

**CLASS - 2**

**ENGLISH LESSON PLAN**

**TERM - 1**

**2020 - 21**

Eng. Syllabus of Class 2

**FA 1\*** (20 marks)

English Textbook

L-1 Tiger's Stipes

L-2 The Orange Butterfly

**English Workbook**

Module 1

Module 2

**FA 2** (20 marks\* )

**English Textbook**

L- 3 A Book for my mother

L-4 The Lazy Squirrel

**English Workbook\***

Module 3 One and many

**SA 1**(MYA) 50marks

**English Textbook**

L-1 Tiger's Stripes

L-3 A Book for my mother

L-4 The Lazy Squirrel

L-90h Nani! Tell me a tale

**English Workbook**

Module 1 Nouns -naming words

Module 2 Punctuation

Module 3 One and many

Module 5 Adjectives

13:58 ✓

## Lesson Overview – 1: Tiger’s Stripes

Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	2 Let Us Start	<ul style="list-style-type: none"> <li>Practise the pronunciation of words with the short ‘a’, ‘e’ and ‘i’ sounds</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	–	–
		<ul style="list-style-type: none"> <li>Discuss questions that lead to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	–
2 DD/MM/YYYY	3 I Read	<ul style="list-style-type: none"> <li>Read the lesson and discuss the meanings of new words with the help of pictures</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	–	–
		<ul style="list-style-type: none"> <li>Summarise the story by listing the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Summarising</li> </ul>	–	–
3 DD/MM/YYYY	4 to 5 I Understand	<ul style="list-style-type: none"> <li>Discuss and write the meanings of the new words</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Group</li> </ul>	–	Ex. 1, Pg. 4
		<ul style="list-style-type: none"> <li>Discuss and write the answers to literature comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	Ex. 2, Pgs. 4, 5

Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
4 DD/MM/YYYY	5 I Understand	<ul style="list-style-type: none"> <li>Discuss and write the answers to value-based questions</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	Ex. 3, Pg. 5
	5 to 6 I Speak	<ul style="list-style-type: none"> <li>Speak about a time when one was offered help</li> <li>List the wishes one would ask from the old lady</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Pair</li> </ul>	–	–
5 DD/MM/YYYY	6 Language Game	<ul style="list-style-type: none"> <li>Summarise the story by solving a crossword puzzle</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Group</li> </ul>	–	Language Game, Pg. 6
	7 Connect the Dots	<ul style="list-style-type: none"> <li>Integrate the theme of the lesson with other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	–

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L-1

Tiger's Stripes Ho

## Activity

a	e	i
pan	pen	pin
can	red	fig
jam	beg	gin
ran	ten	dig
man	hen	lip
mat	ben	tin
sat	den	lid



## Connect the Dots

### Maths Fun

There are 12 tigers in a nature park. 4 of them are sent back to the forest, and 2 new tigers are brought to the park. How many tigers are there in the nature park now?

### EVS Fun

Do you know how a tiger can be told apart from another? By its stripes. Every tiger has its own pattern of stripes, just like our fingerprints. They have patterns not only on their fur but on their skin too!



## Lesson Overview: Module 1

Day and Planned Date	WB Page No. and Section Name	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	1 I Listen	1.a	<ul style="list-style-type: none"> <li>Listen to and write the words dictated</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	–	Ex. 1, Pg. 1
	2 to 3 Vocabulary	2.a	<ul style="list-style-type: none"> <li>Name pictures of objects in a park by filling the missing letters</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	Ex. 2.1, Pg. 2
		2.b	<ul style="list-style-type: none"> <li>Rearrange letters to find words related to art</li> </ul>		–	Ex. 2.2, Pg. 3
2 DD/MM/YYYY	3 to 4 Grammar	3.a & 3.b	<ul style="list-style-type: none"> <li>Identify naming words and sort them into common names and special names</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	–	–
		3.c	<ul style="list-style-type: none"> <li>Connect the terms 'common nouns' to common names and 'proper nouns' to special names</li> <li>Differentiate between common and proper nouns</li> </ul>		–	–
	4 Grammar	3.c	<ul style="list-style-type: none"> <li>Identify nouns and sort them into common and proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>Questioning</li> </ul>	–	Ex. 3.1, Pg. 4
	5 Grammar	3.d	<ul style="list-style-type: none"> <li>Identify and differentiate between male and female nouns</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	–	–
	6 Grammar		<ul style="list-style-type: none"> <li>Sort words as male and female nouns</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	–	Ex. 3.2, Pg. 6
3 DD/MM/YYYY	6 Grammar	3.d	<ul style="list-style-type: none"> <li>Write the male or female noun forms of the given words</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	–	Ex. 3.3, Pg. 6

Day and Planned Date	WB Page No. and Section Name	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
3 DD/MM/YYYY	7 Grammar	3.e	<ul style="list-style-type: none"> <li>Identify the nouns and sort them according to their types and genders</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	–	Ex. 3.4, Pg. 7
	7 to 8 I Write	4.a	<ul style="list-style-type: none"> <li>Rearrange words to form meaningful sentences</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	Ex. 4.1, Pgs. 7, 8
4 DD/MM/YYYY	8 I Write	4.b	<ul style="list-style-type: none"> <li>Differentiate between naming parts and action parts in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> </ul>	–	Ex. 4.2, Pg. 8



## Lesson Overview – 2: The Orange Butterfly

Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	8 Let Us Start	<ul style="list-style-type: none"> <li>Practise the pronunciation of words with the short 'o' and 'u' sounds</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards of words that have the short 'o' and 'u' sounds</li> </ul>	–
		<ul style="list-style-type: none"> <li>Discuss questions leading to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	–
	9 I Read	<ul style="list-style-type: none"> <li>Read and discuss the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	–	–
2 DD/MM/YYYY	10 I Understand	<ul style="list-style-type: none"> <li>Discuss and write the meanings of the new words</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	–	Ex. 1, Pg. 10
	10 to 11 I Speak	<ul style="list-style-type: none"> <li>Speak about the things one likes about oneself and one's classmates</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Pair</li> </ul>	–	–
<ul style="list-style-type: none"> <li>Describe the garden in the story through the eyes of a character</li> </ul>		<ul style="list-style-type: none"> <li>Colouring material</li> </ul>		–	

Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
3 DD/MM/YYYY	11 Language Game	<ul style="list-style-type: none"> <li>Form words and play a word chain game</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	-	-
	12 Connect the Dots	<ul style="list-style-type: none"> <li>Integrate the theme of the lesson with other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	-	-
				-	-

<sup>o</sup> sound ladder

<sup>u</sup> sound ladder

A vertical sound ladder for the letter 'o'. It consists of two orange vertical bars on the sides. Between them are horizontal bars, alternating between white and purple. The words written in cursive are: hot, log, jog, fox, top, mot, mop, boss, and dog.

A vertical sound ladder for the letter 'u'. It consists of two green vertical bars on the sides. Between them are horizontal bars, alternating between white and red. The words written in cursive are: bun, bug, fun, sun, gun, mug, tub, and cub.

Teacher's Signature's



## I Speak



### Public speaking

Speak four sentences on what you like the most about any classmate of yours. After that, speak about four things that you like about yourself.



### Story telling

Imagine that you are Jiggy. Describe what you saw and felt when you reached the other garden. Colour the butterfly given to show one of the butterflies that Jiggy saw.



## Connect the Dots

### Maths Fun

Jiggy went from her garden to the other garden. She sat on 12 flowers in her garden and 10 flowers in the other garden. How many flowers did she sit on in all?

### EVS Fun

Do you know that butterflies have four wings? These wings may or may not have patterns. The bright colours of butterflies help them to hide among flowers. The patterns scare away other creatures who may want to harm them.



## Lesson Overview – 3: A Book for My Mother

Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	13 Let Us Start	<ul style="list-style-type: none"> <li>Read aloud the rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	–	–
		<ul style="list-style-type: none"> <li>Discuss questions leading to the poem</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	–
	14 I Read	<ul style="list-style-type: none"> <li>Read and discuss the poem</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	–	–
2 DD/MM/YYYY	14 to 15 I Understand	<ul style="list-style-type: none"> <li>Discuss and write the meanings of the new words and form sentences with them</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	–	Ex. 1, Pg. 14
		<ul style="list-style-type: none"> <li>Discuss and write the answers to literature comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	–	Ex. 2, Pg. 15
3 DD/MM/YYYY	15 I Understand	<ul style="list-style-type: none"> <li>Discuss and write the answers to value-based questions</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	Ex. 3, Pg. 15
	16 I Speak	<ul style="list-style-type: none"> <li>Talk about one's favourite book or story</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Group</li> </ul>	–	–
		<ul style="list-style-type: none"> <li>List ways of making someone happy</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	–

Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
4 DD/MM/YYYY	16 to 17 Language Game	<ul style="list-style-type: none"> <li>Write a poem using the letters of the given word</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Group</li> </ul>	–	Language Game, Pgs. 16, 17
	17 Connect the Dots	<ul style="list-style-type: none"> <li>Integrate the theme of the lesson with other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	–
				–	–
5 DD/MM/YYYY	19 Speaking Project	<ul style="list-style-type: none"> <li>Deliver a speech on ways of spending time with family on holidays</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	–	–
	20 to 21 Reading Comprehension	<ul style="list-style-type: none"> <li>Read and answer comprehension, grammar and vocabulary questions based on Picture 1 and Picture 2</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Pair</li> </ul>	–	Picture 1, Pgs. 20, 21
				–	Picture 2, Pg. 21



## I Speak



### Public speaking

Talk to your class about your favourite story or book.

#### Hints:

- What is the name of the story or book?
- What is it about?
- Why do you like this story or book?



### Circle time

Sit in a circle with your teacher and friends. Take turns and answer the following questions:

- Who do you want to make happy?
- How do you spend time with this person?
- What is the one little thing that you want to do to make someone happy?
- What do you think the person would say?



## Language Game

### Write a poem

Given below is a poem about poems. It is written with each line starting with each letter of the word 'poem'.



## Connect the Dots

### Maths Fun

Take out the books from your bag. Do they all have the same shape? Are they all of the same size? Name the shapes of the books. Compare them and find out how many are of the same size.



### EVS Fun

The girl's mother reads many books. Reading is fun if everyone in the family reads together. Can you think of three activities that you do with your family?

## Lesson Overview: Module 3

Day and Planned Date	WB Page No. and Section Name	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	18 I Listen	1.a	<ul style="list-style-type: none"> <li>Listen to and write the words dictated</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	–	Ex. 1, Pg. 18
	19 to 20 Vocabulary	2.a	<ul style="list-style-type: none"> <li>Choose the synonyms of words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	<ul style="list-style-type: none"> <li>A set of 20 flashcards with 10 pairs of synonyms</li> </ul>	Ex. 2.1, Pgs. 19, 20
		2.b	<ul style="list-style-type: none"> <li>Match words with their meanings</li> </ul>			–
2 DD/MM/YYYY	20 to 21 Grammar	3.a	<ul style="list-style-type: none"> <li>Revise the rules for forming plurals by adding '-s' and '-es'</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	–	–
	21 Grammar	3.b	<ul style="list-style-type: none"> <li>Read about plurals of words that end with '-ss', '-sh' and '-ch'</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	–	–
	22 to 23 Grammar		<ul style="list-style-type: none"> <li>Write the plural forms of the given singular nouns</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	–	Ex. 3.1, Pg. 22 Ex. 3.2, Pg. 23
3 DD/MM/YYYY	23 to 24 Grammar	3.c	<ul style="list-style-type: none"> <li>Read about the usage of 'has' and 'have'</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	–	–
	24 to 25 Grammar		<ul style="list-style-type: none"> <li>Fill in the blanks using 'has' and 'have' correctly</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	–	Ex. 3.3, Pgs. 24, 25

Day and Planned Date	WB Page No. and Section Name	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
4 DD/MM/YYYY	25 to 26 Grammar	3.d	<ul style="list-style-type: none"> <li>Read about the usage of 'do' and 'does'</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>IMAX Chart: Has, Have, Does, Do</li> </ul>	–
	26 to 27 Grammar		<ul style="list-style-type: none"> <li>Use 'do' and 'does' to complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	–	Ex. 3.4, Pgs. 26, 27
5 DD/MM/YYYY	27 to 28 I Write	4.a	<ul style="list-style-type: none"> <li>Add details to stretch sentences by answering 'wh-' questions</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	Ex. 4.1, Pgs. 27, 28
	29 to 30 I Write	4.b	<ul style="list-style-type: none"> <li>Rearrange the given events in the correct order to form a story</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>		Ex. 4.2, Pgs. 29, 30

## Lesson Overview – 4: The Lazy Squirrel

Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	23 Let Us Start	<ul style="list-style-type: none"> <li>Distinguish between words with 'sh' and 'ch' sounds</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	–	–
		<ul style="list-style-type: none"> <li>Discuss questions leading to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	–
2 DD/MM/YYYY	24 I Read	<ul style="list-style-type: none"> <li>Read and discuss the story</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	–	–
		<ul style="list-style-type: none"> <li>Retell the story</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	<ul style="list-style-type: none"> <li>A ball</li> </ul>	–
3 DD/MM/YYYY	25 to 26 I Understand	<ul style="list-style-type: none"> <li>Discuss and write the meanings of the new words</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Pair</li> </ul>	–	Ex. 1, Pg. 25
		<ul style="list-style-type: none"> <li>Discuss and write the answers to literature comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	–	Ex. 2, Pgs. 25, 26

Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
4 DD/MM/YYYY	26 I Understand	<ul style="list-style-type: none"> <li>Discuss and write the answers to value-based questions</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	Ex. 3, Pg. 26
	26 I Speak	<ul style="list-style-type: none"> <li>Speak about one's best friend</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	–	–
5 DD/MM/YYYY	26 to 27 I Speak	<ul style="list-style-type: none"> <li>Name the opposites of words</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	–
	27 Language Game	<ul style="list-style-type: none"> <li>Solve a crossword puzzle by identifying names of animals</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Pair</li> </ul>	–	Language Game, Pg. 27
	28 Connect the Dots	<ul style="list-style-type: none"> <li>Integrate the theme of the lesson with other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning – Pair</li> </ul>	–	–
<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>			–	–	



## I Speak



### Public speaking

Speak five lines about your best friend. Who is your best friend? What do you do together? Have you ever helped each other? When?



### Group activity

The opposite of 'lazy' is 'hard-working'.

Now, play a game of opposites. Get into two groups. Each group gives the other group a word, and the other group has to guess its opposite. If they answer correctly, they have to make a sentence with it. The group that gets the highest number of correct opposites wins.



## Connect the Dots

### Maths Fun

5 squirrels spent a whole day collecting nuts. Each squirrel found 5 nuts. How many nuts did they collect in all?

### EVS Fun

Squirrels have thick tails. But did you know that squirrels use their bushy tails to send signals to each other?

Their long tails also help them to balance when they jump and climb trees.



## Lesson Overview: Module 5

Day and Planned Date	WB Page No. and Section Name	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	41 I Listen	1.a	<ul style="list-style-type: none"> <li>Listen to and write the words dictated</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	–	Ex. 1, Pg. 41
	42 to 43 Vocabulary	2.a	<ul style="list-style-type: none"> <li>Find names of fruits and vegetables in a word search puzzle</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> </ul>	–	Ex. 2.1, Pg. 42
		2.b	<ul style="list-style-type: none"> <li>Match names of fruits and vegetables to their pictures</li> </ul>		–	Ex. 2.2, Pg. 43
	44 Grammar	3.a	<ul style="list-style-type: none"> <li>Recall describing words through a practice exercise</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	–	–
2 DD/MM/YYYY	44 to 45 Grammar	3.b	<ul style="list-style-type: none"> <li>Read about adjectives of quality</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	–	–
	46 Grammar		<ul style="list-style-type: none"> <li>Fill in the blanks using appropriate adjectives of quality</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	–	Ex. 3.1, Pg. 46
	47 to 48 Grammar		<ul style="list-style-type: none"> <li>Match nouns with appropriate adjectives</li> </ul>		–	Ex. 3.2, Pg. 47
			<ul style="list-style-type: none"> <li>Identify the describing words in sentences</li> </ul>		–	Ex. 3.3, Pgs. 47, 48
3 DD/MM/YYYY	48 Grammar	3.b	<ul style="list-style-type: none"> <li>Identify nouns and the adjectives that describe them</li> </ul>	<ul style="list-style-type: none"> <li>Questioning</li> </ul>	–	Ex. 3.4, Pg. 48



Day and Planned Date	WB Page No. and Section Name	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
3 DD/MM/YYYY	49 to 50 I Write	4.a	<ul style="list-style-type: none"> <li>Identify the different parts of a story and rewrite the story in the correct order</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	–	Ex. 4.1, Pgs. 49, 50
4 DD/MM/YYYY	51 I Write	4.b	<ul style="list-style-type: none"> <li>Complete a paragraph on a given topic using the given hints and outline</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	–	Ex. 4.2, Pg. 51



## Story telling

Think of a time when a friend helped another friend in need. Now, make up a story.

Keep the following points in mind as you tell the story:

- What are the names of the people in the story?
- What happened? When did it happen?
- How did one friend help the other friend?
- What did the friend do then?

Remember that all stories have a beginning, a middle and an end. Use this story map to write your ideas.

### Maths Fun

Look at the pattern made by the dogs below. What will the next picture in the pattern be?



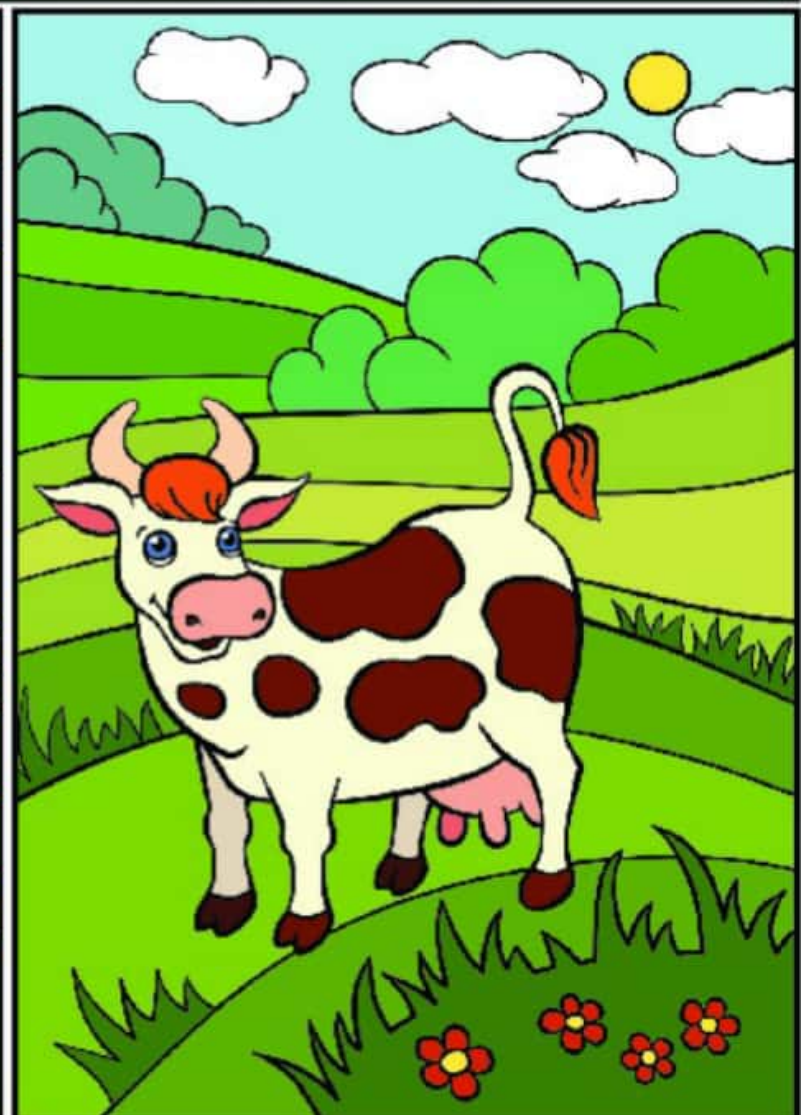
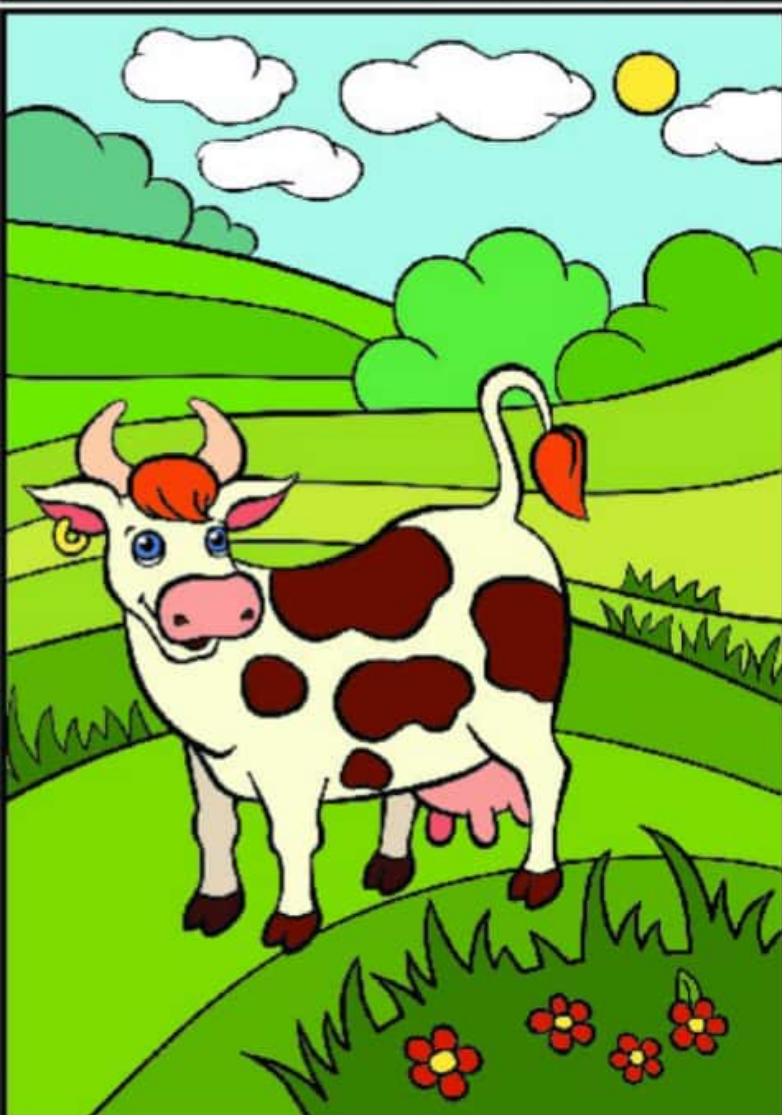
### EVS Fun

Read the descriptions given below. Which option describes Tuffy the best?

- (A) a pet animal with a short tail that runs with the help of its wings
- (B) a wild animal with a long tail that runs with the help of its wings
- (C) a pet animal with a long tail that runs with the help of its legs



# Find 12 differences





# Reading Comprehension

## Picture 1

Look at the picture below and answer the following questions.



- 1) How many honeybees can you see in the picture? [      ]  
(A) one            (B) two            (C) three            (D) four
- 2) The \_\_\_\_\_ rabbit is on the tree trunk. [      ]  
(A) brown            (B) white            (C) black            (D) grey
- 3) The deer \_\_\_\_\_ the tortoise are walking. [      ]  
(A) is            (B) are            (C) and            (D) does
- 4) The honeybees live in a \_\_\_\_\_. [      ]  
(A) beehive            (B) tree trunk            (C) tree            (D) house

## Maths Fun

Chaand has 25 sheep. His friend, Kalu, has 27 sheep. Compare both numbers and say who has more sheep. How many more sheep does one friend have?



## EVS Fun

King Ashoka had built a pillar near Varanasi. Did you know that the image of the lions that we see on 10- and 20-rupee notes are from Ashoka's pillar?





S2



## Speaking Project

### My favourite animal

Have you ever observed nature? Our natural surroundings are full of wonderful living and non-living things. Go out and observe the amazing world of birds and animals. Choose a bird or animal and speak about it.

#### Hints:

- What is the name of the bird/animal?
- What does it look like?
- What does the bird/animal eat?
- What do you like about it?
- How can you take care of it?



## Lesson Overview – 9: Oh Nani! Tell Me a Tale!

Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	2 Let Us Start	• Read and list rhyming words	• Activity Method	–	–
		• Discuss questions leading to the lesson	• Reading Aloud	–	–
	3 I Read	• Read and discuss the first half of the poem			–
2 DD/MM/YYYY	3 I Read	• Read and discuss the remaining half of the poem	• Reading Aloud	–	–
	3 to 4 I Understand	• Discuss and write the meanings of the new words	• Peer Learning – Pair	–	Ex. 1, Pg. 3
• Discuss, mark and write answers to the literature comprehension questions		Ex. 2, Pg. 4			
3 DD/MM/YYYY	4 I Understand	• Share responses and write answers to value-based questions	• Direct Instruction	–	Ex. 3, Pg. 4
	5 I Speak	• Read one's favourite story out loud		• One's favourite story	–
			• Narrate or act out a story in the first person	• Activity Method	–



Day and Planned Date	TB Page No. and Section Name	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
4 DD/MM/YYYY	5 Language Game	<ul style="list-style-type: none"> <li>Sit in a circle and form a word chain</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	-	-
	5 to 6 Connect the Dots	<ul style="list-style-type: none"> <li>Integrate the theme of the lesson with other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>		
	7 Speaking Project	<ul style="list-style-type: none"> <li>Show and talk about one's favourite object</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	<ul style="list-style-type: none"> <li>One's favourite object</li> </ul>	-
5 DD/MM/YYYY	8 to 10 Reading Comprehension	<ul style="list-style-type: none"> <li>Read and answer comprehension, grammar and vocabulary questions based on Picture 1 and Picture 2</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Comprehension</li> </ul>	-	Picture 1, Pgs. 8, 9
			<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	-	Picture 2, Pgs. 9, 10



## I Speak



### Story telling

Bring your favourite story. Read it aloud to your partner. Then, tell the class the story in your own words.



### Public speaking

Many stories are so wonderful that we want to be a part of them. We often wish to be the heroes and heroines in these stories. Choose one story that you have heard, and tell it to your class as if you were the hero or heroine.

- Use pronouns such as 'I', 'me' and 'we' to tell the story.
- You can act it out in front of your class.



## Language Game

### Word chain

Sit in a circle. One of you will say a word. The next student has to say a word with the letter that the first word ends with.

For example, tail, lion, nail and so on.

You can use only naming words.



## Connect the Dots

### Maths Fun

Nani tells her granddaughter 2 stories every night. How many stories do they hear in a week?



## EVS Fun

There are many stories about animals. Many of the most popular animal stories are from the Indian collection of stories, the *Panchatantra*. These stories are very, very old.

Look at the pictures from two such stories. Can you guess which stories they are from?





# Speaking Project

## Show and tell

Bring a favourite object or something that you have made by yourself and are very proud of. Show the object to your classmates and talk about it.

### Hints:

- What is the object?
- Where did you find it?
- If you have made it, explain how you made it.
- What does it look like?
- Why do you like it?

