

# Lesson-1: Unity Parade at School

Theme 1:  
We the People

13 Periods (40 minutes each)



Main Coursebook, worksheets, blackboard, flashcards with groups of words, number cards, sentence strips.



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

I affirm

I am  
cheerful.

## Learning Objectives

### To help the learners

- read the lesson with correct pronunciation, pauses and intonation.
- understand new words and phrases, their meaning and correct usage through oral drill.
- infer from the text and frame meaningful answers.
- think critically, analyse and frame answers to the questions based on their understanding of the text.
- skim and scan to answer contextual questions.
- choose the correct option based on the facts in the story.
- learn the correct spelling and pronunciation of words with **ll**.
- enrich their vocabulary by learning words with **st** and antonyms.
- sharpen their listening skills by listening to an audio for specific information and answering questions.
- enhance their speaking skills by practising conversation about self.
- role-play with voice modulation and expressions for dialogue delivery and actions.
- improve their writing skills and design a Welcome card.
- perform culinary activity and share a tasty fruit chaat with their friends.
- verbalise their thoughts in simple English.
- share their thoughts about activities done during holidays with their Secret Journal.
- integrate the conceptual knowledge on Counting Numbers acquired in Maths, on Living and Non-living objects in Science and on Early Humans in Social Studies with the concepts in English and solve the problems.
- prepare a project on different forms of greetings in various languages across the globe.

**Note:** Please take up the Enrichment Activity, question A (My Book List for the Year 20\_\_ ) before you begin the lesson.

## Methodology

## Main Coursebook

### Period 1 (40 min.)

#### I affirm-

Begin the class by remembering I affirm- I share with my freinds and family. Teacher can begin by saying- Let's begin our day by thinking about how we connect with the people around us. Every day, we share things with our friends and family—our toys, our books, but also our smiles, our ideas, and our feelings.

Today, let's remember this: "I share with my friends and family." Let's make it a great day by being kind and generous with everything we have to offer.

Form groups of four learners each. Give each group four small pieces of paper. Then ask them to write the name of their best friend vertically and mention one quality of their friend beginning with each letter of the name. (e.g. SIA: S – sociable, I – intelligent, A – active). Then ask them to share it with their friend. Whole class feedback.

**P.S.** You may have to guide the learners to use positive adjectives only.

Guide them through Enrichment Activity 'My book list for the Year' – Explain that they need to write the name of the books they'll be reading every month. . . . .

..... **ENGAGE** **Listening/Speaking**

**SHOULD DO**   
: 10 MIN.

Ask the learners to look at the person sitting next to them, write his or her name inside the flower and colour the petals. Next, ask them to finish the given sentence.

Let them show it to their partner. . . . .

**EXPLORE** **Writing**

Ask the learners to talk to their partner for two minutes. Let them tell each other about the things they like. It could be playing indoor games, their favourite dish, dress, flower, etc. Tell them to figure out three things that they both like. Then, ask them to write in the blank space in their books. . . . .

**ENGAGE** **Speaking/Writing**

**SHOULD DO**   
: 10 MIN.

**MUST DO**   
: 5 MIN.

**Pre-Reading**

Show flashcards with the new words and phrases (excited, shifted, introduce, worry, Unity, Parade, Banner, Ruined, Dripping, Marches) to be introduced in the lesson to the learners and ask them to read after you. An oral drill will help in reinforcing the correct pronunciation. Then ask them to guess the meanings of the words. . . . .

**EXPLORE** **Reading**

Discuss with the learners how they feel without their friend. Wait for their response. Then introduce them to Sam, the main character of the story. Ask them to look at the picture and describe it. Elicit responses from the learners regarding Sam being sad, other children playing, talking, etc. Ask them to give reason for the same. Whole class feedback. . . . .

**EXPLAIN** **Listening/Speaking**

**SHOULD DO**   
: 5 MIN.

**MUST DO**   
: 15 MIN.

**Suggested Homework:** Read the story and learn the spellings of new words.

**Period 2 (40 min.)**

**Reading**

Provide a model reading with correct pronunciation, pauses and intonation for the learners to follow. Ensure that they follow the voice modulation while reading the dialogues. Once model reading is done, learners can be called out to role-play. . . . .

**ENGAGE** **Listening/Reading**

**SHOULD DO**   
: 10 MIN.

**While-reading**

Explain new words and phrases to the learners. Discuss the story and explain how we feel when we work together with friends, helping each other. Ask the learners to read the story silently. . . . .

**EXPLAIN** **Reading**

Ask questions to test the learners' understanding and ensure that they are listening attentively.


- Who made the colorful banner? •What did they paint on the banner?
- How did they feel about their banner? Were they happy or sad? •What happened to the banner the next day? •What caused the water to drip on the banner? •Did the children give up? What did they decide to do? •Who had a good idea to solve the problem? •What was the idea?

**EVALUATE** **Listening/Reading**

**SHOULD DO**   
: 10 MIN.

**MUST DO**   
: 20 MIN.

Whole class discussion. . . . .

 **eBook** could be used for the learners to read the story.



**Dictionary** could be used to play the word game with the learners and introduce new words.



What will you do if your classmate is feeling sad? Write a few lines explaining the reason for doing so.

- Suggested Homework:**
1. Read the story and learn the spellings of new words.
  2. Frame meaningful sentences for any two words of your choice in the notebook.

**Note:** Please arrange flashcards with vocabulary (words with their meanings) for the learners' activity in the next period.

**Period 3 (40 min.)**

**Vocabulary**

Divide the class into groups of four learners. Give each group flashcards (words with their meanings) to match with. The words can be: Unity, Parade, Banner, Ruined, Dripping, Marches. Instruct them to match and place the cards on the table. Then show them the meaning of each word and ask them to cross-check. Whole class feedback. . . . .

**EXPLORE** **Listening/Speaking** **MUST DO** **20 MIN.**

Tell the learners that they will now read the rest of the story. Provide them a model reading with correct pronunciation, pauses and intonation. Explain the plot of the story. . . . .

**ENGAGE** **Reading** **COULD DO** **10 MIN.**

**In-text Questions:** Ask questions as you read to check the learners' comprehension of the text.

- Why were the children sad?
  - How did the children make the new banner?
- . . . . .
- EXPLAIN** **Listening/Speaking** **SHOULD DO** **10 MIN.**



**Role-Play:** Form groups of four learners each. Guide them to read the dialogues with expression and voice modulation.

**Period 4 (40 min.)**

**Post-reading**

After reading and explanation, ask the learners to read the story one by one loudly with the rest of the group repeating in chorus. . . . .

**EXPLORE** **Reading/Speaking** **COULD DO** **5 MIN.**

**Quick Recap**

Form two teams in the class. Each team will answer the questions based on the lesson. Each correct response gets them a point. The team to score the maximum points, wins. The questions can be:

- Who made the colorful banner?
  - What did they paint on the banner?
  - How did they feel about their banner? Were they happy or sad?
  - What happened to the banner the next day?
  - What caused the water to drip on the banner?
  - Did the children give up? What did they decide to do?
  - Who had a good idea to solve the problem?
  - What was the idea?
- . . . . .
- EVALUATE** **Listening/Speaking** **MUST DO** **15 MIN.**

**360°**

Ask the learners to read the given passage. Explain, integrating the conceptual knowledge of Living and Non-living beings acquired in Science with the story, emphasise upon the value of kindness that is conveyed through this lesson. . . . .

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

**I am a learner**

**I Read and Understand**

**A. Choose correct answer.** After a quick recap of the lesson, learners can be asked to work individually to choose the correct option and complete the sentences. Once they are through, confirm the correct answers and ask them to cross-check. Whole class feedback. **COULD DO**   
10 MIN. **EVALUATE** **Writing**

 Use the **Chapter Summary** to revise the lesson and narrate the sequence of the story.

**Suggested homework:** Frame meaningful sentences with the synonyms, in the notebook.

**Period 5 (40 min.)**

**B. Read the given lines. Answer the following questions.** Read the statements for the learners to understand. Then ask them to read and recall the story to give reference to context. The learners may be allowed to refer to the story and answer. Whole class feedback. **COULD DO**   
10 MIN. **ENGAGE** **Writing**

**C. Write short answers in your notebook.** Ask questions and guide the learners to frame short answers correctly. Accept all relevant answers. After an oral discussion, ask the learners to write the answers in their notebooks. You may write the correct answers on board for the learners to cross-check. **SHOULD DO**   
15 MIN. **EXPLORE** **Writing**

**D. Write long answers in your notebook.** Form groups of four learners each. Ask them to discuss and frame answers. Then, each group representative will read the answers. Class discussion. After an oral discussion, ask the learners to write the answers in their notebooks. **MUST DO**   
15 MIN. **EVALUATE** **Writing**

**Period 6 (40 min.)**

**I Work with Words**

**E. Find five ll words in the word search. Write them in the blank space.** Ask the learners to work in pairs to solve the word search. The pair to finish first receives a STAR. Peer correction. **SHOULD DO**   
15 MIN. **ENGAGE** **Writing**

**F. Fill in the blanks with the opposites of the words given in brackets.** Ask the learners to read the words given in brackets and guess the words opposite in meaning to them. Now, you may read the given passage and ask the learners to fill in the blanks. Whole class feedback. **SHOULD DO**   
15 MIN. **EXPLORE** **Writing**

**I Spell it right**

**G. Circle the st words. Read the words aloud.** First read the words aloud and ask the learners to follow. Then tell them to encircle the words beginning with st. Whole class feedback. **MUST DO**   
10 MIN. **EVALUATE** **Writing**

 **Spelling Activity** could be used to enhance the learners' vocabulary.

**Note:** Please arrange flashcards with groups of words for the learners' activity.

**Period 7 (40 min.)**

**I Know Grammar**

Divide the class into groups of five learners each. Give each group flashcards with groups of words to be put in order. Tell them to put the sentences formed on the table and read (one group at a time). Then write the correct sentences on board and ask them to cross-check. **SHOULD DO**   
10 MIN. **ENGAGE** **Listening/Speaking**

**H. Rewrite these sentences correctly in your notebook.** Explain that a group of words is put in order to frame a meaningful sentence. A sentence always has a doing word. It begins with the capital letter and ends with a full stop/question mark/exclamation mark. Ask the learners to rewrite the sentences. Confirm the correct responses and award a STAR for each correct response. .... **EXPLAIN** **Speaking**

**SHOULD DO**   
10 MIN.

**I. Complete these sentences in your own words.** Read and explain to the class that beginnings are given based on the story. They can be asked to frame meaningful sentences on their own and read aloud. Whole class feedback. Ensure that the learners correct their answers. .... **EXPLAIN** **Listening/Writing**

**MUST DO**   
20 MIN.

 **Animated Activity** could be used to reinforce the grammar taught.

**Period 8 (40 min.)**

**I Listen Carefully**

**J.** Form two teams of the learners. Each team is to answer one part. Ask them to listen carefully and say if the statement is true or false. Read the listening text on page 66 aloud to the class. Once they have identified the sentences to be true or false, have a whole class feedback. .... **EVALUATE** **Listening**

**SHOULD DO**   
15 MIN.

**I Speak Well**

**K.** Form pairs of the learners in the class. Give them cue cards (play, school, colour and holiday) to build the conversation. Explain that they have to use question words—what, which or who to ask questions and the sentence structure to be used is as follows:

- A. What is your favourite dish?
- B. My favourite dish is sambhar and rice.

After practising, they can be asked to present in front of the whole class. Whole class feedback.

**P.S.** Clues may be written in bubbles on board or can be shown through flashcards. .... **EVALUATE** **Speaking**

**MUST DO**   
25 MIN.

**Period 9 (40 min.)**

**I Write Well**

**L. Make a 'Welcome to School' card for Tara.** Give each learner a sheet of paper and guide them to frame a welcome note for their partner, imagining that s/he has just joined the class and they want to welcome her/him. Show them the given format and ask them to follow it. Once they have done it, tell them to give it to their partner. Whole class feedback. Next, guide the learners to make a Welcome card for Tara and write a message in the space provided. .... **EVALUATE** **Writing**

**SHOULD DO**   
15 MIN.

**I am an artist**

This is a home task. Read and explain the way to make a tasty fruit chaat to the learners (as mentioned on page 10). Tell them that they can make fruit chaat and click picture of the same to share in class. Whole class feedback. .... **ELABORATE** **Listening/Speaking**

**COULD DO**   
15 MIN.

### My Secret Journal

This is a home task. Elaborate on how to make the Secret Journal, to the learners. Discuss the significance of expressing their thoughts in their Secret Journal. Ask them to take a coloured sheet and list all the things they do during the holidays, the time spent with their family and paste pictures. Then ask them to paste it in a new notebook – their Secret Journal. Explain that this Secret Journal is to be kept safely for future use. Whole class discussion.

**MUST DO**   
10 MIN.

..... **ELABORATE** **Listening/Speaking**

### Period 10 (40 min.)

#### I am a thinker

**Think and discuss with your partner.** Read the given statements for the learners to think, analyse and answer in their own words. Guide them to narrate their experience or imagine a given situation to answer. Whole class feedback.

**SHOULD DO**   
20 MIN.

..... **ELABORATE** **Speaking/Writing**

#### I am an all-rounder

**A. Write the numbers that come before and after the given numbers.** Show number cards to the learners and ask them to think of the numbers that come before and after the given numbers. Wait for their response. Then confirm the correct answers to be written in the blanks.

**MUST DO**   
20 MIN.

..... **EVALUATE** **Writing**

### Period 11 (40 min.)

**B. Write the following words in the correct columns.** Divide the class into two groups. Group 1 will tell the facts about Living Beings and Group 2 about the Non-Living. For each correct response the group will score 1 point. The group to score maximum points, wins. Then, ask the learners to read the given facts in the box, categorise them and write in the given columns. Whole class feedback.

**COULD DO**   
15 MIN.

..... **ENGAGE** **Writing**

**C. Match the columns to complete the facts about early humans.** Form groups of learners. Give each group sentence strips to match and complete the facts. Wait for their response. Then confirm the correct answers. Whole class feedback.

**MUST DO**   
15 MIN.

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

#### I am a project whiz

This is a home task. Guide the learners to make a project on different forms of greeting across the world. They may write the words on a chart paper and then present the information as a poster.

**P.S.** Inform the learners to only refer to .edu or .org websites to gather information.

**SHOULD DO**   
10 MIN.

..... **ELABORATE**

### Period 12 (40 min.)

#### I love my little book

Demonstrate the way to make a Little Book using an A4-sized sheet to the learners. Then tell them to write synonyms and antonyms used in the lesson.

**COULD DO**   
15 MIN.

Ask them to frame meaningful sentences in their Little Book of Synonyms and Antonyms. They may share their list with each other to cross-check.

**SHOULD DO**   
25 MIN.

..... **ELABORATE** **Writing**

### Period 13 (40 min.)

..... **EVALUATE**

**MUST DO**

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

## Learning Outcomes

### Learners will be able to

- read the lesson fluently with correct pronunciation and intonation.
- use newly learnt vocabulary in conversation with peers.
- listen to longer sentences attentively and talk about the story.
- read the statements and follow instructions.
- talk about their best friend.
- converse with their partner to discuss their likes and dislikes.
- read short sentences from the story and learn to introduce themselves.
- ask questions to get their doubts about the story clarified.
- sequence the events of the story.
- manage their waste while travelling.
- identify 'I' words and complete their word search.
- punctuate sentences with capital letters and full stop.
- frame simple, short and meaningful sentences independently.
- frame sentences by arranging group of words in correct order.
- listen carefully and identify the statements as true or false.
- write a 'Welcome Card' for their friend.
- ask questions using Wh- question words.
- prepare-nutritious snacks independently based on recipes like fruit chaat.
- learn to greet in different languages.
- make their own Little Book of Synonyms and Antonyms.

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

### Starry Knights

Share a memorable incident you had while teaching this unit.

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Give yourself a STAR for being a fantastic teacher!!!