



MAGNOLIA LESSON PLAN ENGLISH

B – Vision-to-Action Plan: 1 Buddy, My Dog

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"> Listen to and say words with the short 'a' sound 	<ul style="list-style-type: none"> Echo Reading 	–	–	
	1 Warm Up	<ul style="list-style-type: none"> Discuss the questions leading to the lesson 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	
2 DD/MM/YYYY	2 to 3 Reading the Text	<ul style="list-style-type: none"> Read and discuss the lesson 	<ul style="list-style-type: none"> Reading Aloud 	–	–	
		<ul style="list-style-type: none"> Answer questions about the text 	<ul style="list-style-type: none"> Monitoring Comprehension 	–	–	
3 DD/MM/YYYY	3 Understanding the Text	<ul style="list-style-type: none"> Discuss the meanings of new words 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	
	3 to 4 Understanding the Text	<ul style="list-style-type: none"> Discuss and answer literature comprehension questions 			Ex. 2, Pgs. 3, 4	

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
4 DD/MM/YYYY	4 Understanding the Text	<ul style="list-style-type: none"> Trace the given words 	<ul style="list-style-type: none"> Practice 	–	Ex. 3, Pg. 4	
		<ul style="list-style-type: none"> Discuss and answer value-based questions 	<ul style="list-style-type: none"> Interactive Discussion 	–	Ex. 4, Pg. 4	
5 DD/MM/YYYY	5 Speaking Task	<ul style="list-style-type: none"> Write and present information about oneself 	<ul style="list-style-type: none"> Activity Method 	–	–	

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Listen and Say Aloud

Words with the short 'a' sound

at	am	ant	cat
man	wag	have	happy



Warm Up

Look at the picture. What do you see?

- How many people are there in your family?
- What do you like to do together?

Let us read a story about a girl named Ammu and her family.



Important Words

Duration: 1 min

- Today: picture, family, together, story

Transactional Tip(s)

Duration: 27 min



Echo Reading (10 min):

- Read out the words given under 'Listen and Say Aloud'.
- Ask learners to repeat each word after you.

Interactive Discussion (17 min):

- Discuss the 'Warm Up' questions with the learners.
- Ask the learners to see the picture alongside.
- Discuss with the learners the number of members in their family.
- Encourage learners to talk about what they like doing together as a family.

Class Pulse Check

Duration: 2 min



- 1) How many members are there in the picture?
- 2) Is the pet a part of the family?

Annual Day:
2/55

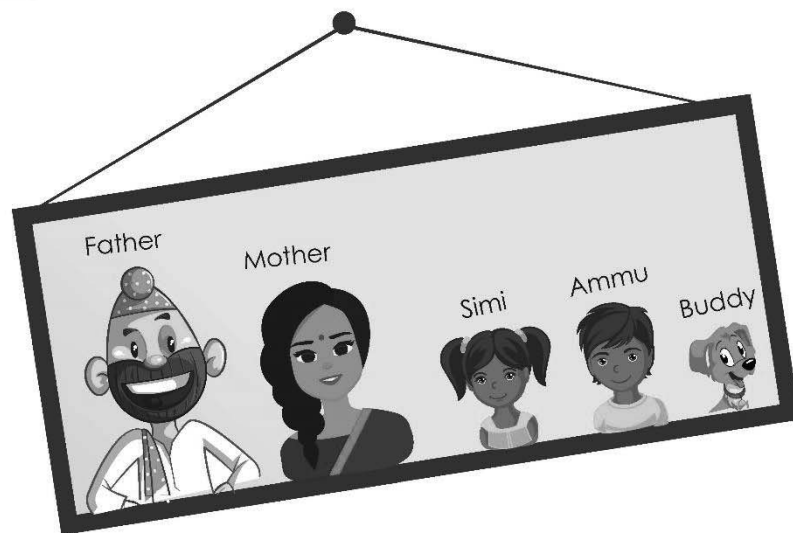
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Reading the Text



Hello! My name is Ammu. Look at this picture of my family. It has my father Harman Singh, my mother Saroj, my sister Simi, and then there's me. Also meet our small **brown** dog Buddy. Do you know what 'Buddy' means? It means 'friend'.

Every morning, my  gives a  of milk and a  to . She

wags her  when she sees the . My  takes her for a walk

every evening. A small  comes to our .

Important Words

Duration: 1 min

- Last class: picture, family, together, story
- Today: brown, wags, chews, laugh

Transactional Tip(s)

Duration: 27 min



Reading Aloud (15 min): Read the story out to the learners.

Monitoring Comprehension (12 min):

- Point out to the pictures in the story, and ask learners to name each picture.
- Then, read aloud the sentences with the pictures to the learners.

Class Pulse Check

Duration: 2 min











- 1) Is the dog big or small? (Pg. 3, Q. 1)
- 2) What is the name of the dog? (Pg. 3, Q. 2)

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Every time  sees him, she says, 'Woof! Woof!' The  says, 'Meow! Meow!'  and I give the  some .  runs after the  and **chews** on her .

We all laugh watching them play together. This is my family!

Let Us Discuss

- 1) Is the dog big or small?
- 2) What is the name of the dog?



Understanding the Text

Exercise 1: New words

Word	Meaning
brown	colour of chocolate
wags	to move the tail from one side to another
chews	to bite and eat

Exercise 2: Literature comprehension

Tick the correct answers.

- 1) What colour is Buddy?

(A) black ☐ (B) white ☐ (C) brown ☐ (D) green ☐



Buddy, My Dog

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Important Words

Duration: 1 min

- Last class: brown, wags, chews, laugh
- Today: understanding, tail, comprehension

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Discuss the words and their meanings in Ex. 1 with the learners.
- Discuss the answers for Ex. 2 with the learners, and give them time to tick the correct answer to each question.

Class Pulse Check

Duration: 2 min



- 1) What does the word 'wags' mean?
- 2) Point out or name one object that is brown in colour.

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- 2) What does the mother give Buddy?
(A) milk ☐ (B) water ☐
(C) milk and bone ☐ (D) bone ☐
- 3) Who takes Buddy for a walk?
(A) father ☐ (B) mother ☐
(C) Ria ☐ (D) Sunny ☐

Exercise 3: Read and answer

Look at the pictures of family members and trace their names.



mother



father



grandmother



sister



grandfather

Exercise 4: Value-based questions – Judgement and appreciation

Circle the correct answers.

- 1) We should **take care** / **not take care** of our pets.
- 2) We should **help** / **not help** each other in a family.



Important Words

Duration: 1 min

- Last class: understanding, tail, comprehension
- Today: trace, judgement, appreciation, value

Transactional Tip(s)

Duration: 28 min



Practice (14 min):

- Read out the instructions for Ex. 3 to the learners.
- Ask the learners to trace the dotted lines.
- Give time to the learners to work on the activity.

Interactive Discussion (14 min):

- Read out the sentences under Ex. 4.
- Ask the learners for the correct responses.
- Give the learners time to circle the right answers.

Class Pulse Check

Duration: 1 min



- 1) Whom do you help at home?

Annual Day:
5/55

Day:
5/5

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Speaking Task



Public speaking

Write down things about yourself and share the information with your friends.

I am

years old.



is my friend.



My favourite colour is



You can also answer the following questions.

- What is your favourite food?
- What is your favourite TV show?
- What is your favourite game?

Important Words

Duration: 1 min

- Last class: trace, judgement, appreciation, value
- Today: task, information, favourite

Transactional Tip(s)

Duration: 29 min



Activity Method:

- Read out the topic for public speaking given under 'Speaking Task'.
- Give time to the learners to work on the activity.
- Ask learners to come forward by taking turns to speak about themselves.
- You can also ask the questions given at the bottom of the page to the learners.

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	How many people are there in Ammu's family, including Ammu? (Ans. five)	Period 3 – comprehension questions based on the lesson	
2	Fill in the blanks with the correct words. Ammu's mother gives a bowl of _____ (water/milk) and _____ (bone/biscuit) to Buddy every morning. (Ans. milk, bone)	Period 3 – comprehension questions based on the lesson	
3	Who comes to Ammu's house? (Ans. a cat)	Period 3 – comprehension questions based on the lesson	
4	Fill in the blank with the correct word. Ammu gives the cat some _____ (milk/roti). (Ans. milk)	Period 3 – comprehension questions based on the lesson	
5	Correct the sentence. The cat runs after Buddy. (Ans. Buddy runs after the cat.)	Period 3 – 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		
Enthusiastic participation 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😊 <input type="checkbox"/>				Exam Revision Strategy		
Concept clarity in the classroom 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😊 <input type="checkbox"/>				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		Signature _____

A – Curriculum to Learning Objectives: Grammar

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 to 2 Dictation	1.a	<ul style="list-style-type: none"> Listen to and trace the dictated words 	<ul style="list-style-type: none"> Echo Reading 	–	Ex. 1, Pgs. 1, 2	
	2 to 3 Vocabulary	2.a	<ul style="list-style-type: none"> Complete the given words by looking at the pictures 	<ul style="list-style-type: none"> Activity Method 	–	Ex. 2.1, Pg. 2	
			<ul style="list-style-type: none"> Trace the words by looking at the pictures 			Ex. 2.2, Pg. 3	
2 DD/MM/YYYY	3 to 5 Grammar	3.a	<ul style="list-style-type: none"> Identify naming words 	<ul style="list-style-type: none"> Direct Instruction 	<ul style="list-style-type: none"> Chart: Common and Proper Nouns 	–	
				<ul style="list-style-type: none"> Practice 	–	Ex. 3.1, Pg. 5	
3 DD/MM/YYYY	6 Grammar	3.a	<ul style="list-style-type: none"> Sort naming words into people, places, animals and things 	<ul style="list-style-type: none"> Peer Learning – Group 	–	Ex. 3.2, Pg. 6	
		3.b	<ul style="list-style-type: none"> Sort between common and special naming words 	<ul style="list-style-type: none"> Practice 	–	Exs. 3.3 & 3.4, Pg. 6	
4 DD/MM/YYYY	7 Writing	4.a	<ul style="list-style-type: none"> Discuss and draw a picture based on a word 	<ul style="list-style-type: none"> Interactive Discussion 	–	Ex. 4.1, Pg. 7	

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
5 DD/MM/YYYY	8 to 9 Writing	4.b	<ul style="list-style-type: none"> Fill in the blanks using pictures as clues 	<ul style="list-style-type: none"> Interactive Discussion 	<ul style="list-style-type: none"> Colour pencils/ crayons 	Ex. 4.2, Pgs. 8, 9	

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Module 1



Section Name	What I Will Learn
Dictation	Word dictation
Vocabulary	Names of pictures
Grammar	Naming words
Writing	Trace letters and words Trace sentences and fill in the blanks



Dictation

Exercise 1: Word dictation

1) down	2) brown
3) make	4) happy



Important Words

Duration:

Transactional Tip(s)

Duration: 11 min



Echo Reading:

- Read aloud the words given in Ex. 1 and ask learners to repeat them after you.
- Then ask them to trace the words in their books.
- Once they have finished tracing, spell and read out the words again, and ask learners to repeat each word after you.

Class Pulse Check

Duration:



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5) jump	6) colour
7) funny	8) bone



Vocabulary

Names of pictures

Exercise 2.1: Look at the given pictures and complete the words.



1) f _ _ _ e



2) b _ _ _ d



3) h _ _ _ d



4) d _ _ _ r



Important Words

Duration: 1 min

- Today: funny, bone

Transactional Tip(s)

Duration: 18 min



Activity Method:

- For Exs. 2.1 and 2.2, play a guessing game with learners.
- Instruct learners to close their books before this activity.
- Do actions or make sounds related to each word (e.g., chirp like a bird, or flap your arms), and ask learners to try and guess the word. Ensure that you give learners enough time to guess each word.
- After all the words have been guessed, ask learners to open their books and trace the missing letters and words.
- Then read each word and ask learners to repeat it after you.

Class Pulse Check

Duration:



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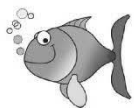
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Important Words

Duration:

Exercise 2.2: Look at the pictures and trace the words.



1) fish



2) girl



3) cake



4) duck



Grammar

Naming words

A **naming word** names a person, place, animal or thing. Naming words are the names for everything that we see around us.



person



place



animal



thing



Module 1

3

Transactional Tip(s)

Duration:



Class Pulse Check

Duration:



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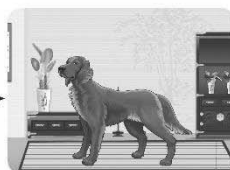
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Common names and special names

This is a **dog**. His name is **Buddy**.

The word 'dog' is a common name for this type of animal.





'Buddy' is a special name given to this particular dog.



Remember



- A **common name** is a general name that is used for naming a person, place, animal or thing. Common names begin with small letters.
Examples: **girl**, **city**, **chocolate**
- A **special name** is the name given to a special person, place, animal or thing. Special names always begin with capital letters.
Examples: **Reema**, **New Delhi**, **Dairy Milk**

Common names		Special names
man		John
girl		Anjali
country		India
river		Ganga



Important Words

Duration: 1 min

- Today: naming words, common names, special names, type, particular, general

Transactional Tip(s)

Duration: 15 min



Direct Instruction:

- Point to things around the classroom, and ask learners to name them.
E.g.: duster, blackboard, desk, book and so on
- Then ask them their names, the names of their friends, the city and country they live in, their favourite cartoon character and so on.
- Note down some of these responses on the board.
- Explain the concept of naming words and their types using the information and examples given on Pgs. 3, 4 and 5. Show the chart on common nouns and proper nouns for further explanation. Connect common names to common nouns and special names to proper nouns without using the terms 'common nouns' and 'proper nouns'.
- Point out the words on the board, and tell learners that these are all naming words. Point out to specific words that are common names and special names, and tell learners to notice the difference between them.

Class Pulse Check

Duration: 2 min



- 1) Which of these are naming words—rose, going, tiger?
- 2) My uncle Ashok has a cat named Misty.—Identify the special and common naming words in the sentence.

Annual Day:
7/55




Day:
2/5

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Important Words

Duration:

Common names		Special names
biscuit		Marie Gold
day		Sunday
month		May

Exercise 3.1: Underline the words that name the person, place, animal or thing in each sentence. One is done for you.

1) The cat is sleeping.



2) The clock is big.



3) Pia is happy.



4) This is a park.



Module 1

5

Transactional Tip(s)

Duration: 12 min



Practice:

- Read out the sentences given under Ex. 3.1 to the class.
- Instruct learners to pay attention and listen for naming words in the sentences.
- Pause after each sentence and ask learners to say the naming word in that sentence.
- Write down the naming words on the board in a big font.
- Ask learners to look at the words on the board and underline those words in their books.

Class Pulse Check

Duration:



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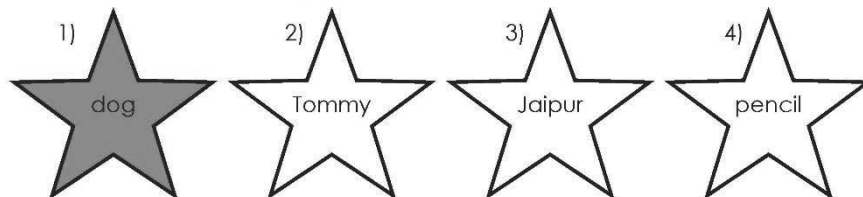
Exercise 3.2: Sort the naming words given in the box. One is done for you.

ball Preeti cow playground

Person	Place
1) <u>Preeti</u>	2) <input type="text"/>

Animal	Thing
3) <input type="text"/>	4) <input type="text"/>

Exercise 3.3: Colour the stars with common names orange. Colour the stars with special names green. One is done for you.



Exercise 3.4: Read the given passage. Underline the special names and tick the common names. One is done for you.

This is Tuktuk. He is a big, brown horse.
He loves to eat grass. He belongs to Moong.



Important Words

Duration: 1 min

- Last class: naming words, common names, special names, type, particular, general
- Today: sort, passage, belongs

Transactional Tip(s)

Duration: 29 min



Peer Learning – Group (14 min):

- Briefly revise the concept of naming words as names of people, places, animals and things.
- Divide the class into four groups according to the rows they are sitting in. Name the four groups 'Person', 'Place', 'Animal' and 'Thing' respectively.
- Instruct groups to listen carefully to the words you say, and to stand up if the word belongs to their group.

E.g.: Tell the group named 'Person' to stand up if they hear a person's name, and so on.

- Call out two words of each type, and provide feedback where necessary. Once this activity is complete, instruct learners to complete Ex. 3.2 in pairs.

Practice (15 min):

- Ask learners to work on Ex. 3.3 independently and discuss the answers with the class.
- Next, ask learners to pair up with their partners and work on Ex. 3.4.
- Discuss the answers once everyone has finished.

Class Pulse Check

Duration:



Annual Day:
9/55

Day:
4/5

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Writing

Trace letters and words

Exercise 4.1: Trace the letters and words on the dotted lines. One is done for you.

1) F family	2) H home
3) C care	4) P pet
5) E enjoy	6) F friend

Now, draw and colour a picture of any one word given above.



Important Words

Duration: 1 min

- Today: family, pet, enjoy

Transactional Tip(s)

Duration: 29 min



Interactive Discussion:

- Write the word 'FAMILY' in big, bold letters on the board.
- Ask learners to say anything that comes to their mind when they think of the word. These may be words, phrases or sentences.
- Make a word splash on the board using these words and sentences. Also add words given under Ex. 4.1.
- Spell out each word given under Ex. 4.1 while you point to them on the word splash.
- Ask learners to repeat after you, then ask them to trace the words.
- Ask learners to draw the picture independently. They can use the word splash for ideas.
- Nominate as many learners as time permits to come forward and say a few lines about their drawings.

Class Pulse Check

Duration:



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Annual Day:
10/55

Day:
5/5

Actual Date:

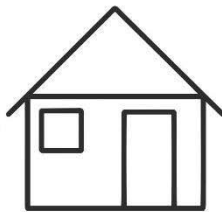
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Trace sentences and fill in the blanks

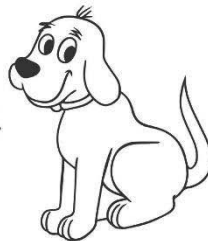
Exercise 4.2: Read and trace the sentences. Fill in the missing blanks with the words given below. Colour the pictures next to each sentence. One is done for you.



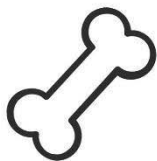
1) I live in a house.



2) I have a big .



3) He chews on his .



Important Words

Duration: 1 min

- Last class: family, pet, enjoy
- Today: bone, park, house

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Ask learners to read aloud the given sentences from Ex. 4.2.
- Instruct them to identify the correct answers and fill in the blanks.
- Give them enough time to colour the pictures next to each sentence.
- Once this is done, read out each sentence, and ask learners to repeat after you.
- Spell out loud each word the learners have written in the blanks, and ask them to repeat after you.

Class Pulse Check

Duration: 2 min



- 1) Say one common name and one special name.
- 2) Which of these is not a special name—'Pinku', 'John', 'Tommy', 'cat'?

Annual Day:
10/55

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Important Words

Duration:

4) We go to the



5) My dog runs after a



Transactional Tip(s)

Duration:



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	Underline the naming words in the sentence. Diya is in her room, playing with the dog. (Ans. Diya, room, dog)	Period 2 – identify naming words	
2	Underline the name and circle the place in the sentence. Radha lives in Pune. (Ans. name: Radha; place: Pune)	Period 2 – identify names and places in sentences	
3	Underline the thing and circle the animal in the sentence. The cat is drinking milk. (Ans. animal: cat; thing: milk)	Period 3 – identify things and animal names	
4	Underline the common name and circle the special name in the sentence. Anjali is a nice girl. (Ans. special name: Anjali; common name: girl)	Period 3 – identify special names and common names	

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		
Concept clarity in the classroom <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				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		Signature _____