

Lesson-9: Grandma's Wonderful Chair

Theme 9: We Enjoy Playing

16 Periods (40 minutes each)



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



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

Affirming better

I go outside to play.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to express thoughts and feelings through stories, poems and role play.
- to identify good manners, kindness and family values.
- to use position words, punctuation and basic grammar correctly.
- to differentiate similar sounding words through listening and speaking.
- to describe personal experiences using simple sentences.
- to read pictographs and solve related maths questions.
- to recognise safe play practises and make responsible choices.
- to play group games to develop motor and social skills.
- to show creativity through drawing and craft activities.
- to take turns, help peers and express appreciation.

Methodology

Period 1

Affirming better I go outside to play. PLH 86

Teacher: Good morning, students. Today we will talk about something fun. Can you guess what it is?

(Use CRM signs to settle the class)

Teacher: Yes, it is about playing outside. Tell me, how many of you like to go outside and play?

(Let students raise their hands.)

Teacher: Wonderful. Now, everyone, please look at the box on page 86. It says, I go outside to play.

Teacher: What do you think this sentence means?

(Let students share ideas.)

Teacher: Yes, it means we go outdoors to have fun, run, play games and enjoy with our friends.

Teacher: Why is playing outside important?

(Let students respond.)

Teacher: Good answers. Playing outside helps us stay active, strong and happy. It also teaches us to take turns and be kind to our friends.

Teacher: What are some games you like to play outside?


(Student responses: e.g., hide and seek, football, hopscotch)

Teacher: Lovely. All of those are great games. Now, let us all say the sentence together:

I go outside to play.

Students: I go outside to play.

Teacher: Very good. Remember, going outside helps us grow strong and keeps our minds fresh. But do not forget to stay safe and follow the rules.

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

K (What I Know) ICL W (What I Want to Know) 86

Teacher: Now we will begin a new chapter, 'Grandma's Wonderful Chair'. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same column in your notebooks.

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

Let us start with the Kinaesthetic activity. Open book to page 86.

Kinaesthetic

Kinaesthetic

Work with your partner. Take turns to place one object each in, on and under something. Make sentences using the place words as you point at the objects.

86

Teacher: Now we are going to do a fun activity with a partner. This activity will help you understand the words in, on and under better.

Teacher: Look around your table. Can you find a small object like a pencil, eraser or crayon?
(Let students pick an object.)

Teacher: Good. Now, sit with your partner. You will take turns placing the object in, on and under something nearby, like your pencil box, notebook or bag.

Teacher: When you do this, you must say a sentence aloud. For example:

- The crayon is in the box.
- The pencil is on the book.
- The eraser is under the table.

Teacher: One partner will place the object and speak. The other partner will check and then take their turn. Ready?
(Let the students begin.)

(Walk around the class and help if needed. After 5 minutes, ask a few pairs to share one sentence each.)

Teacher: Well done, everyone. You used your hands, your voice and your thinking. That is how we learn with movement.

Auditory

Auditory*

Listen to your teacher carefully. Your teacher will read out some sentences. Write them in your notebook. Underline the place words. Make new sentences with the place words.

86

Teacher: Now we will do a listening activity. I will read out some sentences. You must listen carefully.

Teacher: As you listen, write the sentences in your notebook. After writing, underline the place words like 'in', 'on' and 'under'. Are you ready?

(Give pauses after each sentence to allow writing time.)

Teacher: Sentence 1 – Mala is in her room.

Teacher: Sentence 2 – The bird sits on a branch.

Teacher: Sentence 3 – Ashok hides under the bed.

Teacher: Sentence 4 – The sweets are in the bowl.

Teacher: Sentence 5 – We sit on the bench.

Teacher: Sentence 6 – Let us stand under the big umbrella.

Teacher: Good. Now, look at the sentences you have written. Underline the place words.

(Allow students time to underline.)

Teacher: Well done. Now I want you to make new sentences using these place words. You can choose any two place words from the list and create your own sentences.

Teacher: For example, if you choose 'on', you could say, 'The book is on the table.'

(Let students write and share one or two sentences aloud.)

Teacher: That was wonderful. You listened carefully and used the place words correctly.

Pictorial

Pictorial PS

Look at the pictures. Describe them to your partner. Use in, on and under in your sentences.

86



Teacher: Now we will look at some pictures and talk about them using place words.

Teacher: Look at the first picture. Where is the ball?

Students: The ball is 'in' the box.

Teacher: Very good. The ball is 'in' the box.

Teacher: Now look at the second picture. Where is the ball now?

Students: The ball is 'on' the box.

Teacher: Yes, that is right. The ball is 'on' the box.

Teacher: Now look at the third picture. What do you see?

Students: The ball is 'under' the box.

Teacher: Correct. The box is tilted and the ball is 'under' the box.

Teacher: Now work with your partner. Take turns to describe each picture using 'in', 'on' and 'under' in your sentences. Say the sentences clearly.

(Give time for students to speak in pairs.)

Teacher: Excellent work. You used the place words correctly. Let us clap for our speaking practise.

Differentiated Activities

110 km/hr



Write three sentences using the words 'in', 'on' and 'under'. Draw a small picture next to each sentence.

80 km/hr



Look around your classroom. Find one object 'in' something, one 'on' something and one 'under' something. Write one sentence for each.

40 km/hr



Match the place word to the correct sentence:

1. The cat is _____ the table.

2. The pen is _____ the box.

3. The book is _____ the shelf.

Options: 'in', 'on', 'under'

Home Task

Find two things at home that are 'under' something. Tell your family two sentences using 'under'.

Period 2

Interacting better

Interacting better ICL

Talk to the class. Discuss what are some interesting outdoor activities. Why do you think they are interesting? Write your answer in your notebook. Also, mention which is your favourite outdoor activity. 87

Teacher: Good morning, students.

Let us begin today with a discussion.

Now, open your book to page 87.

Teacher: What are some interesting outdoor activities you enjoy?

(Let students raise hands and answer: playing football, skipping, riding a cycle, etc.)

Teacher: Why do you think these outdoor activities are fun?

(Allow a few answers.)

Teacher: Wonderful. Now, write one sentence in your notebook about your favourite outdoor activity.

(Give them 3-4 minutes to write.)

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

Sam comes to play with Jas. Bijji* tells them a story called **Grandma's Wonderful Chair**. STEP 1

Tashi is a little boy. He goes to Grandma's house for a few days. He has no friends there. He tells Grandma, "I have nothing to do. I am bored." Grandma shows Tashi her magical chair. TASHI

Really?

I wish I were a magician.

This is my favourite chair, Tashi. Whenever I am bored, I sit in this chair and read. Everything I read comes to life!

Tashi picks up a book on different occupations. He sits in the chair and starts reading. 87

Teacher: Now let us read the first part of the story together. Look at the picture. Who do you see?

MUST DO

25 MIN.

Students: Tashi and Grandma.

Teacher: That is right. Tashi is a little boy. He is staying at Grandma's house but he feels bored. He says, 'I have nothing to do.'

Teacher: How do you feel when you have nothing to do? (Let students respond.)

Teacher: Grandma wants to help him. She shows him a special chair. What does she say?

Students: It is her favourite chair. She reads there when she is bored.

Teacher: Very good. Grandma says everything she reads in that chair comes to life. Now, Tashi sits in the chair and starts reading about different occupations.

Teacher: Look at the picture. What is Tashi holding?

Students: A book.

Teacher: Yes. This is the beginning of a magical moment. Let us see what happens next.

In a flash, everything changes! Tashi is now a magician! He is wearing a long black coat. He is holding a black hat. A rabbit jumps out of the hat.

Tashi waves his hands in the air. A white pigeon flies above his head. "This is fantastic!" he says.

Teacher's Note: *Tell the students that Jas calls his father's mother 'Biji'. This section is aligned to the SDG 4: Quality Education: Teach the students that we should develop the habit of reading books as we learn so much from them.



Teacher: Now let us move to the next part of the story. What is happening in this picture?

Students: Tashi has changed into a magician.

Teacher: Correct. He is wearing a black coat and holding a magician's hat. A rabbit jumps out of the hat and a pigeon flies above him.

Teacher: Did this really happen or did he imagine it?

Students: He imagined it.

Teacher: Exactly. That is the magic of reading. It helps us imagine exciting things.

Teacher: Tashi says, 'This is fantastic.' Why do you think he says that?

(Let students respond.)

Teacher: Yes, because reading made him feel happy and magical. That is why reading is so powerful.

Teacher: Now, close your eyes and think – If you had a magical chair like Tashi, what would you like to become?

(Wait a moment. Then allow a few students to share.)

COULD DO

5 MIN.

Differentiated Activities

110 km/hr



Write three sentences to show how Tashi felt before reading and after sitting in the magical chair.

80 km/hr



Draw the magical chair. Then write one sentence about what Tashi became.

40 km/hr



Colour a picture of Tashi and the chair. Write the word 'magician' three times.

Home Task

Ask one family member to tell you the name of their favourite book when they were small. Draw a picture of that book's cover and label it.

Period 3

Teacher: Good morning, students. Let us begin with a quick warm-up.

SHOULD DO

5 MIN.



Teacher: If you could go anywhere in a magic chair, where would you go? A jungle, the moon or under the sea?

(Let a few students share their answers.)

Teacher: Lovely ideas. Now let us see where Tashi's magic chair takes him today.

Now, Tashi has something to do every day.

The next day, Tashi sits in the chair again. He starts reading the book. He wishes to go on a safari. Suddenly, the chair turns into a car. Tashi is in a forest. He spots wild animals. There are tall giraffes standing under a tree. There is a huge elephant standing between a bush and a tree. A rhino is grazing behind the car. Tashi clicks many photos.



The day after, Tashi reads about sailors. He wishes to sail. The chair turns into a ship. Tashi is dressed like a sailor. The ship is sailing in the big blue ocean. Tashi spots dolphins jumping in and out of the water. He sails the ship merrily till it is time for dinner.

Teacher: Open your book to page 88. I will read this part aloud. Please follow along.

MUST DO

20 MIN.



(Teacher reads aloud with expression.)

Teacher: Tashi wants to go on a safari. What does his chair turn into?

Students: A car.

Teacher: Correct. He sees wild animals like giraffes, elephants and even a rhino. What is he doing during the safari?

Students: He is clicking photos.

Teacher: Very good. Now look at the next part. What does Tashi read about the next day?

Students: Sailors.

Teacher: Yes. His chair turns into a ship. He becomes a sailor and sails in the big blue ocean. What animal does he spot in the water?

Students: Dolphins.

Teacher: That is right. Tashi's imagination takes him on amazing adventures. This is the magic of reading.



Teacher: Now we will do a fun indoor activity. I want you to close your eyes and think: If your chair became magic, where would it take you?

(Give them a moment.)

Teacher: Now take a sheet of paper and draw your own magical chair adventure. You can go to space, a farm or a fairy land. Then write one line about it. (Guide and appreciate their work.)

COULD DO

15 MIN.



Differentiated Activities

110 km/hr



Write three sentences to describe Tashi's safari and ship journeys. Use words like 'jungle', 'car', 'ship' and 'dolphins'.

80 km/hr



Draw two things Tashi saw in the jungle and two things he saw in the ocean. Label them.

40 km/hr



Trace and write these words: 'car', 'ship', 'hat', 'blue', 'tree'.

Home Task

Find a picture of any vehicle in a book or newspaper. Paste it in your notebook and write one sentence: 'This vehicle can take me to...'

Period 4

Teacher: Good morning, students. Before we begin, who remembers what Tashi became in the last story?

(Students may answer: magician, sailor, explorer.)

Teacher: Very good. He went on many adventures using Grandma's magical chair. Let us see where the chair takes him next.

SHOULD DO

5 MIN.



On the last day, Tashi reads about astronauts. He wishes to go into space. The chair turns into a spaceship. It lands on the Moon. Tashi meets an alien. It is a short, green alien. It has a yellow scar below the left eye. Tashi and the alien become friends. Together, they explore the Moon.

On Sunday, Tashi's mother arrives. "This was the **best** holiday ever, Amma*!" says Tashi. He sits beside his mother. He tells his mother about the wonderful adventures he had while reading the book.



89

Teacher: Open your book to page 89.

Tashi reads about astronauts. What happens to the chair?

MUST DO

15 MIN.

Students: It turns into a spaceship.

Teacher: Correct. It lands on the Moon and who does Tashi meet?

Students: An alien.

Teacher: Yes. He meets a short green alien with a yellow scar. They become friends and explore the Moon together.

Teacher: Can books take us to the Moon?

Students: No.

Teacher: But they help us imagine, right? That is the magic of reading.

89



Amma, I went on so many adventures on Grandma's favourite chair.

It is time for Tashi to return home with Amma. Tashi packs his bags. He promises his Grandma to come back during the summer break.

Teacher: Now look at the next picture.

Tashi's mother arrives. What does Tashi tell her?

MUST DO

10 MIN.

Students: He tells her about all his adventures.

Teacher: That is right. He says it was his best holiday ever. He promises Grandma that he will return during summer break.

Teacher: Why do you think Tashi loved his stay so much? (Students respond: because he read books, had fun, felt happy.)

Teacher: Now take a small sheet of paper. We are going to make a thank-you card.

COULD DO

10 MIN.

Teacher: Think of someone who makes your holidays special. It could be anyone – a family member, a friend or a neighbour.

Teacher: Inside the card, draw a picture of something you did during the holiday and write one sentence:

'Thank you for making my holiday special.'

Teacher: You can decorate the card and give it to that person or share it with the class.

Differentiated Activities

110 km/hr



Write a short paragraph: 'If I had a magic chair, I would go to...' (at least 4 sentences)

80 km/hr



List any three things Tashi saw during his adventures. Use each word in a short sentence.

40 km/hr



Match the adventure with the place:

1. Magician – _____
2. Safari – _____

3. Sailor – _____

4. Astronaut – _____

Options: forest, stage, Moon, ocean

Home Task

Draw one adventure Tashi went on. Write the place word below it (like 'forest', 'Moon' or 'ocean').

Period 5

SHOULD DO

5 MIN.

Teacher: Good morning, students.

Today we will look back at all the fun we had with Tashi and his magical chair.

Teacher: Who remembers one place the chair took Tashi to?

(Let a few students respond.)

Teacher: Wonderful. Now let us recall the whole story.

Recalling better

Recalling better

CING

- o Tashi went to Grandma's house for a few days.
- o Grandma told him about the magical chair.

89

- o Every day, Tashi sat on the magical chair and read his book. Whatever he read, came to life on the magical chair.
- o First, he read he was a magician. He became one.
- o Then, Tashi visited a forest. He saw many wild animals.
- o Next, Tashi sailed a large ship. He saw dolphins jumping in and out of the water.
- o After that, Tashi visited the Moon. He became friends with an alien.
- o On Sunday, Tashi's mother arrived, and they returned home.

90

Teacher: Open your Main Coursebook

to page 89. Look at the 'Recalling better' box.

Teacher: Let us read each line together and remember the story.

(Read each point aloud, pausing for students to follow or repeat.)

Teacher: What did Tashi become after reading about magicians?

Students: A magician.

Teacher: Where did he go after that?

Students: A forest, an ocean and then to the Moon.

Teacher: And what happened in the end?

Students: His mother came and they returned home.

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

Sight words



Teacher: Now look at the 'Sight Words' section below.

MUST DO

15 MIN.

Teacher: Read the words with me: 'goes', 'there', 'blue', 'best'.

(Read each word aloud and let students repeat.)

Teacher: Now use these words in short sentences. I will start.

- The dolphin goes under the water.
- There is a chair in the room.
- The ocean is blue.
- This was the best holiday ever.

Teacher: Can anyone try to make their own sentences using the sight words?

(Call on students and appreciate their effort.)

Teacher: Now let us play a short game.

COULD DO

10 MIN.

Teacher: I will read a sentence with one word missing. You will guess the missing word.

1. The moon is very _____.
2. This is the _____ book I have read.
3. My cousin _____ to school every day.
4. We went over _____ to see the ship.

(Students respond and teacher writes answers on the board.)

Differentiated Activities

110 km/hr



Write four short sentences using the sight words: 'goes', 'there', 'blue', 'best'.

80 km/hr



Match the word to the sentence:

1. goes – The bird _____ home.
2. there – We went _____ to play.
3. blue – The sky is _____.
4. best – This is the _____ cake.

40 km/hr



Read and trace these sight words in your notebook: 'goes', 'there', 'blue', 'best'

Home Task

Fill 'My Scribble and Secrets'.

Period 6

SHOULD DO

10 MIN.

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

Teacher: I hope you are ready for another fun day with Tashi and his magical chair.

Teacher: Before we begin today's work, let us think back to what we have already read. Who did Tashi go to visit?

Teacher: Yes, his Grandma. And do you remember what special thing Grandma showed him?

Teacher: It was a magical chair. Not just any chair, right? Something very special happened when Tashi sat in that chair and read a book.

Teacher: Let us think together. Every time Tashi read a new book, the chair took him to a different place. What did the chair turn into when he read about magicians?

Teacher: And what did it become when he read about sailors?

Teacher: Very good. So books and imagination can take us anywhere.

Teacher: Now we will answer a few questions to see how much of the story you remember.


Teacher: Open your Main Coursebook to page 89 and let us begin.


Learning better – Excelling Comprehension

Teacher: Open your Main Coursebook to page 89. Let us look at Exercise A.

MUST DO

20 MIN.

 **Learning better** CBA FULL

 **Excelling Comprehension**

A Colour the correct answers with a blue crayon.

1. Grandma told Tashi that the chair is **old** / magical.
2. A **mouse** / rabbit jumps out of the hat.
3. Tashi spots **whales** / dolphins jumping in and out of the water.
4. Tashi meets a/an **alien** / pilot.

90

Teacher: In this exercise, each sentence has two word choices. You must colour the correct answer with a blue crayon.

Teacher: I will explain the first one. Tashi was feeling bored and Grandma gave him something special to help him. Think carefully – was it just an old chair or was it something magical that made stories come alive?

Teacher: Now look at the second question. When Tashi turned into a magician, he wore a black coat and used a

hat. Something jumped out of the hat. Choose the correct animal from the options.

Teacher: For the next sentence, remember when Tashi sailed a ship in the ocean. What did he see jumping in and out of the water?

Teacher: In the last one, think about Tashi's journey to the Moon. He met someone there. Was it a person who flies a plane or someone from another planet?

Teacher: Now, colour only the correct answers in each question using a blue crayon.

Teacher: Now move to Exercise B. You will see four events from the story. These events are not in the correct order.

B Number the sentences from the story in the correct order.

- ☐ Tashi wishes to be a magician.
- ☐ Grandma shows him the magical chair.
- ☐ He tells Grandma that he is bored.
- ☐ Tashi goes to his Grandma's house for a few days.

Teacher: I will read all four for you. Your task is to number them according to how they happened in the story.

Teacher: First, think about what happened at the beginning. What did Tashi do first?

Teacher: Then, think about what Grandma gave him and what Tashi wished for.

Teacher: Use numbers 1 to 4 to put the events in the right order.

Teacher: After you finish, raise your hand and I will check your answers.

Teacher: Now I want you to turn to your partner. Take turns asking each other one question about the story.

Teacher: Ask simple questions like:

- Who gave Tashi the magical chair?
- What did he read about?
- What did the chair turn into?

Teacher: This will help you remember the story even better.

Differentiated Activities

110 km/hr



Write five things Tashi saw or experienced during his adventures. Use each in a complete sentence.

80 km/hr



Draw any two scenes from the story and write one sentence about each.

40 km/hr



Trace and copy these key words from the story: magician, chair, dolphin, Moon, rabbit.

Home Task

Draw a picture of a magical chair. Below it, write one sentence: 'My chair will take me to...'

Period 7

SHOULD DO

5 MIN.

Teacher: Good morning, students. I hope you all are ready for today's learning.

Teacher: In the last class, we remembered all the exciting places Tashi visited using his magical chair.

Teacher: Let us think again. Why did he start reading in the first place?

Teacher: What kind of animals did he see when he imagined himself on a safari?

Teacher: What was so magical about the chair?

Teacher: Very good. Today, we will practise writing these answers in our notebooks.

Excelling Comprehension

C Write short answers in your notebook.

1. Why was Tashi bored?
2. Which animals did Tashi see on the safari?
3. What was magical in the story? Why?

Teacher: Open your Main Coursebook to page 90. Look at the questions under section C.

MUST DO

25 MIN.

Teacher: Read the first question with me. It asks why Tashi was bored. Think about what Tashi told his Grandma when he arrived at her house.

Teacher: Now write a short answer in your notebook in your own words.

(Allow time to write.)

Teacher: Now the second question asks about animals he saw during his safari. Think about the part where Tashi turned into a car and entered the forest. What animals did he see there?

Teacher: Try to remember two or three animals and write your answer.

(Allow students time to complete.)

Teacher: The last question is about the magical part of the story. What made the chair magical? Why was it special?

Teacher: Think and write a short answer explaining why the chair was not an ordinary chair.

(Assist and monitor as students write.)

Excelling Vocabulary

Excelling Vocabulary

D Read these words aloud.

ph words		wh words	
photo	phone	white	wheel
phase	pharmacy	wheat	when

Teacher: Now let us practise some special sound words – the 'ph' and 'wh' words.

Teacher: Read these words aloud after me.

(Slowly read each word: photo, phone, phase, pharmacy; white, wheel, wheat, when.)

Teacher: Which letters do we see at the beginning of these words?

Teacher: 'ph' sounds like the letter 'f' and 'wh' makes a whispering sound like wind.

Teacher: Now turn to your partner and take turns reading these words. Help each other pronounce them clearly.

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

Teacher: Now take a blank sheet or the back of your notebook.

Teacher: Make two columns. On one side, write 'ph words'. On the other, write 'wh words'.

Teacher: Then copy each word from the box into the correct column.

Teacher: After that, choose one word from each column and draw a small picture to show its meaning.

Differentiated Activities

110 km/hr



Write two sentences each using a 'ph' word and a 'wh' word. For example: 'The photo is on the table.' and 'When will we go to school?'

80 km/hr



Circle all the 'ph' and 'wh' words in the word box and copy them neatly into your notebook.

40 km/hr



Trace these words on the board: photo, phone, white, when. Then read them aloud to a friend.

Home Task

Choose any one 'ph' word and one 'wh' word. Write one sentence for each in your notebook and draw a picture to match.

Period 8

Teacher: Good morning, students. Let us begin today's class with a quick sound game.

Teacher: I will say two sounds: 'ph' and 'wh'. You must tell me one word that starts with each sound.

Teacher: For example, 'phone' starts with 'ph' and 'white' starts with 'wh'.

Teacher: Are you ready? Think of a 'ph' word. Now think of a 'wh' word.

Teacher: Very good. These sounds are tricky, but today we will practise them using some fun activities.

Teacher: Open your Main Coursebook to page 91. Look at Exercise E.

E Fill in the blanks with ph or wh to complete the words. Match the words with the pictures. Read the words aloud.

1. ____one 2. ____oto. 3. ____ale 4. ____eel



Teacher: You can see four incomplete words. You have to decide whether each word starts with 'ph' or 'wh'.

MUST DO

20 MIN.

Teacher: Let us look at the first word. It ends with 'one'. What sound do we hear at the beginning?

Teacher: Yes, it is the word 'phone'. So we begin with 'ph'.

Teacher: Now read the second word. It is 'o-t-o'. Think of the word that means a picture taken by a camera. That begins with 'ph' too.

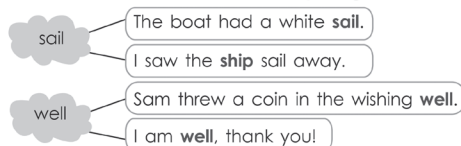
Teacher: Third word ends with 'a-l-e'. This is something we can see on a bicycle. Think carefully – it starts with 'wh'.

Teacher: The last word is 'e-e-l'. It is a big sea animal with a fountain of water on its head. That word starts with 'wh' too.

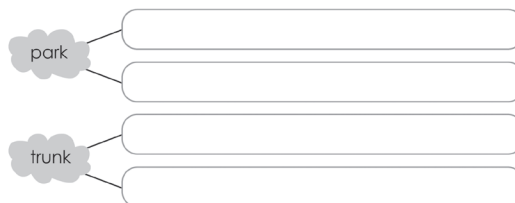
Teacher: Now match the correct picture to each completed word. Use your pencil to draw lines between them.

Teacher: Now let us look at Exercise F. This is about words that look the same but have different meanings.

F Some words have similar sounds and spellings, but different meanings.



Now, find the two different meanings of the given words. Make sentences with both the forms.



Teacher: For example, 'sail' means the cloth on a boat, but it also means to travel on water.

Teacher: 'Well' means a place to collect water and it also means to feel healthy.

Teacher: Now look at the two words below – 'park' and 'trunk'.

Teacher: Can you think of two meanings for 'park'? One could be a place with trees and swings. The other could be something we do with a vehicle.

Teacher: Now think of 'trunk'. It could be part of a tree or it could be a box or even an elephant's long nose.

Teacher: Write one sentence for each meaning of 'park' and 'trunk'.

Teacher: Be sure each sentence shows a different meaning.

Teacher: Now turn to your partner.

Teacher: I will give you some words that have more than one meaning: bat, ring, pen, bark, wave.

Teacher: You and your partner will choose any one word and think of two meanings for it.

Teacher: Then, you will say two sentences aloud – one for each meaning. For example, I saw a bat flying in the sky, and I play cricket with a bat.

Teacher: This will help you understand how one word can be used in different ways.

Differentiated Activities

110 km/hr



Write two different sentences for each word: 'park', 'trunk' and one word of your choice (like 'bat' or 'well').

80 km/hr



Draw one picture each for the two meanings of 'trunk'. Label the pictures.

40 km/hr



Match the word to its meaning using the teacher's clues:

- A place with swings

- What we do with a car
- Part of an elephant
- A big box

(Park [] Park [] Trunk [] Trunk [])

Home Task

Choose one word from the story that has two meanings. Write both meanings and make one sentence for each in your notebook.

Period 9

Teacher: Good morning, students. Let us begin with a quick warm-up.

Teacher: Who can tell me what sound we practised in the last class? Yes, we worked with 'ph' and 'wh' words.

Teacher: Today, we will focus on something else. Have you seen words with double letters, like two m's in a row?

Teacher: Let me give you a few examples: rabbit, butter, happy, bottle, apple and classroom.

Teacher: Can anyone think of another word that has two of the same letters together? Raise your hand and share.

Teacher: And do you remember how we write proper sentences with correct punctuation?

Teacher: Great. Let us begin.

Excelling Spellings

Spellings

G Colour the words that have mm with a yellow crayon. Read the words aloud.

1. John buys a hammer.
2. Ram's tummy hurts.
3. This cake is so yummy!
4. Tashi promises to come back in the summer break.

92


Teacher: Open your Main Coursebook to page 91 and look at section G.

Teacher: In this exercise, you have to look at each sentence and find the word that has the letters 'mm' in it.

Teacher: Once you find the word, colour it with a yellow crayon.

Teacher: I will read the first sentence. Listen carefully and see if you can hear the 'mm' sound.

Teacher: Continue with the rest on your own. Read aloud softly and find all the 'mm' words. Colour only those words.

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

Excelling Punctuation

Punctuation

H Rewrite the paragraph in your notebook. Use capital letters, full stops (.), comma (,), question marks (?) and exclamation marks (!).

rohit is a singer he sings very well rohit his sister and his brother take music lessons at home i saw his photo with his music teacher i will ask rohit to teach me music

92

Teacher: Now look at Exercise H on the same page.

Teacher: Here is a small paragraph, but it is all written in one line with no capital letters or punctuation.

Teacher: Our task is to rewrite this paragraph in our notebooks using correct punctuation marks.

Teacher: Let me explain. A good sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark.

Teacher: When we list things, we use commas. And we must also use capital letters for names like Rohit or for the word 'I'.

Teacher: You must use capital letters at the beginning of every sentence. Use full stops, commas, question marks and exclamation marks wherever needed.

Teacher: I will read the paragraph aloud. As I read, listen for where the sentence ends and where the next one begins.

Teacher: Then, rewrite it neatly in your notebook using correct punctuation.

Teacher: Now look at Exercise H on the same page.

Teacher: Here is a small paragraph, but it is all written in one line with no capital letters or punctuation.

Teacher: Our task is to rewrite this paragraph in our notebooks using correct punctuation marks.

Teacher: Let me explain. A proper sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark.

Teacher: We use commas when we list things. And remember, names like Rohit and the word 'I' always begin with capital letters.

Teacher: I will read the paragraph aloud. As I read, listen carefully and try to hear where the sentence ends and the next one begins.

Teacher: Then, rewrite it neatly in your notebook with all the correct punctuation.

Teacher: After you finish, exchange your notebook with your partner.

Teacher: Check if your partner has used capital letters, full stops, commas and question marks correctly.

Teacher: If everything looks correct, draw a smiley. If something is missing, help your partner fix it.

Teacher: This is how we learn from one another.

Differentiated Activities

110 km/hr



Write three original sentences using three different 'mm' words. Make sure all sentences are punctuated correctly.

80 km/hr



Write two sentences using words that have 'mm' in them. Start each sentence with a capital letter and end with a full stop.

40 km/hr



Choose two words from the 'mm' spelling activity and use them to write two short, meaningful sentences with proper punctuation.

Home Task

- Find any two objects at home that have 'mm' in their names.
- Write one sentence for each using capital letters and full stops.

Period 10

Teacher: Good morning, students. Let us begin today with a quick observation.

SHOULD DO

10 MIN.

Teacher: Look around your classroom. Can you tell me where your water bottle is? Is it on the desk or under the chair?

Teacher: Very good. These types of words – like 'on', 'under', 'behind' – tell us where something is. They are called place words.

Teacher: Today, we will learn more about place words and how they help us describe where someone or something is.

Excelling Grammar

Grammar

CING

Look at the pictures. Read the sentences.

- The giraffe is standing beside the tree.
- A rhino is grazing behind the car.
- The pigeon is flying above his head.
- The alien has a yellow scar below its left eye.



Words, such as in, on, under, behind, above, below and beside, tell you where something or someone is. They are place words.

92

Teacher: Open your Main Coursebook to page 92. Look at the Grammar box with pictures and sentences.

MUST DO


20 MIN.

Teacher: Let us read the first sentence: 'The giraffe is standing beside the tree.' That means the giraffe is next to the tree.

Teacher: Next, we see 'A rhino is grazing behind the car.' That tells us the rhino is at the back of the car.

Teacher: The third one says, 'The pigeon is flying above his head.' That means the pigeon is in the air, at a higher position.

Teacher: The last sentence says, 'The alien has a yellow scar below its left eye.' That shows the scar is under the eye.

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

Teacher: These words – beside, behind, above, below – are place words. They show us where someone or something is.

1 Colour the correct answer with a blue crayon.

- The jug is **on** / **below** the table.



- Raju is standing **after** / **behind** his sister.



- The lights are **above** / **below** Tashi's head.



- Roli stood **below** / **beside** Raghu.




Teacher: Now, let us solve the questions in Exercise I.

Teacher: You will see two words in each sentence. One is correct. You must choose the correct one and colour it with a blue crayon.

Teacher: Let us go over each sentence together.

Teacher: Read the sentences carefully, look at the picture and colour the correct word. Do not rush.

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

Teacher: Now I will place an object near your desk – it could be a book, a pen or a crayon.

COULD DO

10 MIN.

Teacher: Look carefully at where I have placed it. Is it on the desk, under the chair, behind your water bottle or beside your notebook?

Teacher: Now, describe where the object is by making a sentence.

Teacher: For example, you can say: 'The crayon is beside my notebook.'

Teacher: Work in pairs and take turns saying your sentence aloud.

Differentiated Activities

110 km/hr



Write five sentences using five different place words. Try to use 'on', 'under', 'behind', 'beside' and 'above' in your sentences.

80 km/hr



Choose three place words from the grammar box and write one sentence for each using correct structure.

40 km/hr



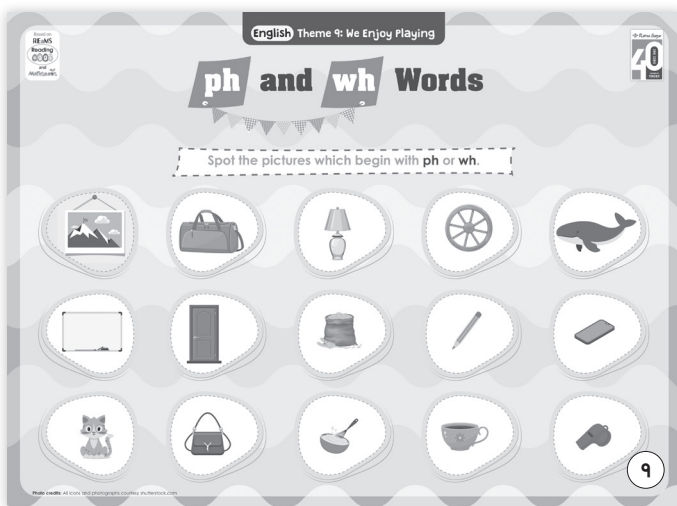
Look at a picture in your book or around you. Write two short sentences using any place words you learnt today.

Home Task

Find any two objects in your room. Write where they are using place words. For example: 'The pillow is on the bed.'

Period 11

Poster



Teacher: Good morning, students. Today we are going to begin with a fun picture poster.

SHOULD DO

10 MIN.

Teacher: Look at this poster. It has many pictures. Some of these begin with the sounds 'ph' and 'wh'.

Teacher: Let us look carefully and find all the pictures that begin with 'ph'. (Pause and point.)

Teacher: Now, let us look for pictures that begin with 'wh'. Can you spot them?

Teacher: These 'ph' and 'wh' words help us build stronger spelling and pronunciation.

Teacher: I will now paste this poster on our classroom wall and you can look at it whenever you need help remembering ph and wh words.

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

Excelling Concentration

Concentration*

93

J Your teacher will read out a few sentences. Clap when you hear a place word. Make sentences with the place words in your notebook.

Teacher: Now open your Main Coursebook to page 93. Look at the box titled 'Excelling Concentration'.

MUST DO

20 MIN.

Teacher: I will read some sentences aloud. Every time you hear a place word, like 'on', 'in', 'under', 'behind', 'beside' or 'below', you will clap once.

Teacher: Ready? Listen carefully.

These are to be read aloud by the teacher during the activity

(Listening text on page 104)

1. Tashi is sitting in a van.
 2. Astha is hiding behind the sofa.
 3. Sohan looked at the Moon above the roof.
 4. Keep the pen beside your notebook.
 5. Madhu hung the new photo below the old one.
- (Slowly read each sentence from the image shown above.)

Teacher: Well done. Now, write three of those sentences in your notebook and underline the place words.

Excelling Language

Language

2Lr CS LAD OLD

K Take turns with your partner to ask and answer questions, as shown. Use. What did you do, to ask the question. Take help from the box.



Question clues: yesterday last week
on Sunday on Saturday

Answer clues: went to the park visited my grandparents
went to play with friends went to a birthday party

93

Teacher: Now, let us practise asking and answering questions.

Teacher: Look at the question box. It gives us some clues like 'yesterday', 'on Sunday' or 'last week'.

Teacher: And here are some things we can talk about – like 'visited grandparents', 'went to the park' or 'went to a birthday party'.

Teacher: I will show you how to do it.

Teacher: Question: What did you do on Sunday?

Answer: I went to the park.

Teacher: Now take turns with your partner. One student will ask the question using a clue word and the other will answer. Then you switch.

Teacher: Use the clue box for help. I will come around and listen to your questions.

Teacher: Now, let us play a speaking game using question and answer clues.

COULD DO

10 MIN.

Teacher: I will say or write some time-related phrases like 'yesterday', 'on Saturday' or 'last week'.

Teacher: Each group will listen to a question and match it with the correct answer.

Teacher: For example, if I say: 'When did you go to the park?' The correct answer could be: 'I went to the park on Saturday.'

Teacher: After matching the correct question and answer, say the full sentence aloud.

Teacher: Let us begin with Group 1.

Note for the Teacher:

Flashcards are not required for this activity. Instead, you can write simple questions and answers on the board or say them aloud. Use common time phrases like 'yesterday', 'on Saturday' or 'last week'. Group the students and give each group a turn to match the questions and answers verbally.

Differentiated Activities

110 km/hr



Write the names of all the pictures that begin with ph or wh. Then, use any two of those words to make your own sentences.

80 km/hr



Circle the pictures that begin with ph or wh. Then, write their names correctly in your notebook.

40 km/hr



Point to the pictures that begin with ph or wh. Say the names aloud with your partner.

Home Task

Find and draw any two objects from your home that begin with 'ph' or 'wh'. Write one sentence using each word.

Period 12

SHOULD DO

5 MIN.

Teacher: Good morning, students. I hope you all had a fun weekend.

Teacher: Today, we are going to talk about what you did last Sunday. We will write about it and draw a picture too.

Teacher: Let us begin with a quick question – what is the first thing you remember doing last Sunday? (Let a few students answer aloud.)

Excelling Expression

Excelling Expression

PS 2Lr CS

L In your notebook, write five sentences about the things that you did last Sunday. You may use words from the box.

played ate read watched a movie

93

Teacher: Open your Main Coursebook to page 93 and look at the box under Excelling Expression.

MUST DO

25 MIN.

Teacher: It shows some words that you can use to write sentences – like 'played', 'ate', 'read', 'watched a movie'.

Teacher: In your notebook, write five sentences about what you did last Sunday.

Teacher: You may use the words from the box or add your own. Make sure you begin each sentence with a capital letter and end it with a full stop.

Teacher: I will give you some examples:

- I played in the park.
- I watched a movie with my family.

Teacher: Now, think about your Sunday and write your five sentences. Keep them short and neat.

Creating better

Creating better

ArtI 2Lr CS

Draw a picnic basket on a drawing sheet. Draw five things that you take on a picnic. Colour the picture. Paste it in your notebook.

94

Teacher: Now, we will do a creative activity.

Teacher: Take out your drawing sheet. Draw a picnic basket.

Teacher: Inside the basket, draw five things you would take with you on a picnic. For example: a water bottle, sandwich, fruit, napkin and juice box.

Teacher: Once your drawing is complete, colour it nicely. Then paste the drawing in your notebook.

Teacher: Now turn to your partner.

Teacher: Read your five Sunday sentences to your partner. Then, explain what you packed in your picnic basket.

Teacher: Listen carefully when your partner shares and smile when you hear something you also did or packed.

COULD DO

10 MIN.

Differentiated Activities

110 km/hr



Write five sentences about what you did last Sunday using words like played, read, ate and watched. Then, draw a picnic basket and label five things you would take on a picnic.

80 km/hr



Write three sentences about what you did last Sunday using the help box. Then, draw a picnic basket and draw any three picnic items.

40 km/hr



Say aloud two things you did last Sunday using the words played or ate. Then, draw one item you would take on a picnic.

Home Task

Make your own mini picnic mat using paper. On it, draw and cut out small pictures of five items you would take for a picnic (e.g., sandwich, juice box, fruit, book, mat). Paste the items on the picnic mat. Bring your mini picnic mat to school to display in the class.

Period 13

Teacher: Good morning, students.

Today we will end our chapter with some thinking and decision-making activities.

Teacher: Before we begin, take a moment to close your eyes and think about one fun or adventurous thing you would love to try one day.

Teacher: Would it be flying in a plane? Climbing a tree? Swimming in the sea?

Teacher: Now, share your ideas with your partner. Listen to what they say and find out if you both chose the same activity or something different.

Teacher: Can someone share one idea from their partner with the whole class?

Teacher: What do you think makes something an adventure? Is it trying something new? Or doing something exciting or a little scary?

Teacher: Now tell me, how do we make sure our adventure is safe? What kind of decisions should we make before trying something new?

Teacher: Let us now explore what makes something an adventure and how we make good choices.

Thinking better



What do you think makes something an adventure? Describe an adventure you would like to experience to your class.

COD HOTS 2LCS

94

Teacher: Open your Main Coursebook to page 93. Look at the Thinking better question.

MUST DO

20 MIN.



SHOULD DO

10 MIN.



Teacher: What do you think makes something an adventure?

Teacher: Is it when we explore something new? Is it when we try something a little brave?

Teacher: Now describe one adventure you would like to try. Think of something that excites you or something you dream of doing.

Teacher: Raise your hand and share your answer. You can also draw a small picture in your notebook and write one line about it.

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

Choosing better



EXL LSV 2LCS

Your neighbourhood park has got a new slide. The slide is tall and you are excited to climb to the top. How will you make sure to be safe? Will you hurriedly climb up the slide or go slow and take little steps with the help of an elder? Give reasons for your choice.

94

Teacher: Now let us look at the Choosing better question.

Teacher: Imagine that your neighbourhood park has a new slide. It is very tall. You are excited to climb to the top.

Teacher: Will you climb fast or will you go slow and take help from an elder?

Teacher: Think carefully and tell me – which choice will keep you safe? Why?

Teacher: Now write your choice in your notebook. Write one sentence to explain your decision.

Teacher: Now, work in pairs.

Teacher: One student will pretend to be excited to climb the slide. The other will act like a caring elder giving advice.

Teacher: Take turns speaking your roles and decide how to make the best and safest choice.

COULD DO

10 MIN.



Differentiated Activities

110 km/hr



Describe an adventurous activity you would like to try and explain how you would prepare for it safely. Give two reasons for your choice.

80 km/hr



Think of one adventure you would like to experience. Write one sentence about it and one way to stay safe during it.

40 km/hr



Say aloud one thing you would like to try, like climbing or swimming. Then, say one person who can help you stay safe.

Home Task

Fold an A4 sheet in half. On one side, draw something adventurous you would like to try. On the other side, draw how you would stay safe while doing it. Bring it to school and share it with your class.

Period 14

Revising better

Revising better

Was any 'occupation' word difficult for you? Which one? Write in your Little Book.

DBL

94

Teacher: Good morning, students.
Before we begin today's activity, let us recall something from the chapter.

MUST DO

10 MIN.

Teacher: We learnt many new words that tell us about different jobs or occupations.

Teacher: Was there any word you found difficult to understand or remember?

Teacher: Think about it and write that word in your Little Book. If you like, draw a picture beside it to help you remember it.

Teacher: Now let us move to something exciting.



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

Playing better

Playing better

Musical Chair

1. Gather 6 or 7 friends.
2. Put chairs in a circle, with one less chair than the total number of players.
3. Play music while the players walk around the chairs.
4. When the music stops, everyone quickly sits in a chair near them.
5. The player who doesn't find a chair is out. Remove one chair.
6. Start the music again and repeat the steps until one chair and two players are left.
7. The player who sits in the last chair when the music stops wins.

PMD 2Lr CS

94

Teacher: Now let us learn how to play a fun game called Musical Chair.
Look at the steps on the screen.

MUST DO

20 MIN.

Teacher: How many friends do you need to play this game?

Student: Six or seven.

Teacher: Correct. And how many chairs should you arrange?

Student: One less than the number of players.

Teacher: Well done. What should the players do when the music starts?

Student: They walk around the chairs.

Teacher: Good. What happens when the music stops?

Student: Everyone must quickly sit on a chair.

Teacher: Excellent. And what happens to the person who does not find a chair?

Student: They are out and one chair is removed.

Teacher: Yes. We keep playing until only one player is left. Who is the winner?

Student: The one who sits in the last chair when the music stops.

Teacher: Very good. This game teaches us to be alert and active. Let us now play and enjoy together.

Teacher: Now take your notebook and draw a picture of you playing Musical Chair.

COULD DO

5 MIN.

Teacher: Below your picture, write one sentence to describe how you felt during the game. Example: 'I felt happy when I got a chair.'

SHOULD DO

5 MIN.

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

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

Teacher: Think about the topics we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

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

Differentiated Activities

110 km/hr



Write three sentences about how to play Musical Chair. Also write what you learnt from the game.

80 km/hr



Write two sentences – one about the rule of the game and one about how you felt while playing.

40 km/hr



Draw yourself sitting on a chair and write: 'I played Musical Chair.'

Home Task

Make your own Musical Chair spinner. Draw a circle on paper and divide it into four parts. In each part, draw a chair and a music note. Decorate it with colours. Bring your spinner to class and show how it reminds you to play safely and follow rules.

Period 15

Worksheet 1

Theme 9: We Enjoy Playing

9. Grandma's Wonderful Chair

Worksheet 1

Comprehension

Read the passage carefully.

Lina got a little kitten for her birthday. Lina's mother put the kitten in a small box with warm clothes. She covered the box. Lina removed the cover and smiled. The kitten had a red bow and a small bell around her neck. The tiny bell jingled as the kitten ran. The kitten purred as Lina held her in her hands. She even licked Lina's nose. Lina named her kitten Rori. Rori plays with Lina all the time. Rori sleeps with Lina every night and wakes her up with her purrs and her jingling bell. Rori is the best birthday gift. Lina loves her kitten.

A. Colour the correct options with a blue crayon.

1. Lina got a new **dog** / **kitten** as the birthday gift.
2. The kitten was kept in a small **box** / **basket**.
3. The small kitten had a **collar** / **bell** around her neck.
4. Lina named her pet cat **Rori** / **Minoo**.
5. Lina loved her **pet** / **cycle**.

28

Teacher: Today we will revise the story of Lina and her pet kitten Rori. You all remember Rori, right?

MUST DO

20 MIN.



Teacher: Let us open Worksheet 1 and look at the passage.

Teacher: I will read the story aloud. You will listen carefully and then complete the worksheet.

Teacher: In this part, you will choose the correct word from two options. Use a blue crayon to colour your choice.

Teacher: Read each sentence and then think about what you learnt from the passage. Take your time.

B. Read the following sentences. Rewrite them in the correct order in your notebook.

- Lina loved her pet kitten.
- Lina got a small kitten as her birthday gift.
- Lina named her kitten Rori.
- Lina's mother put the kitten in a box with warm clothes.
- Rori had a bow and a bell around her neck.

28

Teacher: These five sentences are from the story but they are mixed up.

Teacher: Read all of them, then decide which one happened first, then next and so on.

Teacher: Number the sentences in the correct order in your notebook.

C. Fill in the blanks.

1. Lina named her kitten _____. (Rori / Missy)
2. Lina got a _____ for her birthday. (pet / frock)
3. Rori had a _____ tied around her neck. (bow / tie)
4. Lina's kitten _____ with her all the time. (played / jumped)
5. The bell around Rori's neck _____ every time she ran. (jingled / fell)

28

Teacher: Now you will complete five sentences using the right word from the options.

Teacher: Read the sentence, then choose the correct word and write it in the blank space. Check your answers by reading the whole sentence aloud.

Book of Holistic Teaching

Math

Chapter 9: Grandma's Wonderful Chair

Theme 9: We Enjoy Playing

A Maths

FLN HoLL MDA

The pictograph shows the number of mangoes three friends ate in a day, during the **summer** holiday. The mangoes were **yummy**. Look at the pictograph. Tick (✓) the correct answer.

Name	Mangoes
Lina	
Amna	
Robbie	

1. Lina ate two mangoes.
2. Robbie ate just one mango.
3. Amna got no mangoes.
4. Only Amna ate mangoes.

7

Teacher: Everyone, open your notebook. I will write a pictograph on the board. This is from page 7 of our Book of Holistic Teaching.

COULD DO

20 MIN.



Teacher: Look at the table I have drawn. It shows the number of mangoes three children – Lina, Amna and Robbie – ate in a day.

Teacher: Let us count the mangoes one by one.

Teacher: How many mangoes did Lina eat? Count the pictures.

Teacher: Good. Now count the mangoes Amna ate.

Teacher: And how many did Robbie eat?

Teacher: Now I will read each question aloud. You will tick the correct answer in your notebook.

Teacher: Question 1 – Did Lina eat two mangoes?

Teacher: Look at Lina's row. What do you see? (Let students answer.)

Teacher: Yes or no – tick the correct box.

Teacher: Question 2 – Robbie ate just one mango. Is that correct?

Teacher: Look at the pictograph carefully. Tick (✓) the correct option.

Teacher: Question 3 – Amna got no mangoes. Check Amna's row. What do you see?

Teacher: Tick the correct answer based on that.

Teacher: Last question – Did only Amna eat mangoes?

Teacher: Check all rows before you tick. Take your time.

EVS

B EVS

Colour the correct answers.

1. Cricket is called an indoor / outdoor game because it is played **on** a playground.
2. Radha plays chess / football **in** her room because it is an indoor game.

7

Teacher: Now we will do EVS. This is also from Page 7 of your Book of Holistic Teaching. I will write the questions on the board. You will write and colour the correct answer in your notebook.

Teacher: First question – Cricket is called an indoor or outdoor game?

Teacher: Think – where is cricket usually played? Is it on a ground or in a room?

Teacher: Yes, cricket needs space. So tick the right option.

Teacher: Second question – Radha plays chess or football in her room.

Teacher: Which one can you play inside a room – chess or football?

Teacher: Choose carefully and colour the correct answer.

Differentiated Activities

110 km/hr



Write two new sentences using any two words from the story – kitten, birthday, collar or Rori.

80 km/hr



Draw Lina's kitten Rori and label it with two words from the story.

40 km/hr



Colour the picture of a kitten and trace the word 'Rori' and 'pet'.

Home Task

Write one sentence about your favourite animal.

Also write what gift you would give to your pet if it was their birthday.

Period 16

Worksheet 2

Teacher: Good morning, students. I hope you are ready for an exciting worksheet activity.

MUST DO

20 MIN.



Worksheet 2
Vocabulary

A. Read the following words. Write them under the correct column.

wheel phone white photo whistle where phase phobia

wh words	ph words

B. Punctuate the following sentences using capital letters, full stop (.), question mark (?) or exclamation mark (!). Rewrite them in your notebook.

- you are so funny
- how many toys do you have
- fruits are good for health
- is that your notebook

29

Teacher: Please open your worksheet to Worksheet 2. We will start with vocabulary and then move to grammar.

Teacher: Look at the words in the oval box above the table. You need to read each word carefully.

Teacher: Now, sort the words into two groups. One side is for 'wh' words and the other side is for 'ph' words.

Teacher: Let me help you with one. For example, the word 'wheel' begins with 'wh', so it goes in the left column.

Teacher: Can you find other words that begin with 'wh' or 'ph'?

Teacher: Next, let us work on punctuation.

Teacher: Look at part B. You see four sentences. They are missing full stops, capital letters, question marks and exclamation marks.

Grammar

A. Fill in the blanks with in, on or under.

- The book is _____ the table.
- The dog is _____ the table.
- The pencil is _____ the box.
- The boy is _____ the bed.

B. Tick (✓) the correct sentences.

- The fish is on the pond.
- The teddy bear is under the table.
- The pillow is in the bed.
- The slippers are on the floor.

29

Teacher: You need to rewrite them properly in your notebook.

Teacher: Remember, every sentence begins with a capital letter and ends with a suitable punctuation mark.

Teacher: Now, let us move to the grammar section. You will fill in the blanks using 'in', 'on' or 'under'.

Teacher: For example, look at the first sentence: 'The book is _____ the table.' From the picture, where is the book? Yes, it is on the table. So, we write 'on'.

Teacher: Continue the same for the rest. Look at the images to guide you.

Teacher: Now read part B. You need to tick (✓) the correct sentences by observing the pictures.

Teacher: If the sentence matches what you see in the picture, tick (✓) it. If not, leave it.

Teacher: Think carefully and check every word in the sentence before you decide.

Worksheet 3

Worksheet 3
Listening / Speaking / Writing

A. Listen to your teacher carefully. Snap your fingers when you hear an mm word. Say the word aloud.*

B. Make groups of four. Take turns to describe your favourite trip. Ask the group about the things they saw on their trip. Use 'What did you do?' to ask questions.

C. Imagine you are going to space on a spaceship. Draw a spaceship and colour it. In your notebook, write a short paragraph describing your trip to space.

30

*Read the listening text on page 31.

Teacher: Let us begin with listening. I will read a few sentences aloud. Whenever you hear a word that has the mm sound, snap your fingers.

Teacher: Are you ready? Sit quietly and listen carefully. (Teacher reads aloud a few pre-selected sentences with mm words, such as:

Ram's mummy made yummy jam.

The drummer played a rhythm.

My summer holiday was so much fun.)

Teacher: Wonderful listening. Now let us move to speaking.

Teacher: Please make groups of four. Each of you will take turns to talk about your favourite trip.

Teacher: Tell your friends where you went and what you saw. Use the sentence starter - What did you do?

Teacher: Remember to ask and answer politely. Speak clearly so your group can hear and understand you. (Guide each group to ask and answer one by one.)

Teacher: Now imagine something exciting. You are going to space in a spaceship.

Teacher: Think about what you will take with you. What will you see when you reach the Moon or another planet?

Teacher: In the space given below, draw a colourful spaceship. You may use your own ideas.

Teacher: After your drawing is complete, write a short paragraph in your notebook about your space trip.

Teacher: Here is a sentence starter to help you:

One day, I sat in a shiny spaceship and flew up to the stars.

Teacher: Take your time and remember to write neatly.



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

Differentiated Activities

110 km/hr



Write four sentences about your favourite trip using different place words like 'on', 'under', 'beside' or 'behind'.

80 km/hr



Match four images of objects with the correct place words (on, in, under) and label them.

40 km/hr



Circle the correct place word for each picture: 'on', 'in' or 'under'.

Home Task

Draw your favourite trip (picnic, zoo, beach, etc.) and label any two things using place words like 'on', 'under' or 'beside'.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• participate actively in group games like musical chair, showing control and balance.
Socio-Emotional and Ethical Development	• show empathy, take turns, share and appreciate others' efforts.
Cognitive Development	• sequence events, respond to 'what' and 'why' questions and identify position words.
Language and Literacy Development	• speak and write simple sentences using correct punctuation and grammar.
Aesthetic and Cultural Development	• draw creative pictures like a picnic basket or a spaceship and enjoy role play.
Positive Learning Habits	• follow instructions, complete tasks with interest and reflect on experiences.

Starry Knights


Mention the activity that you and learners enjoyed the most.

If yes, give yourself a STAR.



Poem: The Swing

Theme 9: We Enjoy
Playing

 4 Periods (40 minutes each)



Learn Better (Main Coursebook)



Animation, eBook, Slideshow

Affirming better

I go
outside
to play.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to enjoy and appreciate poems through expression and imagination.
- to identify and produce rhyming words and sound patterns.
- to express themselves creatively in spoken and written form.
- to connect observations from nature with language learning.
- to develop confidence in public speaking and sharing thoughts.
- to understand sentence structure and comprehension through guided practice.


Methodology

Period 1

Teacher: Good morning, students.
Let us begin with a question.

Teacher: Have you ever played on a swing? How did it feel
when you went up high in the air and then down again?

Teacher: That is wonderful. Today, we will begin a
new poem that talks about the joy of swinging. Let us
get ready.

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

Teacher: Please open page 95 of your
Main Coursebook. The poem is titled
The Swing by Mary J Osborn.

Teacher: I will read the poem aloud first. Listen carefully to
the rhythm and how it sounds.

(Teacher reads the poem once aloud.)

Teacher: Now let us read it together. We will take it line
by line.

(Students read aloud.)

Teacher: What do you think the poet means by 'Now so
high, Now so low'?

Teacher: Yes, it shows how the swing goes up and down.

Teacher: Look at the next line: 'Up in the air, Then down I
go'. What feeling do these lines give you?

(Allow students to respond.)

Teacher: Lovely answers. Now look at the lines: 'I watch
birds fly, I see worms pass'. What do you think the poet is
seeing from the swing?

SHOULD DO

5 MIN.



MUST DO

25 MIN.



Teacher: The poet also says, 'Over the world, Under the
tree'. Why do you think she mentions these places? What
might the swing be showing her?

Teacher: Very thoughtful. The poem shows us that even
simple things, like playing on a swing, can feel like a
great adventure.

Teacher: Let us say the poem together one more time,
thinking about what the poet sees and feels on the swing.

Teacher: Now I want you to close
your eyes for a moment and imagine
you are on a swing. What do you see
around you?

COULD DO

10 MIN.



Teacher: Think of three things you might see if you were
swinging very high.

Teacher: Turn to your partner and describe what
you imagined.

(Partner discussion for 5 minutes. Teacher observes
and encourages.)

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

Differentiated Activities

110 km/hr



Write two lines of your own poem about being on
a swing. Use rhyming words.

80 km/hr



Draw a picture of yourself on a swing and label
three things you would see.

40 km/hr



Match three pictures (bird, tree, cloud) with the
words from the poem.

Home Task

Draw a picture of a swing in a park or at home. Write one sentence about what you see while swinging.

Period 2

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

SHOULD DO

5 MIN.

Teacher: Can you tell me what poem we started reading in the previous Period?

Teacher: Yes, it is The Swing.

Teacher: Who remembers what the girl sees when she goes up on the swing?


Teacher: Wonderful. Let us now move ahead with a fun exercise based on the poem.


Learning better – Excelling Comprehension


Teacher: Everyone, please open page 97 of your Main Coursebook. We will now do the 'Learning better' section.

MUST DO

25 MIN.

 **Learning better**

 **Excelling Comprehension**

 **CBA Full**

A Colour the correct answers with a green crayon.

- What is the girl doing?
a. playing on a swing b. walking in a garden
- What does the girl see in the sky?
a. birds b. worms
- Where can children play all day?
a. in their neighbourhood b. on wonderful lands

97

Teacher: Look at question 1. What is the girl doing in the poem?

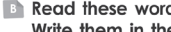
Teacher: Is she walking in a garden or playing on a swing? Let us think about what we read.


Teacher: Great. Use your green crayon to colour the correct option.


Teacher: Now look at question 2. What does she see in the sky – birds or worms?

Teacher: That is right. Use your green crayon again.

Teacher: Now question 3 – Where can children play all day? Was it in the neighbourhood or wonderful lands? (Wait for responses. Guide gently if needed.)

 **Learning better**

 **Excelling Comprehension**

 **CBA Full**

B Read these words. Find words that rhyme with them from the poem. Write them in the blank space.

- pass _____
- tree _____
- play _____

97

Teacher: Now, let us look at part B. I will say three words. You will listen and tell me which word from the poem rhymes with them.


Teacher: First word – 'pass'. Which word rhymes with it? Yes, think of the line about grass.


Teacher: Second – 'tree'. Look at the line that talks about flying over the tree.

Teacher: Third – 'play'. Find the word that sounds like 'play'.

Teacher: Write your answers in the blanks. I will write the words on the board for you to check.

Having fun better

 **Having Fun better**

 **Art 1 2Lr CS**

C Look at the clouds in the sky. Do they look like an animal or a thing? Draw them in your notebook.

97

Teacher: Now, we will do something exciting. We are going outside for a few minutes.

Teacher: Please line up quietly. We are going to the school ground to look at the clouds.

(Teacher takes students to the open ground.)

Teacher: Look at the sky. Can you see the clouds? What shapes do they look like?

Teacher: Do any of them look like animals or something you know – like a dog, a fish or a hat?

(Allow 2–3 minutes for observation.)

Teacher: Now let us go back to the classroom. In your notebook, draw one cloud and show what it looks like. You may also write one line about it if you want.

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

COULD DO

10 MIN.


Teacher: Let us listen to each other's cloud stories.

Teacher: Pair up and tell your partner what your cloud looks like.


Teacher: Then switch and listen carefully to your partner's story too.

Differentiated Activities


110 km/hr

 Write a sentence using one rhyming word from the poem and draw a matching picture.

80 km/hr

 Match three rhyming words from the poem with their pairs.

40 km/hr

 Circle the rhyming word from each pair your teacher says aloud.

Home Task

Draw a swing in your notebook and write one sentence about what you would love to see while swinging.

Period 3

Teacher: Good morning, students.
I hope you all enjoyed talking about different activities in our previous Period.

SHOULD DO

5 MIN.

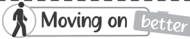
Teacher: Can someone tell me what indoor activities you enjoy doing at home?

Teacher: That is right. Some of us enjoy reading, drawing, building with blocks or even playing indoor games.

Teacher: Today, we will be writing something very special about our favourite indoor activity.

Moving on better

Letter to Future Self



If you could write a letter to your future self, what would you want to say? What hopes and dreams, big and small, would you share? What cool things or fun plans would you want to tell your older self? Finally, what advice would you give to yourself?

98

Teacher: Open to page 98. This section is called 'Letter to Future Self'.

Teacher: I want you to imagine you are writing a letter to yourself in the future. What would you like to say?

Teacher: Think about your hopes, dreams, fun plans and the kind of person you want to become. (Allow students time to quietly think. Then let them start writing.)

Teacher: You may begin with 'Dear Future Me'. Make sure your letter includes at least one thing you are proud of, one thing you want to learn and one piece of advice for yourself.

Teacher: I will be walking around to help you if needed.

Teacher: Once you finish your letter, turn back to the poem 'The Swing' on page 95.

Teacher: Take turns reading it softly to yourselves.

Teacher: As you read, think about how it feels to swing high and low and what you might see if you were on that swing.

Differentiated Activities

110 km/hr



Write a creative letter that includes a short poem or rhyme within it about your future.

80 km/hr



80 km/h: Write a letter that includes three things: a goal, a fun plan and one advice for your future self.

40 km/hr



Write a simple letter using sentence starters provided on the board:

- I want to...
- I will...
- I hope...

Home Task

Draw a picture of yourself doing something you dream of achieving in the future. Label it with one sentence from your letter.

Period 4

Growing better

Say NO to Bullies!



99

Teacher: Today, we are going to read a short comic about a girl named Shree. Open page 99 of your Main Coursebook.

Teacher: Look at the title. It says 'Say NO to Bullies'. What do you think the story is about?

Teacher: Let us read together and see how Shree handles the situation.

(Teacher reads each frame with expressions, pausing to ask questions.)

Teacher: Why do you think Shree was sad in the beginning?

Teacher: How did Adit help Shree?

Teacher: Was Shree brave at the end of the story? What would you do if you were in her place?

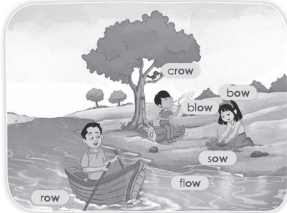
Teacher: Remember, it is important to speak up and ask for help when something feels wrong. Let us all say this together – Do not be afraid. Reach out for help.

Sound Board

Sound Board

ow sound

Look at the picture. Read the words aloud.



row sow bow
blow crow flow

ow sound

Read the rhyme aloud.

Billy and his big brown cow,
Walk to the nearby town.
They are at the market now,
Buying a golden crown.



Wearing the shiny crown,
Proud Billy takes a bow.
The crown on his head falls down,
Both of them wonder how!

Now, read the words aloud.

bow cow how now
crown down town

Notice how words such as row and sow sound different from words such as cow and now.

100

Teacher: Now open page 100. We are going to explore two types of 'ow' sounds today. One sounds like in 'row' and the other sounds like in 'cow'.

MUST DO

15 MIN.

Teacher: First, repeat after me: row, sow, blow, crow, flow.

Teacher: Great. Now let us read the rhyme together. Beena and her cow are in a little story. Let us see what is happening.

(Read the rhyme aloud. Then, reads the pink box words together.)

Teacher: Do you notice how 'row' and 'cow' sound different even though they both end in 'ow'? That is because the letters are the same but the sounds are different. These are called homographs. Let us practise saying each group one more time.

Teacher: Let us play a game. I will say a word and you will show me thumbs up if it sounds like 'cow' and clap if it sounds like 'row'. Ready?

Words: snow, how, glow, brown, now, throw

COULD DO

5 MIN.

Differentiated Activities

110 km/hr



Write five 'ow' sound words that rhyme with 'crow' or 'cow'. Use each word in a sentence.

80 km/hr



Circle the words that sound like 'cow' from a given list: cow, row, town, mow, crown, flow

40 km/hr



Match the words that sound the same. (cow – how), (row – throw)

Home Task

Write two sentences about what you learnt from the story on page 99. Use one 'ow' word in each sentence.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• develop fine motor skills through drawing, colouring and writing activities.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express joy, wonder and imagination through discussions about play and nature.
Cognitive Development	<ul style="list-style-type: none">• identify rhyming patterns, sequence events and connect experiences with text.
Language and Literacy Development	<ul style="list-style-type: none">• recite poems clearly, use new vocabulary in context and form meaningful sentences.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• appreciate rhythm, rhyme and the beauty of language and nature in poems.
Positive Learning Habits	<ul style="list-style-type: none">• participate enthusiastically in classroom discussions and complete creative tasks.

Starry Knights

Mention the activity that you and learners enjoyed the most.

If yes, give yourself a STAR.

☐