

Lesson-1: Our Album of Memories

Theme 1: We are unique

12 Periods (40 minutes each)



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



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

Confirming better

I spend time with family

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to follow the model reading of the text provided with correct pronunciation, pauses and proper intonation.
- to comprehend the story and use simple words to answer.
- to identify and pronounce sight words correctly.
- to read speech bubbles from left to right and top to bottom.
- to enrich their vocabulary with new words and phrases, words beginning with 'cl' and 'gl'.
- to describe family album using vocabulary introduced.
- to recall events in the story to put pictures in a sequence.
- to practise phonic-drill to pronounce 'ay and 'ai' words.
- to use simple words to describe pictures.
- to punctuate sentences correctly using capital letters, full stop, question mark and exclamation mark.
- to apply the conceptual knowledge acquired in Maths and EVS to answer the questions in English.
- to make their own Little Book of Difficult Words for noting down the difficult words they come across while reading the lesson.

Methodology

Period 1

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

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

(Wait for their responses and acknowledge their expressions.)

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

Students: Yes, ma'am.

Teacher: Great.

Begin by pinning up a KWL chart on the board. Explain that this chart will help the class organise their thoughts about the topic 'Family'.

K	W	L

Invite students to share their ideas about 'Family'. Encourage them to take turns sharing a word or phrase that comes to mind when they hear the term 'Family'. Write their responses in the K column (What I Know) of the chart.

Next, ask the students what they would like to learn or know more about families. Write their questions and ideas in the W column (What I Want to Know) of the chart.

Once the chart is filled in, place it in a spot in the classroom where students can easily see it throughout the lesson.

This will allow them to reflect on their contributions and revisit the chart as they learn more during the lesson.

SHOULD DO

10 MIN.

Kinaesthetic

Teacher: Alright everyone, today we are going to play a fun game. This game is all about remembering how to write sentences correctly. Do you remember what a capital letter is?

Kinaesthetic

Your teacher will write sentences on the board. Spin on your spot if the sentence starts with a capital letter and ends with a full stop. Stay still if it doesn't.

5

Students: (Raise hands and answer) Yes, it is the big letter at the beginning of a sentence.

Teacher: Great. And what about a full stop?

Teacher: (Raise hands and answer) it is the dot at the end of a sentence.

Teacher: Excellent. Now, when I write a sentence on the board, you need to decide if written correctly. If it starts with a capital letter and ends with a full stop, you will 'spin on your spot' like a soccer player. If it is not correct, you stay still.

(Conduct one or two rounds of the activity. After each round, ask students to explain why they chose to spin or stand still, as a way to check their understanding. To make the game more engaging and challenging, consider using a timer. You may also give award points to teams or individuals who correctly identify the sentences.)

MUST DO

10 MIN.

Auditory

Teacher: Good job, everyone. Let us move on to the next activity. For this, you will need to listen carefully to what I say and write the words in your notebook. Are you ready?

Students: Yes, ma'am.

(Read the listening text provided on the last page of the main course book. As you read each set of words, ask the students to write them down. After completing one set, give the students some time to rearrange the words to form a proper sentence. Discuss the correct sentence with the class before moving on to the next set.)

MUST DO

10 MIN.

Auditory*

Listen to your teacher carefully. They will read out some jumbled words. Write them in your notebook. Rearrange the words in the correct order. Make meaningful sentences.

5

Pictorial

Guide students to open their book to page 5.

Pictorial -PS

Look at the picture. Read the sentences. Tick (✓) the correct words. Write the correct sentences in the given space.



1. The dog is eating/running.

2. The children are flying kites/scarves.

5

Teacher: Look at the picture. What do you see?

Student/s: (possible response) I see kites, children playing, a dog

Teacher: Good job. Now let us read the sentences and tick the words that match the picture.

(Read the sentences aloud and ask students to look at the picture. Let them choose the word that describes the picture correctly. After gathering their responses orally, give them time to write in their book.)

MUST DO

10 MIN.

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

Differentiated Activity

110 km/hr



Write 5 sentences about your family.

80 km/hr



Draw some activities that you would like to do with your family members.

40 km/hr



Draw your family album and colour it.

Home Task

Make popsicle puppets of your family members.

Period 2

Interacting better



Interacting better

Discuss your favourite memory with your partner.

ICL

6

Teacher: We all have a favourite memory that makes us smile when we think about it. I want you to think of one memory like that and share it with your friend.

(Give students some time to think. You can start by sharing your own favourite memory to show them how to think. Once they are ready, ask a few students to share.)

MUST DO

10 MIN.

Teacher: Divide into groups of four. I want you to plan a class picnic. Think about where you would go, what you would bring and what games you would play.

(After the group discussion, invite each team to share what they planned.)

COULD DO

10 MIN.

Teacher: Let us now take a look at the story and see what is happening.

Encourage students to observe the pictures in the story and share their thoughts on what they see. Ask them the following questions

- Who is in the picture?
- Who is sitting on the sofa?
- What is Jas carrying in his hands?
- Where is Daarji sitting?

MUST DO

20 MIN.

- What do you think Jas and Daarji are discussing?

Jas is going for a class picnic the next day. He is excited. He packs his bag. He wants to take a ball too. He opens the cupboard. A book falls out. It is a photo album. He takes it to Daarji.*

Look, Daarji, I found an old photo album.

Come, Jas. Let us look at it together.

This is from our trip to a hill station, Oaty.

It is you and Biji.** Why are you wearing sweaters?

It was very cold there.

Teacher's Note: *Tell the students that Jas calls his father's father 'Daarji'. **Tell the students that Jas calls his father's mother 'Biji'.

6

Acknowledge and accept all relevant responses shared by the students.

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

COULD DO

10 MIN.



Look at this one, Jas. Can you guess who they are?

Oh! That is Ammi.* Is that Teta?*** They look so young!

Yes, they do. This is an old photo. It was a rainy day. I clicked the photo.

This is my favourite picture!

Mine too! You, Mehr and Papaji*** played football that day.

Do you want to put this in a frame?

Yes, Daarji. Will you help me?

Of course, Jas!

Teacher's Note: *Tell the students that Jas calls his mother 'Ammi'. **Tell the students that Jas calls his mother's mother 'Teta'. ***Tell the students that Jas calls his father 'Papaji'. This section is aligned to the **SDG 16: Peace, Justice and Strong Institutions**. Teach the students that everyone is unique. We should accept each other's uniqueness and live together peacefully.

7

Differentiated Activity

110 km/hr



Write a short paragraph about the picnic you planned with your group. Include details about the location, food and games.

80 km/hr



Draw a picnic scene with your family or friends. Add details like where you are, what you are doing and who all are there.

40 km/hr



Draw a simple picnic scene with a few friends or family members. Colour the picture.

Home Task

Ask your parents to show you pictures from an outing or picnic they have with you.

Period 3

Sight Words

Teacher: Hello, students. Today, we are going to learn some new words from the story. I will say the words and I want you to repeat them after me. Are you ready?

Students: Yes, ma'am.

Write the words introduced in the story in a piece of paper or on the board. Introduce each word one at a time. Encourage students to repeat the word after you. Make it fun by adding expressions or gestures related to the words. You may also put up these words on the board for students to spot them in their book.)

Suggested words – picnic, cupboard, found, photo, album, hill station, cold, sweaters, rainy, football, frame, goes, sleep, friends

SHOULD DO

10 MIN.



Reading

Teacher: Great work. Now let us try to read the story together.

(Read and narrate the text on page 6, 7 and 8 to students and encourage them to follow as you read. Encourage students to spot the sight words as they appear in the text)

P.S. Tell students that Jas calls his father 'Daarji', father's mother 'Biji', his mother 'Ammi' and his mother's mother 'Teta'.

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

COULD DO

10 MIN.



The next day, Jas goes for picnic. He tells his friends about the photo album.



The children **have** fun together. In the afternoon, they go back home.

8

Differentiated Activity

110 km/hr



Give students a bingo sheet and ask them to circle all the words that appear in the story.

80 km/hr



Provide students with a worksheet where they need to match the words introduced in the session with corresponding pictures.

40 km/hr



Have students practice writing the words introduced in the session in their notebooks. Encourage them to say each word out loud as they write.

Home Task

Read the story with the help of your parents.

Period 4

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

Students: Yes, ma'am

(Read each line of the story slowly and clearly, using correct punctuation, pauses and intonations. This will help the students learn how to read with expression. After reading each sentence, ask the students to repeat it after you.)

COULD DO

10 MIN.



Recalling better

Teacher: Let us now try to recollect the story.

Recalling better

- o Jas was packing his bag for a picnic.
- o He found a photo album.
- o Jas and Daarji looked at the photos.
- o They found a photo of Daarji and Bijli from their trip to Ooty.
- o Jas also found a photo of Ammi and Teta.
- o Jas saw a photo of his entire family.
- o Daarji helped Jas put the family photo in a frame.
- o Jas hung the photo frame in his room.
- o At the picnic, Jas told his friends about the photo album.
- o Jas and his friends had fun at the picnic.

8

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

- What was Jas doing when he found the photo album?
- Who looked at the photos with Jas?
- What photo did Jas and Daarji find from their trip to Ooty?

- What did Jas tell his friends about at the picnic?
- Why do you think Jas decided to frame the family photo?
- Who helped Jas put the family photo in a frame?

SHOULD DO

20 MIN.



Sight Words

List down the sight words given on page 8 (found, us, goes, have) on the board. Read the sight words aloud one by one and ask students to repeat after you.

MUST DO

10 MIN.



Sight words

found us goes have

FULL

8

Play the eBook and read out the story with appropriate pronunciation and pauses.

COULD DO

10 MIN.



Differentiated Activity

110 km/hr



Encourage students to create sentences with the sight words (found, us, goes, have).

80 km/hr



Ask students to spot the sight words (found, us, goes, have) in the story.

40 km/hr



Have students practice writing the sight words (found, us, goes, have) in their notebooks. Encourage them to say each word out loud as they write.

Home Task

Write three sentences about a place that you would like to go for a holiday during vacation in your notebook.

Period 5

Playing better

Teacher: Alright, everyone. Today, we will play a fun game called Dumb Charades. I will divide the class into two teams. Let me quickly prepare the word slips for you.

Teacher: Now, I will explain the rules. One player from Team A will pick a slip and act out the word without speaking. Team B will try to guess the word in one minute. If you guess it correctly, your team gets a point. Then, it will be Team B's turn to act.

Teacher: Ready, everyone? Let's begin. Team A, please send up your first actor. Team B, get ready to guess. Let's have fun.

SHOULD DO

10 MIN.



Playing better
PMD
21st CS

Dumbcharades

1. Make two teams. Prepare slips of paper with words of your choice.
2. One player from Team A picks up a slip and acts out the written words without speaking.
3. Team B tries to guess the words in 1 minute.
4. If correct, the team gets a point. The other team acts next.

9

Learning better

Excelling Comprehension

Teacher: Alright, students. Let us see how much we remember about the story. Open page 9 of your book. We will start with the exercises in the book.

Learning better
CBA
FuLL

Excelling Comprehension

A Number the pictures from the story in the correct order. **PS** **21st CS**

B Fill in the blanks with the correct words from the story.

1. An old photo _____ falls out of the cupboard.
a. book b. album c. frame
2. The photo of Daarji and Bijji is from their trip to _____.
a. Coorg b. Shimla c. Ooty
3. Jas lives in a _____ family.
a. nuclear b. large c. small

C Who said these words?

1. They look so young!

2. I clicked the photo.

3. This is my favourite picture

9

Teacher: The first exercise says, 'Number the pictures from the story in the correct order.' Look at the pictures carefully and think about which one comes first, second and third in the story.

(Allow students some time to observe and think. Call one student from each row to answer. Let them say their answer aloud and guide them to number the pictures correctly in their books.)

Teacher: Great job, everyone. Now, Let us move on to the next exercise.

Exercise B

In this activity, you will read the sentences and choose the word that best describes each sentence. Guide the students as they work through the exercise, offering support where needed.

Exercise C

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

Expected responses from the students

1. Jas 2. Daarji 3. Daarji

(Allow students some time to observe and think. You may also encourage students to refer to the story pages if required.)

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

SHOULD DO

30 MIN.

COULD DO

10 MIN.

Differentiated Activity

110 km/hr

Students five write five sentences about their recent trip to any place. Encourage them to include:

The name of the place they visited.

What they enjoyed the most during the trip.

Who accompanied them on the trip.

80 km/hr

Students can write three sentences about their recent trip to any place. They can include:

The name of the place.

One thing they loved the most.

Who they were with.

40 km/hr

Students can draw a picture of themselves enjoying their favorite place with their family. Below the picture, they will:

Write the name of the place.

Name the family members in the drawing.

Home Task

Parents can help children create their own booklet of difficult word for the lesson 'Our album of memories'. Refer to the guidelines provided in 'Revising Better' on page 12.

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

Period 6

Excelling Vocabulary

Exercise D

Teacher: Good morning, everyone. Today we will practice some words with different sounds. I will read out the words for you. Listen carefully to identify the sounds.

SHOULD DO

15 MIN.

Teacher: Now, let me explain. The first set of words has the 'ay' sound, like in 'day,' 'ray,' and 'play.' The second set has the 'ai' sound, like in 'gain,' 'pain,' and 'train.' I want you to focus on the sounds and identify them as I read the words.

Teacher: Ready? Let's start. I will read the words out loud and I want you to colour the words with the 'ay' sound in green and the words with the 'ai' sound in yellow.

Teacher: Let's begin. I'll read the first word: 'day.' Can you hear the 'ay' sound? Good. Now, colour that word in green. Keep going as we read through the list.

Vocabulary

DING

WR

D Read these words aloud.

day ray way play rain gain pain train

Read the words aloud. Colour the ay words with a green crayon. Colour the ai words with a yellow crayon.

away	rail	tail
pray	sail	stay
mail	pail	tray

9

Exercise E

Teacher: Let us do a fun activity. Think about the word 'CUPBOARD'. Can you find three new words using the letters in this word?

(Model the activity by giving an example, such as 'cup.'

MUST DO

15 MIN.

E Read the word in the box. Make four words from it. One has been done for you.

Cupboard	
1. <u>cup</u>	2. _____
3. _____	4. _____

10

Teacher: Now it is your turn Take some time to think and write down three new words.

(Give students time to work on the exercise. Once they are done, encourage them to share the words they created with the class. Celebrate their creativity and correct the words if needed.)

Excelling Spellings

Exercise F

Spelling

F Look at the pictures. Fill in the blanks with cl or gl to complete the words. Read the words aloud.

1. ____ass
2. ____ass
3. ____ock
4. ____ove

10

Teacher: Now, we are going to focus on words that start with 'cl' and 'gl'.

To begin, I want everyone to look at the pictures on the board. I will ask a few questions related to the pictures. Let's identify the words that start with 'cl' and 'gl'.

(Ask the students to respond based on the pictures, e.g., 'What do you see in this picture? Can you tell me a word

MUST DO

10 MIN.

that starts with 'cl' or 'gl' from this picture?')

Teacher: Now, let's move to the next task. You will work in pairs. Look at the word list that I have given you. Together, try to match the words with the pictures. Once you've done that, write down at least five sentences using the words you just matched. Make sure you start the sentences with capital letters and end with full stops.

(Guide students as they work in pairs, providing assistance when needed.)



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

Differentiated Activity

110 km/hr



Provide a letter and ask students to write 15 words that begin with the given letter.

80 km/hr



Provide a letter and ask students to write 10 words that begin with the given letter.

40 km/hr



Provide a letter and ask students to write 5 words that begin with the given letter.

Home Task

Write three word lists (15, 10 and 5 words) starting with given letters and craft a short story using words from each list.

Period 7

Excelling Punctuation

Exercise G

Teacher: Good morning, class. I hope you're all ready for today's lesson.

Before we begin, let's quickly recap what we've learned about writing sentences. Sentences always start with a capital letter. Can anyone remember what we should do at the beginning of a sentence?

Teacher: That's right. Every sentence begins with a capital letter. Now, what about the end of a sentence? What should we add?

Teacher: Exactly. A sentence always ends with a full stop. Now, I have a few sentences on the board. Let's read them together and see if we need to add a full stop at the end. I'll read the first sentence aloud and I want you to listen carefully.

Teacher: 'I am going to the park'

Teacher: Does this sentence need a full stop?

Teacher: Great. So, let's add a full stop to the end. Now, let's move to the next one. 'She loves to read books'

Teacher: Does this one need a full stop?

Teacher: Excellent. Now, I want you to try a few on your

SHOULD DO

10 MIN.

own. I'll give you a few sentences and you can add the full stops where needed. Ready?

Teacher: Here are your sentences: 'We are learning to write.' 'It is a sunny day.' Now, go ahead and add the full stops at the right places.

(Allow students time to complete the task, then review the answers together.)

Punctuation

G Rewrite the sentences correctly in your notebook. Use full stop where necessary.

- Jas goes for picnic
- Gina is hungry
- Jas is at the door
- I am reading a story

10

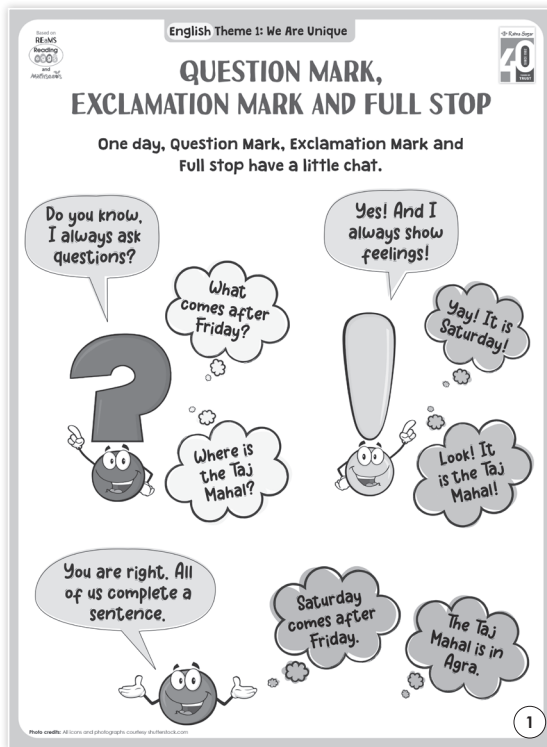
Poster

Display the poster for Theme 1 on sentences for the students to observe. Begin by asking students how we show questions, excitement or the end of a sentence in writing. Display the poster and read the dialogues aloud with expressions.

- Use a curious tone for Question Mark (?).
- Use an excited voice for Exclamation Mark (!).
- Use a calm tone for Full Stop (.).

Explain their uses-

- Question Mark: For asking questions.
- Exclamation Mark: For showing strong feelings.
- Full Stop: To end a regular sentence.



Engage students by asking them to create their own examples and share them with the class.

MUST DO

15 MIN.

Excelling Grammar

Grammar

CING

A sentence always begins with a capital letter. A sentence usually ends with a full stop (.).

Jas is going for a class picnic.

When we ask a question, we put a question mark (?) at the end of the sentence. When we show strong feelings or excitement, we end the sentence with an exclamation mark (!).

When we give a command or make a request, we put a full stop (.).

- Why are they wearing sweaters?
- Wow! This is fun.
- Clean your room.
- Sit down.

10

Teacher: Let's start with a sentence on the board. I will write it here: 'we are going to the zoo tomorrow'

MUST DO

15 MIN.

Teacher: Now, let's look at this sentence together. What punctuation do you think we should use at the beginning?

Teacher: That's right. We need a capital letter at the start of the sentence. And what about the end? What punctuation mark should we use?

Teacher: Great. A full stop is needed at the end. Now, who would like to come up and punctuate the sentence on the board?

Teacher: Now, we are going to play a fun sorting game with sentences. Some of the sentences on the board are written correctly, and some need a little fixing. Can you help me find which ones are correct and which ones need a correction?

Teacher: Look at the first sentence. Does it start with a capital letter? Does it end with the correct punctuation? Think carefully.

Teacher: Now, let us check another one. If a sentence is asking something, what punctuation should it have at the end? Yes, a question mark.

Teacher: Great job! Now, let us work in pairs to sort the sentences into two groups - 'Correct' and 'Needs Correction'.

Teacher: Fantastic! Now, let us go through them one by one and correct the mistakes together. Who would like to share the first correction?

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class!

Differentiated Activity

110 km/hr



Ask students to write 3 sentences using question mark/exclamation/full stop.

80 km/hr



Provide simple sentences. Ask students to re-write them with proper punctuation.

Example:

I am going to school

Where is my book
Wow, look at the rainbow

40 km/hr



Ask students to identify punctuation marks and match them with sentences. Example:

Match the punctuation mark to the correct sentence:

What is your name .
I love ice cream ?
Is it raining .

Home Task

Practice punctuation by writing varied sentences, correcting given ones and matching marks to sentences.

Period 8

Exercise H

Teacher: 'Now, students, let's begin with some sentence-making practice.

I will write the following words on the board and guide you to arrange them into meaningful sentences. Remember, every sentence must end with the correct punctuation, whether it's a full stop, question mark, or exclamation mark.'

SHOULD DO

10 MIN.



H Rearrange the words to make complete sentences. Add a full stop (.), question mark (?) or an exclamation mark (!) at the end.

1. to / his / room / goes / Jas

Jas goes to his room.

2. a / plan / great / That / is

3. are / doing / you / What

11

(Write the first set of words on the board: 'to / his / room / goes / Jas')

Teacher: 'Let's start with this sentence. Can someone come up and help us arrange the words in the correct order?'

(Wait for the student to come up.)

Teacher: 'Well done. The sentence is 'Jas goes to his room.' Notice that it ends with a full stop, as it's a statement.'

(Write the next set of words on the board: 'a / plan / great / That / is')

Teacher: 'Next, we have another set of words. Who would like to try this one?'

(Wait for a student to try.)

Teacher: 'That's right. The correct sentence is 'That is a great plan.' And it ends with a full stop because it's a statement too.'

(Write the third set of words on the board: 'are / doing / you / What')

Teacher: 'Now, let's do the last one. What is the correct order here?'

(Wait for a student response.)

Teacher: 'Great job. The sentence is 'What are you doing?'

Don't forget the question mark at the end because we're asking a question.'

Teacher: 'Excellent work, everyone. Now, let's all go over the sentences again and make sure we use the correct punctuation at the end.'

These dialogues aim to guide students step-by-step, making the activity interactive and clear.

Excelling Concentration

Exercise I

Teacher: Alright students, we are going to do a fun activity where you will colour a picture. But before we begin, make sure you are ready with your colouring materials.

SHOULD DO

15 MIN.

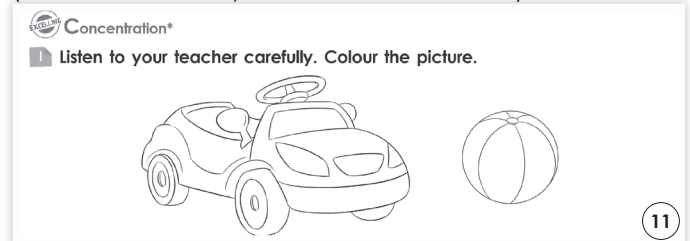


Teacher: Listen carefully to the instructions I will give. I want you to colour the picture based on what I tell you. Are you all ready?

(Wait for responses.)

Teacher: Great. Now, let's begin.

(Guide students as you read the instructions.)



Teacher: First, colour the car red. Take your red crayon and colour the car carefully.

(Wait for the students to start.)

Teacher: Next, colour the ball blue. Use your blue crayon and fill the ball with the blue colour.

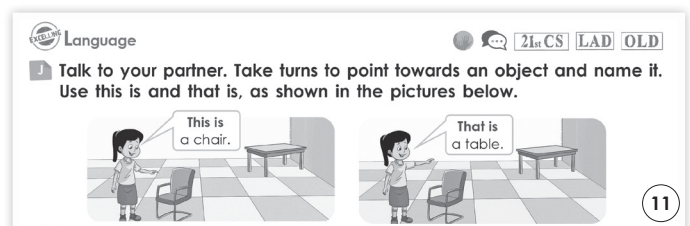
Teacher: Now, the wheels of the car. Colour them black.

Teacher: Finally, colour the windows of the car light blue.

Teacher: Remember to stay within the lines and colour carefully. Once you are done, raise your hands and I will come to check.

Excelling Language

Exercise J



Teacher: Alright students, today we will practice using 'this' and 'that' for objects that are near and far. Let me show you how to do it first.

MUST DO

15 MIN.



Teacher: (Points to an object nearby.) This is my pen. (Explains as you point.) See, it's close to me. We use 'this' for things that are near.

Teacher: Now, look at that book over there. (Points to something far away.) That is a book. We use 'that' for things that are far from us.

Teacher: Can you see the difference? 'This' is for objects near to us and 'that' is for objects far from us.

Teacher: Now, I want you to look around the classroom. Point to something near you and make a sentence using 'this.' For example, 'This is my notebook.'

Teacher: Now, point to something far away and make a sentence using 'that.' For example, 'That is the door.'

Teacher: You can take turns with your partner. One person will point to an object and the other will say, 'This is...' or 'That is...' depending on how close or far the object is. Ready? Let's begin.

Differentiated Activity

110 km/hr



Ask students to write complete 10 sentences by using this and that based on the objects they see in the classroom.

80 km/hr



Ask students to write complete 5 sentences by using this and that based on the objects they see in the classroom.

40 km/hr



Show pictures or objects in the classroom and say sentences such as, 'This is a bag' or 'That is a door.' Ask students to point to similar objects and repeat the sentences after you. Then, ask them to write three sentences in their notebooks.

Home Task

Write complete sentences using 'this' and 'that' to describe classroom objects—advanced students write 10, intermediate write 5 and beginners write 3 after repeating model sentences.

Period 9

Excelling Expression

Exercise K

Teacher: Today, let's talk about visiting a supermarket. When you go to the market with your parents, what do you usually buy?

Teacher: Great. You might buy fruits, vegetables, snacks, or other groceries. Now, let's look at this picture of Jas. How do you think Jas can help in buying things at the market?

Teacher: Yes, Jas can help by choosing items that are healthy. Can anyone think of some healthy foods Jas should buy from the market?

Teacher: Great suggestions. Maybe Jas could buy fresh fruits, vegetables and some whole grains. These are all good choices to make. Let's list more healthy items Jas can pick up for the shopping.

Note: Help them with spellings if required.

Excelling Expression

K

Jas is at the supermarket. Look at the picture. Make a list of things that he should buy.

Things Jas should buy

1. _____ 2. _____

3. _____

11

Teacher's Note: *Read aloud to the class the listening text on the last page.

Thinking better

Teacher: Alright students, let's start with the first question. Why does Jas put the photo in the frame?

MUST DO

15 MIN.

Thinking better

Think and discuss.

1. Why does Jas put the photo in the frame?

2. Are all hill stations cold? Why?

COD HOTS 2LCS

12

Teacher: (Pause for student responses.) Yes, Jas might have put the photo in the frame to keep it safe and to remember a special moment. What else do you think?

Teacher: That's right. Putting a photo in a frame helps to keep it protected and allows us to display the photo beautifully. Now, let's move to the second question.

Teacher: Are all hill stations cold? Why?

Teacher: (Wait for student responses.) Good answers. Some hill stations are cold because they are located high up in the mountains, where the weather is cooler. Can anyone think of a hill station that is known for being cold?

Teacher: Excellent. Some hill stations, like Shimla and Manali, are known for their chilly weather because of their high altitude. Well done, everyone.

Choosing better

Teacher: Alright students, let's read the scenario together.

COULD DO

10 MIN.

Choosing better

Your grandparents gave you a t-shirt on your birthday. But you do not like its colour. Will you politely tell them that you do not like the colour? Will you cry and stay upset about it? Give reasons for your answer.

EXL LSV 2LCS

12

Teacher: Your grandparents gave you a t-shirt on your birthday, but you do not like its colour. What will you do? Will you politely tell them that you do not like the colour, or will you cry and stay upset about it? Think about your response carefully.

Teacher: Once you have thought about it, I want you to share your answer with the class and explain why you would choose to react in that way.

Teacher: (Wait for students to respond.) Great responses. Some of you may politely tell your grandparents that you

prefer a different colour and that's a good way to express your feelings.

Teacher: Remember, it's important to express ourselves kindly, even when we don't like something. Well done.

Differentiated Activity

110 km/hr



Create a healthy shopping list with 5–7 items and write 3 sentences explaining your choices.

80 km/hr



Write 3–5 healthy items they would buy. Explain reason in a sentence.

40 km/hr



Draw 3 healthy items you would buy from a supermarket.

Home Task

Creating better can be assigned as home task for students. Ask them to work with their parents in creating their family tree with photos of their family members and hang it on the wall.

Creating better

Make a family tree on a chart paper. Paste photos of your family members on the leaves. Write their names below the photos.

Art 1 2 L CS



12

Period 10

Worksheet 1

Theme 1: We Are Unique

1. Our Album of Memories

Worksheet 1

Comprehension

Read the passage carefully.

Rani's father has bought her a red bicycle. Red is Rani's favourite colour. Her father takes her and her younger brother, Rohan, to the park. Rani's father will teach Rani how to ride the bicycle. She gets on the bicycle. Her father holds the bicycle from behind. Rani falls down the first three times. Soon, she learns to ride the bicycle without falling. Rohan claps for Rani. Her father praises her. Tomorrow, father will teach Rohan to ride the bicycle.

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

three Red bicycle

- _____ is Rani's favourite colour.
- Rani's father will teach her how to ride the _____.
- Rani falls down from the bicycle _____ times.

B. Colour the correct answers. Use a red crayon.

- Rani's (father/grandfather) buys her a bicycle.
- Rohan is Rani's (younger/elder) brother.
- (Rohan/Rani) learns to ride the bicycle first.

Vocabulary

A. Complete the words using cl. Read them aloud.

- ____ever 2. ____oud 3. ____ean 4. ____ick

B. Look at the ay and al words in the box. Read them aloud.

chain birthday daisy rain

Name the picture using words from the box.

- _____
- _____
- _____
- _____

Teacher's Signature: _____

3

Remarks: _____

Ask students to open page 3 of their English worksheet. Guide them to complete the exercises given in worksheet 1.

SHOULD DO

30 MIN.

Teacher: Let us bring this story to life. We will act it out like a small play. Who would like to be Rani? Who wants to be Rohan? And who will play the role of the father? I will be the narrator.

Teacher: Now, imagine you are Rani. Your father has brought you a red bicycle. How do you feel? Excited? Nervous? Let us show that with actions.

Teacher: Oh no! Rani has fallen. What does Rohan do? Yes, he claps. Let us all clap to encourage Rani.

Teacher: Look! Rani has learned to ride the bicycle. What do you think she is feeling now? Happy? Proud? Let us show that through our expressions.

Teacher: Wonderful performance, everyone. What do we learn from Rani's story? Yes, practice and encouragement help us improve. Well done!

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

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

COULD DO

10 MIN.

Differentiated Activity

110 km/hr



Students will use the words from the vocabulary section to make their own meaningful sentences.

80 km/hr



Students will match the words in the vocabulary section with their pictures or definitions.

40 km/hr



The teacher will read out the sentence and students will choose the correct word from the given box.

Home Task

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

Period 11

L (What I have learnt)

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

SHOULD DO

15 MIN.

Worksheet 2

Worksheet 2
Grammar

A. Rewrite the sentences using question marks.

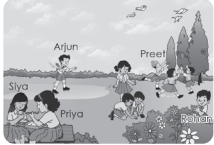
- What time is it?
- Are you coming with us?
- Why are you late?
- Which colour do you like the most?

B. Match the following.

1. I am having	a. dinner.
2. Is it	b. is your name?
3. Meena is going	c. raining?
4. What	d. to the market.

Listening / Speaking / Writing

A. Listen to your teacher and circle them in the picture given below.*



B. Look around the classroom. Take turns with your partner to point out things in the classroom using this is and that is.

C. List five ways in which you can help your family. In your notebook.

*Read the listening text on page 31.

Teacher's Signature: _____
4
Remarks: _____

Teacher: Let's work on Worksheet 2 now. We will start with the first section, where we need to rewrite the sentences using question marks.

MUST DO

25 MIN.

Teacher: Please pay close attention. For example, the first sentence is, 'What time is it'. You need to add the question mark at the end. Let's go through the rest of the sentences together. I will help you make sure the punctuation is correct.

Teacher: Now, in the next part, we need to match the following. I will read the words aloud and you will match them with the correct words. Take your time and if you're unsure, ask for help.

Teacher: Once you finish, we will move on to the next part. Keep up the great work.

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

Differentiated Activity

110 km/hr



Students will write at least three key points in each section of the KWL chart (What I Know, What I Want to Know, What I Have Learned) and present their findings.

80 km/hr



Students will rearrange given jumbled words into meaningful sentences based on the lesson.

40 km/hr



The teacher will provide simple phrases from the lesson and students will match them with the correct images or meanings.

Home Task

Complete the remaining exercises from Worksheet 2 in your English workbook.

Period 12

Holistic Teaching

SHOULD DO

25 MIN.

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

ENGLISH

Developing *better*

Theme 1: We Are Unique

Chapter 1: Our Album of Memories

A Maths

Match the following.

It is a cloudy day. Daaji asks Jas to go inside. "It is going to rain," he says. Jas goes to his room and completes his homework. Help Jas complete his homework.

Write the missing 3-digit numbers.

1. 101	103
2. 520	522

B EVS

Fill in the blanks. Use the names of the correct body parts or organs from the box.

bones and muscles lungs hands

- We wear gloves on our _____
- We climb stairs with the help of _____
- We breathe the clean air with our _____

2

Teacher: I hope you're all ready to learn. Today, we are going to open page 2 of our Holistic Teaching Manual. Let's begin with the Maths section.

Teacher: The first exercise says, 'It is a cloudy day. Daaji asks Jas to go inside. 'It is going to rain,' he says. Jas goes to his room and completes his homework.' Now, we need to fill in the missing 3-digit numbers. Let's work together on this.

Teacher: Look at the first part. It asks us to complete the numbers. Let's take our time and figure out what the missing numbers are. Who can help me with the first one?

Teacher: Great job. Now, let's move on to the next question. We'll write down the next set of missing numbers.

Teacher: Well done, everyone. Now, let's move to the next exercise in EVS. It says, 'Fill in the blanks with the correct body parts or organs from the box.'

Teacher: I'll read the first sentence: 'We wear gloves on our...' Let's think about it. Which part of the body do we wear gloves on?

Teacher: Exactly. Our hands. Well done. Now, let's move on to the next question.

Teacher: Keep it up, everyone. You're doing great. Let's continue with the next set of exercises.

A. Read the given passage to the students. Then, write the given numbers on the board and ask the students to identify the missing numbers. Collect the responses orally and then ask the students to write them down in their notebooks.

B. Read each statement slowly, one at a time and ask the students to name the body part used for the described action. Read out the clues to the students from the help box if required. Encourage them to write the name of the body part in their rough notebooks after sharing their oral responses. Then, write the words 'gloves,' 'climb,' and

COULD DO

15 MIN.

'clean' on the board and encourage students to identify 'gl' and 'cl' in the given words.

Note: This activity can also be assigned as a homework task.

Differentiated Activity

110 km/hr



Students will complete the missing numbers and body parts exercises independently and explain why they chose the answers. They will also be required to discuss the importance of each body part used in the exercises (e.g., why we wear gloves on our hands).

80 km/hr



Students will work in pairs to complete the missing numbers and body parts exercises. They will then discuss the answers with their partner, ensuring

they understand why each answer fits. After that, they can write a sentence using the new vocabulary they learned.

40 km/hr



The teacher will guide students in completing the exercises by reading the questions aloud and helping them fill in the missing numbers and body parts. Students will match pictures of body parts to the correct names and work with a partner to make simple sentences.

Home Task

Write a short paragraph about your daily routine. Mention which body parts you use for different activities (e.g., I use my hands to write, my feet to walk). Complete this in your notebook.

Learning Outcomes

The students will:

Domain	Development Area
Physical Development	<ul style="list-style-type: none"> show balance, coordination and flexibility in physical activities taken up along with the lesson.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> recognise the role of family members.
Cognitive Development	<ul style="list-style-type: none"> read short passages accurately and fluently following correct pronunciation, stress and proper intonation. identify characters, plot, sequence of events in the story. apply the conceptual knowledge acquired in Maths and EVS to answer the questions in English. observe the picture and describe it in their own short and simple sentences.
Language and Literacy Development	<ul style="list-style-type: none"> list new words and phrases, words beginning with 'gl' and 'cl'. begin reading independently especially the books of more textual content than visual content. recognise the sight words used in the lesson. use simple punctuation marks (full stop, question mark and capital letters) appropriately.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> make a choice of food and games for the picnic they would go for.
Positive Learning Habits	<ul style="list-style-type: none"> listen attentively and follow short, simple instructions. understand and respond positively to different thoughts and ideas expressed by other learners in speaking activity.

Starry Knights

How was your experience of teaching the first lesson? Could you stay organised while teaching this lesson?

If yes, give yourself a STAR



Poem: Important Rules

Theme 1: We are unique

2 Periods (40 minutes each)



Learn Better, CRM signs



Animation, eBook

Confirming better

I spend time with family

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to follow model reading of the poem by the teacher.
- to read and recite the poem independently.

Methodology

Period 1

Teacher: Hello students. Today, we are going to start with a poem. Before we begin, let us learn about some rules. Ask students to share some rules they follow in the school. For example - Walking in a line during break time. Discuss with them the importance of following rules in school.

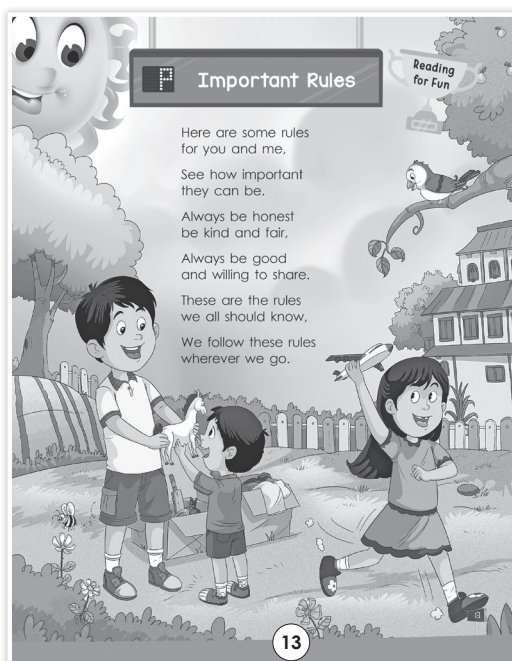
Teacher: Now, open page 13 of your English book.

SHOULD DO

20 MIN.

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

Students: Yes, ma'am.



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

MUST DO

20 MIN.



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

Differentiated Activity

110 km/hr



Students pick a card with a rule written on it and read it aloud.

80 km/hr



The teacher gives simple instructions like 'Walk in a line' or 'Share your pencil,' and students act them out.

40 km/hr



The teacher says a rule and students point to a related picture in their book.

Home Task

Write any three rules to be followed in your classroom.

Period 2

Read the poem to the students and read it aloud expressively, emphasizing the rhythm and rhyme. Read the poem again, pausing after each stanza to ask questions:

- What are some rules mentioned in the poem?
- Why is it important to be honest and kind?
- When should we follow these rules?

Teacher: Let us look closely at the poem again. Can you find rhyming words in the poem?

SHOULD DO

10 MIN.

Students: (Possible responses) me and be.

Teacher: Good work. Let us now try to learn some new words from the poem.

(Discuss the meaning of words like 'honest,' 'kind,' and 'fair'.)

Have students role-play situations where they need to follow the rules (e.g., sharing toys, waiting their turn).

Reading

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

MUST DO

20 MIN.

☐

COULD DO

20 MIN.

☐

Differentiated Activity

110 km/hr



The teacher says a word from the poem and students find its rhyming word in the text.

80 km/hr



Students draw one rule from the poem and show it to the class.

40 km/hr



The teacher says a rule and students repeat it while making a simple hand movement.

Home Task

As the students Students to draw a picture of themselves following one of the rule discussed in the poem.

Learning Outcomes

The students will:

Domain	Development Area
Physical Development	<ul style="list-style-type: none"> demonstrate controlled movement of hands during writing.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> enjoy being in the company of their peers.
Cognitive Development	<ul style="list-style-type: none"> identify places where they go and follow rules.
Language and Literacy Development	<ul style="list-style-type: none"> identify the rhyming words that occur in the poem. narrate the gist of the poem in short sentences in simple English.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> recite the poem rhythmically.
Positive Learning Habits	<ul style="list-style-type: none"> adopt classroom rules and norms. develop adequate working memory.

Starry Knights

State one rule that you have set for yourself while teaching in the class.

If yes, give a STAR for being a disciplined teacher.

☐