

**UNIT 1 – HOUSE HOLD ARTICLES**

**Overall Objectives:** 1. read the lesson with comprehension after the teacher.  
2. To know about a house hold articles

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods																																								
<p>Students will activate their background knowledge about the topic</p>	<p><b>PREPARATORY ACTIVITY</b> Teacher begins the class with the warmup activities as suggested in the book. 1) Teacher recites / reads the poem <b>'THE CLOCK OF LIFE'</b>. Students listen and say answers related to Questions of this poem. 2) Teacher shows a picture of house. And suggests to write the names of the household articles in the right col</p> <table border="1" data-bbox="228 569 743 846"> <tr> <td>Chair</td> <td>curtain</td> <td>bucket</td> <td>telephone</td> <td>TV</td> </tr> <tr> <td>spoons</td> <td>stove</td> <td>tap</td> <td>Dining table</td> <td>bowl</td> </tr> <tr> <td>pillow</td> <td>alarm clock</td> <td>cooker</td> <td>glass</td> <td></td> </tr> <tr> <td>shower</td> <td>sofa</td> <td>table</td> <td>bed</td> <td></td> </tr> <tr> <td>Livingroom</td> <td>Kitchen</td> <td>Bedroom</td> <td>Bathroom</td> <td>Dining hall</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>3) Do you know the lesson "HOUSEHOLD ARTICLES"? Today let us know about this lesson</p>	Chair	curtain	bucket	telephone	TV	spoons	stove	tap	Dining table	bowl	pillow	alarm clock	cooker	glass		shower	sofa	table	bed		Livingroom	Kitchen	Bedroom	Bathroom	Dining hall																<p>1. Text book 2. Note book 3. picture of a house/ household articles</p>	<p>Observation: Observation schedule</p>	<p>Were all the students actively involved in my class</p> <p>What changes would I like to make in my teaching?</p>	
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<p>Recognition of words and sentences and reading aloud skill will be developed</p>	<p><b>READING ALOUD BY THE TEACHER</b> Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation</p>	<p>Text book</p>	<p>To assess reading comprehension skill</p>	<p>What went well and what did not go so well in my class?</p>																																									

Students will be able to listen and comprehend the meanings of new words.	<p><b>INTRODUCING NEW WORDS</b></p> <p>Teacher introduces the meanings of new words through pictures / dictionary use / Kannada Equivalents.</p> <p><b>New words</b> - Household = domestic establishment, inmates of a house; Article = substance, commodity; Shower= a short fall of rain, hail or sleet; Curtain = cloth. hung as screen etc</p>	Dictionary / Pictures		How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details	<p><b>SILENT READING BY THE LEARNERS</b></p> <p>Teacher encourages the students to read the lesson silently and find answers for the following questions</p> <p>1) What's a plate for? 2) What's a mixer for?</p>	Text book		How many students were able to read silently?	
Students will learn to share their ideas in groups and present them to the whole class.	<p><b>COMPREHENSION CHECK (LET'S UNDERSTAND)</b></p> <p>The Teacher narrates the lesson by showing pictures and discussion method (poem, lesson, rhymes)</p> <p>Teacher will continue this lesson by showing pictures and explains a household article with discussion.</p>	Text book		Were the students actively involved in my class?	
Students will be able to repeat the words aloud after the teacher	<p><b>GRAMMER POINTS</b></p> <p>Teacher says these words aloud. Students repeat after him/ her.</p> <p>1) fill –feel dip –deep pull – pool 2) slip –sleep bit –beet ship –sheep 3) fit –feet will –wheel full - fool</p>	Text book Note book	Observation: Observation schedule	What changes. would I like to make in my teaching?	

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
<p>Students will acquire the ability to write in the boxes and to identify the pictures and discuss About ads. And sing / enjoy the rhymes</p>	<p><b>i. Fill in the boxes (on page No.9)</b>            Ex.: TOOTH BRUSH            1). N _ _ L C _ TT _ R            2). T _ _ THP _ _ TE            3). _ _ _ E _            4). T _ _ _ S            5). _ _ _ P            6). _ _ _ B            7). _ I _</p> <p>ii. Identify the pictures and say their names aloud. (on page No.5)            iii. Bring to the class at least 3 pieces of ads taken from any news paper. Discuss how the ads are written with the help of the teacher.            iv) Sing and enjoy the rhyme / rhymes as suggested in the lesson</p>	<p>Note book</p>	<p>Observation:            Observation Schedule</p>	<p>- How do I feel about the just concluded class?            - Am I happy/ satisfied / Disappointed?            - Why do I feel so?</p>	
<p>Students will construct meaningful phrases and sentences.</p>	<p><b>ASSIGNMENT</b>            1) prepare a picture album of household articles and write their names under the pictures.            2) Solve all exercises / activities / tasks of the lesson / work book.</p>	<p>Questions bank</p>	<p>Observation: Observation schedule</p>		

## UNIT 2: BUILDINGS

- Overall Objectives:** 1) To read the lesson with comprehension after the teacher  
2) To know about buildings

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students' will activate their background knowledge about the topic	<p><b>PREPARATORY ACTIVITY</b> Teacher begins the class with warm up activities as suggested in the book.</p> <p>1) Teacher recites / read the poem "THE ROCKS". Students listen, and then reply with short answers related questions of this poem.</p> <p>2) Teacher asks few questions and expect answers from the students</p> <p>a) Did you see the nests of birds? b) Where did they build them? c) Say something about your house? d) Did you know the lesson "BUILDINGS"? Today let us know about this</p>	Text book Questions bank	Observation: Observation schedule	<p>* Were all the students actively involved in my class?</p> <p>* What changes would I like to make in my teaching?</p>	
Recognition of words and sentences and reading aloud skill will be developed.	<p><b>READING ALOUD BY THE TEACHER</b> Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.</p>	Text book	To assess the reading comprehension skill	What went well and what did not go so well in my class?	
Students will be able to listen and comprehend the meanings of new words	<p><b>INTRODUCING NEW WORDS</b> Teacher introduces the meanings of new words through pictures / dictionary use / Kannada equivalents.</p> <p>New words- Building = house or other structure with roof and walls; Nest = bird's lair; Slender = thin; Horrified = shocked very much etc.</p>	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will acquire the ability to read the text silently and understand the main theme and supporting details.	<b>SILENT READING BY THE LEARNERS</b> Teacher encourages the students to read the lesson silently and find answers for the following questions. 1) Where does the rook build their nests? 2) Are their nests made of paper?	Text Book		How many students were able to read silently?	
Students will learn about the gymnastic clock and share their ideas in pair / group and present them to the whole class	<b>COMPREHENSION C1-JECK (LET'S UNDERSTAND)</b> Teacher narrates the lesson by showing pictures and discussion method (poem, lesson, story). Teacher will continue this lesson by showing pictures and explain about buildings with discussion	Text Book		Were the students actively involved in my class?	
Students will be able to write plural forms of the words.	<b>GRAMMAR POINTS</b> Write plural forms of the followings: 1) building 2) next 3) rook 4) house 5) mirror 6) ant	Text Book	Observation: Observation schedule	What changes would I like to make in my teaching?	
Students will acquire the ability to write the words / sentences / answers and read and enjoy the poem / lesson.	1) Complete the passage by choosing appropriate words from brackets (Page No.23). 2) Read and enjoy the poems and the lesson (Page No.24, 25, 26). 3) Match and write each question with the correct answer by going through the lesson care fully (Page No.29) 4) Solve all questions of the lesson and work book.	Questions bank Text Book	Observation: Observation schedule	How do I feel about the just concluded class?  Am I happy / satisfied / disappointed?  Why do I feel so?	
Students will construct meaningful phrases and sentences	<b>ASSIGNMENT</b> Answer the following questions. 1) Can the rooks build their nest? 2) They are up before the _____? 3) How they build their nest? 4) How do they look?	Questions Bank	Observation:-Observation schedule	How should I plan my next lesson?	

**UNIT3 – ENVIRONMENT**

**OVERALL OBJECTIVES:** 1). To say words or sentences regarding this lesson  
2). To know about the environment

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will activate their knowledge about the topic	<p><b>PREPARATORY ACTIVITY</b> Teacher. begins the class with warm up activities Topic. As suggested in the book 1) Teacher recites / reads the poem "IF ATRE COULD TALK". Students listen. Then the teacher asks would do to save environment related to this poem? 2) Teacher asks a few questions to get the statement of aim. i) Separate the given words and write them under the columns of _____ a) Good for environment b) Bad for environment (lake, forest, truck, trash, river, smoke, plastic, waste, water, high rise, trees, fresh air, oxygen, rain, buildings etc.) ii) What is environment? Today let us know about this lesson 'ENVIRONMENT'</p>	1) Text Book 2) Questions Bank	Observation: Observation Schedule	* Were all the students actively involved in my class?	
Recognition of words and sentences and reading aloud skill will be developed	<p><b>READING ALOUD BY THE TEACHER</b> Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.</p>	Text Book	To assess reading comprehension skill	* What went well and what did not go so well in my class?	
Students will be able to listen and comprehend meaning of the new words.	<p><b>INTRODUCING NEW WORDS</b> Teacher introduces the meanings of new words through pictures / dictionary use / Kannada equivalents New words- Chop = cut down; Environment =surrounding objects or circumstances; Trash -worthless stuff, rubbish; Fortunate = lucky etc.</p>	Dictionary / Pictures		* How many students were able to comprehend the meanings of new words?	

Learning objectives	Learning process (facilitating activities)	Material / Resources Required	CCE : Tools & Techniques	Teacher reflection	Periods
Students will acquire the ability to read the text silently and understand the main theme and supporting details	<p><b>SILENT READING BY THE LEARNERS</b> Teacher encourages the students to read the lesson silently and find answers for the following questions.</p> <p>1) Do you want to chop trees? 2) How do you protect the Earth?</p>	Text book		* How many students were able to read silently?	
Students will learn to share their ideas in groups and present them to the whole class.	<p><b>COMPREHENSION CHECK (LET'S UNDERSTAND)</b> Teacher narrates the lesson by showing picture and discussion method (poem or song, lesson, dialogue). Teacher will continue the lesson by showing pictures and explains about "environment" with discussion.</p>			* Were the students actively involved in my class?	
Students will learn to say /write a pair of words which have the same sound.	<p><b>GRAMMAR POINTS</b> Look at the following words. Make a pair of words which have the same sounds. too new won witch pair brake weather write two one break which whether know pear right</p>	Words chart	Expression – speaking	* What changes would I like to make in my teaching?	
Students will acquire the ability to read the song and the lesson and dialogue. And also they will acquire the ability to say the dialogue	<p>1) Read and enjoy the song and lesson ( page no. 36 and 39) 2) Read the pictures and say about the weather ( page no. 35) 3) Read the dialogue and take role in pairs. Say them taking roles. (page no. 46, 47 and 48) 4) Solve all questions / exercises / activities of this lesson or work book.</p>	Text book Note book	Oral reading or expression- speaking	<p>* How do I feel about the just concluded class? * Am I happy /satisfied / disappointed? * Why do I feel so?</p>	
Students will construct meaningful phrases and sentences	<p><b>Assignment</b> 1). Would you like to chop trees? 2). Would you like to protect the earth? 3). What are the meanings of the words Reduce, Reuse And Recycle? 4). Write a letter on behalf of the tree and river and expressing thanks to the Government of Karnataka and say gist of the letter</p>	Questions bank	Observation- Observation schedule	* How should I plan my next lesson?	

**UNIT 4: TRAVEL**

**Overall object:** 1). To know about the lesson "travel" meaningfully.  
2). To write answers to the questions and copy writing

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will activate their background Knowledge about the topic	<p><b>PREPARATORY ACTIVITY</b> Teacher begins the class with warm up activities as suggested in the book.</p> <p>1) Teacher recites / reads the poem "SAFETY FIRST". Students listen and then answer orally to the questions. 2) Teacher asks a few questions to get the statement of aim) Did you see traffic signals? ii) Do you know how to cross the road? iii) Why do we have zebra crossings on the busy roads? iv) How do you go from one place to another place? v) What is the meaning of the word "travel"?</p> <p>Today let us know about the lesson TRAVEL.</p>	Text book	Expression- speaking Written~  written Questions	* Were all the students actively involved in my class?  * What changes would I like to make in my teaching?	
Recognition of words and sentences and reading aloud skill will be developed.	<p><b>READING ALOUD BY THE TEACHER</b> Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.</p>	Text book	To assess reading comprehension skill	* What went well and what did not go so well in my class?	
Students will be able to listen and comprehend the meanings of new words.	<p><b>INTRODUCING NEW WORDS</b> Teacher introduces the meanings of new words through pictures / dictionary use / Kannada equivalents. New words- Travel =make journey; Wait a bit = wait for some time; Escalator = moving stairs; Step off = moving out etc.</p>	Dictionary / Pictures		* How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.	<p><b>SILENT READING BY THE LEARNERS</b> Teacher encourages the students to read the lesson silently and find answers for the following questions.</p> <p>1) What do the three colours (traffic signals) say? 2) Where is the "Namma Metro"?</p>	Text book		* How many students were able read silently?	



Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will learn to share their ideas in groups and present them to the whole class.	<b>COMPREHENSION CHECK (LET'S UNDERSTAND)</b> Teacher narrates the lesson by showing pictures and discussion method (poem, Namma Metro etc.). Teacher will continue the lesson by showing pictures and explain about "Travel" with discussion.			* Were the students actively involved in my class?	
Students will be able to write the words in order.	<b>GRAMMAR POINTS</b> Put the words in order. 1) to / I'd / ride / a / bike / like 2) like / sail / a / boat / I'd / to 3) I'd / to / a / bus / like / drive 4) fly / like / I'd / to / a / plane 5) a / rocket / launch / to / like / I'd	Text book	Observation-Observation schedule	* What changes would I like to make in my teaching?	
Students will acquire the ability to write the answers on given topics.	1) Fill in the blanks choosing from the ones given in brackets (on Page No.60). 2) Correct the mistake in each line (on Page No.61) 3) Copy the following sentences in the four-lined book. i) I want to make memories all over the world. ii) My favorite thing is to go where I have never been. iii) I have left my heart in so many places. 4) Write answers on the given remaining questions / exercises / activities of the lesson / work book.	Text Book  Note Book	Written- Written Questions	* How do I feel about the just concluded class?  * Am I happy / satisfied / disappointed?  * Why do I feel so?	
Student will construct meaningful phrases and sentences.	<b>ASSIGNMENT</b> Answer the following questions. ... 1) Why do vehicles have a horn or a bell? 2) Write the summary of the poem "Safety First". 3) What is our train called? 4) Solve the riddles (on Page No.63)	Questions bank	Written- Written Questions	* How should I plan my next class?	

**UNIT 5: HOBBIES**

**Overall Objects:** 1) To know about Good Hobbies and follow them.  
2) To read and enjoy the poem and the lesson.

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will activate their background knowledge about the topic	<p><b>PREPARATORY ACTIVITY</b> Teacher begins the class with warm up activities as suggested in the book</p> <p>1) Teacher recites / read the poem "MY HOBBY". Students listen, then answer orally to the questions.</p> <p>2) Teacher shows the pictures of running, writing, swimming, drawing, singing, painting, stamp collecting, coin collecting etc.</p> <p>i) What are these (pictures) called? ii) What is the meaning of the word "hobby"? iii) What are your hobbies? iv) Do you know the poem "MY HOBBY" and the lesson "GOOD HOBBIES". Today let us know the lesson "HOBBIES"</p>	Text Book Pictures Questions Bank		<p>* Were all the students actively involved in my class?</p> <p>* What changes would I like to make in my teaching?</p>	
Recognition of words and sentences and reading aloud skill will be developed.	<p><b>READING ALOUD BY THE TEACHER</b> Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.</p>	Text book	To assess reading comprehension skill	* What went well and what did not go so well in my class?	
Students will be able to listen and comprehend the meanings of new words.	<p><b>INTRODUCING NEW WORDS</b> Teacher introduces the meanings of new words through pictures / dictionary use / Kannada equivalents. New words- Hobby = an activity which someone does for pleasure; Sketch = drawn; Serene = calm; Scientist = one who studies science; Invent = create something new etc.</p>	Dictionary / pictures		* How many students were able to comprehend the meanings of new words	

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will learn to share their ideas in groups and present them to the whole class.	<b>COMPREHENSION CHECK (LET'S UNDERSTAND)</b> Teacher narrates the lesson by showing pictures and discussion method (poem, lesson etc.) Teacher will continue the lesson by showing pictures and explain about "Hobbies" with discussion.			* Were the students Actively involved in my class?	
Students will able to write the words in order.	<b>GRAMMAR POINTS</b> Write opposite words of the following. 1). good 2) smart 3) friend 4) love 5) long 6) new 7) hard 8) sweet (dull, bitter, old, soft, enemy, short, bad)	Text book Note book	Observation-Observation schedule	* What changes would I like to make in my teaching?	
Students will acquire the ability to say the words and colour the picture and read the poem and the lesson.  Students will able to write answers for the questions	1) Teacher says these words, Listen. Then say the words aloud (on Page No. 67)  2) Some pictures are given below. Colour them as you like (on Page No. 70).  3) Read and enjoy the poem and the lesson. (Shri C.V. Raman)  4) Answer for the all remaining questions / exercises of the lesson or work book	Questions Bank	Observation-Observation schedule	* How do I feel about the just concluded class?  * Am I happy / satisfied / disappointed?  * Why do I feel so?	
Student will construct meaningful phrases and sentences.	<b>ASSIGNMENT</b> Answer the following questions 1) Two things are compared. what are they? 2) What is the enchanting sound? 3) What is the hobby of the speaker? 4) The speaker says he sits carelessly. Why?	Questions bank	Observation-Observation schedule	* How should I .plan my next lesson?	

**UNIT 6: FARMING**

Overall Objects: 1) To know and understand about the tools of farming  
2) To write answers for the questions correctly.

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will activate their background knowledge about the topic	<b>PREPARATORY ACTIVITY</b> Teacher begins the class with warm up activities as suggested in the book. 1) Teacher recites / read the poem 'IN THE FIELDS'. Students listen, and then answer orally to the questions. 2) Teacher shows some pictures of the following things to get 'statement of aim' Plough, pick axe, shovel, axe, a pair of shears, spade. 3) Did you know the lesson 'FARMING'? Today let us know the lesson FARMING.	Text book Pictures	Observation- Observation schedule	* Were all the students actively involved in my class?  * What changes would I like to make in my teaching?	
Recognition of words. and sentences and reading aloud skill will be developed.	<b>READING ALOUD BY THE TEACHER</b> Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text book	To assess reading comprehension skill	* What went well and what did not go so well in my class?	
Students will be able to listen and comprehend the meanings of new words.	<b>INTRODUCING NEW WORDS</b> Teacher introduces the meanings of new words through pictures / dictionary use / Kannada equivalents. New words- Raise = lift; Chew = bite food; Shear = cut the wool of a sheep; Bosom = chest etc.)	Dictionary / Pictures		* How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.	<b>SILENT READING BY THE LEARNERS</b> Teacher encourages the students to read the lesson silently and find answers for the following questions.  1) What was the colour of the cow? 2) What was the name of a farmer?	Text book		* How many students were able to read silently?	
Students will learn to share their ideas in groups and present them to the whole class	<b>COMPREHENSION CHECK (LET'S UNDERSTAD)</b> Teacher narrates the lesson by showing pictures and discussion method (poem, lesson, story etc). Teacher will continue this lesson by showing pictures and explain about "Forming" with discussion.			* Were the students actively involved in my class?	

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will be able to use 'a' or 'an' in the blanks (articles)	<b>GRAMMAR POINTS</b> Articles- Read the pictures (on Page No.88) Use 'a' or 'an' in the blanks. Use 'an' before the sounds a, e, i, o, u. One is done for you.	Text Book Note Book	Observation-Observation schedule	* What changes would I like to make in my teaching?	
Students will acquire the ability to write meaningful words / phrases or sentences.	1) Fill in the blanks. a) The little lamb had _____ b) The poet said, "Good morning, Mr. Horse". The horse said ____ c) When the poet saw the cow, she was _____ d) When the poet saw the horse it was _____ e) When the poet saw the little lamb, he _____  2) Write answers for the all questions or exercises / activities given in the lesson or work book.	Note Book Note Book	Written- Written questions	* How do I feel about the just concluded class?  * Am I happy / satisfied / disappointed?  *Why do I feel so?	
Student will construct meaningful phrases and sentences.	<b>ASSIGNMENT</b> Answer the following questions.  1) What did Hanumantha ask the sheep to call him?  2) Why did Hanumantha want the sheep?  3) What did Hanumantha sell?	Questions Bank	Written- Written questions	How should I plan my next lesson?	

**UNIT 7: PROFESSION**

Overall Objects: 1) To read and write the pictures of some professionals.  
2) To respect all professions and know value of each one.

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will activate their background knowledge about the topic	<b>PREPARATORY ACTIVITY</b> Teacher begins the class with warm up activities as suggested in the book 1) Teacher recites / read the poem "THE BALLOON MAN". Students listen, and then answer orally to the questions. 2) i) Teacher asks the questions to elicit correct answer by showing pictures of different types of professions. ii) Teacher asks a question one by one "What is your father"? iii) What are these called? iv) Did you know the lesson "Profession"? Today let us know the lesson "PROFESSION"	Text book Pictures	Observation- Observation schedule	* Were air the students actively involved in my class?  * What changes would I like to make in my teaching?	
Recognition of words, and sentences and reading aloud skill will be developed.	<b>READING ALOUD BY THE TEACHER</b> Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text book	To assess reading comprehension skill	* What went well and what did not go so well in my class?	
Students will be able to listen and comprehend the meanings of new words.	<b>INTRODUCING NEW WORDS</b> Teacher introduces the meanings of new words through pictures / dictionary use / Kannada equivalents. New words- Tug = a strong pull; Pretty = beautiful; Puzzled = confused; Realized = understood, etc	Dictionary Pictures		* How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details	<b>SILENT READING BY THE LEARNERS</b> Teacher encourages the students to read the lesson silently and find answers for the following questions. 1) When does the balloon man come to sell his balloons? 2) Where is a cobbler?	Text book		* How many students were able to read silently?	
Students will learn to share their ideas in groups and present them to the whole class.	<b>COMPREHENSION CHECK (LET'S UNDERSTAND)</b> Teacher narrates the lesson by showing pictures and discussion method (poem, lesson, pictures of some professions etc.).  Teacher will continue this lesson by showing pictures and explain about "Professions" with discussion.			* Were the students actively involved in my class?	

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will be able to add 'er' or 'r' to the doing words to make new words.	<b>GRAMMAR POINTS</b> Add 'er' or 'r' to the doing words below to make new words 1) fight _____ 2) dance _____ 3) speak _____ 4) ride _____ 5) write _____ 6) joke _____ 7) sing _____ 8) play _____	Text book Note book	Observation-Observation Schedule	* What changes would I like to make in my teaching?	
Students will acquire the ability to write words and professionals and answers	1) Read the given pictures. Write the suitable word for each picture in the first box and the correct number in the second box (on Page No. 97)  2) Pictures of some professionals are given in "A". Fill in columns " B ", "C" and "D" appropriately (on Page No. 103)  3) Complete the following table. One is done for you. (on Page No. 105)  4) Solve all questions / exercise / activities of the lesson or work book.	Text book Note book	Written- Written words  Observation-Observation schedule	* Did I involve all the students in today's class?	
Student will construct meaningful phrases and sentences.	<b>ASSIGNMENT</b> Answer the following questions  1) What different colours of balloons does the balloon man sells?  2) In the sports opening functions, balloons are flown in the sky. Why?  3) What did the Minister tell the king?	Questions Bank	Written- Written Questions	* How should I plan my next class?	





Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will learn to share their ideas in groups and present them to the whole class	<p><b>COMPREHENSION CHECK (LET'S UNDERSTAND)</b>            Teacher narrates the lesson by showing pictures and discussion method (poem, lesson, to read or identify the pictures and some musical instruments etc.).            Teacher will continue this lesson by showing pictures and explain about "Art" with discussion</p>			* Were the students actively involved in my class?	
Students will be able to fill in the blanks with the appropriate preposition.	<p><b>GRAMMAR POINTS.</b>            Fill in the blanks with the appropriate preposition (on Page No. 125).            Ex.- Keshamurthi is a well known Bharatanatyam dancer _____ (for / from) Kamataka etc.</p>	Text Book  Note Book	Observation-Observation schedule	* What changes would I like to make in my teaching?	
Students will acquire the ability to write letters words / sentences or answers with legible.	<p>1) Imagine you are the poet and complete the passage. Picture are give as clues (on Page No.111)            2) Write the names of the states related to the classical dance forms (on Page No.121)            3) Fill in the blanks to get the names of the musical instrument (on Page No.123)            4) Solve remaining all the questions / exercises / activities of the lesson or work book.</p>	Text book  Note book	Written-Writing Questions	<p>* How do I feel about the just concluded class?            * Am I happy / satisfied / disappointed?            * Why do I feel so?</p>	
Student will construct meaningful phrases and sentences.	<p><b>ASSIGNMENT</b>            Answer the following questions.            1) Two columns are given below. Complete the answers and match the columns in pairs (on Page No. 118)            2) Write the some invitation in your card (on Page No.128)            3) Let's make a card (on Page No.127)</p>	Questions Bank	Written-Written Questions	* How should I plan my next lesson?	



Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will learn to share their ideas in groups and present them to the whole class.	<b>COMPREHENSION CHECK (LET'S UNDERSTAND)</b> Teacher narrates the lesson by showing pictures and discussion method (poem / songs, lesson, dialogues etc.) Teacher will continue this lesson by showing pictures and explain about "Adventure" with discussion.			* Were the students actively involved in my class	
Students will be able to know about words of pronouns	<b>GRAMMAR POINTS</b> Pronouns (on Page No. 144 & 145) 1) Kamala is a ball badminton player. She trains others. "She" refers to Kamala } Here, she, he, it, you, yours, hers, his, hers, they, theirs are pronouns	Text book Note book	Observation-Observation schedule	What changes would I like to make in my teaching?	
Students will acquire the ability to read aloud and answer properly.	1) Teacher' reads .the lesson "Arunima Sinha; A Brave Soul". Children listen with book closed and answer orally, Then write 2) Read the dialogue. Take turns and read. 3) Read the passage. Write the summary of it in three sentences. (on Page No. 146) 4) Solve all remaining questions / activities / exercise of this lesson or work book		Oral reading (reading aloud) and answering	* How do I feel about the just concluded class?  * Am I happy / satisfied / disappointed?  * Why do I feel so?	
Student. Will construct meaningful phrases and sentences.	<b>ASSIGNMENT</b> Answer the following questions. 1) Write answers for the questions of the poem "Mountain" (on Page .No.133) 2) Look at the pictures (on Page No. 141). These are used by mountaineers. Write the names of them. 3) What do the mountaineers wear while climbing?	Questions Bank	Observation-Observation schedule	* How should I plan my next lesson?	

**UNIT 10: ADDITIONAL ACTIVITIES**  
**OVERALL OBJECTS:** 1) To read and understand the stories.  
 2) To sing the songs and enjoy  
 3) To have fun  
 4) To pronounce words well

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
Students will activate their background knowledge about the topic	<p><b>PREPARATORY ACTIVITY</b>            Teacher begins the class with warm up activities as suggested in the book. Teacher asks a few questions to get the statement aim.</p> <p>1) Have you read the stories? Say any one.            2) Did you want to sing the songs and enjoy?            3) Did you fill the empty segments of the caterpillar with words having the same meaning?            4) Did you say or pronounce the words well after me?            Today let us know or learn more about this lesson <b>ADDITIONAL ACTIVITY</b>.</p>	Text book Pictures Questions bank	Observation- Observation schedule	<p>* Were all the students actively involved in my class?</p> <p>* What changes would I like to make in my teaching?</p>	
Recognition of words and sentences and reading aloud skill will be developed.	<p><b>READING ALOUD BY THE TEACHER</b>            Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.</p>	Text book	To assess reading comprehension skill	* What went well and what did not go well in my class?	
Students will be able to listen and comprehend the meanings of new words.	<p><b>INTRODUCING NEW WORDS</b>            Teacher introduces the meanings of new words through pictures / dictionary use / Kannada equivalents.            New words- Linger = be slow to depart, seem long, stay about;            Slumber = sleep; Segment = part cut off, section portion; Dirt = any filthy substance.</p>	Dictionary / Pictures		* How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.	<p><b>SILENT READING BY THE LEARNERS</b>            Teacher encourages the students to read the lesson silently and find answers for the following questions.</p> <p>1) What was still lingering in his mind?            2) "Pair, air, care, rare" pronounce these words</p>	Text Book		* How many students were able to read silently?	

Learning objectives	Learning process (Facilitating activities)	Material / Resources Required	CCE: Tool & techniques	Teacher reflection	Periods
students will learn to share their ideas in groups and present them to the whole class.	<b>COMPREHENSION CHECK (LET'S UNDERSTAND)</b> Teacher narrates the lesson one by one 1) Read the stories 2) Sing the songs 3) Have Fun 4) Pronounce words well] with discussion (or singing the songs) by showing pictures. Students will follow it and understand the lesson and take part in discussion.			* Were the students actively involved in my class?	
Students will be able to say more words.	<b>GRAMMAR POINTS</b> Say more such words- 1) <u>pay, spot, rap</u> ----- 2) <u>box, above, rub</u> ----- 3) <u>take, attend, spot</u> -----	Text book Note book	Observation - Observation schedule	* What changes would I like to make in my teaching?	
Students will acquire the ability to fill the empty segments and listen and say the words after the teacher and pronounce well.	1) Fill the empty segments of the caterpillar with words having the same meaning (on Page No. 159) 2) Listen to the teacher and repeat Say more such words if you can (on Page No. 161) 3) Listen all the words and pronounce well.		Expression - Speaking	* How do I feel about the just concluded class?  * Am I happy / satisfied / disappointed?  * Why do I feel so?	
Student will construct meaningful phrases and sentences.	<b>ASSIGNMENT</b> Answer the following questions. 1) SPOT THE DIFFERENCE find and circle EIGHT differences between the two pictures (on Page No. 160) 2) Here is the man with no eyes. He wants to go to the eye care center. Can you show him the right direction to reach the center? (on Page No. 159) 3) Which story or song do you like? Why?	Questions Bank	Observation - Observation schedule	* How should I plan my next lesson?	