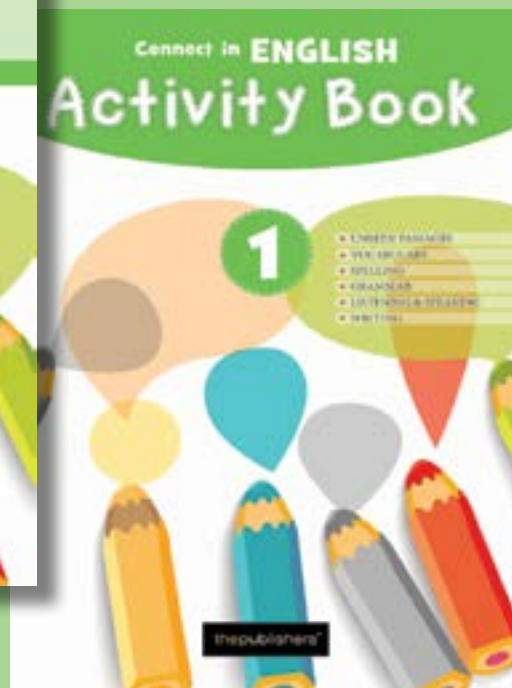
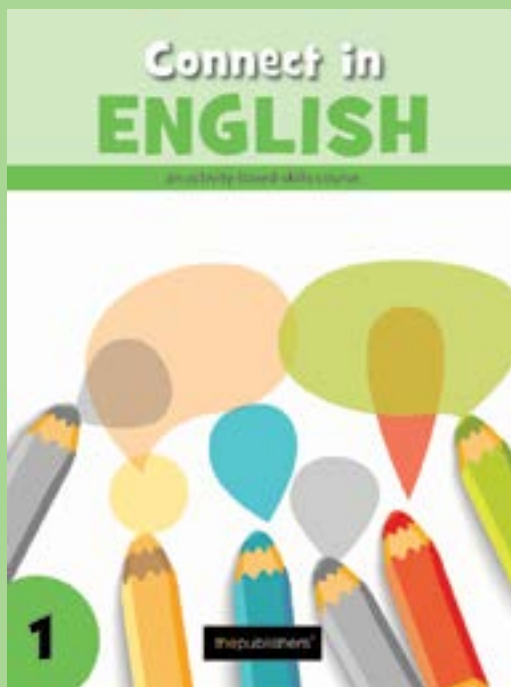


Connect in ENGLISH

TEACHER'S COMPANION

COMPREHENSIVE LESSON PLANS • ANSWER KEY

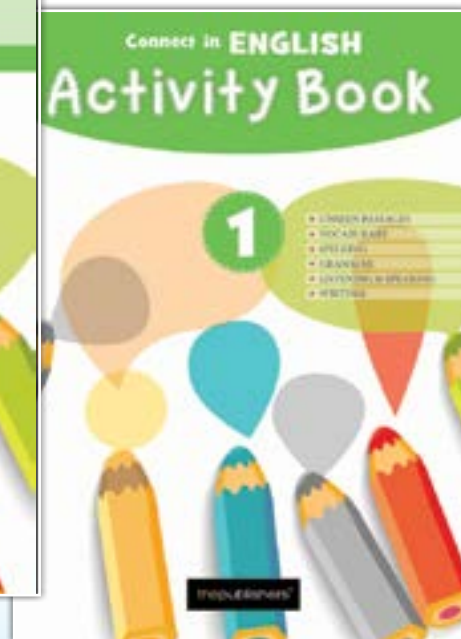
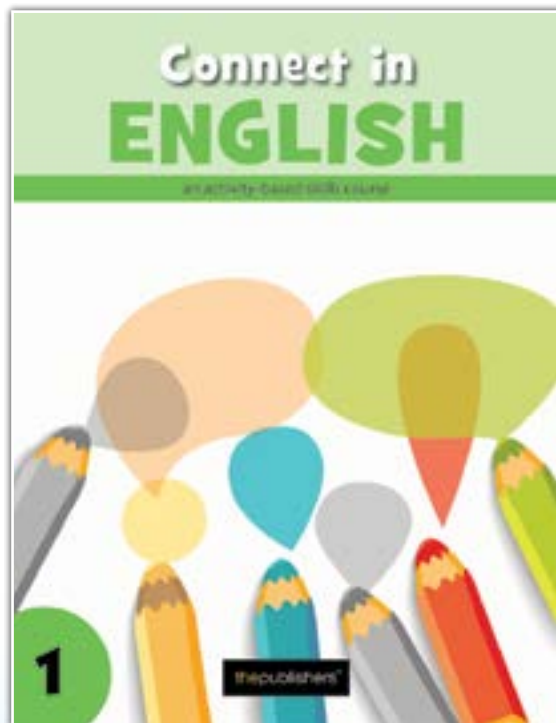


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Connect in **ENGLISH**

TEACHER'S COMPANION

COMPREHENSIVE LESSON PLANS • ANSWER KEY



1

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1.

At the Farms

Lesson Plan

Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures

Engagement:

- Ask the students to look at the picture given in the section 'Get Set!'. Ask them the following questions:
 - ◆ What is this place called?
 - ◆ Name the animals shown in the picture.
 - ◆ Have you been to a farm?
- Read aloud the lesson in the class. Help children correlate the text with the given pictures.
- Discuss the actions of each animal as mentioned in the lesson. Ask them to do these actions too and enjoy. You may ask them to share the actions of other animals they see around them.
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.

Answer Key: Main Course Book

Get Set!

This place is called a farm. The animals which live here are called farm animals.

Read and Understand

A.



B. stable

horse

tractor

tree

hen

cow

sheep

Word Wise

C. Accept all appropriate answers.

D.

1. cat

2. book

3. bird

4. frog

E.

1. c

2. d

3. e

4. a

5. b

F.

1. This
2. is
3. the
4. it
5. want

G.

1. I see many ducks.
2. Grandma likes to grow carrots.
3. Look at the apple tree.
4. David has a big ball.

Grammar Fun

H.

1. This is a flower.
2. A lion is an animal.
3. Here is the book.
4. I love ice-cream.
5. Christine is a singer.

I.

1. pet
2. rabbit
3. white
4. long
5. hop

Listen Carefully

- J.** Accept all appropriate answers.

Speak Well

- K.** Accept all appropriate answers.

Write Well

L.

1. Look at our farm.
2. There are many animals on the farm.
3. The cow is in the shed.
4. The sheep are in the pen.
5. The ducklings are in the pond.

Do and Learn

M. Accept all appropriate answers.

Life Skills

N.

The moon shines at night.

Edward is playing with a football.

Giraffe is taller.

Answer Key: Activity Book

Read and Understand

A.

- | | |
|----------|---------|
| 1. cat | 2. Coco |
| 3. brown | 4. ball |
| 5. likes | |

Word Wise

B.

bag

cap

hat

tap

man

rat

C.

- | | |
|-----------|----------|
| 1. shed | 2. coop |
| 3. stable | 4. hutch |

D.

- | | |
|-----------|----------|
| 1. pencil | 2. bread |
|-----------|----------|

3. key
5. chair

4. socks

Grammar Fun

E.

1. I am Molly.
2. Ron is sleeping.
3. Jack is a boy.
4. A frog is on the log.
5. Megan has a doll.

F.

1. Rachel is a writer.
2. Look at those pretty flowers.
3. This is a house.
4. Stars twinkle in the sky.
5. The lamb follows Mary everywhere.
6. Many animals live on the farm.

G.

1. a ship
2. an ice-cream
3. a house

H.

have

have

have

don't have

They have

My First Day

Lesson Plan

Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop motor skills

Engagement:

- Ask the following questions to students:
 - ◆ How was your first day in grade 1?
 - ◆ What all do you enjoy doing at school?
- Recite the poem in a fun way and do actions along with it. Ask students to say aloud the poem in the same way. Let them do the actions as they like and enjoy.
- You may do an activity with them. Provide them a sheet of paper and crayons. Ask them to draw their favourite place in the school. Display their work on the display board.

Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to listen, recite and enjoy the poem.
- They will be able to develop motor skills.

2.

Fluffy and Doby

Lesson Plan

Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To strengthen motor skills
- To understand animal movements

Engagement:

- Write the following words on the board and ask the students to do the actions.
 - ◆ walk, laugh, skip, hop
- Ask the students to look at the picture given in the section 'Get Set!'. Discuss the given activity and let them do it in the textbook.
- You may ask them the following questions:
 - ◆ Can a monkey fly like a bird? Why?
 - ◆ Can a horse swing like a monkey? Why?
 - ◆ Which animal among these (showing the picture) moves the slowest?
 - ◆ Name some other animals. How do they move?
- Read aloud the lesson in the class. Help children correlate the text with the given pictures.
- You may ask the following questions in-between the reading of the text.
 - ◆ Where are Fluffy and Doby playing?

- ◆ Do you think a duck can hop and a rabbit can swim?
- ◆ If Mama Duck and Mama Rabbit would not have come, what could have happened?
- ◆ Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- ◆ Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to strengthen motor skills.
- They will be able to understand animal movements.

Answer Key: Main Course Book

Get Set!

Monkey: I can swing.

Bird: I can fly.

Dog: I can bark.

Tortoise: I can crawl.

Read and Understand

A.

1. Doby is a duck.
2. Fluffy is a rabbit.
3. They play near the pond.
4. Doby can swim.
5. Fluffy can hop.

B. Accept all appropriate answers.

Word Wise

C. Accept all appropriate answers.

D.

- | | |
|-----------|-----------|
| 1. rabbit | 2. butter |
| 3. tunnel | 4. puppet |

E.

- | | |
|---------|---------|
| 1. duck | 2. said |
| 3. low | 4. done |

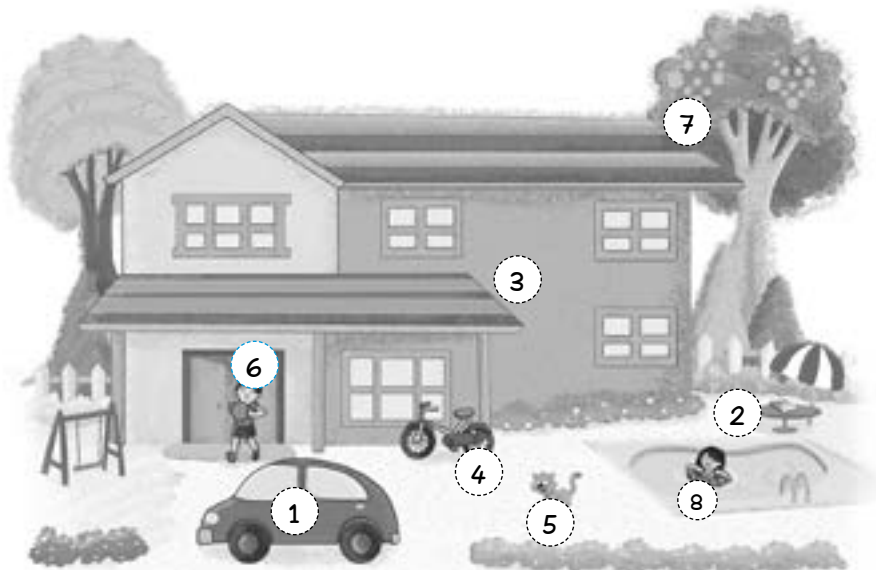
F.

- | | |
|-------|-------|
| 1. is | 2. am |
| 3. I | 4. at |
| 5. do | 6. a |

Grammar Fun

G.

- | | | | |
|--------|----------|----------|------------|
| 1. car | 2. table | 3. house | 4. bicycle |
| 5. cat | 6. boy | 7. tree | 8. pool |



H. Accept all appropriate answers.

Listen Carefully

I. Accept all appropriate answers.

J. Accept all appropriate answers.

Write Well

K. Accept all appropriate answers.

Do and Learn

L. Accept all appropriate answers.

Answer Key: Activity Book

Read and Understand

A.

- | | |
|--------------------|----------|
| 1. farm | 2. walk |
| 3. cars and trucks | 4. truck |

Word Wise

B.

- | | |
|---------|---------|
| 1. one | 2. tree |
| 3. bell | 4. pen |
| 5. nest | 6. shed |

C.

ss: hiss, class, glass

tt: bottle, letter, cattle

D. Accept all appropriate answers.



Grammar Fun

E.

ball	here	that	cake	she	bed
sing	table	pen	come	grass	car

F.

Person: teacher, doctor, mother

Place: school, kitchen, park

Animal: kitten, ant, crow

Write Well

G.

window

garden

flowers

flowers

butterflies

clouds

kite

rainbow

3.

The Birthday Card

Lesson Plan

Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

Engagement:

- Ask the students the following question before doing the activity:
 - ◆ Which one will pair best: bread-butter or bread-chips?
- Share with them that we eat bread with butter and not bread with chips. So, there are some pairs which are usually used together.
- Ask them to look at the picture given in the section 'Get Set!'. Discuss the given activity and let them match the correct answers.
- You may ask them their way of communicating their gestures to others. Discuss about one of the ways to show gesture, i.e., greeting card.
- Ask them to share the occasions when they have given greeting cards to others.
- Read aloud the lesson in the class. Help children correlate the text with the given pictures.
- Discuss the given exercises and help students to complete them after the lesson.
- You may ask them to make a birthday card with the help of sheet and colour. You may store these cards and use them for upcoming birthdays in the class.

Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

Answer Key: Main Course Book

Get Set!

bat-ball

paintbrush-paints

crayons-drawing book

stationery-pencil box

shoes-socks

Read and Understand

A.

- | | |
|------|------|
| 1. c | 2. d |
| 3. a | 4. b |

B.

- | | |
|------------|------------|
| 1. make | 2. folds |
| 3. crayons | 4. teacher |

Word Wise

C. Accept all appropriate answers.

D.

- | | |
|-----------|------------|
| 1. duster | 2. eraser |
| 3. brush | 4. pencil |
| 5. ruler | 6. crayons |

E.

1. give-take
2. happy-sad
3. new-old
4. hot-cold
5. small-big

F.

mother-father
sister-brother
aunt-uncle
girl-boy
grandma-grandpa

Grammar Fun

G. Accept all appropriate answers.

H.

1. This is a bird. That is a nest.
2. This is a bee. That is a hive.
3. This is a cub. That is a den.

I. Accept all appropriate answers.

J.

1. These are laptops.
2. Those are tablets.
3. These are boats.
4. Those are ships.
5. These are my books.
6. Those are my toys.

K. Accept all appropriate answers.

L.

1. are
2. is
3. am
4. is

M.

1. am
2. is, are
3. is
4. is

Listen Carefully

N. Accept all appropriate answers.

Speak Well

O. Accept all appropriate answers.

Write Well

P.

- | | |
|-------------|----------|
| 1. chick | 2. calf |
| 3. cub | 4. puppy |
| 5. duckling | |

Q. Accept all appropriate answers.

Answer Key: Activity Book

Read and Understand

A.

- | | |
|----------|---------------|
| 1. Eva's | 2. party hats |
| 3. six | 4. blow |

Word Wise

B.

- | | |
|----------|---------|
| 1. pin | 2. kite |
| 3. brick | 4. fire |
| 5. bib | 6. coin |

C.

- | | |
|--------------------|------------------|
| 1. prince-princess | 2. father-mother |
| 3. king-queen | 4. lion-lioness |

D.

Q	U	C	H	A	I	R	T
R	F	G	M	C	Q	B	E
U	R	O	Q	R	T	U	A
L	I	B	R	A	R	Y	C
E	E	P	R	Y	Z	R	H
R	N	B	O	O	K	S	E
T	D	T	A	N	Q	I	R
Y	S	D	E	S	K	M	R

Grammar Fun

E.

1. This
2. That
3. This
4. That

F.

1. These
2. Those
3. These
4. Those
5. These
6. Those

G.

is
am
is
is
are
is
are

Write Well

H.

1. Can you read?
2. Can you fold clothes?
3. Can you cook?
4. Can you wink?



I.

1. Yes, she is.

2. No, she is not.

3. Yes, she is.

4. Yes, she is.

5. No, she is not.

Wheels on the Bus

Lesson Plan

Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop cognitive and reasoning skills

Engagement:

- Ask the students the following questions:
 - ◆ What helps the bus to move?
 - ◆ Can anyone draw it (wheel) on the board?
 - ◆ What is the shape of a wheel?
 - ◆ Can you name a few things which are round like a wheel?
 - ◆ What could have happened if wheels were not round?
- Recite the poem in a fun way and do actions along with it. Ask students to say aloud the poem in the same way. Let them do the actions as they like and enjoy.
- Help them comprehend the poem in-between.
- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.
- They will be able to develop cognitive and reasoning skills.

Answer Key: Main Course Book

Enjoy the Poem

A.

- | | |
|---------------------|---------|
| 1. wheels | 2. town |
| 3. beep, beep, beep | |

B.

- | | |
|------|------|
| 1. c | 2. b |
| 3. d | 4. a |



4.

Jack, the Robot

Lesson Plan

Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures

Engagement:

- You may play a game with students before starting the lesson. Ask students to describe their favourite fruit in two or three sentences and let others guess the name of that fruit.
- Write the names of these fruits on the board as they keep describing and guessing.
- You may discuss with them the importance of eating fruits.
- Ask them to look at the picture given in the section 'Get Set!'. Discuss the given activity and let them do it.
- Ask them the following questions:
 - ◆ What is a robot?
 - ◆ What does a robot eat?
 - ◆ Can robots eat fruits?
- Read aloud the lesson in the class. Help children correlate the text with the given pictures.
- Ask students to list the items liked by Jack, the robot and share if they too like to eat these.
- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.

Answer Key: Main Course Book

























Get Set!

Accept all appropriate answers.

A.

1. tired
2. Jack
3. food
4. bag

B.

Word Wise

C. Accept all appropriate answers.

D.

1. paper and pencil
2. lock and key
3. cup and saucer
4. bread and jam
5. table and chair

E. Accept all appropriate answers.

F.

1. to

2. in

3. It

4. out

G. Apple

Punctuation

H.

1. Statue of Liberty

2. Eiffel Tower

3. Big Ben

4. Taj Mahal

5. Mount Everest

6. Christ The Redeemer

Grammar Fun

I.

1. has

2. have

3. has

4. has

5. have

6. has

J. Accept all appropriate answers.

Listen Carefully

K. Accept all appropriate answers.

Speak Well

L. Accept all appropriate answers.

Write Well

M. Accept all appropriate answers.

N.

1. ears

2. nose

3. tongue

4. feet



5. eyes
7. hands

6. teeth

Answer Key: Activity Book

Read and Understand

A.

1. six
2. lawyer
3. family
4. dad

Word Wise

B.

1. rose
2. cake
3. boat
4. bull
5. doll
6. comb
7. duck
8. lock
9. owl

C.

1. house-mouse
2. train-chain
3. bag-flag
4. three-tree
5. moon-spoon

D.

1. boot
2. cow
3. round
4. roar
5. head

Grammar Fun

E.

1. has
2. have
3. has
4. have
5. has

F.

1. have
2. has
3. have
4. has
5. has
6. have

Write Well**G.**

1. Sam washes the car.
2. Jack cooks food.
3. Victor waters the plants.
4. Josh polishes his shoes.
5. Poppy and Jack watch television.



5.

The Prince Wants the Moon

Lesson Plan

Learning Objectives:

- To develop cognitive and reasoning skills
- To develop reading and comprehension skills
- To develop correlation between the text and the pictures

Engagement:

- You may play a game with students. Fix two corners of the classroom. One for: objects in the sky; and the other for: objects on Earth. Make group of 5 students each. Tell them that once you say any word, they have to quickly run towards the category. Say words like: stars, moon, water, truck, kite, etc. Let each group play this game.
- Ask them to look at the picture given in the section 'Get Set!'. Discuss the given activity and let them do it.
- Ask them the following questions:
 - ◆ Do you enjoy having food with your family?
 - ◆ Which meals (breakfast, lunch, dinner) do you take with your family?
 - ◆ Do you demand things from your parents? What all do you ask for? Do they always fulfill your demands?
- Read aloud the lesson in the class. Help children correlate the text with the given pictures.
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Discuss the given exercises and help students to complete them after

the lesson.

Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop reading and comprehension skills.
- They will be able to develop correlation between the text and the pictures.

Answer Key: Main Course Book

Get Set!

rainbow, kite, aeroplane, clouds

Read and Understand

A.

1. noodle salad, chicken and fish
2. the Prince
3. the Moon

B.

3. The Prince can see the moon in the dish.
2. She puts the dish near the window.
4. The Prince is very happy.
1. The Queen gets water in a dish.

Word Wise

C. Accept all appropriate answers.

D.

1. for
2. will
3. you
4. This
5. They

E.

1. nuts
2. pens
3. frogs
4. fruits
5. cars
6. bags

7. balloons

8. girls

9. toys

F.

1. lamps

2. toys

3. flower

4. books

5. trees

6. mug

G.

1. bat, cat

2. boat, goat

3. brown, crown

Grammar Fun

H.



I.

1. A fish swims.

2. The wind blows.

3. Peter climbs.

4. The Sun shines.

5. Mark reads.

J.

1. cry, crawl, laugh

2. fly, hop, sing

3. bark, run, dig

4. climb, swing, jump

Listen Carefully

K. Accept all appropriate answers.

Speak Well

L. Accept all appropriate answers.

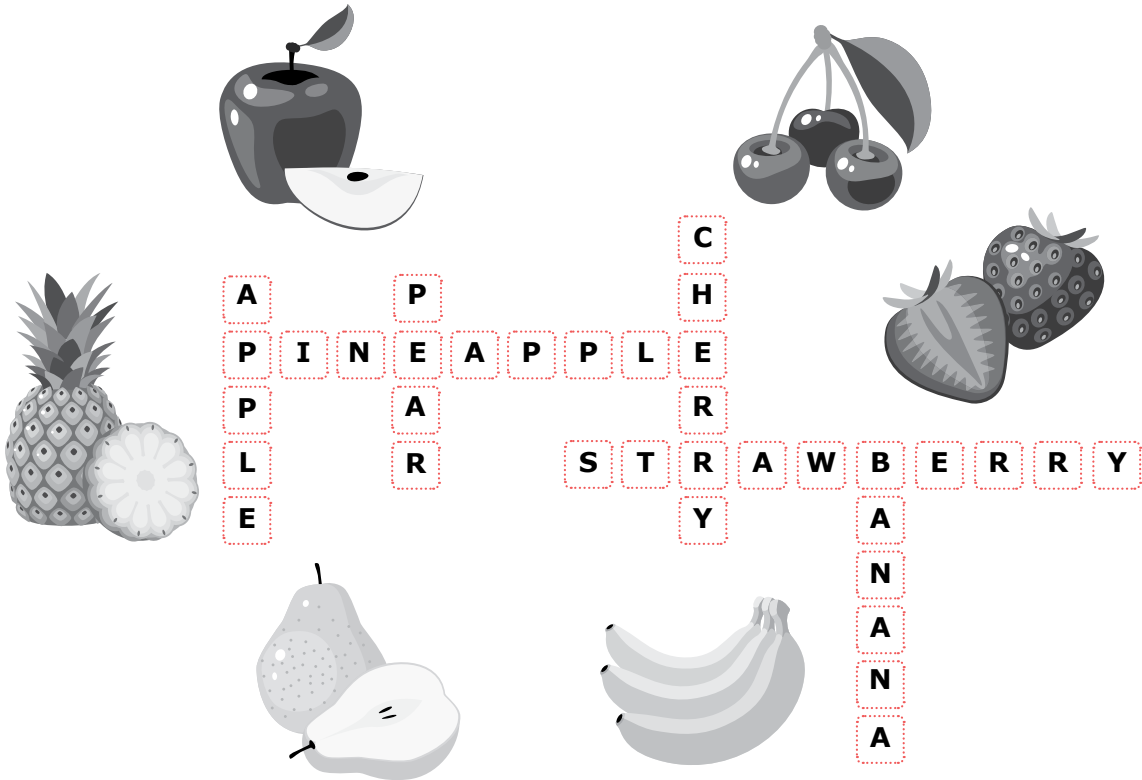
Write Well

M. Accept all appropriate answers.

Do and Learn

N.





Answer Key: Activity Book

Read and Understand

A.

- | | |
|-----------------|---------|
| 1. draw | 2. sky |
| 3. stars | 4. lake |
| 5. an aeroplane | |

Word Wise

B.

1. cub

3. bus

C.

1. c

3. a

5. b

D.

1. stars

3. flower

5. rabbit

2. Sun

4. hut

2. d

4. e

2. kite

4. chicks

Grammar Fun

E.

1. play

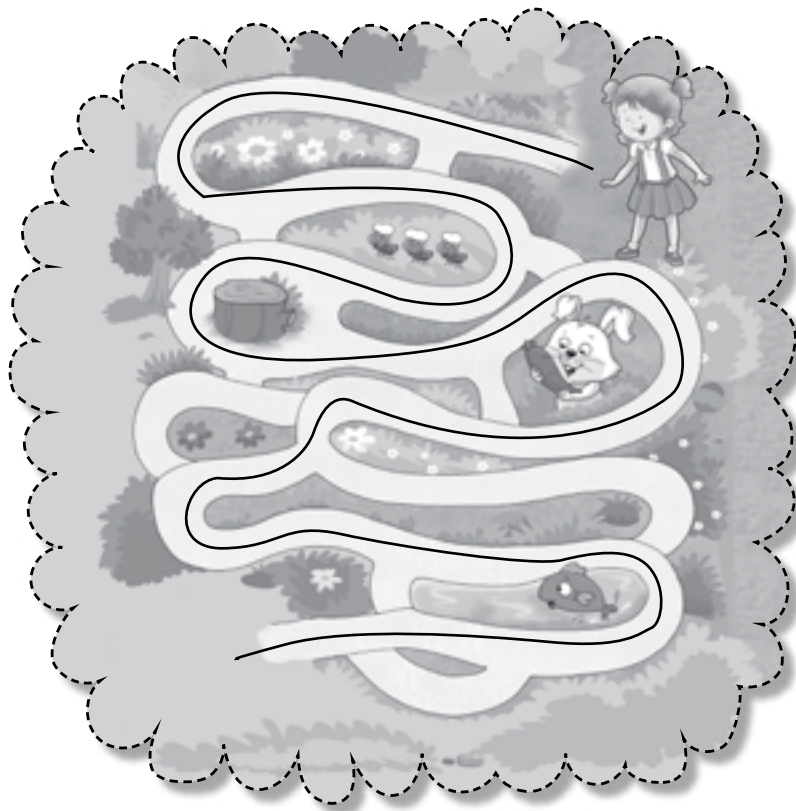
4. helps

2. climbs

5. blows

3. likes

F.



Write Well

G.

The Snail

Lesson Plan

Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop cognitive and reasoning skills

Engagement:

- Ask the students to look at the picture of the snail given in the poem. Ask them the following questions:
 - ◆ Which animal is this?
 - ◆ Is it small or big in size?
 - ◆ What does it have on its back?
 - ◆ Does it have legs?
 - ◆ Can you tell how does it walk then?
- Recite the poem in a fun way and do actions along with it. Ask students to say aloud the poem in the same way. Let them do the actions as they like and enjoy.
- Help them comprehend the poem in-between.
- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.
- They will be able to develop cognitive and reasoning skills.

Answer Key: Main Course Book

Enjoy the Poem

- A. Accept all appropriate answers.
- B. CHEETAH
- C. Accept all appropriate answers.
- D. Accept all appropriate answers.



MODEL TEST PAPER 1

Answer Key: Main Course Book

From the Lessons

A.

- | | |
|------------|-------------|
| 1. the dog | 2. Doby |
| 3. crayons | 4. the Moon |

B.

- | | |
|------|------|
| 1. F | 2. F |
| 3. T | 4. T |
| 5. F | |

Grammar

C.

- | | |
|-----------------------|-------------------------|
| 2. I can swim. | 3. A zebra has stripes. |
| 4. Tom has a balloon. | |

D.

- | | |
|----------|---------|
| 1. drink | 2. sing |
| 3. kick | |

E.

- | | |
|---------|----------|
| 1. kite | 2. bed |
| 3. pear | 4. house |
| 5. tree | 6. cow |

Writing

- F. Accept all appropriate answers.

Reading

G.

1. sunday
2. book
3. red
4. a car
5. under the bed



REVISION FUN 1

Answer Key: Activity Book

A.

- | | |
|------|------|
| 1. b | 2. b |
| 3. a | |

B.

- | | |
|------|------|
| 1. b | 2. e |
| 3. a | 4. c |
| 5. d | |

C.

- | | |
|----------|----------|
| 1. brush | 2. climb |
| 3. swim | 4. tie |
| 5. write | |

D.

- | | |
|--------|--------|
| 1. am | 2. is |
| 3. are | 4. are |
| 5. is | |

E. Accept all appropriate answers.

6.

William and Emma

Lesson Plan

Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills.

Engagement:

- Ask the students to look at the picture given in the section 'Get Set!'. Discuss the given activity and let them do it.
- Ask them the following questions:
 - ◆ How do you come to school? (By bus/ walk/ parents drop/ van etc.)
 - ◆ Which all places come in your way to school?
 - ◆ What are the important things to remember before coming to school? (bag, school uniform, homework etc)
 - ◆ Is it important to reach school on time?
 - ◆ What all do you learn at school?
 - ◆ How do you know that its time for a next period?
- You may take the students for a walk in the school and show them what all is going on in school.
- Read aloud the lesson in the class. Help children correlate the text with the given pictures.
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.

- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

Answer Key: Main Course Book

Get Set!

Accept all appropriate answers.

Read and Understand

A.

- | | |
|------------|---------|
| 1. buses | 2. walk |
| 3. on time | 4. love |

B.

1. William and Emma live in the countryside.
2. They go to a town school.
3. They enter their classrooms when the school bell rings.

Word Wise

C. Accept all appropriate answers.

D.

In the bag – pencil, crayons, book, eraser

On the table – bread, jam, fruit, butter

In the cupboard – skirt, shirt, dress, socks

E.

- | | |
|----------|---------|
| 1. brush | 2. bath |
|----------|---------|

3. wear

4. eat

Grammar Fun

F.

1. in

2. on

3. under

4. on

5. in

6. in

G.

1. under

2. over

3. up

4. down

5. on

Listen Carefully

H. Accept all appropriate answers.

Speak Well

I. Accept all appropriate answers.

Write Well

J.

1. birthday

2. shoelaces

3. Accept all appropriate answers.

4. Accept all appropriate answers.

Answer Key: Activity Book

Read and Understand

A.

1. at school

2. puppets

3. strings

4. dancing

5. garden



B.

- 1. a- bat, cat
- 2. e- bed, hen
- 3. i- sit, pit
- 4. o- cot, pot
- 5. u- sun, bun

C.

	C	O	O	L	N	P	
noon	U	P	O	M	O	O	spoon
cool	F	O	O	O	O	O	pool
moon	S	P	O	O	N	L	food
	K	S	P	N	O	N	
	C	F	O	O	D	K	

D.

Classroom: books, teacher, desk
Park: flowers, swing, grass

E.

- 1. flowers
- 2. books
- 3. swing
- 4. grass
- 5. teacher
- 6. desk

Grammar Fun

F.

- 1. in
- 2. on
- 3. in
- 4. over
- 5. under
- 6. in

Write Well

G. Accept all appropriate answers.

7.

Cunning Fred

Lesson Plan

Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures

Engagement:

- Ask the students to look at the picture given in the section 'Get Set!'. Discuss the given activity and let them do it.
- Discuss what different animals like to eat. Some eat grass and vegetables, some eat flesh, a few eat both etc.
- Ask the students the following questions:
 - ◆ Have you seen a tiger? Where have you seen it?
 - ◆ What does a tiger eat?
- You may ask two students to read the dialogues of Fred and Tony each. Ask a third student to become the narrator. Repeat the same with few more students.
- Read aloud the lesson once and help them comprehend.
- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.

Answer Key: Main Course Book

Get Set!

	G	F	G	B	C	N	U	T	S	
_____ grape _____	R	T	G	A	A	L	O	H	M	_____ carrot _____
_____ banana _____	A	V	R	N	R	T	S	O	S	_____ nuts _____
_____ honey _____	S	A	A	A	R	C	R	N	E	_____ grass _____
	S	O	P	N	O	J	K	E	T	
	U	B	E	A	T	C	I	Y	V	

Read and Understand

A.

1. hungry
2. food
3. pond
4. frog
5. clever

B.

1. Tony is looking for food.
2. He roams around the forest.
3. Tony sees many frogs.
4. Tony lets Fred go because Fred tells him he will wash himself.

C.

1. Fred to Tony
2. Fred to Tony
3. Tony to Fred
4. Tony to Fred
5. Fred to Tony

Word Wise

- D. Accept all appropriate answers.

E.

1. cold-hot
2. big-small
3. open-shut
4. down-up

F.

1. catch-match
2. place-race
3. eat-seat
4. clean-green
5. bat-mat

Grammar Fun

G.

1. an apple
2. a ball
3. a cup
4. an ice cream
5. an umbrella
6. a mango

H.

1. Tony is a tiger.
2. Betty eats an orange every day.
3. Have you seen an ostrich?
4. There is a rainbow in the sky.
5. Nido had an egg and toast for breakfast.
6. A horse can run faster than a cat.

Listen Carefully

- I. Accept all appropriate answers.

Speak Well

- J. Accept all appropriate answers.

Write Well

K.

1. wild
2. stripes
3. Accept all appropriate answers.
4. Accept all appropriate answers.
5. Accept all appropriate answers.



Do and Learn

Accept all appropriate answers.

Answer Key: Activity Book

Read and Understand

A.

- | | |
|-------------|---------|
| 1. frog | 2. pond |
| 3. four | 4. sing |
| 5. tadpoles | |

B.

- | | |
|----------|---------|
| 1. young | 2. long |
|----------|---------|

Word wise

C.

- | | |
|------|------|
| 1. d | 2. c |
| 3. a | 4. e |
| 5. f | 6. b |

D.

- | | |
|----------------|----------------|
| 1. Sun, fun | 2. down, clown |
| 3. sing, bring | 4. day, clay |

E.

all: small, wall, tall, fall

oo: book, hook, cook, look

F.

- | | |
|-----------------|----------------|
| 1. empty-full | 2. quiet-noisy |
| 3. day-night | 4. fast-slow |
| 5. start-finish | 6. sit-stand |
| 7. clean-dirty | |



Grammar Fun

G.

- | | |
|-------|-------|
| 1. a | 2. a |
| 3. a | 4. an |
| 5. an | 6. a |
| 7. an | 8. an |

H.

- | | |
|-------|-------|
| 1. an | 2. A |
| 3. an | 4. an |
| 5. a | 6. an |

Write Well

I.

- | | |
|-----------|------------|
| 1. a pond | 2. croak |
| 3. four | 4. tadpole |
| 5. hop | |

J. Accept all appropriate answers.



My Garden

Lesson Plan

Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop cognitive and reasoning skills
- To develop life skills.

Engagement:

- Write the word 'Garden' on the board. Ask students to share the very first word that comes to their mind related to it. Make a word web around this word by writing all the words shared by the class.
- You may ask the students the following questions:
 - ◆ What all is required for a plant to grow?
 - ◆ Do you take care of plants? How?
 - ◆ Why should we take care of plants?
- Recite the poem in a fun way and do actions along with it. Ask students to say aloud the poem in the same way. Let them do the actions as they like and enjoy.
- Help them comprehend the poem in-between.
- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.

- They will be able to develop cognitive and reasoning skills.
- They will be able to develop life skills.

Answer Key: Main Course Book

Enjoy the Poem

A.

1. I will plant a seed.
2. The sun will shine.
3. The rain will fall.
4. The seed will sprout.
5. The plant will grow tall.

B. Accept all appropriate answers.

8.

Alex and Anna

Lesson Plan

Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

Engagement:

- You may ask the students the following questions:
 - ◆ What is the difference between pet animals and wild animals?
 - ◆ Do you have a pet? Share something special about it.
 - ◆ How should we treat pets and other animals which are not pets?
- Read aloud the lesson in the class. Help children correlate the text with the given pictures.
- Ask students to share experiences (if any) of visiting a pet shop to keep a pet.
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Provide a sheet of paper to every student. Ask them to draw their favourite pet and write few lines describing it.
- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.

- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

Answer Key: Main Course Book

Get Set!

Accept all appropriate answers.

Read and Understand

A.

- | | |
|----------|-------------|
| 1. pet | 2. pet shop |
| 3. grey | 4. sad |
| 5. freed | |

B.

1. Anna cried because she felt sad for the birds.
2. Uncle told the in-charge, "You should not keep birds in cages."
3. The in-charge promised uncle to never cage birds.
4. When the cage was opened, the birds hopped out one by one and flew away happily.

C.

- | | |
|---------|---------|
| 1. Alex | 2. Anna |
| 3. Alex | 4. Anna |

Word Wise

D. Accept all appropriate answers.

E.

- | | |
|----------------|-------------------|
| 1. field | 2. hospital |
| 3. school | 4. police station |
| 5. post office | |

F.

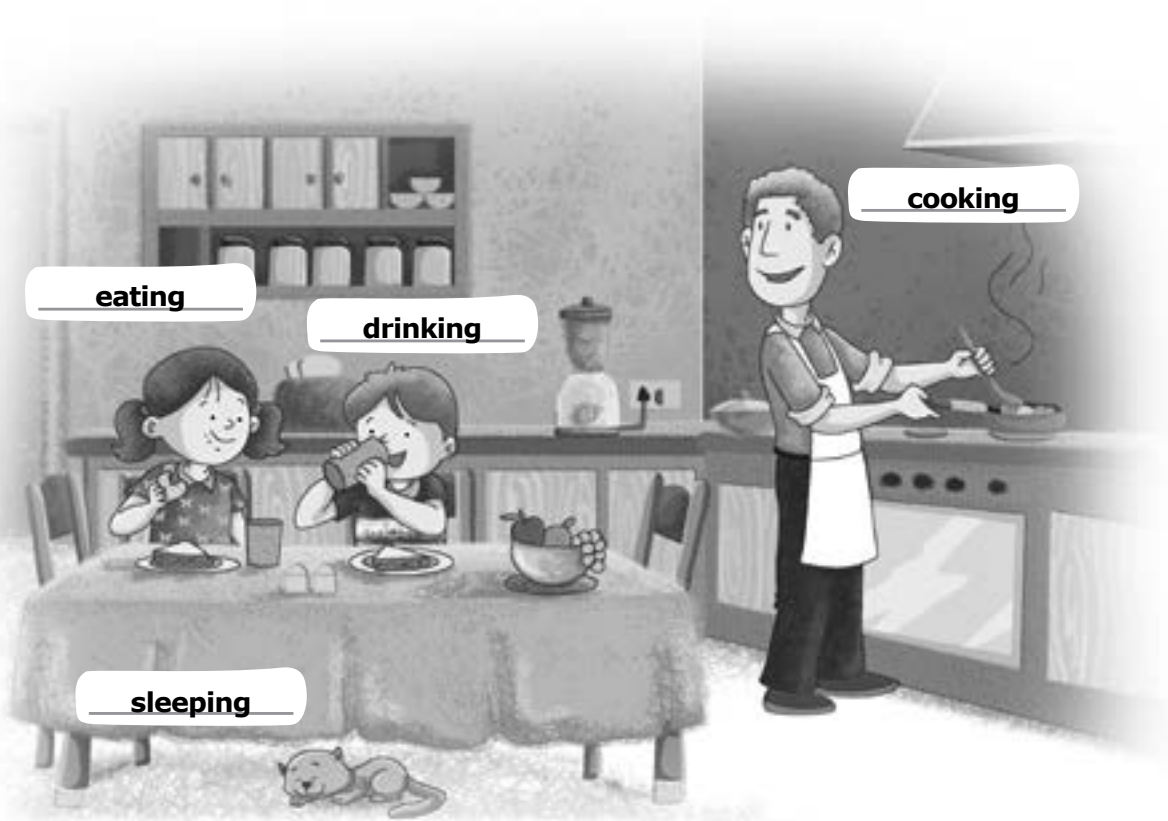
1. elephant
2. peacock
3. snake
4. sparrow

G.

1. He is a doctor. I love him.
2. Mary has been to a fair. She has not been to a zoo. We will take her to the zoo.

Grammar Fun

H.



I.

1. climbed
2. walked
3. brushed
4. talked
5. washed
6. packed

Listen Carefully

J. Accept all appropriate answers.

Speak Well

K. Accept all appropriate answers.

Write Well

L.

1. There are three trees in the park.
2. The kites are pink and purple in colour.
3. The children are playing.
4. Grandma is feeding squirrels.

Do and Learn

M. Accept all appropriate answers.

Answer Key: Activity Book

Read and Understand

A.

- | | |
|---------|---------------------|
| 1. tree | 2. straws and twigs |
| 3. four | 4. seeds |

Word wise

B.

- | | |
|---------|-----------|
| 1. heel | 2. sun |
| 3. pear | 4. flower |
| 5. eye | 6. bee |

C.

ate-plate-late-gate-date-state
ail-snail-mail-tail-pail-nail

D.

- | | |
|-----------|-------------|
| 1. barber | 2. gardener |
| 3. pilot | 4. nurse |
| 5. tailor | |

E.

- | | |
|-----------|----------|
| 1. stable | 2. sting |
| 3. stars | 4. stop |
| 5. stand | 6. stem |

Grammar Fun**F.**

- | | |
|------------|------------|
| 1. jumping | 2. talking |
| 3. crying | 4. singing |
| 5. flying | 6. buying |
| 7. reading | 8. selling |

G.

- | | |
|-------------|-------------|
| 1. reading | 2. buying |
| 3. watering | 4. cooking |
| 5. pulling | 6. swimming |

H.

- | | |
|-----------|-----------|
| 1. boiled | 2. showed |
| 3. filled | 4. waited |
| 5. wanted | 6. played |

Write Well

- I. Accept all appropriate answers.



Miss Polly

Lesson Plan

Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop cognitive and reasoning skills
- To develop life skills

Engagement:

- Ask the students the following questions:
 - ◆ Whom do you visit when you are sick?
 - ◆ Where do we find a doctor?
 - ◆ Do doctors wear a uniform? What is that?
- Recite the poem in a fun way and do actions along with it. Ask students to say aloud the poem in the same way. Let them do the actions as they like and enjoy.
- Help them comprehend the poem in-between.
- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.
- They will be able to develop cognitive and reasoning skills.
- They will be able to develop life skills.

Answer Key: Main Course Book

Enjoy the Poem

A.

1. Miss Polly had a dolly.
2. Miss Polly called for the doctor.
3. The doctor came with her bag and her hat.

B. Accept all appropriate answers.

C. Accept all appropriate answers.



9.

Sports Day

Lesson Plan

Learning Objectives:

- To identify different games
- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

Engagement:

- Ask the students to look at the picture given in the section 'Get Set!'. Ask them the following questions:
 - ◆ Do you like to play games? Name a few.
 - ◆ There are two types of games: indoor and outdoor. What are they?
 - ◆ Which games do you play: indoor or outdoor?
- Read aloud the lesson in the class. Help children correlate the text with the given pictures.
- You may discuss about recent sports day at your school.
- You may play an indoor and/or outdoor game of their choice.
- Ask students to share instances of having fun together while playing these games.
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Discuss the given exercises and help students to complete them after the lesson.

Learning Outcomes:

- Students will be able to identify different games.
- They will be able to develop cognitive skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

Answer Key: Main Course Book

Get Set!

Accept all appropriate answers.

Read and Understand

A.

1. it was Sports Day.
2. lunch
3. sports teacher
4. Frog Race
5. book

B.

1. Olivia's father ironed her uniform.
2. Olivia's mother drove her to school.
3. Grace ran the three-legged race with Olivia.
4. All the children got a book.
5. Accept all appropriate answers.

C.

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

D.

1. got up early?
2. did Olivia wear?
3. were the children?
4. grade ran the Balloon Race?
5. is your birthday?

Word Wise

E. Accept all appropriate answers.

F.

- | | |
|------------|------------|
| 1. buses | 2. watches |
| 3. grades | 4. boxes |
| 5. benches | 6. glasses |
| 7. brushes | 8. dishes |

G.

lady-bird
post-man
sun-flower
water-melon
butter-fly
foot-ball
black-board
rain-bow

H.

- | | |
|--------------|-----------|
| 1. pilot | 2. tailor |
| 3. carpenter | 4. farmer |
| 5. potter | |

Punctuation

I.

Arnold
Australia
David

Grammar Fun

J.

- | | |
|-------------------|----------------|
| 1. red, beautiful | 2. small, neat |
| 3. soft, brown | 4. red, sharp |

K.

- | | |
|-----------|----------|
| 1. tiny | 2. tall |
| 3. pretty | 4. happy |

Listen Carefully

L. Accept all appropriate answers.

Speak Well

M. Accept all appropriate answers.

Write Well

N. Accept all appropriate answers.

Life skills (1)

- | | |
|------|------|
| 1. ✗ | 2. ✓ |
| 3. ✓ | 4. ✓ |
| 5. ✓ | |

Life skills (2)

- | | |
|------|------|
| 1. ✓ | 2. ✗ |
| 3. ✓ | 4. ✓ |
| 5. ✗ | |

Answer Key: Activity Book

Read and Understand

A.

- | | |
|------|------|
| 1. b | 2. a |
| 3. b | 4. a |



Word wise

B.

- | | |
|--------------|--------------|
| 1. bookshelf | 2. classroom |
| 3. homework | 4. pancake |
| 5. timetable | |

C. Accept all appropriate answers.

D. Accept all appropriate answers.

Grammar Fun

E.

- | | |
|---------------|----------------|
| 1. big, small | 2. tall, short |
| 3. fat, thin | 4. cold, hot |

F.

- | | |
|----------|---------|
| 1. cute | 2. tall |
| 3. green | 4. red |
| 5. soft | 6. ripe |
| 7. long | |

Write Well

G. Accept all appropriate answers.



I Use My Brain

Lesson Plan

Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop cognitive and reasoning skills

Engagement:

- Recite the poem in a fun way and do actions along with it. Ask students to say aloud the poem in the same way. Let them do the actions as they like and enjoy.
- Make groups of four students each. Provide them a sheet of paper. On some of the sheets write 'We do these with our throat,' on other write 'We do these with our hands,' and on the remaining write 'We do these with our feet.'
- Ask them to discuss and write at least five things which they do using throat/hands/feet.
- Ask one student from each group to read it.
- Ask the whole class to read the poem together and enjoy.

Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.
- They will be able to develop cognitive and reasoning skills.

MODEL TEST PAPER 2

Answer Key: Main Course Book

From the Lessons

A.

- | | |
|-----------------------|------------------|
| 1. Alex and Anna | 2. the in-charge |
| 3. in the countryside | 4. father |
| 5. a frog | |

B.

- | | |
|----------------------|-------------------|
| 1. white and grey | 2. frog |
| 3. it was Sports Day | 4. walk to school |
| 5. fat | |

C. Accept all appropriate answers.

D.

- | | |
|----------|----------|
| 1. last | 2. young |
| 3. down | 4. dirty |
| 5. small | 6. come |

Grammar

E.

- | | |
|----------|-------|
| 1. on | 2. in |
| 3. under | 4. on |
| 5. under | |

F.

- | | |
|-------|-------|
| 1. a | 2. an |
| 3. an | 4. a |

G.

- | | |
|---------|----------|
| 1. pink | 2. round |
| 3. hot | 4. small |

Writing

H. Accept all appropriate answers.

Reading

I.

- | | |
|------|------|
| 1. T | 2. F |
| 3. T | 4. F |
| 5. T | |



REVISION FUN 2

Answer Key: Activity Book

A.

- | | |
|------|------|
| 1. a | 2. b |
| 3. b | 4. a |
| 5. a | |

B.

- | | |
|----------|----------|
| 1. push | 2. tiny |
| 3. white | 4. light |

C.

- | | |
|--------|-------|
| 1. she | 2. he |
| 3. she | 4. he |
| 5. she | 6. he |

D.

- | | |
|----------|-----------|
| 1. hard | 2. yellow |
| 3. sweet | 4. funny |
| 5. cute | 6. curly |
| 7. sharp | 8. fresh |

E.

- | | |
|-------|-------|
| 1. in | 2. on |
| 3. in | 4. in |
| 5. on | |



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