

LESSON PLAN

Unit: Mei Plants a Seed

Subject: English

Teacher's name:

Class: II

CURRICULAR GOALS

Reading

CG-9: C-9.1 Listens to and appreciates simple songs, rhymes, and poems

CG-9: C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline, and what the author wants to say

CG-9: C-9.6 Narrates short stories with clear plot and characters

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

Writing

CG-10: C-10.8 Writes a paragraph to express their understanding and experiences

Listening/Speaking

CG-9: C-9.3 Converses fluently and can hold a meaningful conversation

CG-9: C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others

Pronunciation

CG-10: C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segments words into phonemes/syllables

Lesson Objectives (LO)

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

1. Infer the importance of honesty, integrity and perseverance.
2. Discuss Mei's actions and the support of her elders.
3. List the sequence of events.
4. Discuss why honesty is important in leadership.
5. Identify singular and plural nouns.
6. Identify gender.
7. Match words with their antonyms.
8. Listen to a conversation and identify the target places.
9. Role play a given scene.
10. Describe a person with verbal clues.

NCF/NEP FEATURES

21C skills: Creativity, Critical Thinking, Communication, Collaboration

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Integration

Social Emotional Learning

Values

Resources

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

Scope

- Pre-reading
- Reading
- Post-reading
- Embedded questions
- HOTS (Higher Order Thinking Skills)
- Interactive activities; Animation
- Assessments (AFL; AAL; AFL)



Rationale / Purpose

Sessions 1–3

Pre-reading

Allow free response and encourage students to explain their stand.

(21C: Critical Thinking; Communication; Collaboration; Social-Emotional Learning)

 This introduces students to the central theme of truth and honesty and nudges them to evaluate the situation and arrive at conclusions.

Ensure complete student-participation in the discussions.

Reading

Teaching Strategies:

Prediction (analysis), *Deduction* (AAL), *Inference* (Critical Thinking), Collaborative learning, *Think-Pair-Share*

Language-development

Higher-Order-Thinking

LO: 1–4

 Let students listen to the audio track / while the teacher reads the text.

Deduction

Why was Mei especially happy? (She was sure to take good care of the seed as she loved gardening and knew how to take care of plants) *Why didn't Mei give up?* *What does this tell us about her?* (She was hard working and kept trying to get the best results) *Who do you think supported Mei in her honesty?* (Her parents; they went along with her to the palace so that she would not feel nervous while speaking to the king)

Embedded question 1. What do you call a seed in your home language?
(Ans. Free response.)

 This integrates with multilingualism and fosters inclusivity.

Inference

How did Mei feel when she saw other children's plants?

What qualities did Mei show by bringing an empty pot?

Embedded question 2. How do you think Mei feels when her seed does not grow?

a. worried b. angry (Ans. a)



Embedded question 3. Say True or False—Mei's parents think she is brave and honest. (Ans. True) (IL: Values)

 This nudges students towards recognising the target values and associating with real-life.



Language – development (Vocabulary)

Deduction —Think-Pair-Share

Encourage students to deduce the meanings of the given words.

1. Students find the sentences with the target words in the story.
2. Next, they deduce the meaning from the context and accompanying words.
3. They work in pairs and come up with an example sentence for each of the words and share with the class.
4. The rest of the class corrects them if required.

Word / Phrase	Sentence in the story	Meaning	Example sentence
contest	The King announced a special <u>contest</u> to select a child to be the next ruler.	a competition	
excited	Children all over the kingdom were <u>excited</u> .	showing happiness and eagerness	
nervous	Mei felt <u>nervous</u> , but she knew she had done her best.	feel worried and unsure	
vanished	He smiled and nodded, but when he reached Mei, his smile <u>vanished</u> .	disappeared	

Embedded question 4. Why did the king smile when he heard Mei's reply?

(Ans. He smiled because Mei told the truth and did not lie about growing a plant.)



Taking it further (HOTS).

What would have happened if Mei had been dishonest as well? How can we be honest in our daily lives? (Telling the truth if we have done something wrong; returning lost items; completing work honestly; keeping promises; following rules while playing...)

If you were the king, what kind of test would you give to the children? (free response)

Post-reading

A Recap by playing the animation.

Role-play: let students act out different parts of the story. Encourage students who are shy and not proactive in class to participate in the role-play.

(IL/Art; COL)

Sessions 4–6

Comprehension

Discuss the answers to the questions.

Encourage students to analyse the given sentences and answer the questions.

Sessions 7–8

Grammar: Nouns: number and gender

Interactive activity

LO: 5–6

Singular and Plural Nouns

Begin by writing the following sentence on the board: *The man saw a bear in the forest.*

Let students identify the nouns: Can you spot the naming words?

Recall what a noun is (name of a person, place, thing, or animal).

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

Ask students:

Do you find a difference between the first word and the second one?

Elicit from the class that there is an -s in the second word.

Tell students:

We use a noun to name one person, one place, one thing or one animal. (*cow, horse, house, cat...*)

We add an 's' to a noun when there is more than one. (*many / two cows*)

Next, ask students to name objects that you show them. (*Note: You may bring different objects and show them. Bring only a single object of some and more than one of some other objects.*)

Explain the use of 'es', 'ies', 'ves' with the help of the input given in the reader.

Gender

Follow the input given in the reader.

Activity

Materials Needed:

- Four boxes labelled: Masculine, Feminine, Common, Neuter
- A set of noun picture cards or word cards (king, queen, child, table, lion, nurse, pen, parent...)
- Floor space for relay setup

Instructions:

1. One student from each team runs to the pile, picks a card, reads it aloud, and decides which gender it belongs to.
2. They run to place the card in the correct box.

3. Continue until all cards are sorted.
4. After the game, open each basket and review the answers with the class

A Play the interactive activity on the Teacher's Portal

Resources: Interactive activity

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

Sessions 9–10

Vocabulary

LO: 7

Draw a table with the following words on the board. You may add more words.

short	old
thin	sweet
cold	heavy
new	thick
light	tall
sour	hot
high	low

Guide students to match the two columns.

Ask the class to find out the relation between the words in the two columns. Elicit that the words are opposite of each other.

Brainstorm for a few more examples and list them on the board.

Sessions 11–12

Listening; Speaking; Pronunciation; Spelling

LO: 8, 9

Follow the input given in the reader.

Session 13

Writing

LO: 10

Draw a sample card filled with imaginary details, on the board.

Read it aloud and demonstrate how to turn the information into a paragraph.

My friend's name is Dina. She is 7 years old. She is from Goa and lives in Delhi. She likes to read books. She wants to be a pilot when she grows up.

Pair students who know each other, or mix stronger writers with those needing support.

Sessions 14–15

Project

LO: 9



Follow the inputs given in the reader.

The activity fosters experiential learning and integrates with science. The task focusses on 21st C skills like creativity and communication.

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

Mei Plants a Seed

A. Choose the correct option.

1. *Why was Mei excited about the contest?*

- a. She loved gardening.
- b. She wanted to be rich.
- c. She knew her seed was special.

Ans. a

2. *How did the other children's plants grow?*

- a. They did not grow at all.
- b. They grew into tall plants.
- c. They bore big fruits.

Ans. b

3. *Why did the king's smile vanish when he saw Mei's pot?*

- a. The king was surprised to see an honest child among the children.

- b. The king was shocked to see that Mei was unable to grow a plant.
- c. He was disappointed that Mei was not like the other children.

Ans. a

B. Read the lines and answer the questions.

1. *They laughed and showed off the big green leaves and bright flowers.*

- a. Who laughed and why?
- b. Would their joy last long? Why?
- c. What message does this story give?

Ans. a. The children laughed because they thought the king would be happy with the way they had grown the seeds. b. Their joy would not last long because the king would know the truth about them soon. c. This story tells us that being honest and truthful is the right thing to do.

2. *Six months later, the day came to return to the palace.*

- a. Who had to return to the palace?
- b. What did they carry with them?
- c. Who tested them in the palace and what did they test them on?

Ans. a. The children with their pots had to return to the palace. b. All the children carried their pots with their beautiful plants but Mei carried an empty pot. c. The king tested them on their honesty in the palace.

C. Answer the questions.

1. *What did Mei do after she brought the seed home?*

Ans. After she brought the seed home, Mei picked her best flowerpot. She added fresh soil to the pot and gently planted the seed. Every day, she watered it and made sure it got plenty of sunlight.

2. *What did Mei do when her seed did not grow?*

Ans. Mei tried her best by planting the seed in fresh soil, giving it sunlight and water, and even using different pots. But when nothing grew, she still decided to take her empty pot to the King, showing honesty.

3. *Why were the other children's plants growing, but Mei's was not?*

Ans. The seeds given by the King were cooked and could not sprout. The other children planted different seeds instead of the ones given by the king. Mei was the only child who was truthful and presented the real seed, even though it did not grow.

D. Think and answer.

1. *What do you think would have happened if all the children had been honest like Mei?*

Free response; Suggested ans. If all the children had been honest, they would have brought empty pots to the palace. The King would then have had to choose the next ruler based on another quality, such as kindness, patience, or hard work. This would have shown that honesty was common in the kingdom.



STUDENTS' BOOK ANSWER KEY

Mei Plants a Seed

Pre-reading

It is a lie.

Comprehension

- A.** 1. T 2. F 3. T 4. F 5. T
- B.** 1. b
2. a. She is careful and kind to plants.
b. She works hard and tries her best.
3. a. The king said it to all the people.
b. He said this because Mei told the truth and was honest. This was the kind of ruler the king wanted for his people.
4. a. Mei smiled even though her pot was empty because she was happy that the king chose her for being honest.
b. before: sad and nervous now: happy and proud
- C.** 1. She watered it every day and made sure it got plenty of sunlight.
2. Mei was brave to go to the palace with an empty pot because she did not know that the others had lied about their plants. She thought that she had not completed the task that the king had given her.

Grammar

- A.** 2. foxes 3. matches 4. babies 5. chairs 6. leaves 7. butterflies
8. tables
- B.** **Masculine** **Feminine** **Common** **Neuter**
son niece patient sea
brother sister child book
nephew daughter doctor pen
singer road
bat
bus
leaf

Vocabulary

2. old
3. low
4. heavy
5. sweet
6. long

Word Attack!

Planted means you put a seed in the soil. A plant is what grows from the seed—like a flower or tree.

So, first you plant a seed and then it grows into a plant.

Listening

Listening Text

Yan: Hi, Mei! Welcome to Songyang School! Let me show you around the school.

Mei: Thanks, Yan!

Yan: This is the Primary Section. That is our classroom, Class 2B.

Mei: I like it. It looks bright and cheerful!

Yan: Classes 1 to 5 are all in this building. Now let's go down the corridor. This is our library.

Mei: So many books!

Yan: And that's the playground. See the basketball court in that corner? Our PT period is on Friday. We can take bats and balls and other games from the PT Room. But make sure you return anything you take!

Mei: I will! Thank you for taking me around, Yan.

Yan: You're welcome, Mei. I hope you will like it here.

Answers: Primary Section / Classroom 2B / Library / Playground / PT room

Spelling

- | | | | |
|---------|---------|---------|----------|
| 1. fly | 2. run | 3. wire | 4. coin |
| 5. home | 6. time | 7. bush | 8. count |

Writing

Free response

WORKSHEETS

MEI PLANTS A SEED

GRAMMAR

Name of Student: _____

Class: _____

A. Change the gender of the underlined word and rewrite the sentence.

1. The waiter served us food.

2. The princess rode a white horse.

3. The little girl was playing with the puppies.

4. The lion roared loudly.

5. The queen smiled at the people.

6. Father drove us to school.

B. Write the plural forms of the given words.

1. knife	
2. card	
3. loaf	
4. torch	
5. wish	
6. desk	
7. shoe	
8. dish	

Complete the sentences with the opposite of the underlined words.

1. This paper is rough but that one is _____ .
2. I will not be able to climb this tall tree. Let me climb that _____ one.
3. It is too dark in here. Let us go out where it is _____ .
4. Tanu looks weak. He needs to become _____ .

Name of Student: _____

Class: _____

A. Read the information on the card and write a few sentences about Maya.

Full name: Maya

Age: 8 yrs

Where she is from: Bengaluru

Where she lives now: Chennai

What she likes to do: Play chess

What she wants to be when she grows up: Doctor

ANSWER KEY TO THE WORKSHEETS

MEI PLANTS A SEED

Answer Key to grammar worksheet

- A. 1. waitress 2. prince 3. boy 4. lioness 5. king 6. Mother
- B. 1. knives 2. cards 3. loaves 4. torches 5. wishes 6. desks
7. shoes 8. dishes

Answer Key to vocabulary worksheet

1. smooth 2. short 3. bright 4. strong

Answer Key to writing worksheet

Free response

LESSON PLAN

Poem: What is a Rainbow?

Subject: English

Teacher's name:

Class: II

CURRICULAR GOALS

Reading

CG-9: C-9.1 Listens to and appreciates simple songs, rhymes, and poems

CG-10: C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segments words into phonemes/syllables

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

Lesson Objectives (LO)

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

1. List the colours of a rainbow.
2. Relate to the child-like curiosity.
3. Identify the literary devices.

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

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

Scope

- Pre-reading
- Reading
- Post-reading
- HOTS (Higher Order Thinking Skills)
- Interactive activities; Animation
- Assessments (AFL; AAL; AFL)



Rationale / Purpose

Sessions 1–3

Pre-reading

Generate a discussion the rainbow.

Have you seen a rainbow? How does it look? Is it colourful? Do you remember the colours in a rainbow?

Summary: The speaker is curious about the rainbow. They wonder if fairies paint the rainbow with their magical brushes in the sky, using colours from the setting sun and morning light.

The speaker then lists some of the beautiful colours—blue, green, orange, violet, and red—that are spread across the sky. In the end, the speaker asks again if anyone can truly explain what a rainbow is and where it disappears. The poem captures the wonder and imagination of a child looking at nature's beauty.

Reading

Teaching Strategies: *Inference* (Critical Thinking), Collaborative learning, *Think-Pair-Share*

LO: 1–3

Language-development

Higher-Order-Thinking



Let students listen to the audio track / read the poem using the right expression, intonation and pronunciation.



Inference

Why does the speaker talk about fairies painting the rainbow? (the colours appearing on the sky seem magical) *Why is the poem full of questions?* (It wants to show the curiosity of the speaker)

Language – development (Vocabulary)

Think-Pair-Share

Deduction

List the words that tell us that the child finds the rainbow magical.

- fairy artists – feels as if fairies had created the rainbow
- magic brushes – sees the rainbow as painted using magical tools
- fairy dye – sees the colours as charming and special
- across the heavens spread – finds the rainbow to be vast and magical in the sky



Taking it further (HOTS)

Why do you think the speaker asks the same question at the beginning and the end of the poem? (is still not sure and is filled with wonder at the sheer magical appearance of the rainbow)

Literary devices

Rhyme scheme: Each stanza carries a different rhyme scheme: AABA; ABAB; ABCBDEFE; AABA

Repetition: What is a rainbow; Where does it go

Post-reading

A Recap by playing the animation.

Imagine you are a fairy painting the rainbow. What colours will you use?

Share with the class: *What other things in nature do you think are magical like the rainbow?*
(Free response)

Sessions 4–5

Comprehension

Discuss the answers to the questions.

Encourage students to recall what they have read while they answer. They may refer to the poem if required.

Going Further

1. Let students share their thoughts with their partners.

 This fosters critical thinking and creativity. Let students share their choice with the class and the reason for their preferences.

2.  The task integrates with EVS. Students are led into analytical learning. This introduces the idea that beautiful phenomena like rainbows have real scientific explanations, sparking early interest in science. This task also connects to real-life experience.

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 a Rainbow?

A. Choose the correct option.

1. *What is the poem about?*
 - a. how rainbows are formed
 - b. fairies and their magic
 - c. a child's curiosity about rainbows

Ans. c

2. *Who does the speaker think paints the rainbow?*
 - a. human artists
 - b. fairy artists
 - c. child artists

Ans. b

3. *Which of the following colours is NOT mentioned in the poem?*
 - a. red
 - b. yellow
 - c. violet

Ans. b

B. Read the lines and answer the questions.

Do they get their colours

From the setting sun

And mix them with the dawn lights

- a. What is being spoken about, here?
- b. What does the speaker want to know?
- c. What colours does the speaker mention in the poem?

Ans. a. The rainbow is being spoken about, here. b. The speaker wants to know where the fairy artists get the colours from, to paint the rainbow. c. The speaker mentions blue and green and orange, violet and red.

C. Answer the questions.

1. *Why does the speaker ask the same question at the beginning and end?*

Ans. The speaker asks the same question at the beginning and end because they are filled with wonder. This shows that the question remains unanswered in the mind of the speaker.

2. *Why is the poem, 'What is a rainbow', full of questions?*

Ans. The poem is full of questions because the speaker does not know much about the rainbow and is curious to know all about it. So, the speaker keeps looking for answers to clear their doubt.

D. Think and answer.

How does the speaker and the poem make the rainbow seem magical?

Ans. The poem describes fairies painting the rainbow with magic brushes, using fairy dye. The speaker wonders if the fairy artists get the colours from the setting sun and early morning light.



STUDENTS' BOOK ANSWER KEY

What is a Rainbow?

Comprehension

- A.**
1. The fairy artists paint the rainbow.
 2. They get colours from the setting sun and the dawn lights.
 3. The colours mentioned in the poem are blue, green, orange, violet and red.
 4. The speaker asks this because the rainbow disappears and the speaker wants to know where it goes.
 5. They mix the colours when they paint the rainbow in the sky.
- B.**
1. Do the fairy artists / Paint it on the sky / With their magic brushes / Dipped in fairy dye?
 2. *Free response. Sample answers:* I like the idea that fairies paint rainbows because it sounds magical and fun. / I like the idea that rainbows come from sunlight and rain because that is what really happens.

Enjoying the Poem

1. Yes, it feels like the speaker is talking to me. It makes the poem fun and friendly.
2. *Free response*

Vocabulary

1. dip
2. mix
3. spread
4. splash

Going Further

1. *Free response*
2. A rainbow appears when sunlight shines through raindrops. The light bends and breaks into different colours. That is how we see a rainbow in the sky.

SAMPLE COMPREHENSION PASSAGE WITH QUESTIONS AND ANSWERS

Read the Passage.

It was bright summer morning. Birds were chirping from trees and a cool breeze was gently blowing into Sudha's room making her smile. "How beautiful everything looks!" Sudha thought. She walked into the garden and watered the plants. She was happy to see many colourful butterflies flying from flower to flower. Some were yellow, some were blue, and some had red and black wings.

Sudha watched as a butterfly landed on a pink rose. It moved its wings slowly and drank sweet nectar from the rose. "Wow!" Sudha said. "Butterflies are amazing!"

Then, she saw a tiny green caterpillar on a leaf. "One day, you will become a butterfly too!" Sudha whispered. She smiled and skipped back home, thinking about the beautiful butterflies.

A. Complete the sentences.

1. Sudha could hear _____.
2. Sudha felt _____.
3. Sudha saw _____.

B. Make sentences of your own with

- a. amazing b. whisper

Answer Key

- A. 1. the birds chirping 2. happy
3. colourful butterflies flying from flower to flower. Then, she saw a tiny green butterfly on a leaf
- B. *Free response*