

COULD DO

20 MIN.

**Teacher:** Let us solve it together. Show five fingers. Now, put two fingers down. How many are left? Yes, three grasshoppers. Write the answer in your notebook.

**Teacher:** Now, let us do the EVS activity.

- Name two vegetables you have at home.
- Name two fruits you do not have at home.
- Write them down using 'I have' and 'I do not have'.

**Teacher:** Now, turn to your partner and say:

'I have \_\_\_\_\_.'

'I do not have \_\_\_\_\_.'

Chapter 3: Meenu and the Magic Plates

Theme 3: I Eat Healthy

**A Maths** HoLL MDA

There are 5 grasshoppers sitting on a plant. 2 grasshoppers fly away. How many grasshoppers are left on the plant?

\_\_\_\_\_

**B EVS**

Name any two vegetables you have at home. Name any two fruits you do not have at home. Then, take turns to tell your partner what you have at home and what you do not have. Use **I have** or **I do not have**.

Vegetables I have

\_\_\_\_\_

\_\_\_\_\_

Fruits I do not have

\_\_\_\_\_

\_\_\_\_\_

4

**Teacher:** Now, let us play a quick game. I will name a fruit or vegetable and you will tell me if you have it at home or do not have it.

**Teacher:** Let us start.

Do you have apples at home?

Do you have carrots at home?

Do you have bananas at home?

Do you have potatoes at home?

**Teacher:** Well done. Now, in pairs, take turns asking each other the same question.

COULD DO

10 MIN.

### Differentiated Activities

110 km/hr



Write a short sentence on why we should not waste food.

80 km/hr



Draw a picture of two fruits and two vegetables you have at home.

40 km/hr



Say aloud 'I have \_\_\_\_\_.' and 'I do not have \_\_\_\_\_.' with the teacher's help.

### Home Task

Take a look inside your kitchen at home. Write three things you have and three things you do not have. Bring your answers to share in class.

## Period 15

**Teacher:** Good morning, students. Today, we will complete our chapter. In the next class, we will start a new poem. But before that, let us do some fun revision. Open your book to page 35 and look at the section Playing better.

**MUST DO**

30 MIN.

### Playing better

Lemon and Spoon Race

**Teacher:** Now, let us play a fun game called the Lemon and Spoon Race. Look at the instructions in your book under Playing better.

**Teacher:** Here is how we will play:

1. First, we will decide the starting and finishing point of the race.
2. Each of you will place a lemon on a spoon and hold the spoon in your mouth.
3. You will walk carefully to the finish line without dropping the lemon.
4. The first player to reach the finish line wins.

**Playing better**

**Lemon and Spoon Race**

1. Decide the starting and the finishing point of the race.
2. All the players will place a lemon on a spoon and hold the other end of the spoon in their mouth.
3. Start walking towards the finish line without dropping the lemon.
4. The player who reaches the finish line first, wins!

Teacher's Note: \*Guide the students to recall and answer this in their notebooks.

35

**Teacher:** Let us all get ready and play the game. Remember, do not run—walk slowly and carefully so your lemon does not fall.

**COULD DO**

5 MIN.

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

**Teacher:** Now that we have finished the game, let us talk about it.

Did you find the game easy or difficult?

What did you learn from this game? (Balance, patience, focus)

**Teacher:** Now, draw a small picture of yourself playing the game and write one sentence about your experience.

L (What I have Learnt)\*

**ICL**

35

**Teacher:** Now, let us fill in the last column of the KWL chart.

**SHOULD DO**

5 MIN.

**Teacher:** In this column we will write what we have learned in this chapter.

**Teacher:** Think about the topics we have learned and

write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

**Teacher:** Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

### Differentiated Activities

**110 km/hr**



Write two sentences about what you learned from the Lemon and Spoon Race.

**80 km/hr**



Draw a picture of yourself playing the game and label it.

**40 km/hr**



Say a sentence about the game with the teacher's help.

### Home Task

Complete Revising better on page 35.

## Period 16

**Teacher:** Good morning students, how are you all?

**MUST DO**

30 MIN.

Let us settle down and start with new activity.

**Teacher:** Open your workbook to Worksheet on page 7. Look at Exercise A. There are some fill-in-the-blank sentences. Read the words in the box and use them to complete the sentences.

**Theme 3: I Eat Healthy**

**3. Menu and the Magic Plates**

**Worksheet 1**

**Comprehension**

Read the passage carefully.

Ronit's grandfather has a farm. There are many fruit trees on the farm. In the summer, the trees are covered with ripe fruits. There are bananas, jamuns, mangoes and many more fruits. Ronit visits the farm during the summer vacations. He helps the farmers pluck ripe fruits. The fruits are put in big jute bags. Then, they send the fruits to the factory. These fruits are used to make pickles, jams and jellies. Grandmother uses some of these fruits at home too. Ronit's favourite fruit is mango. He loves to have mango shake topped with ice cream and dry fruits.

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

fruits farm jellies farmers

1. Ronit's grandfather has a \_\_\_\_\_.
2. Many \_\_\_\_\_ grow on the farm.
3. The \_\_\_\_\_ pluck the fruits.
4. They make pickles, jams and \_\_\_\_\_ from the fruits.

7

**Teacher:** Now, let us move to Exercise B. There are sentences with two options. Read each sentence and colour the correct answer with a green crayon.

**Teacher:** Once you have completed both Exercises check your answers with a partner.

**COULD DO**

10 MIN.

**Teacher:** Now, let us look at the vocabulary section. There are pictures with missing letters. Fill in the blanks with c or k to complete the words.

**B. Colour the correct answers with a green crayon.**

- Ronit visits the farm during the **summer** / **winter** vacations.
- The trees are covered with **raw** / **ripe** fruits.
- Grandfather sends the fruits to the **bakery** / **factory**.
- They send fruits in big jute **bags** / **boxes**.

**Vocabulary**

**A. Look at the pictures. Fill in the blanks with c or k to complete the words.**

- \_\_\_age
- \_\_\_ane
- \_\_\_ing
- \_\_\_ite

**B. Match the words with their pictures.**

- grass
- gravy
- grapes
- grandmother

7

**Teacher:** Now, look at the second part. There are words on one side and pictures on the other. Match each word to the correct picture by drawing a line.

**Teacher:** Read the completed words aloud once you finish matching them.

### Differentiated Activities

#### 110 km/hr



Write two short sentences using any of the words from the worksheet.

#### 80 km/hr



Find a rhyming word for one of the words from the vocabulary section and say it aloud.

#### 40 km/hr



Look at the pictures in the vocabulary section. Say the name of each picture aloud.

### Home Task

Find three new words that start with c or k. Write them in your notebook and bring them to class tomorrow.

### Period 17

#### Worksheet 2

**Teacher:** Good morning, everyone. **SHOULD DO** Today, we will complete Worksheet 2 – Grammar and practise using some important words in English. Let us start with a quick revision.

**Teacher:** Listen carefully. I will say a sentence and you will tell me if it is correct or incorrect. If it is incorrect, you will correct it.

- 'She am a doctor.'
- 'They is my friends.'
- 'This is a pencil.'
- 'Those is books.'

**Teacher:** Well done. Now, let us move to today's worksheet. Exercise A: Fill in the blanks with 'is', 'am' or 'are'.

**Teacher:** Open Worksheet 2 and look at Exercise A. There are sentences with missing words. Let us read them together and complete them. **MUST DO**

**Worksheet 2**  
**Grammar**

**A. Fill in the blanks with is, am or are.**

- I \_\_\_\_\_ a farmer.
- The girls \_\_\_\_\_ eating fresh fruits.
- The vegetable seller \_\_\_\_\_ a kind man.
- The birds \_\_\_\_\_ flying.

**B. Look at the pictures. Fill the blanks with this, that, those or these.**

- \_\_\_\_\_ is a book.
- \_\_\_\_\_ is a clock.
- \_\_\_\_\_ are nouns.
- \_\_\_\_\_ are peacocks.

**Listening / Speaking / Writing**

**A. Listen to the riddles and solve them\*.**

**B. Talk to your friend. Tell each other what you have or what you do not have. Use Yes, I have or No, I do not have, to answer. Ask the following questions.**

- Do you have a bicycle?
- Do you have a storybook?
- Do you have a calendar at home?
- Do you have plants at home?

**C. Look at the pictures. Fill in the blanks with correct words. Use the words from the box.**

is   am   are

- I \_\_\_\_\_ a singer.
- Romila \_\_\_\_\_ a dancer.
- Neha \_\_\_\_\_ a chef.
- These \_\_\_\_\_ fresh fruits.

\*Read the listening text on page 31.

8

**Teacher:** Here is the first one. 'I \_\_\_\_\_ a farmer.' What is the correct word?

**Teacher:** Good! 'I am a farmer.' Now, let us try the next one. 'The girls \_\_\_\_\_ eating fresh fruits.' What word fits here?

**Teacher:** Correct. 'The girls are eating fresh fruits.' Now, complete the rest of the sentences on your own and I will check your work.

Exercise B: Demonstrative Pronouns – Fill in the blanks with 'this, that, these, those'.

**Teacher:** Look at the next exercise. There are pictures to help you. Let us do the first one together. '\_\_\_\_\_ is a book.' Look at the picture. The book is close to the girl. Which word should we use?

**Teacher:** Yes, 'This is a book.' Let us try the next one. '\_\_\_\_\_ is a clock.' The clock is far from the boy. What word should we use?

**Teacher:** Good job! 'That is a clock.' **COULD DO** Now, complete the next two on your own.

Exercise C: Listening Activity – Concentration Riddles

**Teacher:** Now, let us focus and test our thinking skills with some riddles. Listen carefully.

**Riddle 1:** 'I am round. I tell you the time. What am I?'

**Riddle 2:** 'I have pages and you can read me. What am I?'

**Riddle 3:** 'I am used for writing. I have ink inside me. What am I?'

**Riddle 4:** 'I shine brightly in the sky at night, but I am not the sun. What am I?'

**Teacher:** Think before answering. Raise your hand if you know the answer.

**Pair Activity:** Now, create your own simple riddles and ask your partner to solve them.

### Differentiated Activities

**110 km/hr**



Write five new sentences using 'is', 'am' and 'are' and draw a small picture for each.

**80 km/hr**



Complete five additional fill-in-the-blank sentences given by the teacher.

**40 km/hr**



Read each sentence aloud and circle the correct word in the textbook.

### Home Task

Write four sentences using this, that, these, those and draw small pictures for each. Example: 'This is my school bag.' (Draw a school bag close to you.)

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• use various equipment to join the dots and colour the picture (carrot).</li> <li>• listen and follow instructions to make a sandwich with the help of an adult.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• express opinions based on previous experiences of eating food of their choice.</li> <li>• show liking for nutritious food and understand the importance of saving food.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• listen carefully to guess the riddle and answer.</li> <li>• comprehend the story and orally express key takeaways.</li> <li>• understand the basic structure of speech bubbles and read them from left to right and top to bottom.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• follow model reading for pronunciation and intonation.</li> <li>• learn and use sight words in short sentences.</li> <li>• develop phonological awareness and blend phonemes (gr-).</li> <li>• identify rhyming words in the poem.</li> <li>• use is/am/are in sentences.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• enjoy reciting the poem.</li> <li>• role-play using 'I have/I do not have'.</li> <li>• colour an apple and orally express the intent of using red colour.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• write sight words in their <i>Little Book</i>.</li> <li>• listen carefully for details and speak in simple sentences with those around them.</li> <li>• use action words to complete sentences.</li> </ul>

### Starry Knights

Did you learn anything new while teaching this unit? Record your observations here.

Give yourself a STAR.



# Answers

## Theme 3: I Eat Healthy Lesson 3: Meenu and the Magic Plates

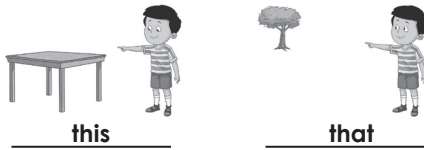
### Main Coursebook

#### Re-KAP

**Kinaesthetic:** Accept all the relevant responses.

**Auditory:** Accept all the relevant responses.

#### Pictorial:



**Interacting better:** plate

#### Learning better:

##### A. Correct sentences:

1. Meenu is a little girl who wastes food.
4. Food Fairy flies away in the end.

B. 1. habit    2. old    3. Students    4. Thank

- C. 1. Meenu throws away the leftover food in the dustbin.
2. Meenu does not realise how much food is enough to fill her tummy. Therefore, she takes more food on her plate than she can eat.
3. The Food Fairy gives a new set of plates to Meenu's mother and takes the old ones.
4. The Food Fairy wanted to make Meenu understand that Ritu's habit of wasting food was wrong. She wanted Meenu to realise that food is valuable and not meant for throwing away.

- D. 1. hut – d.  
2. cup – c.  
3. jug – b.  
4. Sun – a.

- E. 1. king  
2. kite

3. curry

4. camp

F. 1. e. animal

2. c. fruit

3. b. flower

4. a. a piece of clothing

5. d. vegetable

G. 1. green

2. group

3. grass

4. grapes

H. 1. This is a dog.

That is a bird.

2. This is a chair.

That is a beautiful picture.

I. 1. These are books.

Those are cups.

2. These are pencils.

Those are apples.

J. 1. is

2. is

3. are

4. am

K. Riddle - 1: a potato

Riddle - 2: an apple

L. Accept all relevant responses.

M. play, sing, dance

**Creating better:** Accept all relevant responses.

**Thinking better:** Accept all relevant responses.

**Choosing better:** Accept all relevant responses.

# Lesson-3: Vegetables

3 Periods (40 minutes each)



Learn Better, CRM signs



Animation, Slideshow, eBook

Continuing better

I eat vegetables every day.

## Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to recite the poem with correct rhythm and intonation.
- to learn to eat healthy and stay fit.

## Methodology

### Period 1

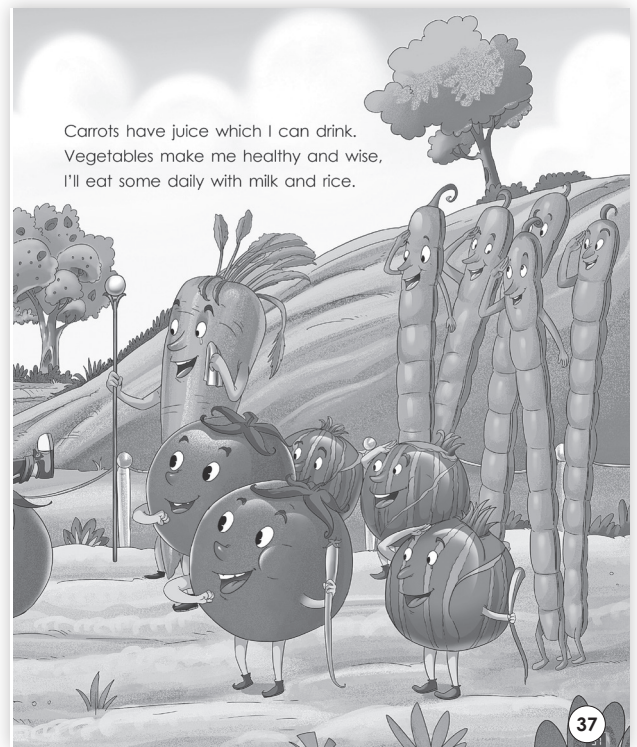
**Teacher:** Good morning, students. Today, we are starting a new poem. Open your book to page 36 and look at the title. It is called 'Vegetables'.

SHOULD DO

10 MIN.

**Teacher:** Look at the picture in the book. What do you see? There are vegetables with faces. What vegetables can you name from this picture?

**Teacher:** Now, I will read the poem aloud. Listen carefully and look at the pictures while I read. Try to guess what the poem is about.



**Teacher:** I will read the poem again and this time, I want you to repeat after me.

MUST DO

20 MIN.

**Teacher:** Let us look at the first two lines.

Tomatoes are red, beans are green.

What colours do we see here? Yes, tomatoes are red and beans are green.

**Teacher:** Let us read the next lines.

A brinjal has a crown, just like a queen.


Look at the brinjal in the picture. What does it have on its head? It looks like a crown. That is why the poem says it is like a queen.

**Teacher:** Now, let us read the last part.  
Potatoes are brown, onions are pink.  
Can you think of other vegetables and their colours?

**Teacher:** Let us talk about the last lines.  
Carrots have juice which I can drink.

**Teacher:** Now, I want each of you to read a line from the poem aloud.  
Can we drink carrot juice? Yes, we can. It is very healthy.

**Teacher:** Now, let us play a game. I will name a vegetable and you have to act like it.  
If I say carrot, you stand tall and straight.  
If I say brinjal, you put your hands on your head like a crown.  
If I say tomato, you make a round shape with your hands.  
Let us try. I will say the name and you will act.

 You may show the **Animation**, given on digital platform to recap the poem.

## Differentiated Activities

110 km/hr



Write the names of five vegetables and their colours.

80 km/hr



Draw your favourite vegetable and colour it.

40 km/hr



Say the name of your favourite vegetable and its colour aloud.

## Home Task

Find a vegetable at home and bring it to class tomorrow. Be ready to tell everyone its name, colour and one thing you can make with it.

## Period 2


### Learning better


**Teacher:** Good morning, students. Yesterday, we learned a poem about vegetables. Before we begin today's activity, let us quickly recall some things from the poem.

**Teacher:** What colour are tomatoes? What about potatoes? Who can tell me which vegetable has a crown?

**Teacher:** Well done. Now, open your book to page 38 and look at the section called.

## Excelling Comprehension

 Learning better CBA Full

 Comprehension

**A Match the following.**

1. Tomatoes are	o	o a. which I can drink.
2. Potatoes are	o	o b. pink.
3. Onions are	o	o c. red.
4. Carrots have juice	o	o d. brown.

**B Write a short answer in your notebook.**  
Why should we eat vegetables every day? 38

**Teacher:** Look at Exercise A in your book. There are four sentences about vegetables and we need to match them to the correct answer. Let us do the first one together.

1. Tomatoes are \_\_\_\_\_.  
Look at the options. What colour are tomatoes? Yes, red. So we match 1 → c.

**Teacher:** Now, try the next three on your own. Take your pencil and draw a line to match the correct pairs. I will walk around and check your work.

**Teacher:** Now, look at Exercise B. There is a question: Why should we eat vegetables every day?

**Teacher:** Vegetables keep us healthy and make us strong. They give us vitamins and energy. Now, write one short sentence in your notebook to answer this question.

**Teacher:** Now, let us do a fun speaking activity. Each of you will name one vegetable and say why it is good for us. If you choose carrot, you can say, 'Carrots are good for our eyes.'  
If you choose spinach, you can say, 'Spinach makes us strong.'

**Teacher:** Take turns and say your sentence aloud.

## Differentiated Activities

110 km/hr



Write two sentences about why vegetables are important.

80 km/hr



Draw a picture of your favourite vegetable and write its name.

40 km/hr



Say aloud, 'I eat \_\_\_\_\_ because it is good for \_\_\_\_\_.'

## Home Task

Ask your parents about their favourite vegetable. Write its name and draw a picture of it in your notebook.

## Period 3

**Teacher:** Good morning, students. Today, we are going to do a fun activity. Open your book to page 38 and look at the section called Having Fun better.

**SHOULD DO**

10 MIN.



**Teacher:** What do you see? There are dots with numbers. What do you think will happen when we join the dots?

**Teacher:** This is a dot-to-dot activity. We will connect the dots in order to find out what the picture is. Then, we will colour it beautifully.

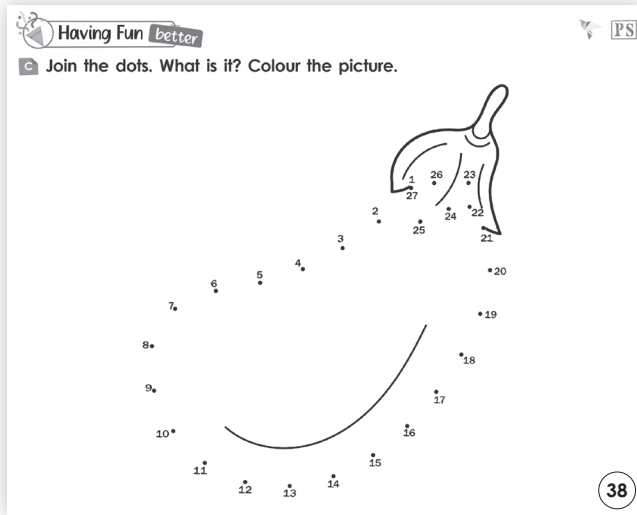
**MUST DO**

15 MIN.



## Having Fun better

**Teacher:** Now, take your pencils. Start at number 1 and follow the numbers in order. Slowly move from one dot to the next until you reach the last number.



**Teacher:** Once you have completed the drawing, look at the picture. What is it? Yes, it is a brinjal (eggplant).

**Teacher:** Now, take out your colours. What colour should we use for the brinjal? Yes, it is purple with a green stem. Let us carefully colour inside the lines.

**Teacher:** Now, let us talk about brinjals.

Do you like to eat brinjal?

How is it cooked at home?

What other vegetables do you eat?

**COULD DO**

15 MIN.



**Teacher:** Now, imagine this brinjal could talk. What would it say? Think of one funny sentence your brinjal might say and share it with the class.

**Teacher:** Well done, everyone! Today, we have completed Theme 3 and the poem 'Vegetables'. In the next period, we will start a new lesson. Get ready for more exciting learning!

## Differentiated Activities

**110 km/hr**



Write one sentence about the brinjal and colour the picture neatly.

**80 km/hr**



Draw another vegetable using dots and numbers and colour it.

**40 km/hr**



Say the name of the vegetable aloud and point to its colour.

## Home Task

Find a vegetable at home. Draw and colour it in your notebook. Write its name below the drawing.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills as students use colours/crayons to colour the pictures.</li><li>• use fine motor control to join the dots and colour the carrot in the picture.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their liking for fruits and vegetables.</li><li>• share their opinion about the importance of eating nutritious food.</li><li>• listen to peers and express themselves about the food they like.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and name the fruits and vegetables they like.</li><li>• comprehend and answering the questions based on the poem.</li><li>• narrate the literal meaning of the poem.</li><li>• understand the connection between healthy food choices and staying fit.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• recite the poem in chorus and individually with correct rhythm and intonation.</li><li>• learn new vocabulary through the poem and use it in sentences.</li><li>• practise sight words in short and simple sentences.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• enjoy the poem and reciting it with the class.</li><li>• participate in activities like colouring and creating art related to the poem.</li><li>• express creativity through art as they colour pictures.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• follow instructions to complete activities like joining the dots and colouring.</li><li>• pay attention to details as they listen to the poem and engage in discussions.</li><li>• participate actively in classroom activities and share thoughts with peers.</li></ul>

### Starry Knights

How was the learners' response to the poem on vegetables? Share here.

Give yourself a **STAR** for being a fantastic teacher!

