



MAGNOLIA LESSON PLAN ENGLISH

B – Vision-to-Action Plan: 1 Ammachi’s Amazing Machines

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
1 DD/MM/YYYY	1 Listen and Say Aloud	<ul style="list-style-type: none"> Differentiate between words that have the soft and hard 'c' sounds 	<ul style="list-style-type: none"> Echo Reading 	–	–	–	
	1 Warm Up	<ul style="list-style-type: none"> Discuss questions leading to the lesson 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	–	
	2 to 3 Reading the Text	<ul style="list-style-type: none"> Read and discuss the first half of the story 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	–	
2 DD/MM/YYYY	4 to 5 Reading the Text	<ul style="list-style-type: none"> Read and discuss the remaining half of the story 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	Read the story at home	
3 DD/MM/YYYY	6 to 7 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. 6	–	
		<ul style="list-style-type: none"> Mark answers to literature comprehension questions 		–	–	Mark the answers to Literature comprehension questions in one’s book	

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
4 DD/MM/YYYY	6 to 7 Understanding the Text	<ul style="list-style-type: none"> Write answers to literature comprehension questions 	<ul style="list-style-type: none"> Practice 	–	Ex. 2, Pgs. 6, 7	–	
		<ul style="list-style-type: none"> Correct facts and rewrite sentences based on the story 	<ul style="list-style-type: none"> Monitoring Comprehension 	–	Ex. 3, Pg. 7	–	
5 DD/MM/YYYY	8 Understanding the Text	<ul style="list-style-type: none"> Analyse and share responses to value-based questions 	<ul style="list-style-type: none"> Peer Learning – Pair 	–	Ex. 4, Pg. 8	–	
	8 Speaking Task	<ul style="list-style-type: none"> Share and discuss ideas on helping family members at home 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	–	
6 DD/MM/YYYY	8 Speaking Task	<ul style="list-style-type: none"> Make charts on the circle time activity discussion of the previous class 	<ul style="list-style-type: none"> Activity Method 	<ul style="list-style-type: none"> Chart paper and other drawing and colouring materials 	–	Make colourful charts with pictures	

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Listen and Say Aloud

Soft 'c' sound ('s' sound)		Hard 'c' sound ('k' sound)	
voice	city	cave	corn
receive	rice	cat	cut



Warm Up

- Have you ever helped your mother, father or grandparents in the kitchen?
- How did you help them?

Let us read the story of Sooraj and his grandmother, and learn how they prepared coconut barfi together.



Important Words

Duration: 1 min

- Today: amazing, machines, receive, prepared, barfi

Transactional Tip(s)

Duration: 10 min



Echo Reading (5 min):

- Write words with the letter 'c' that make the 's' and 'k' sounds, such as 'case', 'circle', 'circus', 'cunning' and 'cage', on the board.
- Make two columns with the headings 's sound' and 'k sound' on the blackboard, and ask learners to sort the words based on the sounds, and to tell you which word to write under which column.
- 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 (5 min):

- Discuss the 'Warm Up' questions with the learners.
- Ask them how they help their family members out in the kitchen. Ask them to describe in some detail what they help out with.

Class Pulse Check

Duration:



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Important Words

Duration:

- Today: pulley, helmet, husk



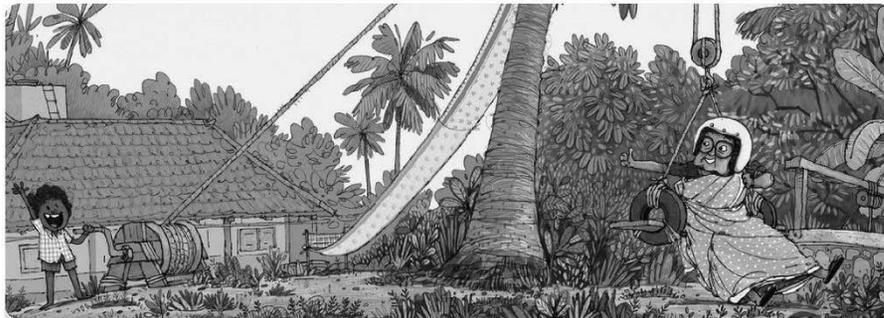
Reading the Text



'Ammachi! Ammachi! Can we make coconut barfi today?' Sooraj asked his grandmother. 'Pleeeeeease?'



'Hee hee hee! Only if you help me make it, eh?' replied Ammachi. 'Yay!' shouted Sooraj.



Sooraj and Ammachi went out into the garden where there were many coconut trees. They made an **amazing** machine to pick coconuts. They used Ammachi's old sarees and a **pulley**! Then Ammachi put a **helmet** on her head and up on the swing she went! 'Ready?' shouted Sooraj.

'Ready!' said Ammachi. Swoooosh went up Ammachi on the swing as Sooraj worked the pulley.



Transactional Tip(s)

Duration: 17 min



Interactive Discussion:

- Nominate learners to read out the story by turns.
- Ask them to observe the illustrated strips to better understand the incidents described in the story.
- Ask learners if they have similar homemade machines that they use for different tasks at home.

Class Pulse Check

Duration: 2 min



- 1) What did Sooraj want to make with his grandmother? (Pg. 6, Q. 1)
- 2) Where were the coconut trees? (Pg. 6, Q. 2)

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Important Words

- Today: ripe

Duration:



'We'll only pick the ripe ones, OK? The ones that are brown all over... Watch out! Here they come!' *Whoosh... Whump!*

Whoosh came the coconuts rolling down the slide made of sarees!
'Onwards! To the amazing **husk** remover machine!'



'Now to get the husk off...'
Potch! Craank!



Sooraj's stomach went: '*Grrrrr!*'
Ammachi giggled.

Transactional Tip(s)

Duration:



Class Pulse Check

Duration:



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'Then we crack the shell... like this!' *Khatak!*



'And then we grate the fruit!' Ammachi took out another amazing machine—the coconut grater!

Round and round Sooraj **whirled** the handle, and soon there was a mound of soft, fluffy white grated coconut on the plate.



Important Words

Duration: 1 min

- Last class: amazing, machines, receive, prepared, barfi, pulley, helmet, husk, ripe
- Today: crack, grate, grater, whirled, mound, fluffy

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Continue reading and discussing the story.
- Ask learners to talk about their favourite homemade sweets. Ask questions such as about whether they are made regularly or for special occasions.
- Instruct learners to read through the story again as homework.

Class Pulse Check

Duration: 2 min



- 1) What did Ammachi and Sooraj make to pick the coconuts? (Pg. 6, Q. 3)
- 2) What kind of coconuts did they pick? (Pg. 6, Q. 4)

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'Toss it into the pan with all the other ingredients...'

'It smells so good, Ammachi!' And she put all the coconut in the kadhai with a lot of sugar and ghee.



'Then we pour it all out on to a tray... Wait for it to cool, baba!' But Sooraj could barely wait.



'Now cut it into neat little slices...'



'Yippee! Our coconut barfi is ready to be eaten!' 'Yum yum yum!'

— Adapted from 'Ammachi's Amazing Machines'
written and illustrated by Rajiv Eipe



Important Words

Duration:

- Today: toss, ingredients, kadhai, pour, barely

Transactional Tip(s)

Duration:



Class Pulse Check

Duration:



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Let Us Discuss

- 1) What did Sooraj want to make with his grandmother?
- 2) Where were the coconut trees?
- 3) What did Ammachi and Sooraj make to pick the coconuts?
- 4) What kind of coconuts did they pick?



Understanding the Text

Exercise 1: New words

Word	Meaning
amazing	
pulley	
helmet	
husk	
whirled	
ingredients	

Exercise 2: Literature comprehension

- 1) How did Sooraj and Ammachi make the coconut-picking machine?

Ans. _____



Important Words

Duration: 1 min

- Last class: crack, grate, grater, whirled, mound, fluffy, toss, ingredients, kadhai, pour, barely

Transactional Tip(s)

Duration: 27 min



Brainstorming:

- Ask learners to discuss with their partners and write the meanings of the new words under 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.
- Ask learners to read the 'Literature comprehension' questions and mark the answers in the text as homework.

Class Pulse Check

Duration: 2 min



- 1) Are the coconut and its tree used for anything not related to food? Do you know?

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2) How did Sooraj help Ammachi to climb the tree?

Ans. _____

3) What ingredients were used to make coconut barfi?

Ans. _____

Exercise 3: Read and answer

Correct the given sentences based on the story.

1) Ammachi and Sooraj bought the coconuts from the market.

Ans. _____

2) Sooraj climbed the coconut tree.

Ans. _____

3) They took off the husk of the coconut by hand.

Ans. _____

4) Sooraj grated the fruit using a knife.

Ans. _____

5) Ammachi made balls out of the coconut mixture.

Ans. _____



Important Words

Duration:

-

Transactional Tip(s)

Duration: 29 min



Practice (19 min):

- 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.

Monitoring Comprehension (10 min):

- Instruct learners to work on Ex. 3 independently. Tell them that they can refer to the book while doing so.
- Once all learners are done, discuss the answers with the class.

Class Pulse Check

Duration: 1 min



1) What is the word for things that are used to cook a dish?

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Exercise 4: Value-based questions – Judgement and appreciation

1) Ammachi was an active and smart grandmother. Do you agree? Give reasons for your answer.

Ans. _____

2) Do you think it is fun to do things together with your family members? Share an experience.

Ans. _____



Speaking Task



Circle time

Sit in a circle with your classmates. Discuss the things you can do to help your parents and other family members at home.



Important Words

Duration: 1 min

- Today: value, judgement, appreciation, active, smart, experience

Transactional Tip(s)

Duration: 29 min



Peer Learning – Pair (15 min):

- Ask learners to pair up with their partners and discuss the value-based questions.
- Ask them to note down points for each question they discuss and to use them to write their answers.
- For Q. 2 you may nominate pairs to share some of their personal experiences with the class.
- Once the discussions are over, instruct learners to write the answers in their books.

Interactive Discussion (14 min):

- Ask learners to sit in a circle for the circle time task under 'Speaking Task'. They should have notebooks and pens/pencils ready.
- Start a discussion on how one can help one's parents and other family members at home. Ask them to look at the pictures for clues.
- Suggest ideas such as keeping one's room clean, keeping things back in their right place, watering plants, wiping dishes and so on.

Class Pulse Check

Duration:



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Exercise 4: Value-based questions – Judgement and appreciation

1) Ammachi was an active and smart grandmother. Do you agree? Give reasons for your answer.

Ans. _____

2) Do you think it is fun to do things together with your family members? Share an experience.

Ans. _____

REPEATED PAGE



Speaking Task



Circle time

Sit in a circle with your classmates. Discuss the things you can do to help your parents and other family members at home.



Important Words

Duration: 1 min

- Last class: value, judgement, appreciation, active, smart, experience
- Today: task, classmates, members

Transactional Tip(s)

Duration: 29 min



Activity Method:

- Ask learners to make colourful charts based on the circle time activity discussion from the last class.
- They can refer to the points that they had noted down in their notebooks.
- You can put up the charts in the classroom afterwards.

Class Pulse Check

Duration:



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C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	What two things did Ammachi and Sooraj use to make the amazing machine? (Ans. old sarees and a pulley)	Period 1 – comprehension questions based on the lesson	
2	Correct the statement. Ammachi wore a scarf on her head. (Ans. Ammachi wore a helmet on her head.)	Period 1 – comprehension questions based on the lesson	
3	What three ingredients did Ammachi use to make the barfi? (Ans. coconut, sugar and ghee)	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"/>		Signature _____	
App Report		Number _____	
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"/>			
Concept clarity through the workbook <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

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
						CW	HW	
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"> Complete the names of the young ones of animals Match animals to their young ones correctly 	<ul style="list-style-type: none"> Peer Learning – Group 	<ul style="list-style-type: none"> Pictures of young ones of animals 	Ex. 2.1, Pg. 2 Ex. 2.2, Pg. 3	–	
2 DD/MM/YYYY	3 to 4 Grammar	3.a	<ul style="list-style-type: none"> Classify nouns into proper and common nouns 	<ul style="list-style-type: none"> Monitoring Comprehension 	–	–	–	
		3.b	<ul style="list-style-type: none"> Classify nouns into masculine and feminine gender nouns 		–	–	–	
	4 Grammar	3.a	<ul style="list-style-type: none"> Sort nouns into proper and common nouns 	<ul style="list-style-type: none"> Questioning 	–	Ex. 3.1, Pg. 4	–	
3 DD/MM/YYYY	4 to 5 Grammar	3.c	<ul style="list-style-type: none"> Identify and pick out neuter gender nouns 	<ul style="list-style-type: none"> Direct Instruction 	–	Ex. 3.2, Pg. 5	–	
	5 Grammar	3.d	<ul style="list-style-type: none"> Discuss how to sort nouns according to their genders 		–	–	Ex. 3.3, Pg. 5	
	6 Grammar	3.d	<ul style="list-style-type: none"> Complete mixed exercises based on noun types and genders 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> Chits with nouns of different genders 	Ex. 3.4, 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
						CW	HW	
4 DD/MM/YYYY	6 to 7 Formal Writing	4.a	<ul style="list-style-type: none"> Answer questions based on a given picture 	<ul style="list-style-type: none"> Interactive Discussion 	–	Ex. 4, Pgs. 6, 7	–	
5 DD/MM/YYYY	8 Creative Writing	5.a	<ul style="list-style-type: none"> Observe a picture and complete a short description of it 	<ul style="list-style-type: none"> Brainstorming 	–	Ex. 5, Pg. 8	–	

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Module 1



Section Name	What I Will Learn
Dictation	Word dictation
Vocabulary	Animals and their young ones
Grammar	Nouns
Formal Writing	Answer questions based on a picture
Creative Writing	Describe a picture



Dictation

Exercise 1: Word dictation

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



Important Words

Duration: 1 min

- Today: vocabulary, formal, creative

Transactional Tip(s)

Duration: 10 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

Duration:



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Vocabulary

Animals and their young ones

Do you know that there are different names for the young ones of different animals and birds?

A baby dog is called a **puppy**. The young one of a goat is called a **kid**.

Here are a few more examples.

- tiger – cub 
- eagle – eaglet 
- hen – chick 
- owl – owlet 

Exercise 2.1: Look at the given pictures of animals and birds. Fill in the missing letters and complete the names of their young ones.

- 1) du__k__ing 
- 2) pi____et 
- 3) fa__n 
- 4) go__li__g 
- 5) l__m__ 
- 6) t__dp__le 



Important Words

Duration:

- Today: eaglet, owlet, fawn, gosling, tadpole

Transactional Tip(s)

Duration: 10 min



Peer Learning – Group:

- Read out the names of the baby animals and birds given on Pg. 2.
- Then, divide learners into six small groups and play ‘hangman’ using the words given under Ex. 2.1.
- Ask the teams to complete one word each by guessing individual letters to fill in the blanks.
- When a team guesses an incorrect letter, start drawing parts of a stick figure, starting with the head.
- For every incorrectly guessed letter, add a new part to the diagram of the stick figure.
- If a team can guess all the letters correctly before the diagram gets completed, they win.
- Continue the activity by doing the same for the rest of the words.

Class Pulse Check

Duration: 1 min



- 1) The young one of a _____ is a fawn.

Exercise 2.2: Match the animals with their young ones.

Column A

- 1) horse
- 2) cat
- 3) kangaroo
- 4) lion
- 5) cow
- 6) goat

Column B

- a) calf
- b) kid
- c) foal
- d) kitten
- e) joey
- f) cub



Grammar

Nouns

Read the passage and sort the underlined nouns into the given table.



Saif studies at St Judes' School in Darjeeling. He is the captain of the boys' swimming team. Saif has a pet mare. Her name is Ego.



Important Words

Duration:

- Today: kangaroo, foal, joey

Transactional Tip(s)

Duration: 7 min



Peer Learning – Group:

- Retain the same groups, and ask learners to discuss and complete Ex. 2.2.
- Ask each member of a group to read out a word from Column A.
- The other members shall match it to the correct option from Column B.
- Discuss the answers, and show pictures of a few unusual young ones mentioned.

E.g.: foal or joey

Class Pulse Check

Duration: 1 min



- 1) Is the young one of a cat a kid or a kitten?

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Proper noun	Common noun	Gender
		masculine
		feminine

Remember



- **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, park, cat, ball
- **Proper nouns** are special names given to people, places, animals or things. They always begin with a capital letter.
Examples: Swati, India, Bruno, Monday
- **Masculine gender nouns** are names for boys, men and male animals.
Examples: boy, grandson, drake, prince, bull, king
- **Feminine gender nouns** are names for girls, women and female animals.
Examples: girl, granddaughter, duck, princess, cow, queen

Exercise 3.1: Colour the stars that have proper nouns in yellow. Colour the stars that have common nouns in green. One is done for you.

1) May 	2) tree 	3) Patna 
4) biscuit 	5) Monica 	6) garden 

Neuter gender nouns

These are nouns that name non-living things that have no gender. They are used for objects and places. They are also used to name the months of the year and the days of the week.

Examples: computer, floor, water, chair, school, car, building, river, Thursday, March



Important Words

Duration: 1 min

- Today: mare, general, drake

Transactional Tip(s)

Duration: 26 min



Monitoring Comprehension (15 min):

- Ask learners to read the passage given under the practice exercise on Pg. 3 and to underline the nouns in it.
- Nominate learners to say whether each noun is a common noun or a proper noun, with reasons.
- Also, ask them to sort the nouns into masculine and feminine gender nouns.
- Give learners five minutes to read about noun types and genders from the 'Remember' box.
- Then, ask them to give examples of each noun type and noun gender.

Questioning (11 min):

- Read out a list of nouns, and ask learners to sort them into proper and common nouns.

E.g.: Salem, school, leaf, child, Reena, Samir, Pakistan, buffalo

- Then, ask learners to further practise differentiating between proper and common nouns by completing Ex. 3.1.

Class Pulse Check

Duration: 3 min



- 1) Pluck that leaf, Samir. – Pick out the proper noun.
- 2) Pick the common noun between 'day' and 'Sunday'.
- 3) What is the feminine gender form of the noun 'bull'?

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Exercise 3.2: Here is a passage on how to make yourself some toast. Read the passage and underline the neuter gender nouns. One is done for you.

Use a knife to spread some butter on the slice of bread.

Put the slices on a hot pan to toast them.

Oh wait! Someone just knocked—who could it be? It's just a child tricking the neighbours.

Now, let's get back to our toast.

But what toast? The kitchen is filled with smoke, and the toast is now black as coal! Oh dear! Seems like there won't be any toast today!



Exercise 3.3: Sort the nouns according to gender. One is done for you.

- | | | |
|-------------|------------|---------|
| 1) computer | 2) nephew | 3) hen |
| 4) wife | 5) lioness | 6) book |

Masculine gender



Feminine gender



Neuter gender



computer



Important Words

Duration: 1 min

- Last class: mare, general, drake
- Today: neuter gender, toast, knocked, neighbours, coal

Transactional Tip(s)

Duration: 15 min



Direct Instruction:

- Explain neuter gender nouns with the help of the explanation given on Pg. 4.
- Draw out the differences between neuter gender nouns and masculine or feminine gender nouns.
- Draw three columns on the board. Give them the headings 'Objects', 'Places' and 'Names of days and months'.
- Then, ask learners to give examples that fall into any of the three categories.
- Stop when you have five examples under each column.
- Point out that these are the main types of nouns that are neuter gender nouns.
- Ask learners to complete Ex. 3.2 to further practise identifying neuter gender nouns.
- Ask them to discuss the genders of the nouns given under Ex. 3.3. They can be asked to complete the exercise as homework.

Class Pulse Check

Duration: 2 min



- 1) Pick out the neuter gender nouns.
Saumya, rock, Nepal, office, girl, cock, duster, year, March

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

Meghu plays the guitar every Friday. Her aunt helps Meghu with her lessons. Meghu's seven-year-old brother often comes to watch her practise.

Proper nouns	Common nouns	Gender
_____	_____	masculine
Meghu	_____	feminine
_____	_____	neuter



Formal Writing

Answer questions based on a picture

Exercise 4: Answer the questions about the picture given below.



Important Words

Duration:

—

Transactional Tip(s)

Duration: 10 min



Practice:

- Make chits (one for each learner) with nouns of different genders.
- Ask each learner to pick a chit and say whether it is a proper noun or a common noun. Ask learners to also say what the genders of the nouns are.
- Follow up the activity by asking learners to complete Ex. 3.4 to practise identifying and classifying nouns.

Class Pulse Check

Duration: 2 min



- 1) Sort the nouns: uncle, library, Sam into masculine, feminine and neuter gender nouns. Also, say whether they are proper or common nouns.

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1) What are the family members doing?

Ans. _____

2) Which room of the house is the family in?

Ans. _____

3) What is the father doing?

Ans. _____

4) What are the children doing?

Ans. _____

5) Are the family members happy working together? Give reasons.

Ans. _____

Important Words

Duration:

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Transactional Tip(s)

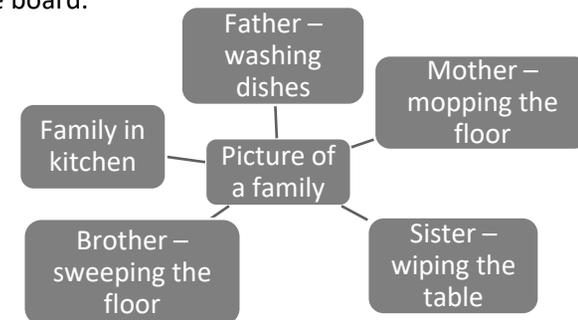
Duration: 28 min



Interactive Discussion:

- Ask learners to observe the picture given under Ex. 4 on Pg. 6 and provide details about it.
- Prompt them for details with questions such as ‘Where is the family?’, ‘What is each family member doing?’ and so on.
- Write the shared points in the form of a mind map on the board.

E.g.:



- Then, ask learners to complete Ex. 4 with the help of the mind map.
- Discuss the answers and give learners time to correct their mistakes, if any.
- Encourage learners to practise framing questions based on the picture by quizzing their partners.

Class Pulse Check

Duration: 2 min



- 1) In the picture given under Ex. 4, is the mother sweeping or mopping the floor?
- 2) Who is wearing spectacles in the picture given under Ex. 4?

Annual Day:
11/62

Day:
5/5

Actual Date:

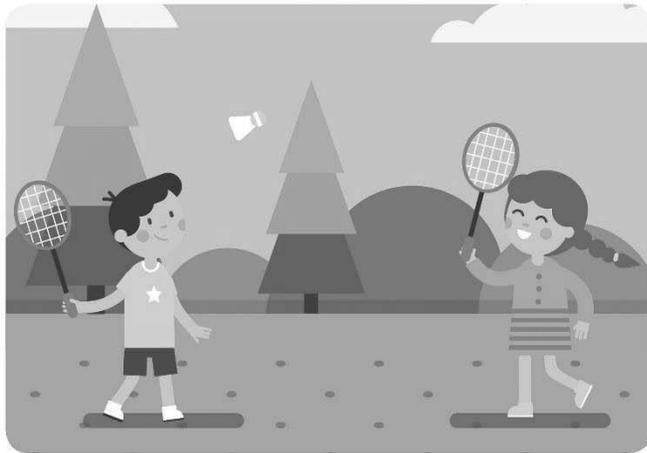
Page(s):
8



Creative Writing

Describe a picture

Exercise 5: Observe the picture given below. Then, complete the sentences based on it.



- 1) There are _____
in the picture.
- 2) They are a _____ and a _____.
- 3) They look very _____ and _____.
- 4) They are _____ in a
_____.
- 5) One of them is wearing _____
_____, and the other is wearing _____
_____.

Important Words

Duration: 1 min

- Today: observe

Transactional Tip(s)

Duration: 28 min



Brainstorming:

- Give learners five minutes to observe the picture given under Ex. 5 on Pg. 8.
- Then, ask them to draw a mind map similar to the one you drew for Ex. 4.
- Tell them to note down all the details about the picture in their mind maps. With the help of these details, learners can complete the paragraph about the picture.
- Nominate learners to read out their paragraphs.
- Draw the learners' attention to the fact that the sentences can be completed in many different ways.
- Also, read out the sample paragraph given in the Teacher Reference section to help learners understand how to complete a picture description exercise.

Class Pulse Check

Duration: 1 min



- 1) Are there trees or mountains in the background in the picture given under Ex. 5?

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Underline the neuter gender noun in the sentence. Deepa is sitting in the classroom. (Ans. classroom)	Period 3 – identify neuter gender nouns	
2	Fill in the blank using a neuter gender noun. Ram and Tina use a _____ to write. (Ans. Accept all valid responses, such as 'pencil', 'pen', 'crayon' and so on.)	Period 3 – use neuter gender nouns	
3	Pick out the neuter gender nouns from the following nouns. crayon, aunt, mother, duck, December (Ans. crayon, December)	Period 3 – pick out the correct neuter gender 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"/>		
Names		
Enthusiastic participation  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	Exam Revision Strategy	Practise <input type="checkbox"/>
Concept clarity in the classroom  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	Reteach <input type="checkbox"/> Revise <input type="checkbox"/>	
Concept clarity through the workbook  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	App Report Number _____	Signature _____