TEACHER'S RESOURCE KIT
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First Published in 2019

Published by Sarvesh Shrivastava, Managing Director, Proficiency Learning Solutions Private Limited

Head Office: A-12, 2nd Floor, Mohan Cooperative Industrial Estate, Main Mathura Road, New Delhi-110044

Registered Office: 99, DSIDC Complex, Okhla Industrial Area Phase-I, New Delhi-110019, India

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Dear Educator

We are delighted to bring to you this Teacher Resource Book for Wow English! This resource book is specially designed for the convenience of the teachers. It provides a wide range of teacher support tips and activities for skill-based hands-on learning. The book contains reproduced pages from the textbook to assist efficient absorption of tips and strategies. Surrounding these pages are suggestions, strategies and answers for the respective topic. The lesson plans are designed to provide step-by-step guidelines for effective classroom teaching and learning in tandem with the content prescribed in the textbook.

The suggested activities and games aim at making learning of the concept more engaging and facilitate lasting retention. They are practical and easy to carry out and can be edited or adapted as per the students’ needs and classroom requirements.

We wish you an enriching, engaging and rewarding teaching experience with the Wow English series.
An Overview

Language learning becomes a natural outcome when we create a language rich environment. The ultimate aim of language acquisition is to prepare self-reliant learners.

Wow English, the ELT series, is based on an approach which progressively leads learners to connect the language to life. It includes a pragmatic presentation of the aspects of the language in adherence to the guidelines of the National Curriculum Framework (NCF) 2005. In addition, the international principles of learning are followed in planning the progression of the various elements in a unit, to ensure that the student gains the most.

Language is a child’s vehicle to the world. The purpose of teaching a language to the child is to equip him/her with the skills to listen, read, write and express effectively. This series has been designed to stimulate a child’s thinking abilities and encourage participatory learning. The programme aims to enable the child to become a self-reliant learner, adept at proper use of the language and good communication.

Age and language-appropriate thematic literature has been selected to stimulate content-based academic learning. This approach is beneficial to young learners because it provides contextual knowledge and cultural information. It offers opportunities to acquire language skills by the use of integrated and thematic curriculum.

**Create a Supportive Learning Climate**

In order to groom the students into fluent and confident learners, we need to focus not just on developing a desire for academic enquiry through a pedagogically sound teaching plan but also, provide a safe and supportive learning environment.

To be comfortable in expressing themselves fully; they don’t want to be scared of making a mistake, and they should be dealt with the utmost compassion.

Practicing a language out loud might expose their weaknesses to their peers and teachers. This might make them hesitate to speak in front of everyone and really hone their language skills. Encourage them to speak up and correct errors carefully (sometimes it’s best to let things slide if the overall sentence is correct).

Though as a teacher, you feel the need to draw attention to certain language errors, yet be mindful of being critical and judgmental. Students need to feel safe and supported in order to express Give them time to form their answers, and patiently wait for a response – don’t move on to another student when you can see that they’re thinking about the best way to answer your question. It is imperative that you reward good work and effort to encourage students to keep learning. As their teacher, it’s your responsibility to create a supportive climate in which they can learn, practice and flourish without fear.
Learning in Action

**Understand**
Construct meaning from the given information and explain ideas or concepts

- Showing
- Naming
- Listing
- Restating
- Finding
- Recognizing
- Choosing
- Matching
- Relating

- Can you recall...?
- Where is...? Who is...?
- Can you list four...?
- How would you describe...?
- How could you explain...?
- Which of these is true...? false...?

**Analyze**
Break down the ideas and concepts into parts and draw connections among ideas

- Classifying
- Investigating
- Dissociating
- Experimenting
- Dividing
- Discovering
- Simplifying
- Differentiating
- Researching

- Why do you think...?
- What is the relationship...?
- Can you compare...? contrast...?
- What idea is relevant to...?
- How would you categorize...?
- What can you infer...?

**Evaluate**
Judge and justify a stand or decision

- Validating
- Debating
- Assessing
- Justifying
- Monitoring
- Prioritizing
- Critiquing
- Selecting
- Rating

- Which is more important?
- Is there a better solution to...?
- Can you defend...?
- What are the pros of...? cons...
- Why is... of value?
- How would you feel if...?

**Remember**
Recall or retrieve from the learnt facts and concepts

- Restating
- Finding
- Recognizing
- Choosing
- Matching
- Relating

**Apply**
Carry out procedures or use information in new situations

- Practicing
- Choosing
- Planning
- Implementing
- Operating
- Developing
- Interviewing
- Solving
- Generalising

- What would happen if...?
- How could you clarify...?
- Who do you think...?
- Which approach would you...
- How would you use...?

**Create**
Combine ideas to produce a new or original work

- Building
- Combining
- Formulating
- Constructing
- Divising
- Improving
- Changing
- Adapting
- Producing

- What is an alternative...?
- Could you invent...?
- Can you compose a...
- What is your theory about...
- How can you imagine...
- What could you design to...?
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LESSON TARGETS

Getting Started and Listening
- Describe and outline a family outing
- Vocabulary development: identify and spell the names of things on a beach
- Follow simple narrative and descriptions
- Listen for details
- Recall information

Phonics
- Identify the /a/ sound
- Pronounce and spell /a/ sound

Language Ladder
- Explain consonants and vowels
- List five vowels
- Use of vowel sound

Reading
- Grasp meaning of words, phrases and sentences in context
- Predict outcome
- Develop correct reading habits
- Comment on the passages read

Understanding
- Recapitulate the text
- Answer questions based on the text

Vocabulary
- Identify and form joined words

Language Ladder
- Identify vowels and consonants

Speaking
- Speak confidently
- Introduce oneself

Writing
- Write about oneself

Celebrating Poetry
- Recite a poem with proper rhyme and intonation

Poem Appreciation
- Answer questions based on the poem

Enrichment
- Develop an understanding of common emotions

I Can Read
- Read a text independently
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| 3     | Phonics: Words with the short /a/ sound   | • Read and identify words with the short /a/ sound. (Page 8-9).  
• Identify and colour words with and without the short /a/ sound.  
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• Read along  
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There are yellow curtains on the window.
The bed has a green bed sheet.
There is a pink pillow on the bed.
The blanket is pink in colour.
There is an orange lamp next to the bed.
Reading Cafe

Answer Key
mat, van, jam, cap, bat, dad.
rat and can are not in the picture

Communication:
Listening actively, utilising clear and articulate speech

Critical Thinking:
Making connections

Teaching Trail
Play one sentence from the listening audio. Allow time for children to colour the item mentioned before moving to the next sentence.

Reading Cafe

Sound: Short /a/ or (/æ/)
Name: Front unrounded vowel
Pronunciation: The tongue is positioned low near the front of the mouth, just behind the bottom front teeth; lips are unrounded (stretched)

Teaching Trail
Demonstrate the short /a/ sound, ask students to repeat after you.
Read the given words and ask students to read the words aloud with you several times. Demonstrate to students what they must do. Ask students if they can see a mat in the picture. Point out that the family is sitting on a mat. Ask students to circle the word ‘mat’ in their textbooks. Ask them to read the rest of the words and circle them if they are in the picture.

Differentiated Learning:
Level 1: Carry out the activity as given above.
Level 2: Ask them to give new words with the short /a/ sound.
Level 3: Ask them to give words with and without the short /a/ sound.

Activity 2
Divide the class into two groups. Tell students you will call out a word, and students have to say yes for words that have the short /a/ sound and no for words that do not have the short /a/ sound. Groups take turns to answer. Write each correct answer on the board. Words to call out: hat, sat, fat, cat, pat, fan, man, ran, lap, map, tap. Words without the /a/ sound – pin, tin, bed, red, met, got, but, hut.
All these words are short /a/ sound words.
Teaching Trail

Read the instruction and explain what students have to do.
Allow the class time to complete the activity. Move around the class as students complete the activity; help them if and when required.
Check answers by asking students around the class. Write answers on the board for the rest of the class.

Answer Key
Short /a/ Sound Words (to be coloured orange)
nap, had, map, dad, man, bat, sad, tap, rat, pan

I am a cat.

Critical Thinking: Making connections, Understanding and applying a concept

Teaching Trail
Have students recite the alphabet. Write the letters on the board as they recite. After all the letters have been written, circle the vowels. Tell the class they are called vowels and the rest of the letters are called consonants. Have students recite the five vowels. Hold out your hand and assign a vowel to each finger as shown in the coursebook. Have students assign one vowel to each finger of their hand. Tell them to stretch their fingers as you do. Touch each finger and speak the vowel assigned to it. Let students repeat the exercise on their own.

Language Ladder
Vowels and Consonants

There are 26 letters in the English alphabet. These letters of the alphabet can be divided into vowels and consonants.
The fist holds the vowels together.
The five vowels

Activity 3
Ask students to write their name and the name of the person sitting behind them on a piece of paper. Then students count and write the vowels and consonants in the names. Let each student share what they wrote in the class. Then write several words on the board and ask students to say how many vowels and consonants each word has.

Differentiated Learning:
Level 1: Perform the activity as given above.
Level 2: Ask them to perform the activity and also give a word with a specific number of vowels and consonants.
Level 3: Ask them to perform the activity and also give a word with two of the same vowel or consonant.
Variation

Ask the students to write their name and the name of the person sitting behind them on a piece of paper. Then the students count and write the vowels and consonants in the names. Let each student share what they wrote in the class.

Divide the class into two groups, the teacher asks for a word that has a given number of consonants/vowels. The group which gives the correct answer first gets a point.

The consonants fall apart without the vowels.

Creativity
• Generating original ideas
• Seeking appropriate modes to produce a work that is visually appealing

Communication
• Articulating thoughts
• Speaking confidently

Skills in focus

Pre-Reading

Build your own sandcastle. Draw the outline of the sandcastle. Also, draw its gates and windows. Colour the sandcastle.

Teaching Trail

Show the students the picture of the sandcastle on page 7. Ask questions about sandcastles:

Have you ever build one or seen one? Where? What was used to build it?

Direct their attention to the activity in the book. Tell the students to draw the outline and then draw its windows and gates.

Instruct them to colour the pictures they have drawn. They can even name their sandcastle.
• Draw students’ attention to Panel 1. Ask questions given for Panel 1.
• As the text is read in the class:
• Take breaks and ask the comprehension questions given beside the text.
• Draw students’ attention to the highlighted words and their pronunciation. Explain difficult words.
• Point out the different expressions and explain their meanings – **Hey** and **Look** are used to draw attention; **Sure** is used when we agree to do something, and **Wow** is used when we think something is very nice.
• Focus on **short /a/ sound** words that are highlighted in the text.
• Encourage students to think of new words with the short /a/ sound and share them.

**Panel 1**

**Comprehension Questions:**
• Where are Anita and her family?
• Who are the people standing behind Anita and her bother?
• What does Anita have in her hands?
• What is Anita’s mother wearing on her head?
• Why have they come to the beach?
• What will Anita and Rohan do on the beach?
• Write the answers on the board and ask students which of them has the short /a/ sound.

**Open ended Questions:**
• Have you ever been on a beach?
• What did you see there?
• What do people do there?
Read the text in the first panel and ask students to identify short /a/ sound words (can, catch).

**Panel 3**

**Comprehension Questions:**
• Have Anita and Rohan built a sandcastle?
• Whose room are Anita and Rohan talking about?
• What will grandma and grandpa do?

**Open ended questions:**
• Who tells you stories at home?
• Which is your favourite story?
**Reading Café**

- **Modelled Reading**: Read the chapter at an appropriate pace while students follow in their books.

- **Shared Reading**: Read the chapter and ask students to (whole class/groups) repeat each sentence after you. Explain new/difficult words. Focus on commonly mispronounced words and demonstrate their correct pronunciation. Draw attention to short /a/ sound words.

- **Guided Reading**: Read small parts/sections of the text. Explain each section. Ask comprehension question to check understanding.

- **Independent Reading**: Ask individual students to read parts of the text so that the whole text is read again. Ask open ended questions.

---

**Panel 2**

Explain the meaning of the word ‘shovel’, show picture if necessary (page 12). Draw attention to the pronunciation of the words ‘build’ and ‘shovel’.

After the second panel has been read, ask questions to check comprehension:

- What does Anita have?
- What do they want to build?

**Open ended questions:**

- Will Anita and Rohan be able to build a sandcastle?
- What else can they do at the beach?

---

**Panel 4**

**Open ended questions:**

- Do you put your toys back in their proper place after you finish playing?
- Where do you keep your toys?
- Talk about your favourite toy/toys.

**Suggested Activity**: Ask students to underline as many vowels as they can. Allow time for students to find and underline vowels. Let students count the vowels and share them in the class.
Comprehension questions:
• What is a basement?
• What can Anita and Rohan play in the basement?
• How can they reach the basement?

Open ended questions:
• What games do you play at your home?
• Who do you play with?
• Does your house have a basement?

Teaching Trail

• Recapitulate the story with the students.
• Ask them simple questions based on the text with answer prompts.
• For each question call for 3 different answers from 3 different students. That way, each student tries to give a better answer, someone combines 2 previous answers, and someone gives a whole new idea of the context.

Integrated Learning: Ask the class to name a few things they can see on a beach. Ask students to name some animals, activities they can see on a beach. You can even show their pictures to the class. Steer the discussion towards the problem of litter and garbage on beaches of India.

Answer Key

1. a. ✓  b. ✗  c. ✓  d. ✓  e. ✓

2. a. sandcastle  b. shovel, bucket  c. staircase, basement

Comprehension questions
• What does Rohan have in his hands?
• What do you see behind him?

Open ended questions:
• Why are the children’s parents calling them?
• What will happen to the sandcastle when the children go away?
• Ask students to underline all the double letter words on pages 11 and 12.

Integrated Learning: Ask the class to name a few things they can see on a beach. Ask students to name some animals, activities they can see on a beach. You can even show their pictures to the class. Steer the discussion towards the problem of litter and garbage on beaches of India.

Understanding ☀

1. Tick (✓) the correct sentences.
   a. Anita and Rohan go to a sandcastle with their family. ✗
   b. They see a dog at the beach. ✓
   c. Anita has a shovel and a bucket. ✓
   d. They build a sandcastle at the beach. ✓
   e. They decorate the sandcastle with shells. ✓

2. Fill in the blanks to answer the questions:
   a. What do Anita and Rohan do at the beach?
      Ans. Anita and Rohan build a sandcastle at the beach.
   b. What do they use to build the sandcastle?
      Ans. They use a shovel and a bucket to build the sandcastle.
   c. Where does the staircase go?
      Ans. The staircase goes to the basement.
Write the word ‘classroom’ on the board. Ask students if they can see two words in it? Divide the word into two and write on the board. Write few more examples (handbag, hairbrush, sunflower, toothbrush) and introduce the term ‘joined words’. Read the text in the coursebook. After the definition has been read, give a few examples. Ask questions to assess students’ understanding.

**Vocabulary**

**Joined Words**

**Read the sentence.**

_The sandcastle is decorated with seashells._

The words in colour have two words joined together.

sandcastle: sand + castle  seashells: sea + shells

When two words join together to form a new meaningful word, the new word is called a joined word.

1. **Join the words to make joined words.**
   - a. foot + ball - ____________
   - b. chalk + board - ____________
   - c. shoe + lace - ____________
   - d. note + book - ____________
   - e. stair + case - ____________
   - f. play + ground - ____________

2. **Draw a line to join 2 words together to make a joined word.**

![Images of joined words: lady + fly, butter + bow, dog + bug, rain + house]

3. **Write the joined words formed above:**
   - a. ____________
   - b. ____________
   - c. ____________
   - d. ____________

---

**Activity 4**

- Ask students to find four joined words in the Reading section. Ask them to draw pictures and write the words they found in their notebooks
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**Skills in focus**
- Critical Thinking
- Understanding
- Communicating

**Answer Key**

1. vowels (to be coloured yellow): a, e, i, o, u
   consonants (to be coloured pink): l, n, o, t, r, h, m, b

2. Boxes to be coloured: X, H, N, T, M

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**Social Skills**
- interacting with others
- communicating
- collaborating with others
- listening effectively

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**Teaching Trail**

Recapitulate the topic. Assign different sections of the chapter to pairs of students and ask them to identify vowels in them.

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**Practising Grammar**

**Vowels and Consonants**

1. Colour the seashells that have vowels in yellow. Colour the ones with consonants in pink.

2. Take the starfish to the sea. Colour the consonant boxes to show the way.

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**Speaking**

**Introducing Oneself**

What do you say when you meet someone? How do you introduce yourself?

Hello! I am Anni. I am six years old. I live in Mumbai.

Hello! I am Rita. I am seven years old. I live in Delhi. I am in Grade 3.

Get into pairs and introduce yourselves to your partners.

---

**Teaching Trail**

- Read the question and explain what students need to say about “myself”.
- Tell students what an introduction is. Ask: What do you say when you meet someone? Should you tell them your name? What else can you tell them about yourself? – Age, where you live? Elicit answers from the class.
- Read the dialogues in the book and ask students to follow. Then introduce yourself to the class.
- Ask students to read and fill in the help box. Assign a partner to each student and have them introduce themselves. Encourage students to speak without looking into their books.
- Ask some students to introduce themselves to the class.
Remind students what an introduction is and how they introduced themselves earlier.

Tell them that they are going to write about themselves.

Read the instructions aloud and explain what is to be done, helping students through each section if needed.

Teaching Trail

- Remind students what an introduction is and how they introduced themselves earlier.
- Tell them that they are going to write about themselves.
- Read the instructions aloud and explain what is to be done, helping students through each section if needed.

Variation

- Have all students sit in a circle. Hold a ball and tell the students they will be introducing themselves to their classmates by saying their name and stating their favorite thing to do. They can also say the things they like about themselves.
- Start the activity by introducing yourself and stating your favorite thing to do. Pass the ball to the next person, encouraging them to do the same.

Activity 5

Recite the following rhyme to children:

**I’m Glad I’m Me**  -Original Author Unknown

No one looks the way I do.
I have noticed that is true!
No one walks the way I walk.
No one talks the way I talk.
No one plays the way I play.
No one says the things I say.
I am special! I am ME!
There’s no one else I’d rather be!
I like / I don’t like

Have children stand. Say, “If you like the color red, jump.” or “If you like beans, sit down.”, etc. As a child says the statement, the rest of the class responds by performing the action.
Communicating:
Articulating thoughts: written and oral
Creativity:
Thinking creatively  Working creatively with others
Social Skills:
Interacting with others

Skills in focus
• Creative Thinking
• Analysis
• Communication

Teaching Trail
• Read the poem with rhythm, rhyme and intonation.
• Explain words like special (important and great), too (also), grandma and grandpa.
• After the poem has been read once, divide the class into groups of four. Have each student in a group read aloud two lines each. After every group is finished reading ask students which group’s recitation they liked the most.

Activity 6
• Write these words from the poem on the board one by one – you, care, fun. Ask the groups formed earlier to write as many rhyming words as they can for the words written on the board. Give them enough time to write them. Have the groups read the words they have written.

Family is Special
Families are people who care about you.
My family is special
Your family is too

Mother and father,
And sister and brother
Grandmas, grandpas and many others,
It is so much fun to be together!

Poem Appreciation
1. Circle the activities that you do with your family.

2. Read the sentences. Tick the correct ones. Cross out the wrong ones.
   a. Family members care about you.
   b. Everybody has a special family.
   c. The poet has a small family.
   d. A small family is a special family.
   e. It is fun to be with our family.

Answer Key
2. ✓ Family members care for us.
   ✓ Everybody has a special family.
   ✗ The poet has a small family.
   ✗ A small family is a special family.
   ✓ It is fun to be with our family.
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Let the students read the I Can Read text independently and identify the short /a/ sound words.

Teaching Trail

• Read the text without naming the expressions and have students note the expressions on the faces of the children in the picture. Draw attention to the eyebrows and the mouth and describe how they change shape with different expressions.

• Prompt them to complete your sentences. Elicit the right responses.

• Ask students to write how they feel in their books and draw the expression in the space provided. Show them how they can make a smile, sadness or anger.

• Read the next instruction and explain what students have to do.

• Read the sentence “Aarav gets a gift.” Ask students how they would feel if they got a gift. Elicit the right response and have them write it in the blank. Do the same for the other two sentences.

Family Tree:

Students make a chart about their family members. It should have:

• drawings or pictures of their family members, beginning with grandparents, parents, uncles and aunts, sisters and brothers.

• each person’s name, their relationship to them.

Ask students to share their charts in class and describe their favourite family member.

Activity 7

• Enact five emotions (happy, sad, angry, afraid and surprised).

• Ask students to guess each of the emotion enacted by you.

• Ask when they feel these five emotions.

• Give student different situations and ask them to enact them for the class.

Teaching Trail

Let the students read the I Can Read text independently and identify the short /a/ sound words.

PROJECT WORK
Activity 1: Phonics and Spellings
1. a. ask  b. c@n  c. art  d. b@g  e. b@ck
   f. th@t  g. cl@p  h. h@ve
2. ant  van
3. Answers may vary. Accept all appropriate responses.

Activity 2: Understanding
1. 
   - Anita
   - Rohan
   - Mother/Mummy
   - Father/Daddy

2. 
   Column A
   - Column B
   - to play
   - to make a sandcastle
   - to tell stories

3. a. Anita and Rohan
   b. on a beach.
   c. a sandcastle.

Activity 3: Vocabulary
- butterfly
- football
- rainbow
- sunflower
- toothbrush
- doorbell
- cupboard
Activity 4: Grammar

Vowels (red): O, E, I, U, A

2.
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<tr>
<th></th>
<th>Vowels</th>
<th>Consonants</th>
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</thead>
<tbody>
<tr>
<td>a. alphabet</td>
<td>a, e</td>
<td>l, p, h, b, t</td>
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<tr>
<td>b. telephone</td>
<td>e, o</td>
<td>t, l, p, h, n</td>
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<tr>
<td>c. computer</td>
<td>o, u, e</td>
<td>c, m, p, t, r</td>
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<tr>
<td>d. aeroplane</td>
<td>a, e, o</td>
<td>r, p, l, n</td>
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Activity 6: Picture Comprehension

✓ The boy is playing with a ball.
✓ The girl is driving a car.
✓ The girl is sleeping.
✓ The boy is writing.
LESSON TARGETS

Getting Started and Listening
• Picture Comprehension
• Listen for details
• Recall information

Phonics: Short /i/ sound
• Identify words with the short /i/ sound
• Pronounce and spell words with the short /i/ sound

Language Ladder
• Explain the ABC order of naming things
• Emphasize on the importance of this order
• Use ABC order

Reading
• Grasp meanings of words, phrases and sentences in context
• Predict outcome
• Develop correct reading habits
• Read for pleasure

Understanding
• Picture comprehension
• Identify and recall information
• Learning by doing

Vocabulary
• Explain and list related words

Practising Grammar
• Arrange words in the ABC order

Speaking
• Use sentences to describe objects

Writing: Answering Questions
• Answer questions using complete sentences

Celebrating Poetry: First Day at School
• Read a poem with proper rhythm, intonation and pronunciation
• Explain the importance of going to school

Poem Appreciation
• Answer questions based on the poem

Enrichment
• Learn about classroom rules and manners
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<td>• Pre-reading exercise</td>
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<td>Poem Appreciation</td>
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Activity 1

- Talk about students’ first day at school in Grade 2.
- Ask: Were you excited? How did you feel on meeting your friends after so many days?
- Discuss the new things that students saw at school.

Optional Activity

- Take students around the school. Show them the different classes, labs, library etc.
- Explain the importance of each area.

Activity 2

Divide the class into groups of five. Write 6 to 8 questions on the board that ask students to list things about their art class. For example: What did you learn in your art class? What do you like about your art class? What do you not like about your art class? What do you want to learn in your art class? Name five things found in the art class. Name five things not found in the art class. And so on. Each group has to answer one question and must list 5 things. Accept all reasonable answers from students.
Danish is a cheerful boy.
He has round eyes and a big smile.
Jia has curly hair. She ties her hair in two braids.
Shreya has short and brown hair. She wears a hair band.
Nidhi wears spectacles. She has a cute smile.

Meeta has many friends. Listen carefully to their descriptions.
Identify and write the name for each of her friend:

a. _____  b. _____  c. _____  d. _____

Phonics Fun Aa Short /i/ Sound

Read the words aloud. They all have the short /i/ sound.

1. Colour the words as instructed:
   Short /i/ sound     blue
   Other words    orange

   win    six
   wig    big
   dig    pin
   tin    dip

   Read the words aloud.

Teaching Trail

Demonstrate the /i/ sound to students; pronounce the sound and ask students repeat after you.
Tell them this is called the short /i/ sound. Point to and read each of the words given in the text two to three times and ask students to repeat after you.

Communication:
Listening actively
Critical thinking:
Making connections

Skills in focus

Sound: Short /i/sound words
Name: monophthong : near-close front unrounded vowel
Pronunciation: The lips are relaxed and the centre of the tongue is near the soft palate of the mouth for this sound.

Activity 3

Write words with the /i/ sound and the /a/ sound randomly on the board. Divide the class into two groups.
Name one group the ‘/a/ sound group’ and the second group ‘the /i/ sound group’. The ‘/a/ sound group’ copies words with the /a/ sound in their notebooks while the ‘/i/ sound’ group copies words with the /i/ sound. The group that has maximum correct answers is the winner.
Some of the words that can be written on the board are: ink, tin, pin, bib, fin, tip, bad, had, dad, tap, gap, ran, etc.
**Critical Thinking:** Understanding and applying a concept

**Activity 4**

Make 2 sets of flashcards of all the letters and divide the class into two groups. Give one flashcard to each child randomly. Ask students in each group to arrange themselves in ABC order as quickly as possible. The group that does it fastest is the winner.

**Differentiated learning**

- **Level 1:** Same as activity 4
- **Level 2:** Distribute flashcards with words written on them. Ask all students to arrange themselves in ABC order as quickly as possible.
- **Level 3:** Distribute flashcards with pictures of various things. Ask students to stand such that the words for the pictures are arranged in ABC order.

**Creativity:** Generating original ideas

**Communication:** Expressing thoughts with words and images

**Teaching Trail**

- Ask students to sing the alphabet song and sing along. Ask why they sing the song in a certain order. Explain that each letter has a fixed place and an order is always followed while writing them.
- Ask students to write the letters in the ABC order.
- Ask students randomly what comes after what by writing missing letter on the board.
- Draw pictures/write names of common objects and ask them to number the pictures according to the ABC order.
- Ask students to join the dots to complete and colour the picture on the right.

2. Read the poem aloud. Circle the short /i/ sound words.

   I am a little spider,
   Watch me spin.
   If you will be my dinner,
   I will let you in.
   I will spin a web to hold you tight,
   and gobble you up in one big bite!

**Language Ladder**

There are 26 letters in the English alphabet. They are always arranged in a particular order called the ABC order.

\[
\begin{align*}
A & \quad B & \quad C & \quad D & \quad E & \quad F & \quad G & \quad H & \quad I & \quad J \\
K & \quad L & \quad M & \quad N & \quad O & \quad P & \quad Q & \quad R & \quad S & \quad T \\
U & \quad V & \quad W & \quad X & \quad Y & \quad Z
\end{align*}
\]

Join the dots in ABC order to complete the picture.

**Pre-Reading**

What does your school building look like? Draw it here.
Before the text is read in class, ask students to work in pairs and predict the story based on its title.

As the text is read in the class:
- Draw students’ attention to the highlighted words and their pronunciation; explain difficult words.
- As you read, ask comprehension questions given beside the text.
- Focus on words with the short /i/ sound that are highlighted in the text. Encourage students to think of new words and share them.
- Ask/discuss the questions raised before reading the text.

Panel 1

Comprehension Questions:
1. What are the children doing in the picture?
2. Who is helping the children?
3. What are handprints?
4. What can we use to make handprints?

After the page has been read, ask students to find words with the letter ‘i’ that do not have the short /i/ sound.

Reading Café
- **Modelled Reading:** Read the chapter at an appropriate pace while students follow in their books.
- **Shared Reading:** Read the chapter and ask students to (whole class/groups) repeat each sentence after you. Explain new/difficult words. Draw attention to short /a/ sound words.
- **Guided Reading:** Read small parts/sections of the text. Explain each section. Ask comprehension questions to check understanding.
- **Independent Reading:** Ask individual students to read parts of the text so that the whole text is read again. Ask open ended questions, have class discussions and resolve students’ queries.
Before reading the page ask students to look at the picture and guess what the children have drawn on their sheets.

Read the text. Write difficult words on the board (peacock, feathers, spider, crab, beautiful) and help students read them correctly. Explain their meanings.

**Comprehension Questions:**
1. What did Vinay make with his handprint?
2. What did Sam make with his handprint?
3. What did Ryan make with his handprint?
4. Was the teacher happy to see the pictures?

**Open ended questions:**
1. Name a few things that you can draw with handprints.
2. What kind of colours can be used for making handprints?

**Integrated Learning:** Talk to the students about visual arts such as painting, sculpture. Introduce them to woodblock printing (link for reference: https://artsandculture.google.com/exhibit/QQ7n-PQc) and show different works of woodblock art.
1. **Fill in the blanks with the help of the picture clues:**
   a. The _________ guides the students to make handprint art.
   b. The _________ make animals with handprints.
   c. They use _______ and _______ to make handprint art.
   d. Ryan makes a giant ________ with his handprint.
   e. Vinay makes a _________ with his handprint.

2. **Look at the pictures. Complete the crossword puzzle.**

   **Answer Key**
   
   **1. Fill in the blanks:**
   a. teacher
   b. children
   c. hands, colours
   d. spider
   e. peacock

   **Crossword Clues**
   
   **Across:**
   2. Ruler, 4. Scissors, 6. Folder, 8. Pen
   
   **Down:**

---

**Teaching Trail**

Explain what a crossword is. Tell students that they have to look at the pictures and write one letter of each object in one box of the crossword.

**Skills in focus**

- Critical Thinking: Reflecting, evaluating and concluding
- Communication: Speaking clearly, Responding, Expressing thoughts with words and images
3. Answer the following questions.
   a. What do the students learn in the class?
   b. Name the colours that the peacock handprint has.
   c. What does the teacher say about the handprinted animals?

4. What other things can you make using handprint art? Make handprint art in the box. Decorate it with crayons and colour pens.

Answer Key

3. Answer the following questions.
   a. Students learn to make handprints in the class.
   b. The peacock handprint is coloured blue and green.
   c. The teacher says the handprints are beautiful and all the animals look real.

4. Animals like a giraffe, a butterfly, the sun, Santa Claus.
Activity 5

Divide the class into four groups. Name them ‘Car’, ‘Aeroplane’, ‘Ship’ and ‘All’. Divide the board into four parts and name them according to the names of the groups. Ask students of each group to say a word related to the name of their group. Write the words on the board. The group named ‘All’ has to give words that are common to all the first three groups.

Variation: Ask students to name the things they see in the classroom. Write them on the board as they name them. From the words written on the board, ask students to pick out words that are related to classroom. Circle the related words as students say them.

Teaching Trail

Choose the words for each word box. Write them.

PARTY:
- sandcastle
- map
- dance
- seesaw
- backpack
- cricket
- car
- beachwear
- cake
- music
- seashells
- slide

TRAVEL:
- party: dance, cake, music,
- travel: map, backpack, car,
- playground: seesaw, cricket, slide
- beach: sandcastle, beachwear, seashells

Activity 5 Answer Key

Communication: Linguistic, Using appropriate vocabulary
Critical thinking

Skills in focus

Teaching Trail

- Before introducing the topics talk about the things that students bring in their bags. Write a list of these words on the black board. Now explain how those words are related to each other.
- Explain that words which belong to the same group or family are called related words.
- Now read the word ‘art’ and the words related to it in the coursebook. Ask students if they can come up with more related words for art.
- Tell students to read the words related to ‘classroom’.

Vocabulary Related Words

- watercolours
- crayons
- drawing sheets
- coloured pens
- paintbrush
- teacher
- school bags
- pencil
- chalk board
- students

Choose the words for each word box. Write them.

PARTY:
- sandcastle
- map
- dance
- seesaw
- backpack
- cricket
- car
- beachwear
- cake
- music
- seashells
- slide

TRAVEL:
- party: dance, cake, music,
- travel: map, backpack, car,
- playground: seesaw, cricket, slide
- beach: sandcastle, beachwear, seashells

Teaching Trail

Read out the words in the box and make sure students understand their meanings. Tell students that they must write related words under each heading in the space provided.
Critical Thinking: Applying a concept, making connections, making decisions and determining relationships

Teaching Trail

• Recapitulate the alphabet song in the class.
• Tell them the importance of writing in order and how to arrange the names, words in alphabetical order.
• Read out the names of students from the attendance register focusing on ABC order.
• Let them attempt the exercise independently and discuss answers once they are done.

Answer Key
Alia, Eshan, Gaurav, Isha, Jia, Karan, Nidhi, Paras, Ryan, Shreya

Communication:
Listening actively, Speaking Confidently

Creativity:
Generating original ideas

Critical Thinking:
Applying a concept

Activity 6
Ask students to describe other things in the picture. Provide hints and prompts such as: This is Meeta’s tie. It is ...
• Read the instructions. Tell students to describe the things they have to their partner. Talk to students about words that are used to describe things. Give examples of words for colour, shape and size.
• Ask each pair to describe what they have to the class.

Variation: Ask students to collect 2 things each from their bags, the classroom, and the playground, etc., and describe them.
Answering Questions

Answer the following questions about your school:

a. What is the name of your school?
   ________________________________

b. How do you go to your school?
   ________________________________

c. Write the name of your class teacher.
    ________________________________

d. What is your favourite place in the school?
   ________________________________

e. How many students are there in your class?
   ________________________________

Answer Key

a. The name of my school is.....
b. I go to school ....
c. The name of my class teacher is.../My class teacher is ..... 
d. My favourite place in school is....
e. There are .....  
Accept other reasonable answers with complete sentences.
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Skills in focus

Communication: Listening Actively
Critical Thinking: Reflecting, evaluating and concluding

Teaching Trail

• Ask students about their first day at school.
• Explain why going to school is important.
• Read the poem with rhythm, rhyme and intonation. Speak slowly so students can follow in their books. Read each line and ask students to read it again together. Guide them with correct pronunciation and diction.
• Explain the poem focussing on difficult words – golden rules (most important rules); rhymes (poems); glue (used to stick things), look forward (to be happy and excited about something that is going to happen), and so on.

First Day at School

It’s my first day
At the new school.
I will make friends
And learn the golden rules.
How to write numbers
And to add and subtract,
That ‘B’ for ‘Bat’ comes
After ‘A’ for ‘Act’.
I’ll learn lots of rhymes
And many activities shall I do,
For Art and Craft I’ll
Use colours and glue.
I love my school
And the games we play,
And I always look forward
To come back the next day.

Activity 7

Divide the class into groups of 5 or six. In each group, ask one student to read out the poem. At the first pause, mistake or repetition another student takes over and continues to read the poem. Make sure all students in each group get a turn to read.

Teaching Trail

Explain to students what they must do. Show them how they can look for the words by doing the first one with the class (WRITE).

Answer Key

1. Answers may vary.

WORD SEARCH BOX

Answer:

A D
L P
S U
F J
C R
P L

W R I T E
A D D X R
T R A C T
L E A R N
A F T D C G
K D S W
This is Meeta’s class. The teacher has gone out for some work. Look at what these children are doing in her absence. Discuss the answers of the questions in the class:

a. What are the children doing?
b. Are they doing the right thing?
c. Do you do the same in the absence of your teacher?
d. What is your advice for them?

Say it. Connect it. Write it. Read it. One has been done for you.

Say  | Connect | Write and Read
--- | --- | ---
S C I N | T I S | SIT
F I P | T I S | SIP
R C N | B I S | P
K I N | L P D | B
D I O | T I P | K
I M D | P L W | L
D | T |

Teaching Trail

Draw students’ attention to the first picture. Ask: What is the boy doing? (sitting, drinking juice). How is he using the straw? (to sip).

Show learners that how to connect the letters to get the two words SIT and SIP. Point out that all the words in this exercise are words with the short /i/ sound. Similarly, discuss the other pictures, but allow students to complete the exercise in pairs.

Answer Key

a. The children are playing in the classroom.
b. No, they are not doing the right thing.
c. No, I do not play in class during the absence of my teacher.
d. Children should sit quietly and wait for their teacher.

Activity 8

Divide the class into four groups. Tell students that you are going to prepare a class rules chart and you need their help. Each group needs to contribute and help you write down the rules when their turn comes. Groups speaking out of turn will lose their turn to speak.

Answer Key

PIN, BIN  KID, LID  DIP, TIP
Ask students to draw the mode of transport they use to come to school. Ask them to write one or two sentences to describe their drawing. Let each student shows his drawing to the class and read out the sentences describing the drawing. The teacher can also put up questions to students about their means of transport. Such as:

- How many wheels does the transport have?
- What is the colour of the transport?
- Is it fast or slow?
- How many seats does it have?
- What does it run on?
- Who drives it?

PROJECT WORK

Workbook Unit 2 Answer Key

Look and Read: Ask learners to read the words in the box as a whole class/group drill.

**Activity 1: Phonics and Spellings**

1. a. kid  
   b. big
   c. dip
   d. sit
   e. skin
   f. chin
   g. thin
   h. twin

2. Pictures to be coloured: lid, ring, milk, ship.

3. Answers may vary. Accept all answers with the short /i/ sound.
   Examples: nib, tip, sit, bit, fit, fin, tin.

**Activity 2: Understanding**

1. a. peacock  
   b. spider
   c. fish
   d. crab

2. a. handprint art  
   b. colour pens and crayons
   c. brown
   d. Orange
   e. beautiful

**Activity 3: Vocabulary**

furniture: Sofa, table, bench, chair  
garden: flowers, trees, birds, grass

**Activity 4: Grammar**

1. books, friends, lunch, math, pencil, recess, school, students, teacher, work

2. Arts, English, Hindi, Maths, Science
**Activity 5: Writing – Accept all reasonable answers.**

This is me: My name is ..... 

This is my lunch: I like to share it with my friends. 

This is my new friend: She has just joined our school. /Her name is ...... 

This is my teacher: She teaches us very well. / Her name is..... 

This is my classroom: I like to keep it clean. /It is very big. 

This is my school: I learn a lot in my school. / I like to go to school. 

**Activity 6: Picture Reading:** 

1. There are four children at the desk. 
2. They are studying. 
3. They are studying maths. 
4. Yes there is one girl who is not doing any work. 
5. a. blackboard       b. abacus       c. window       d. books
LESSON TARGETS

Getting Started and Listening
• Vocabulary development
• Listen for details
• Think independently

Phonics
• Identify the short /e/ sound
• Pronounce the /e/ sound
• Read and write words with the short /e/ sound

Language Ladder
• Identify capital and small letters
• Learn when to use capital letters

Reading
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits
• Read for pleasure

Understanding
• Recall the information read earlier
• Answer questions in complete sentences

Vocabulary
• Identify rhyming words
• Write rhyming words

Practising Grammar
• Identify and correctly use capital letters

Speaking
• Imitate animal sounds
• Speak about oneself
• Discuss animal cruelty

Writing
• Recall details about a story read before

Celebrating Poetry
• Read a rhyme with proper rhythm and intonation

Poem Appreciation
• Answer questions based on the poem

Enrichment
• Think and write about animals that help us

I Can Read
• Read the text independently and identify short /e/ words
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**Critical Thinking:** Logical thinking, Communicating: Linguistic, Interpersonal

**Teaching Trail**

- Ask students to join the dots with a pencil. Let them identify each animal. Tell them that an acorn is the seed of an oak tree and is dark and light brown in colour. Ask them to colour all pictures.
- Ask the students if they have heard any animal story.

**Activity 1**

- Divide the class into 5 groups. Name the groups: Acorn, Chicken, Duck, Fox, and Hen.
- Each group answers five questions about the animal assigned to them. Questions: Where does it live? What is its colour? Is it big or small? Is it friendly? What does it like to eat?

---

**Answer Key**

**Crossword Puzzle**

1. WEB  2. BED  3. DEN  4. NET  5. TEN  6. HEN  7. WET  8. JET

**Rhyming Words:**

1. red  2. web  3. west  4. pen  5. net  6. nest  7. hen
1. I cry but I don't have eyes.
2. I have many trees. I am home to many animals.
3. The lion lives here.
4. I am the king of the jungle.

**Answer Key**
1. cloud  2. sky  3. den  4. lion

**Listening Text**
Listen carefully to the riddles. Fill in the blanks. Use the pictures for help.

**Phonics Fun**
Read the dialogues to find the words with the short /e/ sound.

Read some more words with the short /e/ sound.

1. Complete the crossword with the help of the given pictures.

**Activity 2**
**New short /e/ sound words**
- Ask the students to look around in class and name two things each that have the short /e/ sound.
- Make a list of all the things suggested by the students. Now ask students to repeat the words together focusing on the correct pronunciation of the words.

**Reading Café**
**Sound:** short /e/ sound  
**Name:** monophthong - close-mid front unrounded vowel  
**Pronunciation:** The middle of the tongue rounds slightly upward and the sides of the tongue may lightly touch the top and bottom side teeth.

**Teaching Trail**
**Exercise 1 (Pg. 32)** – Crossword: Ask students to look at the pictures and write their names. Put one letter in each box to complete the crossword.

**Exercise 2 (Pg. 33)** – Tell students that the letters in the acorns are jumbled. Show them how rearranging the letters in the first example will give them a word with the short sound of /e/. Ask them to complete the rest.
• Ask the students to focus on the letters given on page 33.
• Explain the difference between the two ways of writing letters.
• Explain to students that letters written in capitals are called upper case and letters written in small letters are called lower case.
• Write a sentence on the board such as: My name is ... (Write your name and surname) and draw attention to the words that have their first letters in capitals. Ask students to write their full names starting with a capital letter.

Divide the class into 4 groups. Give each group a coin. Explain to students that each child in the group must take turns to toss the coin. If they get heads, they have to write the name of a person or place. If they get tails, they will write any other word they want. Tell them again that the names of a person or place will start with a capital letter followed by words in lower case, and other words will be written in lower case.

Read the sentences.
I have a cat. We call it Tim. My friends like her.

The first letter of a sentence is always a capital letter.
Names of people and places also start with a capital letter.

Read the names. Colour the pictures.

Chicken Licken
Henny Penny
Ducky Lucky
Fokey Loxey
Comprehension Questions:
- Where is Chiken Licken walking?
- What falls on Chicken Licken’s head?
- What does she do then?
- What is the name of the hen?
- Where do they run off to?
- Why do the words Chicken Licken start with capital letters?
- Find two more words that begin with a capital letter.

Open ended Questions
- When do you say, ‘My oh my’?
- Can the sky really fall?
- Do you think the King will be able to help?
Comprehension Questions
• Where is the duck swimming?
• What is the name of the Duck?
• What sound does Ducky Lucky make?
• Who do they meet on their way?

Open ended questions
• Do you think Foxey Loxey knows the way to the King?
• Do you think Foxey Loxey believed Chicken Licken and the others?

Comprehension Questions
• Who says that he knows the way to the King?
• Where does Foxey Loxey take Chicken Licken and the others?
• Whose den is it? (Foxey Loxey’s Den)
• Do they meet the King?

Open Ended Questions
• Why do the birds never come out of the den? (Foxy Loxey eats them – he says “Today I shall have a yummy lunch”.)
• Why was it easy to fool the birds?

Suggested Activity:
• Ask the students to think of alternate ways in which the story could end.
Exercise 1: Explain to students how to navigate a maze. Tell them that Chicken Licken has to reach the den. Ask students the order in which Chicken Licken met the various animals. Tell them to draw a line from one animal to the next to finally reach the den. As they go, they must write the names of the animals Chicken Licken meets.

Exercise 2: Ask students to read the questions one by one. Discuss the answers before they write them in the book.

Answer Key

1. Chicken Licken meets Henny Penny, Ducky Lucky and Foxey Loxey on her way.
2. a. An acorn falls on Chicken Licken's head.
   b. Foxey Loxey takes them to his den.
   c. Foxey Loxey eats them up inside the den.
**Teaching Trail**

- Ask the students to name the animals in the story. Write them on the board. Read the words and ask the students to observe and suggest what is special about the words.
- Now explain the concept of rhyming words.
- Read Some More rhyming words (pg. 39) Ask students to read the words out together (Whole class/groups).
- Exercise 1 : Read each set of words with students so that they know the correct pronunciation. Tell students they must cross out words that do not rhyme. Allow them to work in pairs. Have a class discussion for correct answers.
- Exercise 2 : Read each incomplete line of the poem. Point out that the words in the box rhyme with the word just before the comma in each line. Allow students to work in pairs. Recite the poem together once the students have finished filling in the blanks.

**Answer Key**

Hunny – Bunny  
Goosey – Loosey

I. The odd word:

- sit  pit  hit  bite  dirt  thin
- can  man  cat  den  tan  ran
- pop  tip  stop  top  loop  step
- red  sled  bed  slid  bad  fed

II. See you later, **alligator**.

Go for now, **cow**.

Take care, baby **bear**

In an hour, **sunflower**

Bye bye, **butterfly**

Give a hug, **ladybug**

Our time together now ends, So goodbye good friends!
**Teaching Trail**

- Recapitulate capital and small letters.
- Ask the students to write the alphabet in capitals and small letters.
- Write 5 proper nouns on the board in lower case. Ask students to write these names in their notebooks. Point out that these are names of people or places. Guide the students about capital and small letters and where to use them.

**Practising Grammar**

**Capital Letters**

**Let's Catch Up**

**Capital Letters are used:**

- To begin a sentence
- To begin the names of people and places

1. **Circle all the capital letters in the passage.**

Lisa and Hina are best friends. They go to school together every morning. While going to school, they meet Vani. They all walk together to the school.

2. **Circle where the capital letters are missing. Write the sentences correctly.**
   
   a. ridhi and ananya went to a farm.
   
   b. the farm is in gurgaon.
   
   c. there were many animals on the farm.
   
   d. mayank also wanted to go with ridhi and ananya.

**Speaking**

**Animal Talk**

Look at the pictures. Read the animal sounds. Do you know some other animal sounds? Talk about them.

- Hiss, Hiss!
- Cluck, Cluck!
- Quack, Quack!
- Meow, Meow!
- Mee, Meee!

![Animal Illustrations]

**Teaching Trail**

- Carry out a discussion in class. Ask students about the animals they have seen.
- Talk about the sounds that they make.
- Divide the class into small groups and ask students to imitate the sounds of different animals.
- Read the instructions and explain what the students have to do.
- Give preparation time.

**Answer Key**

1. Lisa and Hina are best friends. They go to school together every morning. While going to school, they meet Vani. They all walk together to the school.

2. a. Ridhi and Ananya went to a farm
b. The farm is in Gurgaon
c. There were many animals on the farm
d. Mayank also wanted to go with Ridhi and Ananya.

**Integrated learning**

- Talk about cruelty towards the animals. Discuss how all animals face cruelty in various ways. Sensitize them about the way we should behave with animals and stop animal cruelty.

**Skills in focus**

- Communicating:
  - Critical thinking
  - Collaborating
  - Linguistic

- Critical Thinking:
  - Understanding
  - Communicating
  - Articulating
Show the pictures on the page to the students. Ask them if they know the stories the pictures show.

Summarise the stories in class asking students to help you complete the story.

Read the instructions and explain what the students have to do.

Get into five groups. Give each group the name of an animal. Now, each group will say what you love to do. Before that, imitate the sound of the animal that your group is named after.

For Example: The Cow Group: “Moo, Moo! I love to paint.”

The tale ‘The Sky is Falling’ is about a chicken. Name any other story about animals. Identify any one animal story from the pictures. Complete the story details.

The Story Poster

Name of the story:

Which animal is it about?

Draw the animal and write two words about it.

tall big small furry black
long fat white spotted soft
striped strong gentle
Teaching Trail

- Ask the students to read the poem together. Guide them with correct pronunciation and diction. Point out the rhyming words in every two lines.
- Ask the students about the different chicks they read about.
- Explain what is special about each chick.
- Discuss the answers to the exercises before students write them.

Creative Thinking:
Understanding - Analysis,
Communication:
Articulating
Collaboration: Group work

Activity 6

Divide the students into 4 groups. Assign each group with a particular colour according to the poem. Ask the students from each group to enact the characteristics and behaviour of the chick that they represent in the poem.

This Little Chick

This little chick is black.
She stands on a big haystack.

This little chick is white.
She can not fly a kite.

This little chick is green.
She always keeps her claws clean.

This little chick is blue.
She lays eggs for me and you.

This little chick is pink.
She goes to the pond for a drink.

All of these chicks live at the farm,
to stay away from every harm.

Poem Appreciation

1. Tick the correct option:
   a. This little chick is black.
      i. She lays eggs for me and you.
      ii. She stands on a big haystack.
   b. This little chick is green.
      i. She always keeps her claws clean.
      ii. She goes to the pond for a drink.

2. Write the rhyming words from the poem.
   a. black _____  b. green _____
   c. pink _____  d. farm _____

Answer Key

1. Tick the correct option:
   a. 
      ✓ ii. She stands on a big haystack.
   b. 
      ✓ She always keeps her claws clean.

2. Write the rhyming words from the poem.
   a. black : haystack
   b. green : clean
   c. pink : drink
   d. farm: harm
**Critical thinking**
Understanding

**Communication:**
Interpersonal

**Collaboration:**
Group work

---

**Teaching Trail**

- Talk about the importance of insects and animals.
- Read the terms ‘hardworking as an ant’ and ‘busy as a bee’. Point out that they talk about the qualities of the two insects.
- Discuss qualities of different animals. Ask students to use the same format to describe the animals – loyal as a dog; big as an elephant, etc.
- Discuss how we should behave with other living beings.
- Let the students attempt the exercise. Provide answer prompts when necessary.

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**Answer Key**

1. We get honey from a bee.
2. We can learn to work hard.

---

**ENRICHMENT**

Ants and bees are tiny but useful and hardworking insects.

**Answer the questions:**

1. What do we get from a bee?
2. What can you learn from an ant?

Think of some tiny insects or animals that are helpful to us. Draw them and write their names below them.

---

**I CAN READ**

Read the following paragraph with short /e/ sound words:

Ted has a pet.
Its name is Ben.
Ben is a hen.
It is a yellow hen.
It lays eggs in a nest.
Ted plays with a toy jet on his bed.
When it rains, Ted and Ben love to get wet.

---

**Teaching Trail**

Read the sentences with the whole class. Ask students to write the words with the short /e/ sound in their notebooks and say them aloud.

---

**PROJECT WORK**

Ask the students if they know the names of animal homes. Give them a few examples – birds live in nests, dogs live in kennels. Ask them to make a chart with pictures of different animals and their homes. Ask them to label their pictures. They should also say which of the animals help us and in what ways.
Workbook Unit 2 Answer Key

Activity 1: Phonics
2. real words (to be coloured yellow) – nest, den, web, seven, tell
   nonsense words (to be coloured pink) – dan, weeb, dep, jeat
3. Answers may vary. Accept all appropriate words.

Activity 2: Understanding
1. Circle things that cannot fall from a tree

2. Fill in the blanks.
   a. forest       b. acorn
   c. running     d. hen       e. den

3. Match the Animals to their pictures

4. In the space below, write the suitable answer.
   **Main character:** Chicken Licken
   1. Henny Penny
   2. Ducky Lucky
   3. Foxey Loxey
   **Another title for the story:** The Silly Chicken/ The Cunning Fox

Activity 3: Vocabulary
1. Red – 5. Bread
2. Fish – 5. Dish
3. Cake – 8. snake
4. Ring – 6. King

**Activity 4: Grammar**

1. Capitalise each word or group of words.
   
   a. Monday
   b. Assam
   c. Lakeview Road
   d. English
   e. China
   f. Sarojini Naidu
   g. Pooja
   h. August

2. Circle where the capital letters are missing. Write the sentences correctly.
   
   a. anu plays on the swings.
      Anu plays on the swings.
   b. we go to goa for holidays.
      We go to Goa for holidays.
   c. i live in model town.
      I live in Model Town.
   d. roy and imran are best friends.
      Roy and Imran are best friends.
   e. saturday and sunday are holidays.
      Saturday and Sunday are holidays.

**Activity 5: Writing**

Accept all reasonable answers.

**Activity 6: Picture comprehension**

1. There are seven animals in the picture.
2. Elephant, alligator, hippo.
3. The giraffe.
4. They are happy.
5. Coconut trees.
6. Open ended questions. Accept all reasonable answers.
LESSON TARGETS

Getting Started and Listening
• Describe and outline the importance of helping each other.
• Vocabulary development: identify and spell the names of different object and actions.
• Listen for details

Phonics
• Identify the short /o/ sound
• Pronounce the short /o/ sound and words with this sound
• Spell words with the short /o/ sound

Language Ladder
• Explain naming words
• List the different categories of naming words
• Use naming words in sentences

Reading
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits
• Read for pleasure
• Identify naming words

Understanding
• Recall the text read earlier
• Answer the questions from the text

Vocabulary
• Identify different body parts and their actions
• Write actions associated with body parts

Practising Grammar
• Identify naming words
• Classify naming words

Speaking
• Learn how to offer help
• Learn how to respond to someone offering help

Writing
• Identify objects in a picture
• Describe a picture

Celebrating Poetry
• Read a rhyme with proper rhyme and intonation
• Read a poem with actions

Poem Appreciation
• Answer questions based on the poem

Enrichment
• Discuss cleanliness

I Can Read
• Read the text independently and identify short /o/ words
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| 2    | Listening: Listening for detail. | • Listen and follow instructions | | |
| 3    | Phonics: short /o/ sound words | • Read words with the short /o/ sound  
• Activity 1  
• Exercises 1 and 2 (Page 47) | Activity 1 (page 30) | 1 |
| 4    | Grammar: Naming words (Nouns) | • Understand naming words and their types  
• Activity 2 | | 2 |
| 5    | Pre-reading Reading | • Class discussion  
• Pre-reading exercise  
• Reading the text  
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| 6    | Understanding | • Activity 4  
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| 7    | Vocabulary: The Body and its Actions | • Actions body parts do  
• Exercises 1 and 2 (Page 52-53)  
• Activity 5 | Activity 3 (page 33) | 1 |
| 8    | Practising Grammar: Naming Words and their types | • Identify naming words (Page 53)  
• Classify naming words (Page 54)  
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| 9    | Speaking: Offering Help | • Language for offering and accepting help  
• Exercise (Page 55)  
• Activity 7 | | 1 |
| 10   | Writing: Picture Composition | • Keeping things clean  
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• Read the introductory text.
• Talk to the children about family.
• Ask students if they love their family and why it is important for them.

Discuss the importance of family and helping each other using the following ‘What if’ questions.
• What if no one helped you with your homework?
• What if no one helped you get dressed?
• What if your teacher did not help you in class?
• What if no one helped you clean your room?
• What if no one cleaned the classroom?
• Should you help your family members in any way? How can you help?

Teaching Trail

Getting Started

Look at the pictures. Talk about the activities the children do to help their parents at home.

- mopping
- dusting
- washing car
- setting the table
- fruits
- food

Teaching Trail

- Ask students to look at the picture.
- Say: ‘Here are some ways that you can help your family.
- Read the helping words given beside the picture and let students follow.
- Ask questions such as: What is the father doing? What is the boy doing? What do you do to help your parents? And so on.
Communicating:
Listening effectively
Critical thinking:
Making Connections

On the topmost shelf, place a red alarm clock. Now, keep a yellow box next to it.
On the second shelf below it, place one blue and two green books.
On the last shelf, place a pencil stand and a black diary.

Listening Text

Tarun’s mother asks him to put certain objects on the three shelves. Listen and draw the objects on the shelves.

Teaching Trail
• Recapitulate short /a/ sound, short /i/ and short /e/ sound words and their correct pronunciation.
• Demonstrate the short /o/ sound, ask students to repeat after you. Tell them this is called the short /o/ sound.
• Now introduce short /o/ sound words by first writing them on the board and then asking students to read out the words together.
• In pairs, let students read the words given in the book.

Reading Café
Sound: short /o/ sound
Name: Monophthong - Near-close front unrounded vowel
Pronunciation: the jaw is held open and the back of the tongue is held lower. The tongue touches the inside of the bottom teeth so that the top of the tongue is nearly even with the top of the bottom teeth. The lips are held open and kept rounded, but relaxed.

Activity 1
• Cut out petal shapes and on them write short vowel sound words (five for each sound). Draw 4 big circles on a chart paper that has short /a/, /e/, /o/ and /i/ sound words written in them. Make two such sets.
• Divide the class into 2 groups. Distribute the sets to the groups and ask students to segregate and arrange the petal cut outs in the correct circle. The group that does it the fastest will be the winner.

Answer Key
1. Words to be coloured green: frog, sock, hot, rock, pot
Words to be coloured red: ran, cat, did, school, it, bug, good, he, pool, ten, nut, dig
• Write naming words for a person, place, animal and thing on the board (At least two of each).
• Read each word and ask students to say whether it is a person, place, animal or thing.
• Read the text and ask students to say the highlighted words.
• As they read each name, ask if it is a person, place, animal or thing.
• They can verify answers from the box given.

Ask students to make four columns in their notebook and write Person, Place, Animal and Thing at the top of each column. Take the class around the school. Ask them to write the names of what they see, the people, places, animal, and things (five of each). When you return to the class ask students to colour the naming words on their list as follows: blue for persons, orange for places, green for animals and red for things.

**Activity 2**

**Reading Café**

• **Modelled Reading:** Read the chapter at an appropriate pace while students follow in their books.
• **Shared Reading:** Read the chapter and ask students to (whole class/groups) repeat each sentence after you. Explain new/difficult words. Focus on commonly mispronounced words and demonstrate their correct pronunciation. Draw attention to short /a/ sound words.
• **Guided Reading:** Read small parts/sections of the text. Explain each section. Ask comprehension question to check understanding.
• **Independent Reading:** Ask individual students to read parts of the text so that the whole text is read again. Ask open ended questions, have class discussions and resolve students’ queries.
It is very important to keep our house and surroundings clean. Look at the pictures. Circle the things we use to clean the house.

- dustpan
- cake
- brush
- crayons
- mop
- glue
- broom
- bottle brush

Sunday is the day to clean our home. My family turn work into fun. We play music while doing the chores and sing while dusting and mopping. We always wear our gloves before we start cleaning up.

I help in washing and cleaning the car.

Comprehension Questions
- When do they clean their home?
- What chores do they do? (mopping, dusting, clean car and windows)
- What do they do while doing their chores? (play music and sing)
- How do you spell the word ‘gloves’?

Open ended questions
- What do you use to mop the floor?
- What do you do on Sundays?

Critical Thinking:
Understanding, Responding

Communicating:
Articulating clearly

Teaching Trail
- Read out the words given in the box.
- Discuss their uses. Ask about the things that we use in cleaning.
- Ask students to circle things that are used in cleaning their homes.

Logical Reasoning:
Understanding, Analysis

Skills in focus

Skills in focus

Comprehension Questions
- Where do they go when they are done cleaning?
- What do they buy from the market?
- How does the boy help his mother/father?
- Who is Rio?
- What does the boy do after dinner?

Open ended questions
- Do you help your parents to buy groceries?
- What is your favourite fruit/vegetable?
- Do you have a pet?

Suggested activity: Ask students to find four naming words in the story: one for person, one for place, one for animal and one for thing.
1. Answer the questions. Tick the correct option:
   a. What happens in the story?
      - A boy and his parents eat pizza.
      - A boy and his parents clean their home together.
      - A boy and his parents ride in a car.
   b. What do the boy and his parents buy from the market?
      - They buy toys and games.
      - They buy groceries.
      - They buy clothes.
   c. What does the boy’s mother do after they return from the park?
      - She sings and dances.
      - She cooks dinner.
      - She reads a book.

2. Answer the questions in one sentence each:
   a. Why is dusting and mopping fun for the boy?
      It is fun because the boy listens to music and sings as he works.
   b. What do the boy and his parents do after they have dinner?
      After dinner the boy reads story books with his parents.

3. Get into a group of four. Discuss how you help your parents at home. Complete the sentences:

   ![Image of children helping]  

   I _________ to help my mom.
   My job is _________.
   I like to _________.

   Answer Key

1. Answer the questions. Tick the correct option:
   a. A boy and his parents clean their home together.
   b. They buy groceries.
   c. She cooks dinner.

2. Answer the questions in one sentence each:
   a. Why is dusting and mopping fun for the boy?
      It is fun because the boy listens to music and sings as he works.
   b. What do the boy and his parents do after they have dinner?
      After dinner the boy reads story books with his parents.

3. Get into a group of four. Discuss how you help your parents at home. Complete the sentences:
   Accept all reasonable answers. Sample answers
   I dust my room to help my mom
   I keep my room clean all the time.
   I like to help my parents in mopping and cleaning.
   My job is to clean the table after dinner every day.
Write the words ‘hear, smell, eat, see, walk, write’ on the board. Read the words aloud along with students.

Tell students these are action words. They tell us what we do.

Ask students: How do we hear? How do we eat? And so on. Let students answer with the names of body parts.

Read the text as students follow. Ask them to say how other body parts help us.

---

### Answer Key

1. Fill in the blanks with correct action words from the box.

   I **yawn** when I am sleepy.
   I **hop** to win the race.
   I can **climb** a ladder.
   I **read** a story book.
   Can you **catch** this ball?

2. Complete the sentences with the correct pair of words from the box.

   b. licks - tongue
c. clap - hands
d. blow - lips
e. blinks - eyes

---

### Activity 4

- Play a game of pass the parcel. When you stop the music, name a body part. The student who has the parcel has say aloud an action related to it.
Skills in focus

Communicating: Linguistic
Critical thinking: Making connections
Collaborating

Teaching Trail

- Recapitulate naming words.
- Ask students to give examples of naming words for persons, places, animals and things.
- Tell students that naming words are different from action words. Guide students to do the given exercises.

Activity 5

Make chits of naming words according to the strength of the class. Keep four glasses labelled Place, Animal, People and Things (both common and proper names). Give each child a chit.

Ask students to drop their chit in the correct glass.

Now remove the labels and pass the glasses around.

Let each child pick a chit, read the naming word and say whether it is a person, place, animal or thing.

2. Complete the sentences with the correct pair of words from the box.

Helping Hand

<table>
<thead>
<tr>
<th>clap-hands</th>
<th>blow-lips</th>
<th>blinks-eyes</th>
<th>licks-tongue</th>
</tr>
</thead>
</table>

a. Mishti smells the flower with her nose.
b. Bruno, my pet __________ my hand with his __________.
c. We __________ our __________ when we cheer.
d. When I __________ a candle, my __________ turn round.
e. He __________ his __________ in bright light.

Practising Grammar A: Naming Words

A naming word is a name of a person, place, thing or animal.

1. The clown wants to get ready for the show. Help him by colouring the naming words on his dress. One has been done for you.

Answer Key

1. Naming Words: tree, men, car, eyes, kite, baby, basket, table, bed, owl, box, cake

2. People          Place          Things          Animals
   teacher           playground       pencil         fish
   parents           India           bag            bee
   aunt              market          flower         lion
   actor             school
Critical Thinking:
Understanding, Reflecting; Communicating (oral) – Articulating Questioning

Teaching Trail

- Discuss - In what ways are people helpful to each other?
- Read the conversation. Ask students to read with you. Talk of the ways to offer and accept help.
- Read the questions in the box “Helping Hand” with proper intonation. Ask students to read with you 2-3 times.
- Read each situation and ask students how they will offer help. Get 2-3 students to respond for each situation.

Activity 6

- Divide the class into pairs. Give five to six situations to role play where they can help others. Each pair enacts one situation of their choice. Use the situations in the course book. (Additional situations: helping an old lady cross the road, helping a small child climb up the bus, helping with an old man picking up bags.) Ask students to prepare and enact the whole scene.
- Give them words and sentences that they can use as dialogues while offering help (Yes, thank you. Yes, please help me....)
**Critical Thinking:**
Understanding, Making connections

**Communicating** (written)

**Teaching Trail**

- Talk about a normal day in the classroom.
- Ask if students help to keep their classroom clean. Ask what they can do.
- Ask students to look at the picture of Ben’s classroom and choose words to complete the sentences.

**Activity 7**

Divide the class into groups of four. Give each group a set of the following pictures: playground, swings, bat, football, boy, girl, dustbin. Ask them to paste the drawings on a sheet of paper. They can also draw pictures of other things they see in a playground. Ask them to exchange their drawings. Now each group has to name the people and things on the sheet.

**Differentiated Learning**

**Level 1:** Ask the students to name the objects and people.

**Level 2:** Ask the students to name the actions people are doing.

**Level 3:** Ask the students to describe the things in the picture: colours, shape, size, etc.

---

**Read the given situations. How can you offer help in any one of these situations? Share your views in the class.**

1. Your grandmother has lost her glasses. Offer help to find them.
2. Your friend fell down and got hurt. Offer help to walk him home.
3. Your mother wants to empty the dustbin. Offer to help her.

---

**Answer Key**

This is a picture of Ben’s class. Everyone is cleaning and decorating the class. Complete the sentences.

Everyone is busy in the classroom. The teacher cuts beautiful designs for the notice board. Neha pins the designs on the notice board. Zian dumps the waste papers in the dustbin. Other students arrange the books on the shelves.
Teaching Trail

- Read the poem at an appropriate pace while performing the actions given in brackets. Ask students to repeat each line after you. Guide them with correct pronunciation and diction.
- After the poem has been read once. Have students imitate your actions while they read the poem again.
- Discuss with children what is special about each family member.
- Ask children what they enjoy doing with each member of their family.

Creative Thinking:
Understanding, Analysis, Communication: Recitation

Activity 9

Ask students to give the names of their family members to each finger (Eg. Mother, Father, Rita, Rahul). With a partner, they have to describe how they spend time with each member and what they do. Then they write their sentences in their notebooks.

A Family Finger Play

This is a family,
(hold up one hand, fingers spread)

Let’s count them and see,
How many they are,
And who they can be.
(count 1, 2, 3, 4, 5)

This is the mother,
(touch the forefinger)

Who loves everyone,
And this is the father,
(touch the middle finger)

Who is lot of fun.
This is my sister,
(touch the ring finger)

She helps and she plays,
And this is the baby
(touch the little finger)

He’s growing each day.

Answer Key

1. How many family members are there in the poem?
   There are four family members in the poem.
2. Write the names of the family members as in the poem.
   1. mother  2. father  3. sister  4. baby
3. Fill in the blanks with the activities that you enjoy doing with your family.
   Sample answer (Answers may vary):
   I go cycling with my father.
   I enjoy cooking with my mother.
   I play cricket with my brother.
   I read with my sister.
   I play with the baby.
Teaching Trail

- Talk about the importance of cleanliness.
- Discuss how we can keep our environment and surroundings clean.
- Motivate the children to keep the classroom and the school also clean, by using dustbins, not throwing waste papers, etc.
- Read the instructions with the class and ask students which of these they do.

Teaching Trail

- Let students read the sentences independently.
- As a class drill repeat the short /o/ sound words correctly.

PROJECT WORK

**Best out of waste.** Ask students to bring old newspapers and other waste materials like disposable glasses, beads, ribbons, glue, etc. Then show students how to make various items like pen stands, wall hangings, chalk boxes, etc., using these waste materials. Display them in the class. Invite students from the other classes to see them.
Workbook Unit Answer Key

Activity 1: Phonics and Spellings
1. Read and copy the words. They have the short /o/ sound.
   a. cØb
   b. pØd
   c. lØg
   d. knØt
   e. lØck
   f. frØg
   g. clØth
   h. clØck

2. Write the name of each picture. Circle the names that have a short /o/ sound.
   log
   top
   hat
   owl
   dog
   hen
   box
   fish

3. Think of two words with the /o/ sound and write them below.
   mop  lot (Answers may vary. Accept reasonable answers)

Activity 2: Understanding
1. Tick the things that the boy and his father do together on every Sunday and cross the things that they don’t.
   ✓ a. They wash the car.
   ✓ b. They go for a picnic.
   ✓ c. They shop for food.
   ✓ d. They mop and dust the house together.
   ✓ e. They sleep the whole day.
   ✓ f. They wash the windows together.

2. Match the columns.
   The dog plays in the park.
   Father tells stories.
   Mother cooks dinner.

3. In the space below, write the suitable answer.
   a. The boy and his father go to the market to buy groceries and vegetables.
   b. Mother cooks food for all the family members.
   c. The family reads stories after dinner.

Activity 3: Vocabulary
For each body part, circle the actions it can do:
  speak  wave  bend  taste  stick out
Activity 4: Grammar
1. Put the naming words in correct categories given below.

<table>
<thead>
<tr>
<th>People</th>
<th>Things</th>
<th>Places</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>teddy bear</td>
<td>park</td>
<td>cow</td>
</tr>
<tr>
<td>farmer</td>
<td>pencil</td>
<td>school</td>
<td>turtle</td>
</tr>
<tr>
<td>teacher</td>
<td>chair</td>
<td>market</td>
<td>octopus</td>
</tr>
</tbody>
</table>

2. Read the instructions and do as directed.
   - Circle the people or animals.
   - Underline the places.
   - Colour the things.
   - Rohan and Sia live in a big house in a colony. There is a shop at the corner of the street.
   - Mom and Dad buy fruits and vegetables from the shop. There is a farm next to their house.
   - There is a cow shed in the farm. There are chickens in the coop.

3. Answers may vary. Accept all appropriate responses.

Activity 5: Writing
Look at the picture. Complete the sentences.
It is Sunday. Everyone is in the garden. It is the family gardening day. John and Sam are watering the plants. Lisa is planting flowers. Grandpa is filling the pot with soil.

Activity 6: Unseen Comprehension
1. Circle the things that Dad does.
   - wash dishes
   - cook dinner
   - cut vegetables
   - serve food

2. Match the following.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Dad</td>
<td>cuts vegetables</td>
</tr>
<tr>
<td>b. Mom</td>
<td>help wash dishes</td>
</tr>
<tr>
<td>c. Sister and I</td>
<td>cooks food</td>
</tr>
</tbody>
</table>

3. Complete the sentences.
   a. Dad cooks dinner on Saturdays.
   b. He makes our favourite food.
   c. We love Saturday dinner.
LESSON TARGETS

Getting Started and Listening
- Describe and outline Famous tales
- Follow simple narratives and descriptions
- Listen for details

Phonics
- Identify the short /u/ sounds
- Pronounce and spell the sound

Language Ladder
- Learn about pronouns
- List the different pronouns
- Use pronouns in sentences

Reading
- Grasp meaning of words, phrases and sentences in context
- Develop correct reading habits
- Read for pleasure

Understanding
- Recall the text read earlier
- Answer questions from the text

Vocabulary
- Learn the names of young ones of animals

Practising Grammar
- Determine the pronouns used for naming words

Speaking
- Speak independently about fairy tale characters

Writing
- Describe a picture

Celebrating Poetry
- Read a rhyme with proper rhyme and intonation

Poem Appreciation
- Answer questions based on the poem

Enrichment
- Acting responsibly

I Can Read
- Read the text independently and identify short /u/ words
<table>
<thead>
<tr>
<th>S.no</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Activity 1&lt;br&gt;• What is a ‘tale’? &lt;br&gt;• Identify and colour</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Listening: Listening for sequence</td>
<td>• Listening Exercise (page 60)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Phonics: short /u/ sound words</td>
<td>• Short /u/ sound words. &lt;br&gt;• Exercise 1 and 2 (page 61) &lt;br&gt;• Activity 2</td>
<td>Activity 1 (page 38)</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Grammar: Pronouns</td>
<td>• Pronouns for naming words &lt;br&gt;• Activity 3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading&lt;br&gt;Reading</td>
<td>• Picture comprehension &lt;br&gt;• Questions based on picture comprehension.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>• Exercises 1, 2, and 3 (page 65) &lt;br&gt;• Activity 4</td>
<td>Activity 2 (page 39-40)</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Young ones of animals</td>
<td>• Names of the babies of animals. &lt;br&gt;• Exercises 1 and 2, (page 67-68) &lt;br&gt;• Activity 5</td>
<td>Activity 3 (page 41)</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Pronouns</td>
<td>• Nouns and pronouns &lt;br&gt;• Exercise 1 and 2 (page 69)</td>
<td>Activity 4 (page 42,43)</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Speaking: Story Narration</td>
<td>• Describing story characters</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Writing: Picture description</td>
<td>• Describe a picture &lt;br&gt;• Practice exercise (page 70) &lt;br&gt;• Activity 6</td>
<td>Activity 5 (page 44)</td>
<td>1</td>
</tr>
<tr>
<td>S.no</td>
<td>Topic</td>
<td>Task</td>
<td>More to Do (Workbook)</td>
<td>Teaching Periods</td>
</tr>
<tr>
<td>------</td>
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<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>11</td>
<td>Celebrating Poetry: Five Little Bears</td>
<td>• Recite a poem.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recap rhyming words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Poem Appreciation</td>
<td>• Exercise 1 (page 71)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Enrichment: Owning up</td>
<td>• The right thing to do.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>I can read</td>
<td>• Independent reading</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class drill - short /u/ sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Project Work</td>
<td>• Porridge Tasting</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Activity 1

Divide the class into groups of 4. Give each group a tale and ask each student to be a character from that tale. Ask them questions and they have to answer according to their character.

Sample questions: What is your name? Where do you live? Who is your friend? What did you do?

Logical thinking
Effective Communication, Interpersonal, Linguistic

Teaching Trail

• Ask students if they know the meaning of the word ‘tales’. Students may talk about the tails that animals have.
• Draw students’ attention to the spelling of ‘tales’ and point out that this is another name for stories.
• Talk to students about some famous tales (The Thirsty Crow; Grapes are Sour; The Lion and the Mouse). Show them pictures of these tales in Unit 3.

There was a hungry fox. He saw a crow on a tree. The crow had a piece of bread in its beak.

He went to the crow and said, “Oh, the bird with the golden voice! Can you sing a song for me?”

The crow looked up proudly and began to sing.

The piece of bread fell down. The fox ate the bread. “That was all I wanted,” said the fox and left.

FAMOUS TALES

Tales are always fun and entertaining. They also teach us valuable lessons. Some very famous tales are loved all over the world.

Getting Started

Look at the pictures. Choose and colour the suitable chair and bed for each bear.

UNIT 5
Goldilocks and the Three Bears

In this Unit:
- Phonics: Short /a/ Sound
- Grammar: Pronouns
- Reading: Goldilocks and the Three Bears
- Vocabulary: Animals - Young Ones
- Writing: Picture Description
- Poetry: Five Little Bears

Listening Text

There was a hungry fox. He saw a crow on a tree. The crow had a piece of bread in its beak.

He went to the crow and said, “Oh, the bird with the golden voice! Can you sing a song for me?”

The crow looked up proudly and began to sing.

The piece of bread fell down. The fox ate the bread. “That was all I wanted,” said the fox and left.
Skills in focus

**Listening:**
- Listening for sequence,

**Critical Thinking:**
- Making Connections

---

**Reading Café**

**Sound:** short /u/ sound words

**Name:** Monophthong - Close back rounded vowel

**Pronunciation:** Short-u is pronounced in the centre middle part of the mouth and the tongue needs to be relaxed.

---

**Activity 2**

Divide the class into 5 groups. Assign one sound to each group. Make five columns on the board. Children from each group take turns to call out a word with their sound. Write the words in the correct column on the board. Recite the words on the board with the whole class. Focus on the correct pronunciation.

---

**Teaching Trail**

- Recapitulate the short /a/ sound, short /i/ sound, short /e/ sound and the short /o/ sound words. Ask students to give you words with these sounds.
- Demonstrate the short /u/ sound. Ask students to repeat after you. Tell them this is called the short /u/ sound.
- Now introduce the short /u/ sound words by first writing them on the board and then asking students to read out the words together.
- Exercise 1: Ask students to tell you the name of each picture. Ask students to fill in the missing letters under each picture to complete the word.
- Exercise 2: In pairs, let students read the words in the boxes and decide which words need to be coloured. Allow students to colour the words.
Recapitulate the concept of “naming words” or nouns. Demonstrate pronouns by pointing to yourself and say ‘I’. Point to a child and say ‘You’. Similarly demonstrate the pronouns ‘we, he, she, it and they’. As you demonstrate each pronoun, encourage students to say the pronoun and imitate your action.

- Read the sentences in book and get students to repeat sentences and actions.
- Teach why pronouns are used.
- Read the conversations and draw attention to the naming words and the pronouns used for them.

1. Look at the pictures. Fill in the blanks to complete the short /u/ sound words. Then read them aloud.

   ![Picture]

2. Read the words in the boxes. Colour the boxes with short /u/ sound words.

<table>
<thead>
<tr>
<th>hut</th>
<th>jug</th>
<th>hate</th>
<th>umbrella</th>
<th>palm</th>
<th>son</th>
</tr>
</thead>
<tbody>
<tr>
<td>drum</td>
<td>plum</td>
<td>jog</td>
<td>truck</td>
<td>dream</td>
<td>son</td>
</tr>
<tr>
<td>trick</td>
<td>amber</td>
<td>rust</td>
<td>rest</td>
<td>use</td>
<td>utter</td>
</tr>
</tbody>
</table>

**Language Ladder**

**Pronouns**

Read the sentences.

- I like ice cream.
- You are late.
- We are friends.
- He is my brother.
- She is my sister.
- It is a funny book.
- They are my friends.

The highlighted words are pronouns.

I/me, we/us, you, he/him, she/her, it and they/them are all pronouns.

A pronoun takes the place of or refers to a naming word.

**Activity 3**

Divide the class into two groups ‘naming words’ and ‘pronouns’. A student from the naming word group says a naming word and one student from the other gives a pronoun for it. Ensure that students speak in turns. After some time the groups exchange roles and the activity is repeated.
Now, read the conversations using pronouns.

Do you like the fair?
Yes! The fair is big. It is also colourful.
Rahul does not want fried chips. He likes baked chips.

We only sell fried chips.

Look at these pigeons! Do they also eat ice cream?

Look at the picture and discuss:

- What has happened in the house?
- Who did this to the house?
- How do you think the cat entered the house?

Teaching Trail

- Ask students to observe the picture carefully and describe it.
- Let students answer the questions given beside the picture. Provide hints and prompts whenever necessary.
- Ask student how they would feel if someone entered their house and threw things around.

Skills in focus

Critical Thinking:
Understanding, Responding
Communicating:
Answering Questions
Teaching Trail

• Read each panel with proper intonation and stress. Explain difficult words. (Follow the reading strategies given in Reading Cafe.)
• Ask comprehension questions given alongside.
• After finishing ask students to read the story by themselves and call out the pronouns and words with the short /u/ sound.

• Read each panel with proper intonation and stress. Explain difficult words.
• Ask comprehension questions given alongside.
• After finishing ask students to read the story by themselves and call out the pronouns and words with the short /u/ sound.

Panel 1

1. Where does Goldilocks go?
2. What does she find there?
3. Does she like the hut?
4. Does she ask for permission before entering the hut?

Panel 3

1. Where does Goldilocks go after eating the porridge?
2. What does she see there?
3. Which chair does Goldilocks find best for her?
4. What happens to the chair when she sits on it?
1. What does Goldilocks see on the table?
2. What do the bowls have in them?
3. Which bowl does Goldilocks find best for her?
4. Why does Goldilocks not have porridge from the other two bowls?

Panel 4
1. How many beds were there in the bedroom?
2. What was wrong with the biggest bed?
3. What was wrong with the middle bed?
4. Which bed did Goldilocks sleep in?

Open ended questions
1. What do you think will happen next?
2. Whose hut do you think this is?
3. What would you do if you broke something that is not yours?
Panel 5
1. Who lives in the hut?
2. Whose porridge did Goldilocks eat?

Panel 7
1. What did the three bears see in the bedroom?
2. On whose bed is Goldilocks sleeping?
3. What happens when Baby Bear screams?

A bear family lives in that hut. When they come home...

The three bears go to their bedroom.

Goldilocks wakes up as the baby bear screams.
1. What do the bears see in the sitting room?
2. Why is Baby Bear sad??
3. What does Mummy Bear say to Baby Bear?

Panel 6

They go to their sitting room.

Mummy Bear rubs his back and asks him not to cry.

She gets up and runs out of the hut.

The bears promise to always lock their hut. Goldilocks promises never to enter someone’s house without asking.

Panel 8

1. What does Goldilocks do when she sees the bears?
2. What do the bears decide to do in future?
3. What promise does Goldilocks make at the end of this story?

Open Ended Questions
What would you do if someone entered your house and used things without your permission?
**Critical Thinking:**
Understanding, Logical Reasoning

**Teaching Trail**

- Activity 4: Recapitulate the story. Play a game of true or false. Make statements about the story and ask students to say whether they are true or false. Ask students to correct the false statements.

**Exercise 1:**
- Discuss Exercise 1 with the class before they attempt them individually.
- Encourage students to write the answers on their own.

**Exercise 2:**
- Read the sentences with the students.
- Ask them which sentence should come first.
- Ask them to write 1 in the circle against the sentence.
- Allow them to complete the rest of the exercise on their own. Discuss answers.

**Exercise 3:**
- Discuss answers before students attempt to write them.
- Encourage students to use full sentences.
- Guide students with the spellings of the difficult words while writing the answers.

---

**Answer Key**

1. **Fill in the blanks:**
   a. Goldilocks goes into the ____________.
   b. There are ____________ bowls of ____________ on a table.
   c. Goldilocks eats the porridge in the ____________ bowl.
   d. The biggest bed is too ____________.
   e. Goldilocks wakes up as the baby bear ____________.

2. **Number the events, in the correct order:**
   a. Goldilocks eats baby bear’s porridge. 1
   b. The bears come home and find Goldilocks. 4
   c. Goldilocks falls asleep in baby bear’s bed. 3
   d. Goldilocks breaks baby bear’s chair. 2
   f. Goldilocks runs out of the door. 5

3. **Answer the questions in one sentence each:**
   a. What does Goldilocks see in the woods?
      ____________

   b. Whose porridge does Goldilocks eat?
      ____________

   c. Why does she sleep in the small bed?
      ____________

   d. What do the bears and Goldilocks promise in the end?
      ____________

---

- a. hut. b. three, porridge c. small
d. hard e. screams.

---

2. **Number the events, in the correct order:**
   a. Goldilocks eats baby bear’s porridge. 1
   b. The bears come home and find Goldilocks. 4
   c. Goldilocks falls asleep in baby bear’s bed. 3
   d. Goldilocks breaks baby bear’s chair. 2
   f. Goldilocks runs out of the door. 5

3. **Answer the questions in one sentence each:**
   a. Goldilocks sees a hut in the woods.
   b. She eats baby bear’s porridge.
   c. She sleeps in the small bed because it is just the right size.
   d. The bears promise to always lock their huts. Goldilocks promises to never enter someone’s house without permission.
Communicating:
Linguistic, Critical thinking, Collaborating.

Skills in focus

Activity 5
Cut out pictures of animals and their young ones. Distribute them randomly among students. Tell students that they must match the animals and their young ones.

Answer Key
1. The elephant and its calf. The horse and its foal.
The duck and its duckling. The sheep and its lamb.
The deer and its fawn.
Teaching Trail

- Recap the concept of “naming words” that was taught in the previous chapter. Give examples and recap the definition as well.
- Recap the concept of “pronouns” and when they are used.

Practising Grammar: Pronouns

A pronoun is a word used in place of a naming word.

1. Look at the pictures. Circle the correct pronouns:

   - It: 
     - it
     - she
     - he
     - she
     - they
     - we
   - She: 
     - she
     - he
     - she
     - he
     - they
   - They: 
     - they
     - she

Answer Key

1. it  he  they
   she  it  they
   she  it

2. (Answers may vary. Accept all appropriate responses.)
   He: father, brother, king, uncle, son
   She: aunt, mother, sister, queen, niece
   It: box, dog, table, cupboard, bat
   They: friends, teachers, cousins, people, relatives
Look at the fairy tale characters. You already know some of them. Choose any character and say few lines about it.

Pinocchio  Goldilocks  Cindrella  Little Mermaid  Red Riding Hood  Thumbelina  Jack

Helping Hand
This is Pinocchio. He is a wooden boy. His nose grows longer when he tells a lie.

Writing Picture Description

Look at the picture. Complete the sentences to describe the picture.

1. It is _______.
2. The _______ are at a _______.
3. They have a _______.
4. The _______ is bright

Make 2 sentences of your own to describe the picture.
1. ___________________________
2. ___________________________

Answer Key

Look at the picture. Complete the sentences to describe the picture.
1. It is night.
2. The children are at a camp.
3. They have a pet.
4. The night is bright.

2. Accept all reasonable answers.

Activity 6

Divide the class into groups of four. Have each group think of a title or caption for the picture. Write each group’s answer on the board. Let students vote for the caption they like the best except their own.

Critical Thinking:
Understanding, Recalling

Communicating (oral):
Articulating thoughts, Speaking Clearly

Skills in focus

• Have a class discussion. Ask students if they know any of the characters on the page. Elicit their stories from students. (Page 79).
• Motivate students to say a few lines about the characters, help them form sentences if necessary

Teaching Trail

• Ask students to describe the picture. Ask the following questions.
  » What is the boy on the left playing?
  » What are the boys doing?
  » What can you see behind the boys?
  » What is the colour of the tent? And so on.
• Read the words in the Helping Hand box. Read the sentences aloud. Ask students to fill in the blanks on their own.
Creative Thinking: Understanding, Analysis, Communication: Reciting Poetry

Skills in focus

Teaching Trail

Poem Appreciation

1. Circle the correct answers:
   a. How many bears are there in the poem?
      (i) four (ii) five (iii) three
   b. What do the two little bears do?
      (i) climb a tree (ii) watch a movie (iii) play football
   c. What do the four little bears do?
      (i) They find honey. (ii) They play hide and seek.
      (iii) They find a red ball. (iv) They climb up a tree.

Answer Key

a. (ii) five
b. (i) climb a tree
c. (i) They find honey.

Teaching Trail

- Read the poem at an appropriate pace and ask students to read along. Guide them with correct pronunciation and diction.
- Point out the rhyming words in the first four lines. Ask students to find other rhyming words.
- Once you have read the poem ask the class sing along the poem with you laying emphasis on the rhyming words and vowel sounds.
- Discuss the questions in Poem Appreciation and let students attempt the exercise independently.
Teaching Trail

- Discuss the scene with students. Ask them to close their eyes and imagine the situation.
- Encourage them to share how they would have felt.
- Read the questions given in the books. For each question say yes, no, maybe.
- Ask students to raise their hands for answers they agree with.
- Explain the right approach of dealing a situation when you have accidentally made a mistake. Explain consequences of actions given in the course book.
- Talk about what you should do when you have made a mistake.

Skills in focus
- Critical thinking:
- Understanding,
- Communication:
  Interpersonal, Learning responsibility.

PROJECT WORK

Bring a bag of baby cereal to the class. Pass out a small cup of baby cereal to each student. Help them to add water to the cups and mix it with cereal. Explain to the class that a porridge looks something like this. Let them taste it. Take a poll to see how many students liked it.

ENRICHMENT

Imagine you are playing with a ball. The ball hits a vase. The vase falls and breaks into pieces.

What will you do?

- Will you quietly collect the pieces and throw them in the dustbin to avoid being scolded?
- Will you tell your mother about what happened and apologise?
- Will you shout at your mother if she scolds you?
- Will you order your younger sister/brother to clean the mess?
- Will you ignore it and start playing with the ball again?

Share your response with the class.

I CAN READ

I play with my pup.
We love to run under the sun.
I see a red bug in the mud.
It is fun to play with my pup.
In the evening, we go back to our little hut.
We sit on a rug and drink milk in a cup.

Teaching Trail

- Let students read the sentences independently.
- As a class drill repeat the short /u/ sound words correctly.
Workbook Unit Answer Key

Activity 1: Phonics and Spellings
2. Write the word for each picture. Circle the words with the short /u/ sound.

- cup
- pen
- duck
- tub
- car
- sun
- fish
- truck

Can you think of 2 words with short /u/ sound? Write them below.
- pluck
- mug (Accept all reasonable answers).

Activity 2: Understanding
1. Number the pictures in the correct order.
   2, 1, 3, 4
2. Fill in the blanks:
   a. Goldilocks   b. permission.   c. three small
   d. biggest   e. middle   f. promise
3. Answer the following:
   a. Goldilocks sees porridge in the bowls.
   b. The chair breaks when Goldilocks sits on the chair.
   c. Goldilocks gets scared when she sees the bears, so she runs out of the house.

Activity 3: Vocabulary
Across  
1. Baby cat: Kitten
3. baby duck : Duckling
5. baby lion : Cub
7. baby horse : Foal
9. baby frog : Tadpole
10. baby kangaroo: Joey

Down
1. baby goat: Kid
2. baby sheep: Lamb
4. baby dog: Puppy
5. baby cow: Calf
7. baby deer: Fawn

Activity 4: Grammar
1. I he we you it they
2. Choose the correct pronoun and write on the line.
   a. They play in sand.
   b. It is a coconut tree.       c. She likes to read.
   d. It is my cat.              e. They go to school together.
   f. She cooks tasty food.      g. He washes his car daily.
3. Complete the following sentences:
   This is my father. **He** is a police officer. This is my mother. **She** is a nurse. Meena and Sheena are my sisters. **They** are elder to me. I like to play with my sisters.
   This is a picture of our family. **We** live in Bangalore. **We** have a beautiful house. It is red in colour.

**Activity 5: Writing**

Look at the picture. Write 5 sentences about it. Use words from the box.

The children are in the garden.
The kitten is sleeping on the ground.
There are lots of pets with the children.
The pup is looking at the boy.
The ball is black and white in colour.

Accept all reasonable answers.

**Activity 6: Unseen Comprehension**

1. Circle the pets that the girl has.
   - puppy
   - bunny
   - kitty
   - birdie

2. Tick the correct statements.
   - ✓ b. The kitty jumps, I catch her.
   - ✓ c. The kitty plays in mud, I wash her.

3. Complete the sentences.
   a. This is a story about a **girl** and her **pets**.
   b. The birdie **flies** and **sits** on the girl.
   c. The pets are her **friends**. They **like** her.
LESSON TARGETS

Getting Started and Listening
• Describe a mystery story
• Listen for details
• Recall information

Phonics
• Identify long /a/ sounds
• Pronounce and differentiate between short and long /a/sounds
• Spell words with these sounds

Language Ladder
• Explain action words
• Use action words in sentences

Reading
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits
• Read for pleasure

Understanding
• Recall the text read earlier
• Answer questions

Vocabulary
• Learn about sound words
• Articulate sounds made by different animals and things

Practising Grammar
• Use verbs in the right context

Speaking
• Describe a picture

Writing
• Put sentences in correct sequence

Celebrating Poetry
• Read a rhyme

Poem Appreciation
• Answer questions based on the poem

Enrichment
• Learn about being kind to animals

I Can Read
• Read a text independently
# Suggested Teaching Plan

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Logical thinking: gathering information, Reflecting;
Effective Communication: Linguistic Interpersonal

Teaching Trail
• Read the introductory text.
• Explain what a mystery (strange or unknown) is, give examples from popular media.
• Introduce the unit by talking about some famous and common stories that the children would have heard.

Activity 1
Call on a student to come to the front of the classroom. Invite the other students to observe the student carefully for a minute. Then ask the student to leave the class and change just one thing about him or herself. (The student can move watch from one wrist or another, untie his/her shoelaces, unbutton a button and so on.) When the student returns, students write their names and the change they observe on a piece of paper or point out the change. See how many students are keen observers and can identify the change.

The children are playing in the park.
Their is a bird on the tree.
A man is crossing the road.
There is an animal in the bushes.
There are two cars at the traffic signal.
Listening
Nidhi looks out of the window. She sees many things. Listen carefully. Number the pictures in the order she describes them:

1. Name the pictures. Read them aloud.

Teaching Trail
- Recapitulate the short /a/ sound taught earlier.
- Write a few words with the short /a/ sound on the board and ask students to read them aloud such as cap, mat, tap, can, etc.
- Now add “e” at the end of each word (cape, mate, tape, cane, etc.) and show how the short sound changes to a long sound. Read the words and ask students to read them with you.
- Read from the Learning Link. Tell students that when the magic “e” is added in the end of a short /a/ sound word, it becomes a long /a/ sound word.
- Read the long /a/words in the box aloud with the class.

Exercise 1
- Ask students to look at the pictures one by one and say their name aloud. They can use the helping hand box for help.
- Ask them to write the names of the pictures in the book.

Phonics Fun Aa Long /a/ Sound
Read the words aloud.
base case face hate
safe race tale sale

These words have the long /a/ sound. Did you notice these words have the letter ‘e’ at the end?

Teaching Trail
- Discuss the pictures on the page with the students, asking them what they see in each picture.
- Tell them Nidhi will speak about the pictures. They must write 1, 2, 3...in the box on each picture as they hear it described. After they finish, discuss answers.

Teaching Trail
- Communicating:
  Listening effectively,
- Creative Thinking:
  Making Connections

Read the words aloud.
base case face hate
safe race tale sale

- Critical thinking:
  Making Connections

Reading Café
- Sound: Long /a/ sound words
- Reading Café: To pronounce the long a sound, the tongue is first pushed somewhat forward but in a neutral position in the mouth. Then, the jaw is closed slightly and the tongue is moved upward. The front of the tongue touches the inside of the top teeth at the end of the sound.
- IPA symbol: /eɪ/

Answer Key
gate cane ape tape page
**Teaching Trail**

**Exercise 2:**
- Ask students to look at the pictures one by one and say their name aloud. Explain what they have to do. Let students attempt the exercise independently.
- When they are done discuss the answers.

**Answer Key**

<table>
<thead>
<tr>
<th>bee</th>
<th>grapes</th>
<th>tea</th>
</tr>
</thead>
<tbody>
<tr>
<td>snake</td>
<td>skate</td>
<td>cake</td>
</tr>
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</table>

**Linguistic:** Articulating, **Critical Thinking:** Understanding and Responding

**Teaching Trail**

- Draw attention to the picture and ask students what the children in the picture are doing.
- Read the dialogues. Tell students that the highlighted words are action words.
- Explain that an action word is a word that shows what somebody is doing.
- Read the action words aloud with the students.
- Let students read the sentences aloud together. Ask them to identify the action words.
- Read out the definition of an action word.

**Activity 2**

- Make slips of various action words like jump, clap, laugh, roll your hands, stretch your arms, etc. Put them in a box. Take the class to the playground. Ask a student to pick a slip from the box and announce the action word written on it. The entire class has to perform the action immediately. Students take turns until all the slips are done.
- Variation: Ask students to give you action words one by one. As they say the word, write it on the blackboard (this will help them spell the word and help you check if a word has been repeated.) The student then writes the words on slips of paper and puts them in a box. After all students have finished, students come to the box in turns and pick a slip from the box. They read the action word aloud and perform the action.

**Language Ladder**

**Action Words**

```
Complete the words. Write 'a' and 'e' in the correct place. 
Circle the long /a/ sound words.

b__ gr_p_s t__ sn_k sk_t c_k
```

**Read the sentences.**

The highlighted words are action words.

Words such as taste, write, listen, draw, wag and carry are also action words.

Zen climbs a ladder.  The ball bounces on the ground.  I hop in the park.  I read a storybook.

An action word tells us about the action of a person, thing or animal.
Meeta has lost her puppy. Help her to find it.

List the places that the puppy has visited. Where do you think Meeta should go to find the puppy? Why do you think so?

Answer Key

Places the puppy visited - Market, Barber Shop, Jim Bakers, Toy Shop
Meeta should go to the Toy Shop to find the puppy.

Critical Thinking:
Analysing, Making Connections, Responding;
Collaboration: Problem Solving

Teaching Trail

Before starting the topic ask how many of students have pets at home. Ask what activities the pets do. Ask about the bond that students share with their pets. Now introduce the picture to students. Point to the paw prints that show Ask them to list the names of the places the pup went to. Ask students to try and find clues that will help Meeta find her pup.

Activity 3

Make 4 boxes with goodies inside (this can be stationery items like pencils, erasers, etc.). Hide the boxes in places around the school. Write down clues to find each box one leading to another. Make four groups. Give one set of clues to each group and have them search for their box.
Teaching Trail

- Before you start reading, ask the class: Did you ever wake up at night and hear some strange noise? How did you feel?
- Read the text with proper expression to create a sense of mystery. (Follow the reading strategies given below.)
- Write difficult words on the board and explain them as you read.
- Ask comprehension questions given alongside as you read each part.
- Once the story is read, ask students to call out the words in pink. Point out that these are action words.
- Ask them to read the words with the long /a/ sound and write them in their notebooks.

Panel 1

1. What does Nidhi hear one night?
2. Where does Nidhi go?
3. Where is everybody else?
4. What does Nidhi have in her hand?
5. Does Nidhi find something behind the bookcase?
6. What does Nidhi do when she hears the cat mew?

Panel 2

1. What does the cat do on seeing Nidhi?
2. What falls on the floor?
3. What breaks down into pieces?

Open ended Questions

1. What would you do if you were Nidhi?
2. Why does the cat get scared?
1. What does Nidhi do on seeing the cat?
2. Where is the cat hiding?

1. Nidhi flashes the light on the cat. She sees it hiding in the corner of the room.
2. Nidhi cleans up the mess made by the cat. She also gives milk to it. The cat comes out from under the table and drinks the milk.
3. Nidhi opens the door to let the cat out. Nidhi is happy to help it. She goes back to her room and sleeps.

Panel 3

1. What does Nidhi do with the mess created by the cat?
2. What does Nidhi give to the cat?
3. Why does Nidhi open the door?
4. How does Nidhi feel after the whole incident?

Panel 4

1. Where would you hide if you were the cat?
2. How do you think the cat got in the house?

Open ended Questions

1. What does Nidhi do on seeing the cat?
2. Where is the cat hiding?

Reading Café

- **Modelled Reading:** Read the chapter at an appropriate pace while students follow in their books.
- **Shared Reading:** Read the chapter and ask students to (whole class/groups) repeat each sentence after you. Explain new/difficult words. Focus on commonly mispronounced words and demonstrate their correct pronunciation. Draw attention to short /a/ sound words.
- **Guided Reading:** Read small parts/sections of the text. Explain each section. Ask comprehension question to check understanding.
- **Independent Reading:** Ask individual students to read parts of the text so that the whole text is read again. Ask open ended questions, have class discussions and resolve students’ queries.
Exercise 1
• Let students attempt the activity independently. Move around the class as the pupils complete the exercise. Help students if and when required.
• Discuss the answers after the pupils are done writing.

Exercise 2
• Ask students to read the questions. Discuss the questions, before students write them in their notebooks.

Answer Key
1. Fill in the blanks.
   a. sound/noise
   b. table
   c. vase
   d. corner
   e. door
2. a. Nidhi comes out of her room because she hears a strange sound.
   b. They are fast asleep.
   c. The cat’s meow scares Nidhi and she shrieks and jumps on the sofa.
   d. Nidhi opens the door and lets the cat out.

Activity 4
Divide the class into four groups. Write events from the story on slips of paper. Make four such sets. Give each group one set. Students have to work together to arrange the events in the correct order. Discuss the order.

Vocabulary Sound Words
Read the conversation:

Teaching Trail
• Read the conversation.
• Draw attention to the highlighted words.
• Introduce sound words and read the examples from the course book.
• Have students read the examples given in the course book as a class drill.
Read the sentences:
Nidhi hears a sound—creak, creak.
The cat meows.
The cat bumps into the table.
Read the highlighted words aloud. They are called sound words. 

Sound words name a sound and sound like that sound.

Now, read these words:
knock, quack, hiss, ding-dong, buzz

1. Choose the correct sound word for each picture.

![Animal Pictures]

a. [Owl]  
b. [Frog]

c. [Duck]  
d. [Sheep]

e. [Train]  
f. [Car]

g. [Clock]  
h. [Bee]

2. a. hoot  
b. croak  
c. quack  
d. moo

e. choo-choo  
f. honk  
g. tick-tock  
h. buzz

Answer Key

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>a. hoot</th>
<th>b. croak</th>
<th>c. quack</th>
<th>d. moo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>e. choo-choo</td>
<td>f. honk</td>
<td>g. tick-tock</td>
<td>h. buzz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>a. purr</td>
<td>b. splash</td>
<td>c. hiss</td>
<td>d. buzz</td>
</tr>
</tbody>
</table>
Divide the class into pairs. Give an action word to one member of each pair and ask them to enact it. The partner has to guess the action word. Give as many action words as possible.

**Activity 6**

**Teaching Trail**
- Recap the concept of “action words” taught previously in the class.
- Read the words given on page 81 and ask which picture matches each word.
- Ask them to complete exercise 1.

**Answer Key**
- b. rides
- c. digs
- d. pinch
- e. hops

---

2. Fill in the blanks with the sound words to complete the sentences.

<table>
<thead>
<tr>
<th>Helping</th>
<th>Hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>hiss</td>
<td>purr</td>
</tr>
</tbody>
</table>

a. The cat’s ___________ tells me that it is hungry.
b. Myra makes a big ___________ when she jumps into the swimming pool.
c. Snakes ___________ when they are afraid.
d. Flies ___________ around cut and open food.

**Practising Grammar**

**Action Words**

An action word tells us about the action of a person, thing or animal.

1. Match each picture to the action it shows.

- dance
- fly
- play
- ring
- fall
- pat
- wag
- break

**Teaching Trail**
- Before asking students to attempt the exercise, ask students to read aloud all the words given in the options so that they are familiar with them.
- Read the instruction and explain what students have to do.
- Allow the class time to complete the exercise. Move around the class as the pupils complete the exercise and help students if and when required.
2. Circle the correct action words. Write your answers in the blanks.
   a. The Sun __rises__ in the East.
     (i) rises (ii) sleeps (iii) runs
   b. A boy ______ his bicycle.
     (i) rides (ii) speaks (iii) eats
   c. The girl ______ the soil.
     (i) makes (ii) digs (iii) walks
   d. Be a good child. Don’t ______ others.
     (i) pinch (ii) smile (iii) run
   e. A monkey ______ on the road.
     (i) sews (ii) hops (iii) chirps

Critical Thinking: Communicating (oral)
Speaking clearly; expressing thoughts

Teaching Trail

• Carry out a discussion in class. Ask students how they keep their rooms. Talk about the importance of keeping your room clean.
• Divide class into pairs and ask students to read the Helping Hand box. They should use the beginning of these sentences to describe the room to their partner.
• Once they are done, have a class discussion about how the room looks.

Speaking Picture Description

Look at the picture of Nidhi's living room. Get into pairs and describe the condition of the room.

Helping Hand

The room is... The chair is...
The lamp is... The books are...
Critical Thinking:
Understanding, Communicating (written)

Teaching Trail

- Ask students to look at the picture.
- Read the sentences in the Helping Hand box and draw attention to the corresponding picture.
- Explain the exercise to students and let them attempt it on their own.
- Move around the class and help students whenever necessary.

Answer Key

- First, take two slices of bread, a knife and jam.
- Then, spread jam over a slice of bread.
- After that, put one slice over another.
- Finally, take a bite and taste the delicious jam sandwich.

Activity 7

- Narrate a story to the class.
- Take print outs of the events of the story in picture form. Make 4 sets of such pictures.
- Divide the class into 4 groups and distribute one set to each group.
- Ask students to arrange the pictures in the correct sequence according to the story.
Creative Thinking:
Understanding, Analysis,
Communication:
Recitation Articulation

Teaching Trail

• Recite the poem with rhythm, rhyme and intonation.
• Ask students to read it again together. Guide them with correct pronunciation and diction.
• Explain difficult words like window-ledge (shelf just below a window), edge (outer point).
• Ask students to point out the rhyming words.
• Allow them to complete the exercise on their own.

Answer Key

1. Cats sleep on tables, in chairs, on window ledges, in drawers and shoes. They can sleep in the cupboard or anybody’s lap.

2. a. chair   b. do   c. edge   d. frocks
• Ask students to choose one animal they would like to research on. They can look for information about the animal from books in the library or on the internet. Ask them to make a chart about the animal as shown in the picture below.

• Ask them to share the information with their classmates.

---

**ENRICHMENT**

Look at the pictures of Faiz and Nitin. Answer the questions:

1. Who do you think is being kind to the dog?
2. Who do you think is being cruel to the dog?
3. Have you ever helped any animal? Share about it in the class.

---

**Teaching Trail**

• Ask students to look at the pictures.
• Ask them what the boys are doing in the picture.
• Read the questions and invite answers. Also ask for reasons/explanations for their answers.
• Talk about kindness towards all creatures.

---

**I Can Read**

Ask students to read the sentences independently. Ask them to point out the words with the short /a/ sound.

---

**PROJECT WORK**

• Ask students to choose one animal they would like to research on. They can look for information about the animal from books in the library or on the internet. Ask them to make a chart about the animal as shown in the picture below.

• Ask them to share the information with their classmates.

---

**I Can Read**

**Pam’s Pet**

Pam has a pet.
Pam’s pet is a parrot.
Its name is Peggy.
The parrot is cute and green.
Pam likes her pet parrot.
Do you like pet parrots?
Activity 1: Phonics and Spellings
2. Add the magic ‘e’ to each word. Write new words in the given space. Read the words.
   a. cap – cape
   b. rat – rate
   c. can – cane
   d. mad – made
   e. tap – tape
   f. hat – hate
3. Can you think of 2 words with long /a/ sound? Write them below.
   mane tame frame (Accept all reasonable answers)

Activity 2: Understanding
1. Tick the correct sentences. Cross the incorrect ones.
   a. Nidhi hears a strange noise in the park. X
   b. Nidhi jumps on the sofa. √
   c. The cat bumps into the table. √
   d. The cat hides in the corner of the room. √
   e. Nidhi gives biscuits to the cat. X
2. a. The sound comes from the living room.
   b. The table shakes when the cat bumps into the table. The vase on the table falls and
      breaks into pieces. The books near the vase also fall down.
   c. Nidhi uses her flashlight to see the cat.
3. Complete the sentences on the basis of the story.
   Nidhi is a little girl.
   She goes in the living room.
   She hears a strange sound.
   The vase is on the table.
   The vase falls on the floor.
   Nidhi takes the flashlight.
   Nidhi gives milk to the cat.

Activity 3: Vocabulary
1. Write the sound word for each of the following. (Only 8 word-choices in the book)
   Duck- quack
   Bell- jangle
   Keys- jangle
   Clock- tick
   Frog- croak
   Door- creak
   Bee- buzz
   Cloud- thunder
   Birds- chirp
Activity 4: Grammar

1. Actions words (to be coloured yellow): play, sleep, eat, run, drive, cut, smell, write
2. Circle the action word that matches the picture.

- laugh
- yellow
- face
- television
- sofa
- watch
- numbers
- hop
- kids
- mother
- circl
- push
- man
- cook
- push
- dance
- white
- girl

Activity 5: Writing

Look at steps of brushing right.

According to the pictures, write the steps in the correct order.

1. Run water over the toothbrush.
2. Squeeze the toothpaste on the toothbrush.
3. Brush your teeth in circles.
4. Take a sip of water.
5. Spit the toothpaste into the sink.

Activity 6: Unseen Comprehension

1. Tick the correct statements.
   - ✓ b. The Sun leaves no light behind.
   - ✓ d. Every morning I go to school.
2. Answer the questions.
   a. The Sun goes for a fight at night.
   b. The Sun comes back every morning to rule.
LESSON TARGETS

Getting Started and Listening
• Describe and outline the importance of hard work.
• Picture comprehension
• Following instructions

Phonics
• Revise the short /o/ sound. Learn about the long /o/ sound
• Differentiate between the short / o / and the long /o/ sounds

Language Ladder
• Understand the concept of Is, Am, Are
• Use primary auxiliary verbs in sentences

Reading
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits
• Read for pleasure

Understanding
• Recall information read earlier
• Answer in complete sentences

Vocabulary
• Learn the names of materials and identify them

Practising Grammar
• Use is, am, are in sentences

Speaking
• Use simple sentences for seeking permission

Writing
• Write sentences to describe a place

Celebrating Poetry
• Read a poem with proper rhythm and intonation
• Revise sound words

Poem Appreciation
• Answer questions based on the poem

Enrichment
• Being responsible and safe

I Can Read
• Read a text independently
<table>
<thead>
<tr>
<th>S.no</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
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<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Getting Started exercise (page 86)</td>
<td></td>
<td>2</td>
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<td>2</td>
<td>Listening: Listening for detail</td>
<td>• Listen and colour (page 87)</td>
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<td>3</td>
<td>Phonics: Long /o/ sound words</td>
<td>• Words with the long /o/ sound</td>
<td>Activity 1 (page 55)</td>
<td>2</td>
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<td></td>
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<td>• Exercise 1 and 2 (page 88)</td>
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<td>4</td>
<td>Grammar: Concept of “Is, Am, Are”</td>
<td>• Explain the use of Is, Am, Are</td>
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<td>2</td>
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<td>• Activity 2</td>
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<tr>
<td>5</td>
<td>Pre-reading</td>
<td>• Discuss types of houses.</td>
<td></td>
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<td></td>
<td>Reading: Types of houses</td>
<td>• Read the text</td>
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<td></td>
<td></td>
<td>• Comprehension</td>
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<td>6</td>
<td>Understanding</td>
<td>• Recapitulation</td>
<td>Activity 2 (page 56-57)</td>
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<td></td>
<td>• Exercise no 1, 2 (page 93)</td>
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<td>7</td>
<td>Vocabulary: Types of Materials</td>
<td>• Different types of materials</td>
<td>Activity 3 (page 58)</td>
<td>1</td>
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<td></td>
<td></td>
<td>• Exercise given (page 94)</td>
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<td>8</td>
<td>Practising Grammar: “Is, Am, Are”</td>
<td>• Recap of the concept taught in the previous class.</td>
<td>Activity 4 (page 59-60)</td>
<td>1</td>
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<td></td>
<td></td>
<td>• Exercise 1 and 2 (pages 94- 95)</td>
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<tr>
<td>9</td>
<td>Speaking: Seeking Permission</td>
<td>• Ask for and give and refuse permission</td>
<td></td>
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<td></td>
<td></td>
<td>• Read the text and speaking exercise</td>
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<tr>
<td>10</td>
<td>Writing: Describing Places</td>
<td>• Describe your dream house.</td>
<td>Activity 5 (page 61)</td>
<td>1</td>
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<td></td>
<td></td>
<td>• Exercise on page 96</td>
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<td></td>
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<tr>
<td>11</td>
<td>Celebrating Poetry</td>
<td>• Recitation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Revise and enjoy sound words</td>
<td></td>
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<tr>
<td>S.no</td>
<td>Topic</td>
<td>Task</td>
<td>More to Do (Workbook)</td>
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<tr>
<td>12</td>
<td>Poem Appreciation</td>
<td>• Exercise based on the poem page 97</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Enrichment</td>
<td>• Understand the need for safety</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Discuss the safety rules</td>
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<tr>
<td>14</td>
<td>long /o/ sound words – I Can Read</td>
<td>• Read sentences out loud</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Project Work: Home Sweet Home poster</td>
<td>• Design a poster and speak about it.</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Logical thinking:
Interpersonal

Effective Communication:
Linguistic

Teaching Trail

• Read the introductory text.
• Ask students what they understand by ‘hard work’. Ask: Who do you know who works hard?

Teaching Trail

• Before starting the lesson, talk to the children about the importance of hard work.
• Ask students to describe the two pictures. Point out that it is spring in the first picture and winter in the second.
• Discuss the questions given in the book.

Three Little Lambs

Look at the pictures. Discuss the answers of the questions in the class:

a. What is the ant doing?
b. What is the grasshopper doing?
c. Why do you think the grasshopper has come to the ant’s home?
d. What is the moral of this story?

Answer Key

Look at the pictures. Discuss the answers of the questions in the class:

a. The ant is working hard and collecting food.
b. The grasshopper is relaxing.
c. The grasshopper is asking the ant for help.
d. We should always plan and work hard for our future.

Teaching Trail

• Recapitulate short /o/ sound words. Write some short /o/ sound words on the board. (dot, not, hop, cop)
• Remind students about the ‘magic e’. Add ‘e’ to the end of each word on the board and ask them to read the words.
• Read the text in the Learning Link box.
• Pronounce the long /o/ sound.
• Help students pronounce the words on page 87 correctly repeating each word.
The doll-house has a pink roof.
The two windows are blue.
There is a yellow sofa in the living room.
There is a brown table near the sofa.
The dining table and chairs are brown in colour.
The bed has a yellow bed sheet and a green pillow on it. There is a black cupboard in a room.

Kriti has built a dollhouse for her doll. Listen carefully to the instructions. Colour the doll house accordingly.

The doll-house has a pink roof.
The two windows are blue.
There is a yellow sofa in the living room.
There is a brown table near the sofa.
The dining table and chairs are brown in colour.
The bed has a yellow bed sheet and a green pillow on it. There is a black cupboard in a room.

Phonics Fun Aa Long /o/ Sound

Read the words.

<table>
<thead>
<tr>
<th>word</th>
<th>phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td>bone</td>
<td>/bəʊn/</td>
</tr>
<tr>
<td>cone</td>
<td>/kəʊn/</td>
</tr>
<tr>
<td>home</td>
<td>/həʊm/</td>
</tr>
<tr>
<td>rose</td>
<td>/rəʊz/</td>
</tr>
<tr>
<td>rope</td>
<td>/rəʊp/</td>
</tr>
<tr>
<td>hose</td>
<td>/hoʊs/</td>
</tr>
</tbody>
</table>

Learning Link

Magic 'e' changes the sound of the short vowel to its long sound.

<table>
<thead>
<tr>
<th>word</th>
<th>phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td>not</td>
<td>/nət/</td>
</tr>
<tr>
<td>cop</td>
<td>/kɒp/</td>
</tr>
<tr>
<td>bit</td>
<td>/bɪt/</td>
</tr>
<tr>
<td>cut</td>
<td>/kʌt/</td>
</tr>
<tr>
<td>mad</td>
<td>/mæd/</td>
</tr>
<tr>
<td>note</td>
<td>/nəʊt/</td>
</tr>
<tr>
<td>cope</td>
<td>/kɒp/</td>
</tr>
<tr>
<td>bite</td>
<td>/bɪt/</td>
</tr>
<tr>
<td>cute</td>
<td>/kʌt/</td>
</tr>
<tr>
<td>made</td>
<td>/mæd/</td>
</tr>
</tbody>
</table>

Sound: long /o/ sound words
IPA Symbol: /əʊ/

Pronunciation: The ‘long o’ /əʊ/ is a two-sound vowel that ends in a brief ‘w sound’ /w/.

Part 1: The body of the tongue is pushed back and in a low-to-mid mouth position and the bottom teeth can be felt along the sides of the tongue.

Part 2: The sound moves into a ‘w sound’ /w/ by raising the jaw slightly while closing the lips into a small circle. The body of the tongue moves upward until the tongue is near the back of the hard palate.
Teaching Trail

1. **Read the words. Colour long /o/ sound words.**
   - As a class drill, read the words in the house on Page 88. Ask students to colour the words with the long /o/ sound.
   - Allow the class time to complete the exercise. Move around the class as the pupils complete the exercise. Help students if and when required.
   - Check answers by asking students in the class. Write answers on the board for the rest of the class.

2. **Find the long /o/ sound words in the grid. Write them under the correct picture. Read the words aloud.**
   - Read the instruction and explain what students have to do.
   - Ask students to name the pictures and look for their names in the word grid.
   - Allow the class time to complete the exercise. Move around the class as the pupils complete the exercise. Help students if and when required.

**Answer Key**

| Words to be coloured | Home, bone, mole, vote, joke, code, tone, nose |

**Teaching Trail**

1. **Pair work:** Give each pair a sheet that has two columns, one for short vowel sound words and the other for long vowel sound words.

2. **Write the following short vowel sound words on the board randomly:** Cub, tub, rod, din, pin, bit, cap, cod, dim, hop, kit, mad, can, cut, fad, tap, fat, van.

3. The child who is shorter in each pair must write short vowel sound words in the first column and the other partner will write the corresponding long vowel sound word in the second column. The pair which finishes writing all the pairs of short and long sound words first will be the winner.

**Answer Key**

<table>
<thead>
<tr>
<th>Hose</th>
<th>Rope</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cone</td>
<td>Pole</td>
<td></td>
</tr>
</tbody>
</table>
Put students in groups of five. Give each group three flash cards with is, am, are written on them respectively. Call out a simple sentence with a blank where is, am, or are should be. Students of the group have to strike the flash card with the answer. Ask a student from the group to say the complete sentence. Move to the next group and follow the same procedure.
Teaching Trail

- Read the text with proper expression. (Follow the reading strategies given below.)
- Write difficult words on the board and explain them as you read.
- Ask comprehension questions given alongside as you read each part.
- Ask them to read the words with the long /o/ sound and write them in their notebooks.

Reading Café

- **Modelled Reading:** Read the chapter at an appropriate pace while students follow in their books.
- **Shared Reading:** Read the chapter and ask students to (whole class/groups) repeat each sentence after you. Explain new/difficult words. Focus on commonly mispronounced words and demonstrate their correct pronunciation. Draw attention to short /a/ sound words.
- **Guided Reading:** Read small parts/sections of the text. Explain each section. Ask comprehension question to check understanding.
- **Independent Reading:** Ask individual students to read parts of the text so that the whole text is read again. Ask open ended questions, have class discussions and resolve students’ queries.

**Panel 1**

1. What do we call the young one of a sheep?
2. What does Mama sheep ask the lambs to do?
3. Whom does the sheep ask her children to be careful of?

**Panel 2**

1. Why does one lamb want to build his house with brick?
2. Why does the second lamb decide to make his house with wood?
3. Why does the third lamb make his house with straw?

**Open ended questions**

1. What would you choose to build your house with?
2. Where would you like to build your new house?
The first little lamb builds a house of straw. The big bad wolf comes to his house.

1. What happens to the house of straw when the wolf comes?
2. Where does the lamb run when his house of straw falls down?

Panel 3

The little lamb runs to his brother's house, which is made of wood. The big bad wolf then goes to the second lamb's house.

1. What does the wolf tell the three lambs?
2. Can the wolf blow down the house of bricks?
3. Why does the wolf go away?
4. What do you learn from the story?

Open ended questions
1. Where do you think the lambs will live now?
2. Where will the wolf go now?

Panel 4

1. What happens to the house of wood when the wolf huffs and puffs?
2. Where do both the lambs run when the house of wood falls down?

Open Ended questions
1. Why does the wolf want to come into the lamb's house? Do you think he wants to be friends with lamb?
2. Why does the house of straw fall down so easily?

Integrated Learning: As students to say why we need houses. Steer the discussion towards different animals and their homes.
1. **Read the sentences.** Write ‘T’ for true or ‘F’ for false.
   - Read the sentences and ask students to say whether the statements are true or false.
   - Once all the statements have been discussed, allow the class time to complete the exercise in the book. Move around the class as the pupils complete the exercise and help students if and when required.

### Answer Key

1. a. T  
   b. F
   c. T  
   d. F

2. a. The mother sheep warns the lambs about the big bad wolf.
   b. He builds his house with bricks because bricks are strong and he will be safe.
   c. The brick house does not fall down because it is strong.
   d. The story teaches us that laziness leads us nowhere. Hard work will always help us.

### Teaching Trail

**Activity 4**

Recapitulate the story and write the key points on the board. Have the class arrange the key points in the correct sequence. Move to the questions in the course book once the story has been revised.

### Answer Key

1. a. T  
   b. F
   c. T  
   d. F

2. a. Whom does the mother sheep warn her little lambs about?
   b. Why does the third little lamb build its home with bricks?
   c. The brick house does not fall down. Why?
   d. What do you learn from the story?

### Vocabulary

**Materials**

The three little lambs use different materials to build their houses. Name them. ________, _________ and _________.

All the things we see around us are made of different materials. Read some more examples:

- The scissors are made of steel. The steel is shiny.
- The table is made of wood. The wood is smooth.

### Teaching Trail

- Have students fill in the blanks.
- Ask students to read the dialogues and underline the names of materials in them.
- Point to various things in the classroom and ask what material each is made of.
- Explain what students have to do in the exercise on Page 94. Allow them time to complete the exercise in the course book.
- Discuss the answers and ask students to correct their mistakes.
Look at the pictures. Each object is made of some material. Write the names in the suitable sections.

<table>
<thead>
<tr>
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- Toilet roll
- Buttons
- Guitar
- Pencil
- Cupboard
- Envelope
- Card
- Toilet roll

Practising Grammar

Is/Am/Are

We use ‘am’ with ‘I’.

We use ‘is’ with ‘he’, ‘she’, ‘it’ and a naming word.

We use ‘are’ with ‘you’, ‘we’, ‘they’ and a naming word (more than one).

1. Fill in the blanks using is, am or are:
   a. Anu _______ in the swimming pool.
   b. The school bell _______ loud.
   c. I _______ not well.
   d. There _______ birds in the sky.
   e. We _______ a team.

Activity 5

Hold a ball and call out any one auxiliary verb (is, am or are). Toss the ball to a student. The student who has the ball has to come up with a sentence that contains the said auxiliary verb. If the sentence is correct the student gives the ball back to you, if not, he/she passes the ball to the student sitting next to him/her.

Answer Key

1. Fill in the blanks using is, am or are:
   a. is    b. is    c. am    d. are    e. are    f. are
   g. are    h. is    i. am    j. is

2. Answers may vary
Critical Thinking: Understanding, Communicating (oral): Asking and answering questions

Skills in focus

Read the conversation:

Rohan: Can I come in, Pooja?
Pooja: Sure.
Rohan: Can I play a game on your computer?
Pooja: Not right now, Rohan. I am busy.

Now, make pairs and practise seeking permissions in the following situations:

- You want to go for a school picnic. Seek permission from your mother.
- You want to play a game on your father’s phone. Seek permission from him.
- You wish to borrow a book from your friend. Seek permission from him/her.
- You want to change your seat in the class. Seek permission from the teacher.

Teaching Trail

- Pick two students to read the conversation, as the rest of the class follows in the book.
- Once the conversation has been read, draw students’ attention to how Rohan asks for Pooja’s permission.
- Write words they can use to ask permissions on the board (Can I, May I,) Use the words in sentences.
- Seek permission from students and have them respond.
- Divide the class into pairs and have them role play the situations on page 95 in turns.
- Students can be given additional situations to enact.
Critical Thinking:
Understanding, Communicating (written)

Skills in focus

Teaching Trail

- Talk about the lambs’ houses from the story.
- Ask students what kind of house they want.
- Read the questions to the class and let them think about the answers.
- Read the instruction and let students attempt the exercise independently.
- When they are done drawing, move to the questions and write sample sentences on the board.
- Let students write the answers independently in their books.

Activity 5

Divide students into groups and take them around the school. Assign different areas to the groups - classroom, library, playground, music room etc. Ask them to look at the assigned areas carefully. Once they are back to the classroom, write the following questions on the board and have students write the answers in their notebooks.

Sample questions:
Where did you go?
Was the place big or small?
How many windows did the room have?
List any three things you saw there.

1. Where do you want your home to be?
2. What material would you use to build it?
3. How many rooms do you want?
4. What would you do in those rooms?
5. Who do you want to live with?
Creative Thinking:
Understanding, Analysis, Communication – Articulating, Reciting

Teaching Trail

• Recite the poem with expression and intonation. Ask students to follow in their books.
• Ask students to read it again together. Guide them with correct pronunciation and diction.
• Ask students to shout out the sound words.

Activity 7

Write the sound words in the poem on the board. Divide the class into groups of five and assign each group a sound word written on the board. Students have to think of things that make the sound assigned to their group. After two minutes have each group names the things as you write them on the board. The group with the most things wins.

Answer Key

1. slam, jangle, jingle, squeak, thump.
2. four – door sees – keys paddy – daddy
3. a. (i) Slam! Slam! (ii) Jingle! Jingle (iii) Thump! Thump!
4. Welcome home, Mummy and Daddy
Imagine that you are alone at home. Now from the following instructions, tick the ones that you should follow and cross the ones you should not:

1. Keep the doors unlocked.  
2. Never open the door to strangers.  
3. Never open the door to delivery people.  
4. Talk to strangers and tell them that you are alone at home.  
5. Ask delivery people to leave the package at the door or tell them to come back at another time.  
6. Go outside to play and leave the door open.  
7. Never tell anyone that your parents are not at home.  

1. Keep the doors unlocked.  
✓ 2. Never open the door to strangers.  
✓ 3. Never open the door to delivery people.  
✗ 4. Talk to strangers and tell them that you are alone at home.  
✓ 5. Ask delivery people to leave the package at the door or tell them to come back at another time.  
✗ 6. Go outside to play and leave the door open.  
✓ 7. Never tell anyone that your parents are not at home.

Let students read the sentences independently.
Help them with difficult words.
Ask students if they have pets, or what animal would they like to keep as pets.
Workbook Unit Answer Key

Activity 1: Phonics and Spellings
1. (Words with the long /o/ sound have been underlined)
   nose, frog, coat, hop, bone, dot
2. words with the long /o/ sound: boat, cone, home

Activity 2: Understanding
1. a. ii) They had grown up and had to build their own homes.
   b. ii) He wanted to eat them
   c. iii) He ran to his brother's house
2. The mother sheep lived with her lambs.
   The three little lambs went to make their own house.
   The first little lamb made a house of straws.
   The second little lamb made a house of wood.
   The third little lamb made a house of bricks.
   The wolf could not blow away the brick house.
3. a. The wolf was trying to catch the little lambs so that he could eat them.
   b. The wolf went to the straw house first.

Activity 3: Vocabulary
Answers may vary. Accept all appropriate words.

Things made of cloth
- Curtains.
- Tablecloth

Things made of paper
- Notebook
- Diary

Things made of wood
- Table
- Chair

Things made of plastic
- Bucket
- Container

Activity 4: Grammar
1. • I am a good girl.
   • I am hungry.
   • I am here.
   • The baby is cute.
   • She is my friend.
   • It is a very hot day.
   • You are a big boy.
   • There are swings in the park.
   • The students are in the library.
2. a. Rohit is my brother. I am his sister. We are in the same class at school.
   b. Sameer is my best friend. He is smart. We are friends.
3. Re-arrange the sentences.
   a. My mother is a teacher.  
   b. My father is a doctor.  
   c. They are not at home.  
   d. This is a thick book.  
   e. I am happy.

**Activity 5: Writing**
(Answers may vary)

i) This is my room.  
   ii) There is a bed in it.  
   iii) There are some toys in it.  
   iv) I sleep in my room.  
   v) I keep my room tidy.

**Activity 6: Picture comprehension**

1. ✓ a. This is a farm.  
   ✓ c. There are hens and chicks.  
   ✓ d. There are two lambs.
2. 1. There are hens, chicks and lambs in the picture.  
   2. The house is red in colour.  
   3. The boy is holding a stick.

**PROJECT WORK**

**Home Sweet Home**
Ask students to design a ‘Home Sweet Home’ poster/sign for their house. Let them draw and colour it. Once the posters/signs are complete, students show them to the class and say where they would like to place it in their house.
LESSON TARGETS

**Getting Started and Listening**
- Describe and outline a picnic outing
- Follow simple narratives and description
- Listen for details
- Recall information

**Phonics**
- Identify long /i/ sounds
- Pronounce and differentiate between short and long /i/ sounds

**Language Ladder**
- Understand position words
- Use position words in sentences

**Reading**
- Grasp meaning of words, phrases and sentences in context
- Develop correct reading habits
- Read for pleasure

**Understanding**
- Recall information
- Respond to the text read earlier
- Answer questions

**Vocabulary**
- Learn about occupations

**Practising Grammar**
- Use position words correctly

**Speaking**
- Talk about a picnic

**Writing**
- Complete sentences to write a letter

**Celebrating Poetry**
- Recite a poem with proper rhythm and intonation
- Identify rhyming words

**Poem Appreciation**
- Answers questions based on the poem

**Enrichment**
- Discuss safety rules for buses and classrooms

**I Can Read**
- Read a text independently
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<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
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<td>Getting Started</td>
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<td>Listening: Listening for detail</td>
<td>• Listen to a passage&lt;br&gt;• Listening Exercise - True/False (page 100)</td>
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<td>Phonics Fun: Long /i/ sound</td>
<td>• Words with long /i/ sound.&lt;br&gt;• Exercise 1 and 2 (page 100-101)</td>
<td>Activity 1 (page 63)</td>
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<td>• Understand Position Words&lt;br&gt;• Activity 3</td>
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<td>• Plan a picnic&lt;br&gt;• Exercise (page 102)&lt;br&gt;• Read the text&lt;br&gt;• Comprehension</td>
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<td>• Exercises 1, 2 (page 105)&lt;br&gt;• Activity 4</td>
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<td>• Position Words&lt;br&gt;• Exercise 1 and 2 (page 107)&lt;br&gt;• Activity 5</td>
<td>Activity 3 (page 66)</td>
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<td>8</td>
<td>Practising Grammar: Action Words</td>
<td>• Recap of the concept&lt;br&gt;• Exercise 1 (page 81-82)&lt;br&gt;• Activity 7</td>
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<td>Speaking: Plan a Picnic</td>
<td>• Ask and answer questions&lt;br&gt;• Integrated Learning</td>
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<td>10</td>
<td>Writing: Letter Completion</td>
<td>• Exercise (page 83)&lt;br&gt;• Activity 8</td>
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<td>11</td>
<td>Celebrating Poetry: Ants at a Picnic</td>
<td>• Recitation&lt;br&gt;• Identify position words</td>
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<td>Poem Appreciation</td>
<td>• Exercises 1 and 2 (page - 109)</td>
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<td>13</td>
<td>Enrichment</td>
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<td>I Can Read</td>
<td>• Independent reading</td>
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<td>15</td>
<td>Project Work: Animal Research work</td>
<td>• Card making</td>
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Logical thinking: Recall, Identifying
Effective Communication: Linguistic

Teaching Trail
- Read the introductory text to create an interest about the lesson. Ask students if they like going on picnics.
- Talk about the fun activities that they do when they go on picnics.

Teaching Trail
- Talk to students about picnics. Ask them where they would like to go on a picnic and what they would like to see.
- Ask them what they would like to carry to eat and the games they would like to play there.
- Proceed to the getting started exercise.
- Ask them to circle the things they see in the picture.

Activity 1
Play a game of pass the parcel with students. Have students sit in a circle. Once you stop the music, the student who has the parcel has to say a word related to picnic and the student sitting on the right of that student has to spell the word.

Answer Key
Words to be circled: slides, photographs, school bus, ID card, Uniform

Reading Café
Sound: Long /i/ sound words
Pronunciation: The ‘long i’ /ɒɪ/ is a 2-sound vowel that ends in a brief “y” /y/sound.
To pronounce long i sound, at the beginning of the sound, the tongue is low and touches the bottom, side teeth. After that as the jaw closes slightly, the body of the tongue moves upward until it is near the tooth ridge, similar to the position of a ‘y sound’ /y/. The front sides of the tongue touch the inside of the top, side teeth. In totality the long i sound is heard as “eye”.
IPA symbol: /ɒɪ/
Magic ‘e’: When the letter ‘e’ sits at the end, the vowel before makes a long sound.
• I am here at the National Park with my family.
• Here, Miss Leena feeds all the animals.
• Mr Kumar and Mr Zen keep the animal areas clean.
• We see a woman looking after a sick zebra.
• She is Miss Shelly, the vet.

**Listening Text**

*Listen to Sana’s experience at the National Park. Write true or false for the statements.*

1. Miss Leena keeps the zoo clean.  
2. Mr. Kumar and Mr. Zen feed all the animals.  
3. Miss Leena feeds all the animals.  
4. A woman looks after a sick camel.  
5. Miss Shelly is the vet.

**Phonics Fun**

Long /i/ Sound

*Read the long /i/ sound words:*

bike, nine, kite, ice

1. Read the words. Colour as instructed:

   long /i/ words [green]  all other words [blue]

   play, my, mice, time, soil, hid

   gift, lime, hide, bite, fill

   with, dim, wide, wait, hill

**Answer Key**

words to be coloured green: mice, time, lime, hide, wife, bite, wide

It is a kite.

**Exercise 1**

• Ask students to read all the words aloud. Ask them to shout out the words that have the long /i/ sound. Let students attempt exercise 1. Discuss the answers when they are done.

**Exercise 2**

• Read the riddles in exercise two one by one. Provide hints and elicit the right answers from students.

• Let them write the answers in their books.
**Teaching Trail**

- Ask students to read the dialogues along with you.
- After each sentence, ask “Where is the …?” As they answer, write the position words on the board.
- Now introduce the concept of the position words to students. Read out the definition of position words and explain with examples.
- Draw attention to the images showing different position words and explain. You can also bring a box and a ball to class to demonstrate position words.

**Activity 3**

Make groups of five. Tell students they have to use position words to talk about people or things in class. Each correct sentence will get 5 points. Have several rounds – in each round, groups are not allowed to use a position word already used by another group. Tell them they must try and use the position words given on page 102.

**Teaching Trail**

- Tell students that they will plan a picnic.
- Ask students where they would like to go. Write the places suggested on the board. Ask which friends they would like to invite to the picnic. Accept all answers.
- Ask what food they would like to eat on the picnic. Write the food items on the board.
- Ask students to complete the pre-reading exercise using words from the board.
Teaching Trail

• Read the text with expression and modulation. Make it a role play where you read the teacher’s dialogue while students respond with the children’s dialogue.
• Write difficult words on the board and explain them as you read.
• Ask comprehension questions given alongside as you read each part.
• Ask them to read the words with the long /i/ sound and write them in their notebooks.

Panel 1

• Who is being talked about in the picture?
• Why does Riya wake up early that day?

Panel 2

• Why were the students excited?
• Were the children happy on that day?

Panel 3

• What did the teacher ask students to repeat?
• What rule did Riya mention?
• What rules did the other students mention?
Panel 4
- Why should students wear uniforms when they go on a picnic?
- What did the children do on the bus while going to the picnic?
- Did they have fun?

Panel 5
- Where did the children go for their picnic?
- What did the children do in the park?
- Who clicked a class picture?
- Which rides were there in the park?

Panel 6
- What did the children bring for lunch?
- Did they share their lunch with each other?
- Which game did the children play after lunch?
- When did the children come back?
**Activity 4**

- Recapitulate the lesson. Play a game of true or false.
- Make statements about the lesson and ask students to say whether they are true or false.
- Write the correct answers on the board. Ask students to help you arrange them in the correct sequence.

---

**Critical Thinking**

Understanding, Logical Reasoning, Communicating

- Writing answers

---

**Teaching Trail**

**Exercise 1**

Read the sentences one by one and elicit the right responses. Allow students time to write the answers. Help whenever necessary.

**Exercise 2**

Proceed as in exercise one. Let students write the answers in their notebooks. Write answers on the board if required.

---

**Answer Key**

1. a. Ria wakes up early.
   
   b. Ria and her classmates go on a picnic.
   
   c. The children are excited about the picnic.
   
   d. The teacher clicks the class group photo.
   
   2. a. Ria and her classmates go on a picnic/ go to the park for a picnic.
   
   b. Students recall the picnic rules in the class.
   
   c. In the bus, Ria and her classmates sing songs and rhymes and chat.
   
   d. No one wins the match as it end in a tie.
Communicating –
Articulating Linguistic
Critical thinking –
recalling responding
Collaborating

Teaching Trail

• Ask students about what their parents, uncles and aunts do.
• Write the answers on the board. Tell them that these jobs are called “occupations”.
• Ask: Why is it important for parents to work? Are all kinds of occupations important? Why?
• Talk about respecting everybody, whatever their occupation.
• Read the text on page 106 and ask questions about the various occupations shown.

Activity 5

Collect tools/pictures for different occupations. Eg. white coat for a doctor; wooden gavel for a judge; nail for a cobbler. Show these one by one to the class and with a line for the related profession: I help a judge to give decisions; I help in making shoes, etc. Ask students to guess the profession for each tool you show them.

Teaching Trail

Exercise Page 106:
Allow students to read silently and attempt the exercise independently. Discuss answers with the class.

Answer Key
1. Doctor
2. Cook
3. Pilot
4. Garbage Collector
Communicating— Linguistic
Giving instructions

Critical thinking—
Understanding, Observing

Collaborating— Pair work

Practising Grammar A

Position Words

Let’s Catch Up

Position words tell us about the position of things, places or people.

1. Complete the sentences with the correct position word for the teddy.

   - The teddy is ___ the table.
   - The teddy is ___ the table.
   - The teddy is ___ the pillows.
   - The teddy is ___ the bed.

2. Draw and colour the picture. Follow the instructions:

   - Draw a boat ___ in the sea.
   - Draw the Sun ___ in the sky.
   - Colour the Sun yellow.
   - Draw a beach umbrella.
   - Colour the umbrella blue.
   - Draw a ball ___ near the sandcastle.

Teaching Trail

Inform students that things in the classroom are not in the same place as they were when you left the room yesterday.

You need their help to put them in the right place.

This activity needs some preparation. You will have to move some things around. For example, you could place some books under a student’s chair, put a marker pen on the window sill, and so on.

Put students into pairs. Ask them to write sentences about what has changed in the classroom, using position words.

In turns they must read out one sentence and then give instructions about where to put that thing.

For example:

The books are under X’s chair. Please put them on the table.

Emphasize on the correct structure for each sentence.

Answer Key

1. The teddy is under the table.
   The teddy is on the table.
   The teddy is between the pillows.
   The teddy is behind the bed.
**Teaching Trail**

- Discuss the questions on Page 108.
- Make groups of five. Students take turns to ask and answer the questions in the box.
- Tell them to use the list they made in the pre-reading exercise for help.

**Integrated learning**

Ask students to think of different themes on which they can plan a picnic. Motivate them to plan a “Go Green Theme” picnic and ask them what can be included in that theme. Sensitize them about a green planet, how we can keep our planet clean and what the benefits of living in a clean environment are.

**Critical Thinking**
- Organise Plan,
- Communicating (oral)
- Articulating

**Skills in focus**
- Understanding
- Communicating (written) – Letter writing

**Activity 8**

Show a stamp to the class and tell them where they are used. Ask students to collect stamps of different places and denominations. Ask them to paste them in a scrap book and show them in the class. They can even paste a stamp on the letter in the book.

**Answer Key : Answer may vary**

Dear Grandpa,

Hope you are in good health. I am so happy today. We went on a picnic to a zoo. We had so much fun. We went in a car/bus. I saw so many animals in the zoo. I ate chips, sandwich, biscuits and cake. I missed you so much. Hope you will join us for the next picnic.

Love you,

Regards

Radhika
Critical thinking- Understanding, Making connections Communication, Interpersonal

Teaching Trail

- Discuss the picture with students.
- Encourage them to share their views about safety while getting on and off a bus.
- Read the Dos and Don’ts. Encourage them to form a queue and follow discipline while they board and de-board the bus.

Teaching Trail- I Can Read

- Let students to read the text in ‘I can Read’ first silently and then aloud with the class.
- Ask: Where did the poet look for the caterpillar? Ask them to shout out the position words.
- You can also steer the discussion to caterpillars and how they become butterflies.

Creative Thinking- Understanding, Analysis, Communication- Recitation

Teaching Trail

- Ask students to read the poem together. Guide them with correct pronunciation and diction.
- Put up questions to students based on the poem. Encourage them to answer in correct English and pronounce the words correctly.
- Ask students to point out the rhyming words.

Answer Key

1. a. (ii) Ants on my pear
   b. (i) Are not so great
   c. (ii) On my plate

2. Answers may vary.

Enrichment

Read the list of the Dos and Don’ts while boarding and riding in a school bus:

1. Stand in a line while waiting for the bus.
2. Board the bus one after another.
3. Don’t push each other while boarding the bus.
4. Don’t stand when the bus is moving. Stay in your seat.
5. Do not put your head or hands out of the window of the bus. You can get hurt.
6. Wait for the bus to stop before getting up from your seat.

Now, form groups and list down the Dos and Don’ts to be followed in a classroom. Share your points in the class.

I can read

Where is the caterpillar?
Where is the caterpillar hiding today?
I looked under the bed.
I looked on the chair.
I looked in the fishbowl.
I looked between the pots.
When I looked in the flowers
What did I see?
A colourful butterfly looking at me.
**Workbook Answer Key**

**Activity 1: Phonics**

2. a. wide  
   b. right  
   c. bite  
   d. time  
   e. slide

**Activity 2: Understanding**

1. a. They are going for a picnic.  
   b. Open ended question. Accept all appropriate responses.  
   c. They play on the swings and share food.  
   d. They play volleyball.  
   e. No one won the match as it ended in a tie.

2. a. No one should spoil the walls or furniture.  
   b. No one should fight or push each other.  
   c. Everyone should wear ID cards.

**Activity 3: Vocabulary**

1.

**Activity 4: Grammar**

1. Students have to draw water in the jug, a sandwich on the plate, two apples in front of the basket, a biscuit between the cups.

2. a. behind  
   b. beside  
   c. on  
   d. under  
   e. between

**Activity 5: Writing**

picnic, Mummy, sandwiches, volleyball, Daddy, wander off, wrappers, leftovers, dustbin.

a. (Answers may vary. Accept all appropriate responses.) We went by our car for the picnic.

b. We saw many birds while going for the picnic.

**Activity 6: Unseen Comprehension**

1. a. True  
   b. True  
   c. False  
   d. True

2. a. Ajay and Nisha are in the park.  
   b. Ajay and Nisha are playing in the swings.  
   c. Ajay sees the clouds first.  
   d. Ajay and Nisha sing the rain song.

**PROJECT WORK**

**Card Making**

Ask students to make a list of 10 different kinds of occupations they see people doing around them. From the list ask them to pick up any one person, make a Thank You card for that person. Motivate them to mention in the card why they are thankful to that person.
LESSON TARGETS

Getting Started and Listening
- Describe and outline a story about a farmer
- Vocabulary development: identify and spell the names of different vegetables

Phonics
- Identify the long /e/ sound
- Pronounce and differentiate between short and long /e/ sounds
- Spell these sounds

Language Ladder
- Explain describing words
- Use describing words in sentences

Reading
- Grasp meaning of words, phrases and sentences in context
- Develop correct reading habits
- Comment on the passages read
- Read for pleasure

Understanding
- Discuss and respond to content of the text

Vocabulary
- Define the term opposites
- Use the knowledge gained in meaningful contexts

Practising Grammar
- Introduce describing words
- Use, sort and list the words as instructed

Speaking
- Think creatively and express oneself
- Speak effectively and confidently

Writing
- Understand the concept by reading a small conversation
- Complete a dialogue with the help of cues provided

Celebrating Poetry
- Recite a poem with proper rhythm and intonation
- Identify some phenomena of nature by the means of a poem

Poem Appreciation
- Respond to the questions on the basis of the understanding of the poem

Enrichment
- Understand the importance of healthy food.
- Eat healthy food

I Can Read
- Read independently and correctly
- Develop a habit for reading
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• Names of vegetables  
• Exercise (page 111)  
• Activity -          |                       |                  |
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• Listening Exercise Page? |                       | 1                |
| 3    | Phonics: Long /e/ sound       | • Words with long /e/ sounds  
• Exercise 1 and 2 on (page 100-101)  
• Activity ?       | Activity 1 (page 72) | 1                |
| 4    | Grammar: Describing Words    | • Understanding describing Words.  
• Activity 3            |                       | 1                |
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• Activity 7 |                       | 1                |
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• Exercise page 110 |                       |                  |
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| 15    | Project Work | • Vegetable light |                       | 2                |
Logical thinking, Identifying and naming; Effective Communication: Speaking clearly, Interpersonal

Teaching Trail

- Read the introductory text.
- Initiate a class discussion:
  - ask students about their favourite vegetables and the ones they don’t like.
  - Make a list of vegetables that are available in the season.
  - Ask students why it is better to eat fresh vegetables.

Activity 1

Make a few slips with the first letters of common vegetable names. Put them in a bowl. Divide the class into five groups. A student from each group has to take out a slip from the bowl and say a vegetable’s name beginning with the letter on the slip. The rest of the group has to recite the spelling of the vegetable name. Each group gets a turn. Have three – four rounds.

Getting Started

Look at the picture. Fill in the given blanks with the names of the vegetables you see in the farm. Choose the words from the box.

Helping Hand

tomato turnip radish cauliflower pumpkin
• Recapitulate the concept of rhyming words and tell students they have to look for rhyming words as they listen.

• Allow students to hear the listening text twice as they attempt the exercise.

Teaching Trail

Recapitulate the short /e/ sound taught in the previous class.
• Write a few words with short /e/ sound on the board and ask students to read them aloud. For example, met, wed, ben, fed, etc. Now add “e” just before the end consonant and ask students to read the new words.
• Point out the difference between the short and long /e/ sound.

Answer Key
you – too; yum – mum; suit - fruit

Reading Café
Monophthong - Long ‘e’ /iː/ sound
Pronunciation: The tongue is forward, with the body of the tongue near the tooth ridge. The jaw remains relatively closed and the sides of the tongue molars during this IPA symbol: /iː/
Exercise 1
- Ask students to read the words below the pictures. Say the sound the letter ‘e’ makes in these words. Have students repeat after you. Let them attempt the exercise independently. Discuss the answers once everyone has completed the exercise.

Exercise 2
- Ask the student to read the words aloud. Ensure they pronounce the words correctly. Once the words have been read let the students attempt the exercise.

Teaching Trail

Exercise 1
- Ask students to read the words below the pictures. Say the sound the letter ‘e’ makes in these words. Have students repeat after you. Let them attempt the exercise independently. Discuss the answers once everyone has completed the exercise.

Exercise 2
- Ask the student to read the words aloud. Ensure they pronounce the words correctly. Once the words have been read let the students attempt the exercise.

Answer Key

1. Word to colour - beans; peas; tea; cheese; peach
2. Words to colour: keep, free, mean, pea, leaf, sleep, heap, meet

2. Take, the old man to the turnip. Colour the stones with the long /e/ sound words.
Divide the class into four groups. Write a noun on the board or show its picture to the class. Give the groups a minute to write describing words for the noun. After the time is up, let each group recite the describing words they have written. Continue the exercise for a few more nouns.

**Activity 3**

Divide the class into four groups. Write a noun on the board or show its picture to the class. Give the groups a minute to write describing words for the noun. After the time is up, let each group recite the describing words they have written. Continue the exercise for a few more nouns.

**Activity 4**

Ask students to bring a vegetable from home. They will have to show it to the class and say a few sentences about it. Encourage them to use the describing words learnt earlier as well. Write model examples on the board to help them out. Such as: This is a capsicum. It is a small vegetable. It is green.
Critical Thinking - Understanding, Logical Reasoning

Teaching Trail

• The teacher can start by talking about the central idea of the story: cooperation.
• Introduce new words and their meanings.
• Ask a few comprehension questions.
• As you continue reading and explaining the passage, ask questions based on each panel.
• Once the lesson has been read, ask students to look for words with the long /e/ sound. Ask them to spell and pronounce them.
• Also ask them to focus on words written in pink and ask who or what they describe. Remind them that such words are called adjectives.

The old man plants the turnip seeds. He waters them and cares for them. Soon the seeds begin to grow.

After a few days...
The Old Man: Today, we will have turnip for our meal. The turnips are fully grown and ready to pull out now.
He and his wife reach the field.
The Old Man: Hmm...This is too small. This one is just nice. But wait! What is this? Oh dear! Look at this turnip!
Wife: My goodness! This is not just a big turnip. It is also not a very big turnip.
In fact, it is an ENORMOUS turnip!
The Old Man: I will pull it out easily.
He pulls the turnip with all his might but it does not budge!
The Old Man: Dear wife, I need your help. We both can pull it out.
Both: Pull! Pull! Pull!
Wife: It is not even moving. Let us call our son to help us.
The Old Man: That is a good idea!

Comprehension Questions

• Who lived with the old man?
• What vegetables did he grow in his field?
• What was his favourite vegetable?

Open ended questions

• Which vegetable from the old man’s field do you like the most?

Comprehension Questions

• What did the old man use to grow turnips?
• Why were the old man and his wife surprised when they went to the field one day?
• Whom did they call for help when they could not pull out the turnip?

Open ended question

• What is the biggest fruit/vegetable you have ever seen?
• How big was it?
Both: Son! Dear son! Please, help us pull this turnip. The son comes to help.

The Old Man, Wife and Son: Pull! Pull! Pull!
Son: It is not moving at all. Let us call Sister to help us.

Wife: Daughter! Dear daughter! Please, help us pull this turnip. The daughter comes to help them.

The Old Man, Wife, Son and Daughter: Pull! Pull! Pull!
Daughter: It is still not moving. Let us call our dog and cat to help us.
Daughter: Come our dear pets! Help us!

The Old Man, Wife, Son, Daughter, Dog and Cat: Pull! Pull! Pull!

Comprehension Questions
• Who were the pets?
• Who did the pets call for help?
Open ended questions
• Who would you call for help if you got stuck like the old man?

Together they pull and pull and pull and pull, but the enormous turnip still does not move!

Dog and Cat: Shall we call the rat that lives in the field?
Son: What good can a rat do?
The Old Man: Son, even a little share of help counts. Let them call the rat.

Dog and Cat: Hey, tiny rat! Can you please come out and help us pull this turnip?
The rat comes out of the burrow to help them.

The Old Man, Wife, Son, Daughter, Dog, Cat and Rat: Pull! Pull! Pull!
All together they pull and pull, and pull and pull. Then suddenly, WHOOSH!
The enormous turnip pops out of the ground! They all tumble down together.

Son and Daughter: Hooray, the enormous turnip is out!
The Old Man: Yes, we did it! We will have this fresh turnip for lunch.

Wife: Dog, Cat and tiny little rat, you are also welcome to have the meal with us.
**Activity 5**

Ask students to name the characters in the story. Write the names of the characters on the board as students speak them. Then write describing words for each character in no particular order, for example, old, has a moustache, long hair and so on. Ask students to help you match the characters with their describing words. One describing word can be used for more than one character. Don't erase the board. Let students attempt exercise 1 independently. Discuss the answers if required.

**Exercise 2**

Read the sentences and elicit the right responses. Move around the class and let students attempt the exercise.

**Exercise 3**

Read the questions and invite students to suggest answers. Students who agree with the answers raise their hands. Then let students who do not agree share their answers in the class. Discuss the correct answers and let them write them in their notebooks.

---

**Answer Key**

1. Complete the chain in the picture. Write the names of the people and animals in the order they begin to pull the enormous turnip.

   - old man
   - wife
   - son
   - daughter
   - dog
   - cat
   - rat

2. Complete the sentences from the story.
   a. The old man grows ___________ in his farm.
   b. The wife does not see ___________ among the vegetables.
   c. The old man tells his son, even ___________.
   d. The enormous turnip ___________.! They all tumble down.
   e. The wife invites ___________ for the meal.

3. Answer the following questions:
   a. What is the old man's favourite vegetable?
   b. Why are the old man and his wife amazed when they reach the field?
   c. What are the old man and his family doing in the field?
   d. How do they pull out the enormous turnip?
   e. What makes everybody tumble down?

---

c. The old man and his family are trying to pull out the enormous turnip.

d. They pull out the turnip with the help of their son, daughter, their pet dog and cat and a tiny little rat.

e. When the enormous turnip pops out of the ground everybody tumbles down.
Words like white and black are opposites.

And so are fat and thin.
And big and small.
Just as stop is to go
Up is to down.

1. One half of each picture shows the opposite of the other. Write the opposites:

![Image]

2. Write the opposites of the highlighted words.
   a. The tall tower is next to the ______ building.
   b. The enormous turnip was pulled out by a ______ rat.
   c. Jia has a ______ bag and an old pair of shoes.
   d. Would you like to have hot chocolate or ______?
   e. The rabbit ran ______ but the tortoise moved slowly.

Activity 5

Hold a ball and call out any one auxiliary verb (is, am or are). Toss the ball to a student. The student who has the ball has to come up with a sentence that contains the said auxiliary verb. If the sentence is correct the student gives the ball back to you, if not, he/she passes the ball to the student sitting next to him/her.

Answer Key

2. a. The tall tower is next to the low building.
   b. The enormous turnip was pulled out by a tiny rat.
   c. Jia has a new bag and an old pair of shoes.
   d. Would you like to have hot chocolate or cold?
   e. The rabbit ran fast but the tortoise moved slowly.

Teaching Trail

• Read the first line of the text on page 119. Ask questions like: Which fish is big? Which is small? And so on. Explain opposite words.
• Write describing words / naming words which students are aware of. Now ask students to think of a word which is opposite to the quality you mentioned.
• Tell students that since the words describe opposite qualities/actions, they are known as “Opposites”.

Exercise 1
Ask students to read the words aloud. Elicit the right opposite word for each. Let them attempt the exercise independently.

Exercise 2
Read each sentence and suggest two to three words for blank. Ask students to say yes for the correct word. Once all the answers have been discussed, let them fill in the blanks. Write the words on the board so that students can check their answers.

Differentiated Learning

Level 1: Name the opposites of the given words.

Level 2: Give words and their opposites.

Level 3: Give one word and give more than one opposite word. (light – bright, dark)
• Recap the concept of “describing words” taught earlier.
• Ask students to read the words in exercise 1 on page 120. They must say whether the word is a noun or an adjective and what the adjective can describe. Let them complete the exercise individually.

Exercise 2
Ask students to read the words in each group together, making sure they read and pronounce them correctly. Let them attempt the exercise individually. Discuss answers.

Practising Grammar A
Describing Words
1. Circle the turnips with the describing words.

2. Read the words in each row. Circle the two describing words that best describe the given pictures.

Play I Spy with the class. Say sentences such as: I spy something _______ and _______ (insert two adjectives). Let students look for the objects in the class that match the describing words. Once students understand what you are doing, ask them play ‘I spy……’. 

Skills in focus
Communicating-
Linguistic,
Critical thinking,
Collaborating

Activity 6
Critical Thinking
Understanding:
Communicating (oral) – interpersonal, Asking and answering questions.

Skills in focus
- Understanding:
- Communicating (written)
- Sentence Writing

Teaching Trail
- Read Tarun's question. Let one student read Shreya's sentence for the class.
- Ask some more similar questions (Is it big? What shape is it?) and elicit answers.
- In pairs, students should ask as many questions as they can about any one object.
- Write model questions and answers on the board such as: What colour is your pencil? My pencil is _______. What is the colour of your eraser? My eraser is _______. Is it big or small? It is ________.
- Let each pair present a conversation for the class.

Answer Key: Accept reasonable answers

The elephant splashes water with his trunk.
Two birds fly in the sky. They are yellow in colour.
The frog is in the pond.
The tiger looks scary/has black stripes. He eats up other animals.
The big brown bear is under the tree.
**Teaching Trail**

- Read the poem aloud stressing on the rhyming words.
- Ask students to read the poem together and correct them wherever needed and focus on the correct pronunciation of vowel sounds.

**Activity 7**

Ask students to draw three of their favourite vegetables and write two sentences about them. They can write about their colour, size, taste, etc.

---

**Vegetables**

Tomatoes are red, beans are green,
A brinjal has a crown, just like a queen.
Potatoes are brown, onions are pink,
Carrots have juice which I can drink.
Vegetables make me healthy and wise,
I eat them daily with pulses and rice.

---

**Poem Appreciation**

1. **Fill in the blanks:**
   a. Tomatoes are ______ and beans are ______ in colour.
   b. A brinjal has a crown, just like a ______.
   c. Potatoes are brown and ______ are pink in colour.
   d. ______ have juice which I can drink.
   e. ______ make us healthy and wise.

2. **Can you name some other juicy vegetables?**

---

**Answer Key**

1. a. Tomatoes are *red* and beans are *green* in colour.
   b. A brinjal has a crown, just like a *queen*.
   c. Potatoes are brown and *onions* are pink in colour.
   d. *Carrots* have juice which I can drink.
   e. *Vegetables* make us healthy and wise.

2. Beetroot, lemons, radish are some juicy vegetables.
Food is very important. It helps us to grow and stay healthy and strong. Look at the food triangle that shows different types of foods:

These food items are not healthy. We should eat them less.

They are healthy food items. They keep us active and fit.

Read the list. Circle the items you eat often. Cross out the ones you eat rarely:

- candy
- apple
- cookie
- almond
- fries
- cake
- wheat
- cabbage
- chocolate
- carrot
- orange
- noodles
- fruit
- honey
- corn
- egg
- curd
- pasta
- chips
- coconut
- cheese
- beetroot
- rice
- raisins

How many items have you circled?

I CAN READ

Wake up Jake!
I will bake a cake.
You can make sandwiches.
We will go to a lake.
There we will eat sandwiches and the cake.

Answer Key

Open-ended activity. After students have finished, call out some of the more popular item names (candy, cake, noodles, pasta) and ask how many students have circled each. Then call out the less popular food items. Talk about healthy food again.

I Can Read

Ask students to read the text in 'I can Read' first silently and then aloud in the class. Encourage them to read books to develop good reading habits in them.
Workbook Answer Key

Activity 1
1. Words to be coloured yellow: ready, best, step, next, nest, heavy, them
   words to be coloured red: dream, sheep, cream, wheel, sweet,

Activity 2: Reading Text
1. a. The old man planted the turnip.
   b. The old man himself tries to pull out the turnip first.
   c. The son asks the dog and the cat for help. (There is a typo in the workbook. Kindly replace ‘grandson’ with ‘son’.)
2. a. The turnip grew.
   b. The old man pulled.
   c. The old lady pulled, the daughter pulled.
   d. The dog, the cat pulled.
   e. The turnip came out/up.

Activity 3: Vocabulary
1. Hot: cold  Fast: slow  Big: small  Light: dark  Happy: sad
   giant small big  fluffy hard  comfy  glad sad joyful
damp moist dry  down  high right

Activity 4: Grammar
1. √ The ball is round.
   √ Limes taste sour.
   √ The night is dark.
   √ My socks (*shirt) are wet.
   √ The ice cubes are cold.
   √ The Sun looks bright.
   √ He is happy.
   √ The necklace is shiny.

Activity 5: Writing
a. There is a blue wheelbarrow.
b. There are many healthy vegetables in the garden.
c. The girl is watering the green plants.
d. The small boy is raking the soil.
e. There are many red tomatoes in the basket.

Activity 6: Unseen Comprehension
1. a. joy: boy  b. tree: me
2. Apple grows on a tree. The apple will drop down on a nice boy. The apple will say, “Eat me, my boy”

PROJECT WORK
Ask students to make a big cut out in the shape of a traffic light. Tell them that there are three categories - green light which says go (good choice to eat), yellow light which says stop and think (be careful of how much quantity they eat) and red light which says stop, don’t eat! (unhealthy food). Ask students to write the names of food items they should place in on each light and colour the picture. They may also paste pictures of the food items instead of writing names.
LESSON TARGETS

Getting Started and Listening
• Describe and outline the narration about a rainy day.
• Vocabulary development: identify the names of different objects
• Listen for details

Phonics
• Identify the blend /dr/
• Pronounce words with the /dr/ blend

Language Ladder
• Identify vowel and consonant sounds
• Understand when to use ‘a’ and ‘an’

Reading
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits
• Answer comprehension questions
• Read for pleasure

Understanding
• Discuss and respond to content of the text
• Answer comprehension questions

Vocabulary
• Learn how to spell and pronounce common double letter words

Practising Grammar
• Use a/an correctly

Speaking: Rain Talk
• Think creatively and express oneself
• Speak effectively and confidently

Writing
• Understand the concept by reading a small conversation
• Complete a dialogue with the help of cues provided

Celebrating Poetry: Raindrops
• Recite a poem with proper rhythm, and actions
• Identify some phenomena of nature by the means of a poem

Poem Appreciation: Raindrops
• Respond to questions on the basis of the understanding of the poem
• Identifying rhyming words

Enrichment
• Understand the importance of saving water

I Can Read
• Read independently and correctly
• Identify words with double letters
• Develop a love for reading
# SUGGESTED TEACHING PLAN

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• Discuss the picture  
• Exercise (Page 124)  
• Activity 1             |                       | 1                 |
| 2    | Listening: Listening the poem ‘Rainy Day’ | • Listen for details  
• Listening exercise (page 125) |                       |                   |
| 3    | Phonics: Blend/dr/ sound           | • Identifying the /dr/ sound  
• Pronouncing words with the /dr/ sounds  
• Exercise 1 and 2 (page 126) | Activity 1,2 (page 79)             | 1                 |
| 4    | Grammar: a, an                     | • Learning about articles a and an.  
• Using a/an correctly |                       | 2                 |
| 5    | Pre-reading Reading                | • Spot the difference  
• Understanding difficult words  
• In-reading comprehension  
• Developing reading skills  
• Activity 4 | Activity 2 (page 73)             | 2                 |
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Divide the class into four groups and name them red, yellow, blue and orange. Give each group lots of small pieces of coloured paper. Put four boxes (named red, yellow, blue and orange) in the four corners of the classroom. Each group has to write names of the things they see or do during the rains. Once everyone is done count the slips in each box. The group with the greatest number of slips wins.

**Activity 1**

- Ask students to look at the picture carefully.
- Ask questions about the picture, such as:
  » How many children are there in the picture?
  » What is the boy holding above his head?
  » What is the child on the left wearing?
  » What is the child in the middle playing with?
  » How many trees do you see in the picture?
- Name some of the colours you see in the picture. With students, read out the words on the left of the picture. Tell them to write the words in the box next to the picture.

**Answer Key**

1. Sun
2. Rainbow
3. Clouds
4. Umbrella
5. Raincoat
6. Paper boat
7. Frogs
Teaching Trail

- Before you play/read the listening text, read the questions and their options with the class so that they are familiar with the questions.
- Tell students that they have to listen to the audio carefully and answer questions based on it in the course book.
- After students have heard the audio and attempted the exercise, play the audio again. Let them check and correct their answers. Discuss the answers if needed.

Listening Text

Listen to the poem ‘Rainy Day’. Circle the correct answers.

1. What sound do the raindrops make?
   a. dribble, dribble, splosh  b. drip, drop, drip
   c. plip, plop, plip  c. flip, flop, flip
2. What do the children do after removing their shoes?
   a. jump in puddle  b. dance in rain
   c. set themselves loose  d. make paper boats
3. How many times does the word “rain” come in the poem?
   a. 3  b. 6  c. 8  d. 10
4. What do they grab to sail their paper boat?
   a. paper and scissors  b. boots and coat
   c. umbrella and hat  d. shoes and socks

Phonics Fun: Blend /dr/

Read the words in the boxes.

drip  drink  draw  drizzle

The highlighted words have the /dr/ blend.

Some more /dr/ blend words: drums, dress, drag

Answer Key

1. a. dribble, dribble, splosh
2. c. set themselves loose
3. b. 6
4. b. boots and coat

Reading Café

Sound: Blend /dr/

Pronunciation: The sound is a combination of two consonant sounds: /d/ and /r/. As we pronounce the /dr/ blend the mouth will start on the position of the /d/ sound and finish on the position of the /r/ sound.
• Begin the lesson by recapitulating the sounds of the consonants ‘d’ and ‘r’ respectively.
• Once students are clear with the sounds, write the two letters ‘d’ and ‘r’. Explain to students that two consonants together in one word make up a blend. These blends make a distinct sound.
• Write the letters of the blend in the form of an equation. For example, “d+r=dr”. Read the equation out loud to students. Make sure to say the sounds of the letters instead of the names, so that students can hear what the blend sounds like in a word.
• Read the words on page 125 and ask students to read aloud after you.

Activity 2

Divide the class into five groups. Show pictures to each group one at a time. Some of pictures should be of words beginning with the /dr/ blend, for example: drums, dragon, etc. while some should be of words beginning with other sounds. Students have to name the picture. If the word begins with the /dr/ blend, students have to say dr, dr followed by the word (for example dr, dr, drums, dr, dr, drive, etc.)

Exercise 1: Read the question and explain what students have to do. Let them attempt the exercise individually. Ask students to read the words aloud after everyone is done writing.

Answer Key

1. Look at the pictures. Write ‘dr’ in the blanks and read the words aloud.


Exercise 2

Let students attempt the exercise individually. Ask students to read aloud the words they have coloured blue.

2. Read the words aloud. Colour as instructed:

   words to be coloured in blue : dry, drag, draft, drank, drain, drape. It is a drop.
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Teaching Trail

- Recapitulate consonants and vowel and sounds. Recite the alphabets and have students recite the sound of each alphabet.
- Read the sentence: An elephant is ... from the book. Ask students to look at the picture and ask them how many elephants and cars they see in the picture.
- Explain to them that the words ‘an’ and ‘a’ mean one.
- Tell them to read the sentence again, while you write it on the board.
- Draw attention to the first letters of the words ‘elephant’ and ‘car’.
- Ask students to say the sounds with which these words begin.
- Tell them that ‘a’ comes before consonant sounds and ‘an’ comes before vowel sounds.
- Read the Learning Link – Write the example on the board. Ask students to say the words uniform and hour. Ask whether the sound is a vowel sound or a consonant sound. Explain.

Activity 3

Make slips of paper with names of common objects that students see around them. Now ask students to come forward and make 2 sentences using the word on the chit. They must remember to add a or an before the word on their slips.

For example:

**Egg:** This is an egg. I eat an egg for breakfast.

**Book:** I am reading a book. I read a book every month.

Activity 4

Ask students to look around and observe the classroom carefully for a minute or two. Then tell them to close their eyes. While students have their eyes closed move things around in the class. Then ask students to open their eyes and look for things that have changed in the class.

Teaching Trail

Once the activity has been conducted, ask students to observe the picture carefully and find the differences between the two. You can also time students.
Teaching Trail

- Ask students to look at the pictures in the chapter and guess what the story will be about.
- The teacher can start by talking about the central idea of the story, which is about two water droplets.
- Read the chapter, pronouncing and explaining difficult words as you go along.
- Discuss new vocabulary and their meanings after reading of one part is done for better understanding.
- As you continue reading and explaining the passage, ask the questions based on each panel.

Skills in focus

Understanding, Critical Thinking, Logical Reasoning

Panel 1

Comprehension Questions.
1. What are the names of the brother and sister and where did they live?
2. What are they?
3. Who told them not to go near the surface?
4. Did they listen to their mother?

Panel 2

Comprehension Questions.
1. What made Drippy and Drizzly lighter and lighter?
2. Where did the air pull them?
3. Why did they start crying?
4. Who told them not to worry?

Open ended questions
1. Where do you go to play?
2. Do you disobey your parents?
Comprehension Questions.

1. What did Drippy and Drizzly find near the clouds?
2. What were the drops doing near the clouds?
3. What did the other drops tell them?
4. Why were Drippy and Drizzly happy?
5. What happened when the clouds became heavy?
6. Where did they fall as raindrops?
7. Whom did they meet in the sea?
8. What promise did they make to their mother?

Activity 5

Ask students to draw 4 raindrops in their notebooks. Ask them to draw faces on the raindrops and give them four emotions - happy, sad, angry, tearful. Let them colour their raindrops.

Skills in focus

Critical Thinking: Understanding, Logical Reasoning
Communicating: Asking and answering questions

Teaching Trail

Ask students questions from the lesson to recap and summarise the story. You can use the questions given beside each panel.

Exercise 1
Let students attempt the exercise independently. Discuss the answers with the class.

Exercise 2
Ask students to read the sentences silently and circle the correct words. Ask students to read their answers one at a time and correct them if required.
Answer Key

2. a. Drippy and Drizzly    b. lighter    c. clouds    d. heavy
   e. heavy    f. raindrops    g. hugged

3. a. When Drippy and Drizzly went up to the surface of the sea, the heat of the sun made them lighter.
   b. They found lots of other drops near the clouds.
   c. When the clouds became heavy with drops it started to drizzle.

Exercise 2
Allow time to the class to find double letter words in the story. Ask students to read out one word they found. Students take turns to answer.

Vocabulary   Double Letter Words

Read the words:

Do you notice something common in these words? All these words have a letter that comes twice in their spellings.

1. Find double letter words in the given word grid. Use the words that you found to fill in the blanks:

2. There are 13 different double letter words in the story, Drippy and Drizzly. Find and circle them all. Read them aloud in the class.

Answer Key

1. a. Pull    b. week    c. ball    d. dinner
   e. wall    f. Look

Exercise 2
Allow time to the class to find double letter words in the story. Ask students to read out one word they found. Students take turns to answer.
Recap the concept of consonants, vowels, a and an using the Let's Catch Up box. Ask students how and where the articles should be used.

Ask students to complete the exercises in pairs and check their responses.

Let's Catch Up

1. Write the name of each picture using 'a' or 'an' before it.
   - An elephant
   - __________
   - __________
   - __________
   - __________

2. Fill in the blanks with 'a' or 'an':
   a. I am eating _______ orange.
   b. Let us go to _______ park.
   c. Rahul has _______ big house.
   d. My sister is eating _______ omelette.
   e. Ria wrote _______ letter to her friend.
   f. I saw _______ island.
   g. _______ apple a day keeps the doctor away.
   h. My father gave me _______ toy car.
   i. I saw _______ airplane in the sky.
   j. My uncle is _______ artist.

Rain Talk

What do you like to do in the rain? Talk about it in the class.

- I love dancing in the rain.
- I like to play with my friends in the rain.
- I like to sit near the window when it rains.

Divide the class into pairs. Assign one clap for one member and 2 claps for the second. One clap signifies article A and two claps signify article ‘An’ for each pair. Members A in each pair will write words with consonant sounds, and members B will write words with a vowel sound. Clap once or twice - student A will stand up and read their word with its article for one clap; student B will read their article and word for two claps.

Answer Key

1. A tiger  An ice-cream
   An egg  A car

2. a) I am eating an orange
   b) Let us go to a park.
   c) Rahul has a big house.
   d) My sister is eating an omelette.
   e) Ria wrote a letter to her friend.
   f) I saw an island.
   g) An apple a day keeps the doctor away.
   h) My father gave me a toy car.
   i) I saw an aeroplane in the sky.
   j) My uncle is an artist.

Talk about rain.

Discuss the things students associate with rain. Ask them to suggest what they like doing when it's raining. Ask if they have ever danced in the rain, or played in puddles after the rain.

Invite each student to say at least one sentence describing what they do when it rains.
**Teaching Trail**

- Ask students to scan the chapter for five minutes.
- Read out the phrases in the helping hand box. Ask students to read along with you.
- Ask them to complete each sentence in the exercise using the words they read earlier.
- Discuss the answers in class.

**Answer Key**

1. near the surface of the sea to play.
2. The heat of the Sun made them lighter.
3. They started moving towards the sky.
4. They reached near the clouds.
5. Drippy and Drizzly gathered near the other drops and made the clouds heavy.
6. The clouds began to rain.
7. Drippy and Drizzly fell back into the sea as little raindrops

**Activity 8**

Write a few words from the exercise on the board. Ask students to choose any two words and form two sentences using them.

Once students have written the sentences, invite them to read them aloud one at a time.

**Variation**

Write a few words from the exercise on the board. Ask the students to choose any four words and form two sentences using two of them in one sentence each.

Once students have written the sentences, invite them to read them aloud one at a time.
Raindrops

Recite the poem with actions.

When the rain comes down drip drop
drip drop
(flutter fingers down in front of you)
Pitter-patter on the rooftop
(tap softly on the table)
Windshield wipers flip flop flip flop
(bend arms in front and move them
side to side)
Boots in puddles plip plop plip plop
(move feet up and down)
I wish the rain would never stop
(move your hands and head for no)
Flip flop flip,
Plip plop plip plop,
PLOP (jump)

2. Circle the places where the drops fall.
   rooftops kitchen ground sea river

3. What do you use to keep yourself dry in the rain?

4. The sound of the falling raindrops is written as:

5. Colour the rainbow in the picture.

Creative Thinking-
Understanding, Analysis, 
Communication– reciting 
with expression

Teaching Trail

• Read the poem at an 
  appropriate pace while
  performing the actions 
given in brackets. Ask 
students to repeat each 
line after you. Guide them 
with correct pronunciation 
and diction.

• After the poem has been 
  read once. Have students 
imitate your actions 
while they read the poem 
again.

Ask students to read the 
poem silently. Remind them 
about what rhyming words 
are and them to call 
out the words that rhyme 
with PLOP. Allow students to 
attempt the exercise in pairs. 
Discuss answers after they 
have finished writing.

Answer Key

1. Rhyming words from the 
   poem
   rooftop: drop, flop, plop, 
   stop
   flip: drip, plip
   Rhyming words of your 
   own: (Answer may vary. 
   accept all appropriate 
   responses.)
   mop, clock, tock;
   clip, slip, trip

2. Accept all appropriate 
   answers.

3. Accept all appropriate 
   answers.

4. drip drop, plip plop
Teaching Trail

- Ask students about the difference in the two pictures on page 136. What do they think about the two pictures?
- Discuss the questions given. Talk about the importance of saving water. Elicit answers from students about what they can do to save water. List their suggestions on the board.

I Can Read

- Ask students to look at the picture.
- Read the sentences in the Helping Hand box and draw attention to the corresponding picture.
- Explain the exercise to students and let them attempt it on their own.
- Move around the class and help students whenever necessary.

ENRICHMENT

Look at the pictures. Discuss the questions in the class:

1. Which child is doing the right thing? What is wrong in the other picture?
2. Do you save water? What do you do to save water?

I CAN READ

The dog says bow wow.
The cat says meow.
The sheep says baa baa.
The little pig says wee wee.
The frog says croak croak.
The hen says cluck cluck.
The cow says moo.
The cock says cock-a-doodle-do.

PROJECT WORK

RAIN CLOUD SPRING SCIENCE

This is a very simple project to demonstrate how clouds get converted to rain. To make this easy rain cloud activity, a small vase or even a mason jar filled with water is required. Squeeze out some shaving foam on the water and with the help of an eye dropper put some liquid food colouring. As the foam cloud gets heavy, the blue colour gradually starts passing down which can be easily monitored by students. Explain to students what a rain cloud is. Tell students that clouds are formed by invisible water vapours which turn into the more visible rain droplets we are familiar with in the sky. Warm air can hold more water and when it cools it condenses into liquid. The rain cloud becomes heavy and it rains!

It is a very interesting science experience for spring and a great way to show how clouds hold water until they can no longer hold it and then it rains!
Workbook Answer Key

Activity 1: Phonics
1. dress; driver; drum; drill; drink; drawer; draw
2. drops, drip

Activity 2: Understanding
1. a. X  b. ✓  c. ✓  d. X  e. ✓
2. a. Drippy and Drizzly were two tiny drops who lived with their mother in the sea.
   b. They met the Sun and many more drops when they reached the sky.
   c. They fell in the sea when it started to rain.
3. The sun sent the drops to the cloud.
   Drippy and Drizzly are little drops.
   The big drop, the mother of the drops, hugged them.
   The clouds helped the drops to fall down.

Activity 3: Vocabulary
1. Seed drill ball apple book butter wall sheep
2.

Activity 4: Grammar
1. a dog  an egg  an elephant  an octopus
   a bag  a man  a woman  an apple
   a pen  an orange  a desk  a lemon
   an umbrella  a fish  a mouse  an insect
   a book  a spider
2. a. a boy riding a bike ✓
   b. a girl playing with a football ✓
   c. a boy is on a swing ✗
   d. an aeroplane in the sky ✓
   e. the Sun behind a cloud ✓
Activity 5: Writing
1. It is a rainy day. I like to play in the rain. When it rains. I wear my raincoat and carry my umbrella. I splash in the puddle. My friends do not like to get wet. So my mother has built a tent inside the house for us.
2. I like rainy days because I like to play in the rain.
   My favourite thing to do on a rainy day is to jump and play in the puddles.

Activity 6: Unseen Comprehension
1.  
   a. Neel loves to watch movies on a rainy day.  
      ✓ b. Neel goes outside with his umbrella when it rains.  
      ✓ c. He makes paper boats and floats them in rain water.  
      ✓ d. He sometimes plays with Meeta and Sumit.  
      ✗ e. Neel hops with frogs.  
2.   a. Neel takes an umbrella with him on a rainy day.  
    b. Neel plays with paper boats.  
    c. When Neel gets tired he goes back home.  
    d. Neel enjoys eating chocolate cookies and hot pakoras.