



**MAGNOLIA
LESSON PLAN
LOOK & LEARN**

A – Curriculum to Learning Objectives: Self, Family, Home, Friends and Pets

Prior Knowledge		• <i>one's name and date of birth</i>		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
1	1	Who Am I?	1.a	• all about me
			1.b	• reasons to know me
			1.c	• ID card
			1.d	• people with the same name
1	3	My Body	3.a	• my body parts
			3.b	• the function of my body parts
			3.c	• taking care of my body parts
2	1	Who Do I Look Like?	1.a	• similarities between a parent and child
			1.b	• similarity with relatives
			1.c	• my family members who look like me
2	2	My Likes and Dislikes	2.a	• likes and dislikes
			2.b	• the reasons for differences in likes and dislikes
			2.c	• how some things that we like may not be good for us
			2.d	• the likes and dislikes of classmates

B – Vision-to-Action Plan: 1 Who Am I?

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	1, 2 – THK, REM	1.a	<ul style="list-style-type: none"> Tell and write one's full name 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> picture of a gift box with a name written on it 	TB: Pg. 2 (Write your full name)	
2 DD/MM/YYYY	2 – REM	1.a	<ul style="list-style-type: none"> Identify genders, date of birth, contact numbers and address 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> a map of the school and its neighbourhood 	WB: Pg. 1 (Q. 1–5) WB: Pg. 2 (Q. 6, 7) Ask learners to bring A4 sheets and drawing material for the next class.	
3 DD/MM/YYYY	2 – UND	1.b	<ul style="list-style-type: none"> Describe the importance of knowing one's personal information Tell and write one's address 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> A4 sheets drawing material 	WB: Pg. 2 (Q. 8–11) WB: Pg. 3 (Q. 12, 13)	
4 DD/MM/YYYY	3 – APP, AF	1.c	<ul style="list-style-type: none"> Make use of ID cards to identify a person 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> samples of ID cards 	WB: Pg. 3 (Q. 14) WB: Pg. 4 (Q. 15, 16)	

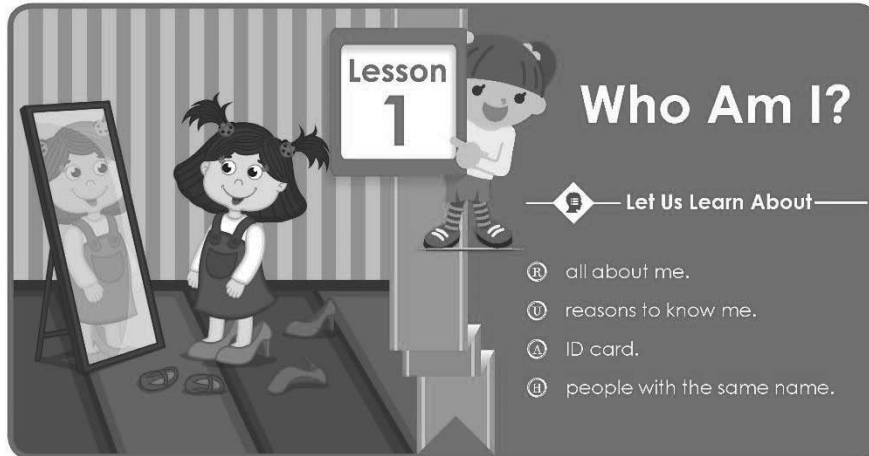
Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
5 DD/MM/YYYY	3 – APP	1.c	<ul style="list-style-type: none"> • Create ID cards with personal information 	<ul style="list-style-type: none"> • Peer Learning – Group 	<ul style="list-style-type: none"> • chart paper cut to size to make ID cards 	WB: Pg. 4 (Q. 17) TB: Pg. 3 (Complete the table)	
6 DD/MM/YYYY	4 – HOTS	1.d	<ul style="list-style-type: none"> • Explore ways to identify people with the same name 	<ul style="list-style-type: none"> • Real-life Connect 	–	WB: Pg. 5 (Q. 18)	

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1/55

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1, 2



Lesson 1 Who Am I?

Let Us Learn About

- all about me.
- reasons to know me.
- ID card.
- people with the same name.

 Think

When you meet new people, they ask for your name. Why do we have names?



 Remembering

Your friend wants to send you a birthday gift. What all does your friend need to know to do so? He or she needs your name, address and date of birth.

We all have a name. Let us learn what a name is, and how to write it.

The **full name** of a person has two parts – **first name** and **last name**.

Examples: Reena Joshi, Saleem Shaikh, Pusarla Venkata Sindhu

Some of us also have a middle name. Do you have a middle name? What is it?



Important Words **Duration: 1 min**

- Today: name, address, date of birth, full name, first name, last name, middle name

Transactional Tip(s) **Duration: 28 min**

Real-life Connect:



- Ask the learners, "When you meet new people what is the first thing they ask you?"
- Ask another question, "If somebody has to send you a gift on your birthday, what would they need to know about you?"
- Display a picture of a gift box with a name written on it.
- Explain the different parts of a 'full name' with examples. Also, mention one name with a middle name.
- Ask some learners for their first names and some for their last names. Ask if anyone has a middle name.
- Ask learners to write their full name in the space given in the textbook.

Class Pulse Check **Duration: 1 min**



- 1) What are the different parts of a full name?

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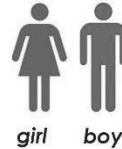
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Write your full name below.

Do you know what these signs mean? They mean male and female (boy and girl).



Male and female are two different **genders**.

Do you know what your gender is?

We celebrate our birthday every year on the same date.

The day on which we were born is our **date of birth**.

Do you know your date of birth?

Someday, if you are unwell at school, what will your teachers do? They may want to tell your family members about it. For this, they will need your **contact number**. It is the phone number of one of your family members.

When someone asks where we live, what do we tell them? We tell them our house number, street (road) name, city and so on. So, the **address** is a place where someone lives.

Example: House number 22, Karol Bagh, New Delhi

Do not share your name or address with people you do not know.



Understanding

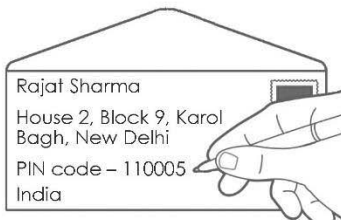
Our names, genders, addresses and phone numbers help others to know about us.

In trouble, others can call for help using the contact number.

Date of birth helps people to know how old (**age**) we are.

People write names and addresses on letters.

This helps postmen to take them to the correct places and persons.



Important Words

Duration: 1 min

- Last class: name, address, date of birth, full name, first name, last name, middle name
- Today: signs, male, female, boy, girl, genders, celebrate, born, date of birth, unwell, contact number, house number, street, city, address

Transactional Tip(s)

Duration: 27 min



Real-life Connect:

- Show the symbols of the boy and girl given in the textbook.
- Explain what gender means with the help of examples.
- Ask the learners, "Why do we celebrate a day as our birthday every year? When is your birthday?"
- Explain what a birthday or date of birth is.
- Ask the learners, "If you feel unwell in school and your teacher needs to contact your parents, what information would the teacher need to do so?" Explain to them about 'contact number' and its importance.
- Display a map of the school and its neighbourhood.
- Using the map, explain the concept of address.

Class Pulse Check

Duration: 2 min



- 1) Name a gender.
- 2) Name the place you live in.

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2

Write your full name below.

Do you know what these signs mean? They mean male and female (boy and girl).



Male and female are two different **genders**.

Do you know what your gender is?

We celebrate our birthday every year on the same date.

The day on which we were born is our **date of birth**.

Do you know your date of birth?



Someday, if you are unwell at school, what will your teachers do? They may want to tell your family members about it. For this, they will need your **contact number**. It is the phone number of one of your family members.

When someone asks where we live, what do we tell them? We tell them our house number, street (road) name, city and so on. So, the **address** is a place where someone lives.

Example: House number 22, Karol Bagh, New Delhi

Do not share your name or address with people you do not know.



Understanding

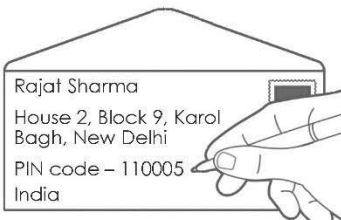
Our names, genders, addresses and phone numbers help others to know about us.

In trouble, others can call for help using the contact number.

Date of birth helps people to know how old (**age**) we are.

People write names and addresses on letters.

This helps postmen to take them to the correct places and persons.



Important Words

Duration: 1 min

- Last class: signs, male, female, boy, girl, genders, celebrate, born, date of birth, unwell, contact number, house number, street, city, address
- Today: trouble, old, age, letters, postmen

Transactional Tip(s)

Duration: 28 min



Real-life Connect:

- Ask the learners, “Why do we have names, genders, addresses and phone numbers?”
- Elaborate how personal details help us during emergencies and they also help others to get to know about us.
- On the blackboard draw an envelope. Write the name of the school principal followed by the school address.
- Elaborate on various parts of the address such as house number, street name, city and so on.
- Help the learners draw the outline of an envelope on an A4 sheet and write their address on it.

Class Pulse Check

Duration: 1 min



- 1) What is your age?

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Application

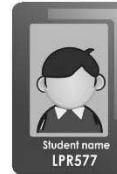
Do you have a school ID card?

An ID card has our name and contact number. It may also have our date of birth. 'ID Card' is the short form for **Identify Card**.

Your photo is on your ID cards. Why? This is because your photo is very helpful in identifying you.

ID cards are helpful in difficult times. If we are lost in a crowd, the contact number on the ID card is useful. So, we must keep our ID cards very safe.

Talk to four friends. Collect the details to make their ID cards. Use the table below:



First name	Last name	Contact number

Like a school ID card, there are different kinds of ID cards. Ask your parents and teachers.



Amazing Facts

100 is an important contact number. This number is used to get help from the police.

Do you know who comes to help when you call 102 and *103?



Who Am I?

3

Important Words

Duration: 1 min

- Last class: trouble, old, age, letters, postmen
- Today: identity card, photo, lost, crowd, safe, important, help, police

Transactional Tip(s)

Duration: 27 min



Real-life Connect:

- Show a school ID card or any other ID card.
- Ask the learners, "Why do we use ID cards? Besides your name, what other details will you find on an ID card?"
- Elaborate on how ID cards help to identify people.
- Discuss the different types of ID cards.
- Discuss what should be done if the urgent help of police is required. Discuss the importance of emergency contact numbers.

*(Note: Please correct the number 103 to 1098.)

Class Pulse Check

Duration: 2 min



- 1) What is the full form of ID?
- 2) Why do we have our contact number on our ID card?

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Application

Do you have a school ID card?

An ID card has our name and contact number. It may also have our date of birth. 'ID Card' is the short form for **Identity Card**.

Your photo is on your ID cards. Why? This is because your photo is very helpful in identifying you.

ID cards are helpful in difficult times. If we are lost in a crowd, the contact number on the ID card is useful. So, we must keep our ID cards very safe.

Talk to four friends. Collect the details to make their ID cards. Use the table below:



First name	Last name	Contact number

Like a school ID card, there are different kinds of ID cards. Ask your parents and teachers.



Amazing Facts

100 is an important contact number. This number is used to get help from the police.

Do you know who comes to help when you call 102 and 103?

Important Words

Duration: 1 min

- Last class: identity card, photo, lost, crowd, safe, important, help, police
- Today: –

Transactional Tip(s)

Duration: 29 min

Peer Learning – Group:

- Group learners and distribute the pieces of chart paper for creating ID cards.
- Let the learners collect the necessary details to make ID cards of four other members in the group and complete the table given on pg. 3 of the textbook.
- Let them draw four ID cards using the details they have collected.



Class Pulse Check

Duration: –



–



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4

Important Words

Duration: 1 min

- Last class: –
- Today: children, surname



Higher Order Thinking Skills (H.O.T.S.)

In your school, there may be many children with the same name. How will you identify them?

You can check other details to find the right person. For example, photograph, last name (surname), address and date of birth.



person 1



person 2

Transactional Tip(s)

Duration: 29 min



Real-life Connect:

- Show the images of ID cards of two children with the same name as given on pg. 4 of the textbook.
- Ask the learners to observe the images and identify the differences in the two ID cards which will help to identify the two children.

Class Pulse Check

Duration: –





C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	What is an address? (Ans. the place where someone lives)	Period 2 - all about me	
2	Say true or false: Date of birth helps a postman to take letters to the correct persons. (Ans. false)	Period 3 - reasons to know me	
3	Salma went to a fair with her friends. Her parents made her carry this card in case she got lost. Which card was it? (Ans. her ID card)	Period 4 - ID card	
4	John is distributing ID cards of his classmates. He has two ID cards with the same name. What else should he check for on the ID cards to give them to the correct persons? (Ans. their photos, last name, contact number and address in their ID cards)	Period 6 - people with the same name	

Post-lesson Reflection		Handhold Learners	Challenge Learners
TB completed Yes <input type="checkbox"/> No <input type="checkbox"/> WB completed Yes <input type="checkbox"/> No <input type="checkbox"/>			
Enthusiastic participation 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>			
Concept clarity in the classroom 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>		Exam Revision Strategy	
Concept clarity through the workbook 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>		Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
		App Report Number _____	Signature _____