



MAGNOLIA LESSON PLAN ENGLISH

B – Vision-to-Action Plan: 1 Animals Are Friends

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"> Practise pronouncing difficult words from the lesson 	<ul style="list-style-type: none"> Reading Aloud 	–	–	–	
	1 Warm Up	<ul style="list-style-type: none"> Discuss 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"> Interactive Discussion 	–	–	–	
	2 to 3 Reading the Text	<ul style="list-style-type: none"> Summarise the lesson 	<ul style="list-style-type: none"> Summarising 	–	–	–	
3 DD/MM/YYYY	4 Understanding the Text	<ul style="list-style-type: none"> Find out meanings of new words and make sentences with them 	<ul style="list-style-type: none"> Peer Learning – Group 	–	Ex. 1, Pg. 4	–	
	5 to 6 Understanding the Text	<ul style="list-style-type: none"> Write answers to questions based on the lesson 	<ul style="list-style-type: none"> Interactive Discussion 	–	Ex. 2, Pg. 5	Ex. 3, Pgs. 5, 6 Bring a picture of an animal for adoption for the 'Speaking Task' activity on the next day	

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	7 Understanding the Text	<ul style="list-style-type: none"> Discuss and write answers to value-based questions 	<ul style="list-style-type: none"> Activity Method 	–	Ex. 4, Pg. 7	–	
	7 Speaking Task	<ul style="list-style-type: none"> Show a picture of an animal and speak about it 	<ul style="list-style-type: none"> Practice 	–	–	–	

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1/60

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Listen and Say Aloud

Words

fractured	platform	organisation	abandoned
mistreated	shelter	rescue	environment



Warm Up

- What would you do if you saw a hungry stray dog?
- Do you think we should protect and take care of sick animals? Discuss.

Let us read some news articles that inspired Nina to protect and take care of animals.



Important Words

Duration: 1 min

- Today: fractured, platform

Transactional Tip(s)

Duration: 27 min



Reading Aloud (5 min):

- Read aloud the words given in the 'Listen and Say Aloud' table.
- Ask the class to repeat each word after you.

Interactive Discussion (7 min):

- Discuss the 'Warm Up' questions with the learners.
- Ask learners if they have ever helped a stray animal, and how they helped it. Nominate learners to share their responses with the class.
- Introduce the lesson by reading out the lead-in sentence.

Reading Aloud (15 min):

- Nominate learners to read aloud the lesson by turns. Ask them to underline any words that they find difficult.

Class Pulse Check

Duration: 2 min



- 1) What are the qualities of a good friend?

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2/60

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2/4

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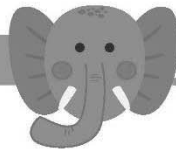
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Reading the Text

One Sunday morning, Nina opened a weekly magazine to find articles on animals. Nina loved animals. She felt sad when she read or heard about an animal being mistreated. But today was different. The magazine was filled with beautiful stories about people who helped and protected animals. She quickly began reading the first article.

The Rescue of Siddha, the Wild Elephant

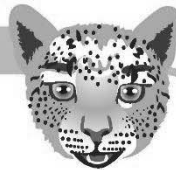


A wild elephant in Karnataka, named Siddha, had fallen into a **ditch** and fractured his legs. For over 40 days, he could not walk. The Karnataka Forest Department, the Indian Army and the **NGO** (Non-Governmental Organisation) *Wildlife SOS* came together. They made a special metal structure to help him stand. He was then moved to a special room so that the **vets** could treat him. He was improving, but he developed an **internal** infection. Many animal lovers visited him and prayed for him. But Siddha did not survive.



Nina wiped her tears as she turned the page to read the second story.

A Leopard Rescued from a Well



In a small village in Maharashtra, a leopard fell into a deep well. A farmer heard the pained cries of the animal and contacted the forest department. Animal rescue experts and villagers came together to help. They lowered a wooden platform into the well and pulled the leopard out. At first, the leopard was very frightened, but then it jumped into the box. After the vet's checks, it was released into the forest.



Important Words

Duration: 1 min

- Last class: fractured, platform
- Today: ditch, NGO, vets, internal

Transactional Tip(s)

Duration: 15 min



Interactive Discussion:

- Divide the class into six groups. Ask 2 groups to read one article each, and to discuss what that article is about.
- Encourage the learners to look at the pictures on either side to help them understand the meanings of the words.
- Ask learners to discuss the difficult words they had underline the previous day. Encourage learners to guess the meanings from context and to check the meanings of the words in the glossary.

Class Pulse Check

Duration:



Annual Day:
2/60

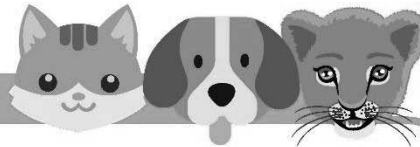
Day:
2/4

Actual Date:

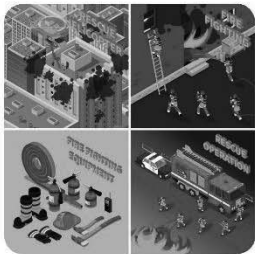
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Nina moved on to the third article about organisations that took care of animals.

Animal Protection



It was in the 1980s and '90s that people began discussing cruelty to animals. They formed groups so that they could protect and shelter stray and injured animals. Today, around 50 such groups and organisations are running across the country. They carry out various **rescue operations** and provide medical **aid** to animals. They even organise **adoption** programmes for **abandoned** or injured animals and birds.



rescue operations



abandoned

NGOs like *People for Animals India* based in New Delhi and *Visakha Society for Protection and Care of Animals* in Visakhapatnam provide happy homes for animals. Their goal is to create a safe space where animals can live and grow.

Organisations like *Friendicoes* in Delhi and *Blue Cross of India* treat sick animals. They have animal doctors on call. They also **nurse** the sick ones until they are healthy again.

ResQ and *Animal Rahat* in Maharashtra pick up helpless animals from different places and find them welcoming homes.

These organisations often visit schools, social clubs and other workspaces. They make people aware that these animals are an important part of our environment. They teach people that it is our duty to protect animals. They try to create a better world where each animal has the right to a healthy and happy life.



Important Words

Duration:

- Today: rescue operations, aid, adoption, abandoned, nurse

Transactional Tip(s)

Duration: 12 min



Summarising:

- Invite the same groups to share what the article was about, in their own words.
- Ask groups to think and discuss what they can do to help stray animals around their school or home. You may also ask them to think of organisations in their city that rescue animals.
- Nominate learners from all the groups to share what they discussed.

Class Pulse Check

Duration: 2 min



- 1) What did Nina do one Sunday morning? (Pg. 4, Q. 1)
- 2) Where did Siddha fall? What happened to his legs? (Pg. 4, Q. 2)

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3/60

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Let Us Discuss

- 1) What did Nina do one Sunday morning?
- 2) Where did Siddha fall? What happened to his legs?
- 3) Who heard the leopard's cry? What did he do?
- 4) When did people start discussing cruelty to animals?



Understanding the Text

Exercise 1: New words

Word	Meaning
ditch	
NGO	
vets	
internal	
rescue operations	
aid	
adoption	
abandoned	
nurse	



Important Words

Duration: 1 min

- Last class: ditch, NGO, vets, internal, rescue operations, aid, adoption, abandoned, nurse

Transactional Tip(s)

Duration: 12 min



Peer Learning – Group:

- Divide the class into four groups and conduct a quiz on the 'New words' table.
- Ask the class to discuss the meanings of the words in their groups and write them down along with sentences with each word as examples.
- Ask each group to share the meanings and sentences.

Class Pulse Check

Duration: 2 min



- 1) Who heard the leopard's cry? What did he do?
(Pg. 4, Q. 3)
- 2) When did people start discussing cruelty to animals?
(Pg. 4, Q. 4)

Annual Day:
3/60

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Important Words

Duration:

Exercise 2: Literature comprehension

1) How did the army and *Wildlife SOS* help Siddha?

Ans. _____

2) Who helped the leopard get out of the well? How did they do it?

Ans. _____

3) What did the people concerned about animal cruelty start doing? Why?

Ans. _____

4) What do organisations like the *Blue Cross of India* and *Friendicoes* do?

Ans. _____

Exercise 3: Read and answer

Many animals are in danger across the world. They are dying. Read about some of these endangered animals. Fill in the blanks with the words given in brackets. Then, complete the sentences and learn why the animals are endangered. Try and guess which animals are being described.



Transactional Tip(s)

Duration: 15 min



Interactive Discussion:

- Discuss the answers for Ex. 2 with the class as a whole, and ask learners to mark the answers to the questions in their books.
- Discuss the answers of Ex. 3 with the class after finishing with Ex. 2. They can complete writing the answers to Ex. 3 as homework.
- Ask learners to bring a picture of an animal for adoption for the 'Speaking Task' for the next class.

Class Pulse Check

Duration:



Annual Day:
3/60

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tiger
(potions, medicines)

- 1) _____ and _____ have been built over areas where the lupine wild flower grows. Lupine is an essential food item for my larvae. Who am I? _____



sea turtle
(plastic bags, eggs)

- 2) I often get stuck in _____ or collide with _____. Oil spills and ocean pollution are major problems too. Who am I? _____



blue butterfly
(farms, houses)

- 3) People hunt me so that they can use my bones in _____ and _____. Also, too many trees in my habitat have been cut down for timber. Who am I? _____

orangutan
(man, forest)



- 4) My name means '_____ of the _____'. I am a wild animal, but I am often captured and sold as a pet. Who am I? _____



right whale
(fishing nets, ships)

- 5) I often choke on floating litter, such as _____ and balloons, which I mistake for jellyfish. Also, my _____ are taken for food. Who am I? _____



Important Words

Duration:

- Today: lupine, larvae, spills, pollution, habitat, timber, captured

Transactional Tip(s)

Duration:



Class Pulse Check

Duration:



Annual Day:
4/60

Day:
4/4

Actual Date:

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7

Exercise 4: Value-based questions – Judgement and appreciation

- 1) What is the goal of the organisations working for animals? How do you think their work helps the world?

Ans. _____

- 2) If you could do something nice for animals, what would you do?

Ans. _____



Speaking Task



Show and tell



Lily is 4 months old. She's sweet, cuddly and fearless. She is a ginger kitten looking for a loving home. Can you help her find a home? Please contact for more details! Call: 9876543210 e-mail: srija@gmail.com

Look at the advertisement given here. Imagine that you are volunteering at an animal shelter. You have to write about one animal that is up for adoption. Give the animal a name, and include positive comments about it. Use adjectives to describe the animal. Also, suggest two ways in which you can take care of them. Then, share a picture of the animal and talk about it with your classmates.

Important Words

Duration: 1 min

- Last class: lupine, larvae, spills, pollution, habitat, timber, captured
- Today: goal, cuddly, fearless

Transactional Tip(s)

Duration: 28 min



Activity Method (14 min):

- Divide the class into groups for Ex. 4.
- Give time to the groups to discuss the goals of organisations working for animals and their contribution to the well-being of animals.
- They can then share their opinions with the class by taking turns.
- Ask learners to write the answers in their books.

Practice (14 min):

- Read out the topic for the show-and-tell activity under 'Speaking Task'.
- Give time to the learners to work on the activity.
- Ask learners to come forward by taking turns to speak about the animal that is up for adoption. Ask learners to share with the class the pictures they have brought with them, and then describe how they will take care of the animal.

Class Pulse Check

Duration: 1 min



- 1) What is the meaning of 'goal'?



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	What happened to Siddha, the elephant? (Ans. He fell in a ditch and fractured his legs.)	Period 2 – comprehension questions based on the lesson	
2	Fill in the blank with the correct word. Siddha could not walk for _____ (forty/thirty) days. (Ans. forty)	Period 2 – comprehension questions based on the lesson	
3	Correct the sentence. The leopard fell into a deep ditch. (Ans. The leopard fell into a deep well.)	Period 2 – comprehension questions based on the lesson	
4	How do NGOs help animals? (Ans. by providing animals medical aid and safe homes)	Period 2 – comprehension questions based on the lesson	
5	Fill in the blanks with the correct words. All animals have the right to a _____ (healthy/bad) and _____ (happy/sad) life. (Ans. healthy, happy)	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		
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

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	• Listen to and write the words dictated	• Practice	–	Ex. 1.1, Pg. 1	–	
	2 Dictation	1.b	• Listen to an audio piece and answer questions	• Practice	• Listening audio flipbook/pendrive	Ex. 1.2, Pg. 2	–	
	2 to 4 Vocabulary	2.a	• Match prefixes with the correct root words to form new words	• Direct Instruction	–	Ex. 2.2, Pg. 4	Ex. 2.1, Pg. 3	
2 DD/MM/YYYY	4 Grammar	3.a & 3.b	• Identify nouns and classify them into their types and genders through a practice exercise	• Questioning	–	–	–	
	5 to 6 Grammar	3.a & 3.b	• Recall noun types and genders	• Direct Instruction	–	–	–	
		3.d & 3.e	• Identify common gender nouns • Classify nouns according to their genders		• Chart: Noun Gender	Ex. 3.2, Pg. 6	Ex. 3.1, Pg. 6	
3 DD/MM/YYYY	7 Grammar	3.c	• Identify collective nouns	• Direct Instruction	• Flashcards: Collective Nouns	–	–	
	7 to 8 Grammar	3.c	• Complete sentences using suitable collective nouns	• Monitoring Comprehension	–	Ex. 3.3, Pgs. 7, 8	–	
	8 Grammar	3.e	• Identify the nouns in a given passage and answer questions about noun types and genders		–	Ex. 3.4, Pg. 8	–	

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	9 Formal Writing	4.a	<ul style="list-style-type: none"> Read about points to be kept in mind while editing passages Identify errors related to spelling, punctuation and sentence construction 	<ul style="list-style-type: none"> Brainstorming 	<ul style="list-style-type: none"> Colour pencils 	–	–	
	10 Formal Writing		<ul style="list-style-type: none"> Rewrite a passage by correcting errors in punctuation, capitalisation, spelling and subject-verb agreement 	<ul style="list-style-type: none"> Practice 		Ex. 4, Pg. 10	–	
5 DD/MM/YYYY	10 to 11 Creative Writing	5.a	<ul style="list-style-type: none"> Discuss a picture based on the given hints and answer questions about it 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	–	
	11 to 12 Creative Writing		<ul style="list-style-type: none"> Complete a description of a picture based on hints and discussions 	<ul style="list-style-type: none"> Peer Learning – Pair 	–	Ex. 5, Pgs. 10, 11, 12	–	

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Module 1



Section Name	What I Will Learn
Dictation	Word dictation Listen and answer
Vocabulary	Prefixes
Grammar	Common gender nouns Collective nouns
Formal Writing	Editing exercise
Creative Writing	Picture-based description



Dictation

Exercise 1.1: Word dictation

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



Important Words

Duration:

Transactional Tip(s)

Duration: 8 min



Practice:

- Read out the words for dictation from the Teacher Reference section twice.
- Once learners have written all the words under Ex. 1.1, nominate individual learners to spell out each word so that the class can check the answers.

Class Pulse Check

Duration:



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Exercise 1.2: Listen and answer

1) What nickname was given to King Ashoka because of his wickedness?

Ans. _____

2) Which battle changed Ashoka's life?

Ans. _____

3) Which religion did Ashoka adopt?

Ans. _____

4) What message did Ashoka embrace?

Ans. _____

5) How did Ashoka address his people?

Ans. _____



Vocabulary

Prefixes

Prefixes are letters or groups of letters that are added at the beginning of a word to make a new word with a different meaning. Every prefix has its own meaning.

Examples:

• **im-** means **not**

• **re-** means **again**



Important Words

Duration: 1 min

- Today: nickname, embrace

Transactional Tip(s)

Duration: 10 min



Practice:

- Play the audio clip for the 'Listen and answer' section, and ask learners to listen carefully.
- Replay the audio clip, and ask learners to write the answers to each question given under Ex. 1.2.
- Discuss the answers with the class. Ensure that all the learners write the correct and exact answers to the questions.

Class Pulse Check

Duration:



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Prefixes can be used in the following cases.

- 1) to create a new word, with a new meaning
- 2) to create a new word with the opposite meaning of the original word or to turn a word into its negative form

Examples:

Base word	Prefix + base word	Type of meaning
sure	un + sure = unsure	opposite in meaning / negative
respect	dis + respect = disrespect	opposite in meaning / negative
order	re + order = reorder	new meaning
balance	im + balance = imbalance	opposite in meaning / negative
complete	in + complete = incomplete	opposite in meaning / negative
use	mis + use = misuse	opposite in meaning / negative

Exercise 2.1: Complete the table by combining the base words with the correct prefixes. One is done for you.

- 1) fortune
- 2) healthy
- 3) agree
- 4) patient
- 5) formal
- 6) act

un-	in-	im-	re-	mis-	dis-
New words					
1) <u>misfortune</u>	2) _____				
3) _____	4) _____				
5) _____	6) _____				



Module 1

3

Important Words

Duration:

- Today: negative form, imbalance, misfortune

Transactional Tip(s)

Duration: 9 min



Direct Instruction:

- Explain that prefixes are groups of letters added to other complete words known as root words. Point out that prefixes cannot stand independently or by themselves, whereas root words can.

E.g.: un- (prefix with no meaning of its own)

+ tie (independent root word)

= untie (new word—opposite in meaning to the root word)

- Tell learners how adding prefixes to the beginning of words makes new words.
- With the help of the information and examples given on Pgs. 2 and 3, explain how and why prefixes are used.
- Point out that different prefixes have different meanings by referring to the table given on Pg. 3. However, most of the prefixes covered in this lesson change the given root word to its opposite or negative form.
- To practise using the appropriate prefixes with the correct root words, ask learners to complete Ex. 2.2 in class and Ex. 2.1 as homework.
- After learners have completed Ex. 2.2, discuss the answers with the whole class.

Class Pulse Check

Duration: 2 min



- 1) Which is correct in each case?

recall or incall, unpatient or impatient

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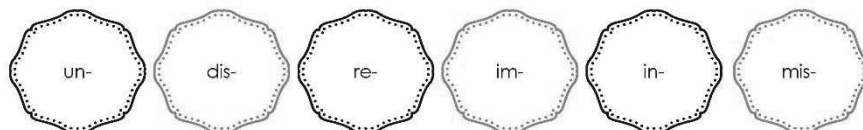
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Important Words

Duration:

Exercise 2.2: Fill in the blanks by choosing and adding suitable prefixes to the base words given in brackets. One is done for you.



- 1) Razia was upset because of Mohan's impolite (polite) behaviour.
- 2) The road was _____ (even). As a result, my mother fell down and hurt herself.
- 3) The teacher asked her students not to _____ (behave).
- 4) I enjoy reading but _____ (like) writing.
- 5) India became an _____ (dependent) country in 1947.
- 6) Did Roger _____ (turn) your pen?



Grammar

Nouns

Read the passage and fill in the given table.

It is a sunny Sunday. Aayat is sleeping in her cosy bed. The Sun is shining, and the birds are singing. Her mother calls out to her. Aayat jumps out of bed. She picks up her clothes and runs into the bathroom. Her brother, Asif, is waiting for her.

REVISE



Proper noun	Common noun	Gender
		masculine
		feminine
		neuter



Transactional Tip(s)

Duration: 10 min



Questioning:

- Ask learners to say whether the following words are nouns and to support their answers with reasons.
sing, joyful, parrot, Vandalur Zoo, run
- Read out the passage given in the practice exercise to the class, and instruct them to follow the reading in their own books.
- Then, nominate individual learners to identify the nouns and say what types of nouns they are.
- Also, ask them to sort the nouns according to their genders.

Class Pulse Check

Duration: 1 min



- 1) Sort the nouns 'goat' and 'Gangtok' into proper and common nouns.

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You have learnt about nouns in the previous classes. Let us revise the different types of nouns.

Remember



- **Common nouns** are general names given to people, places, animals or things of the same kind. They do not begin with a capital letter.
Examples: lady, hospital, cheetah, duster
- **Proper nouns** are specific names given to people, places, animals or things. They always begin with a **capital letter**.
Examples: Enid Blyton, Amit, Nagpur, Tiggy



hospital



Tiggy

Gender of nouns

Nouns can also be sorted according to their gender.

Masculine gender nouns:

These are names for boys, men and male animals.

Examples: son, uncle, nephew, prince, horse, gander

Feminine gender nouns:

These are names for girls, women and female animals.

Examples: daughter, aunt, niece, princess, mare, goose

Neuter gender nouns:

These are nouns that name non-living things without any 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: ruler, box, clothes, library, table, stone, truck, building, ocean, July, Monday

Common gender nouns

These refer to nouns that can be male or female. Examples: child, singer, coach, engineer, pilot, cousin, referee, parent



child



singer



pilot



Important Words

Duration: 1 min

- Today: gander, mare, referee

Transactional Tip(s)

Duration: 16 min



Direct Instruction:

- Recall the differences between common nouns and proper nouns using the information given in the 'Remember' box on Pg. 5. Ask learners to share a few examples of these types of nouns.
- Next, revise noun genders using the explanation and examples given in the book.
- Introduce common gender nouns as nouns that can either be masculine or feminine. Give some example sentences with common gender nouns, and highlight how learners cannot make out whether the noun is a male or a female noun.

E.g.: The student passed a teacher and the principal on the way to the class.

'Student', 'teacher' and 'principal' are common gender nouns.

- You can also show the chart on noun genders to help learners understand the concept better.
- Next, ask learners to work on Ex. 3.2 independently to practise identifying the genders of nouns.
- Discuss the answers with the class once everyone has finished, and instruct learners to complete Ex. 3.1 as homework.

Class Pulse Check

Duration: 1 min



- 1) I saw many _____ at the airport. (Insert a common gender noun.)

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Important Words

Duration:

Exercise 3.1: Read the poem and identify the gender of the underlined nouns. Write 'M' for masculine, 'F' for feminine, 'C' for common and 'N' for neuter gender nouns in the circles beside the words. One is done for you.

Baa, baa, black sheep. (C)

Have you any wool? ()

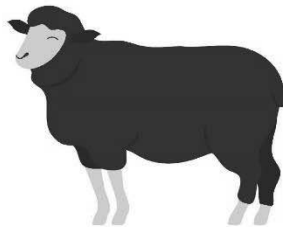
Yes sir, yes sir, three bags () full!

One for the master ()

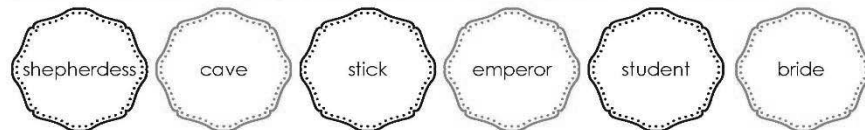
One for the dame,

And one for the little boy ()

Who lives down the lane! ()



Exercise 3.2: Sort the given nouns according to their gender. One is done for you.



Masculine



Feminine



shepherdess

Neuter



Common



Transactional Tip(s)

Duration:

Class Pulse Check

Duration: 1 min



1) What is the gender of 'lantern'?



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Important Words

Duration: 1 min

- Last class: gander, mare, referee
- Today: brood, gaggle

Collective nouns

Read the passage below.



bunch of grapes



flock of sheep

Kriti's father took her to her grandfather's farm last Thursday. A few students from her **class** also went along. For breakfast, her grandfather treated everyone to fresh **bunches** of bananas and grapes.

Then, he took them around the farm. They saw a **herd** of cows, a **flock** of sheep, a **brood** of hens and a **gaggle** of geese. They also spotted an **army** of ants near an ant hill.



brood of hens



gaggle of geese

Do you know what the words in bold in the passage are?

They are collective nouns. **Collective nouns** are words that refer to a group of people or things.

Here are some more examples.

Groups	Collective noun	Groups	Collective noun
soldiers, ants	army	bees	hive
sheep, birds	flock	flowers, fruits	bunch
ships	fleet	geese	gaggle
wolves, dogs	pack	hens	brood
students	class	cows, horses, buffaloes, cattle	herd

Exercise 3.3: Complete the sentences using the correct collective nouns. One is done for you.

fleet army pride family bouquet troupe

- 1) Jack wanted to meet my family.
- 2) I saw an _____ in my garden.



Module 1

7

Transactional Tip(s)

Duration: 9 min



Direct Instruction:

- Read out the passage under 'Collective nouns', and ask learners to focus on the words in bold.
- Ask learners what their meanings may be.
- After learners share their thoughts, introduce the concept of collective nouns.
- Show the flashcards on collective nouns so that learners can see other examples of noun groups and the names given to such groups.
- Ask learners to read the examples of collective nouns given on Pg. 7.
- Draw their attention to how a particular collective noun can be used for more than one kind of group.

Class Pulse Check

Duration: 2 min



- 1) Spot the collective nouns and correct their usage.
 - a) A bunch of cows are in the garden.
 - b) This pile of singers put up a successful show.

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3) I gave my mother a _____
of flowers.

4) Kunal saw a _____ of lions
on television.

5) The _____ of ships were
moored at the shore.

6) The _____ of dancers
performed well.



Exercise 3.4: Read the passage given below and underline the nouns. Then, answer the given questions. One is done for you.

Arsha, Raj and Leena are good friends. They make a great team. They are polite to their parents and help the other little boys and girls in their school. They always share their books with one another. Recently, they donated a pile of books to the library.

1) Write a masculine proper noun from the passage.

Ans. Raj

2) Write a collective noun from the passage.

Ans. _____

3) Write a common gender noun from the passage.

Ans. _____

4) Write a feminine common noun from the passage.

Ans. _____

5) Write the collective noun for 'books' from the passage.

Ans. _____

6) Write a neuter gender noun from the passage.

Ans. _____



Important Words

Duration:

- Today: troupe, moored, donated

Transactional Tip(s)

Duration: 17 min



Monitoring Comprehension:

- Ask learners to pair up and work on Ex. 3.3.
- Ask them to circle the noun groups and choose suitable collective nouns for them.
- Discuss the answers in class once all the pairs have finished.
- For Ex. 3.4, ask learners to read the passage silently and identify and mark the nouns.
- Next, discuss the questions given under the exercise, and ask learners to complete it independently.
- Nominate individual learners to share their answers with the class.
- Point out places where there could be multiple answers.

Class Pulse Check

Duration: 1 min



- 1) Identify the nouns and classify them according to their types.

Suchit climbed a flight of stairs.

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Formal Writing

Editing exercise

To learn how to write correctly, we must first be able to spot errors in writing. Here are a few points that we can follow to spot and correct errors in texts that we read.

Punctuation and capital letters

Does every sentence end with a punctuation mark?

Does every sentence start with a capital letter?

Do all proper nouns start with capital letters?

Have commas been used correctly?

Spelling

Highlight the words that you feel are incorrectly spelt.

Are the plural forms of words spelt correctly?

Sentence construction

Check for subject-verb agreement.

The passage given below has spelling, punctuation, capitalisation and grammatical errors. Highlight the errors with a colour pencil. Then, check the answers given at the bottom of the page.

last weak! my grandmother made us a big meel for dinnir i ate so much that I taught my stomach wud burst. My sister spilled sum noodles in his wite dress we laughed so hard. I helped my sister wipe of the stain. I love it when granny make noodles. It makes me very happie,

Last week, my grandmother made us a big meal for dinner. I ate so much that I thought my stomach would burst. My sister spilled some noodles on her white dress. We laughed so hard! I helped my sister wipe off the stain. I love it when granny makes noodles. It makes me very happy.

Important Words

Duration: 1 min

- Today: stain

Transactional Tip(s)

Duration: 13 min



Brainstorming:

- Write the following sentence on the board: 'Simi neeraj and i is going to the Market tomorrow'.
- Ask learners to find out the errors in the sentence.
- Discuss the errors made in punctuation, capitalisation, spelling and subject-verb agreement.
- Then, go through the points given on Pg. 9 that outline what to look out for while editing.
- Ask learners to attempt the practice exercise given on the same page and mark the errors using a colour pencil.
- Ask learners to check their corrections against the corrected passage at the bottom of the page.

Class Pulse Check

Duration: 2 min



- 1) Choose the correct answers.
 - a) My dog always growls/growl at the milkman.
 - b) This vase is frajile/fragile.

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Exercise 4: The passage given below has 15 spelling, punctuation, sentence formation and grammatical errors. Correct the errors and rewrite the passage in the space given. Go through the points given before editing the passage.

Preeti ankush and Tara went two the store pet. Ankush brought a big bag off food for his cat whiskers? Preeti loked at a tank of fish and said, Oh, i wants one too. Tara fed sum parrots and played with them. Before leaving the store they went to play with the puppies!



Handwriting practice lines for Exercise 4.



Creative Writing

Picture-based description

Exercise 5: Observe the given picture and write down a few points about it. Use these points to then complete the description of the picture by filling in the gaps in the paragraph.

Important Words

Duration:

Transactional Tip(s)

Duration: 14 min



Practice:

- Read out the paragraph under Ex. 4 slowly and clearly.
- Ask learners to follow the reading in their own books and mark the errors using a colour pencil.
- Tell learners to be thorough with their search and read the passage carefully so as to find all 15 errors.
- Then, nominate individual learners to share their answers with the class.
- Ensure that all learners rewrite the corrected passage in their books.

Class Pulse Check

Duration:



Annual Day:
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Day:
5/5

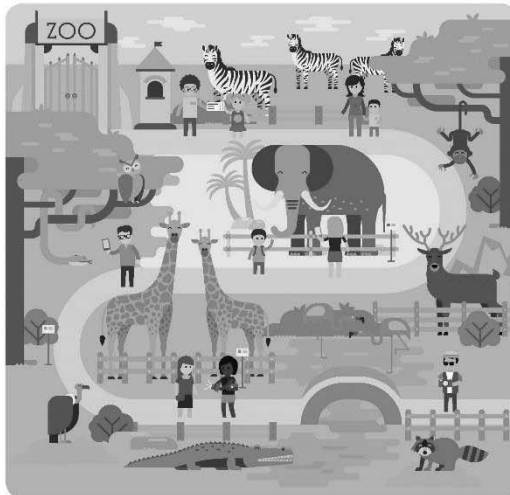
Actual Date:

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10, 11

Important Words

Duration: 1 min

- Last class: stain



Hints:

- Describe what you see in the picture.
- How do you think the animals feel?
- Fill in the gaps with reasons for why you think that animals should not be locked up in zoos.

What is the name of the place in the picture?

Which animals do you see?

What are the animals doing?

How do you feel when you see them?

Transactional Tip(s)

Duration: 14 min



Interactive Discussion:

- Ask learners if they have ever been to a zoo and if so, to describe the experience.
- Instruct learners to observe the picture given on Pg. 11 carefully.
- Ask learners to form small groups and discuss the given picture.
- Ask them to refer to the given hints and the questions for pointers in the discussion.
- Tell learners to write down their responses in the boxes given on the same page.
- Guide the discussion towards the animals' feelings on being caged and how it affects them. Ask learners to think and share their thoughts about animals being on display in zoos.

Class Pulse Check

Duration:



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This is _____. There are _____

animals in the picture. There is _____ at the
centre. There are two _____ and _____ each.

The flamingos are standing _____
_____. A monkey is _____

_____. There are many people
_____. An alligator is _____

However, looking at this picture makes me sad. The animals look like _____

I think we should not lock animals up in zoos because _____

_____. Their lives
should not be _____

_____. Baby animals are sometimes removed from their families, when
_____. This also

makes them sad and unhappy.

Animals should be free too. Even if _____

_____, they should not become _____

This is why _____

Important Words

Duration:

- Today: flamingos, alligator

Transactional Tip(s)

Duration: 15 min



Peer Learning – Pair:

- Ask learners to pair up with their partners and complete Ex. 5.
- Ask learners to read the prompts given on Pg. 12 and discuss how to complete each sentence.
- Instruct them to complete the exercise based on the hints, the class discussion and the answers they have written on Pg. 11.
- Nominate a few pairs to present their completed paragraphs to 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	Raise your hand when you hear a common gender noun. On Monday, his cousin is coming to our house. (Ans. neuter gender: Monday, house; common gender: cousin)	Period 2 – identify common gender nouns	
2	Fill in the blank with a common gender noun. I can see a small _____ playing on the swing. (Ans. baby/child)	Period 2 – use common gender nouns	
3	Circle the collective nouns in the sentence. I gifted my family a bouquet of flowers. (Ans. family, bouquet of flowers)	Period 3 – identify collective nouns	
4	Fill in the blank with the correct collective noun. There was a _____ of ships in the Indian Ocean. (Ans. fleet)	Period 3 – use collective nouns	

Post-lesson Reflection						
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<hr/>						
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"/>

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