

LESSON PLAN

Unit: Look Up!

Subject: English

Teacher's name:

Class: I

CURRICULAR GOALS

Reading

CG9: C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline, and what the author wants to say

CG9: C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary

CG10: C-10.3 Recognises all the letters of the alphabet of the script and uses this knowledge to read and write words

Vocabulary

CG9: C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary

Grammar

CG9: C-9.3 Converses fluently and can hold a meaningful conversation

Writing

CG10: C-10.3 Recognises all the letters of the alphabet of the script and uses this knowledge to read and write words

Lesson Objectives (LO)

1. Identify and talk about what they see in the sky at different times of the day.
2. Build vocabulary of things they see.
3. Identify naming words and words with special names.
4. Choose the correct opposites of words.
5. Build vocabulary.
6. Use appropriate words to greet another.
7. Listen and identify animals.
8. Match words to form complete sentences.
9. Develop reading skills.

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication

Multiple Intelligence

Experiential Learning

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Textbook
- Smartbook (<https://teachers.orientblackswandigital.com>)

Scope

- Warm Up (pre-reading)
- Reading
- Post-reading
- HOTS (Higher Order Thinking Skills)
- Interactive activities; PPT; Animation
- Assessments (AFL; AAL)



Rationale / Purpose

Sessions 1–4

Warm Up (Pre-reading)



Ensure complete student-participation for this activity.

Elicit answers from them: *Can anyone show me what you see when we look up? (Let children tilt their heads back and look at the ceiling.) Encourage them to answers the questions.*

(21C: Critical Thinking, Communication; Experiential Learning; Multiple Intelligence, Naturalistic, India Knowledge)



This activity builds vocabulary and encourages observation and speaking. It sets the tone for the text.



Play the Presentation on the teacher's portal

Reading

Teaching Strategies:

Prediction, Listen-read-discuss, Discussion (AAL, AOL)

Language-development

Higher-Order-Thinking

LO: 1–2



Let students listen to the audio track. / read the text in parts.

Language – development (Vocabulary) – to be discussed during the course of the reading section

Whole-class discussion

Encourage students to look at the graphic illustrations and underline the difficult words on each page.

Call out the following words and ask students to point them out in the book or the SmartBook.

Show pictures or real-life visuals of: *sparrows, koels, butterflies, crow, eagle, bees, owl, field.*

Guide them, if required. Let them repeat the words while pointing to the picture till they are familiar with the words.

(Multiple Intelligence, Visual-spatial)



Teaching Strategy: *Listen-read-discuss*



This strategy builds on students' prior knowledge.

Listen: Let students know what the lesson is about. Tell them that they are going to read about the beauty of observing the sky at different times of the day.

Read: Encourage them to look at the graphic illustrations as you read the lesson aloud for them with intonation and modulation.

Discuss: Lead a classroom discussion on the given questions. Encourage all students to participate.

When do you usually see sparrows, koels, butterflies, eagles, crows, bees, moon, owl? Where are the butterflies seen? According to the story, what does the speaker see in the evening? What does the speaker see at night? Can the moon be seen at night?



Taking it further (HOTS).

- *Can we see the moon during the day?*
- *Have you seen an airplane at night?*
- *Name some things that you see when you look up at the sky in the daytime?*
- *Name some things you see when you look up to the sky at night?*
- *What things can you see near? What things can you see far?*
- *Is the speaker happy to see things?*

Post-reading



Recap by playing the animation.



Group work

Create a matching activity on the board or print out on sheets for each group.

Column A: Pictures of sun, moon, butterfly, owl, flower, airplane

Column B: Words or pictures of the times of the day such as morning, night, evening

Let students come up to the board and draw lines to match the picture and the words / or mark in the worksheet given to them.

Sessions 5–6

Comprehension

LO: 1–2



Discuss the answers to the questions.

Encourage students to

- recollect what they have read in the graphic lesson.
- analyse who is speaking and whether people who fly are going to their homes like the birds.
- explain the joy the speaker experiences when looking up.

Sessions 7–8

Grammar: Nouns Common Nouns, Proper Nouns

Interactive activity

LO: 3

Draw a table with four columns on the board. Do not give the columns any headings yet. Ask students to think of people they would come across in their school (*teacher, principal, gardener* and so on).

List them in the first column. Follow the same procedure for places (column 2), animals / birds (column 3) and things (column 4).

Elicit answers from students:

Can you give me one word for the words given in each column? What or who are they? Help them by writing the heading for the first column—People. Elicit for the rest of the words and write the headings on the board.

Tell students that these words that refer to **people, places, animals** or **things** are called **naming words**.

Next, point out to a student and tell students that she / he is a girl / boy.) Ask: *What is his / her name?* (Once students have answered the question, tell them that it is a **special name** that has been given to him or her. Likewise, they all have been given special names.)

Special names are given to people, places, animals or things. For instance, boy's name: Raj, City's name: Chennai, dog's name: Bruno, name of a thing / brand: Lays Chips

Reinforce the concept with the input given in the Reader.

Tell students:

Common nouns are the names of things, for example, people, places or objects. A special noun is the name of a particular person, place or thing, and always begins with a capital letter.

A Play the interactive activity on the Teacher's Portal

Resources: Interactive activity

<https://teachers.orientblackswandigital.com/>

Session 9

Vocabulary: Opposites

LO: 4

Call a student to the front of the class. Place your hand on the student's head and say 'small'. Then bring your hand onto your head and say 'big'. Lay stress on the target words and ask students to repeat after you.

Explain that such words are called opposites.

Show a pencil that has been used a lot and a new pencil. You can point out to the appropriate pencil and tell students to repeat *short* and *long*.

Brainstorm with the class for some more words with opposite meanings. Alternately you may call out a word and ask students to come up with the opposite of that word. (Some examples: *top down; question answer; far near; good bad; brother sister; clean dirty*)

Sessions 10–11

Word Attack, Speaking, Listening

LO: 5–7

Follow the inputs given in the Reader.

Sessions 12–13

Writing: Matching

LO: 8

Learning to match parts of sentences to make complete meaningful sentences.



Read the first part of the sentences given and let students refer to the given details and answer orally. Let them match after they have answered correctly.

Tell students that the words given in the two columns are not in order. They will have to match them correctly.

Encourage students to answer orally before doing the exercise in the Reader.

Follow up



Scan the QR code for more guidelines on the writing concept

<https://teachers.orientblackswandigital.com/>

Sessions 14–15

Word Activity, Reading Aloud

LO: 9

Follow the inputs given in the Reader.

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

Look Up!

A. Multiple Choice Questions.

1. In the story, what bird flies high in the sky?
 - a. Crow
 - b. Eagle
 - c. Owl
2. What do you see on the flowers in the morning?
 - a. Butterflies
 - b. Bees
 - c. Birds
3. What is the owl doing at night?
 - a. Sleeping
 - b. Singing
 - c. Flying over a field

Ans: b

Ans: a

Ans: c

B. Read the lines and answer the questions.

1. *In the morning, I see small sparrows and koels.*
 - a. When does the speaker see sparrows and koels?
 - b. What birds do they see in the morning?
 - c. Are the sparrows big or small?
2. *I see the twinkling lights of an airplane full of people."*
 - a. What has twinkling lights?
 - b. What does the speaker see in the sky?
 - c. What word in the line tells us the lights are shining?

Ans: a. The speaker sees them in the morning. b. They see small sparrows and koels in the morning. c. The sparrows are small.

Ans: a. An airplane has twinkling lights. b. The speaker sees the lights of an airplane. c. Twinkling

C. Answer the questions.

1. In the story, where are the butterflies?

Ans: The butterflies are on the flowers.
2. What colour are the crow's feathers?

Ans: The crow's feathers are shiny and black.

3. Where is the eagle?

Ans: The eagle flies high in the sky

D. Think and answer.

When do birds fly home?

Ans: Birds fly home in the evening when the sun sets.



STUDENTS' BOOK ANSWER KEY

Look Up!

Pre-reading

Look up means to lift your eyes and see what is above you — like the sky, birds or the moon.

Free response

Comprehension

A. 1. T 2. T 3. F 4. T 5. F

- B.**
1. Vihaan, the boy in the story, is asking the question.
 2. Vihaan sees the butterflies near the flowers.
 3. The birds fly home in the evening, when the sun sets.
 4. He sees birds going home and wonders if the people in the airplane are also going home.
 5. Vihaan sees the moon smiling at him.

- C.**
1. a.
 2. Vihaan feels happy and safe. The moon is 'smiling', so he thinks it is a friend looking after him.

Grammar

A. 2. boy 3. parrot 4. park 5. spoon 6. chair

B. 2. onion 3. girl 4. apple 5. pen 6. cup

C. 2. d. 3. a. 4. e. 5. c.

Vocabulary

1. hot 2. sad, happy 3. fat, thin 4. old, new

Word Attack!

Free response

Speaking

Free response

Listening

Listening Text

Listen to these animals. Look at these pictures and circle the correct animal. Say what animal it is.

Tiger: I am yellow and black. I have stripes on my body. I am the national animal of India.

Monkey: I am brown and I have a long tail. I can swing from tree to tree.

Camel: I live in the desert. I can stay without food and water for many days.

Owl: I have big round eyes. I stay awake at night.

Crow: I am black and I can fly high. I caw loudly in the morning.

Bee: I am small and yellow with black stripes. I make sweet honey.

1. camel 2. bee 4. owl 6. crow 7. monkey 12. tiger

Writing

2. a. 3. d. 4. c. 5. b.

Word Activity

B – b, D – d, G – g, H – h, M – m, P – p, Q – q, T – t, Y – y, Z – z

WORKSHEETS

LOOK UP!

GRAMMAR

Name of Student: _____

Class: _____

A. Underline the special names in these sentences.

1. Sandeep is my brother.
2. He lives in Goa.
3. He calls his pet squirrel Chompy.
4. I want to visit Japan.
5. Sandeep and Amit walk to school.

B. Fill in the blanks with words of your own.

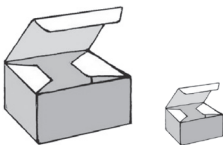
1. My name is _____.
2. I live in _____.
3. I have a _____ at home. I play with it in the evening.
4. I help my _____ and _____ and keep our house clean and tidy.
5. My _____ and I play every day after school.
6. My friend's name is _____.

LOOK UP!

VOCABULARY

Write the opposites for the given pictures, from the words in the box.

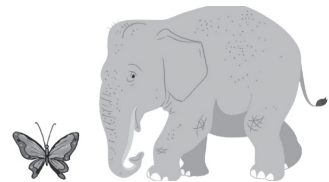
light tall small short big heavy



1. _____
2. _____



3. _____
4. _____



5. _____
6. _____

LOOK UP! **WRITING**

LOOK UP! **WRITING**

Name of Student: _____

Class: _____

Match the words given about *Look Up!* in the two columns. Then write them as complete sentences.

1. Vihaan sees bees flying near their hive	a. full of people.
2. The birds fly home	b. from my bed at night.
3. Vihaan sees the lights of an airplane	c. flying silently in the dark.
4. There is an owl	d. in the evening.
5. I see the moon	e. as the sun sets.

[illegible]

ANSWER KEY TO THE WORKSHEETS

LOOK UP!

Answer Key to grammar worksheet

- A. 1. Sandeep 2. Goa 3. Chompy 4. Japan 5. Sandeep, Amit
B. *Free response*

Answer Key to vocabulary worksheet

1. big 2. small 3. tall 4. short 5. light 6. heavy

Answer Key to writing worksheet

1. Vihaan sees bees flying near their hive in the evening.
2. The birds fly home as the sun sets.
3. Vihaan sees the lights of an airplane full of people.
4. There is an owl flying silently in the dark.
5. I see the moon from my bed at night.

LESSON PLAN

Poem: What Is It?

Subject: English

Teacher's name:

Class: I

CURRICULAR GOALS

Reading

CG9: C-9.1 Listens to and appreciates simple songs, rhymes, and poems

CG9: C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline, and what the author wants to say

CG-10: C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination

Vocabulary

CG-9: C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary

Lesson Objectives (LO)

1. Recite the poem with actions.
2. Recognise the rhyming words.
3. Identify the naming words, action verbs, and describing words.
4. Identify the actions of the rabbit.
5. Identify animals that perform some of the same actions.

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication

Multiple Intelligence

Experiential Learning

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Textbook
- Smartbook (<https://teachers.orientblackswandigital.com>)

Scope

- Warm Up (pre-reading)
- Reading
- Post-reading
- HOTS (Higher Order Thinking Skills)
- Interactive Activities; PPT; Animation
- Assessments (AFL; AAL)



Rationale / Purpose

Summary: This poem, *What Is It?* helps us learn about rabbits. It is about a little rabbit that has tall ears, a twinkly nose, and a tiny tail. The rabbit hops but does not make any noise. The speaker in the poem takes care of the rabbit and feeds it carrots and watercress.

Sessions 1–3

Warm Up (Pre-reading)



Ensure complete student-participation in guessing the answer for this riddle:

I have long ears and a little nose,

I hop around wherever I go.

I love to munch on carrots all day—

Who am I? Can you say?

(21C: Critical Thinking, Communication)

Discuss with students: *Have you ever seen a real rabbit? What do they like to eat? What sounds do they make?*



This activity builds curiosity and activates prior knowledge before reading the poem.



Play the Presentation on the teacher's portal

Reading

Teaching Strategies: *Think-Pair-Share, Discussion* (AAL, AOL)

LO: 1–5

Language-development

Higher-Order-Thinking



Let students listen to the audio track. / read the poem.

Language – development (Vocabulary) – to be discussed during the course of the reading section



Whole-class discussion

Show actions and encourage students to guess synonyms for the words:

tall (long —Example: Put their hands behind their heads like long ears), *twinkly* (shinning), *tiny* (very small, minute), *hop* (jump, leap) (21C: Communication; Multiple Intelligences, Bodily-Kinesthetic)

Play the audio track in the Smart Book / Read the poem with appropriate modulations and pauses. Let students pay attention to the intonation. Lay emphasis on the sounds and rhyming words.

Read the poem a second time and encourage students to follow and do the actions that you show, as they repeat the poem after you.

Draw this table on the board and encourage students to fill in the table by identifying the rhyming words, the action verbs, the naming words, and the describing words in the poem. Provide an example of each as is shown in the table.

Rhyming words	Action verbs	Naming words	Describing words
Example: <i>nose, goes</i>	Example: <i>hop, goes</i>	Example: <i>nose, carrots</i>	Example: <i>tall, twinkly</i>



Think-Pair-Share

Draw students into a discussion:

How do these words help us to answer the question in the title of the poem, 'What Is It?'

(The naming words are the things related to the animal, the describing words tell us how the animal looks or feels, the action verbs tell us what the animal does.)



Taking it further (HOTS)

What animals have long ears? (rabbit, hare, donkey, elephant...)

What animals hop? (rabbit, kangaroo, frog, hare...)

What animals do not make any noise at all? (rabbit, giraffe, butterfly, octopus, goldfish...)

Post-reading



Recap by playing the animation.



Whole class activity

Recite the poem with the right intonation and actions.

Session 3

Comprehension



Discuss the answers to the questions.

Encourage students to

- recollect what they know about rabbits: what they eat, how their ears look, how they move and the sound they make.
- demonstrate what the rabbit does with its nose and legs.
- analyse why the rabbit hops away, (natural way of movement, quick, timid animal, playful nature...)

Session 4

Going Further



Whole class discussion

(**21C:** Critical Thinking; **SDG** – Hunger, **STEM**, Integrated Learning: Science, Wellness, Multiple Intelligence, Naturalistic)

Encourage students to

1. come up with healthy foods animals eat and healthy foods people eat, expressing it through a drawing as well.
2. name animals that move quietly, as well as animals that make loud noises.

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

What Is It?

A. Multiple Choice Questions.

1. Which animal is being described in the poem?
 - a. Cat
 - b. Rabbit
 - c. Elephant

Ans: b

2. In what way does the rabbit move?
 - a. Runs fast
 - b. Flies in the air
 - c. Hops on the ground

Ans: c

3. Why are the rabbit's ears special?
 - a. They are long.
 - b. They are tiny.
 - c. They are colorful.

Ans: a

B. Read the lines and answer the questions.

1. *What is he—
Can you guess?
I feed him carrots
And watercress.*

- a. What does the speaker feed the animal?
- b. What does the speaker ask the reader to do?
- c. Why do you think the speaker feeds the animal carrots and watercress?

Ans: a. The speaker feeds the animal carrots and watercress. b. The speaker asks the reader to guess the name of the animal. c. The speaker feeds the animal carrots and watercress because rabbits love to eat them.

2. *His ears are long,
His tail is small—
And he doesn't make any
Noise at all!*

- a. How are the animal's ears and tail described in the poem?
- b. How does this animal talk to others in a special way?

Ans: a. The animal has long ears and a small tail. b. The animal does not make any noise. It communicates silently through body language.

C. Answer the questions.

- a. In the poem, what does a rabbit eat?

Ans: A rabbit eats carrots and watercresses.

- b. What are the special features of the rabbit?

Ans: The special features of the rabbit are tall ears, twinkly nose, and tiny tail.

- c. How does the poem help us guess the animal?

Ans: The poem describes its ears, tail, nose, food, and the way it moves.

D. Think and answer.

How do the naming words, the describing words, and the action verbs help us to answer the question in the title of the poem, '*What Is It?*'

Ans: The naming words are the things about the animal, the describing words tell us how something looks or feels, and the action verbs tell us what the animal does.



STUDENTS' BOOK ANSWER KEY

What Is It?

Comprehension

- A.** 1. watercress 2. tall 3. fast 4. no

- B.** 1. The rabbit moves his nose side to side and hops with his legs. *Free response*
2. The rabbit is scared or he wants to go play or hide.

Enjoying the Poem

1. pop and hop 2. mail and tail 3. wall and small

Vocabulary

1. ears
2. eyes
3. nose
4. tongue
5. hands

Going Further

1. *Suggested answer*

Here are some healthy foods that animals eat.

Cows eat grass. Monkeys eat bananas.

Here are some healthy foods that people eat.

apples, carrots

2. *Suggested answer*

Cats, owls and deer move quietly. Quiet animals do not want to be seen by other animals. Loud animals make sounds to talk to or scare others.

SAMPLE COMPREHENSION PASSAGE WITH QUESTIONS AND ANSWERS

Read the Passage.



Owls are birds that come out at night. They have big eyes and can see in the dark. Owls live in trees and barns. They make a “hoot hoot” sound. Owls fly quietly and hunt small animals like mice and bugs. They can turn their heads to look behind them. Baby owls are called owlets. Many people think owls are wise birds. Owls are fun and interesting to learn about!

A. Answer the following.

1. When do owls come out?

2. Where does an owl live?

3. What sound does an owl make?

4. What are baby owls called?

B. Choose the correct answer.

1. What does the word “hoot” mean in the sentence below?

They make a ‘hoot hoot’ sound.

- a. A happy dance
- b. A bird sound
- c. A kind of food

Answer Key

- A. 1. Owls come out at night. 2. Owls live in trees and barns.
3. An owl makes a “hoot hoot” sound. 4. Baby owls are called owlets.
- B. 1. b