

# Lesson-1: Lina and Friends

Theme 1:  
Myself

17 Periods (40 minutes each)



Main Coursebook, blackboard



Animation   Animation Activities   Chapter Summary   Concept Map  
Dictionary   eBook I explain   Pronunciation Quiz  
Slideshow   Spelling Activity   Worksheets   Test Generator

I affirm

I am  
unique.

## Learning Objectives

### To help the learners

- follow model reading of the lesson for the correct pronunciation, pauses and proper intonation.
- use greetings like 'Good morning', 'Thank you'
- have polite conversations in simple English such as 'What is your name?', 'How are you?'
- listen, read and comprehend the story.
- learn the correct usage of thematic vocabulary introduced in the lesson—body parts and clothes.
- develop phonemic awareness through activities focused on different sounds – short vowel sounds **a** and **e**.
- enrich vocabulary with sight words- her, you, of, let.
- identify and use simple words beginning with **s**, **t** and **ll** words.
- punctuate the sentences correctly using capital letters and full stop.
- identify simple sentence structures.
- interpret the given (oral) instruction and respond appropriately.
- listen carefully to identify the rhyming words.
- use the sentence structure – Yes, I want/No, I do not want.
- fill in the blanks using the key words.
- make a Thank-You card for friend.
- imbibe the value of thankfulness.
- make a list of their daily schedule with pictures.
- apply their knowledge gained about counting numbers in Maths and Body Parts in EVS to answer the questions in English.
- create a Secret Diary.
- make their very own Little Book of Sight Words using craft material.

**Note:** Please arrange paper cut-outs of cake for the learners' activity in the next period.

## Methodology

## Main Coursebook

### Period 1 (40 min.)

#### I affirm

Begin the day by remembering I affirm- I am unique. Teacher can start the day by saying- Let's begin our day by remembering something very important: there is no one else exactly like you in this entire world. Your thoughts, your talents, and your dreams are completely

So, let's start today with the affirmation: "I am unique." Let's celebrate what makes each of us special and bring our unique selves to everything we do today

#### I am ready

**Introduction:** Greet the learners and welcome them to the class. Introduce yourself and ask them to do the same in the following manner:

**Teacher:** Good morning, everybody!

**Learners:** Good Morning, Ma'am!

**Teacher:** I am your new teacher. My name is Deepika (your name). (Smile) What are your names? Tell me your name and how old you are. (Ask the first row.)

**Learners:** My name is Rani. I am six years old. (varied responses)

..... **ENGAGE** **Listening/Speaking** **COULD DO** **20 MIN.**

Ask the learners to open the textbook. Lead them to draw a self portrait and fill up the All About Me

**P.S.** Encourage the learners to speak in their home language or simple English, so as to gain confidence.

..... **EXPLORE** **Writing**

After completing All About Me, ask the learners to open the book at page 2 and identify Identify the emotion expressed on each face. Read the emotion words aloud, helping learners become familiar with them. Then, ask students to match the faces with the correct emotion words. Afterward, have them practice making the different facial expressions.

..... **EXPLORE** **Reading/Speaking** **MUST DO** **10 MIN.**

**Suggested Homework:** Write the birthdays of your family members in the notebook. Draw different faces expressing different feelings.

**Period 2 (40 min.)**

**Pre-Reading**

Read out the title of the story. Ask the learners to look at the given picture on pg-2 and describe it. Have a class discussion on the same. You may ask them to count the number of children, describe the clothes of the children, the colour of the clothes, etc., to generate interest among the learners about the story. Ask more questions like,

- 1. How many children are there? 2. What are the children doing?

Accept and praise all relevant responses. .... **EXPLORE** **Listening/Speaking** **SHOULD DO** **5 MIN.**

**Vocabulary**

Show flashcards with the new words used in the story to the learners one by one. Ask them to repeat after you. Oral-drill. The words are: house, boxes, window, outside, wave, doorbell, juice, snacks, freinds

..... **EXPLORE** **Listening/Speaking** **COULD DO** **15 MIN.**

**Reading**

Ask the learners to read the story after you. Read the lines with correct pronunciation, pauses and intonation so as to provide the model reading to the learners.

..... **EXPLAIN** **Reading** **MUST DO** **20 MIN.**

 **Animation** could be shown to generate interest among the learners.

..... **ENGAGE** **Listening/Speaking** **COULD DO** **10 MIN.**

 **Dictionary** can be used to teach the correct usage of new vocabulary introduced in the lesson.

 **Spelling activity** could be shown to strengthen the learners' spellings. Whole class

feedback. .... **ENGAGE** **Listening/Speaking** **COULD DO** **10 MIN.**

**Suggested Homework:** Draw a gift for your friend/mother in the notebook and colour it. Show it to them. Learn spellings of the words – house, boxes, window.

### Period 3 (40 min.)

#### Pre-reading

**Homework Discussion:** Ask the learners to sit in groups of three and show the gift they have drawn in the notebook for their friend or mother. Whole class feedback.

..... **ENGAGE** **Speaking** **COULD DO** 5 MIN.

#### Oral drill

Ask the learners to spell the words – house, boxes, window. For example, you say 'house' the learners will respond H O U S E. ....

..... **ENGAGE** **Speaking** **SHOULD DO** 10 MIN.

**Note:** Tell the learners to read SPEECH BUBBLES from left to right and top to bottom.

#### Reading

Provide a model reading for the rest of the lesson with correct pronunciation, pauses and intonation to the learners and ask them to repeat after you. If a child does not speak correctly, repeat that word with stress so that they understand without being singled out. Pause and explain all difficult words. ....


..... **EXPLAIN** **Reading** **MUST DO** 10 MIN.

#### While Reading

Discuss the following questions with the learners. Let them think and answer.

- Who is Lina? • Is Lina happy or sad? • What does everyone do when Lina waves her hand? • What does everyone eat? Who wants to play? Who is running after the cat? .....

..... **EVALUATE** **Listening/Speaking** **MUST DO** 10 MIN.

 **eBook** could be played for the learners to read and comprehend the story. Whole class-discussion. ....

..... **EXPLORE** **Listening/Speaking** **COULD DO** 10 MIN.

**Suggested Homework:** 1. Read the story aloud.

2. Draw any one picture/character from the story in the notebook.

### Period 4 (40 min.)

#### Reading

Elicit response from the learners as to what they see in their rooms. Then ask them to look at the pictures on Lina's room in the chapter and describe it in their own words (simple words/phrases in English). Whole class feedback. ....


..... **ENGAGE** **Speaking** **COULD DO** 10 MIN.

Read the rest of the story with correct pronunciation, pauses and intonation for the learners to follow. Explain the story. Tell the learners to read the story one by one. Class-reading. ....

..... **EXPLAIN** **Listening/Reading** **MUST DO** 20 MIN.

Divide the class into groups of four. Each group can draw their favourite toy as Lina has a Teddy bear. They can display it in the class. ....

..... **Reading** **ELABORATE** **SHOULD DO**

 **Chapter Summary** could be used to recapitulate the lesson for the learners in a comprehensive way. Use it to enable the learners revise the story and explain. ....

..... **ENGAGE** **Listening/Speaking** **COULD DO** 10 MIN.

**Suggested Homework:** Take a used cardboard box and gift wrap it. Show it to your parents.

### Period 5 (40 min.)

#### Oral Drill

Read the sight words aloud and ask the learners to follow. Also, guide them to frame short simple sentences. ....

..... **ENGAGE** **SHOULD DO** 10 MIN.

## Quick Recap

Divide the class into two teams. Each team will answer a question based on the lesson. The correct responses (words/phrases) will fetch a point. At the end, the team to score maximum points wins. . . . .

EVALUATE

Listening/Speaking

MUST DO

15 MIN.

Questions can be:

- Where did Lina move with Mama and Pa?
- What does Lina see through the window?
- Who came to welcome Lina?
- Who helped Lina to set up her new room?
- What does Mama call everyone for?

## I am a learner

These exercises are to be guided by the teacher.

## I Read and Understand

**A. Complete the sentences with the correct words.** Read the question for the learners to understand. Let them answer row-wise. One learner from each row will answer, first, orally and then they can colour the correct option with a blue crayon. Go around the class to ensure that every child has understood the task and is attempting it correctly. . . . .

COULD DO

15 MIN.

EXPLORE

Writing

**Suggested Homework:** Draw any one picture from the story in the notebook. (Lina/Mother/bat/ball/house/dog, etc.)

## Period 6 (40 min.)

**B. Read the sentences. Write True or False?** Tell the learners to recall and say the statement is true or false. They can refer to the story. Then, ask them to write the answers in the space given. Whole class feedback. . . . .

EXPLORE

Writing

**C. Answer these questions in your notebook.** Read out the questions for learners to repeat and understand. Elicit response from them. After an oral discussion, guide them (or write on board) to write the answers in their notebook. Whole class feedback. . . . .

MUST DO

25 MIN.

EVALUATE

Writing

## Period 7 (40 min.)

### I Work with Words

**D. Fill in the blanks with a or e to complete the words.** Read the words aloud with correct pronunciation so that the learners can differentiate the sounds. Tell them to identify the ones with same sounds. Explain that the first group of words are with the short **a** sound and that the next group contains the short **e** sound. Ask them to fill in the correct vowels. Then, let the learners read the words aloud. . . . .

ENGAGE

Reading/Speaking

COULD DO

15 MIN.

**E. Read these sets of words aloud.** Write the first letter of each set on the blank. Slowly read out the two sets of words with gentle emphasis on the first letters. Ask the learners to identify and write the correct consonants in the space provided. Then, let them read the words aloud. . . . .

EXPLORE

Speaking/Writing

SHOULD DO

10 MIN.

**F. Match the following, as shown.** Ask the learners to match the body part with the correct word. Whole class feedback. . . . .

EVALUATE

Writing/Reading

MUST DO

15 MIN.

## Period 8 (40 min.)

### I Spell it right

**G.** This is a spelling task to teach the spelling of words ending with ll. Ask the learners to identify the pictures. Then, ask them to trace the ll words. Next, let them match

COULD DO

15 MIN.

the picture to the words. Whole class feedback. .... ENGAGE Reading/Writing

**I Punctuate**

Inform the class that they are going to have a group activity and the group to finish the task first will get a STAR. Make the learners sit in groups of five. Give each group flashcards with sentences to be assembled in the correct order. (Full stop to be given on a separate card to enable the learners make conscious effort to put it in order.) **Examples:** I like cake. These are books. Those are flowers. .... EXPLORE Writing

**P.S.** Tell the learners that when you write a sentence, begin with a **capital letter** and end with a **full stop**.


**H.** Tell the learners that sentences are complete when they start with a capital letter and end with a full stop. First, discuss punctuation for the given sentences orally. Then ask them to write punctuated sentences in the space given. .... EVALUATE Speaking/Writing

**Period 9 (40 min.)**

**I Know Grammar**

In continuation to the previous exercise, tell the learners that sentences are a group of words in order, that make complete sense. Do an activity – show them examples of sentences from the story on sentence strips. Divide the learners into groups. Give each group a set of sentence strips to be matched. The group to match correctly and quickly, wins. Whole class feedback. e.g. Lina opens the gifts. Lina goes to bed. .... EXPLAIN Listening/Speaking


**I. Match the following.** Divide the class into two groups. One group will speak the first part of the sentence to be completed by the other group. Tell them to read and match the given sentences, in their book. Whole class feedback. .... EXPLORE Reading/Writing

 **Animated Activities** could be used to explain grammar and vocabulary to the learners. .... ENGAGE Writing

**Period 10 (40 min.)**

**I Listen Carefully**

**J.** This activity can be done indoors or outdoors. Ask the learners to come out of their seats and form a circle. Tell them that you will call out words in random order. They will have to think of another word that sounds the same and write in the space provided. Read the first word from the listening text. Repeat at least twice. This is done till all words are done. .... EVALUATE Listening

 **Pronunciation** can be played for the learners to listen and attempt. .... EXPLAIN Listening/Speaking

**Period 11 (40 min.)**

**I Speak Well**

Read the conversation loudly and clearly with intonation. Modulate your voice as you ask and answer the questions. Ask learners to repeat after you. .... ENGAGE Speaking

**K.** Make learners sit in pairs. Tell them to use the options given in the box for the expressions – Yes, I do... / No, I do not... and practise with each other. Give them 5 minutes to prepare. Then, they can be asked to come in front of the class and role-play.

**Period 12 (40 min.)**

**I Write Well**

L. Read the words in the box. Ask the learners to repeat. Then, read the sentences with correct pronunciation and pauses. Ask them to choose the correct options. Confirm the correct responses. Then write the sentences on the board for the learners to cross check. ....

COULD DO   
15 MIN.

ENGAGE Writing

**I am an artist**

Explain to learners that they will be making a Thank-you note, just like Lina. Give each child a coloured sheet of paper to write a THANK-YOU note as given in the book on pg-10. Ask them to paste it in the notebook. Let them decorate their note. ....

MUST DO   
25 MIN.

EXPLAIN Writing

**Period 13 (40 min.)**

**My Secret Diary**

Explain to the learners how to create a secret diary of their own. Explain that this is a place where they can freely express themselves using words and pictures. Tell them to take a coloured sheet of paper and list all the things that they do on a school day. They may also write the time they wake up and go to sleep. Ask them to add pictures for the same. This Secret Diary is special and to be kept safely for later use. ....

SHOULD DO   
15 MIN.

ELABORATE Writing

**Suggested Homework:** Ask the learners to give their diary a special name and decorate it. They can create an About Me page.

**I am a thinker**

Ask learners to think and answer.

1. How do you think Lina feel when she see the children waving at her? 2. How can you help a new classmate? .....

EVALUATE Speaking/Writing

MUST DO   
25 MIN.

**Period 14 (40 min.)**

**I am an all-rounder**

This exercise is to enable the learners apply the concepts they have learnt in Maths and EVS.

**A.** Read the statement for the learners to understand. Then tell them to match the groups with the equal number of objects given. Peer-correction.

**B.** Ask the learners to read the given statement and write the name of the body parts as per the given clues. Whole class feedback. ....

EVALUATE Writing

MUST DO   
20 MIN.

**I love my little book**

Divide the class into groups of four. Give each learner an A4 sized sheet. Demonstrate the way to make a little book with the sheet and ribbon to be tied into a pretty bow. Guide them to make their very own Little Book of Sight Words which can be used as and when they learn new sight words in the lessons. ....

ELABORATE Writing

SHOULD DO   
20 MIN.

**Periods 15-17 (40 min. each)** .....

EVALUATE

MUST DO

**Worksheets:** The worksheets can be taken up in class or used for assessment.

**Learning Outcomes**

**Learners will be able to**

- introduce themselves and greet the person they have to speak to.
- follow instructions and class rules.
- repeat the sentences in the story read by the teacher.
- listen attentively for a short duration and speak in short conversations with people familiar to them.
- engage in conversation based on the story.
- mimic to reproduce words with short vowel sounds a and e.
- use vocabulary related to the clothes and body parts in their conversation.
- practise sight words in short single sentences.
- use capital letters and full stops to punctuate the sentences.
- tie pages with a ribbon to make their own Little Book of Sight Words.
- decorate their Secret Diary using glitters, stars, etc.
- write a Thank-you card for their friend.
- make a planner for their daily routine.
- work well in mixed groups for classroom activities.
- take initiative to conduct an activity.

**Skills Learnt:** Listening, Speaking, Reading, Writing

**Starry Knights**

Did you enjoy teaching this unit? Share your thoughts here.

Give yourself a STAR.