

Lesson-4: Vacation at Paati's

Theme 4:
I Live Happily

16 Periods (40 minutes each)



Learn better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Flashcard of house



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

Confirming better

I keep my room neat and clean.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to follow model reading for correct pronunciation and pauses.
- to listen attentively and respond to vocabulary appropriately.
- to role-play everyday situations using listening cues.
- to match action words to pictures for better understanding.
- to answer questions in simple words confidently.
- to develop phonemic awareness, focusing on the long 'a' sound.
- to learn and use new words starting with 'h' and 'r'.
- to recognise and remember sight words from lessons.
- to improve spelling by filling in missing letters.
- to practise punctuation and sentence formation effectively.

Methodology

Period 1

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

Teacher: Before we move forward, let us say a positive statement together: 'I keep my room neat and clean.'

SHOULD DO

15 MIN.



Teacher: Why do you think keeping our room neat and clean is important?

Teacher: Yes, a clean room helps us stay organised, keeps us healthy, and creates a happy space for learning and playing.

Teacher: Wonderful. Now, let us begin our chapter.

Teacher: We will begin a new chapter, 'Vacation at Paati's'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

K	W	L

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

K (What I Know) **ICL** W (What I Want to Know)

39

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Re-KAP

Kinaesthetic

Teacher: Let us have some fun with a story activity. Everyone, imagine a big brown bear in the forest.

MUST DO

25 MIN.



Teacher: You will tell a story about the bear to your partner, but there is a twist. When you say certain words, you must do the action.

Kinaesthetic

Tell a story to your partner about a big brown bear. Use the words given below. Do the actions when you say these words.

stand eat roar clap walk sit

Confirming better

39

Teacher: Look at the words—stand, eat, roar, clap, walk and sit. Whenever you say one of these words in your story, you must act it out.

Teacher: For example, if you say, 'The bear stood up,' you

must stand. If you say, 'The bear roared loudly,' you must roar.

Teacher: Take turns telling the story with your partner. Be creative and have fun with the actions. Let us begin.

Auditory

Teacher: Wonderful! I can see some of you are already acting out the words with great energy. Keep going. Remember to listen carefully to your partner's story and follow along with the actions.

Auditory*

Listen to your teacher carefully. Write the doing words in your notebook. Say the words aloud.

39

Teacher: Now, let us make it even more interesting. This time, I will start a story using some actions and you will continue it, one by one. But remember, whenever you hear a doing word like 'read', 'talk', 'play', 'drink' or 'bake', you must act it out.

Teacher: Here is the beginning of our story. Listen carefully. 'Mala reads a book. Rizu talks on the phone. The children play in the park. The puppy drinks milk. Shubham bakes a cake.'

Teacher: Now, who would like to continue the story? (Encourage students to add a sentence and act out the doing words.)

Teacher: Fantastic storytelling, everyone. You all used great actions and made the story come alive.

Teacher: Before we finish, let us say all the action words together. Read, talk, play, drink, bake. Say them one more time while doing the actions.

Teacher: Well done. You listened carefully, acted out the words and created a wonderful story. Give yourselves a big round of applause.

Differentiated Activities

110 km/h



Students will write an extended version of their story, adding two more action words of their choice and illustrating a key scene from their story.

80 km/h



Students will draw a simple storyboard with pictures showing each action word in sequence. They will label each picture with a short sentence.

40 km/h



Students will match action words to their correct pictures and practise saying them aloud while performing the actions.

Home Task

Create a short paragraph using at least four action words from today's lesson. Draw a picture to match your paragraph. Write neatly in your notebook.

Period 2

Pictorial Activity

Teacher: Good morning, students. How are you today? Let us begin with an interesting activity.





SHOULD DO

15 MIN.

Teacher: Open your books to page 39 and look at the Pictorial activity.

Pictorial PS

Look at the pictures. Fill in the blanks with doing words.

1. Simi _____ in the park. 
2. Aditya _____ the ladder. 
3. The cat _____ under the table. 
4. Tina _____ a bicycle. 

39

Teacher: Today, we will learn about 'doing words'. These are words that tell us what someone or something is doing. Let me give you an example. If I say, 'I jump on the ground,' what am I doing? Yes, I am jumping. The word 'jump' is a doing word because it tells us an action.

Teacher: Now, let us look at the pictures in your book. You will see some actions happening. I will read each sentence and you will tell me the word that completes it. (Point to each picture and guide students in identifying the correct word.)

Teacher: Great! Now, take your pencils and complete this exercise in your books by filling in the blanks with the correct words.

(Move around, guiding and encouraging students as they complete the activity.)

Teacher: Well done, everyone. Now, let us read the sentences aloud together.

Interacting better

Teacher: Now let us have a discussion. Open your books to page 40 and look 'Interacting better' activity.


MUST DO

15 MIN.

Teacher: Have you ever seen a house made of snow? Do you think people can live in such houses?

Interacting better

Discuss with your partner if they know houses can be made out of snow. What are such houses called?



ICL

40

Teacher: Talk to your partner and share what you know about houses made of snow. What are these houses called?

(Listen to a few responses and acknowledge them.)

Teacher: That is right. These houses are called 'igloos'. People who live in very cold places, like the Arctic, build

them using blocks of snow. Even though they are made of snow, igloos keep people warm inside.

Teacher: Now, let us look at some other types of houses people live in. Can you think of houses made of wood, bricks or mud? Where do we usually find these houses? (Facilitate a short discussion before transitioning to the next activity.)

Teacher: Now, let us play a quick guessing game. I will describe a type of house and you will try to guess what it is.

COULD DO

10 MIN.

1. This house is made of bricks and cement. It is strong and does not break easily. What is it? (House)
2. This house is made of wood. People in forests and hilly areas often live in these. What is it? (Wooden house)
3. This house is made of snow. People in very cold places live in these. What is it? (Igloo)
4. This house has wheels and can move from place to place. What is it? (Caravan)

Teacher: Great!. Now, let us clap for our efforts.

Differentiated Activities

110 km/h



Students will draw different types of houses and label them. They will write two sentences about each house.

80 km/h



Students will match Flashcards of different houses with their names.

40 km/h



Students will trace and copy the names of different houses while looking at their Flashcards.

Home Task

Find a picture of a house in a magazine or newspaper. You can also draw the picture. Write one sentence about the type of house it is. Write neatly in your notebook.

Period 3

Teacher: Good morning, students. How are you today? Let us start with a quick discussion.

SHOULD DO

10 MIN.

Teacher: Open your books to page 40 and look at the title of the chapter, 'Vacation at Paati's'. What do you think this story might be about?

Teacher: That is interesting. This story is about a girl named Gayathri who is visiting her grandmother, Paati, in Tamil Nadu. She explores her grandmother's big house and garden filled with flowers and fruit trees.

Teacher: Think about the time you visited your grandparents' house or a relative's house. What did you see there? Did it feel different from your home?

MUST DO

20 MIN.

Teacher: Now, let us read the Story together. Open your books to page 40. I will read aloud and you will follow along in your books.

STEP TIME

Lina goes to Maria's house. Maria has many books on her bookshelf. Lina picks out a storybook called 'Vacation at Paati's'. She starts reading it.

Gayathri is very excited. She is visiting **her** grandmother. Paati* lives in Tamil Nadu. Her house is very big. There is a big garden around the house. There are many flowers and fruit trees in the garden. Thata** says some of the coconut trees are older than **him**!



(Read aloud the passage, pausing at key points to explain words like 'Paati', 'garden' and 'bookshelf'.)

Teacher: Gayathri is excited to visit her grandmother. What do you think makes a visit to a grandparent's house special?

(The teacher encourages responses.)

Teacher: Look at the sentence 'There are many flowers and fruit trees in the garden.' What kind of words do you see here?

(Help students identify verbs like 'are' and 'says'.)

Teacher: Now, let us practise reading in pairs. Each pair will take turns reading a sentence aloud to each other. Listen carefully to your partner.

COULD DO

10 MIN.

(Move around the classroom, guiding students as they read.)

Teacher: Now, let us play a memory game. I will describe something or someone from the story and you will try to remember what it is.

1. Gayathri is visiting someone. Who is it? (Paati)
2. Where does Paati live? (Tamil Nadu)
3. What does Gayathri see in the garden? (Flowers and fruit trees)
4. Who says that some trees are older than him? (Thata)

Teacher: Great ! Now, let us all clap for our efforts.



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

Differentiated Activities

110 km/h



Students will draw a picture of their own grandparents' house or a relative's house they have visited and write two sentences about it.

80 km/h



Students will draw a picture of their own grandparents' house or a relative's house they have visited

40 km/h



Students will trace and copy simple sentences from the story while looking at the pictures.

Home Task

Draw a picture of a garden. Write one sentence about what you would like to see in your dream garden. Write neatly in your notebook.

Period 4

Teacher: Good morning, everyone. Let us begin today with a fun discussion. Do you like playing in an open space at home? Where do you play with your friends?

SHOULD DO

10 MIN.



Gayathri loves the big, empty space at the centre of the house. Amma* says it is the courtyard. Gayathri and her cousins play in the courtyard. They race with each other and hide behind the pillars. There are many rooms around the courtyard. Paati also has a dog named Chinna. He plays with the children.



41

Teacher: Look at the picture in your book. This is a courtyard. It is a big, open space in the centre of the house. Can you see the children playing? What are they doing?

MUST DO

20 MIN.



Teacher: Let us talk about your favourite games. What do you like to play when you are outside?

Teacher: Now, let us continue the story about Gayathri and her family. Open your book and follow along as I read aloud.

(Read the passage aloud, pausing to ask simple questions.)

Teacher: Who is Gayathri playing with? Where do they hide? Who else is in the courtyard?

Teacher: Gayathri's grandmother, Paati, is drawing something called a 'kolam'. Have you seen a 'kolam' before? It is a beautiful design made with rice flour or coloured powder. Let us learn more about it.

Every morning, Paati draws a kolam** in front of the main door. Gayathri sits and watches.

Gayathri sees some pairs of shoes outside the house. "Why do we take off our shoes outside, Paati?" asks Gayathri. Paati says, "We take off our shoes outside to keep the house clean."



41

(Explain the meaning of a 'kolam' and its importance in keeping the entrance clean and welcoming.)

COULD DO

10 MIN.



Teacher: Now, let us talk about why we take off our shoes outside. Look at the picture of Paati and Gayathri.

Teacher: Let us act out a small scene. One of you will be Gayathri and another will be Paati. You will ask and answer questions just like in the story.

(Students take turns playing the roles.)

Teacher: Now, draw a simple 'kolam' design in your notebook. Imagine you are decorating your own house.

Differentiated Activities

110 km/h



Students will draw a colourful kolam on a sheet of paper and describe it in one sentence.

80 km/h



Students will listen to the teacher's verbal clues and identify the correct words from the lesson, such as courtyard, kolam and Paati.

40 km/h



Students will complete a partially drawn kolam by adding patterns and colouring it creatively.

Home Task

Draw a 'kolam' at home using flour or colours and show it to the class tomorrow.

Period 5

Teacher: Good morning, children. Let us begin with a quick recap. What did we learn in the last class?

SHOULD DO

10 MIN.



Teacher: Yes, we talked about Gayathri's home and her time with her cousins. Can you tell me what she saw in the courtyard?

(Students respond.)

Teacher: Wonderful! Today, we will read about what happens in the evening at Gayathri's home. Open your book to the page with the night-time picture.

MUST DO

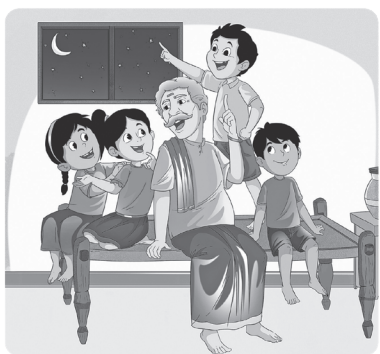
20 MIN.



In the evening, Paati lights a lamp. Then, she makes tasty dinner for the children. After dinner, Gayathri and her cousins sit around Thata. He tells them stories. The children have a lot of fun.

It is now time to go to bed. Gayathri and her cousins **walk** across the courtyard. They go to the bedroom. "Goodnight, children," says Paati.

"Goodnight, Paati," say the children sleepily.



42

Teacher: Look at the picture. What do you see? Who is sitting with the children?

Teacher: Yes! Paati is telling them stories. What happens before bedtime at your home? Do you listen to stories too?

Teacher: Now, let me read the text. Listen carefully. (Read aloud, pointing to words like 'lamp,' 'dinner,' 'stories,' and 'walk'.)

Teacher: What do Gayathri and her cousins do after dinner?

(Students respond.)

Teacher: That is right! They listen to stories from Thata. Then, they walk across the courtyard to the bedroom.

Teacher: Let us all walk in place (wherever you are sitting), just like Gayathri and her cousins.

Teacher: Now, let us act. Everyone pretends to be Gayathri and her cousins.

COULD DO

10 MIN.

Teacher: First, we sit and listen to a story. Let us pretend we are listening.

(Students act.)

Teacher: Now, it is time to sleep! Walk slowly to your 'bedroom' (your seat).

(Students walk back.)

Teacher: Well done! Now, let us say 'Goodnight, Paati' together in a sleepy voice.

Differentiated Activities

110 km/h



Draw a picture of Gayathri and her cousins listening to a story.

80 km/h



Complete a sentence—'At night, I like to ____.'

40 km/h



Trace and write the word 'walk' and say it aloud.

Home Task

Draw and colour a bedtime scene at your home.

Period 6

Recalling better

Teacher: Good morning, students. How are you today? Let us start by recalling what we read in the last lesson.

SHOULD DO

10 MIN.

Recalling better

CING

- o Gayathri visits her grandmother.
- o Her grandmother's house is very big.
- o There is a big garden around the house.
- o There is a big courtyard in the centre inside the house.
- o Gayathri and her cousins play in the courtyard.
- o There are many rooms around the courtyard.
- o Every morning, Paati draws a kolam in front of the main door.
- o In the evening, Paati lights a lamp. Then, she cooks dinner.
- o After dinner, Thata tells stories to the children. The children have fun.
- o The children then go to the bedroom to sleep.

42

Teacher: Open your books to page 42. Let us look at the section 'Recalling better'.

Teacher: I will read a few sentences about Gayathri's visit to her grandmother. Listen carefully and tell me if you remember these events.

Teacher: Now, turn to your partner and take turns telling each other one thing you remember about Gayathri's visit to Paati's house.

Teacher: Well done. Now, let us move on to an interesting reading activity.

MUST DO

20 MIN.



You may show the **Chapter Summary** given on the digital platform.

Sight words

her him has walk

FULL

42

Teacher: Now, look at the bottom of the page. Do you see the words 'her', 'him', 'has' and 'walk'? These are called sight words.

Teacher: Sight words are words we see and use often. Let us say them together: her, him, has, walk.

Teacher: Now, let us find these words in our reading passage. Look at the sentences we read earlier and point to these words.

(Guide students in identifying the sight words in the text.)

Teacher: Great job! Now, let us practise using these words. I will say a sentence and you will listen carefully to find the sight word in it.

- Gayathri visits her grandmother. (Students say 'her'.)
- Thata tells him a story. (Students say 'him'.)
- Paati has a big house. (Students say 'has'.)
- The children walk to the bedroom. (Students say 'walk'.)

Teacher: Well done. Now, let us read these sight words together one more time.

Teacher: Now, let us play a fun game. I will say a sight word and you will do an action when you hear it.

- When I say 'walk', take a small step forward.

(Call out words in random order while students do the actions.)

Teacher: Fantastic! You listened carefully and learnt sight words in a fun way.

Differentiated Activities

110 km/h



Students will write three sentences using the sight words and illustrate one of them.

80 km/h



Students will match the sight words with Flashcard representing their meanings.

40 km/h



Students will trace and copy the sight words and say them aloud.

Home Task

Write two sentences using any two sight words from today's lesson. Write neatly in your notebook.

(Note: Remind students to fill the 'My Scribbles and Secrets'.)

Period 7

Teacher: Good morning, students. How are you today? Let us begin by talking about what we read in the last lesson.

(Discuss the story briefly with the students)

Teacher: Open your books to page 43 and look at the section called 'Learning better'.

Teacher: Today, we will check how well we have understood the story. I will ask a few questions and you can answer by raising your hands.

- Who is Gayathri visiting? (Grandmother/Paati)
- What does Paati light in the evening? (A lamp)
- What does Thata do after dinner? (Tells stories)

Teacher: Well done. Now, let us move on to an interesting comprehension activity.

Learning better – Excelling Comprehension

Teacher: Now, look at 'Exercise A' in your book on page 43. You see two words in each sentence. Your task is to colour the correct word with a blue crayon. Let us do the first one together.

Comprehension

A Colour the correct answers with a blue crayon.

1. Gayathri is visiting her **friends** / **grandparents**.
2. There is a **garden** / **river** around the house.
3. In the evening, Paati lights a **lamp** / **fireplace**.
4. After **lunch** / **dinner**, Thata tells stories to the children.

43

Teacher: Gayathri is visiting her friends or grandparents? (Students say 'grandparents'.) Yes, so you will colour 'grandparents'.

Teacher: Now, open your notebooks and complete the remaining questions by writing the correct word in your notebooks. Look at the sentences carefully before choosing the correct answer.

(Move around, guiding and helping students.)

Teacher: Great job! Now, let us check our answers together.

(check the answers with the students)

Teacher: Now, let us act out a small conversation. I will be Gayathri and some of you will be Paati or Thata.

(Read a line from the story and students respond as Paati or Thata.)

Teacher: Let us switch roles. Now, you can be Gayathri and ask a question. Who wants to try?

(Students take turns asking and answering in a fun role-play activity.)

Teacher: That was amazing. You all did a great job remembering the story and using expressions.

Differentiated Activities

110 km/h



Students will write two more questions that they think Gayathri might ask Paati or Thata in their notebooks.

80 km/h



Students will draw a picture of Paati and Thata and write one sentence about what each character does in the story in their notebooks.

40 km/h



Students will trace and copy one sentence from the comprehension activity in their notebooks and say it aloud.

Home Task

Write one sentence about what you like to do when visiting your grandparents or a relative's house. Draw a small picture also. Write neatly in your notebook.

Period 8

Teacher: Good morning, students. How are you today? Let us begin by recalling what we learned in the last lesson.

SHOULD DO

10 MIN.



Teacher: Open your books to page 43. Look at the section where we answered questions about the story. Let us read some key points again to remind ourselves about Gayathri's visit to Paati's house.

Teacher: Who remembers where Gayathri's grandmother lives? (Students respond.) Yes, she lives in Tamil Nadu.

Teacher: What does Thata do after dinner? (Students respond.) That is right, he tells stories to the children.

Teacher: Now, let us move on to answer some questions in our notebooks.

Excelling Comprehension

Teacher: Now, look at Exercise B in your books on page 43. There are sentences and we have to find out who said them. Let us do this together.

MUST DO

20 MIN.



B Who says these words?

1. Why do we take off our shoes outside, Paati?
2. Goodnight, children.

43

(The teacher reads the first sentence aloud and asks students to identify the speaker. The students respond and the teacher confirms the correct answer.)

Teacher: Now, write these answers neatly in your notebooks.

Teacher: Next, look at Exercise C. We will write short answers to some questions. Let us do the first one together.

C Write short answers.

1. Where does Gayathri's grandmother live?
2. Why does Gayathri sit with her grandmother?

43

(Read the first question aloud and ask students for the answer. Students respond and the teacher confirms.)

Teacher: Now, write this answer in your notebooks.

Continue writing the remaining answers on your own.

(Move around the classroom, helping students as they write their answers.)

COULD DO

10 MIN.



Teacher: Wonderful. Now, let us check our answers together.

Teacher: Now, let us play a quick quiz in pairs. One of you will ask a question and the other will answer. Then, you will switch roles.

Teacher: For example, Student A can ask, 'Where does Gayathri's grandmother live?' and Student B will answer, 'In Tamil Nadu'

Teacher: Take turns asking and answering the questions. I will walk around and listen to your responses.

(The teacher observes students interacting and provides guidance when needed.)

Teacher: Well done, everyone. You all remembered the answers and worked well with your partners.

Differentiated Activities

110 km/h



Students will write one more question about the story and answer it in their notebooks.

80 km/h



Students will draw a picture of Gayathri and her grandmother and write one sentence about their relationship.

40 km/h



Students will trace and copy the short answers in their notebooks.

Home Task

Try to read the chapter aloud at home. Take help from parents if needed.

Period 9

Excelling Vocabulary

Teacher: Good morning, students. How are you today? Let us begin with a fun vocabulary activity.

SHOULD DO

10 MIN.



Teacher: Open your books to page 43 and look at the section on 'Vocabulary'.

Teacher: Today, we will practise filling in missing letters to complete words. This will help us learn new words and improve our spelling.

Teacher: Look at the pictures in part D. Each word is missing one or more letters. Can you guess what the words are? Let us try the first one together.

(Point to the first picture and help students identify the missing letter.)

1. p _ a _ g _ e

2. c _ a _ k _ e

3. t _ p _

4. c _ v _

5. g _ t _

6. l _ k _

Vocabulary

DING WR

D Look at the pictures. Fill in the blanks to complete the words, as shown. Read the words aloud.

43

Teacher: Now, take your pencils and complete the remaining words in your notebooks.

(The teacher moves around, guiding and encouraging students.)

Teacher: Well done. Now, let us read the words aloud together.

E Look at the pictures. Fill in the blanks with h or r to complete the words. Read the words aloud.

1.  ____ air
2.  ____ ing
3.  ____ and
4.  ____ ope
5.  ____ orn
6.  ____ ain

44

Teacher: Now, look at part E in your books. Here, we have to fill in the blanks with either 'h' or 'r' to complete the words.

MUST DO

20 MIN.

Teacher: Let us try the first one together. Look at the picture. It shows a girl with long hair. So, we write 'h' in the blank.

Teacher: Now, write the correct letters for the remaining words in your notebooks. Look at the pictures carefully before choosing the correct letter.

(Move around, helping students as they complete the exercise.)

Teacher: Well done, everyone. Now, let us read the words aloud together.

Teacher: Now, let us play a quick word hunt. I will say a letter and you will find a word in your book that starts with that letter.

COULD DO

10 MIN.

Teacher: Let us start with 'h'. Find a word that starts with 'h'. (Students search and respond.) Yes, 'hair' is correct.


Teacher: Now, find a word that starts with 'r'. (Students respond.) Great, 'rain' is one of the words.

Teacher: Let us continue with more letters. Keep looking and reading the words aloud.


(Encourage participation and make the activity fun.)

Differentiated Activities


110 km/h

 Students will write two more words that start with 'h' and two that start with 'r' in their notebooks.

80 km/h

 Students will match pictures with the correct words containing 'h' or 'r'.

40 km/h

 Students will trace and copy the words from the vocabulary activity in their notebooks.

Home Task

Find three words at home that start with 'h' and three that start with 'r'. Write them in your notebook and draw a small picture for one of them.

Period 10

Excelling Vocabulary

Teacher: Good morning, students. How are you today? Let us begin with an activity to name different rooms in a house.

SHOULD DO

10 MIN.

Teacher: Open your books to page 44 and look at exercise F.

F Name these rooms. Use words from the box, as shown.

living room bathroom bedroom

1. a room to sleep in bedroom

2. a room to bathe in _____

3. a room where we sit together _____

44

Teacher: In a house, we have different rooms for different purposes. Let us look at the pictures and identify these rooms.

Teacher: I will read the first sentence. 'A room to sleep in is called a... Yes, it is a bedroom.'

Teacher: Now, look at the next two pictures. What do we call the room where we take a bath? (Students respond.) Yes, it is a bathroom.

Teacher: What about the room where we sit together? (Students respond.) That is correct, it is a living room.

Teacher: Now, write the answers neatly in your notebooks.

Excelling Spelling

Teacher: Now, let us learn how to spell some important family words. Look at part G on page 44

MUST DO

20 MIN.

EXERCISE Spellings

G Fill in the blanks with er to complete the words. Read the words aloud.

1. father 2. moth____

3. sist____ 4. broth____


44

Teacher: In each word, 'er' is missing. Let us read the first one together. Father. Yes, we add 'er' to make 'father'.

Teacher: Now, look at the next words. What about Moth__? (Students respond.) That is right, 'mother'.

Teacher: Complete the remaining words in your notebooks by adding 'er'. Take your time and write neatly. (The teacher moves around to support students as they complete the activity.)

Teacher: Now, let us read all the words together—father, mother, sister, brother. Well done.

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

Teacher: Let us play a fun guessing game. I will describe a room and you will try to guess which room it is. Are you ready?

(wait for students to respond.)

Teacher: Here is the first riddle. Listen carefully. I have a big bed and a soft pillow. People sleep here at night. What am I?

Teacher: Yes, it is the 'bedroom.' Very good! Now, here is another one. I have a shower and a bucket. People come here to get clean. What am I?

Teacher: That is right! It is the 'bathroom'. Well done! Now, let us try one more. I have a sofa and a television. Families sit together here to talk and watch TV. What am I?

Teacher: Yes, it is the 'living room'. Fantastic guessing! Now, can anyone think of their own riddle about a room in the house? Try to give us clues and we will guess together.

Teacher: That was wonderful. You all did a great job thinking and guessing. Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class!

Differentiated Activities

110 km/h



Students will draw and label three rooms in their house (e.g., bedroom, bathroom, living room) and write one sentence about what they do in each room.

80 km/h



Students will listen to the teacher's clues about different rooms and point to the correct room in their classroom or describe what happens in that room.

40 km/h



Students will match the names of the rooms (bedroom, bathroom, living room) with simple written clues, such as 'I sleep here', 'I take a bath here', 'I watch TV here'.

Home Task

Write two sentences about your home using the words 'bedroom', 'bathroom' or 'living room'. Draw a small picture of one room.

Period 11

Excelling Punctuation

Teacher: Good morning, students. How are you today? Let us begin with a quick activity on punctuation.

COULD DO

10 MIN.



Teacher: Open your books to page 44 and look at the section on 'Punctuation'.

Teacher: We will learn how to write sentences correctly by using capital letters and full stops. Let us look at the first sentence together.

(Write the sentence on the board: gayathri is very excited)

Teacher: What is incorrect in this sentence? Yes, the first letter should be in capital and we need a full stop at the end. So, we write 'Gayathri is very excited.'

Punctuation

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

1. gayathri is very excited

44

2. chinna plays with the children

3. the children go to the bedroom

45

Teacher: Now, look at the next two sentences. Read them carefully and rewrite them in your notebooks using capital letters and full stops.

(Move around, guiding students as they complete the activity.)

Teacher: Well done. Now, let us read the corrected sentences together.

MUST DO

20 MIN.



Excelling Grammar

Teacher: Now, let us learn about 'action words.' Action words tell us what a person, animal or thing is doing. Look at part I in your books on page 45.

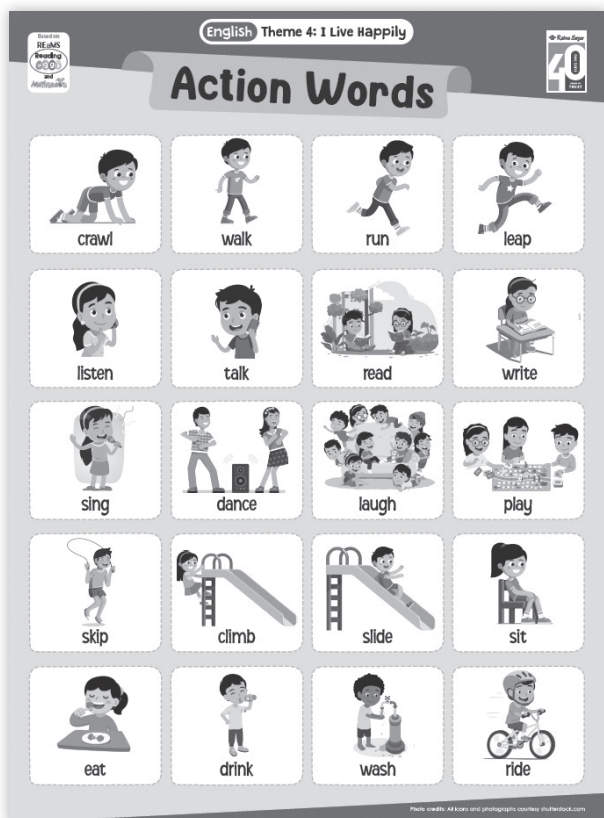
Teacher: I will read the first sentence. 'Gayathri plays/ cooks in the courtyard.' Which is the correct action word? (Students respond.) Yes, 'plays' is the correct word, so we will colour it with a green crayon.

Teacher: Now, look at the second sentence. What does Paati do in the morning? Does she 'cook' or 'draw' a 'kolam'? (Students respond.) Yes, she draws a 'kolam', so we colour 'draws'.

Teacher: Complete the last sentence by choosing the correct action word. Then, write all three sentences correctly in your notebooks.

(The teacher moves around, helping students.)

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



Teacher: Look at the first row. We have the words 'crawl', 'walk', 'run', and 'leap'. These are all actions that show movement. Can you act out each of these actions as we say them?

Teacher: Great job! Now, let us move to the next row. We see words like 'listen', 'talk', 'read', and 'write'. These are actions we use for communication and learning. Can you tell me which action we do when we hear a story? (Students respond) Yes! We 'listen' to a story.

Teacher: Now, let us look at the row with 'sing', 'dance', 'laugh', and 'play'. These are all fun activities that bring us joy. Can you think of a time when you did one of these actions? (Students respond) Wonderful!

Teacher: In the last row, we see actions like 'eat', 'drink', 'wash', and 'ride'. These are actions we do in our daily life. Why is washing an important action? (Students respond) That is right! Washing keeps us clean and healthy.

Teacher: This poster is very helpful in learning action words. I will paste this poster in the classroom so that we can look at it every day and remember these words.

Teacher: You all did a fantastic job identifying and understanding action words. Now, let us use these words in sentences together.

You may do the **Animated Activities** given on the digital platform.

Teacher: Now, let us play a fun game. **COULD DO** ☐ **10 MIN.**

I will act out an action word and you will guess what it is. (The teacher acts out actions such as running, reading, jumping and cooking and students guess the words.)

Teacher: Now, you will take turns acting out a word and the rest of the class will guess. Let us begin.

(The teacher encourages participation and keeps the activity fun and engaging.)

Differentiated Activities

110 km/h



Students will write two more sentences using action words of their choice and underline the action word in each sentence.

80 km/h



Students will match Flashcards with the correct action words and write them below each image.

40 km/h



Students will trace and copy sentences with action words and say them aloud.

Example:

The teacher writes: The girl 'jumps' over the rope.

Students will trace the sentence, copy it in their notebooks and read it aloud, emphasising the action word 'jumps.'

Home Task

Write two sentences using action words from today's lesson. Draw a small picture to match one of your sentences.

Period 12

Excelling Grammar

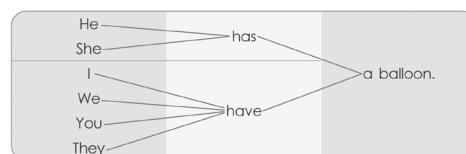
Teacher: Good morning, students. How are you today? Let us begin by learning how to form correct sentences.

SHOULD DO

10 MIN.

Teacher: Open your books to page 45 and look at the section where we join words to make sentences.

1 Join the words to make sentences, as shown. Write the sentences in your notebook.



45

Teacher: Look at the example in the box. We can see that some words are connected to 'has' and some to 'have'. Let us read them together.

Teacher: 'He has a balloon.' 'She has a balloon.' But when we use 'I', 'We', 'You' or 'They', we say 'have'.

Teacher: Now, using has or have, write three sentences in your notebooks. You can use the word 'balloon' or think of other words like 'toy', 'book' or 'apple'.




Teacher: Well done. Now, let us read some of our sentences aloud.

MUST DO

20 MIN.

Excelling Grammar

K Look at the pictures. Match the following to complete the sentences.

1.  Rohan sleeps ○ a. a kolam.
2.  Pihu rides ○ b. in his bedroom.
3.  Paati draws ○ c. a bicycle.

45


Teacher: Now, let us practise matching words to complete sentences. Open your books to page 45 and look at part K.

Teacher: Look at the first picture. Rohan is sleeping. Now, where does he sleep? Does he sleep in his bedroom or does he draw a 'kolam'? (Students respond.) Yes, he sleeps in his bedroom.

Teacher: Now, match the correct answers for the other two pictures. Once you finish matching, write the complete sentences in your notebooks.

(Move around, checking students' work and providing support.)

Teacher: Great job! Now, let us read the complete sentences together.

 You may show the **Dictionary** and **Concept Map** given on the digital platform.

Teacher: Now, let us play a fun game. I will give you a word and you have to make a sentence using 'has' or 'have'.

COULD DO


10 MIN.

Teacher: Let us try one. Who will make a sentence with 'dog'? (A student responds: 'The dog has a bone.') Yes, that is correct.

Teacher: Now, I will give different words and you will form sentences one by one.

Differentiated Activities


110 km/h

 Students will write two additional sentences using 'has' and 'have' with different objects.

80 km/h

 Students will draw a picture of an object and write a sentence using 'has' or 'have'.

40 km/h

 Students will trace and copy sentences using 'has' and 'have' in their notebooks.

Home Task

Write three sentences using 'has' and 'have' in your notebook.

Period 13

Excelling Concentration

Teacher: Good morning, students. How are you today? Let us begin with an exciting movement activity.

SHOULD DO

10 MIN.

Teacher: Open your books to page 46 and look at the section called 'Concentration'.

Concentration*

L Listen to your teacher carefully. Your teacher is going to read out some sentences. Act out the doing words.

46

Teacher: I will read some sentences and you will act out the doing words. Doing words tell us what someone is doing. Listen carefully.

1. The boy jumps high. (Students jump.)
2. She claps her hands. (Students clap.)
3. The children run in the park. (Students pretend to run.)
4. He sings a song. (Students pretend to sing.)

Teacher: Well done. You are listening carefully and acting out the words correctly. Now, let us move on to the next activity.

Excelling Language

Teacher: Now, let us talk about what we like and do not like. Open your books to page 46 and look at the section 'Language'.

MUST DO

20 MIN.

Language

21st CS LAD OLD

M Talk to your partner. Tell each other what you like and do not like, as shown.

I like to colour.
I do not like to draw.

I like to jump.
I do not like to run.

You may use these words.

play read sing swim dance write

46

Teacher: Look at the picture. One child says, 'I like to colour. I do not like to draw.' The other says, 'I like to jump. I do not like to run.'

Teacher: Now, turn to your partner and take turns saying what you like and do not like. Use the words given in the box—play, read, sing, swim, dance, write. (Help students frame their sentences.)

Teacher: Now, write two sentences in your notebooks—one about what you like and one about what you do not like.

Teacher: Let us share some answers. Who would like to tell the class what they like and do not like? (Students share their sentences aloud.)









You may show the **I Explain** given on the digital platform.

Excelling Expression

Expression

N Circle the food items you enjoy eating.

dosa rasgulla dhokla palak paneer dal chapati

Write the names of six foods that you like to eat at home.

46

Teacher: Good morning, students. How are you today? Let us begin by talking about the food we like to eat.

COULD DO

10 MIN.



Teacher: Open your books to page 46 and look at the section 'Expression'.

Teacher: Look at the food items in the pictures. Which of these do you enjoy eating?

Teacher: Take your pencils and circle the food items you like the most.

(The teacher waits while students complete the task.)

Teacher: Now, let us write the names of six foods that you like to eat at home. Think of your favourite foods and write them neatly in your notebooks.

(The teacher moves around, helping students with spelling and guiding them as they complete the activity.)

Teacher: Well done. Now, let us share some of our favourite foods with the class.

Teacher: Now, let us play a fun game! I will say a sentence and you will act out the doing word.

Teacher: Listen carefully—'The girl is dancing happily.' What action should we perform?

Teacher: Yes! Dancing. Everyone, dance in your place!

Teacher: Here is another one—'The boy is swimming in the pool.' What should we do?

Teacher: That is right! Pretend to swim.

Teacher: Now, I will say more sentences and you will act out the doing words. Let us have fun while learning!

Differentiated Activities

110 km/h



Look at the words play, read, sing, swim, dance, write from the 'Language' section. Choose three words and make a short sentence for each.

80 km/h



Tell your partner two things you like and two things you do not like, just like the example in the book. Then, say your sentences aloud in class.

40 km/h



Point to the pictures in the book and say the actions. For example, 'I like to colour. I do not like to draw.'

Home Task

Complete 'Creating better' at home with the help of an adult.

Period 14

Thinking better

Teacher: Good morning, students. How are you today? Let us begin by thinking about the activities we do when we visit our grandparents.

SHOULD DO

10 MIN.



Thinking better

Think and write the answer in your notebook.

What all activities do you do when you visit your grandparents?

Hint: What do you eat?
What games do you play?
What do you see around?

47

Teacher: Open your books to page 47 and look at the section called 'Thinking better'.

Teacher: What do you eat when you visit your grandparents? What games do you play? What do you see around their house?

Teacher: Think for a moment, then write two or three sentences in your notebooks about what you do when you visit your grandparents.

Teacher: Well done. Now, let us share some answers. Who would like to tell us what they do at their grandparents' house?

(Students take turns sharing.)

Choosing better

Teacher: Now, let us think about how we keep our surroundings clean.

MUST DO

10 MIN.



Choosing better

What do you do to keep your surroundings clean? Colour your answers with a pink crayon.

- I put my toys in the cupboard.
- I keep my books on the shelf.
- I keep my pencils in the pencil box.
- I keep my shoes in the shoe rack.


Colour the ☆ if you do all four.

47

Teacher: I will read a sentence and if you do that action, raise your hand.

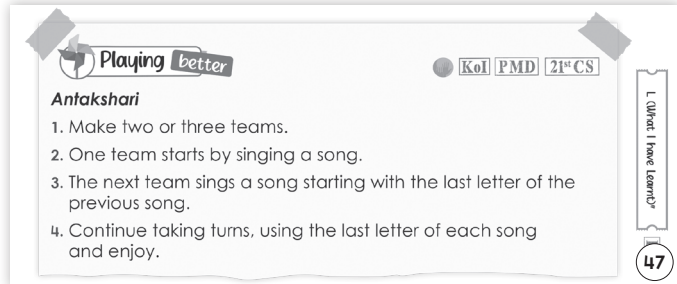
- I put my toys in the cupboard.
- I keep my books on the shelf.
- I keep my pencils in the pencil box.
- I keep my shoes in the shoe rack.

Teacher: Now, colour the sentences you do using a pink crayon. If you do all four, colour the star as well.

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

Playing better

Teacher: Now, let us play a fun game called Antakshari.



Playing better

Antakshari

1. Make two or three teams.
2. One team starts by singing a song.
3. The next team sings a song starting with the last letter of the previous song.
4. Continue taking turns, using the last letter of each song and enjoy.

Kol PMD 21st CS

L (What I have Learnt)#

47

Teacher: I will divide the class into teams. One team will start by singing a song. The next team will sing a song that starts with the last letter of the previous song.

MUST DO

15 MIN.

Teacher: Let us begin and have fun!

(The teacher facilitates the game, ensuring everyone participates.)

Teacher: That was wonderful. Singing and playing together make learning fun.

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

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

SHOULD DO

05 MIN.

L (What I have Learnt)#

ICE 47

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

Teacher: Think about the topics we have learnt 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/h



Write three sight words from the chapter and use each in a sentence.

80 km/h



Find and underline sight words in your book. Choose one and say a sentence using it.

40 km/h



Look at a sight word from the book and say it aloud. Then, say a simple sentence using it.

Home Task

Complete 'Revising better' on page 47.

Period 15

Teacher: Good morning students. How are you all? Today we will be doing a worksheet. So open your workbook page 9.

SHOULD DO

20 MIN.

Worksheet-1

Read the passage carefully.

This is Anagha. She lives in a village. Her family has a pretty house. Anagha loves to play in the courtyard. The house has a beautiful garden. Granny loves to plant trees. There is a cow shed too. Maya, the cow, gives them milk. Anagha's father works in the rice fields. Her mother teaches in the village school. In the morning, Anagha makes a rangoli with her mother. Anagha's father cooks meals. The family loves to spend time together.



A. Colour the correct sentences with a blue crayon.

1. Anagha lives in a city.
2. Anagha loves to play in the courtyard.
3. The house has a cow shed too.
4. Anagha's father works in the rice fields.
5. Anagha's mother teaches in the village school.

9

Teacher: Now, let us read a short passage about Anagha and her family. Open your Worksheet 1 on page 9 and follow along as I read aloud.

(The teacher reads the passage slowly, pausing to explain difficult words like 'courtyard', 'rangoli' and 'rice fields'.)

Teacher: Now, look at Exercise A. Some of these sentences are correct and some are not. Colour the correct sentences with a blue crayon. Let us do the first one together.

(The teacher reads the first sentence and asks students to decide if it is correct. Then, students continue the activity independently.)

B. Fill in the blanks. Use the words from the brackets.

1. Anagha has a _____ house. (pretty / ugly)
2. They have a pet _____. (cow / bird)
3. Anagha's father is a _____. (doctor / farmer)
4. Anagha's mother is a _____. (artist / teacher)
5. Anagha _____ her parents at home. (helps / does not help)

9

Teacher: Next, look at Exercise B. We will fill in the blanks using the words in the brackets. Let us do the first one together.

Teacher: Finally, look at Exercise C. We will match the words on the left to their correct meaning on the right. Read carefully and draw a line to match the correct pairs. (Walk around, check students' work and provide assistance.)

Teacher: Well done. Now, let us review our answers together.

C. Match the following.

- | | | | |
|----------------|---|---|-----------------------------|
| 1. cow | • | • | i. teaches in the school |
| 2. father | • | • | ii. gives milk |
| 3. mother | • | • | iii. plays in the courtyard |
| 4. Anagha | • | • | iv. grows trees |
| 5. grandmother | • | • | v. cooks meals |

9

Teacher: Today, we will learn how to write number names.

MUST DO

20 MIN.

Book of Holistic Teaching

Mathematics

A Maths

HoLL MDA

Write the number names.

A dozen of bananas **has** 12 bananas.

Rahul and Rohan **have** 20 cupcakes at the neighbourhood fair. _____

4

Teacher: Let us start with the first sentence: A dozen bananas has 12 bananas. We need to write 12 in words. How do we spell it? (Students respond.) Yes, 'twelve'.

Teacher: Now, let us look at the next sentence: Rahul and Rohan have 20 cupcakes at the neighbourhood fair. What is the number 20 in words? (Students respond.) Yes, 'twenty'.

Teacher: Now, take your notebooks and write both number names neatly. I will help you if you need support.

Teacher: Well done. Now, read the number names aloud with me: twelve, twenty.

EVS

B EVS

Tanuj is writing a few lines about his **house**. **Help** him complete the sentences. **Use** the words from the box.

4

kitchen bathroom bedroom

This is my house.
It has many rooms.



1. We **cook** food in the _____.
2. I **sleep** in my _____.
3. I **bathe** in the _____.

5

Teacher: Now, let us talk about our homes. Open your books to page 5 and look at Exercise B. We will help Tanuj complete his sentences about his house.

Teacher: Look at the words in the box—kitchen, bathroom, bedroom. These words tell us about different rooms in a house. Let us read each sentence and fill in the correct word.

1. We cook food in the... What is the correct answer? (Students respond.) Yes, 'kitchen'.
2. I sleep in my... What is the correct answer? (Students respond.) Yes, 'bedroom'.
3. I bathe in the... What is the correct answer? (Students respond.) Yes, 'bathroom'.

Teacher: Now, write these sentences in your notebooks neatly. I will help you if needed.

(The teacher moves around, guiding students and ensuring they understand the words.)

Teacher: Let us read the sentences together one more time. Well done, everyone.

Differentiated Activities

110 km/h



Students will write three sentences—one about what they like, one about what they do not like and one explaining why they like or dislike an activity.

80 km/h



Students will draw a picture of an activity they like and one they do not like and write a sentence for each.

40 km/h



Students will trace and copy the sentence 'I like to _____. I do not like to _____.' and complete it with words from the book.

Home Task

Write three sentences about your home using the words 'kitchen', 'bathroom' or 'bedroom'. Draw a picture of your favourite room.

Period 16

Teacher: Good morning all, how are you all? Today we will start with worksheet 2.

SHOULD DO

20 MIN.

Teacher: Now, let us practise our vocabulary and grammar skills. Open Worksheet 2 on page 10.

Teacher: Look at Exercise A. Each word is missing the letters 'a' or 'e'. Let us do the first one together.

(The teacher helps students identify the correct letters for the first word. Then, students complete the remaining words in their notebooks.)




Teacher: Now, look at Exercise B. Some words are missing 'h', 'r' or 'er'. Look at the pictures and complete the words by filling in the blanks.



(Walk around, check students' work and provide assistance.)

Worksheet-2




Vocabulary



A. Look at the pictures. Fill in the blanks with **a** and **e** to complete the words.
Read the words aloud.

1.  l _ c _ 2.  f _ c _ 3.  r _ k _

4.  m _ k _ 5.  s n _ k _

B. Look at the pictures. Fill in the blanks with **h**-, **r**- or **-er** to complete the words.

1. _ ump  2. _ ope  3. _ ouse 

4. flow _  5. tow _ 

10

Teacher: Great job. Now, let us move on to the grammar section. Look at Exercise A. We need to colour the correct action word in each sentence. Let us do the first one together.

(The teacher reads the first sentence aloud and helps students identify the correct action word.)

Teacher: Now, complete the remaining sentences by colouring the correct action words.

Grammar

A. Colour the correct action words in the sentences.

1. Rabi **cooks** / **plants** trees in the garden.

2. Lina **hits** / **sleeps** on the bed.

3. Puja **sings** / **dances** beautiful songs.

4. The cook **bakes** / **drinks** tasty cakes.

B. Fill the blanks with **has** or **have**.

1. I _____ my own room.

2. We _____ a beach house.

3. My mother _____ a red car.

4. The man _____ a big house.

10

Teacher: Finally, look at Exercise B. We will fill in the blanks with 'has' or 'have'. Let us do the first one together.

(Help students understand when to use 'has' and 'have'. Students then complete the remaining sentences in their notebooks.)

Teacher: Well done. Now, let us review our answers together.

Worksheet-3

Teacher: Now, we will practise listening, speaking and writing. Open Worksheet 3 on page 11.

Teacher: Look at Exercise A. I will say a sentence and you will act out the action word in the sentence. Let us try the first one.

Listening / Speaking / Writing

A. Listen to the sentences. Enact the action word you hear.*

B. Talk to your partner. Tell each other what you like to do and do not like to do. Use I like or I do not like, to answer. You may ask the following questions.

1. Do you like to drink juice?

2. Do you like to watch television?

3. Do you like to read storybooks?

4. Do you like to play on the swings?

5. Do you like to jump?

C. What are your favourite food items? Write them down in the space provided.

11

(The teacher says a sentence like 'The boy jumps high.' and students act out the word 'jump'.)

MUST DO

20 MIN.


Teacher: Now, look at Exercise B. You will talk to your partner and ask each other questions. Let us practise together.

Teacher: I will ask, 'Do you like to drink juice?' If you like it, say, 'I like to drink juice.' If you do not like it, say, 'I do not like to drink juice.'

Teacher: Now, take turns with your partner and ask each other the questions in Exercise B.

Teacher: Well done. Now, look at Exercise C. Write the names of your favourite food items in the spaces provided. (Support students as they write.)

Teacher: Fantastic. Let us share some answers.

 You may generate additional practice worksheets using Test Generator given on digital platform.

Differentiated Activities

110 km/h



Write three sentences using 'I like to' and three sentences using 'I do not like to' based on activities from the worksheet.

80 km/h



Look at the questions in the worksheet and answer them in complete sentences using 'I like to' or 'I do not like to' in your notebook.

40 km/h



Choose two questions from the worksheet, say your answers aloud and write them down in your notebook using 'I like to' or 'I do not like to'.

Home Task

Write two activities you like to do and one activity you do not like to do in your notebook. Draw a small picture to match one of the activities.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> • listen carefully and enact doing words • make kolam with the help of an adult
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • express their likes and dislikes using 'i like/i do not like' in role-play • express their thoughts after making kolam in their secret diary • learn to place objects neatly and maintain hygiene
Cognitive Development	<ul style="list-style-type: none"> • identify things and rooms in a house • be phonologically aware of words with a long 'a' sound • write words beginning with 'h' and 'r' • frame sentences with proper sentence structure (SVO) • ask simple questions to clarify their doubts in the story
Language and Literacy Development	<ul style="list-style-type: none"> • listen carefully and follow simple, short instructions • use new words introduced in the story to converse with their peers • enjoy reading the story with correct pronunciation and voice modulation • talk about the story, picture-reading and express themselves • recite the poem and enjoy rhyming words • frame short sentences using sight words in the little book
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • make kolam with the help of an adult • express their thoughts after making kolam in their secret diary
Positive Learning Habits	<ul style="list-style-type: none"> • enjoy reading the story with correct pronunciation and voice modulation • learn to place objects neatly and maintain hygiene

Starry Knights

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

Give yourself a STAR.

☐

Confirming better
I keep my room neat and clean.

Lesson-4: Houses Big and Small

4 Periods (40 minutes each)

Learn better (Main Coursebook), Picture of Houses

Animation, eBook, Slideshow

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to recite the poem rhythmically with correct pronunciation and intonation.
- to learn about types of houses through poetry.
- to express their thoughts about the kind of house they would like to live in.

Methodology

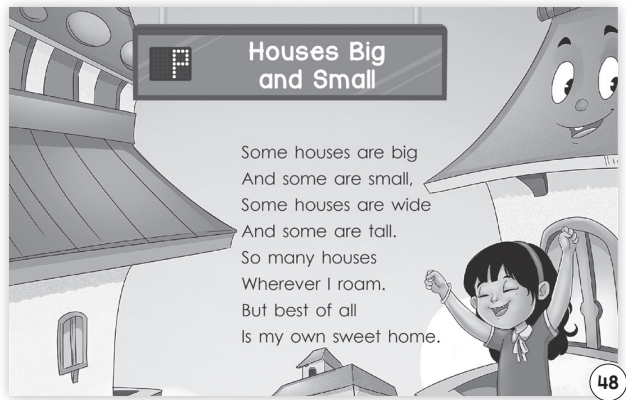
Period 1

Teacher: Good morning, children. **SHOULD DO** **10 MIN.** Today, we will start a new poem, 'Houses Big and Small,' at page 48. Let us begin by thinking about the different types of houses we see around us.

Teacher: Can you tell me what kind of house you live in? Is it big, small, tall or wide? (Students respond.)

Teacher: That is wonderful! Some houses are big, some are small, some are wide and some are tall. This poem talks about different houses and how special our own home is.

Teacher: I will read the poem aloud and you will listen carefully. Try to imagine the houses as I read. (Read the poem with expression.)



Teacher: Now, let us discuss what the poem is about. What are the different types of houses mentioned in the poem? (Students respond.) **MUST DO** **20 MIN.**

Teacher: Yes, we have big, small, wide and tall houses. Now, tell me, why is your own home special to you? (Students respond.)

Teacher: That is correct! No matter where we go, our home is always the best place. Let us read the poem again together. This time, repeat after me, one line at a time. (Students repeat after the teacher.)

Teacher: Now, let us act it out! If I say 'big house,' stretch your arms wide. If I say 'small house,' make yourself tiny. If I say 'tall house,' reach up high. If I say 'wide house,' spread your arms sideways.

YOU MAY DO **10 MIN.** You may show the **Animation** given on the digital platform.

Teacher: Now, let us draw our favourite house. Think about how you would like your house to look. Is it a big house, a small house or a colourful house? Draw and colour your house. When you are done, tell your friend about it.

Differentiated Activities

110 km/h Students will describe their dream house in one or two sentences.

80 km/h Students will match pictures of different houses to the words 'big,' 'small,' 'wide,' and 'tall.'

40 km/h Students will point to the correct house when the teacher says 'big,' 'small,' 'wide,' or 'tall.'

Home Task

Draw a picture of your house and write one sentence about why you love it.

Period 2

Teacher: Good morning, children. Yesterday, we read and discussed the poem 'Houses Big and Small'. Today, we will practise reading it aloud together.

SHOULD DO

10 MIN.



Teacher: Let us start by recalling the poem. Who can tell me what the poem is about? (Students respond.)

Teacher: Yes! The poem tells us about different types of houses—big, small, wide and tall. Now, we will read it together. Follow the lines as I read and listen carefully to my voice.

(Teacher reads the poem aloud once again with clear pronunciation and expression.)

Teacher: Now, it is your turn! Each of you will read a line of the poem aloud. Speak clearly and confidently. Let us begin.

MUST DO

20 MIN.



(Each student takes turns reading a line. The teacher helps them with difficult words.)

Teacher: That was wonderful! Now, let us read the poem again, this time as a group. When I point at you, read along with me.

(Students read together while the teacher guides their pace and expression.)

Teacher: Well done! Now, let us try to memorise the poem. Close your books and I will say the first line. Try to remember the next line and say it aloud.

(Help students recall the lines by prompting them and encouraging them to remember the words.)

Teacher: Now, let us have some fun! I will say a line of the poem, but I will change one word. If you hear something wrong, clap your hands.

COULD DO

10 MIN.



(Recite lines with small changes and students identify the incorrect words.)

Teacher: Great job! Now, let us add some actions to the poem. When we say 'big,' stretch your arms wide. When we say 'small,' make yourself tiny. When we say 'tall,' reach up high. When we say 'wide,' spread your arms sideways.

(Students perform the actions as they recite the poem.)

Differentiated Activities

110 km/h



Students will recite the poem from memory with correct pronunciation and actions.

80 km/h



Students will read the poem aloud with the teacher's help and try to remember some lines.

40 km/h



Students will repeat the lines after the teacher while pointing to the words in their books.

Home Task

Practise reading the poem aloud at home and recite it to a family member.

Period 3

Teacher: Good morning, children. Yesterday, we practised reading the poem aloud. Today, we will play a matching game to recall the poem's lines.

SHOULD DO

10 MIN.



(write the words on the blackboard)

Teacher: Look at the sentences on the board. These are lines from our poem, but they are incomplete. The missing parts are on the right. Can you match them correctly?

(Teacher reads out each sentence and asks students to guess the matching phrase.)

Learning better- Excelling Comprehension

Learning better CBA Full

Comprehension

A Match the following to complete the lines from the poem.

1. Some houses are big	o	o	a. is my own sweet home.
2. So many houses	o	o	b. pink.
3. The best of all	o	o	c. wherever I roam.

49

Teacher: Now, open your books to page 49. We will complete the exercise A together. Read the first part of the sentence and find the correct ending.

MUST DO

20 MIN.



(Students take turns reading each line and matching it with the correct phrase.)

Teacher: Wonderful work! Now, let us read the complete sentences together.

(Students read aloud the matched sentences as a group.)

Teacher: Let us make it more exciting. I will say the first part of a line and you will complete it without looking at your books.

COULD DO

10 MIN.



(Teacher says the first part of each line and students try to recall the matching phrase from memory.)

Teacher: Now, close your books. I will say a line incorrectly. If you hear a mistake, clap your hands and correct me.

(Teacher intentionally changes words and students listen carefully to correct the mistakes.)

Differentiated Activities

110 km/h



Students will complete the matching activity without looking at their books and recite the lines from memory.

80 km/h



Students will match the lines with some guidance and read them aloud.

40 km/h



Students will match the lines with teacher's help and repeat them after listening.

Home Task

Write the following sentences in your notebook and read them aloud at home:

- Some houses are big, some houses are small.
- So many houses, wherever I roam.
- The best of all is my own sweet home.

Period 4

Teacher: Good morning, everyone. Today, we will have fun with pictures.

Let us look at this colourful scene. What do you see? Great! Now, let us read these words together: window, plant, chair, pool, tree, house, umbrella, door.



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

SHOULD DO

10 MIN.



Having Fun better

Teacher: Now, let us match the words with the correct objects in the picture. What number should we write next to the house? Yes, it is number 6. So, we will write '6' next to the house.

MUST DO

20 MIN.



Teacher: Well done, everyone! Now, read the words again and check your answers.

COULD DO

10 MIN.



Teacher: Let us play a quick game. I will say a word from the list and you will point to the object in the picture. Are you ready?

(Call out words like chair, tree, umbrella, house and students point at them.)

Differentiated Activities

110 km/h



Find two more objects in the picture and name them.

80 km/h



Find one more object in the picture and say a sentence about it.

40 km/h



Point to the objects as I name them.

Home Task

Look around your house and find a window, door, plant and chair. Say their names aloud.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• recite the poem rhythmically.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• talk about the types of houses they see in their surroundings.• explain their preference for the type of house they would like to live in using short phrases/words in simple English.
Cognitive Development	<ul style="list-style-type: none">• sequence the pictures as per the list of words they listen to.
Language and Literacy Development	<ul style="list-style-type: none">• narrate daily experiences in elaborate descriptions and ask 'why' questions.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• express preferences about the type of house they would like to live in.
Positive Learning Habits	<ul style="list-style-type: none">• listen attentively to instructions and respond appropriately.

Starry Knights

How was the learners' response to the types of houses in the poem?

Give yourself a STAR.

☐