

## DEVELOPMENT OF THE LESSON PLAN

### DIRT ON MY SHIRT

#### Learning outcomes

By the end of the lesson, students will be able to

- discuss the joy experienced in playing outdoors.
- relate to the speaker's experience.
- read the poem aloud with suitable expressions.
- explain how the speaker gets dirty.

#### Suggested number of Sessions: 5

**Session 1:** Poem: *Dirt on my shirt*

**Session 2:** Recap; Comprehension

**Session 3:** Comprehension

**Session 4:** Comprehension

**Session 5:** Going Further; Just For Fun

#### Summary

The child-speaker is having fun outside their home. Their shirt has become dirty and there are leaves stuck on the hair. There is mud on the boots but all this does not matter to the child as they are playing outside and it is so much fun.

The child-speaker is enjoying taking in the clean air, feeling the warmth of the sun, stomping in a puddle and climbing a tree.

The child-speaker ends by asking others to see for themselves how happy they are playing outside.

#### Pre-reading

##### Warm Up

Let students respond to the given questions.

Sharing their responses with the class helps students evaluate a situation and arrive at conclusions.

They will be able to relate to the fun and frolic involved. This discussion touches upon the celebration of Holi in different regions of India.

CT; IL; COM

#### Reading

Read the poem aloud. Alternatively you may play the audio track and direct students to listen and then read aloud using appropriate expressions and intonations.

Explain the poem in parts. Pause to check comprehension

***There's dirt ...care.***

*This part talks about what has happened while playing and having fun outside.*

##### Activity

Write the following words on the board in jumbled order and let students help you match the words on the table.

• Where is the dirt?	on the shirt
• What does the hair have?	leaves
• What do the boots have on them?	mud

**Playing outside...you'll see.**

This part talks about what the child does.

Continue with the matching activity.

What does the child do outside?

• stomp	in a puddle
• climb	a tree
• breathe	clean air
• feel	the warm sun

**Taking it further (HOTS)**

Let students say how the following could have happened.

- *How did the speaker get dirt on the shirt? (while playing outside on the ground)*
- *How did the speaker get leaves in their hair? (while climbing a tree)*
- *How did the speaker get mud on their boots?(while stomping in a puddle)*

**Poetic devices**

*Rhyming words:* hair-care-air; fun-sun; tree-see

**Post-reading**

Discussion:

- Where do you play in the evening?
- Who do you play with?
- What kind of games do you play?
- How do feel when you play?

**QUESTION BANK WITH ANSWER KEY**

**Dirt on my Shirt**

**A. Choose the correct answer.**

1. *The speaker does not care about having dirt on their shirt because*
  - a. They do not like playing outside.
  - b. They are having a lot of fun playing outside.
  - c. They do not want to stay clean.

**Ans: b**

2. *How does the speaker in the poem get leaves on their hair?*
  - a. while climbing a tree
  - b. when sitting under a tree
  - c. When plucking the leaves from the tree

**Ans: a**

**B. Read the lines and answer the questions.**

1. *"There's mud on my boots"*

- a. Where is the speaker?
- b. Does the speaker feel sad about the mud?
- c. What could the speaker be doing to get mud on his boots?

**Ans:** 1. a. The speaker is playing outdoors.      b. No, the speaker is having fun playing outside and does not care about his muddy boots.      c. They have been walking or playing in muddy puddles or near a pond.

2. *"Playing outside is so much fun"*

- a. How does the speaker feel while playing outside?
- b. Which word in the line tells us this?
- c. What does the speaker enjoy about playing outside?

**Ans:** 2. a. The speaker is happy while playing outside.      b. The word 'fun' tells us that they are happy.      c. The speaker enjoys breathing clean air, feeling the warm sun, stomping in puddles and climbing trees.

**C. Answer the questions.**

1. *What can be found on the speaker's shirt and hair?*

**Ans:** There is dirt on his shirt and leaves in his hair.

2. *What does the speaker think is fun?*

**Ans:** The speaker thinks that playing outside is fun.

3. *How does climbing trees make the speaker feel?*

**Ans:** It makes him happy.

**D. Think and answer.**

1. *What do you think the speaker means by "Just look and you'll see"?*

**Suggested ans.** The speaker wants others to notice him enjoying outdoor play. The speaker wants others to see how happy and free he feels while playing outdoors.

<b>STUDENTS' BOOK ANSWER KEY</b>
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**Dirt on my Shirt**

**Warm Up**

(free response, suggested answer: they are celebrating *Holi*)

**Reading**

- A. 1. a. There are leaves in the hair.      b. There is mud on the boots.  
c. There is dirt on the shirt.
2. a. breathe clean air.      b. feel the warm sun.  
c. stomp in a puddle.      d. climb a big tree.
3. The speaker does not care about getting dirty. That is because playing outside is so much fun.
4. (*suggested response*) The speaker feels happy when he plays outside.
- B. 1. (*free response*)      2. (*free response*)
3. (*suggested response*) It is okay to get dirty sometimes, because playing outside is so much fun! We can always wash our hands and clothes later. And, spending time outdoors is good for our body.
4. a. dirt – shirt      b. sun – fun      c. care – hair      d. see – tree

## DEVELOPMENT OF THE LESSON PLAN

### COME TO ME!

#### Learning Outcomes

By the end of the lesson, students will be able to:

- recognise the friendly nature of the speaker.
- compare the behaviour of the animals at the beginning and end.
- infer that coexistence brings happiness.
- discuss the need to feed animals around us.
- evaluate animal behaviour.
- form sentences in the simple present tense.
- recognise animal sounds.
- form complete sentences.

#### Suggested number of sessions: 14

**Session 1:** Warm up; Text: *One sunny...They don't come.*

**Session 2:** Recap; Text: *So, I sit...friend now.*

**Session 3:** Comprehension

**Session 4:** Comprehension

**Session 5:** Comprehension

**Session 6:** Grammar

**Session 7:** Grammar

**Session 8:** Using Words

**Session 9:** Using Words

**Session 10:** Speaking

**Session 11:** Word Activity

**Session 12:** Spelling

**Session 13:** Writing

**Session 14:** Writing

#### Pre-reading

##### Warm up

Let students share their experiences with the class.

While they share, they learn that:

- animals have their own comfort zones and boundaries, which should be respected.
- animals may run away because they are scared and hence the need to be kind to them.
- animals have feelings and experience happiness and love besides fear.
- they have a responsibility to act in ways that are considerate and non-threatening to animals.
- they have to be cautious and that some animals might react defensively if they feel threatened.

This activity contributes to their overall emotional and social development and integrates with WAU.

AFL; COM; IL/WAU; SEL

**GUIDELINES WITH QUESTIONS FOR DISCUSSION**

Play the text in the Smart Book in parts. / Read the text in parts. Pause to explain / discuss / check comprehension. Discuss the meanings of the glossed words through the course of the reading session.

**Discuss**

*What kind of creatures would eat nuts and seeds?* (birds, squirrels)

*Where do they get their food from?* (trees)

*Why do **we** need to give them food and water as well?* (At times, the trees may not have enough fruits or nuts on them; it might be too hot for them to look for food; water may not be around...)

1. *What do you think the speaker is feeling or thinking?* (Free response)

This question focusses on critical thinking and SEL, nudging students towards the understanding that the speaker is feeling lonely and realising at the same time that the creatures would like to be left alone just like the ants next to her.

CT; SEL; COM

*What does the speaker notice about the ants?* (They are busy carrying food) *Why don't they run away?* (They are not being disturbed by the speaker.)

2. *Show in actions what each animal is doing.*

this is Bodily-Kinaesthetic intelligence - guessing about the movement of each animal in this scene.

(this can also be Visual Literacy if they look at the illustration)

Encourage expressions with movements

CT; SEL; COM

Encourage students to list all that happens after the speaker sits and stays in one place.

- A sparrow comes there to drink water.
- Then, comes another sparrow and picks up seeds.
- A squirrel comes and picks up a nut and nibbles on it.
- A butterfly lands on a flower next to the speaker.

*Why is the speaker surprised when they see the butterfly?* (It lands on a flower quite close to the speaker.)

**Taking it further (HOTS)**

**Teaching strategy: organising content**

Put up the given table on the board and write the headings and the contents given in the first column. Let students help you fill in the details in the second and third columns.

(The answers provided are for the teacher's reference)

This activity helps students analyse the situations and arrive at conclusions. Besides, it gently nudges them towards Social-Emotional Learning.

Ask them if it is a good thing. If yes, draw a happy face and if it is not, draw a sad face. This will help them connect to the feelings of animals in the given situations.

What the speaker does	What the animals do	Why this happens
The speaker runs after the animals.	The animals run away. 😞	They are afraid that the speaker may harm them. 😞
The speaker stays in one place.	The animals come there to eat. 😊	They are not afraid anymore because the speaker does not come near them. They feel safe. 😊

3. The activity touches upon bodily-kinaesthetic intelligence while helping them recap what they read and understood.

**Post reading**

**Activity**

Experiential learning

Take the students outside and let them observe the animals, birds and insects. This will help students understand animal behaviour and the need to respect them.

Let students share what they had seen outside, with the class.

Encourage students to describe the birds, insects and animals they had seen. Prompt if required.

*Did they fly/run away? Why do you think so? Which of these did not run/fly away?*

WAU; COM; SEL

(The ones that were far away)

**GRAMMAR** **Simple present tense**

Explain that verbs are action words that tell what someone or something does.

List some common action verbs. (Example: *see, sleep, eat, play, read, write*).

Proceed to the Textbook and explain the concept with the help of the input given. Mention the use of singular names ( Arun/ Seema...) as well as singular common nouns ( The lion/The man...) with the verbs.

**Activity**

Once students have warmed up to the concept, conduct a choral drill by asking students to chant after you.

This will help them get familiar with the structure.

Let them make the actions while they chant.

Lay stress on the verbs

- I **like** mangoes.(Students point to themselves)
- You **like** mangoes. (Students point to their neighbour)
- We **like** mangoes. (Students spread out their hands to the whole class)
- They **like** mangoes. (Students point to some of their class mates.)
- It **likes** mangoes. (Students point to an imaginary bird on a tree)
- She **likes** mangoes. (Students point to one of their class mates)
- He **likes** mangoes.(Students point to one of their class mates)

Note: If yours is an all boys / girls school let students take the roles of boys / girls. Continue with the choral drill with a few more verbs. (I drink water...; I play in the park...; and so on)

**USING WORDS**

**Sounds of animals**

Begin by brainstorming for different sounds that animals make.

**Group work**

Divide the class into groups and distribute flashcards of animals to the groups.

Play / Make an animal sound and have the group with the matching animal card hold up their card.

You may redistribute the cards and repeat the activity.

**WRITING**

**Sentence completion**

Generate a discussion in class with the help of the given questions:

*Where do you live?* (in our home)

*Who lives with you?* (father; mother; sister/s; brother/s; grandmother; grandfather... )

*What does your father or mother do?*

*Do you have a pet? What is its name?*

Proceed to the exercise in the Textbook and ask students to share what they see in the given image. Encourage them to say who the father, mother, and rest could be.

List their responses on the board.

Let students do the exercise in the Textbook once they warmed up to the concept.

Review the answers.

**Teacher's Observation**

Which part did the students enjoy the most?

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What needed more explanation?

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What do I need to reinforce?

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**QUESTION BANK WITH ANSWER KEY**

**Come to Me!**

**A. Choose the correct answer.**

1. *The animals return to the garden when the speaker*
  - a. runs after them with food.
  - b. sits still and is quiet.
  - c. makes loud noises.

**Ans: b**

**B. Read the lines and answer the questions.**

1. *I wait to see who visits!*
  - a. Where is the speaker?
  - b. What does the speaker keep ready?
  - c. Who visits first?

**Ans: 1.** a. The speaker is in her garden.      b. The speaker keeps bowls of nuts, seeds, and water for the animals in her garden.      c. A little sparrow visits first.

2. *I know I am their friend now.*
  - a. Why does the speaker say this?
  - b. What do the sparrows do?
  - c. Who nibbles on a nut?

**Ans: 2.** a. The speaker says this because the animals are not scared to be near her anymore.  
b. One sparrow dips its beak in the bowl of water and another picks up seeds.  
c. A squirrel nibbles on a nut.

**C. Answer the questions.**

1. *Why does the sparrow fly away when it sees the narrator?*

**Ans:** The sparrow flies away because it is scared.

2. *What does the speaker do when the animals don't come back?*

**Ans:** The speaker sits down on the steps and watches the ants quietly.

3. *Which animals come to the speaker's garden in the end?*

**Ans:** Sparrows, a squirrel and a butterfly come to the speaker's garden.

**D. Think and answer.**

1. *How does the speaker feel in the beginning and how does she feel in the end?*

**Suggested ans:** The speaker feels sad when the animals go away and in the end she is happy that they come back.

2. *Do you think the animals felt that the speaker would not harm them? Why do you think so?*

**Suggested ans:** Yes, they may have felt so. She sat still and quietly watched the ants so the animals were not scared anymore.

**STUDENTS' BOOK ANSWER KEY**

**Come to Me!**

**Warm Up**

Free response



## Reading

- A. 1. T 2. F 3. T 4. F 5. F
- B. 1. The animals run away when the speaker tries to feed them. They are scared. 2. The speaker sits quietly when the animals come to her. A sparrow comes first. 3. The ants carry food on their backs. 4. The speaker is surprised when a butterfly suddenly lands on a flower next to her.
- C. 3, 1, 2, 4
- The animals come back to the speaker because she sits quietly and waits for them. They are not scared anymore.
  - The speaker feels happy when the animals come back. She smiles. (*encourage expressions and actions*)
  - (*suggested answer*) If the speaker keeps running behind the animals, they will run away from her and never come back.

## Grammar

- A. 2. fly 3. climb 4. roar 5. dance 6. cook
- B. 2. a. walk b. walks 3. a. swim b. swims 4. a. listen b. listens  
5. a. run b. runs

## Using Words

1. d 2. g 3. f 4. e 5. a. 6. c 7. b

## Word Activity

- A. 1. apple 2. ant 3. axe  
B. 1. box 2. banana 3. ball  
C. 1. clock 2. cat 3. cup

## Spelling

1. crown 2. sound 3. friend 4. peacock 5. train 6. oil

## Writing

1. father 2. mother 3. grandmother 4. sister 5. boxer