



MAGNOLIA LESSON PLAN ENGLISH

B – Vision-to-Action Plan: 1 Grandmother’s Stories

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	1 Listen and Say Aloud	<ul style="list-style-type: none"> Differentiate between words that have the short ‘a’, ‘e’ and ‘i’ sounds 	<ul style="list-style-type: none"> Activity Method 	–	–	
	1 Warm Up	<ul style="list-style-type: none"> Discuss questions leading to the lesson 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	
	2 Reading the Text	<ul style="list-style-type: none"> Read the story 		–	–	
2 DD/MM/YYYY	2 Reading the Text	<ul style="list-style-type: none"> Read the story 	<ul style="list-style-type: none"> Reading Aloud 	–	–	
	3 Understanding the Text	<ul style="list-style-type: none"> Find out and write the meanings of new words using contextual clues 	<ul style="list-style-type: none"> Brainstorming 	–	Ex. 1, Pg. 3	
	5 Speaking Task	<ul style="list-style-type: none"> Write down questions that one wants to ask one’s grandparents 	<ul style="list-style-type: none"> Reading Aloud 	–	–	
3 DD/MM/YYYY	3 to 4 Understanding the Text	<ul style="list-style-type: none"> Answer factual questions from the lesson 	<ul style="list-style-type: none"> Practice 	–	Ex. 2, Pg. 3	
		<ul style="list-style-type: none"> Identify the true sentences based on the text 		Ex. 3, Pg. 4		
	4 Understanding the Text	<ul style="list-style-type: none"> Write answers to value-based questions 	<ul style="list-style-type: none"> Interactive Discussion 	–	Ex. 4, Pg. 4	
4 DD/MM/YYYY	5 Speaking Task	<ul style="list-style-type: none"> Share information about one's grandparents 	<ul style="list-style-type: none"> Practice 	–	–	

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Listen and Say Aloud

Words with the short 'a' sound		Words with the short 'e' sound		Words with the short 'i' sound	
pan	jam	beg	pen	dig	pin
map	can	red	ten	lip	fig



Warm Up

- Do you spend time with your grandparents when you meet them?
- Do they tell you stories about their lives and childhood?

Let us read a story about a grandmother and her granddaughter, Lalitha. They spend time together, sharing stories and photographs.



Important Words

Duration: 1 min

- Today: childhood, photographs, impatiently

Transactional Tip(s)

Duration: 29 min



Activity Method (16 min):

- Write words with the short 'a', 'e' and 'i' sounds, such as 'tan', 'peg', 'sip', 'hen' and 'tap', on the board.
- Make three columns with the headings 'a', 'e' and 'i' on the board, and ask learners to sort the words based on the sounds.
- Then, ask learners to read the words given in the 'Listen and Say Aloud' table.
- Encourage learners to give more examples of words with these sounds.

Interactive Discussion (13 min):

- Discuss the 'Warm Up' questions with the learners.
- Ask them about the time they spend with their grandparents. Ask them to describe the things they do with them and the stories that their grandparents share.
- Read out the lead-in sentence to introduce learners to the characters. Then, read aloud the first paragraph of the story.

Class Pulse Check

Duration:



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Important Words

Duration: 1 min

- Last class: childhood, photographs, impatiently
- Today: scarecrow, interesting, wise



Reading the Text



impatiently

Lalitha was waiting **impatiently** for the clock to strike nine. Grandma finished her prayers and walked into the living room. She asked Lalitha if she wanted to listen to a story. But today, Lalitha wanted to see Grandma's childhood photographs.

Grandma smiled and walked towards the cupboard. She took out her old photo album. Lalitha jumped with joy. She eagerly waited for the photograph that she would see that day.

Grandma finally chose one photograph. Every photograph in Grandma's album had an interesting story to tell. 'Every time I show you a picture, I give you a piece of my heart', Grandma told Lalitha.

On that day, Grandma showed her a picture of herself in which she was standing in the fields. There was a **scarecrow** next to her. This picture was taken when she was seven years old. She and her friends had made the scarecrow together. Grandma then told Lalitha a story. She said that, one day, she had dressed up like a scarecrow and scared many children of her village.



scarecrow

Lalitha laughed. 'Grandma, you should tell your stories to the whole world', she said. 'They are such interesting stories. Some of them are funny. Many are wise. I have an idea! You should write the story of your life', said Lalitha.

'Why will people want to read the story of my life?' Grandma asked.

'There is so much that everyone can learn from your life', answered Lalitha. Grandma thought about it. She felt that it was a good idea. They decided to write the story behind each and every photograph.



Let Us Discuss

- 1) What did Grandma take out from her cupboard?
- 2) What did Lalitha and Grandma decide in the end?



Transactional Tip(s)

Duration: 14 min



Reading Aloud:

- Read the story aloud, and ask learners to trace the lines with their fingers as you read.
- Pause the reading at relevant intervals and monitor understanding through questioning.

Class Pulse Check

Duration: 2 min



- 1) What did Grandma take out from her cupboard?
(Pg. 2, Q. 1)
- 2) What did Lalitha and Grandma decide in the end?
(Pg. 2, Q. 2)

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Understanding the Text

Exercise 1: New words

Word	Meaning
impatiently	
scarecrow	

Exercise 2: Literature comprehension

1) What did Lalitha want to see?

Ans. _____

2) Which picture did Grandma show Lalitha?

Ans. _____

3) Which story did Grandma tell Lalitha?

Ans. _____



Important Words

Duration:

–

Transactional Tip(s)

Duration: 13 min



Brainstorming (7 min):

- Ask learners to discuss with their partners and write the meanings of the words in the 'New words' table.
- Remind them to pick up contextual clues by reading through the sentences in which they occur.
- If they find any word too difficult, ask them to refer to the glossary given at the end of the book.
- Discuss the meanings with the class once everyone has finished.

Reading Aloud (6 min):

- Read aloud the question under 'Speaking Task'.
- Ask learners to think of and write down the questions they want to ask their grandparents.
- Tell them that they will have to interview their grandparents and present their stories for the speaking activity on a later day.
- Ask them to interview their grandparents or an elder in the family or neighbourhood on that or the following evening.

Class Pulse Check

Duration:



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Exercise 3: Read and answer

Read the following sentences and write **true** or **false**.

- 1) Lalitha wanted to listen to a story. _____
- 2) Every photograph in Grandma's album had an interesting story to tell.

- 3) Grandma showed Lalitha a picture of herself in which she was standing with her friends. _____
- 4) Grandma had made the scarecrow all by herself. _____
- 5) Lalitha and Grandma decided to write the story behind each and every photograph. _____

Exercise 4: Value-based questions – Judgement and appreciation

- 1) Why do you think Lalitha jumped with joy when she saw the photo album?

Ans. _____

- 2) What kind of stories did Grandma share? Do you think it is good to share stories?

Ans. _____

Important Words

Duration: 1 min

- Last class: scarecrow, interesting, wise
- Today: album, jumped with joy

Transactional Tip(s)

Duration: 29 min



Practice (15 min):

- Ask learners to read the 'Literature comprehension' questions and discuss the answers.
- Nominate individual learners to share their answers for Ex. 2 with the class as a whole.
- Ask them to write down the answers in their books.
- Then, instruct learners to work on Ex. 3 independently.
- Once all learners are done, discuss the answers with the class.

Interactive Discussion (14 min):

- Discuss the value-based questions in class.
- Ask them to note down points for each question and use them to write their answers.
- Discuss the answers with the class as a whole.

Class Pulse Check

Duration:



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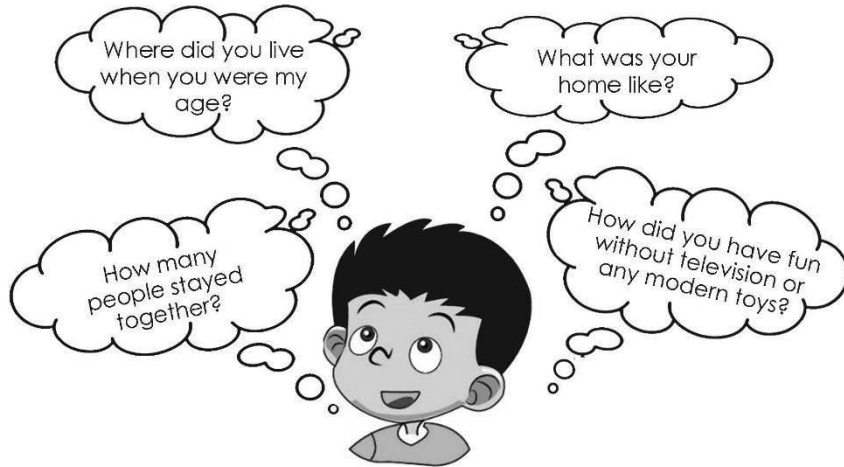


Speaking Task



Interview

Our grandparents have many interesting stories to tell us about their lives and childhoods. Spend time with them and find out about their memories. Ask them questions such as the following:



Find out the answers to all or a few of these questions. Share them with the class.

Word meanings

- | | | |
|-------------|---|--|
| impatiently | – | not able to wait |
| scarecrow | – | a figure made of hay to scare birds away from fields |

Important Words

Duration: 1 min

- Last class: album, jumped with joy
- Today: memories, modern

Transactional Tip(s)

Duration: 29 min



Practice:

- Read aloud the instruction given for the interview activity under 'Speaking Task'.
- Ask learners to come forward one by one and present their stories in front of the class.

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	Correct the statement. Lalitha wanted to listen to a story. (Ans. Lalitha wanted to see Grandma's childhood photographs.)	Period 2 – comprehension questions based on the lesson	
2	Fill in the blank. Grandma showed a picture in which she was standing next to a _____. (Ans. scarecrow)	Period 2 – comprehension questions based on the lesson	
3	Correct the statement. Lalitha and Grandma decided to write a storybook. (Ans. Lalitha and Grandma decided to write the story behind each and every photograph.)	Period 2 – comprehension questions based on the lesson	

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"/>			
Names			
Exam Revision Strategy		Reteach <input type="checkbox"/>	Revise <input type="checkbox"/>
Practise <input type="checkbox"/>			
App Report		Number _____	Signature _____

Post-lesson Reflection

TB completed Yes No WB completed Yes No

Enthusiastic participation

Concept clarity in the classroom

Concept clarity through the workbook

Handhold Learners

Challenge Learners

Names

Exam Revision Strategy

Reteach

Revise

Practise

App Report

Number _____

Signature _____

A – Curriculum to Learning Objectives: Grammar

Prior Knowledge		–		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
1	1	Module 1 (Naming words)	3.a	• Introduction to naming words
			3.b	• Introduction to special names and common names
2	1	Module 1 (Nouns – naming words)	3.a	• Revision of naming words
			3.b	• Revision of special names and common names
			3.c	• Introduction to proper nouns and common nouns
			3.d	• Introduction to male and female nouns
			3.e	• Mixed exercises to check conceptual clarity
3	1	Module 1 (Nouns)	3.a	• Revision of proper nouns and common nouns
			3.b	• Revision of masculine gender nouns and feminine gender nouns
			3.c	• Introduction to neuter gender nouns
			3.d	• Mixed exercises to check conceptual clarity
4	1	Module 1 (Nouns)	3.a	• Revision of proper and common nouns
			3.b	• Revision of masculine, feminine and neuter gender nouns
			3.c	• Introduction to collective nouns
			3.d	• Introduction to common gender nouns
			3.e	• Mixed exercises to check conceptual clarity
5	1	Module 1 (Nouns)	3.a	• Revision of proper nouns, common nouns and collective nouns
			3.b	• Revision of masculine, feminine, neuter and common gender nouns
			3.c	• Introduction to abstract nouns
			3.d	• Mixed exercises to check conceptual clarity

B – Vision-to-Action Plan: Module 1

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

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
4 DD/MM/YYYY	7 Grammar	3.e	<ul style="list-style-type: none"> Classify nouns according to their types and genders 	<ul style="list-style-type: none"> Activity Method 	<ul style="list-style-type: none"> A list of nouns of different types and genders 	–	
			<ul style="list-style-type: none"> Identify the nouns and classify them as proper or common nouns 	<ul style="list-style-type: none"> Practice 	–	Ex. 3.4, Pg. 7	
5 DD/MM/YYYY	7 to 8 Writing	4.a	<ul style="list-style-type: none"> Rearrange words to form meaningful sentences 	<ul style="list-style-type: none"> Interactive Discussion 	–	Ex. 4.1, Pgs. 7, 8	
		4.b	<ul style="list-style-type: none"> Differentiate between naming parts and action parts in sentences 	<ul style="list-style-type: none"> Brainstorming 	–	Ex. 4.2, Pg. 8	

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Module 1



Section Name	What I Will Learn
Dictation	Word dictation
Vocabulary	Spellings and jumbled words
Grammar	Nouns—naming words
Writing	Jumbled sentences Naming parts and action parts of sentences



Dictation

Exercise 1: Word dictation

1)	2)	3)
4)	5)	6)
7)	8)	9)



1

Important Words

Duration:

—

Transactional Tip(s)

Duration: 12 min



Reading Aloud:

- Read out the words for dictation from the Teacher Reference section twice.
- Once learners have written all the words under Ex. 1, nominate individual learners to spell out each word to check the spellings.

Class Pulse Check

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Vocabulary

Spellings and jumbled words

Exercise 2.1: The things in the pictures below are seen at a park. Can you complete the spellings of their names?

- 1)  – s e  - s  w
- 2)  – s  i n 
- 3)  – s  i  e
- 4)  – g r   s
- 5)  –  l o  e r s
- 6)  – b   c h

Important Words

Duration: 1 min

- Today: jumbled, complete

Transactional Tip(s)

Duration: 15 min



Interactive Discussion:

- Ask learners to look at the pictures and identify them.
- Nominate learners to say which letters are needed to complete the names of the things given in Ex. 2.1.
- Ask learners to write down the answers as they are discussed.
- For Ex. 2.2, ask learners to discuss and unscramble the words to come up with names of things used for writing, drawing, colouring or painting.
- Learners can then be asked to complete the exercise in their books.

Class Pulse Check

Duration: 2 min



- 1) Can you say any three classroom-related words that start with 'b'?



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Exercise 2.2: We all love to draw and colour. The given jumbled words are related to art. Correct the spellings and rewrite the words. One is done for you.

1) N E P

pen

2) W D A R

3) E N P I L C

4) L O O C U R

5) Y N C R O A

6) I P T N A



Grammar

Nouns—naming words

Read the following passage.

This May, I went to Goa with my mother, father and younger sister. We went to many beaches there. I liked Colva beach the most. My little sister, Jhanvi, loved playing in the water. We also visited many churches. We took many photographs of the cities in Goa.



REVISE

Can you underline the special names and tick the common names in the given passage?



Important Words

Duration: 1 min

- Today: nouns, beaches, churches, photographs, passage

Transactional Tip(s)

Duration: 10 min



Direct Instruction:

- Nominate learners to read aloud the paragraph given for the practice exercise on Pg. 3.
- Ask learners to underline the special names or proper nouns and circle the common names or common nouns in the paragraph.
- Ask learners what they know about common and special names.
- Ask them the difference between the two.
- Read aloud the explanation from the 'Remember' box on Pg. 4.
- Use the given explanation and examples to revise naming words and introduce the term 'nouns'.
- Tell learners that 'common names' are called 'common nouns' and 'special names' are called 'proper nouns'.
- Point out to learners how proper nouns begin with capital letters and common nouns do not.

Class Pulse Check

Duration: 1 min



- 1) Fill in the blank with a common name.
 - a) There is a _____ near my house.

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Remember



Naming words are the names given to people, places, animals and things around us. Naming words are also called **nouns**.

- The **common naming** words that you have learnt about are called common nouns. **Common nouns** are the common names given to people, places, animals or things in general. They do not begin with a capital letter.
Examples: girl, city, dog, cup, month, day
- The **special naming** words that you have learnt about are called proper nouns. **Proper nouns** name a particular person, place, animal or thing. They always begin with capital letters.
Examples: Sumita, Mumbai, Roxy, Funtime Park, March, Tuesday

Exercise 3.1: Underline the nouns and write if they are proper nouns (PN) or common nouns (CN). One is done for you.

1) Ravi sleeps on a soft pillow.

Ans. Ravi – PN, pillow – CN

2) The desk is filled with books.

Ans. _____

3) Kabir sings beautiful songs.

Ans. _____

4) Rajiv broke my pen and pencil.

Ans. _____

5) The girl in that room is dancing.

Ans. _____

6) Solapur is a town in Maharashtra.

Ans. _____



Important Words

Duration:

- Today: common nouns, proper nouns, general, particular, pillow, beautiful, town

Transactional Tip(s)

Duration: 17 min



Questioning:

- Nominate learners to read out the sentences under Ex. 3.1.
- Ask them to point out the common nouns and proper nouns.
- Remind them that proper nouns are those that always begin with capital letters.
- Once the answers have been discussed, ask learners to write them in their books.

Class Pulse Check

Duration: 1 min



- 1) Fill in the blanks with proper nouns.
 - a) _____ is my best friend.
 - b) My parents have gone to _____

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Male and female nouns

Read the following sentences.



Rohit is the **son** of Mr Sharma.



Miss Shweta is our **headmistress**.



Fiona was the **princess** of Neverland.

Naming words can also be sorted into male and female nouns.

• **Male nouns:** These are names for boys, men and male animals.

Examples: brother, uncle, policeman, king, lion

• **Female nouns:** These are names for girls, women and female animals.

Examples: sister, aunt, policewoman, queen, lioness

- Male nouns are also called **masculine gender nouns**.
- Female nouns are also called **feminine gender nouns**.

Examples:

Male nouns	Female nouns	Male nouns	Female nouns
son	daughter	grandfather	grandmother
man	woman	nephew	niece
peacock	peahen	tiger	tigress
cock	hen	bull	cow



Important Words

Duration: 1 min

- Last class: nouns, beaches, churches, photographs, passage, common nouns, proper nouns, general, particular, pillow, beautiful, town
- Today: male, female, headmistress, masculine, feminine, peahen, nephew, niece

Transactional Tip(s)

Duration: 10 min



Direct Instruction:

- Explain the feminine and masculine genders of naming words.
- Explain to the learners that male nouns or masculine gender nouns are names for male animals or human beings, whereas female nouns or feminine gender nouns are names for female animals or human beings.
- Read aloud the example sentences and explanation given on Pg. 5.
- Then, ask learners to close their books. Draw a table on the board with two columns: one for masculine gender nouns and the other for feminine gender nouns. Then, read each word from the list of examples aloud.
- Ask learners to volunteer to sort the words being read out. Write the words in the correct columns. Correct them if their answers are incorrect.

Class Pulse Check

Duration: 2 min



- 1) What is the female noun form of 'husband'? It starts with a 'w'.
- 2) What is the male noun form of 'madam'? It starts with an 's'.







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Exercise 3.2: Fill in the blanks with (M) for male nouns and (F) for female nouns. One is done for you.

1)  lion - <input type="text" value="M"/>	2)  daughter - <input type="text"/>	3)  king - <input type="text"/>
4)  tigrress - <input type="text"/>	5)  hen - <input type="text"/>	6)  nephew - <input type="text"/>

Exercise 3.3: Fill in the blanks with the correct male or female nouns. One is done for you.

Male	Female
1) brother	a) <u>sister</u>
2) peacock	b) _____
3) _____	c) grandmother
4) bull	d) _____
5) _____	e) actress
6) _____	f) princess

Important Words

Duration:

- Today: actress

Transactional Tip(s)

Duration: 17 min



Summarising:

- Nominate learners to explain the differences between male and female nouns.
- Ask them what the other names for male and female nouns are.
- Summarise the points in the form of a mind map on the board.
- Ask learners to also provide some examples that you can note on the board.
- Then, read out the instruction under Ex. 3.2. Ask learners to look at the pictures and complete the exercise.
- Next, discuss the words given under Ex. 3.3.
- Allow learners some time to find out the male or female forms of the given nouns. Tell them that they can refer to the examples given on Pg. 5 if they get stuck.
- Discuss the answers for both the exercises once everyone has completed them.

Class Pulse Check

Duration:



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Exercise 3.4: Read the passage and complete the table. One is done for you.

Once, there lived a little girl named Luka. She asked her father, Dan, if she could visit her grandfather.

'Yes, you can', her father said. 'Be careful, and take your sister with you.'

Proper nouns	Common nouns	
		male
	girl	female



Writing

Jumbled sentences

Exercise 4.1: The given sentences are all mixed up. Rewrite them in the correct order. Remember that each sentence should begin with a capital letter and should end with a full stop. One is done for you.

1) early Diwali. up on We wake

We wake up early on Diwali.

2) I to the market to go flowers. buy

3) flowers. We house with decorate our



Important Words

Duration: 1 min

- Last class: male, female, headmistress, masculine, feminine, peahen, nephew, niece, actress
- Today: careful

Transactional Tip(s)

Duration: 26 min



Activity Method (16 min):

- Draw a table similar to the one given under Ex. 3.4.
- Divide the class into four groups.
- Read out a list of nouns and nominate members from each group to take turns and write the nouns in the correct columns and rows of the table.

E.g.: The noun 'hen' would come under the column of common nouns and in the row of female nouns.

- Ensure that everyone gets a turn. The groups that correctly sort all the nouns win.

Practice (10 min):

- Keep the same groups as in the earlier activity.
- Read out the passage given under Ex. 3.4.
- As you are reading it out, ask learners to identify the nouns.
- Ask learners to discuss within their group and complete the exercise.
- Nominate learners to share their responses.

Class Pulse Check

Duration: 3 min



- 1) Name a male and female common noun each.
- 2) Mention a proper noun that is the name of a person. Name a place as well.

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4) clothes. Everyone new wears

5) We candles and light diyas evening. in the

Naming parts and action parts of sentences

A sentence has two parts: a naming part and an action part.

The **naming part** tells us who or what the sentence is about.

The **action part** tells us what the naming part does.

Exercise 4.2: Circle the naming parts and underline the action parts. One is done for you.

1) The dog barked at the girl.



2) The two girls are singing a song.



3) My father is cooking dinner in the kitchen.



4) Woodpeckers make holes in trees.



5) The cat ran after the mouse.



Important Words

Duration: 1 min

- Today: decorate, diyas, dinner, woodpeckers

Transactional Tip(s)

Duration: 27 min



Interactive Discussion (15 min):

- Explain the instruction for Ex. 4.1 under the 'Writing' section.
- Discuss how every sentence must start with a capital letter and end with a full stop.
- Ask learners to rearrange the words in every sentence and write down the sentences so that the above rule is followed.
- Discuss the answers in class.

Brainstorming (12 min):

- Nominate learners to come forward and enact an action word. E.g.: 'run', 'jump', 'sing', 'cry' and 'laugh'
- Ask learners the following questions:
 - a) Who is he/she?
 - b) What is he/she doing?
- Explain naming parts and action parts of sentences by reading out the explanation given on Pg. 8.
- Ask learners to independently complete Ex. 4.2. Ask them to read each sentence and think who the sentence is about and what they are doing in order to complete the exercise.
- Discuss the answers with the class once all the learners have completed the exercise.

Class Pulse Check










Duration: 2 min



- 1) Which is the naming part in the following sentence?
I am walking to school.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Underline the common nouns and circle the proper nouns in the sentence. Raja and Ravi are friends. (Ans. common noun: friends; proper nouns: Raja and Ravi)	Period 2 – identify common nouns and proper nouns	
2	Underline the male nouns and circle the female nouns. The king has a brother and two sisters. (Ans. male nouns: king, brother; female noun: sisters)	Period 3 – differentiate between male nouns and female nouns	
3	Fill in the blanks with the correct male and female nouns. Anjali is a _____ (girl/boy) whose _____ (uncle/aunt) is a policeman. (Ans. girl, uncle)	Period 3 – use the correct male nouns and female nouns	

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 Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
Concept clarity through the workbook  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>		App Report Number _____	Signature _____