

# Connect in ENGLISH TEACHER'S COMPANION

COMPREHENSIVE LESSON PLANS • ANSWER KEY



2

# Connect in **ENGLISH**

## TEACHER'S COMPANION

COMPREHENSIVE LESSON PLANS • ANSWER KEY



2

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# Contents

<b>1. Good Morning</b>	3
<i>Little Bird</i>	8
<b>2. The Fly</b>	9
<b>3. I Promise!</b>	15
<i>Animal Helpers</i>	21
<b>4. Helping and Sharing</b>	23
<b>5. Tree Growers</b>	28
<i>Pretending</i>	34
<b>Model Test Paper 1</b>	36
<b>Revision Fun 1</b>	38
<b>6. Christmas Song</b>	40
<b>7. I Love My Home</b>	46
<i>The Swing</i>	52
<b>8. Pitpat's Journey</b>	54
<i>The Shape of Things</i>	60
<b>9. The Green Forest</b>	62
<i>The Squirrel</i>	67
<b>Model Test Paper 2</b>	69
<b>Revision Fun 2</b>	71

# 1.

# Good Morning!

## 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 the following questions:
  - ◆ What is an alarm clock? Why is it called so?
  - ◆ Which bird's call is called as a morning alarm?
- Read aloud the content given in 'Get set!' and ask the students to do the given exercise. Discuss the answers with them.
- You may ask a few students to share their morning routine to get ready for the school. Ask them to share what all sounds they hear inside their home or outside in the morning.
- 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.

# Answer Key: Main Course Book

## Get Set!

1. lions - roar
2. frogs - croak
3. bees - buzz
4. cows - moo
5. hens - cluck
6. snakes - hiss

## Read and Understand

### A.

1. Ping-ping
2. Wheee-wheee!
3. Wai...ine!
4. Shh...hiss!
5. Whirr whirr!

### B.

1. Edna
2. Edna
3. Daddy
4. Mom

### C.

1. True
2. True
3. False
4. True
5. False

## Word Wise

- D.** Accept all appropriate answers.

**E.**

1. breakfast
2. sunlight
3. butterfly
4. rainbow
5. bedroom

## Understand Grammar

**F.**

1. like
2. Have
3. Do
4. all
5. if

**G.**

1. Ducks quack.
2. Lions roar.
3. Hens cluck.
4. Cats mew.
5. Birds chirp.

## Use Grammar

**H.**

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. Edna listens carefully.      | 2. The electric kettle screams. |
| 3. Mom is making breakfast.     | 4. Edna hears a sound.          |
| 5. That is the washing machine. |                                 |

**I.**

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. The Sun is in the sky.       | 2. Edna is at the beach.      |
| 3. She is wearing a hat.        | 4. She has made a sandcastle. |
| 5. A teddy bear is by her side. |                               |

**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.

## Do and Learn

**N.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

**A.**

1. rides her bicycle
2. sounds
3. tinkling
4. ding dong
5. whoosh

## Word Wise

**B.**

soft c: race, mice, dance, ice, lace

hard c: cake, cup, cook, cow, cane

**C.**

1. pineapple
2. doorbell
3. football
4. handbag
5. armchair
6. raincoat

**D.**

1. shoes
2. shark
3. ship
4. sheep
5. shop

**Grammar Fun****E.**

1. Paul is playing football.
2. Joyce likes to paint.
3. I have a blue umbrella.
4. The children are in the park.
5. Mary has a pretty doll.

**F.**

1. Adam is flying a kite.
2. A tortoise has a shell.
3. Have you seen the Eiffel Tower?
4. A butterfly has colourful wings.
5. Rhea goes to school by bus.

**Write Well****G.**

1. swimming
2. writing
3. eating
4. playing



# Little Bird

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask the students the following questions:
  - ◆ What is the home of a bird called?
  - ◆ Why does a bird make a nest?
  - ◆ Can you chirp like a bird?
  - ◆ Do all birds chirp in the same way?
  - ◆ Can you hear any bird chirping nearby? Why do you think its chirping?
- Share with them that birds made sounds for many purposes like calling their own kind, for food, for danger, etc.
- 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.

### Learning Outcomes:

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

# 2.

# The Fly

## 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 the following questions:
  - ◆ Where all do we find animals around us? (land/water)
  - ◆ Name some land and some water animals.
  - ◆ Can land animals live in water?
  - ◆ Can water animals live on land?
- Ask them to look at the picture given in the section 'Get set!'. Discuss the given activity and let them do it.
- You may ask them the importance of having a name for every person and every thing. Discuss the importance of a name.
- Read aloud the lesson in the class. Help children correlate the text with the given pictures.
- Ask them if they found the story funny.
- 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!

1. lion - land
2. octopus - water
3. owl - land
4. whale - water
5. sparrow - land
6. starfish – water

### Read and Understand

#### A.

1. the tiny animal
2. the cow
3. the green grass
4. the water in the river
5. the bird

#### B.

1. True
2. False
3. False
4. True
5. True

### Word Wise

C. Accept all appropriate answers.

#### D.

1. One
2. Here

3. eight
4. blue
5. sea
6. sun
7. sail
8. two

**E.**

1. saw
2. What
3. Who
4. has
5. high

## Understand Grammar

**F.**

1. squirrel, tree
2. bird, nest
3. children, park
4. baby, milk
5. clock, wall

**G.**

1. I
2. Sophia, Maria
3. Christina
4. Christmas, December
5. Eiffel tower, Paris

## Use Grammar

**H.**

1. Mount Everest
2. London

3. New Year's Day
4. March
5. Tuesday

### Listen Carefully

- I. Accept all appropriate answers.

### Speak Well

- J. Accept all appropriate answers.

### Write Well

**K.**

- 3 "Yes, we should go home now," said Leo.
- 2 "Look at the dark clouds in the sky!" Sam called out. "It is going to rain!"
- 4 They took their kite and ran home.
- 1 Angela, Sam and Leo were flying a kite in the park.

### Do and Learn

**L.**

Animals that can fly – owl, bee, butterfly, eagle, crow

Animals that cannot fly – elephant, ant, donkey, mouse, zebra

## Answer Key: Activity Book

### Read and Understand

**A.**

1. The squirrel lives on a tree.
2. The squirrel is brown.
3. The writer has named the squirrel Chester.
4. Chester eats fruits.
5. Chester runs after birds.
6. The writer loves to watch Chester jump from tree to tree.

**B.**

1. big
2. black
3. near
4. after

**C.** Accept all appropriate answers.

## Word Wise

**D.**

1. read, red
2. week, weak
3. see, sea
4. write, right
5. too, two
6. sail, sale

**E.**

Library: books, bookshelf

Jungle: bear, lion

Kitchen: plate, gas stove

School/Home/Park: Accept all the appropriate answers.

**F.** Accept all appropriate answers.

## Grammar Fun

**G.**

1. car – Porsche
2. boy – Adam
3. river – Thames
4. country – Italy
5. building – Grand Hotel

**H.**

1. Miss Tayla
  2. Mr Wallace
  3. Maria
  4. Eiffel tower
  5. Ronald
  6. Diana Bennet, Texas
  7. Nile
  8. Bella, Italy
- I. Accept all appropriate answers.

**Write Well****J.**

1. Mummy bird sees a tree.
2. Mummy bird builds a nest.
3. Mummy bird sits on the eggs.
4. Mummy bird catches a worm.
5. Mummy bird feeds the chicks.



# 3.

# I Promise!

## Lesson Plan

### Learning Objectives:

- To strengthen the association with nature
- 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 questions:
  - ◆ Name different flowers around us.
  - ◆ What colours do flowers have?
  - ◆ Who likes to pluck flowers? Be honest.
  - ◆ Have you seen flowers in the school garden?
  - ◆ Who is a gardener?
  - ◆ How can we take care of plants?
- You may take students for a nature walk in the school garden. Ask them to find different flowers around them and tell the name if they can.
- Introduce them to the gardener. Let the gardener share the proper ways to be followed to take care of plants. Let the students enquire about plants/names of flowers etc from the gardener.
- Get back to the classroom. Ask them to look at the picture given in the section 'Get set!'. Discuss the given activity and let them do it.



- 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 strengthen the association with nature.
- They 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. a, b, d, e
2. a, b, c

#### B.

1. Fairy
2. Liza
3. Fairy
4. Liza
5. Mother
6. Mother

**C.**

1. The signboard in the park says 'Do not pluck flowers'.
2. The fairy was sad because Liza used to pluck the flowers in the garden.
3. Liza promised to never pluck flowers.
4. Liza and her mother saw many pretty flowers in the garden the next day.

**D.** Accept all appropriate answers.

**Word Wise**

**E.** Accept all appropriate answers.

**F.**

1. back
2. neck
3. sick
4. duck
5. black
6. check
7. trick
8. pluck

**G.**

1. as pretty as a flower
2. as slow as a snail
3. as cold as ice
4. as black as coal

**Punctuation****H.**

1. Liza is in the garden.
2. Joe waited for the train.
3. Can you make a paper boat?
4. I like to watch cartoon films.



## Understand Grammar

### I.

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

### J.

1. was
2. were
3. were
4. was
5. was

## Use Grammar

**K.** Accept all appropriate answers.

## Listen Carefully

**L.** Accept all appropriate answers.

## Speak Well

**M.** Accept all appropriate answers.

## Write Well

### N.

1. park.
2. her friend
3. a (blue) ball.
4. happy.

## Life Skills

1. always

2. never
3. never
4. never
5. always

## Answer Key: Activity Book

### Read and Understand

#### A.

1. The Great Pyramid of Giza is one of the seven wonders of the ancient world.
2. It took around twenty years and 20,000 workers to build the Great Pyramid.
3. Inside the pyramid was the pharaoh's mummy.
4. The treasures inside the pyramid were supposed to help in the afterlife.

### Word Wise

- B.** found, ground, house, sound, cloud

B	J	F	O	U	N	D
G	P	S	W	Y	A	C
G	R	O	U	N	D	L
H	O	U	S	E	U	O
U	O	N	T	D	S	U
V	R	D	M	B	T	D

#### C.

1. as brave as a lion
2. as busy as a bee
3. as wise as an owl
4. as light as a feather
5. as red as a cherry

## Grammar Fun

### D.

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

### E.

1. was
2. were
3. were
4. was

## Write Well

### F.

Emily and her family went for a picnic. They went to a park. Emily played with a ball. Her sister had brought a top. Mother had packed many nice things to eat. Their pet dog was also with them. Everyone had great fun!

# Animal Helpers

## Lesson Plan

### Learning Objectives:

- To strengthen the association with nature
- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop life skills

### Engagement:

- Ask students to share how animals help us.
- Write their responses in the form of a word web on the board.
- Share with them that it is important for us to take care of animals because:
  - ◆ we share this planet with them.
  - ◆ they help us in many ways.
- 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.
- Ask them to underline the words in the poem which depict the use of animals, like : honey, milk etc.
- You may do an activity with them. Divide the class in groups of 4-5 students. Provide them a chart paper and colours. Ask them to draw a collage about importance of animals in our life. Ask them to give a caption to their collage. Let each group present their collage in front of the whole class. Display these on the display boards.
- Discuss the given exercises and help students to complete them after the poem.

## Learning Outcomes:

- Students will be able to strengthen the association with nature.
- They 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 life skills.

# Answer Key: Main Course Book

## Enjoy the Poem

### A.

1. honey
2. silk
3. blind
4. helpful

**B.** milk, silk, worm, risk, work

**C.** Accept all appropriate answers.

# 4.

# Helping and Sharing

## 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 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:
  - ◆ Should we help others? Why or why not?
  - ◆ How do you help others?
  - ◆ Do you help your friends? How?
- Ask three students to become these characters: Alan, Tina and narrator. Ask them to read aloud the chapter to the class as per their roles.
- Help the class comprehend the chapter and keep asking inquisitive questions in between the reading.
- Read aloud the chapter once again for the whole class.
- Discuss the importance of togetherness with them.
- Discuss the given exercises and help students to complete them after the poem.

### 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. cake
2. seeds
3. plants
4. waters
5. carrot
6. carry

#### B.

1. Alan wanted to grow carrots because he wanted to eat carrot cake.
2. The seeds grew into carrots.
3. The carrot that grew into a huge carrot was pulled out by the children.
4. Alan's grandma make the carrot cake.

C. Tina, Emily, Bob, Pom

### Word Wise

D. Accept all appropriate answers.

E. To be done with designer's help.

#### F.

1. fruits
2. furniture
3. clothes
4. colours
5. animals

## Understand Grammar

### G.

1. ate
2. blew
3. drew
4. came
5. flew
6. sang

### H.

1. sleeping
2. flew
3. knitting
4. makes
5. swimming

## Use Grammar

### I.

1. The stars twinkle in the sky.
2. We brush our teeth twice a day.
3. Gracie is talking on the phone.
4. Please boil some water to make tea.
5. Eva rides a bicycle.
6. Amelia is eating an apple.

## Listen Carefully

- J. Accept all appropriate answers.

## Speak Well

- K. Accept all appropriate answers.

## Write Well

- L. Accept all appropriate answers.

## Do and Learn

**M.**

below the ground – onion, potato, carrot, beetroot

above the ground – beans, cauliflower, tomato, peas

## Answer Key: Activity Book

### Read and Understand

**A.**

1. False
2. did not play
3. Olly Octopus
4. Yes
5. Rainbow Fish was no longer sad because he was not lonely any more.
6. share

### Word Wise

**B.**

Fruits: papaya, orange, cherry, mango

Vegetables: onion, peas, beans, carrot

Animals: crow, monkey, rabbit, swan

**C.**

b	e	e	t	r	o	o	t
c	p	o	t	a	t	o	u
a	b	z	t	d	a	l	r
r	m	o	n	i	o	n	n
r	p	r	y	s	c	f	i
o	q	v	z	h	d	g	p
t	s	w	a	b	e	h	k

**D.**

1. hurry
2. marry
3. wall
4. bell
5. broom
6. curry
7. bread
8. small
9. brown

## Grammar Fun

**E.** Accept all appropriate answers.

**F.**

1. eating
2. make
3. teaches
4. playing
5. looked
6. sleeping

## Write Well

**G.**

1. watering a rose plant
2. reading a story
3. pulling out a carrot
4. planting a seed
5. cooking something tasty

Accept all appropriate answers.



# 5.

# Tree Growers

## Lesson Plan

### Learning Objectives:

- To understand how plants grow
- 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 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:
  - ◆ Have you grown a sapling before?
  - ◆ What all is required for that?
- 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.
- In advance, you may have a discussion with the school gardener about the upcoming students' visit to the garden. Ask him to arrange a few saplings which students can plant, and the appropriate space to plant them.
- Take students to the school garden and tell them that they will be learning to plant a tree. Tell them to listen to all the instructions from the gardener. Share the ways to take care of the saplings every day.

- Divide the class in groups of 6-8 students (or more) and provide one sapling to each group. Help them plant it. Remind them to water it each day.
- Discuss the given exercises and help students to complete them after the lesson.

### Learning Outcomes:

- Students will be able to understand how plants grow.
- They 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. Indus
2. trees
3. sapling

#### B.

1. teacher
2. Stefan
3. teacher

#### C.

1. The city of Gilgit is far away in a valley in the Himalaya mountains.
2. The children planted their saplings in school.
3. The teacher wanted the children to bring water from the river.
4. The children brought cans, buckets, bottles and tumblers to water the saplings.

5. The teacher put each child's name on his or her sapling.

## Word Wise

### D.

1. one, won
2. nose, knows
3. son, sun
4. hare, hair

### E.

1. second
2. first
3. fourth
4. third

### F.

1. Himalaya
2. Gilgit

## Use Grammar

### G.

1. shopping
2. clapping
3. skipping
4. sipping
5. flying
6. stopping
7. talking
8. hitting
9. jogging
10. walking

### H.

1. listening
2. feeding
3. singing

4. walking

## Listen Carefully

**I.**

1. nine
2. ring
3. joke
4. camel
5. March
6. brave

## Speak Well

**J.** Accept all appropriate answers.

**K.**

1. The nest is on the branch of a tree.
2. There are two chicks in the nest.
3. Papa Bird is feeding the baby birds.
4. The babies are trying to eat the food.
5. Accept all appropriate answers.

## Do and Learn

**L.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

**A.**

1. The little spider
2. The big spider
3. A fly
4. The fly
5. The ant





## 6. The bird

### Word Wise

#### B.

1. bar
2. herd
3. flock
4. pair
5. bunch

#### C.

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

#### D.

1. uncle and aunt
2. tea and coffee
3. fruits and vegetables
4. salt and pepper
5. morning and evening

### Grammar Fun

- E.** Lily and Aiden are friends. They are in Aiden's house. Lily wants to play Snakes and Ladders. Aiden does not know how to play the game. He wants to learn the game. Lily knows the rules. She teaches them to Aiden. Soon Aiden's grandfather also joins them. She enjoys playing with the children.
- F.** Once upon a time, there was a family of three bears. They lived in a forest. There was Papa Bear. He was big and strong. Then there was Mama Bear. She

too was big and strong. Baby Bear was a small bear. His toys were small too. One morning Mama Bear made porridge for all of them. However, it was too hot to eat. So they went out for a walk.

## Write Well

**G.** My dear Susan,

Yesterday was my birthday party. I had invited six friends for the party. Mummy had fixed six candles on the cake. My father took photographs. I blew out the candles. We had great fun! I wish you were here with us too.

Your friend,

Meghan



# Pretending

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask students to share the ways in which they like to enjoy and have fun.
- Write their responses in the form of a word web on the board.
- Share with them that its important for us to have fun because:
  - ◆ it is recreational.
  - ◆ it is a way to get rid of boring routine.
  - ◆ it is a way to get refreshed.
  - ◆ it helps build bond with each other.
- 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.
- Ask them to pretend being different animals and insects and move like them.
- Discuss the given exercises and help students to complete them after the poem.

### Learning Outcomes:

- They 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 life skills.

# Answer Key: Main Course Book

## Enjoy the Poem

### A.

1. dog - jumps
2. cat - climbs
3. fish - swims
4. frog - hops
5. horse - trots
6. lamb - leap

### B.

1. fish
2. frog
3. dog, cat, horse, lamb



# MODEL TEST PAPER 1

## Answer Key: Main Course Book

### From the Lessons

#### A.

1. Edna
2. cow
3. Mother
4. Tina
5. Stefan

#### B.

1. Mother's phone alarm wakes Edna up.
2. The name of the tiny animal that forgot its name is Fly.
3. Liza loves flowers.
4. Alan's grandma makes carrot cake.
5. The teacher made the students plant saplings.

#### C.

1. as white as snow
2. as sweet as honey
3. as cold as ice
4. as round as a circle
5. as green as grass
6. as red as a cherry

#### D.

1. some
2. to

3. flowers
4. seen
5. here

## Grammar

### E.

1. Edna is flying a kite.
2. The tiny animal had big eyes.
3. Mother is watering the plants.
4. Alan loves sweet carrot cake.
5. John is picking up berries.

F. Accept all appropriate words.

G. Hello! I am James. He is Max. We are friends. We are in the same class. We are from Edinburgh.

## Writing

H. Accept all appropriate answers.

## Reading

### I.

1. garden
2. ball
3. bird
4. grass
5. make a nest

# REVISION FUN 1

## Answer Key: Activity Book

### A.

1. Milky is a little white dog.
2. Milky wants a new friend.
3. Milky sees a little black kitten.
4. Accept all appropriate answers.

### B.

1. boat coat goat float
2. sail mail hail tail
3. scold bold cold gold
4. deep keep sleep jeep

### C.

1. swimming
2. sleeping
3. sitting
4. running
5. sipping

### D.

1. Amanda has a silk scarf.
2. Amy has a pet cat.
3. My cousin lives in Moscow.
4. Sunday is a holiday.
5. A bicycle has two wheels.
6. I love my granny.

**E.**

1. Give me the book.
2. It is my book.
3. Here they come.
4. Tell her to hurry.
5. Come with us.

**F.**

1. elephant
2. monkey
3. giraffe
4. hippo
5. crocodile
6. tiger

**G.** Accept all appropriate answers.



# 6.

# Christmas Song

## 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 them the following questions and along with that make a word web on the board about festivals.
  - ◆ What is a festival?
  - ◆ Name a few festivals.
  - ◆ Why do we celebrate festivals?
  - ◆ How do you celebrate festivals? (Describe any.)
  - ◆ Which is your favourite festival?
  - ◆ What do you like the most about festivals?
- Ask the students to look at the picture given in the 'Get set!' section and guess the name of the character in the activity. Ask them to do the activity in the textbook itself.
- Select students to read aloud the dialogues for different characters and narrator in the story. Ask them to take care of voice modulation for their role.
- Repeat the story narration with a new set of students in the same way.
- Help students comprehend the story in between.

- Divide the class in groups of 4-5 students. Provide them a sheet of paper. Ask them to form at least five questions based on the lesson. Guide them with the important points to be kept in mind while framing questions.
- Once the task is done, ask one member from each group to volunteer and read aloud the questions. Appreciate them for their efforts.
- Stick these sheets on a display board.
- 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 and inferential 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. Grey Cat
2. Robin Redbreast
3. Small Boy
4. Robin Redbreast
5. Queen
6. King

#### B.

1. king and queen
2. window
3. Robin Redbreast and Jenny Wren

**C.**

1. Robin Redbreast wanted to go to the king to sing him a Christmas song.
2. The Sly Fox wanted to show Robin Redbreast a brown dot on his tail.
3. The king asked his helpers to find a friend for Robin Redbreast.
4. Robin Redbreast and Jenny Wren sat side by side on the windowsill and sang.

**Word Wise****D.** Accept all appropriate answers.**E.**

1. boy – girl
2. horse – mare
3. prince – princess
4. tiger – tigress
5. cock – hen
6. lion – lioness
7. uncle – aunt
8. nephew – niece

**F.**

1. up
2. are
3. see
4. not
5. they

**G.**

1. watch
2. wrong
3. knot
4. hour
5. calf
6. knife



## Understand Grammar

Accept all appropriate answers.

### H.

1. black
2. sweet
3. curly
4. big
5. new

## Use Grammar

### I.

1. The lion was stronger than the mouse.
2. The tortoise was slower than the rabbit.
3. The monkey was cleverer than the crocodile.

**J.** Accept all appropriate answers.

### K.

1. an ant and a dove
2. a grasshopper and an elephant
3. a goose and an egg
4. an ox and a frog
5. a cat and a mouse
6. a blind man and a seeing-eye dog

### L.

1. a
2. an
3. an, an
4. a
5. An, an
6. an

### M.

1. a rose
2. a bell
3. an elephant
4. a shoe
5. a duck

### Listen Carefully

N. Accept all appropriate answers.

### Speak Well

O. Accept all appropriate answers.

### Write Well

P. Accept all appropriate answers.

## Answer Key: Activity Book

### Read and Understand

#### A.

1. Christmas tree
2. Tom
3. Paul's neighbour

#### B.

1. colourful ribbons, small balls, balloons and a star
2. Yes

### Word Wise

#### C.

- |               |       |             |       |
|---------------|-------|-------------|-------|
| 1. neck       | rock  | <b>bed</b>  | frock |
| 2. <b>ten</b> | thumb | thunder     | thank |
| 3. sack       | back  | <b>room</b> | rack  |
| 4. <b>him</b> | this  | them        | thus  |
| 5. duck       | sick  | <b>kite</b> | kick  |

## D.

He – father, peacock, king, uncle, horse

She – mother, peahen, queen, aunt, mare

## E.

1. lock, clock
2. hair, chair
3. harm, charm
4. ring, bring
5. gold, scold

## Grammar Fun

### F.

1. John is **taller** than Ross.
2. A horse runs **faster** than a donkey.
3. A bed is **smaller** than a house.
4. The books are on the **lowest** shelf.
5. A bicycle is **lighter** than a car.

### G.

1. What is the baby of **an** eagle called?
2. **An** octopus has eight legs.
3. Benny's grandpa gave him **a** guitar for his seventh birthday.
4. Isaac bought **an** ice cream and Charles bought **a** sandwich.
5. Ryan will recite **a** poem in class.

## Write Well

### H.

1. The robin is a **small** bird.
2. It has an **orange** chest.
3. It has a **yellow** beak.
4. It can hop and **fly**.
5. It loves to **sing**.

# 7.

# I Love My Home

## 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:

- Read aloud the activity given in the section 'Get set!' and ask the students to respond verbally first and then do their individual task in the textbook.
- Write the following points on the board:
  - ◆ Who all live with you in your home?
  - ◆ What all do you do when you are at home?
  - ◆ Do you help at your home?
  - ◆ Do you keep your things at the proper place?
- Discuss these questions with the students and let them think their individual answers.
- Provide each student a sheet of paper and colours. Ask them to draw a picture of their home keeping the above mentioned points in focus. Ask them to show themselves in the scene(s) that they will be drawing. Ask them to write a few sentences to describe the same.
- Provide each student a chance to show their picture to the class and read the sentences written.
- Display their work on the display board and give it a caption.

- Read aloud the lesson for the class and ask enquiry questions in between to check their understanding.
- Ask them if they also miss their mother/father etc when they are not at home.
- 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. every day
2. read
3. lovely toys
4. tasty food

#### B.

1. True
2. False
3. True
4. False
5. True
6. True



**C.**

1. Peter was a little boy who loved to play.
2. Harry was Peter's friend.
3. Peter talked to his mother about Harry's house all the time.
4. No, Peter did not take his toys to Harry's house.
5. Peter did not have dinner at Harry's house because he missed his mother.

**Word Wise****D.** Accept all appropriate answers.**E.**

1. happy
2. cold
3. far
4. foolish
5. win

**Punctuation****F.**

bold, cold, fold, gold, sold, hold

**G.**

1. Fold a square piece of paper into a triangle.
2. Fold the corners into two smaller triangles to make ears.
3. Draw the dog's face and paste buttons for eyes. Your card is ready!

**Understand Grammar****H.**

1. lovingly
2. carefully
3. loudly
4. neatly
5. quickly

## Use Grammar

- I. Accept all appropriate answers.

## Listen Carefully

J.

1. village
2. fresh vegetables
3. van
4. brother
5. grandma

## Speak Well

- K. Accept all appropriate answers.

## Write Well

- L. Accept all appropriate answers.

## Do and Learn

M.

can touch – pearl, banana, bed, cake

cannot touch – darkness, kindness, idea, honesty

# Answer Key: Activity Book

## Read and Understand

A.

- a. We help each other in the family.
- b. Friends share their things with each other.
- c. Nora made a birthday card for her grandmother.
- d. When we make a mistake, we say 'Sorry' to each other and make up.

## Word Wise

**B.**

_____ flag _____	P	O	J	B	L	U	E	_____ flock _____
_____ blue _____	K	S	C	L	A	P	F	_____ clap _____
_____ close _____	F	L	L	A	T	S	L	_____ slow _____
_____ black _____	L	I	O	C	K	L	O	_____ slide _____
	A	D	S	K	O	O	C	
	G	E	E	W	Y	W	K	

**C.**

1. early – late
2. wrong – right
3. fat – thin
4. won – lost
5. noisy – quiet
6. sell – buy

**D.** Accept all appropriate answers.

**E.**

1. trunk
2. needle
3. book
4. ship
5. broom

## Grammar Fun

**F.**

1. loudly
2. quickly
3. bravely.

4. brightly
5. neatly

**G.**

1. quickly
2. gently
3. loudly
4. quickly
5. softly

## Write Well

- H.** Accept all appropriate answers.



# The Swing

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- If there are swings in the school, then you may take the students out for playing. Let them enjoy!
- Bring them back and ask them to share their feelings.
- If there are no swings in the school, then ask the students to share their experiences of playing on swings.
- 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.
- Play a 'word ladder' game with the class. Write the word 'Swing' on the board and ask one student to tell a word starting with the last letter 'g' in the word 'swing'. Write that word below 'g' and similarly keep writing the next words by asking other students.
- Discuss the given exercises and help students to complete them after the poem.

### 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 life skills.

# Answer Key: Main Course Book

## Enjoy the Poem

**A.**

1. in the air
2. wall

**B.** trees, roofs, cattle

**C.** Accept all appropriate answers.



# 8.

# Pitpat's Journey

## Lesson Plan

### Learning Objectives:

- To identify the steps involved in the water cycle
- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Write on the board: 'If suddenly the water finishes everywhere, what will happen?' Conduct a whole class discussion about this. Let students share their responses and keep noting these on the chalkboard.
- Discuss the activity 'Get set!' with the students and let them do it.
- Read the lesson to the students. Help them comprehend the same by asking questions and having discussions.
- Divide the class into two groups. Provide a sheet of paper and colours to each student. Ask the students of one group to draw water cycle depicting Pitpat and Dripdrop, the raindrops. Ask the students of the other group to draw and write the importance of saving water.
- Display these sheets all over the class/corridor and let the students see and appreciate each other's work.
- Discuss the content prepared by students and then share various ways to save water like:
  - ◆ closing tap when not in use
  - ◆ taking shorter showers



- ◆ checking leaky taps
- ◆ rinse vegetables in a bowl rather than under a running tap; etc.
- 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 Objectives:

- Students will be able to identify the steps involved in the water cycle.
- They 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. raindrop
2. wave
3. cool
4. Dripdrop
5. clouds

#### B.

1. False
2. False
3. True
4. True
5. True
6. True



**C.**

1. Pitpat saw a dark grey cloud in the sky.
2. As they fell from the clouds, Pitpat and Dripdrop saw a little stream flowing through some fields.
3. Pitpat and Dripdrop fell into a stream that joined a river, and the river later joined the ocean.

**Word Wise****D.** Accept all appropriate answers.**E.**

1. you have
2. she is
3. did not
4. they are
5. is not
6. I will

**F.** Accept all appropriate answers.**Punctuation****G.**

Pitpat: I feel so afraid of thunderstorms. They make so much noise.

Dripdrop: That noise is thunder and what you see is lightning.

Pitpat: What makes lightning?

Dripdrop: Raindrops bump into each other and make lightning happen.

**Understand Grammar****H.**

1. or
2. and
3. and
4. or
5. and



**I.**

1. and, and, because, but, or

## Use Grammar

- J.** Accept all appropriate answers.

## Listen Carefully

**K.**

1. eight
2. pear
3. whole
4. week

## Speak Well

- L.** Accept all appropriate answers.

## Write Well

**M.**

1. Is this your ball?
2. Who brought it for you?
3. Have you seen my toys?
4. Do you want to play with me?
5. How will you go home?

# Answer Key: Activity Book

## Read and Understand

**A.**

1. raining
2. paper boats
3. paints
4. hot chocolate

## Word Wise

### **B.**

1. train
2. draw
3. drink
4. dress
5. tree
6. trunk

### **C.**

1. it's
2. mustn't
3. isn't
4. didn't
5. don't
6. doesn't

### **D.**

1. wriggles
2. spin
3. flap
4. hops

### **E.**

1. colourful flowers
2. long stems
3. soft petals
4. small buds
5. green leaves

## Grammar Fun

### F.

1. and
2. but
3. or
4. and
5. or

### G.

1. Ruby ate a sandwich **and** an apple.
2. Is this Santa Claus **or** a fairy?
3. Julia likes carrots **but** she does not like spinach.
4. This is a Japanese doll **but** that is a Russian doll.

## Write Well

- H. Accept all appropriate answers.

# The Shape of Things

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- You may take the students outside the classroom where they can easily see the sky. (Check the availability of clouds in the sky prior to this.)
- Ask them to look at the clouds and share what they imagine them as. Share your imagination too with them. Encourage them to look at the different shapes formed by clouds and keep sharing their imagination. At one time shape of clouds may appear as an animal, at next point as an object etc.
- Let students share their feelings about this activity.
- 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.
- Provide a sheet of paper to students and ask them to colour it blue (or provide cut outs of blue chart paper). Give them cotton and glue. Ask them to consider cotton as a cloud and stick it in the shape of anything that they imagine a cloud to look like.
- Exhibit their work on the display board and give a caption to it. Ask them to appreciate each other's work.
- Discuss the given exercises and help students to complete them after the poem.

## 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 motor skills.
- They will be able to develop life skills.

# Answer Key: Main Course Book

## Enjoy the Poem

### A.

1. a monkey
2. a cat
3. a big tall apple tree
4. a balloon

### B.

1. cat
2. owl
3. sheep

### C.

- 4
- 4
- 3
- 0



# 9.

# The Green Forest

## 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:

- Write the 'trees are important' on the board and ask children to speak in agreement or disagreement to this statement. Keep writing their responses in the form of a web.
- Ask students to share their experiences of caring for plants. Appreciate them for their efforts.
- Arrange a visit to the school gardener. Let students discuss the importance of trees with him and the ways to save trees.
- Discuss the activity 'Get set!' with the students and let them do it meaningfully.
- Read the lesson to the students. Help them comprehend the same by asking questions and having discussions.
- Do a bookmark making activity with students. Provide each student a strip of thick paper appropriate to be used for making bookmarks. Ask them to write one importance of trees/way to save trees. Ask them to draw and colour their bookmark. Appreciate each student for their task.
- Encourage them to use these bookmarks while reading books and spreading the awareness for saving trees.

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

### 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. drinking tea at Toby's tea shop
2. the boys to go away
3. into the forest
4. angry villagers

#### B.

1. True
2. True
3. False
4. True
5. False

#### C.

1. Daniel and Edward lived in a village.
2. The strangers were cutting down trees in the forest.
3. Daniel and Edward went to their teacher for help.



**D.**

1. The strangers went to the forest to cut down trees.
2. The villagers were shocked to see the strangers in the forest because they were about to cut the blackberry tree.

## Word Wise

**E.** Accept all appropriate answers.

**F.** Accept all appropriate answers.

**G.**

1. bread, brush, bridge, broom, branch, brick
2. spade, sparrow, spoon, spray, sponge, spider

## Understand Grammar

**H.**

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

**I.**

1. in
2. under
3. behind
4. near

## Use Grammar

**J.** Accept all appropriate answers.

## Listen Carefully

**K.** Accept all appropriate answers.

## Speak Well

- L. Accept all appropriate answers.

## Write Well

### M.

1. The nest is on a branch.
2. There are two chicks in the nest.
3. The mother bird is flying.
4. The babies are looking at mother bird.
5. I can see butterflies, squirrels and bees near the tree.

## Life Skills

### N.

1. Water them everyday.
3. Feed them manure.
6. Keep them in a place where there is sunshine.

# Answer Key: Activity Book

## Read and Understand

### A.

1. False
2. False
3. True
4. False
5. False

- B. Accept all appropriate answers.

## Word Wise

### C.

1. fly
2. play

3. float
4. flower
5. smoke
6. plum
7. please
8. smell
9. flag
10. smile
11. plot
12. small

**D.** Accept all appropriate answers.

**E.**

1. fool – tool – cool
2. book – hook – look
3. air – fair – hair
4. leg – beg – peg
5. sheep – creep – deep

## Grammar Fun

**F.** Accept all appropriate answers.

**G.**

1. in
2. on
3. under
4. behind
5. in

## Write Well

**H.**

1. Trees are our friends. They give us many things.
2. We get medicines, fruits, and paper from trees.
3. Trees are our green friends.

# The Squirrel

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask the students the following questions:
  - ◆ How often do you see a squirrel?
  - ◆ Can you act like a squirrel?
  - ◆ What does it like to eat?
  - ◆ Where does it live?
- 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 life skills.

# Answer Key: Main Course Book

## Enjoy the Poem

**A.**

1. up the tree
2. a nut

**B.** Accept all appropriate answers.

**C.** Accept all appropriate answers.



# MODEL TEST PAPER 2

## Answer Key: Main Course Book

### From the Lessons

#### A.

1. the brown spot on his tail
2. missed his mother
3. wave in the ocean
4. friends

#### B.

1. The cat wanted to show Robin Redbreast his purple scarf.
2. Robin Redbreast wanted to sing a Christmas song for the king.
3. Peter was a little boy. His friend's name was Harry.
4. Pitpat wanted to go up to the cloud because it looked cool up there.
5. Daniel and Edward lived in a village.

#### C.

1. sell
2. dull
3. cruel
4. short

#### D.

1. amazed
2. excited
3. scared
4. run after
5. tasty
6. hot

## Grammar

### E.

1. lovingly
2. neatly
3. sweetly
4. swiftly
5. loudly

### F.

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

### G.

1. We
2. He
3. She
4. They
5. She

## Writing

H. Accept all appropriate answers.

## Reading

### I.

1. chicks
2. outside
3. dust
4. Accept all appropriate answers.

# REVISION FUN 2

## Answer Key: Activity Book

### A.

- 3
- 1
- 4
- 2
- 5

### B.

1. sell
2. slow
3. first
4. short
5. cruel
6. sit

### C.

1. did not
2. she is
3. I am
4. is not
5. do not
6. does not
7. it is
8. must not

### D.

1. Anna eats **an** orange after lunch.
2. Please draw **an** elephant in your notebook.





3. There is **a** big swing in the park.
4. I will have **a** sandwich for breakfast.
5. Have you seen **an** owl?

**E.**

1. The tiger is a striped animal.
2. Mary has curly hair.
3. The story is very long.
4. Melanie is sad because her toy car broke.
5. The cobbler makes leather shoes.

**F.** Accept all appropriate answers.





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