

FORMATIVE ASSESSMENT 2
Change a letter
Add a letter
Take a letter Away
Naming words
Action words

FORMATIVE ASSESSMENT 3
Describing words
Singular Plural
A / An

SUMMATIVE ASSESSMENT 2
Word Building
Naming words
Action words
Describing words
Singular and Plural
Sentence Making
Comprehension
Sentences

## **Lesson Overview – 5: Word Building**

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	39	5.a	Make new words by changing a letter	<ul><li>Demonstration</li><li>Reading Aloud</li></ul>	• TB	_
<b>2</b> DD/MM/YYYY	40	5.b	Practise word building     by changing a letter	Circle Time     Practice	• TB • PL	TB: Pg. 40
<b>3</b> DD/MM/yyyy	41	5.a	Make new words by adding a letter	Demonstration     Practice	<ul><li>TB</li><li>PL</li><li>Picture cards of ice and rice</li></ul>	
<b>4</b> DD/MM/YYYY	42	5.b	Practise word building by adding a letter	Circle Time     Practice	• TB • PL	TB: Pg. 42
<b>5</b> DD/MM/YYYY	43	5.a	Make new words by taking a letter away	Demonstration     Practice	• TB • PL	_
6 90/MM/YYYY	44	5.b	<ul> <li>Practise word building by taking a letter away</li> </ul>	Practice	• TB • AB • PL	TB: Pg. 44 AB: Pg. 13

## 5) Word Building



# Change a Letter

If you take away the beginning letter of some words and add a new letter, you can make new words.



pan

van





man

can





cat

mat





mouse

house





tap

cap





# Change a Letter

Change the beginning letter of the words to make new words. Write the new words.

map

pan

hug

house

Var

#### 1) Word Building

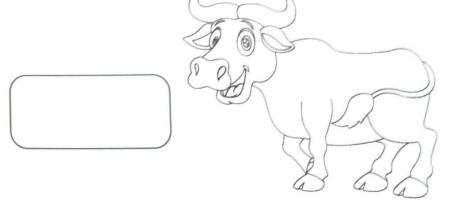


#### Make New Words

Read the words. Remove the beginning letter from each word. Write the new words in the boxes. Colour the pictures.

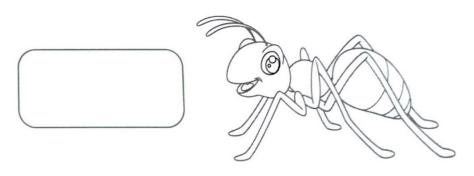


**BOX** 

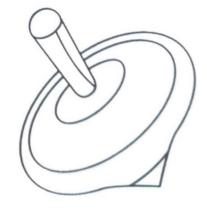




**PANT** 









# Take a Letter Away

If you take away the beginning letter of some words, you can make new words.



box

OX





stop

top



### More Examples:

spin	pin
broom	room
spit	pit
mice	ice

<b>☑</b> Reflection						
	Suggested questions to test the key concept(s)	Key Concept(s)				
1	Make new words by adding a letter to the beginning of the following words – hop, ice, top, room.	Day 4 - Know that new words can be made by changing a letter, adding a letter or taking away a letter in the given words				
2	Make new words by taking away the beginning letters of the following words – heat, fox.	Day 6 - Practise word building by changing, adding or taking away a letter				

### **Lesson Overview – 6: Naming Words**

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
<b>1</b> DD/MM/YYYY	45	6.a	Learn naming words	<ul><li>Circle Time</li><li>Reading Aloud</li></ul>	• TB	-
<b>2</b> DD/MM/YYYY	46-47	6.b	Read naming words	<ul><li>Reading Aloud</li><li>Practice</li></ul>	<ul><li>TB</li><li>Slates</li><li>Chalk</li><li>A pair of sunglasses</li></ul>	TB: Pg. 47
3 DD/MM/YYYY	48	6.c	Recognise naming words	Activity     Practice	• TB	TB: Pg. 48
<b>4</b> 90/MM/YYYY	49	6.c	Write naming words	<ul><li>Activity</li><li>Practice</li></ul>	<ul> <li>IMAX Activity Sheet 'Types of Words'</li> <li>AB</li> <li>TB</li> <li>Picture of bucket</li> </ul>	AB: Pg. 15 TB: Pg. 49

# 6) Naming Words



### Naming Words

Naming words are the names given to people, places, plants, animals and things. See the picture and read the naming words.

#### Beach



# 2) Naming Words

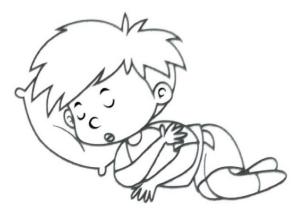


#### Colour the Objects

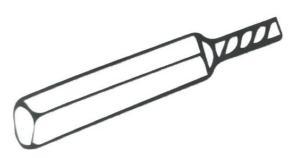
Look at the pictures. Colour the ones that show naming words.



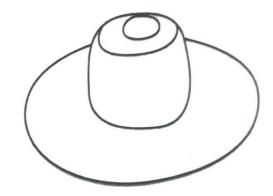
Water Bottle



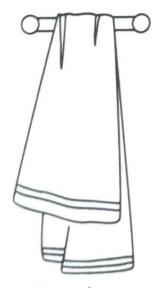
Sleep



Bat



Hat



Towel



Play

# 7) Action Words



#### **Action Words**

Action words show some action that a person, an animal or an object can do.





### 3) Action Words



#### Colour the Pictures and Write

Colour the pictures. Write the action words in the lines.

sleep eat sing play





Here is a list of some more describing words. Read them aloud.



## Find Describing Words

Underline the describing word in each row. Match it with the correct picture by drawing lines.



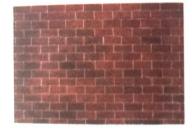
hot tea



big elephant



soft pillow



sweet candy



loud drums



hard wall



#### **Retlection**

	Suggested questions to test the key concept(s)	Key Concept(s)
1	This is a (Write the sentence on the board and show a book.)	Day 2 - Know what naming words are and their use in a sentence
2	Read the word 'kite'. (Write the 'kite' on the board.)	Day 3 - Practise reading common naming words
3	Write the word 'bus'. (Draw a bus on the board.)	Day 4 - Practise recognising and writing naming words

#### Reflection

	Suggested questions to test the key concept(s)	Key Concept(s)
1	Identify the action word in the sentence. (Say, 'Hop like a rabbit.')	Day 2 - Know what action words are and their use in a sentence
2	Read the action words 'read' and 'run'.	Day 3 - Practise reading common action words
3	Read and write the action word 'sing'.	Day 4 - Practise recognising and writing action words

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-	Suggested questions to test the key concept(s)	Key Concept(s)
1	Describe how it feels to touch a pillow.	Day 2 - Know what describing words are and their use in a sentence
2	Read the describing words 'big' and 'cold'.	Day 4 - Practise reading common describing words
3	Write the describing word 'hot'.	Day 5 - Practise recognising and writing describing words

# Lesson Overview – 9: Singular and Plural

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	
<b>1</b> DD/MM/YYYY	60	9.a 9.b	<ul> <li>Introduce singular and plural words</li> <li>Introduce how to use singular and plural words</li> </ul>	<ul><li>Demonstration</li><li>Practice</li></ul>	• TB • Books	-	
2 DD/MM/YYYY	61	9.a 9.b	<ul> <li>Revise singular and plural words</li> <li>Know how to use singular and plural words</li> </ul>	Circle Time     Practice	• TB • Slate • Pencils	-	
3 DD/MM/YYYY	62	9.c	Introduce how to read and write singular and plural words	Activity     Practice	<ul><li>TB</li><li>Box</li><li>Pencils</li><li>Crayons</li><li>Chalk</li></ul>	TB: Pg. 62	
4 DD/MM/yyy	63	9.c	Practise how to read and write singular and plural words	Activity     Practice	<ul><li>TB</li><li>Three bowls</li><li>Pencils</li><li>Crayons</li><li>Chalk</li></ul>	TB: Pg. 63	

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
5 DD/MM/YYYY	60-61	9.b 9.c	<ul> <li>Revise how to use singular and plural words</li> <li>Revise how to read and write singular and plural words</li> </ul>	<ul><li>Reading Aloud</li><li>Activity</li></ul>	• TB • AB • Slates • Chalk	AB: Pg. 7



Here are some more examples of singular and plural forms of words.

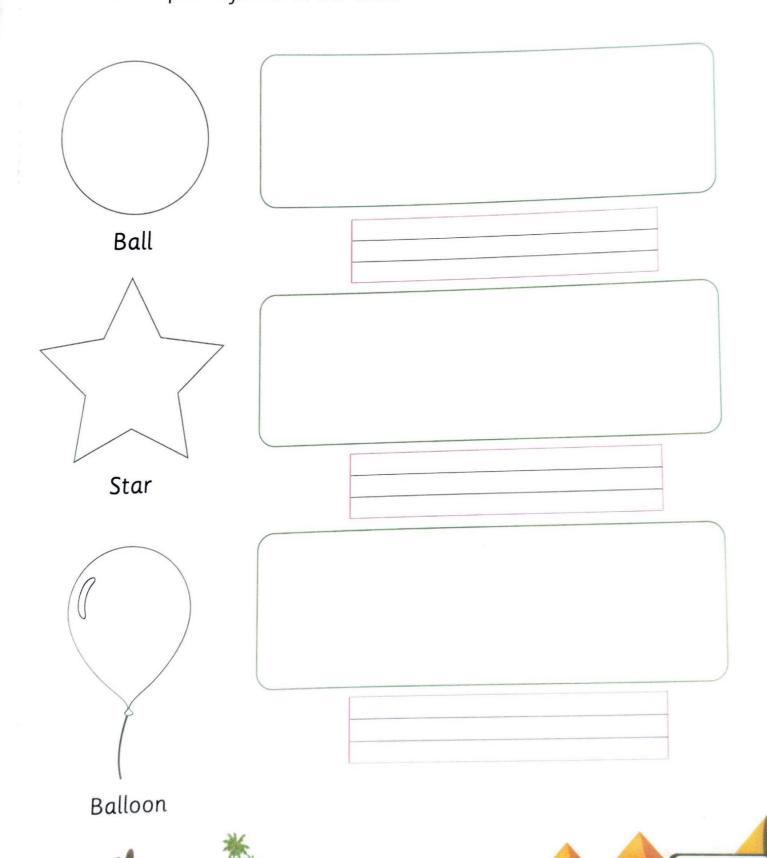
Singular	Plural
One pencil	Two pencils
One ball	Three balls
	Two bags
One bag	Two bugs

### 5) Singular and Plural



#### Draw and Write Plural Forms

Draw more than one picture for each object in the boxes. Write their plural forms in the lines.



	<b>ℤ</b> R	Reflection			
	Suggested questions to test the key concept(s)	Key Concept(s)			
1	Say the singular and plural forms. (Show one book and three books.)	Day 2 - Know the difference between singular and plural words			
2	Complete the sentence — 'I have' (Keep two pencils.)	Day 4 - Know the use of singular and plural in sentence construction			
3	Read the singular form and write the plural form of dog.	Day 5 - Read and write singular and plural forms of common words			

# **Lesson Overview – 10: Sentence Making**

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Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	CONTROL OF THE PROPERTY OF THE PARTY OF THE
<b>1</b> DB/MM/YYYY	64	10.a	Introduce how to use 'a' and 'an' in a sentence	<ul><li>Demonstration</li><li>Reading Aloud</li></ul>	• TB	-	100
· 2 DD/MM/YYYY	64	10.a	Know how to     use 'a' and 'an'     in a sentence	<ul><li>Activity</li><li>Reading Aloud</li></ul>	<ul> <li>TB</li> <li>Pictures of ant, ice cream, owl, elephant, umbrella, cat, doll, fan, jug and kite</li> </ul>	_	_
3 OD/MM/YYYY	65	10.a	Practise how to use 'a' and 'an' in a sentence	<ul><li>Circle Time</li><li>Practice</li></ul>	• TB	TB: Pg. 65	
4	66	10.a	Learn how to use 'a' and 'an' in a sentence	<ul><li>Circle Time</li><li>Practice</li></ul>	• TB	TB: Pg. 66	
5	65-66	10.a	Revise how to use 'a' and 'an' in a sentence	Activity     Practice	<ul> <li>TB</li> <li>IMAX Activity Sheet     'A or An'</li> <li>Objects or pictures     related to 'a' and 'an'</li> </ul>	_	

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
6 DD/MM/YYYY	67	10.b	<ul> <li>Introduce how to use 'this' and 'that' in a sentence</li> </ul>	<ul><li>Demonstration</li><li>Reading Aloud</li></ul>	• TB • Bottle	-
<b>7</b> DD/MM/YYYY	67	10.b	Know how to use     'this' and 'that' in     a sentence	Activity     Reading Aloud	TB Toy fruit Toy vegetable Bottle	-
8 DD/MM/YYYY	68	10.b	Practise how to use 'this' and 'that' in a sentence	Circle Time     Practice	• TB • Ball	TB: Pg. 68
9 DD/MM/YYYY	68	10.b	Learn how to use     'this' and 'that' in     a sentence	Circle Time     Reading Aloud	• TB • Ball	-
<b>10</b> DD/MM/YYYY	67	10.b	Revise how to use 'this' and 'that' in a sentence	Reading Aloud     Activity	<ul><li>TB</li><li>AB</li><li>Orange crayons</li><li>Brown crayons</li></ul>	AB: Pg. 9
<b>11</b> DD/MM/YYYY	69	10.c	Introduce how to use 'these' and 'those' in a sentence	<ul><li>Demonstration</li><li>Reading Aloud</li></ul>	• TB • Chalk	-

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
<b>12</b> DD/MM/YYYY	70	<b>10.</b> c	Know how to use     'these' and 'those'     in a sentence	Circle Time     Practice	• TB • Chalk	TB: Pg. 70
<b>13</b> DD/MM/YYYY	71	10.c	Practise how to use 'these' and 'those' in a sentence	<ul><li>Circle Time</li><li>Practice</li></ul>	• TB • Books	TB: Pg. 71
<b>14</b> od/MM/YYYY	69	10.c	Learn how to use     'these' and 'those'     in a sentence	<ul><li>Activity</li><li>Reading Aloud</li></ul>	<ul><li>TB</li><li>Beads</li><li>Blocks</li><li>Books</li></ul>	-
15 DD/MM/YYYY	72	10.c	<ul> <li>Revise how to use 'these' and 'those' in a sentence</li> </ul>	<ul><li>Reading Aloud</li><li>Practice</li></ul>	• TB	TB: Pg. 72

# 10) Sentence Making

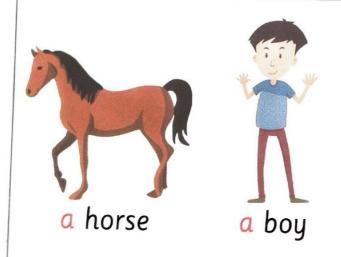


#### A and An

We use the words 'a' and 'an' to talk about a singular object. Let us see how they are used.

#### a

We use 'a' before the words that begin with consonants.





#### an

We use 'an' before the words that begin with vowels.



an elephant an umbrella







## Use 'a' or 'an'

Read the words. Use 'a' or 'an' before each word.



\_\_ horse



\_\_\_\_\_ boy



\_\_\_\_ elephant



ice cream



\_\_\_\_ dog



\_\_\_\_ orange



\_\_\_\_ apple



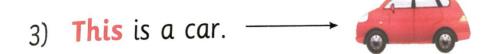
\_\_\_\_ umbrella

# This and That

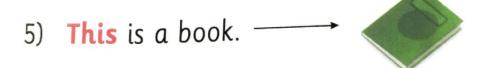
Look at the pictures. Read the sentences to see the correct use of the words 'this' and 'that'.











6) That is a duck. -

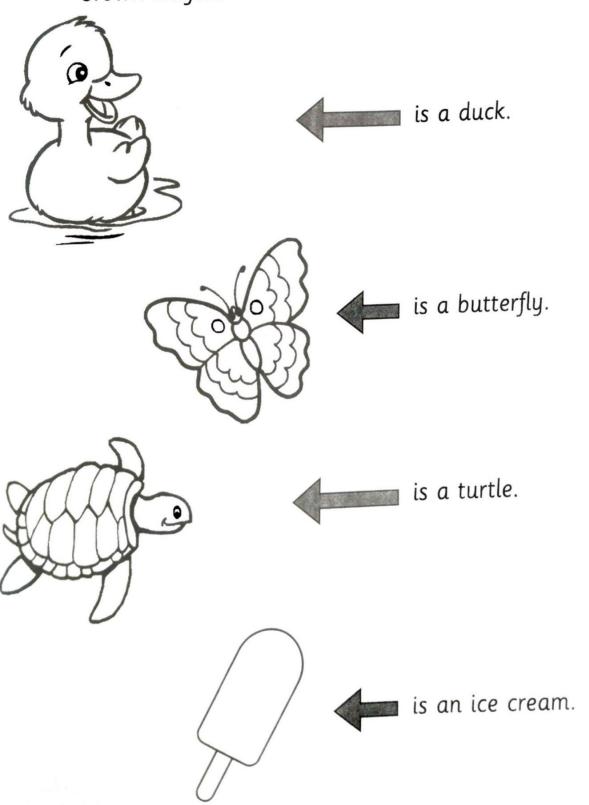


### 6) Sentence Making



#### Colour the Pictures

Colour the pictures where 'This' should be used with an orange crayon. Colour the picture where 'That' should be used with a brown crayon.





Look at the pictures. Use the correct word

(This/That/These/Those).

is an umbrella.

are umbrellas.

is a flower. ————

are flowers. \_\_\_\_

is a chair. ——

are chairs.

		Reflection
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Read the sentence and use 'a' or 'an' correctly. (Write the sentence on the board – 'I have bag.')	Day 5 - Know the use of 'a' and 'an' in sentence construction
2	Read the sentence and use 'this' or 'that' correctly.  (Write the sentence on the board – ' is a bag.'  Keep a bag near you.)	Day 10 - Know the use of 'this' and 'that' in sentence construction
3	Read the sentence and use 'these' or 'those' correctly. (Write the sentence on the board ' are bags.' Keep two bags far away from you.)	Day 15 - Know the use of 'these' and 'those' in sentence construction

### **Lesson Overview – 11: Comprehension**

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD, MM/YYYM	73	11.a	Read the story and answer the questions	Circle Time     Activity	• тв	_
2	74	11.b	Know the story and write the answers	<ul><li>Reading Aloud</li><li>Questioning</li></ul>	• TB • Slates • Chalk	_
3	75	11.b	Read the story and write the answers	Practice	• TB	TB: Pg. 75
4	76	11.a 11.b	<ul> <li>Read the story and answer the questions</li> <li>Know the story and write the answers</li> </ul>	<ul><li>Circle Time</li><li>Activity</li></ul>	• TB • AB • Slates • Chalk	AB: Pg. 11
5	77-78	11.a	<ul> <li>Read the story and write the answers</li> </ul>	<ul><li>Activity</li><li>Practice</li></ul>	• TB	TB: Pg. 78

### 11) Comprehension

### Read, Understand and Answer

Look at the picture and read the passage. Answer the questions.



Mira goes to the park on Sunday. It is a sunny day. She sees a big squirrel sitting on a tree. She eats cake. Then, she plays.

- 1) Which day does Mira go to the park?
- 2) What does Mira see on a tree?
- 3) What does she eat in the park?

73

## 7) Comprehension



#### Stick Shapes by Reading Instructions

Follow the instructions and stick the shapes. Use the sticker page at the end of the book for this activity.

Stick a circle. Stick two triangles inside the circle. Stick 2 stars inside the triangles.

	Reflection							
	Suggested questions to test the key concept(s)	Key Concept(s)						
1	Ask, 'Did the fox eat the grapes?' (Recall the story of 'The Fox and the Grapes'.)	Day 5 - Read and comprehend the given story, and answer questions orally						

#### Lesson Overview – 12 : Sentences

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
<b>1</b> 55/14/1/1/1/1	79	12.a	Learn how to introduce yourself	Circle Time     Practice	TB IMAX Flashcards of Parts of Speech	-
2	79	12.a	Know how to introduce yourself	<ul><li>Activity</li><li>Practice</li></ul>	TB IMAX Flashcards of Parts of Speech PL	
3	79	12.a	Practise sentences to introduce yourself	<ul><li>Activity</li><li>Practice</li></ul>	TB IMAX Flashcards of Parts of Speech PL	
4	79	12.a	Revise how to introduce yourself	<ul><li> Circle Time</li><li> Practice</li></ul>	<ul> <li>TB</li> <li>IMAX</li> <li>Flashcards</li> <li>of Parts</li> <li>of Speech</li> <li>PL</li> </ul>	- Control of the Cont

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
, <b>5</b> DD/MIW/WYYY	80	12.a	Learn how to write an introduction of yourself	• Practice	<ul> <li>TB</li> <li>IMAX         <ul> <li>Flashcards of</li> <li>Parts of Speech</li> </ul> </li> <li>PL</li> </ul>	TB: Pg. 80
<b>6</b> D/MM/YYYY	80	12.a	Revise how to write an introduction of yourself	• Practice	<ul> <li>TB</li> <li>IMAX     Flashcards of     Parts of Speech</li> <li>AB</li> <li>PL</li> <li>IMAX     Board Game</li> </ul>	TB: Pg. 80 AB: Pg. 13

#### 12) Sentences



#### Introducing Yourself

Look at how Priya introduces herself to Neel. You can also introduce yourself to others in the same way.

Hello! I am Priya. What is your name?



Hello! I am Neel. Nice to meet you.

I study in Happy
School. I like to paint
and tell stories. My
favourite colour is
red. My favourite food
is paratha. Now, tell
me about yourself.



	Reflection								
	Suggested questions to test the key concept(s)	Key Concept(s)							
1	Say two sentences about yourself.	Day 6 - Introducing one's self in a short paragraph through speaking and writing							