

DEVELOPMENT OF THE LESSON PLAN

AMOL'S NEW FRIENDS

Learning Outcomes

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

- discover that people with similar interests form and maintain friendships.
- recognise a child's preferences and interests.
- note the preferences of the central character.
- compare the behaviour of Amol at the beginning and at the end.
- retell the story with the help of illustrations.
- identify common and proper nouns.
- identify singular and plural nouns.
- form plurals from singular nouns.
- identify and use action words.
- rearrange sentences in the correct order of the story.

Suggested number of sessions: 15

Session 1: Warm up; Text: *Amol likes to make beautiful ...The doorbell rings.* Embedded Questions 1

Session 2: Recap; Text: *It is Riya, Amol's new...to play hide-and-seek.* Embedded Questions 2, 3

Session 3: Comprehension

Session 4: Comprehension

Session 5: Comprehension

Session 6: Grammar

Session 7: Grammar, Grammar Fun

Session 8: Vocabulary

Session 9: Vocabulary, Fun with words

Session 10: Listening

Session 11: Word Activity, Spelling

Session 12: Writing

Session 13: Writing

Session 14: Take Off

Session 15: Any pending work

Pre-reading

Warm up

Encourage students to name the games portrayed in the Warm Up section of the Reader.

Lead them on to answer what games they would like to play and why they like to play that game.

Take it a step further by asking them to share in class what game they would like to play with their friends. In random order, let students tell the class about this game.

While they share, they learn:

- that different children play different games.
- the names of games in different languages.

- that each one has preferences in playing games.
- that one can choose the game they like the best.

COL, COM, CT; VL; IL; SEL; AFL

Through this activity students develop Visual Literacy and Multilingualism. Sharing their thoughts encourage Collaboration, Communication and Self-awareness.

Reading

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 exercise.

Amol likes to make beautiful ...The doorbell rings.

Elicit answers from students: *What things did Amol like to do? Did he have to go outside his house to do them? What was his mother encouraging him to do? Was Amol a disobedient boy? How do you know?* (He was not disobedient. In fact, he even went out to play kabaddi though he did not like to, when his mother asked him to.)

1. *Why do you think Amol does not like playing football and kabaddi?*

(Ans: Answers may vary. Accept all logical answers.)

This question develops critical thinking.

CT

It is Riya, Amol's new...to play hide-and-peek

Who is the new character introduced? Who does Riya bring with her the next day? How do the three of them become friends? (They play hopscotch together.) *Does Amol know hopscotch?*

Taking it further (HOTS)

Amol asks Riya, "What do you want to play?"What does this tell you about Amol? (He was willing to play with her, but probably prefers to play certain games.) *Why does Amol enjoy playing in the sandpit with Riya?* (Probably he likes to play in the sand pit / he likes the company of Riya / it was simple to play in the sandpit.)

How do you think you can learn a new game? (Friends can tell you, or your games teacher or parents can teach you a new game)

2. a. *Do you think it is easy to tell your friends that you don't know something?*

(Ans: Answers will vary.

No, it is not.)

This integrates with Social-Emotional learning helping students evaluate what the speaker feels or thinks.

b. *What does this tell you about Amol?*

(Ans: Accept all logical answers. Suggested answer:

Amol is honest and brave. He is able to tell others what he cannot do.)

CT; SEL; AOL

Did Amol like playing with his friends? How do you know? (The following evening he rushed out to play in the park)

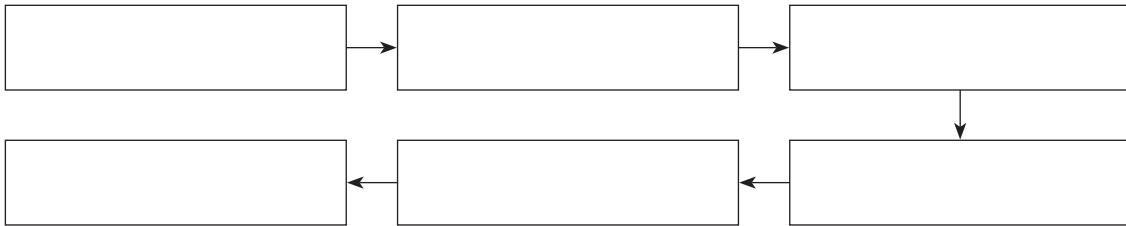
Did Amol's mother have to request him to go out and play? Why? (She did not have to ask him to go because Amol himself was excited to go out and play with his friends, Riya and Akash.)

Taking it further (HOTS)

Teaching strategy

Visualising, Illustrating, Summarising

Draw the following boxes on a chart paper / board and display in class. Allow the chart / board to be displayed through all the sessions.



During the reading session, pause to fill in the chart with stick figures of the details provided / you may ask students to volunteer to draw.

This activity will help students relate to the situation Amol is in, and nudges them towards the idea that everyone has their own preferences in life.

Stick figure illustrations for the chart / board:

Picture of:

1. Amol playing with his toy train (Happy face)
2. Amol's mother calling him go out and play football (Sad face)
3. Amol returning after trying to play kabaddi (Sad face)
4. Amol playing in the sandpit(Happy face)
5. Amol playing hopscotch with Riya (Happy face)
6. Amol playing hide-and-seek in the park with Riya and Akash(Happy face)

Now ask students to retell the story by looking at the drawings on the chart / board which is displayed. Give students time to mentally frame sentences to retell the story. Encourage every student to speak one sentence and help recap the story in sequential order. You may repeat the story till everyone has spoken. This activity helps students recollect the story by looking at the illustrations.

Post reading

Activity

AOL

Let students share in class the things that they would like to do with a friend. Encourage them to come up with varied ideas. Let each student come up with at least one idea. Prompt them if required.

Some of the possible answers:

- Playing with dolls or action figures
- Colouring books or drawing
- Playing dress-up or make-believe games
- Playing with play dough or clay
- Puzzles or board games
- Building blocks or Legos
- Reading books
- Outdoor activities like riding a bike or playing catch
- Crafting with paper, scissors, and glue

Common and Proper Nouns

Follow the inputs given in the text.

Show students the images from the book and ask them to name the pictures.

Tell students:

- A common noun is a name for any person, place, thing or animal. It begins with a small letter.
- A proper noun is a special name given to a person, place or thing. It begins with a capital letter.

Activity

Tell the class you will be playing a game with them. Draw two columns on the board with the headings: *Animal — Thing*.

Next, tell the class that you will be saying the alphabet silently and will stop when a student calls out:

Stop!

Call out the letter you have stopped at, and ask students to name an animal and thing with the alphabet.

Write the names on the board. Play the game with the students for 5 –7 minutes with a few different letter of the alphabet.

Point out to students that all the words on the board are nouns.

Proceed to explain that a noun is the name of a person, place, animal or a thing.

Do the same activity for place.

Singular and Plural Nouns

Write the words *book* and *books* on the board.

Ask students:

- Do you find a difference between the first word and the second one? They will point out that there is an -s in the second word.

Tell students:

- We use a singular noun to name one person, one place, one thing or one animal.
- We use plural nouns when there is more than one.

Give students practice by asking them to name objects that you show them.

(*Note: You may bring to class different objects and show them. Bring only a single object of some and more than one of some other objects.*)

Write on the board: *churches, foxes, buses, branches, classes, glasses*

Tell students:

- some words like *duck*, we can add an -s to form the plural.
- for some words -es is added to form the plural.

Activity

- Tell students to go around the classroom and look for objects which have only one and objects which have more than one.
- Encourage them to name the objects and list the answers on the board.

Let this be a timed activity, to bring in briskness and fun in the classroom.

Write on the board:

washes runs drinks draws watches

Activity

Divide the class into two groups. Let one student from group 1 mime the action of each word and let group 2 guess what the student is miming.

Zoom into the pictures in the Smart Book. Ask students to match the words to the pictures.

Let students proceed to do the exercise in the Textbook.

WRITING

Correct Order

Rearranging sentences in the correct order of the story

Tell students to recall and retell the story with the help of the stick figures in the *Teaching Strategy* section.

Divide them into groups and ask one person from each group to say one sentence to complete the story. You may begin the story and give students from each group an opportunity to speak. If you have a large class, you might repeat the story till all get a chance.

Guide students to read the sentences in the Textbook aloud.

Allow them to look at the sentences and order them according to the flow of the story.

Now guide them to number the sentences in their books, in the correct order.

Teacher's Observations

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

Amol's New Friends

A. Choose the correct answer.

1. Amol does not want to play football because
 - a. he prefers playing indoors.
 - b. he does not like playing football.
 - c. he does not want to play with other children.

Ans: b. he does not like playing football.

2. When Riya asks Amol to play with her,
 - a. he agrees immediately.
 - b. he says no politely.
 - c. he is unsure at first but eventually agrees.

Ans: a. he agrees immediately.

3. Amol and his friends plan to play
 - a. with sand in the sand-pit.
 - b. kabaddi in the park.
 - c. hide-and-peek in the park.

Ans: c. hide-and-peek in the park

B. Read the lines and answer the questions.

1. "Go and play with them."
 - a. Who says these words to whom?
 - b. What is the speaker telling the listener to do?
 - c. What does the listener do?

Ans: 1. a. Amol's mother says these words to Amol. b. The speaker is telling Amol to go and play with the children who are playing kabaddi. c. Amol goes out to play kabaddi with them but he comes back soon. He does not want to play with the children.

2. "Amol, will you come to the park tomorrow?"
 - a. Who speaks these words to Amol?
 - b. What will they do in the park?
 - c. Did Amol want to go to the park?

Ans: 2. a. Riya says these words to Amol. b. They plan to play hide-and-peek in the park. c. Amol was very eager to go to the park to play hide-and-peek with Riya and Akash.

C. Answer the questions.

1. What did Riya and Amol play on the first day?

Ans: They went to the sandpit and made sand mud pies and cakes.

2. What does Amol learn to do while playing hopscotch?

Ans: Amol learns to stand on one leg and to throw the marker in the correct square.

3. Is Amol excited about playing hide-and-peek?

Ans: Yes, he is excited because he is good at finding places to hide. He thinks that playing hide-and-peek will be fun.

D. Think and answer.

1. Why do you think Amol enjoys playing with Riya and Akash?

Ans: Suggested ans. Amol likes playing with Riya and Akash because they like playing games that Amol enjoys. Amol also likes playing in the sand pit like Riya. When they play hopscotch, Riya and Akash patiently teach Amol how to play a new game and he enjoys it so much that they play together all evening. He is eager to play hide-and-peek with them because he can find good hiding places.

STUDENTS' BOOK ANSWER KEY

Amol's New Friends

Warm Up

1. sandpit play, play dough, origami, blind-man's buff, hopscotch, blocks
2. *Free response.*
3. *Free response.*

Writing

1. The doorbell rings. Riya comes to play with Amol.
2. Amol and Riya make sand mud pies and cakes.
3. Amol meets Riya's cousin, Akash.
4. Akash and Riya want to play hopscotch.
5. Amol does not know how to play hopscotch.
6. Riya and Akash show Amol how to play hopscotch.
7. Soon, Amol learns how to play hopscotch.
8. Amol rushes off to play hide-and-seek.

DEVELOPMENT OF THE LESSON PLAN

THE FAIRY FLUTE

Learning outcomes

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

- list the things in nature that enjoy the music from the magical flute.
- infer that nature likes melodious music.
- analyse why only the boy could play the flute.
- identify the rhyming words

Suggested number of Sessions: 4

Session 1: Warm up, *My brother has a ... Listen to the tune.*

Session 2: Re-cap, *He plays it in... from Fairyland.*

Session 3: Comprehension

Session 4: Enjoying the poem, Just for Fun

Summary

The poem is about a flute, found within a hollow tree. It seems to have magical powers which, when played, attracts not just the singing birds, but also flowers and villagers. Readers get a glimpse into a world of magic. It portrays a sense of enchantment and wonder. Its melody creates a beautiful connection between nature and human experience.

Pre-reading

- A. Let students work in groups and come up with a list of musical instruments they would like to get as a gift. Encourage them to be creative, as this is a gift from a fairy.

Lead them onto answer the kind of music that they want from these instruments when played.

- B. Now allow each student to visualize the instrument and draw it in their books.

COL, COM, C: IL: Art

Students develop skills of collaboration and communication as they discuss in their groups. This activity also touches upon the imaginative and creative skills when they visualize and draw the instrument that they want. There is art integration.

Reading

GUIDELINES WITH QUESTIONS FOR DISCUSSION

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.

Discuss the meanings of the glossed words through the course of the reading exercise.

Discuss

Describe the flute the speaker found? What does the description of the flute tell you about the flute? (It was a valuable and expensive flute made of gold an ivory) Who enjoys the music that comes from the flute? Why can nobody else, other than the speaker's brother play the flute, or understand the music? (Because it is a magical flute)

Taking it further (HOTS)

Whose flute do you think this was? (Encourage varied answers, provided students are able to support their answer.)

How do you know that those who heard the music liked it? (Little singing-birds listen to the tune, flowers start a-nodding, and dancing, and people in the village stop to listen to the sweet music.)

Even though no one else could play the flute, nor understand the music, they still like the music. Why is this so? (It is a magical flute and the music that comes from it also seems to be magical. All those who hear it are enchanted with wonder.)

Poetic devices

Genre: Fantasy

Rhyming words: *walks, stalks; street, sweet*

Imagery: *The flowers start a-nodding*

And dancing on their stalks.

Post-reading

Discussion

- *Do you think birds, animals and plants like music? How can you tell?* (Probably they sit quietly and listen, they cock their head to one side, plants and trees grow better if you watch them for over a period of time)
- *What kind of music do you think they will like?* (Soft, melodious music, not noisy music)

CT, COM

With this activity students develop their critical thinking skills and communication as they discuss the points in class.

Teacher's Observations

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

The Fairy Flute

A. Choose the correct answer.

1. Every morning and afternoon, the tunes on the flute are heard by
 - a. bees and butterflies.
 - b. singing-birds.
 - c. squirrels and rabbits.

Ans: b. singing-birds

2. When the flowers hear the music,
 - a. they close their petals
 - b. they sway gently in the breeze.
 - c. they start nodding and dancing.

Ans: c. they start nodding and dancing.

3. When the people in the village hear the music,
 - a. they stop to listen.
 - b. they fall asleep.
 - c. they want to play the flute.

Ans: a. they stop to listen.

B. Read the lines and answer the questions.

1. He found it on a summer night
 - a. What is 'it'?
 - b. What is 'it' made of?
 - c. Where did he find 'it'?

Ans: 1. a. It is the fairy flute. b. It is made of ivory and gold. c. He found it in a hollow cave.

2. The music is so sweet.
 - a. Who listens to the music?
 - b. Where are they?
 - c. Do they understand the tune? Why?

Ans: 2. a. The people in the village listen to the music. b. They are in the village street.
c. No, no one can understand the tune because it is a fairy flute.

C. Answer the questions.

1. When does the little boy play the flute?

Ans: He plays the flute every morning and every afternoon.

2. What happens when he plays his flute in the meadow?

Ans: The flowers start nodding and dancing on their stalks.

3. Why is the flute special?

Ans: The flute is special because it is a fairy flute and comes from Fairyland. Only the little boy can play it, and its music is not understood by others.

D. Think and answer.

1. Do you think other people tried to play the flute?

Ans: Suggested ans. Yes, I think other people did try to play the flute but they were not able to create any music with it. The little boy had found the fairy flute in a hollow tree and only he could play it.

STUDENTS' BOOK ANSWER KEY

The Fairy Flute**Warm Up**

- A. *Free response*
- B. *Free response*

Reading

- A.
 - 1. The flute was made up of ivory and silver.
 - 2. He found the flute inside a hollow tree.
 - 3. The singing birds listened to the tune. The flowers started nodding and dancing when they listened to the tune.
 - 4. The boy plays the flute in the meadows, in the village and all along the street.
 - 5. People stopped to listen to the boy playing the flute because the tune was so sweet and melodious.
- B.
 - 1. *Answers may vary. Please accept all logical answers. Suggested answer: We know that the boy loved playing the flute because he played it every morning and afternoon, and wherever he went.*
 - 2. *Free response.*
- C.
 - ivory, tree
 - afternoon, tune
 - walks, stalks
 - street, sweet
 - understand, Fairyland
 - Free response*