

Lesson-5: School Time

Theme 5:
I Learn Well

14 Periods (40 minutes each)



Learn Better (Main Coursebook), CRM signs, Stay Ahead (Workbook), Book of Holistic Teaching, My Scribbles and Secrets, Poster



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

Confirming better

I finish my homework on time.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to identify and practise -ing words and thematic vocabulary for word recognition and phonological awareness.
- to improve speaking skills using sentence structures for oral communication and fluency.
- to answer questions using simple sentence structures to encourage critical thinking and comprehension.
- to name and draw favourite things at school to promote self-expression and creativity.
- to recite a poem with actions to develop rhythm, memorisation and confidence.
- to learn puppetry and frame meaningful sentences to integrate play-based learning and storytelling.

Methodology

Period 1

Confirming better

Confirming better I finish my homework on time. PLH 50

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

(Use CRM signs to settle the class.)

Teacher: Before we move forward, let us say a positive statement together: I complete my homework on time.
(Students repeat after the teacher.)

Teacher: This means that we manage our time well and do our homework before it is due. When we complete our homework on time, we understand our lessons better and feel more confident in class.

K (What I Know)* ICL W (What I Want to Know)* 50

Teacher: Now we will begin a new chapter called 'School Time'. 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.

| K | W | L |
|---|---|---|
| | | |

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

Re-KAP

Teacher: Now, open your books to page 50, 'Re-KAP' and let us start with the Kinaesthetic activity.

Kinaesthetic

Kinaesthetic

Given below are some doing words. Do the actions with your partner.

swim jog play read talk drink paint listen 50

Teacher: Now, let us play a fun game with our partners. I will say a word and you will act it out together.

Teacher: Let us start with the word 'swim'. Show me how you swim. Now, 'jog' with your partner. Very good. Now, 'play' together as if you are in the park.

Teacher: Fantastic. Now, enact the word 'read'. Talk to your partner about your favourite story. Now, act as if you are drinking a glass of juice.

Teacher: That was amazing. Now, when I say the word 'paint' what action will you do? Can you paint a picture in the air? Finally, 'listen' carefully to the sound around you.

Teacher: Well done, everyone. You all acted out the 'doing words' so well. Can anyone tell me what these words have in common?

Auditory

Auditory*

Listen to your teacher carefully. Your teacher will read a poem. Write down all the doing words in your notebook. (50)

Teacher: Now, we are going to play a listening game. I will read a poem and you have to listen carefully. Are you ready?

Students: Yes, teacher.

Teacher: Great. As I read, you need to find the doing words. Doing words are action words, like jump, run and sing. You will write them in your notebook. Listen carefully. (Teacher reads the poem aloud, pausing slightly after each action word to emphasise it.)

Teacher: Now, can anyone tell me one doing word you heard?

Student: Jump.

Teacher: Wonderful. Who can tell me another?

Student: Hop.

Teacher: Excellent. Now, open your notebooks and write down all the doing words from the poem.

(Students write the words in their notebooks.)

Teacher: Let us read the words together Jump, hop, skip, run... (teacher guides the students in reading the words aloud). Well done, everyone. You listened so well today. (Note- Teacher look at page 111 for words)

Pictorial

Pictorial PS

Look at the pictures carefully. Match them with the correct action words.



(50) dancing brushing studying sleeping

Teacher: We have been learning about action words, also called doing words. Now, let us look at some pictures and match them with the correct action word.

Teacher: Look at the first picture. What is the boy doing?

Student 1: He is brushing his teeth.

Teacher: Yes, that is right. The action word for this picture is brushing. Now, look at the second picture. What do you see?

Student 2: A girl is dancing.

Teacher: Correct. The action word for this picture is

dancing. Dancing is a fun way to move. Now, look at the third picture. What is the boy doing?

Student 3: He is sleeping.

Teacher: Well done. The action word here is sleeping. And finally, look at the last picture. What is the boy doing?

Student 4: He is studying.

Teacher: Excellent. The action word for this picture is studying. You have all done a great job matching the pictures with their action words. Now, can you think of any other action words we use in our daily routine?

(Encourage students to respond with words, such as running, eating, playing, writing.)

Teacher: Great thinking. Now, let us complete the activity in our books by matching the pictures to the correct action words.

Teacher: That was a wonderful lesson. Tomorrow, we will start reading our new chapter together. I am sure it will be an exciting one.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today.

Teacher: Now that we have matched the pictures with the correct action words, let us play a quick game. I will say an action word and you must act it out. Are you ready?

(Teacher says words, such as, 'write', 'clap', 'sleep', 'dance' and students act them out.)

COULD DO

5 MIN.

Teacher: Great job, everyone. Now, let us move on to the next activity.

Differentiated Activities

110 km/hr



Write two sentences using any two action words from today's lesson and draw a picture to match one of them.

80 km/hr



Complete a fill-in-the-blank activity where you choose the correct action word to complete a sentence.

I _____ to school every morning. (walk/sleep)

She _____ a beautiful song. (sings/jumps)

We _____ the ball to each other. (throw/clap)

They _____ in the playground. (run/read)

He _____ his hands when he is happy. (claps/writes)

40 km/hr




Write three action words from the lesson in your notebook.

Home Task

Observe your daily activities and write any three action words that describe what you do at home. Draw a small picture for one of them.

Period 2

Interacting better



Interacting better

Name your favourite animal. Why do you like that animal?
Share with the class.

ICL

51

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

Teacher: That is wonderful to hear.
Today, we will begin with an exciting discussion. Before we start, turn to page 51 in your book.
(Students will complete Interacting better and share their answers with teacher)

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



Teacher: I will read the story aloud.
Listen carefully and follow along in your books. Pay close attention to what each character says about itself.

Teacher: As we read, think about the special qualities of each animal. Notice how they describe themselves.

Teacher: Now, let us discuss. What do you think makes each animal unique? Observe how they introduce themselves and share what they can do.

Teacher: This story gives us clues about the world of animals and how they interact. Think about why each one is proud of what it does.

Teacher: Now, let us continue reading and see what more we can learn from the story.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Teacher: Let us make this even more fun. I will say the name of an animal and you will sound like that animal.
Be a monkey.

Be a lion.

Be a bird.

Teacher: Well done. Each of you acted out the animals wonderfully. Now, think about how these movements connect with what we learnt in the story.

Teacher: Well done, everyone. You all participated actively today. Tomorrow, we will continue reading and discover more about the story.

Teacher: Let us give ourselves a big round of applause for today's learning. See you in the next class.

Differentiated Activities

110 km/hr



Write three sentences about an animal from the story, describing what makes it special.

80 km/hr



Draw your favourite animal from the story and write one sentence about what it does.

40 km/hr



Match the animals in the story with the correct action or sound they make.

- Cat → _____ (a) Roars
- Dog → _____ (b) Croaks
- Frog → _____ (c) Barks
- Lion → _____ (d) Meows
- Bird → _____ (e) Chirps

Home Task

Observe an animal around you today. It could be a pet, a bird or an animal in your surroundings. Draw it and write one sentence about what it was doing.

Period 3

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

Teacher: That is wonderful. Before we begin today's lesson, let us recall what we read in the last class. Can you name some of the animals we met in our story?

Teacher: Now, let us play a quick guessing game. I will describe an animal and you must guess which one it is. Are you ready?

Students: Yes, teacher.

Teacher: This animal has wings and can move from flower to flower. Who is it?

Students: (Possible answer) A bird.

Teacher: Well done. Now, here is another one. This animal can hop and has strong legs. Can you guess?

Students: (Possible answer) A frog.

Teacher: Excellent. Let us try a few more.

- This animal has a long tail and loves to jump from tree to tree. Who is it?
(Expected answer: Monkey)
- This animal is big and gives us milk. It says 'moo, moo'. Who is it?
(Expected answer: Cow)
- This animal is the king of the jungle and makes a loud 'roar' sound. Who is it?
(Expected answer: Lion)

Teacher: Fantastic. You all guessed so well. Give yourselves a big round of applause.



Teacher: Follow along as I read aloud. Pay attention to how the animals introduce themselves and what makes each one special.

(The teacher reads the next part of the chapter while students listen.)

Teacher: Now, let us discuss. What new animals did we meet in this part of the story? How do they move and what do they like to do?

Teacher: Think about how each animal describes itself. Why do you think they are proud of what they can do?

Teacher: Look at the last part of the chapter. What do you see happening? What do you think the animals are feeling at this moment?

Teacher: This story shows us something important about being together. Can you tell me what that is?

MUST DO

20 MIN.

Teacher: Now, let us have some fun. We will move just like the animals in the story.

Try making the sounds of different animals as they introduce themselves.

Work in pairs—one student will describe an animal's movement and the other will guess.

COULD DO

10 MIN.

Teacher: That was a wonderful activity. You all did an excellent job acting like animals. Now, let us get ready for our next task.

Differentiated Activities

110 km/hr



Write two sentences about how animals help humans in different ways.

80 km/hr



Draw an animal that was not in the story but is your favourite. Write one sentence about why you like it.

40 km/hr



Complete the sentences:

A bird can _____.

A cow gives us _____.

A frog can _____.

Home Task

Write five animals name from the chapter.

Period 4

Recalling better

Recalling better

CING

- It is first day at the school for animals.
- Miss Hoots asks everyone to talk about themselves.
- Chappy is a bird. He can fly, sing and chirp.
- Monty is a monkey. He eats bananas. He can jump and swing.
- Shera is a lion. He is the king of the jungle. He can roar.
- Sona is a cow. She gives milk and can moo.
- Bizzy is a bee. She makes honey.
- Katie is a cat. She drinks milk and loves to play Chase-and-Catch. She can meow.
- Ken is a kangaroo. He can stand on two feet and hop.
- Fanny is a frog. She can also hop and croak.
- Miss Hoots sings a song. All the animals sing along.

53

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

Students: (Respond)

Teacher: That is wonderful. Today, we will play a fun memory game. It is called 'Recalling better'. This will help us remember the story we read. Are you all ready?

Students: Yes, teacher.

Teacher: Let us start by thinking about the beginning of the story. What was the first thing that happened?
(Students respond with their answers.)

SHOULD DO

15 MIN.

Teacher: Great. Now, let us play a memory game. I will say a sentence, but I will leave out a word. You have to fill in the missing part.

1. Miss Hoots asked the animals to _____.
2. Chappy the bird can _____.
3. Monty the monkey loves to eat _____.
4. Sona the cow gives us _____.

(Students respond with the correct words.)


Teacher: Wow. You all remembered so well. But we have not talked about everything yet. Let us look at all the things in 'Recalling Better' to make sure we remember the whole story.

(Teacher reads the remaining points and discusses them with the students.)

Teacher: Now, let us think a little more. Why do you think the animals were happy? What do you think will happen next?

(Students share their ideas.)

Teacher: That was amazing. You all are so smart. Now, we will learn some new words that will help us read better. Let us begin.

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

MUST DO

15 MIN.



Sight words

Sight words
Full

take
fly
of
every

53

Teacher: Today, we will learn some important words that we see often in books. These words help us read and write faster. Open your books and find the words 'take', 'fly', 'of', 'every'.

Teacher: Listen carefully as I say each word and then repeat after me. Now, let us use these words in sentences. I 'take' my lunchbox to school. Birds can 'fly' in the sky. This is a cup 'of' milk. We brush our teeth 'every' morning.

Teacher: Now, let us try together. Can you make a sentence with the word 'take'? How about 'fly'? Now try one with 'of'. And finally, can you think of a sentence using 'every'?

Teacher: Well done. These words will help us read better. Keep looking for them in your books and daily reading.

COULD DO

10 MIN.



Teacher: Now, let us play a fun word game. I will say a sentence, but I will leave out one word. You must listen carefully and guess the missing word.

Teacher: I _____ my bag to school. I see a bird _____ in the sky. This is a picture _____ my family. We should drink water _____ day.

Teacher: Fantastic. You all guessed the words correctly. Now, let us move to our next activity.

Teacher: Wonderful work, everyone. Each of you has

done a great job with your task. Now, let us talk about a small home task before we end the class.

Differentiated Activities

110 km/hr



Use each sight word (take, fly, of, every) in a sentence of your own.

80 km/hr



Identify and circle the sight words (take, fly, of, every) in the given sentences from the story.

40 km/hr



Read the sight words aloud and match them with the correct sentences from the story.

Home Task

Find one of the sight words (take, fly, of, every) in a story or newspaper article and use it in a new sentence. Write the sentence in your notebook.

Period 5

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

Teacher: I hope you all remember the story. Open your book to page 53.

SHOULD DO

10 MIN.



Learning better – Excelling better

Teacher: Open your books to the exercises. First, let us look at Exercise A. Let us read the instructions carefully. You need to complete the sentences by choosing the correct words from the options given.

Learning better
CBA Full

EXCELLING Comprehension

A Complete the sentences with the correct words.

- Today is the _____ day at the school for animals.

a. last
b. first
c. annual
- Chappy is a _____.

a. bird
b. lion
c. cow
- Shera is the king of the _____.

a. village
b. jungle
c. pond
- Fanny is a _____.

a. duck
b. frog
c. monkey

53

(Read the first sentence aloud and ask students to identify the correct answer. This continues for the remaining sentences.)

Teacher: Well done. Now, let us move to Exercise B. This time, we have a list of words in a box. You need to fill in the blanks using the correct word.

MUST DO

20 MIN.



B Fill in the blanks to complete the sentences from the story. Use words from the box.

1. Katie _____ milk.
2. Ken can _____.
3. Monty can _____ by his tail.
54. Chappy can _____.

fly
hop
swing
drinks

(Read the sentences aloud, guiding students to select the right words from the box.)

Teacher: That was great work, everyone. Now, let us check our answers together.

Teacher: Now, let us have a fun challenge. I will say a sentence, but I will change one word. You must tell me if the sentence is correct or if we need to fix it. Listen carefully.

COULD DO

10 MIN.

Teacher: Chappy is a cow. Is that correct? No. What should it be? Yes. Chappy is a bird. Let us try another one. Ken can swim. No? Then what can Ken do? That is right. Ken can hop.

Teacher: Great job. You all listened carefully and corrected the sentences well.

Teacher: Now, let us do some fun tasks. Choose the one that you like the most.

Differentiated Activities

110 km/hr



Write three simple sentences using the words from Exercise A and Exercise B. For example, 'A bird can fly.'

80 km/hr



Draw any two animals from the story and write one small sentence about each. For example, 'Ken can hop.'

40 km/hr



Look at the animals in the story and say what they can do. For example, 'A frog can hop.'

Home Task

Fill 'My Scribbles and Secrets' at home.

Period 6

Excelling Comprehension

C Write short answers in your notebook.

1. Who is Miss Hoots?
2. Who lives on wet, soft ground?
3. Which animals help us?

54

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

Students: We are fine, teacher.

SHOULD DO

15 MIN.

Teacher: That is wonderful. Now, please open your books to page 54. We will answer some short questions about our lesson.

(Students open their books to page 54.)

Teacher: Look at the first question. Who is Miss Hoots? Can anyone tell me?

(Students respond: Miss Hoots is an owl.)

Teacher: Great job. Now, let us look at the second question. Who lives on wet, soft ground? Think carefully before answering.

(Students respond: A frog lives on wet, soft ground.)

Teacher: Fantastic. Now, here is the last question. Which animals help us? Can you name some?

(Students respond: A cow gives us milk and a bee makes honey.)

Teacher: Well done, everyone. You answered all the questions so well.

MUST DO

25 MIN.

Now, write these answers in your

notebooks. I will walk around and check your work.

Teacher: Now, let us go outside to the playground for a fun movement activity. We will play an animal action game. I will say the name of an animal and you will move like it. Jump like a playful rabbit.

Spread your arms and move as if you are gliding like a flying creature.

Walk slowly like a gentle farm animal.

'Pretend' climbing like an active tree-dweller.

Move gracefully as if you are spreading your wings.

Teacher: That was so much fun. Now, let us have a quick discussion. Which movement was the easiest for you? Which one made you laugh the most?

Differentiated Activities

110 km/hr



Act out movements of different animals and name them.

80 km/hr



Match animals with their correct movements.

40 km/hr



Identify and say the movement of each given animal.

Home Task

Draw your favourite animal and write one action it can do.

Period 7

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

SHOULD DO

5 MIN.

Teacher: That is wonderful. Before we begin today's lesson, let us do a quick energising activity. I will say a word and you will clap your hands each time you hear the 'ee' sound in the word.

Teacher: Ready? Let us start.

Feel
Meet
Deep
Sheet
Greet

Teacher: That was fun. Now, let us take a deep breath and settle down. Sit comfortably and place your hands on the table. Let us make sure our books, pencils and erasers are ready. Look at the board and focus.

Teacher: Now that we are all settled, let us open our books to page 54 and begin with the exercises.

MUST DO

25 MIN.

Excelling Vocabulary

Excelling Vocabulary

D Read the words aloud.
greet meet deep feel sheet
Fill in the blanks with ee to complete the words. Read the words aloud.
1. s _ _ _ d
2. sh _ _ _ P
3. t _ _ _ t h
4. f _ _ _ t

54

Teacher: Today, we will complete Exercise D in our books on page 54.

(Students open their books.)

Teacher: Look at the words in the exercise. Some letters are missing. Can you spot them? Think carefully before answering.

Teacher: Let us start with the first word: s _ _ _ d. What letters should we add?

Students: ee.

Teacher: Correct. The word is seed. Now, look at the second word: sh _ _ _ p. What should we add?

Students: ee.

Teacher: Yes. That makes sheep. Well done. Now, let us try the third word: t _ _ _ th. What do we add?

Students: ee.

Teacher: Fantastic. That makes teeth. And the last one: f _ _ _ t?

Students: ee.

Teacher: Yes. The word is feet. You all did a great job. Now, let us read the words aloud together - seed, sheep, teeth, feet.

(Students read the words aloud.)

Teacher: Excellent reading. Now, write the words in your notebooks and I will walk around to check your work.

E Fill in the blanks with d or m to complete the words. Match the words with the pictures. Read the words aloud.

1. _ m _ lk

2. _ _ oll

3. _ _ ish

4. _ _ ice

a.

b.

c.

d.

54

(Guide students through Exercise D, reading words aloud and completing them together.)

Teacher: Well done. Now, let us move to Exercise E. We need to fill in the blanks with the correct letter d or m and match the words with the pictures.

F Look at the pictures. Which of these things do you keep in your school bag? Circle them with a green crayon.

1. crayons

2. ball

3. book

4. pencil

5. pillow

55

(Read the words together and guide students in completing the activity.)

Teacher: Great job, everyone. Now, let us take a small break. Stretch your arms, shake your hands and take a deep breath. Feeling ready? Good. Now, let us move to Exercise F on page 55.

Teacher: Look at the pictures. Which of these things do we keep in our school bag? Let us circle them using a green crayon. Think about what we need every day at school.

Teacher: Fantastic work. You are all doing so well. Now, let us play a fun game.

COULD DO

10 MIN.

Teacher: Now, we will play a word-hunt game. I will say a word and you must find something in the classroom that starts with the same letter.

Find something that starts with 'B' (book, bag, board).

Find something that starts with 'P' (pencil, paper, pen).

Find something that starts with 'C' (crayons, chair, chart).

Teacher: That was amazing. You all did a great job finding words around you. Now, let us take a deep breath and return to our seats. Sit comfortably and relax. Well done, everyone.

Differentiated Activities

110 km/hr



Write four words from today's exercises and use them in simple sentences.

80 km/hr



Draw two objects that you keep in your school bag and write their names.

40 km/hr



Fill in the missing letters to complete these words: s _ _ e _ _ d, sh _ _ _ _ p, t _ _ _ _ th, f _ _ _ _ t.

Home Task

Find three objects at home that contain the 'ee' sound in their name. Write them down in your notebook.

Period 8

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

Teacher: That is wonderful. Before we begin today's lesson, let us do a quick energising activity.

Teacher: I will say a word and you must add '-ing' to it and act it out.

Teacher: The first word is 'jump'. What happens when we add '-ing' to 'jump'? That's correct. The word becomes 'jumping'. Now, let us all jump. What are we doing? Yes, we are 'jumping'.

Teacher: Next, the word is 'dance'. What is the new form? (Dancing) Let us do a little dance.

Teacher: Now, 'run'. What is the correct form? (Running) Show me how you can run in place.

Teacher: Now, 'clap'. What do we say? (Clapping) Let us clap together.

Teacher: Last one. 'Sing'. What do we get? (Singing) Let us all hum a song together.

Teacher: That was fun. You all did a great job adding '-ing' to words. Now, let us open our books to the spelling and grammar exercises.

Excelling Spelling

Look at the pictures. Fill in the blanks with cr to complete the words. Read the words aloud.

| | |
|---------------|---------------|
| 1. _c _r _op | 2. _ _ _ab |
| 3. _ _ _ow | 4. _ _ _ane |
| 5. _ _ _own | 6. _ _ _ayon |

Teacher: Let us start with spelling. Look at the words in Exercise G. Some letters are missing. Can you guess what we need to add?

Teacher: The clue is right here in the instructions. We need to add 'cr' to complete the words.

Teacher: Let us try the first one. Look at the picture. What do we see? It is something that grows on farms. Let us add 'cr' to the beginning to complete the word 'crop'.

Teacher: Now, the next one. Look at the red sea creature. What do we call it? Let us complete the word by adding 'cr'. (Crab)

Teacher: Look at the bird in the picture. It makes a loud sound. What do we get when we add 'cr'? (Crow)

Teacher: That was great. Let us complete the rest of the words in the same way.

(Students complete the exercise while the teacher guides them.)

Teacher: Well done. Now, let us read each word aloud together and listen to how they sound.

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

Excelling Grammar

CING

We add **-ing** to a word when we talk about an action that is going on.

Chappy is singing a song.

55

Teacher: Now, let us move to grammar. Look at the sentence on the board:

'Chappy is singing a song.'

Teacher: What do you notice? What is happening in the sentence? (The action is happening now.)

Teacher: That is right. When we talk about an action that is happening now, we add 'ing' to the doing word.

Teacher: Let us try some examples together.

Teacher: The cat is _____ (jump). What happens when we add 'ing' to the doing word 'jump'? (Jumping) Let us say the full sentence: 'The cat is jumping.'

Teacher: The boy is _____ (play). What is the correct form? (Playing) Now, say the full sentence: 'The boy is playing.'

Teacher: The birds are _____ (sing). What do we say? (Singing) Say it with me: 'The birds are singing.'

Teacher: Excellent. You all understood how 'ing' works. Now, let us practise more with a fun activity.

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

COULD DO

10 MIN.

Teacher: Now, we will play a fun action game. I will say an action word and you will act it out while saying the correct 'ing' form.

Teacher: Walk. What is the 'ing' form? (Walking) Show me how you walk.

Teacher: Jump. What do we say? (Jumping) Let us all jump.

Teacher: Read. What do we say? (Reading) 'Pretend' to read a book.

Teacher: Write. What do we say? (Writing) 'Pretend' to write in your notebook.

Teacher: Eat. What do we say? (Eating) Show me how you eat your lunch.

Teacher: That was amazing. You all did a great job acting and saying the words correctly. Now, let us move to the next task.

Differentiated Activities

110 km/hr



Write five sentences using words that contain 'ing'. For example, 'The dog wears a ring.'

80 km/hr



Draw three pictures of actions (e.g., running, jumping, reading) and write the words below them.

40 km/hr



Match the words with their correct 'ing' forms

Jump → _____

Dance → _____

Swim → _____

Write → _____

Sing → _____

Home Task

Look around your home and find three people doing something. Write one sentence for each person, using an 'ing' word.

Example:

My mother is cooking in the kitchen.

My brother is watching television.

Period 9

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

Teacher: That was amazing. Now, open your books to page 55. Look at Exercise H. What do you see?

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

Excelling Grammar

Teacher: In exercise H, we have sentences that contain action words. Our task is to find the action words and colour them with a blue crayon.

H Colour the action words with a blue crayon.

1. Fanny is jumping.
2. Miss Hoots is talking.
3. Katie is playing a game.
4. Monty is eating a banana.

55

Teacher: Let us read the first sentence together. What is the action word here?

Teacher: Yes, well done. Now, let us continue with the rest of the sentences. Find the action words and carefully colour them.

SHOULD DO

10 MIN.



MUST DO

20 MIN.



(The teacher guides students as they complete the activity.)

Teacher: Wonderful. All these words tell us what someone is doing. We call them action words. Now, let us move to the next activity.

Teacher: Look at the picture given in Exercise I. Can you recognise the people in the picture? Yes, there is Sam. This is Sam's family. What are they doing? Take a moment to observe.

I Today is Sunday. Sam's grandmother is watching television. What are the other members of the family doing? Use words from the box.

PS

cooking playing reading watching watering

1. Sam's Nana* is _____ the newspaper.
2. Sam's Nani** is _____ television.
3. Sam is _____ with her brother.
4. Sam's father is _____ in the kitchen.
5. Sam's mother is _____ the plants.



55-56

Teacher: The sentences have some missing words. We need to fill in the blanks with the correct 'ing' words from the box.

Teacher: Let us do the first one together. What is Sam's Nana doing?

Teacher: That is correct. He is reading the newspaper. Now, let us complete the rest of the sentences together. (Students complete the sentences while the teacher supports them.)

Teacher: Well done.

Poster

Teacher: Look at the poster on the wall. It has many examples of doing words.

Teacher: In the first picture, Madhvi is 'playing' with her friend. 'Playing' tells us what she is doing.

Teacher: Next, Raghu is 'reading' a book. 'Reading' is the doing word.

Teacher: The baby is 'crawling'. We use 'crawling' to show what the baby is doing. Can you say, 'The baby is crawling'?

Teacher: Maya is 'brushing' her teeth. 'Brushing' is the action. Can you say, 'Maya is brushing'?

Teacher: Look at the duck. It is 'swimming'. 'Swimming' shows what the duck is doing. Can you say, 'The duck is swimming'?

(Explain all the words from the poster)

COULD DO

10 MIN.





Teacher: Great work. Now, the poster with all the 'doing words' is on the wall. let us look at it whenever we want to practise more.

Teacher: Well done, everyone. You can all say these sentences now.

Differentiated Activities

110 km/hr



Write five sentences using the action words from today's lesson.

80 km/hr



Draw two actions from today's lesson and write a sentence about each.

40 km/hr



Write three 'ing' form words from today's lesson and use them in simple sentences.

Home Task

Write down three things you do every morning using action words.

Here is an example:

I am brushing my teeth.

I am eating my breakfast.

I am packing my school bag.

Period 10

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

Teacher: That is wonderful. Before we begin today's lesson, let us play a quick pointing game. I will say a word and you will point to the correct picture in your book.

SHOULD DO

5 MIN.

Open your books to any random page.

Teacher: Fantastic. You all followed along so well. Now, let us move on to our next activity.

Excelling Concentration

Concentration*

Listen to your teacher carefully. Point at the things as she speaks.

56

(**Note:** look at page 111 to get the hints for the words)

Teacher: Good morning, students.

Today, we will play a listening and pointing game. Are you ready?

MUST DO

25 MIN.

Students: Yes, teacher.

Teacher: Wonderful. I will say the name of an object and you have to find it in the classroom and point at it. But listen carefully, you must only point when I say the word. Let us begin.

Teacher: Point to a book.

(Students point to a book.)

Teacher: Great. Now, point to a desk.

(Students point to a desk.)

Teacher: Well done. Now, find a pencil and point to it.

(Students point to a pencil.)

Teacher: Excellent. Let us try a few more. Point to a sharpener... an eraser... a notebook... a blackboard. (Students point to each object as they listen carefully.)

Teacher: You all did a fantastic job. This activity helps us listen carefully and concentrate better. Give yourselves a big round of applause.

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

Excelling Language

Language

K Look at the pictures in the box below. Talk to your partner. Take turns to ask questions and answer them, as shown.

Is there a bus in the box? Yes, there is.

Is there a ball in the box? No, there is not.

Is there a mango in the box? _____

Is there a bat in the box? _____

Teacher's Note: *Tell the students that Sam calls her mother's father 'Nana'.
*Tell the students that Sam calls her mother's mother 'Nani'.
*Read aloud to the class the listening text on the last page.

56

Teacher: Now, let us look at Exercise K. We will practise asking and answering questions. Look at the pictures in the box. There are different objects and animals.

Teacher: Let us practise the first one together. I will ask the question and you will answer. Is there a bus in the box?

Teacher: Yes, there is. Well done. Now, let us try the second question. Is there a ball in the box?

Teacher: No, there is not. Very good.

Teacher: Now, I want you to read the next two questions and complete them with a partner. Take turns asking and answering the questions.

(Students complete the exercise while the teacher provides support.)

Teacher: Excellent. Asking and answering questions helps us observe carefully. Now, let us move on to the next activity.

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



Excelling Expression

Teacher: Now, let us talk about what we do before going to school and after coming back home. Look at Exercise M. There is a list of words to help you.

Expression

1 Write three things you do before going to school. Then write three things you do after coming back home. You may use words from the box.

eat breakfast brush teeth have a bath
 play do homework watch television

| before going to school | after coming back home |
|--|--|
|  |  |

Teacher: Before going to school, what do you do? Do you eat breakfast? Do you brush your teeth? Let us write three things we do before school.

Teacher: After coming home, what do you do? Do you play? Do you watch television? Now, write three things you do after school.

(Students complete the exercise while the teacher guides them.)

Teacher: Excellent. We all have different routines, but they help us stay organised.

Teacher: Now, let us play a fun speaking game. Work with a partner and take turns asking and answering questions about your daily routine.

Teacher: Ask your partner: What do you do before school? What do you do after school?

Teacher: Listen carefully to their answers and tell the class something about your partner's routine.

Teacher: That was amazing. Well done, everyone. Let us give ourselves a big round of applause for today's learning. See you in the next class.

Differentiated Activities

110 km/hr



Write four sentences about your daily routine—two for the morning and two for the evening.

80 km/hr



Draw two pictures—one of what you do before school and one of what you do after school. Write a short sentence below each.

40 km/hr



Match pictures of daily activities (eating, brushing, playing) with the correct words.
(Note- Provide flash cards to students)

Home Task


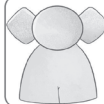

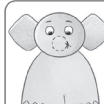

Practise the exercises at home.

Period 11

Creating better

Creating better

Take help from an adult to do this activity. Follow the steps to make an elephant finger puppet.

| | |
|---|---|
|  <p>1. Take a sheet of paper. Draw a big circle. This is the head of your elephant.</p> |  <p>2. Draw an upside-down 'U'. This is the elephant's body. Use an eraser and erase the dotted line.</p> |
|  <p>3. Draw the elephant's ears and legs.</p> |  <p>4. Draw the eyes and toes, as shown.</p> |
|  <p>5. Draw a small circle. Cut along the dotted line to make a hole with an adult's help.</p> |  <p>6. Put your pointer finger through the hole to make the trunk. Your elephant finger puppet is ready!</p> |

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

Teacher: That is great to hear. Today, we will begin with a fun art activity. We will make an elephant finger puppet. Look at the 'Creating better' on page 57 of your books.

Teacher: Follow the steps carefully. First, take a sheet of paper and draw a big circle. This will be the elephant's head.

Teacher: Next, draw an upside-down 'U' for the body. Use an eraser to rub out the dotted line.

Teacher: Now, add ears and legs to your elephant. Can you see how it is taking shape?

Teacher: Great. Now, draw the eyes and toes. We are almost done.

Teacher: Finally, draw a small circle and cut along the dotted line to make a hole for the trunk. Put your finger through it to complete the puppet.

Teacher: Well done. Your elephant finger puppets look amazing. Now, let us move on to the next activity.

Thinking better

Thinking better

COD HOTS 21st CS

Think and discuss.

1. Miss Hoots asks her students to say something about themselves. Did you also do it on the first day of school? Why?
2. Miss Hoots asks you to join the school for animals. Which animal would you want to be? What would you do?

58

Teacher: Now, let us put on our thinking caps for an exciting discussion. Look at the 'Thinking better' section in your books.

MUST DO

20 MIN.

Teacher: Think about your first day. How did you feel when you introduced yourself? Take a moment to remember and then share your answers with the class.

(Encourage students to respond and appreciate their answers.)

Teacher: That was a great discussion. Now, let us think about something creative.

Teacher: Miss Hoots invites you to join a school for animals. If you could be any animal, which one would you choose? What would you do at school?

Teacher: Take a moment to think, then share your ideas with the class.

Teacher: That was a great discussion. You all had wonderful ideas. Now, let us move to our next task.

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

Choosing better

Choosing better

EXL LSV 21st CS

Your friend is asking you to go out and play. But, some of your homework is left. You also have a writing exercise to work on. What will you do? Give reasons for your answer.

58

Teacher: Now, let us do a quick 'Choosing better' activity. Imagine this situation:

COULD DO

10 MIN.

Teacher: 'Your friend is asking you to go out and play, but you still have some homework left. You also have a writing exercise to finish. What will you do?'

Teacher: Think carefully and give reasons for your choice. (Give students time to think and discuss.)

Teacher: That was a wonderful discussion. You all gave thoughtful answers. Well done, everyone. Let us give ourselves a big round of applause for today's learning. See you in the next class.

Differentiated Activities

110 km/hr



Write three sentences about your elephant finger puppet. What does it look like? What would you name it?

80 km/hr



Draw your elephant puppet and write one sentence about it.

40 km/hr



Point to different parts of your elephant puppet (head, ears, legs) and say their names aloud.

Home Task

Think about a different animal puppet you would like to make. Draw the animal in your notebook and write one sentence about it.

Period 12

Revising better

Revising better

DBL

Today you learnt more sight words. Add -ing to two of them. Make sentences with the new words in your Little Book.

58

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

SHOULD DO

10 MIN.

Teacher: Wonderful to hear. Before we begin today's lesson, let us do a quick revision of the sight words we learnt earlier.

Teacher: Can anyone remind me of some sight words we have been working with?

Teacher: Excellent. Now, let us add -ing to two of the sight words we learnt today. Can you think of two words you can change into their -ing form?

Teacher: Think about words, such as 'run', 'swim' or 'play'. What would their -ing forms be?

Teacher: Now, in your Little Book, write a sentence using these new -ing words. Take your time and when you are done, raise your hand so I can see your sentences.

Teacher: Wonderful. You all did a great job today.

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

Playing better

Playing better

PMD 21st CS

Name, Place, Animal, Thing

1. Gather 1 to 2 friends.
2. One person recites the alphabet silently, another says 'stop' to choose a letter.
3. Write a name, place, animal and thing starting with the chosen letter.
4. The first to finish says, 'stop'.
5. Read answers aloud and score:
 - **Unique answers:** 10 points each.
 - **Duplicate answers:** 5 points each.
 - **No answer:** 0 points.
6. Repeat with a new letter.

58

Teacher: Now, let us take our learning outside for some fun with a game called 'Name, Place, Animal, Thing'.

MUST DO

20 MIN.



Teacher: Head to the playground and gather in pairs. One of you will silently recite the alphabet while the other says 'stop' to choose a letter.

Teacher: Once the letter is chosen, each of you needs to come up with a name, place, animal and thing starting with that letter.

Teacher: The first person to finish says 'stop'. Then, we will read the answers aloud and score them.

Teacher: Unique answers will get 10 points, duplicate answers will get 5 points and no answer will get 0 points.

L (What I have Learnt)*

ICL

58

Teacher: Ready to play? Let us get started.

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 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.

COULD DO

5 MIN.



Teacher: Now that we have played the game, let us take a few minutes to discuss what we learnt from it.

Teacher: Think about how quickly you could come up with a name, place, animal and thing for each letter. Was it easy or challenging?

Teacher: Share your thoughts with a partner and discuss how you could improve for the next round.

Differentiated Activities

110 km/hr



Write a short paragraph about your favourite letter and what names, places, animals and things you can think of that start with it. Be creative.

80 km/hr



Choose a letter and list at least three names, places, animals and things that start with it. Write a sentence for each.

40 km/hr



Write down the name, place, animal and thing that starts with a letter of your choice. You can use any letter you like.

Home Task

Write down five words that end in -ing and make a sentence with each word. For example: 'I am running in the park.'

Period 13

Book of Holistic Teaching

COULD DO

20 MIN.



Teacher: Good morning, students.

How are you all today?

Teacher: Today, we will be completing some activities from the 'Book of Holistic Teaching'.

Teacher: I will write the sections on the blackboard and you will copy them into your notebooks. Let us begin.

Teacher: First, we will start with Maths. Please copy the first question into your notebooks and solve it.

Teacher: Now, here is the second question for Maths:

Teacher: And now, the last question for Maths:

Theme 5: I
Learn Well

Chapter 5: School Time

A Maths

HoLL MDA

Solve the problems.

1. Natasha is **playing** with 6 toys. Sheetal gives her 10 more toys. How many toys does Natasha have?

2. Pihu is **holding** 20 candies in her hand. She drops 13 candies. How many candies does she have in total?

3. Sam is **writing** on a sheet of paper. We can measure the _____ of the sheet of paper.

5

Teacher: Please take your time to complete these questions in your notebooks.

Teacher: Now, let us move to EVS. Please write down the instructions and complete the task:

B EVS

Write the names of any five activities you do in school. Use action words with -ing, as shown.

Reading



5-6

Teacher: Write the names of any five activities you do in school. Use action words with -ing, as shown.

Teacher: Take your time and please remember to use the -ing form of the action words.

Worksheet 1

Teacher: Now, let us open our workbooks to page 12 and complete Worksheet 1 'in the EVS section.'

MUST DO

15 MIN.

Teacher: Please read the passage carefully. Once you have read it, move on to the questions below. I will guide you through them.

Teacher: For Exercise A, you need to fill in the blanks in your workbook.

Theme 5: I Learn Well

5. School Time

Worksheet 1

Comprehension

Read the passage carefully.

Tanu loves to go to school. She goes to school by school bus. She has many friends. Bhanu is her best friend. They share their tiffin. They play together. They study together. They also travel by the same bus. Bhanu draws beautiful pictures, Tanu colours them. They make a card for Ms Neela Chopra, the English teacher. She thanks Bhanu and Tanu for the lovely card.

A. Fill the blanks.

- Tanu loves to go to _____.
- She goes to school by the school _____.
- Tanu has many _____.
- Tanu's best friend is _____.
- They make a _____ for Ms Neela.

Teacher: In 'Exercise B', you need to colour the incorrect sentences with a yellow crayon.

B. Colour the incorrect sentences with a yellow crayon.

- Tanu does not talk to Bhanu.
- Bhanu studies at home.
- Ms Neela is the Maths teacher.
- Tanu makes the card alone.
- The card is lovely.

Teacher: Let us do the first one together.

Teacher: Tanu does not talk to Bhanu. Is this correct? No, it is incorrect. So, you will colour this sentence with yellow.

Teacher: Now, continue with the rest of the sentences in your workbook. Please raise your hand if you need help.

Teacher: In 'Exercise C', you need to colour the correct answers with a blue crayon. I will read the first sentence with you.

Teacher: Tanu goes to school by bus. Her school is far from / near her house. Which one do you think is correct? Yes, it is 'far'.

C. Colour the correct answers with a blue crayon.

- Tanu goes to school by bus. Her school is **far from** / **near** her house.
- Tanu shares her **tiffin** / **card** with Bhanu.
- Tanu and Bhanu travel by the same bus. Bhanu goes to the **same** / **different** school as Tanu.
- Bhanu and Tanu play together. Bhanu and Tanu live **close by** / **far away**.
- Bhanu draws a nice picture. Bhanu knows how to **draw** / **dance**.

Teacher: Continue with the rest of the sentences in your workbook and let me know if you need any assistance.

COULD DO

5 MIN.

Teacher: Now that you have completed the worksheet,

let us quickly discuss what we learnt today.

Teacher: What did you find most interesting in the worksheet? Was there any part you found difficult or easy?

Teacher: Think about how you can improve next time. Share your thoughts with your partner.

Differentiated Activities

110 km/hr



Write a short paragraph (50 words) describing your best friend. Include what activities you do together and what makes them special.

80 km/hr



Write three sentences about your school day. You can use information from the passage we read today.

40 km/hr



Write two sentences about your favourite activity at school. You can use any action words we learnt today.

Home Task

Write five sentences about a day at school using action words with -ing. For example, 'I am playing with my friends.'

Period 14

Worksheet 2

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

SHOULD DO

20 MIN.

Teacher: Today, we will work on

Worksheet 2, focusing on vocabulary and grammar.

Teacher: Please open your workbooks to Worksheet 2 and look at the first section titled Vocabulary.

Teacher: For Exercise A, you will need to fill in the blanks with 'ee' to complete the words. Look at the pictures and think carefully.

Worksheet 2

Vocabulary

A. Look at the pictures. Fill in the blanks with ee to complete the words.

- m ____ t
- p ____ l
- t ____ th
- tr ____

B. Find the words beginning with d, m and cr. Write them under the correct columns. Read the words aloud.

doll milk maps moth duck dust mist crib
crack crow door crane crop mat dish

| d-words | m-words | cr-words |
|---------|---------|----------|
| | | |
| | | |
| | | |
| | | |

Teacher: Once you are done, we will move on to 'section B'. In section B, you will be given words starting with 'd', 'm' and 'cr'. Write the words under the correct columns.

Teacher: After completing section B, you will move on to

section C, where you will match action words with their 'ing' form. Colour the 'ing' words with a blue crayon in section D.

Grammar

A. Match the action words with their -ing form.

| | | | |
|----------|---|---|---------------|
| 1. hide | • | • | i. talking |
| 2. meet | • | • | ii. hiding |
| 3. sing | • | • | iii. sleeping |
| 4. talk | • | • | iv. meeting |
| 5. sleep | • | • | v. singing |

B. Colour the -ing words with a blue crayon.

1. Thomas is laughing.
2. Binny is sleeping.
3. Raman is talking.
4. The dog is barking at the stranger.
5. The boy is waiting for the school bus.

13

Teacher: Take your time with each section and please raise your hand if you need any help.

Worksheet 3

Teacher: Now, let us open our workbooks to Worksheet 3 on page 18, which is about Listening, Speaking and Writing.

MUST DO


15 MIN.

Worksheet 3

Listening / Speaking / Writing

A. Listen to the words carefully. Point in the direction where they are.*

B. Look at the pictures. Take turns with your partner to ask these questions. Use Yes, there is, or No, there is not, to answer.



1. Is there a sofa in the box?
2. Is there a book in the box?
3. Is there a football in the box?
4. Is there a purse in the box?
5. Is there a blackboard in the box?

C. Look at the phrases in the box. These are some of the activities you do before going to school and after coming back home. Write them under the correct columns.

- polishing school shoes
- wearing uniform
- watching television
- playing with friends

- packing bag according to time-table
- helping mother
- waiting at bus stop for school bus
- doing homework

- eating meals
- sleeping on the bed

| before school | after school |
|---------------|--------------|
| | |
| | |
| | |
| | |

18

Teacher: We will start with Exercise A. Listen carefully to the words and point in the direction where they are.

Teacher: Next, for section B, look at the pictures and take turns with your partner to ask the questions. Use 'Yes, there is' or 'No, there is not' to answer.

Teacher: In section C, look at the phrases in the box. These are activities you do before going to school and after coming back home. Write them under the correct columns in your workbook.

Teacher: Please take your time and feel free to ask me for help if needed.

COULD DO


5 MIN.

Teacher: Well done, everyone. Now that we have finished the worksheets, let us have a quick chat.

Teacher: Can you think of any other fun activities you do before or after school?


Teacher: Talk to your partner and share one activity that you do at home, either before or after school.


Teacher: Great job, students. Let us keep thinking of more activities we do every day.


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

Differentiated Activities

- 110 km/hr**

 Write five questions about objects in your classroom and ask a partner to answer them.
- 80 km/hr**

 Draw two objects you have at home, then write a sentence about each object.
- 40 km/hr**

 Match the activity phrases (polishing shoes, eating meals, doing homework) with their correct time (before or after school).

Home Task

Write five sentences about what you do after school. For example, 'I play with my friends' or 'I eat my dinner.'

Learning Outcomes

The students will:

| Domain | Learning Outcome |
|--|---|
| Physical Development | <ul style="list-style-type: none"> • make a puppet using paper and enact. • talk about their favourite animal. • read short sentences with voice modulation after the model-reading. • engage in conversations, wait for their turn to speak and allow others to speak. |
| Socio-Emotional and Ethical Development | <ul style="list-style-type: none"> • name their favourite things in school. • share their thoughts about school in a sentence or two in their secret diary. • be self-aware and express their thoughts about school based on their experience. |
| Cognitive Development | <ul style="list-style-type: none"> • develop phonemic awareness of words with vowel sound of 'e' and pronounce the words correctly. • reproduce words with d, m and cr after an oral drill. • listen carefully to follow short and simple instructions in the listening task. • identify beginning and end syllables in words. • frame simple sentences using the sight words learnt in the lesson. • combine 2-3 syllables to form simple words. • frame simple sentences using the sight words learnt in the lesson. |
| Language and Literacy Development | <ul style="list-style-type: none"> • read two-syllable words that are familiar and with known letters. • describe picture cards in simple, short sentences. • write sight words in their little book and frame simple sentences. • form new words by adding '-ing' to the sight words and write them in the little book. • share their thoughts about school in a sentence or two in their 'My Scribbles and Secrets'. |
| Aesthetic and Cultural Development | <ul style="list-style-type: none"> • enjoy reciting a poem (rhyme). • name their favourite things in school. |
| Positive Learning Habits | <ul style="list-style-type: none"> • frame simple sentences using the sight words learnt in the lesson. • listen carefully to follow short and simple instructions in the listening task. • engage in conversations, wait for their turn to speak and allow others to speak. |

Starry Knights

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

Give yourself a STAR.



Answers

Theme 5: I Learn Well Lesson 5: School Time

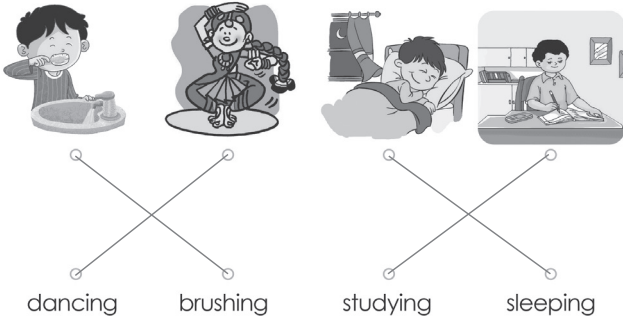
Kinaesthetic

Accept all the relevant responses.

Auditory:

reads, talks, play, drinks, bakes

Pictorial:



Interacting better:

Accept all the relevant responses.

Learning better:

- A. 1. b. 2. a.
3. b. 4. b.
- B. 1. drinks 2. hop
3. swing 4. fly
- C. 1. Miss Hoots is the class teacher.
2. Fanny, the frog, lives on wet, soft ground.
3. Accept all relevant responses.

Sample response: All animals help us in one way or another. But, it is the domestic animals which help us directly. For e.g. cows give us milk.

- D. 1. seed 2. sheep
3. sleep 4. feet
- E. 1. milk - b. 2. doll - a.
3. dish - d. 4. mice - c.
- F. crayons, book and pencil
- G. 1. crop 2. crab 3. crow
4. crane 5. crown 6. crayon
- H. 1. jumping 2. talking
3. playing 4. eating
- I. 1. reading 2. watching 3. playing
4. cooking 5. watering
- J. Accept all relevant responses.
- K. Accept all relevant responses.
- L. **Before going to school:** I brush my teeth. I have a bath. I eat my breakfast.
- After coming back home:** I play. I do my homework. I watch television.
- Creating better:** Accept all relevant responses.
- Thinking better:** Accept all relevant responses.
- Choosing better:** Accept all relevant responses.

Poem-5: Round and Round

Theme 5:
I Learn Well

 4 Periods (40 minutes each)



Learn Better (Main Coursebook)



Animation, eBook, Slideshow

Confirming better

I finish my homework on time.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to identify and practise -ing words and thematic vocabulary for word recognition and phonological awareness.
- to improve speaking skills using sentence structures for oral communication and fluency.
- to answer questions using simple sentence structures to encourage critical thinking and comprehension.

Methodology

Period 1

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

SHOULD DO

5 MIN.



Teacher: Today, we are going to learn a fun poem called 'Round and Round'.

Teacher: Please open your books to page 59 and look at the poem.

Teacher: Let us take a moment to look at the picture and think about the words we see. What do you think the poem is about?

Teacher: From the picture, I can see students playing and having fun. What do you think they are doing? Yes, they are marching, skipping and singing.

Teacher: I can already see how excited you are. Let us read the poem and explore what the students are doing.



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

Teacher: Now, I will read the poem aloud. Listen carefully to the words and pay attention to the rhyming pattern. As I read, think about the actions the students are doing.

MUST DO

25 MIN.



(Read the poem aloud with expressions)

Teacher: In the first part, the students are 'marching' in a line and holding hands. What do you think about this stanza? Why do you think they are holding hands while marching? Yes, they are walking together in a line and holding hands makes them feel safe and connected.

Teacher: Let us move to the next stanza. Now, the students are 'skipping' in a ring. How do you think they are feeling?

Yes, they seem happy and excited because they are 'skipping' and having fun together.

Teacher: In the last stanza, the students feel 'sad' when the school day ends. What do you think makes them feel sad? Yes, they love playing and spending time with their friends and they do not want the fun to end.

Teacher: Now, can anyone tell me what the poem is about in your own words? Yes, it is about friends playing and having fun together but feeling sad when it is time to go home.

Teacher: Now, let us read the poem together as a class. I will say a line and you can repeat after me. We will all take turns.

Teacher: Let us start with the first line: 'Round and round the playground.'

COULD DO

10 MIN.



Everyone, repeat after me.

Teacher: Great job. Now, let us go on to the next line: 'Marching in a line.' Who would like to try reading this line?

Teacher: Wonderful. Now, let us continue reading. Let us all read the next stanza together: 'Skipping in a ring.'

Teacher: You all did so well. Let us read the rest of the poem in the same way and remember, when we read together, we help each other.

Teacher: Excellent job, everyone. I can tell you are all ready to read this poem at home with your family. Keep practising and you will be experts at it.

Differentiated Activities

110 km/hr



Write a short paragraph (50 words) about your favourite activity with friends during playtime.

What do you enjoy doing the most with your friends?

80 km/hr



Write three sentences about what you like to do at school. You can include something from the poem that you like.

40 km/hr



Draw a picture of you and your friends playing and write one sentence about what you are doing together.

Home Task

Read the poem again at home, practise it with your family and try to act out some parts while reading.

Period 2

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

SHOULD DO

10 MIN.



Teacher: That is wonderful to hear. Now, let us get ready to do an exciting activity. Please open your books to page 60.

Teacher: Today, you all will read the poem again and answer some simple questions. Let us read it together and have fun learning.

Learning better – Excelling Comprehension

A Read the poem carefully. Match the following.

- | | | | |
|------------------------|---|---|-----------------------------|
| 1. round and round | o | o | a. when the school day ends |
| 2. I'll hold your hand | o | o | b. the playground |
| 3. sad, sad, sad | o | o | c. you hold mine |

60

Teacher: First, let us read the poem carefully. Follow along in your books as I read it aloud.

(The teacher reads the poem aloud while students follow along.)

MUST DO

20 MIN.



Teacher: Now, let us do Exercise A. Look at the first phrase, 'round and round.' What does it relate to? (Students respond) Yes, it matches with 'the playground.'

Teacher: Now, let us try the second one. 'I'll hold your hand' – What does this match with? (Students respond) That is right. It matches with 'you hold mine.'

Teacher: Finally, 'sad, sad, sad' – What does it mean? (Students respond) Yes. It connects with 'when the school day ends.'

Teacher: Great work. Now, let us move to Exercise B. The question asks, 'What does everyone love?' Think about the poem and write your answer in one sentence. (The teacher guides students as they write their answers.)

B What does everyone love?

C Do you like going to the playground? What do you do there?

60

Teacher: Now, let us move to Exercise C. Think about your experiences. Do you like going to the playground? What do you do there? Write a short answer. (Students write their responses while the teacher provides support.)

COULD DO

10 MIN.



Teacher: Now, we will play a fun classroom game. It is called 'Playground or Not?'

Teacher: I will say an action word and if you think we can do this action in the playground, stand up and clap your hands.

If you think we cannot do this action in the playground, stay seated and stay quiet.

Teacher: Ready? Let us begin.

1. 'Swinging on the swings' (Students stand up and clap)
2. 'Watching TV' (Students stay seated and stay quiet)
3. 'Running' (Students stand up and clap)
4. 'Eating lunch' (Students stay seated and stay quiet)
5. 'Sliding' (Students stand up and clap)
6. 'Sleeping' (Students stay seated and stay quiet)
7. 'Jumping' (Students stand up and clap)
8. 'Brushing teeth' (Students stay seated and stay quiet)

Teacher: Well done, everyone. You know exactly what we do at the playground. That was so much fun. Now, let us move to our next task.

(Note: Teacher has to bring some picture cards to play treasure hunt in the classroom.)

Differentiated Activities

110 km/hr



Draw a picture of yourself at the playground and write one sentence about what you do there.

80 km/hr



Circle the pictures of activities that we do in a playground (swinging, running, playing).

40 km/hr



Match the words (slide, swing, run) with their correct pictures.

(Note: please provide words and pictures for this question.)

Home Task

Draw a picture of a playground and colour it.

Period 3

Having Fun better

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

SHOULD DO

10 MIN.



Teacher: That is wonderful. Today, we will start with a fun activity. Please open your books to page 60.

PS 21st CS

D Colour the stars with a green crayon if you do the following.

- I sing songs on the playground.
- I play on the playground.
- I run around on the playground.
- I meet my friends on the playground.

60

Teacher: Look at the stars on the page. You will colour the stars with a green crayon if you do the action written in the sentence.

(The teacher reads each sentence aloud while students follow along.)

Teacher: 'I sing songs on the playground.' Do you sing on the playground? If yes, colour the star green.

Teacher: 'I play on the playground.' Do you play there? Colour the star if you do.

(The teacher continues until all sentences are read.)

Teacher: Well done. Now, let us move on to the next fun activity.

(Take students to playground)

Teacher: Now, we will play an exciting Playground Treasure Hunt. I have hidden small picture cards of different playground activities around the classroom. All of you have to search for them.

MUST DO

20 MIN.

- When you find a card, look at the picture and think about what action it shows.
- Act out the 'action' for the class. If it shows 'jumping', you jump. If it shows 'sliding', you 'pretend' to slide.
- After acting, you will tell us a sentence about the action. For example, 'I like to jump on the playground.'
- Then, sit down and let another student take a turn.

Teacher: Who is ready to start the treasure hunt? Let us go. (The teacher hides small picture cards before the class begins. Students search for the cards one by one, act out the action and say a sentence.)

Teacher: That was amazing. 'You all did a great job finding the actions and acting them out.'

Teacher: Now, we will play a game of Action Charades.

- I will whisper an action to one student.
- They will act it out without speaking.
- The rest of the class will guess what action it is.

Teacher: Let us start. Watch carefully and guess the action.

(The teacher chooses students to act out actions, such as 'climbing', 'playing', 'running', 'swinging', etc.)

COULD DO

10 MIN.

Teacher: Well done. You all guessed the actions correctly.

Differentiated Activities

110 km/hr



Draw a picture of yourself playing in the playground and write one sentence about what you like to do there.

80 km/hr



Sing a song.

40 km/hr



Recite any poem

Home Task

Create a mini playground model using paper, straws and small toys to show different playground activities with the help of an adult.

Period 4

SHOULD DO

10 MIN.

Teacher: Good morning, students.

How are you all today?

Teacher: That is wonderful. Before we go outside (to the playground), let us first revise the poem we learnt.

Teacher: Open your books to the poem. Let us read it together. I will read the first line and you will repeat after me.

(The teacher reads the poem aloud and students repeat each line.)

Teacher: Now, let us talk about the poem. Which stanza was your favourite? What do you think the poem is trying to tell us?

Teacher: That was a great discussion. We have now completed this poem. In our next class, we will start a new chapter. I am sure it will be just as exciting.

Teacher: Before we move on, I would like all of you to submit your DIY playground models. I am excited to see your creativity.

(Teacher collects the DIY playground models from students.)

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

Teacher: Now, we are going to the playground. We will play an exciting game called 'Playground Relay Race'. Here is how it works:

- I will divide you into two teams.
- Each team will complete a set of playground challenges, such as:

MUST DO

30 MIN.

Skip to the swing and back
Run to the slide, climb up and slide down
Hop like a frog to the tree and return

- The first team to have all members complete the race wins.

Teacher: Remember, the goal is to have fun and enjoy playing together. Let us go and begin the game.

(Teacher takes students to the playground and facilitates the activity.)

Differentiated Activities

110 km/hr



Create your own fun challenge, like skipping or hopping. Draw a picture of what you would do.

80 km/hr



Draw the playground with the swings, slide and tree. Label where each challenge happens.

40 km/hr



Choose one challenge from the game (like skipping or hopping) and tell a friend what you would do in the challenge.

Home Task

Tell a family member about a game you played in the playground and draw a picture of it.

Learning Outcomes

The students will:

| Domain | Learning Outcome |
|--|--|
| Physical Development | <ul style="list-style-type: none"> • develop coordination and rhythm by reciting the poem together in chorus. |
| Socio-Emotional and Ethical Development | <ul style="list-style-type: none"> • express their thoughts about being in the school playground and identify with the students in the poem, helping them connect with real-life experiences. |
| Cognitive Development | <ul style="list-style-type: none"> • recall and relate their personal likes and dislikes using simple English phrases, encouraging critical thinking and self-expression. |
| Language and Literacy Development | <ul style="list-style-type: none"> • recite the poem rhythmically, improving pronunciation and fluency. They will also use short phrases or groups of words to express their thoughts. |
| Aesthetic and Cultural Development | <ul style="list-style-type: none"> • enjoy colouring the stars in the book with colours of their choice, allowing them to express creativity. |
| Positive Learning Habits | <ul style="list-style-type: none"> • actively participate in reciting the poem, listening attentively and completing book exercises, fostering engagement and enthusiasm for learning. |

Starry Knights

How did the lesson go for you and the learners? Mention any incident that made everyone laugh and enjoy being in school here.

Commendable. Give yourself a STAR.



Answers

Theme 5: I Learn Well Poem: Round and Round

Learning better:

- A. 1. b. 2. c. 3. a.
B. Everybody loves when everyone sings.
C. Accept all relevant responses.

Having fun better: Accept all relevant responses.

Students' Worksheets

Worksheet 1

Comprehension

- A. 1. school 2. bus 3. friends
4. Bhanu 5. card

B. Incorrect Sentences:

1. Tanu does not talk to Bhanu.
2. Bhanu studies at home.
3. Ms Neela is the Maths teacher.
4. Tanu makes the card alone.

- C. 1. far 2. food 3. same
4. close by 5. draw

Worksheet 2

Vocabulary

- A. 1. meet 2. peel
3. teeth 4. tree

- B. **d-words:** doll, dust, door, dish
m-words: milk, maps, moth, mute, mist, mat
cr-words: crib, crack, crow, crane, crop

Grammar

- A. 1. ii. 2. iv. 3. v.
4. i. 5. iii.
B. 1. laughing 2. sleeping 3. talking
4. barking 5. waiting

Worksheet 3

Listening / Speaking / Writing

- A. Accept all relevant responses.
B. Accept all relevant responses.
C. **before school:** polishing school shoes, packing bag according to time-table, wearing uniform, waiting at bus stop for school bus
after school: helping mother, eating meals, watching television, playing with friends, doing homework, sleeping on the bed

Book of Holistic Teaching

Developing better

- A. **Maths:**
1. 16 2. 33 3. Length
B. **EVS:** Accept all relevant responses.