

**Class : 1**

**Subject : Grammar Cloud**

**Lesson : Alphabet Fun**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

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### **Teaching Objective :**

- Children will learn about
- alphabetical order
- searching the words in a dictionary
- arranging different words in alphabetical order

### **Previous Knowledge :**

Students have learnt the alphabet (a-z) in proper order. They can read and write a-z in both the capital and small letters.

### **Warm Up :**

Ask the students to recite the ABCD poem in the class just to give them a quick revision of the alphabet.

Teachers may also ask them to tell the letters that come just before and after a given letter.

**Materials :** Alphabet book, Dictionary, Picture charts.

### **Teaching Methodology :**

<b>About the chapter :</b>	<p>Enter the class with a smile on your face.</p> <p>Tell the students that today, we are going to discuss about an important and very easy topic i.e. Alphabetical Fun'.</p> <p>Show the students some charts such as animals and birds chart, charts of things used at various places and festivals charts and tell them how to arrange all the names in alphabetical order.</p>
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<b>Points to be discussed in class</b>	<p>Write some sets of words on the blackboard and call the students one by one to write them in the alphabetical order.</p> <p>Tell the students to bring a dictionary and tell them that words in a dictionary are arranged in alphabetical order. After that explain to them the proper way of searching a word in it.</p>
	<p>The points to be remembered while searching words in the dictionary.</p> <p>Look at the first letter of the word and search it on the page for it that letter.</p> <p>If more than one word starts with the same letter then look at the second letter of the word.</p> <p>In some cases, It may be needed to look at the third letter if two or more words have the same first and second letters.</p> <p>Write some words on the blackboard and tell the students to find their meanings in the dictionary quickly and write the same on the blackboard.</p>
<b>Reinforcement :</b>	<p>Explain to the students that we need to know the alphabet and alphabetical order to complete many tasks such as doing research, looking for a telephone number in a telephone directory and finding a word in the dictionary.</p>
<b>Evaluation :</b>	<p>After explaining the chapter, let the students do the coursebook exercise. After that tell them to solve the additional practice worksheets on their own.</p>
<b>Assessment :</b>	<p>Give points to the students who arrange the words in alphabetical order quickly and correctly. Ask the class to give a big hand for them. Give score to the students who find the words in the dictionary promptly.</p>

**Class : 1**  
**Subject : Grammar Cloud**

**Lesson : Sentences**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

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### **Learning Objectives**

- At the end of this chapter, the students will be able to learn about
- Making meaningful words out of alphabets.
- Arranging words in order to make sentence.
- Making meaningful sentences with words.
- How to start and finish a sentence.

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 1
- Flash cards of alphabets to make words
- Flash cards of words to make sentences

### **Warm Up**

Before getting started, you can ask the following questions in class:

- What is your name?
- What is an object called? (showing them a pencil/ pen)
- In which class do you study?
- Where are you going?
- What is your favourite colour?

Encourage students to give answers in complete sentences instead of giving one word answer. **For example,**

- This is a pencil.
- I study in Class 1.

### **Points to Discuss**

- The 26 letters in English can be put together to form meaningful words.
- These words can be further used to make meaningful sentences.

- A sentence is a collection of words that make a sensible statement.
- The first letter of the first word of a sentence is always capital.
- We use a full stop mark (.) at the end of every sentence. The full stop mark tells us that a sentence is finished and complete.



## Classroom Activity

### *Word Formation*

Write five words on the blackboard, for example, pen, apple, class, stick and dog. Give flash cards of the alphabets that correspond to the words to some students. Then, ask them to arrange the cards in a correct order to make one word at a time. Ask the other students to spell out the alphabets and then the whole word. Repeat the same with other words.

This will help the students understand the formation of a word and also how to pronounce it correctly.

### Dictation

Give dictation of some two- or three-letter words to the students and ask them to write them in their notebooks while you speak them out. This will help them identify alphabets and words, correct their spellings and pronunciations.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Spellings				

## Classroom Activity

### *Jumbled Words*

Write some jumbled words on the board and ask the students to rearrange them in their notebooks. Then ask them to exchange their notebooks with their desk partners. Call the students and make them write the correct answers on the board. Also, allow the students to check and rate their partner's work. This will help them to recognise words and the sequence of the letters.

## Assessment rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Spellings				
Vocabulary				

## Classroom Activity

### *Jumbled Sentences*

Write five simple sentences on the board and give the flash cards of corresponding words to the students. Now ask them to stand in the correct order to make a complete sentence. Now ask the rest of the students to read out each word and then the complete sentence in one go. This will help them to learn about how a sentence is formed by rearranging words.

You can also speak few simple sentences in the classroom and ask students whether the sentences make sense or not. **For Example,**

I am a girl.

(make sense)

Am a girl I.

(does not make sense)

## Dictation

For more practice read out some sentences to the students and ask them to write the sentences in their notebooks. Tell them to start the sentences with capital letters and finish them with a full stop mark. Now, ask them to exchange their notebooks and write down the correct answers on the blackboard. Allow the students to check each other's notebook and rate them.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria.

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Participation				
Pronunciation				
Spellings				
Sentence formation				

## The Start and Finish

Tell the students that a sentence always starts with a capital letter and ends with a full stop. Then, ask them some questions and make them write the answers. Let them analyse their answers themselves. This activity will let them self-assess and allow them to correct their mistakes.

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

## Questionnaire

Ask the students to make some basic questions on a paper and give it to their desk partners. As homework they will write the answers for these questions and bring it the next day. Let them cross examine the next day and rate their work.

## Word Puzzle

You can create worksheet a word puzzle or word grid for students and ask students to find and encircle at least five meaning words in it. The puzzle should contain only two- or three-letter words.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students.

Sensible formation of words and sentences.

- Vocabulary
- Pronunciation
- Correct spellings
- Assessments of others and self.

## Life Skills

Explain various conversation etiquettes to the students. Tell them that whenever they are asked a question, they must give answers in complete sentences instead of giving a one word answer. This will help their conversation skills and make a good impression of them on the people they talk to.

## Tips for Teachers

- Once a topic is finished, make the students do book exercises in the classroom.
- For homework, give them some activities that can be discussed in the classroom.
- Allow the students to find the mistakes and correct them on their own.
- Divide the activities equally so that all students have equal participation.
- Encourage them to participate more.

**Class : 1**

**Subject : Grammar Cloud**

**Lesson : Using 'A' and 'AN'**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about

- Use of the article 'a' before a word
- Use of the article 'an' before a word
- Vowels and consonants

## Teaching Resource Materials

- Textbook: Grammar Cloud 1
- Pictures of some objects or animals such as cap, cow, goat, tap, cup, egg, etc., with their name on them

## Warm Up

Before getting started, you can ask the following questions in class:

- What is this object called? (show them the pictures you have brought)
- Why is 'a' used in front of the picture?
- Why is 'an' used in front of the pictures?

*(Tips:- Ask students alternatively between objects whose name starts with a consonant and a vowel. Then put the pictures whose name starts with a vowel on one side and those starting with consonant on the other.)*

## Points to Discuss





- Article 'A' is used when the word starts with a consonant.
- Article 'An' is used when the word starts with a vowel.

## Classroom Activity

### *Identify "A" and "An"*

Take as many students as there are pictures of different objects. Give each student a picture and ask them to read its name out loud. Then, ask them why there is "a" in front of some objects and why there is "an" in front of others. Wait and give them time to think. Now, make two groups of the students with pictures — one group with the pictures with the consonant words and the other with the vowel words. Now, ask the same question and wait for two minutes. This activity will help them to work on their search ability. They will try to search for answer and some of them might be successful in answering.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Knowledge				

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### The Pair Game

Make pairs of students as per your convenience and tell them to alternatively say out names of an object and the other partner will tell which article is used with the name of the object.

## Matching Game

In this game, students practice matching articles (a, an) with nouns. Divide the students into groups of three or four. Each group is given a set of article cards and a set of picture cards. The students shuffle the cards separately and spread them out face down on the table in two sets. Students take it in turns to turn a picture card and an article card. If the article matches with the noun, the student scores a point. The student can then score an extra point by making a sentence with the article and noun. The student then keeps the cards and has another turn. If the cards don't match, the student turns them back over, keeping them in the same place. The game continues until all the cards have been matched. The student with the most points at the end of the game wins.

## Life Skills

Encourage the students to complete their homework on time. Obeying and respecting teacher's orders can lead the students to a successful path.

## Skills Developed

- Communication
- Team Work
- Healthy Competitiveness
- Grammatical Reasoning

## Tips for Teachers

- Students should know the difference between 'a' and 'an'.
- They should know that these articles are used for a singular item and not more than one.
- While performing the activity, make sure all the pictures have a clear name and the articles.
- Encourage students to complete the book exercises within specified time.
- Explain few exercises in the classroom and give them as homework.

**Class : 1**  
**Subject : Grammar Cloud**

**Lesson : Noun**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about

- Definition of noun
- Use of capital letters with nouns
- Identifying nouns
- Differentiating between names of places, person, animals or objects

### Teaching Resource Materials

- Textbook: Grammar Cloud 1
- Four circular cardboards (name, animal, place, thing)
- Material from students given them a day before (name cards of different places, animals, persons or things)

***Note:** Ask each student to bring a flash card of any place, person, animal or thing from home. This should be given as homework to the students one day before starting the lesson.*

### Warm Up

Before getting started, you can ask the following questions in class:

- Can you describe a tiger?
- Who is Aman? (trying to focus at the gender e.g. a boy)
- Do you know about a city named Mumbai?
- What is a chair?

### Points to Discuss

- A noun is a name of a person, place or thing. Tell them that nouns are also called the naming words.
- The names of people and places start with capital letter.

### Classroom Activity

#### *Identify the Noun*

Take four students and give them the circular cardboards with

“name”, “place”, “animal” and “thing” written on it. Then, ask the other students to choose the category of their flash card they have brought as homework. For example, the student with the name card of an animal name will choose the student with the circular cardboard with “animal” written on it and so on. Finally, ask them to read out their name card. This will explain them the significance of the groups that nouns are divided in.

***Note for the teacher:** This activity is only for teaching purpose and not assessment. Although, you should keep in mind how the students are participating in the activity.*

## Classroom Activity

### Name-Place-Animal-Thing

Draw a table like the one given below, on the board and make four columns. Then, ask students with the name cards to write down their respective noun in the correct category on the board. In the end, ask them that why some of the specific nouns are starting with capital letters. Give them a few minutes to think and then let them know the reason.

Name	Place	Animal	Thing
Raj	school	tiger	hat

## Assessment Rubrics

Each student can be graded on the basis of the following criteria.

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfilment				
Knowledge				
Vocabulary				
Spellings				

## **Noun**

The name of people and places always starts with capital letter. This is because they are defined and fixed.

## **FUN TIME**

Once the lesson is completed, you can play the following games in the classroom.

### **Name-Place-Animal-Thing**

Make groups of five students and ask them to make a table same as last activity. Now, ask one of the students start reciting alphabets in his mind and the other student to stop when he / she desire. Tell the class to write the name of a person, a place, a thing and an animal with the letter at which the first student stops. The steps will be repeated until they are out of words and students get disqualified. The student able to write the names until the end becomes the winner.

Who Am I?

Play a riddle game with the students. Ask riddles about the community helpers and let them identify the helper. For example,

I teach you in the classroom. I am a \_\_\_\_\_.

I mend your shoes. I am a \_\_\_\_\_.

Ask them to use proper article 'a' or 'an' along with the name of the helper.

## **Enrichment**

Have students brainstorm, identify, read, and write words with that they already know and make them find new words.

## **Life Skills**

Ask students to come to class with all materials needed for classroom activities and projects. Once the classroom activity is over, encourage them to make their desk and classroom neat and clean.

## **Tips for Teachers**

- Start by telling the students rules and regulations of any activity.
- Ask them to come one by one from their seat in order to maintain the discipline.
- During group activities make sure you indulge in every group and help out the students.
- Classroom teaching should be interactive and students should be comfortable in answering confidently.

**Class : 1**

**Subject : Grammar Cloud**

**Lesson : Nouns- Singular and Plural**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

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## **Learning Objectives**

At the end of this chapter, the student will be able to learn about:

- Singular Noun
- Plural Noun
- How to convert singular noun into plural by adding 's' in the end.
- How to convert singular nouns into plural by adding 'es' at the end.

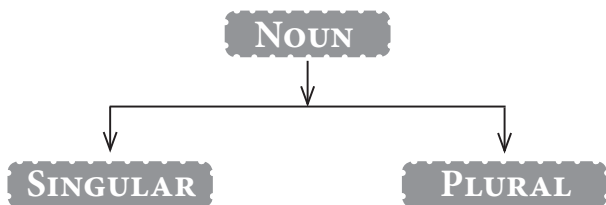
## **Teaching Resource Materials**

- Textbook: Grammar Cloud 1
- Few pencils
- A duster and a chalk box
- Flash cards with some nouns written on them such as cow, boy, box, class, etc.

## **Warm Up**

- How many students are there in the classroom?
- How many teachers are there in the classroom?
- How many students are girls?
- How many students are boys?

## **Points to Discuss**



- There are two types of noun—singular and plural.

- Singular nouns are those nouns that name only one person, place, animal or thing.
- Plural nouns are those nouns that name more than one person, place, animal or thing.
- Singular can be converted into plural nouns by adding 's' or 'es' at the end of the name.
- Nouns ending with s, ss, sh, ch, o and x are converted from singular to plural by adding 'es'.

## Classroom Activity

### *Look and Speak*

Ask any six students to come forward. Then make five students stand in a group and one student stand separately. Now, ask rest of the students that how many students are there in each group and write down 'students' on one side of the board and 'student' on the other. Ask the students to sit down and repeat the same thing with pencils, chalks and few other objects. Once you have at least five different objects, ask the students what difference they see. Let them observe for few minutes and answer them. This activity will help them to find difference in one and many things.

### For example

Students	Student
Pencils	Pencil
Chalks	Chalk
Boys	Boy
Tables	Table

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Knowledge				
Observance				



## Classroom Activity

### One and Many

Divide the board in two halves. On one side, write the heading 'SINGULAR' and on the other side write "PLURAL". Now, write some examples of noun on the singular side (for example, toy, girl, garden, lake, table, etc.). Then ask students to convert the singular nouns into plural nouns. Make them raise their hands first if they know the answer. Complete the other side of the board and then teach them about how we can convert singular nouns into plurals.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Task fulfilment				
Understanding				

**NOTE:** After teaching them how to convert singular into plural, teach them how they can decide whether to use 's' or 'es' by looking at the last letter of the noun. If it ends with "s, ss, sh, ch, o and x" then they should use 'es' at the end to make the noun plural.

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### Spell me Correct

Make a table of words with singular and plural form of different nouns. Change some of the plural words at the end so that their spellings are incorrect. Now, ask students to tell whether the plural form is correct or incorrect. If incorrect, ask them the correct the spellings.

**For example,**

tree-trees (✓)  
boy-boys (✓)

pen-penes (✗)

chair-chaire (✗)

## **Make me Plural**

Randomly call few students and give a flash card of noun to each student. Make them stand in a row in front of the class. Now, call one student from the other students who are sitting and ask him or her to choose any singular noun from the flash cards and write it on the board. Now, ask him or her write its correct plural form beside it.

## **Enrichment**

Have students identify, read, and write words with different plural endings. This way they will learn the use of 's' and 'es' more clearly.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Vocabulary
- Learning
- Participation
- Identification
- Spellings

## **Life Skills**

While indulging in a group activity, students should remain patient and attentive. They should wait for their turn and allow the fellow participants to complete their turn. If a student fails to answer correctly, other students should not mock him/her. A healthy and positive classroom environment is very essential for a child's intellectual growth.

## **Tips for Teachers**

- While working in a group activity, make sure you take enough number of students to avoid chaos during the activity.
- While teaching them the conversion of singular into plural make sure they have learned the use of endings completely.
- Book exercises can be done both in class and as homework. Before giving them the homework make sure you discuss the exercises in the classroom.
- Encourage them to behave well in the class.
- Make sure you focus on shy students and encourage them to participate more in classroom activities.

**Class : 1**

**Subject : Grammar Cloud**

**Lesson : Common Nouns and Proper Nouns**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

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## Learning Objectives

At the end of this chapter, the student will be able to learn about:

- Common Noun
- Proper Noun
- Proper Noun starts with capital letters

## Teaching Resource Materials

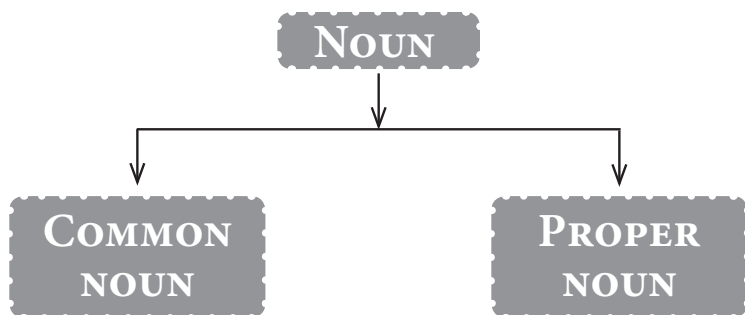
- Textbook: Grammar Cloud 1
- Flash cards of common noun. For example, city, dog, boy, chocolates
- Flash cards of proper noun. For example, Aman, Delhi, Riya

## Warm Up

Before getting started, you can ask the following questions in class:

- What is Delhi?
- What is the name of your class teacher?
- Who is Amitabh Bachchan?
- What is the name of your bench partner? Is he/she a boy or girl?

## Points to Discuss



- There are total five types of nouns. In this chapter, students will learn only about two types of nouns.
- Common noun is a noun that is used for general names of animal, place, things or person. For example, a pen, a boy, a city etc.
- Proper noun is a noun that identifies the common noun. It is the name of that person, place, animal or thing. For example, Delhi is a city. Here, city is common noun and Delhi is a proper noun.
- Proper noun always starts with a capital letter.

## Classroom Activity

### *Answer the Questions*

Select any one boy and a girl from the students. First, take the boy and ask the student who he is. Is he a boy or a girl? Ask the same question with the girl. The students will reply boy for boy and girl for girl. Now, show them a pen and ask what it is. They will reply that it is a pen. Repeat similar questions with different classroom objects such as table, chair, desk, bag, bottle, etc. This activity will show their knowledge about general things and whether they can identify them or not.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Understanding				
Recognition				

## Classroom Activity

### *What is your name?*

Select the same boy and the girl from the previous activity. Now, ask the students what is their name. They will say their name aloud.

Similarly, ask them some other questions whose answer will be proper noun. For example,

In which city do you live in?

What is the name of your mother?

This activity will help them to know the difference between a common noun and a proper noun.

Divide the board into two columns. Write 'Common noun' on side and 'Proper noun' on the other. Now, choose the common and proper nouns from the questions and answers just asked and write them in the correct column. For example,

Common noun	Proper noun
boy	Raj
girl	Seema
city	Delhi
mother	Sushma

Tell them that a proper noun always starts with a capital letter.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Knowledge				
Correctness				
Understanding				

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

## Look and Tell

Ask students to come forward one by one take a flash card and return to their seats. Now, instruct them that they have to tell what is written on their flash cards. For example, if one student has a

flash card that says 'car' then he speaks out the name loudly and tell whether it is a common noun or proper noun. This activity will help them further to classify proper noun and common noun.

## **My Best Friend**

Ask students to write five lines about their friend. These five lines should correspond to the given questions,

1. Who is a friend?
2. How many friends do you have?
3. What are the names of your friends?
4. Who is your best friend?
5. Does your best friend sit with you?

Now tell them to mark all the common noun with green colour and proper noun with red colour. This activity will give a clear view of difference between common and proper noun.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Capitalisation
- Public speaking
- Writing skills

## **Life Skills**

Whenever you enter a classroom, you should always greet your fellow students with a 'Hello' or a 'Good morning'. It is a good habit to meet people cheerfully therefore, always keep a smile while meeting your elders, friends or younger people.

## **Tips for Teachers**

- Call students one by one while they take the flash card.
- Allow some time to each student to read and respond during the flash card activity.
- Maintain discipline among students.

- Ask student to keep the flash card back on the table one by one.
- Focus on book exercises by first explaining them to the students.
- Give more attention to the students who hesitate to participate in group activities.

**Class : 1**  
**Subject : Grammar Cloud**

**Lesson :** Pronouns

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

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### Learning Objectives

At the end of this chapter, the student will be able to learn about:

- Pronoun
- Its use at the place of a noun

### Teaching Resource Materials

- Textbook: Grammar Cloud 1
- A chart of pronoun with some examples(given in the textbook)
- A table of this, that, these and those (given in the textbook)

### Warm Up

Before getting started, draw a cat on the blackboard and ask students few questions.

- What is this?
- What is a cat?
- What does a cat eat?
- Is cat a pet animal?

Tell students to notice how you have repeatedly used the word 'cat' in every question.

### Points to Discuss

- Pronoun is a word that is used in place of a noun
- For example,
- Rahul is a boy. Rahul is 7 years old. Rahul likes to play.
- Rahul is a boy. **He** is 7 years of old. **He** likes to play.
- For living things, we use I, you, he, she, they, them, we, it (for animals)
- This' and 'That' are used for singular pronoun.
- These' and 'Those' are used for plural pronouns.



## Classroom Activity

### *Replace the Name*

Divide the board in four columns as given below. Choose one student at random and ask him/her to read the first box loudly. Now, choose second student and ask him/her to replace the name with 'He' from the second sentence onwards. Do the same with other two columns changing 'Geeta' with 'She' and 'cat' with 'It'. Write the pronouns in the fourth column. Now, teach the students about pronoun and what it is.

Rahul is a boy.	Geeta is a girl.
Rahul is 7 years old.	Geeta is 7 years old.
Rahul likes to play.	Geeta likes to read.
Rahul is a chubby boy.	Geeta is a pretty girl.
Dog is an animal	Table of pronoun.
Dog is man's best friend.	
Dog likes to play with ball.	
Dog runs very fast.	

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Task fulfilment				
Participation				

## Classroom Activity

### *What is it?*

This activity is based for teaching purpose only. The textbook exercises should be used for assessment of this activity. Show students the chart of pronouns 'this', 'that', 'these', and 'those'. Now,

ask certain questions pointing at different objects in the classroom and ask students to make use of these pronouns in the answers. For example,

1. What is this? (That is a book.) (single/near)
2. What is that? (That is a fan.) (single/far)
3. Whose shoes are these? (These are my shoes.) (plural/near)
4. Whose notebooks are those? (Those are students' notebooks.) (plural/far)

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Sentence making				
Vocabulary				

## FUN TIME

Once the chapter is completed you can play the following games in the classroom,

### Find the Pronoun

Write down at least 10-15 sentences on the board that have pronoun in them. Now, divide the class into four teams. Make one student from each team a team leader. Tell them that they have five minutes to find out all the pronouns in the sentences written on the board. Make sure you use a timer. After five minutes, give them two more minutes to submit their answers to their respective team leaders. Now, ask the team leaders to read out the answers one by one. The winning team will get a star on their wrist for brilliant performances.

## **Enrichment**

Have students brainstorm, identify, read, and write the pronouns.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Team spirit
- Leadership
- Grammar knowledge
- Sentence making

## **Life Skills**

A leader is somebody who takes initiative and responsibility of people working with him. Leadership qualities include, decision making, understanding different capabilities and abilities of team members and encouraging them to perform better. Before becoming a team leader you must be a team player.

## **Tips for Teachers**

- Start the activity with a little introduction through the warm up questions.
- Use a stop watch or a timer during time based activity.
- Encourage them to behave well in the class.
- Tell them the meaning of team work, team spirit and team leader.
- Take in account of students who initiate more and those who initiate less.
- Equal participation should be encouraged in the classroom.

**Class : 1**  
**Subject : Grammar Cloud**

**Lesson :** Use of This, That

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Use of the word 'this'
- Use of the word 'that'
- The meaning and difference of both the words

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 1
- Pictures of some objects or animals such as cap, cow, goat, tap, cup, egg, etc.

### **Warm Up**

Before getting started, you can ask the following questions in class:

- What is this? (pointing towards anything close)
- What is that? (pointing towards anything far)

### **Points to Discuss**

- In English, the words 'this' and 'that' are used to demonstrate a person or thing placed nearby or far, respectively.
- **This** is used to tell about the thing that is kept near. For example, This is a book.
- **That** is used to tell about the thing that is kept far away. For example, That is a fan.

### **Classroom Activity**

#### ***Look and Speak***

Call out five to six students and given them some pictures. Now ask them one by one what is in the picture. The question will be like 'What is this?' and the answer will be like 'This is a picture of a car.'

and so on. Do this with all the pictures and then start asking about the things in the classroom.

For example, What is that? (pointing towards a door), What is that? (pointing towards a table). The answer should be like ‘That is a door,’ ‘That is a table.’ and so on.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Sentence formation				

***NOTE:** Tell students that the words ‘this’ and ‘that’ are used for objects or living things in singular form.*

### FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

#### This or That

Play this game in pair. Instruct students that they have to alternatively take names of people or objects nearby or far away within the classroom and the other student will just use ‘this’ or ‘that’ depending on the distance in which the person or an object is.

#### Enrichment

Have students brainstormed and identified the difference between ‘this’ and ‘that’ and how to use these words correctly.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Sentence construction

## Life Skills

There are some magical words that every student must learn. These are words like “Please, Thank you, Sorry and Excuse me”. These magical words show respect and consideration for people around us and every student must be taught these words in school as well as by parents.

## Tips for Teachers

- Be confident during classroom activity.
- Deal with indiscipline immediately.
- Stay organised and follow the lesson plan accordingly.
- Keep lessons short and sweet.
- Make sure students are enjoying classroom activity and add some more if there is a scope for more clarification.

**Class : 1**

**Subject : Grammar Cloud**

**Lesson : Use of These, Those**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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## **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Use of the word 'these'
- Use of the word 'those'
- The meaning and difference of both the words

## **Teaching Resource Materials**

- Textbook: Grammar Cloud 1
- Pictures of some objects or animals in plural numbers such as caps, cows, goats, taps, cups, eggs, etc.

## **Warm Up**

Before getting started, you can ask the following questions in class:

- What are these? (pointing towards anything close)
- What are those? (pointing towards anything far)

## **Points to Discuss**

- In English, the words 'these' and 'those' are used to demonstrate people or group of things placed nearby or far, respectively.
- **These** is used to tell about the things that are kept near. For example, These are books.
- **Those** is used to tell about the things that are kept far away. For example, Those are fans.

## **Classroom Activity**

### ***Look and Speak***

Call out five to six students and give them some pictures. Now, ask them one by one what is in the picture. The question will be like

‘What are these?’ and the answer will be like ‘These are cars.’ and so on. Do this with all the pictures and then start asking about the things in the classroom. For example, What are those? (Pointing towards windows),

What are these? (Pointing towards fans in the classroom). The answer should be like ‘Those are windows,’ ‘Those are fans.’ and so on.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				
Sentence formation				

**NOTE:** Tell students that the words ‘these’ and ‘those’ are used for objects or living things in plural form.

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### These or Those

Play this game in pair. Instruct students that they have to alternatively take names of group of people or bunch of objects nearby or far away within the classroom and the other student will just say ‘these’ or ‘those’ depending on the distance in which the people or object sare.

### Change Them

Ask students to tell one sentence using ‘this’ or ‘that’ to their desk partners and the other student will change the sentence to ‘these’ or



‘those’, respectively. For example, if a student says, ‘This is a pencil.’ The other student will say ‘These are pencils.’ Encourage students to use proper article (a, an) with the singular noun.

## **Enrichment**

Have students brainstormed and identified the difference between ‘these’ and ‘those’ and how to use these words correctly for demonstrative purpose.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Public speaking
- Sentence formation
- Team work

## **Life Skills**

Kindness is one of the most important characteristics that people especially students should inculcate in themselves. They should address elders by their surnames and proper titles such as aunt, grandpa, etc. If the person does not have any personal relation they must address him/her with Mr. or Miss/Mrs. and then their last name.

## **Tips for Teachers**

- Students can be easily confused between ‘this-these’ and ‘that-those’. Make sure they are aware of the difference by giving them exercises.
- Make sure you are firm with the rules and regulations of the activities.
- Indiscipline students should be treated immediately to maintain the decorum of the class.
- Small lessons should be given enough attention so that every student is clear with the concept.

**Class : 1**

**Subject : Grammar Cloud**

**Lesson :** Use of Am, Is, Are

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Use of the word 'I'
- Use of the word 'Am'
- Use of the word 'Are'
- The meaning and difference of these words used for personal pronouns.

## Teaching Resource Materials

- Textbook: Grammar Cloud 1
- A chart with the following table drawn on it.

I	am
He/She/It	is
You/We/They	are

- Different name cards (car, cat, grandpa, mother, book)
- Flash cards with following questions.
  1. Who are we?
  2. Who am I?
  3. Who are they?

## Warm Up

Before getting started, you can ask the following questions in class:

- Ask few students who they are.
- Ask few students who is their bench partner.
- Ask few students who are their friends.

## Points to Discuss

**Am** is used with the pronoun I. For example, I am Amit.

- **Is** is used with the pronouns she/he or it. For example, He is Amit.
- **Are** is used with the pronouns we, you, they. For example, You are Amit.

## Classroom Activity

**NOTE:** Activities in this chapter are purely for teaching purpose only. Textbook exercises and a worksheet given at the end of this lesson plan should be used for assessment purpose.

### Who Am I?

Make any five students stand at their seats. Now, ask them one by one who they are. As each of the student says 'I am a boy or I am a girl,' write down the sentences on the board. Now make a box around I in each sentence and underline the word **am** in each sentence.

'Am' is used with I to tell what the person is. For example,

I am a student.

I am a teacher.

I am a boy.

I am a girl

## Classroom Activity

Who is she/he? or What is it? Make five students stand in front of the class. Give them the name cards of single person or thing like grandpa, cat, car, boy, girl, etc. Now, ask other students 'Who is he/she?' while pointing towards one student. The students have to answer in the following way.

He is a boy.      She is a girl.

He is grandpa.

If the name card contains a thing or an animal, you should ask 'What is it?'. The students will say:

It is an umbrella.

It is a cat.

It is a dog.

Write down the answers on the board and make a box around the words **he**, **she** and **it**, and underline the word **is**.

Recall them that 'he' or 'she' is used with a singular person and 'it' is used with a thing or an animal.

## Classroom Activity

### Who are you?

Choose two students in random, and instruct one of them to ask

the questions to the other. Write down the answers on board. For example,

1. Who are we? (We are students.)
2. Who am I? (You are a student.)
3. Who are they? (They are students.)

Make a box around the words **you, we, they** and underline the word **are**.

Tell them that 'are' is used with the pronouns 'you', 'we', and 'they'.

**NOTE:** Use the chart to revise what students have learned. Ask them to draw the table in their notebook.

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### Who is right?

Show students pictures of some people say doctor, teacher, barber, boy, girl, etc. Ask them to identify the person and speak out who is he or she. For example,

- He is a doctor.
- She is a student.

### Say Five Lines

Make every student stand on their seat and ask them to tell at least three sentences about themselves. Help them making correct sentences. For example,

I am Dishita.

I am 5 years old.

I am a student.

I am a good girl.

Now, ask each student to tell few sentences about their partner. For example,

He is Raghav.

He is 5 years old.

He is a boy.

He is a player.

## Enrichment

Have students brainstormed their ability to understand a topic and frame questions and answer them.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Grammar knowledge
- Evaluation of others
- Creativity

## Life Skills

Teacher should inform students about compliments. Compliments are words of praise given to others to make them feel good about themselves. It is a social characteristic that students must have. Complimenting is a two way road. If you receive a compliment then you can also reply in a compliment. If you receive a compliment, always reply with a thank you first.

## Tips for Teachers

- Make sure no chaos is made during activities.
- Similar activities are used sometimes to let the students know the difference between two subtopics. It should be done enthusiastically.
- While students are performing the activities, be attentive and polite towards their mistakes.
- Make sure students do not make fun of a student if he/she has given the wrong answer.

## WORKSHEET

You can give the following worksheet to practise at home.

**Choose 'is', 'am', 'are' to complete the sentences.**

- 1. You is/are a student.
- 2. I am/are an Indian.
- 3. We am/are playing in the park.
- 4. He are/is ten years old.
- 5. They am/are best friends.
- 6. She is/are sitting on the chair.
- 7. This is/am my book.

**Class : 1**  
**Subject : Grammar Cloud**

**Lesson :** Use of Has, Have

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

### Learning Objectives

At the end of this chapter, the student will be able to learn about:

- Use of the word 'have'
- Use of the word 'has'
- The different pronouns they are used with

### Teaching Resource Materials

- Textbook: Grammar Cloud 1
- A table drawn on a chart given below

Has	he, she, it, or any singular noun
Have	I, we, you, they, or any plural noun

- 6 cardboards with all the pronouns written on them. (I, we, he, she, we, they)
- 2 cardboards with 'have' and 'has' written on them.
- 2 cardboards with 'a' on one and 'an' on other.

### Warm Up

Before getting started, you can ask the following questions in class:

- What do I have? (Holding a pen in your hand.)
- What does (name of a student) has? (Pointing towards any student who has something in his/her hand.)

### Points to Discuss

- **Has** and **Have** are the two words that explain or show what someone has.
- **Has** is used with he, she, it and other singular nouns.
- **Have** is used with I, we, you, they and other plural nouns.

## Classroom Activity

### *Look and Tell*

Call out two students and give them the cardboards with 'a' and 'car' written on them, respectively. Now call one student and give him/her the cardboard with 'have' written on it. Next, call one more student and give him/her a cardboard that says 'I' and make the students stand in correct order to make the sentence 'I have a car.' Ask students to read it out loudly and write the sentence on the blackboard. Repeat this activity with other students changing the cardboards in such a way that following sentences are written on the board.

1. I have a car.
2. You have a car.
3. We have a car.
4. They have a car.
5. He has a car.
6. She has a car.

Now, circle the first words of all the sentences and underline the second word. Ask students what do they observe and let them answer. After that teach them about the words 'has' and 'have'.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Observation				

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.



## Describe Them

Draw a picture of an animal on the board and ask students to speak out few sentences telling about the things it has. For example,

This is a cat.

It has four legs.

It has two eyes.

## Enrichment

Have students brainstormed about the use of words 'has' and 'have' and what do they indicate in a sentence.

## Skills Developed

The mention activities aim to inculcate the following skills in students:

- Pronunciation
- Instinctive rapidness
- Communication
- Sentence formation

## Life Skills

Teacher must tell students about two of the most important characteristics for being successful. Time management and punctuality are vital skills to inculcate among students. This brings a sense of security, self-confidence and stability among the students.

## Tips for Teachers

- Try to tell students at what time you are starting the lesson so that they can get a sense of time management.
- While performing activities make sure students do not make noise and quietly raise their hands if they know the answers.
- Make students with extrovert behaviour sit with shy students. It will help the introvert kid to build some confidence.
- Make sure you collect all the teaching material and it is not ruined. Teach students to use the materials properly.

**Class : 1**

**Subject : Grammar Cloud**

**Lesson :** Describing Words (Adjectives)

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Adjectives, the words that describe nouns and pronouns

## Teaching Resource Materials

- Textbook: Grammar Cloud 1
- Pictures of different objects, places and persons. (for example, dog, cat, car, building, house, boy, mother, etc.)

## Warm Up

Before getting started, you can ask the following questions in class:

- What is the colour of the sky?
- What is the shape of the sun?
- How many wheels does a car have?
- How does the sugar taste?
- How does a flower smell?

## Points to Discuss

- In English, some words are used to describe others words especially nouns. These words tell either about the quality or quantity of the noun.
- These describing words are called **adjectives**.

## Classroom Activity

### *Introduce Yourself*

The teacher can ask students to introduce themselves. Standing at the front of the classroom, students introduce themselves to the class by describing qualities about themselves – for example, “I am

naughty, cheerful and tall.”

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Vocabulary				
Creativity				

### Classroom Activity

#### Noun Showdown

Divide the class into two or more teams and then show an image to them. Teams have a minute to write down as many adjectives as they can about the image. Teams get a point for every adjective that is appropriate. A fast, fun game that students love!

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Spellings				

### Classroom Activity

#### Encircle Them

Give printout of any short story to the students. Encourage them

to read the story and encircle the adjectives as they go. This activity will help students to inculcate reading habit and analyse the story for finding the adjectives.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Analytical skill				

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### Word Riddles

This is a fun game that tests student's creativity and understanding using adjectives. Have students come up with 'Who/What am I?' riddles using adjectives to describe animals, people, vehicles and other nouns. Have them read the riddles out to the class (or in small groups) and see who can solve the riddle.

**For example,**

I am yellow in colour and round in shape. I give you heat and light. What am I?

I have four wheels. I carry you and your family to a picnic. What am I?

I have four legs. I give you milk. Who am I?

### Describing Your Partner

Ask students to stand up and describe their partners by telling only the good qualities about them. This can be a great exercise and also a great activity for teaching children positive social interactions, focusing on positive aspects of their classmates and developing understanding and sensitivity for each other.

## **Enrichment**

Have students brainstorm, identify, read, and write words that describe something or someone.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Public speaking
- Positive attitude
- Empathy towards each other

## **Life Skills**

Tell students that when they develop a positive attitude in their life, they will get the power to find happiness. They will be able to deal with the stress in a better way. The positive attitude gives strength and the capability to deal with the failures in life.

## **Tips for Teachers**

- It's very easy to get into the habit of calling home to parents when there is an issue to report. While these calls are necessary and worthwhile, calls home for celebration are equally if not more important.
- Demonstrate the behaviour you want to see. Your class is your responsibility. Therefore, show students the kind of behaviour you want them to inculcate in your classroom.
- Celebrate hard work. It's your duty to motivate students and pay more attention to weak students. But if any student (good or weak) has performed well you must appreciate him/her.
- The classroom should not be the only place for group activities. Make groups and give them home projects so that they learn informal interactions.

**Class : 1**

**Subject : Grammar Cloud**

**Lesson : Doing Words (Verbs)**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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## **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Verbs, the words that describe actions or movement of someone.

## **Teaching Resource Materials**

- Textbook: Grammar Cloud 1
- Flash card of different kinds of action words. (jumping, eating, singing, dancing, marching, drinking, reading, etc.)

## **Warm Up**

Before getting started, you can ask the following question in class:

(Do some different actions like jump, walk, stand, sit, dance, clap, spin, etc.)

- What am I doing?

## **Points to Discuss**

- In English, some words are used to describe the movements of someone or something.
- These words are called action word. These action words are also called verbs.
- A verb is a word that indicates the movement or action done by a person, animal or a thing.

## **Classroom Activity**

### ***Action Race***

This is a fun game using actions. Use actions like jump, hop, clap, run, etc. Have the students split into two teams. One student from each team stands at one end of the classroom and teacher calls an

action, e.g. "Jump". Students must go jumping to the other side of the room and back. First one to do it gets their team a point.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Performance				

## Classroom Activity

### *Dumb Charades*

Divide the class in two groups again and call one student out of each team. Let them pick one flash card each randomly and ask them to act out the word written on the flash card. Let their team members guess the action word. The team who guesses the most words in less time wins.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Performance				
Vocabulary				
Team work				

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

## Follow the Leader

Students line up behind the teacher and follow him/her around the classroom. The teacher does an action and shouts out the word for that action. The students copy the action and repeat the word. Some actions include wave hello/goodbye, it's cold/hot, stop, go, run, hop, skip, crawl, walk backwards, jump, sit down, and stand up.

## Ma'am May I

Call at least 10 students and make them stand in a queue in front of the class. Tell each student to ask your permission to do some action by using the phrase "Ma'am May I \_\_\_\_\_(verb)".

The teacher can then say "Yes, you may \_\_\_\_\_".

## Enrichment

Have students brainstorm, identify, read, and write words that describe actions.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Initiation
- Competitive behavior

## Life Skills

While we have learned about action words in this lesson, teach students to evaluate their body actions in social environment. Shaking hands while meeting someone, joining hands to greet the elders, chewing food without making noise, doing exercise daily to keep the body healthy are some body actions that students should be taught from the very beginning.



## Tips for Teachers

- Be kind towards the students. You are not only their teacher but a guide to social life. Your kind will allow them to adopt humanity and kindness towards other people.
- Be friendly towards students but don't be their friends. You must provide a comfortable environment to students so that they can share their problems with you.
- Students will learn their limits and behaviours from you. Your behaviour and its consistency will decide your student's consistency.
- Whatever qualities you want to inculcate in your students you must model it to them first.
- Classroom activities are best resource for indulging students in self-learning. Encourage them to participate actively.

**Class : 1**

**Subject : Grammar Cloud**

**Lesson : Prepositions (Position Words)**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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## **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Prepositions, words that describe the position of something or someone.
- Preposition words : in, on, under, above, far and near

## **Teaching Resource Materials**

- Textbook: Grammar Cloud 1
- Large picture of a messy room
- Few plastic eggs

## **Warm Up**

Before getting started, you can ask the following questions in class:

- Where do you sit?
- Where is your bench?
- Where is the blackboard?
- Where is the duster?
- Where are your notebooks?

## **Points to Discuss**

- In English, some words are used to describe positions of things or people or animals.
- These words tell either something or someone is in front, inside, beneath, above, or onto some other place.
- These position words are called **prepositions**.

## Classroom Activity

### *Egg Hunt*

Have an egg hunt in your classroom—no matter what time of year it is. Hide several plastic eggs around your classroom. On your word, students start looking for the eggs around the classroom. When someone finds an egg, he announces it to the class. He should then tell the class where he found it. “I found an egg. It was **under** the teacher’s chair.”

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				

## Classroom Activity

### *Look Around*

Have pairs of students take turns saying where items in the classroom are without saying the object itself. For example, a student could say, “This object is **over** the door.” The second student guesses which item his partner is describing. “Is it the clock?” If the student gets the answer right, they switch roles. This is also a good way to review vocabulary of classroom objects.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

### A Messy Room

Show your students a picture of a messy bedroom. Ask them what is wrong with the picture and where the person's items should be. For example, if clothes are on the floor your students would say, "The clothes should be in the closet."

### Enrichment

Have students brainstorm, identify, read, and write words that describe the position of something or someone with respect to the other.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Grammar knowledge
- Interactive skills

### Life Skills

As a teacher, you must inculcate a habit of learning from the environment in students. They should know that the learning is not

limited to the walls of classroom but can be done in other environments too. Ask them to apply the knowledge they gain in classroom in the outside world.

### **Tips for Teachers**

- Students will learn the concept of respect from you. Make sure you teach them how to respect others by starting with earning their respect first.
- Set high academic expectations. But do not force or burden them with the expectations. If a student is not able to perform, he/she should be given more attention. Sometimes high expectations help kids to perform better under pressure.
- Use your time very wisely. Do not linger on classroom activities for too long. Textbook exercises are equally important.
- Be firm all year long. The rules and regulations that you set in the beginning of the year should prevail throughout the year.

**Class : 1**  
**Subject : Grammar Cloud**

**Lesson :** Capital Letters

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

## Learning Objectives

At the end of this lesson, the student will be able to learn about:

- The use of capital letters

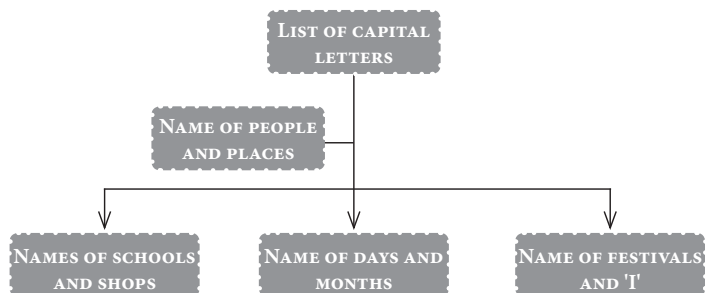
## Teaching Resource Materials

- Textbook: Grammar Cloud 1

## Warm Up

Before getting started, you can make the students read some sentences in the book and ask them why some words starts with capital letters and some with small letters.

## Points to Discuss



- The first letter of every sentence or a question always starts with a capital letter.

## Classroom Activity

### *Dictation*

Read out some simple sentences from the book or by yourself. Make sure these sentences include names of people, places, days,

months, festivals, etc. The students will write down the sentences in their notebooks and then let them crosscheck with their partners.

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Spellings				
Participation				
Capitalisation				
Vocabulary				

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### Capital or Not

Write down different words on the black board that include names as well other words like verbs and adjectives. Choose a student at random and ask him/her if the word should have its first letter capital or not.

### Stand up/Sit down

Speak out names of a person, place, animal or thing, or pronouns. Ask students to stand up at their place, if the first letter of the word should be capital or keep sitting if the letter should be small. The students who give wrong answer should be disqualified from the game. The student left in the end will be the winner.

### Enrichment

Have students brainstorm, identify, read, and write words that must start with capital letters.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Identification

## **Life Skills**

Students should be taught to get along with other kids. They should be taught to make new friends and maintain their friendships.

Family is important but having friends is like a second life boat that can bring the best in everyone. Teach students some tips on how to be a good friend.

## **Tips for Teachers**

- It is not only the student's responsibility to learn everything. If we look closely then we will find that there are a lot of things that a teacher might learn from students. Be open towards two-way learning.
- If a student or a group of students have achieved something or performed well in the class, make sure you reward them. Rewarding students gives them a sense of acceptance and appreciations and motivate them to involve and perform better.
- Teaching students of this age can be chaotic. And it is only good because a silent class means a boring class. If students are interacting even though they make some chaos, embrace it. They are active and learning.



**Class : 1**  
**Subject : Grammar Cloud**

**Lesson :** Asking Questions

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Questions
- Framing of simple questions

## Teaching Resource Materials

- Textbook: Grammar Cloud 1
- Pictures of some objects like, a car, a dog running, India Gate, etc. (pictures should be simple so that students can easily frame questions)
- Set of flash cards with question words (what, why, how, where, when, is) written on them
- A worksheet for every student as follows:
  1. What is your name?
  2. Where do you live?
  3. When is your birthday?
  4. How are you?
  5. Is this your bag?
  6. Do you have a bicycle?

## Warm Up

Before getting started, you can ask the following questions in class:

- Do you ask your parents about different things?
- How do you ask these questions?
- Can you frame a question when you already have the answer?

## Points to Discuss

- Sentences that indicate interrogation are known as **questions**.

- These questions help us to know about something or someone that we wish to know.
- Just like sentences they start with a capital letter.
- Unlike sentences they end with a question mark (?).

## Classroom Activity

### *Fill your Details*

Give the students the worksheet listing few questions about them. Ask them to answer the questions. Encourage them to write the complete sentences while writing the answers.

Once they have completed the worksheet, tell students the meaning of each question word. For example, 'what' stands for asking about something, 'why' stands for the reason, etc.

### *Framing Questions*

Ask every student to read the questions in the worksheet and mark the first word of every sentence with a marker or colour. Now, ask them to write down these words below the sentences separately. (This will help them establish the words in their vocabulary). Then, make pairs of students and give each pair the set of flash cards. Now, ask students to pick up a flash card and try to make a question with it. Make them work in pairs and let them answer one by one. This activity will help them form variety of questions and students will understand the concept of framing a question more clearly.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				
Task fulfilment				

## **FUN TIME**

Once the lesson is completed, you can play the following games in the classroom.

### **Guess Me!**

Make two teams and call one student from each team. Give them a picture. They cannot see the picture and will hold them facing it towards their team members. Now, the student holding the picture will ask certain questions about the picture and the team will answer “yes” or “no” and the student has to guess what is in the picture. It will be a fun and time based game and will help students to sharpen their brains and vocabulary.

### **Answers and Questions**

Show students few objects one by one and tell them what it is. For example, This is a book. Now, ask students to frame question based on the statement you have given. They will say, “Is this a book?” Tell them that when the first two words get interchanged, the statement becomes a question and vice-versa.

### **Enrichment**

Have students brainstorm, identify, read, and frame questions.

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

Communication

Vocabulary

Pronunciation

Active Participation

Questioning

### **Life Skills**

Basic communication skills are very important for children. They

must be taught not only to greet people but also to converse with others. Basic conversation requires a sense of question formation and with this lesson teachers should teach students some basic techniques and asking questions in a simple conversation.

### **Tips for Teachers**

- Children are innocent in mind. They are most influenced during these years and as a teacher you must keep in mind that talking to them about their mistakes and scolding them for their mistakes are both different. Tell them about their mistakes but do not underestimate them.
- Before starting any lesson, tell them what are being taught and why. The only way children will do something is when they are interested in it. A teacher must understand her/his students and their interests.
- Do not hesitate to use threats to maintain the decorum of the classroom. The students should know that you are the person with authority and not only their friend. If there is a certain need to use some threats, use them. Students will learn about authority and obedience.
- Be strict only when and where necessary. Having a sense of humour will keep the classroom environment friendly and learning interested.

**Class : 1**  
**Subject : Grammar Cloud**

**Lesson :** Vocabulary

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Different words that will increase their vocabulary
- Synonyms
- Opposites
- Animals and their babies
- Animal and their homes

## Teaching Resource Materials

- Textbook: Grammar Cloud 1
- A container with objects of different shapes, sizes and colour
- Pictures of humans or animals depicting different emotions
- A deck of cards with some words and their synonyms written on them
- Flash cards of animal pictures with their name on them
- Flash cards of animal babies and their names on them
- Worksheets on animal babies and animal homes

## Warm Up

Before getting started, you can ask different questions in class by pointing out at things. This will tell you how much a student is aware in the class and how much vocabulary they have gained.

## Points to Discuss

- Two different words with same meaning are called **synonyms**.
- Two different words with not only different but contrasting meanings are called **opposite words**.

- The babies of different animals have different names.
- There are different names given to different types of animal's homes.

## Classroom Activity (for opposites)

### *Look and Tell*

Set out a container with some of the recommended materials such as pencil, eraser, ball, dice, chalk, sunglasses, cotton, stone, etc. Ask children to create opposite sets of items (any two sets). Encourage them to look at size, shape, colour, and texture and write it down in their notebooks. Now, let them cross check their observations.

For example,

big - small	(pencil-eraser)
round-flat	(ball-dice)
black-white	(sunglasses-chalk)
hard-soft	(stone-cotton)

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				

### *Emotions*

Show students the pictures of some human or animal faces depicting various emotions. Ask students to make pairs of emotions that are opposites of each other. For example, happy-sad, love-hate, anger-calm, etc.

### *Let's Find Out!*

Divide students in groups of four and give each group a photograph. Ask them to find pictures that depict opposite emotions or activities. Ask questions and engage students in discussions that encourage them to notice differences.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Analyse				
Vocabulary				

## Classroom Activity (for synonyms)

### Card Game

Count the number of students in your class and add one to it. That is the total number of cards you will make for this activity. Now, one side of the each card write a word with blue color. On the other side of the card write the synonym for a word that has been already written on another card. Make sure that a word and its synonym are on different cards. No card should have a word with its own synonym. Now, shuffle the cards and let each student choose a card leaving one card for you. Instruct students that you will read the word in red color and they will have to read the words in blue. The students whose word is the synonym of the target word will raise his/her hand to answer. Continue the game by asking each student to read his/her word and others finding the synonym.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				

## Classroom Activity (animals and their babies)

### *Find my baby!*

Divide the class in four groups and give each group the photographs of some animals and their babies. Make sure you have written the name of animal with its picture and the name of baby with its picture. Now, give the students five minutes to arrange the flash cards in pairs of animal and their babies.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Vocabulary				
Task fulfilment				

## Classroom Activity (animals and their homes)

### *Me and my Home*

This activity involves students to prepare a skit at home with the help of an elder and bring it in the class. Make pairs of students and assign one student an animal and other student its home. Tell them to do some research work on the homes of animals and prepare a skit. Call out the pairs one by one and let them present their skit.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:



Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★★	Average ★★★
Awareness				
Participation				
Vocabulary				
Role play				
Task fulfilment				

## FUN TIME

Once the lesson is completed, you can give the following worksheets in the classroom.

### Take me to my Home!

Give a worksheet to students that contain the pictures and names of different animals and their homes scattered on the whole page. Ask students to take the animal to its home by drawing a line from the animal to the home.

### Find my Baby!

Give them a word search or word grid worksheet which contains the names of the animal babies. Ask students to find the names of the babies of the given animals and encircle them.

### Life Skills

Teach students that etiquettes begin at home. These include manners during meals, with cousins and sibling and friends, with parents and elders, and new people. Children's manners and etiquettes represent his upbringing and family environment.

### Tips for Teachers

- Do not restrict yourself to interact with parents on PTMs only. Involve parents in between sessions. Call them when their kid has done something wrong and call them when he has achieved something. It is considered one of the best ways to give children a boost for their overall performance.

- Students at this age are very hyped and curious. They will want to know everything and be anything. You must share their zest of life and only then they will see a guide in you and respect you.
- Working with students sometimes takes tolls on your temper. Remember they are just kid and needs to be taught everything. Keep your cool and remain patient.
- Sometimes a student might not behave according to his will. Every human has some good in him/her. Try to see the good in every student and help them bring it out in them.

**Class : 1**  
**Subject : Grammar Cloud**

**Lesson :** Composition

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Writing few lines about a given topic

## Teaching Resource Materials

- Textbook: Grammar Cloud 1
- Flash cards of different words (nouns, adjectives, verbs, etc.)

## Warm Up

Before getting started with the concept of composition make student complete the first exercise of the chapter. Ask them questions like:

- What did we just do?
- Why did we write so many sentences?
- Did the sentences had any relation with each other?

## Points to Discuss

- A **composition** is a group of sentences that tells either about something or someone in a bigger picture.
- It is like a story or a poem that is made out of a given idea.

## Classroom Activity

### *Sunday*

Give students 15 minutes and instruct them to write a story on how their Sunday is spent. They can write 5-10 sentences and can ask your help. Roam around the students and read their composition.

Your role should be to help them use appropriate words and correct them while they are writing. This activity will help them generate their thoughts and ideas and write them down correctly.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Vocabulary				
Writing				
Creativity				
Content				

## Fun Time

Once the lesson is completed, you can play the following games in the classroom.

### Every Word Tells a Story

Make teams of five players and give each team five flash cards at random. Now give them 20 minutes to create a story out of these five words. The team with the best and most creative story will be the winner.

### What's in a Picture!

Take students to the school library. Find out few short story books from the library and show the cover page of each book one to one by the students. Ask them to describe the picture in their own words. Encourage them to frame proper sentences.

## Enrichment

Have students brainstorm, identify, read, and write words with their own conscious and memory.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Composition
- Creativity
- Logical thinking

## Life Skills

Library is a place designed for quiet reading and studying. Tell students to strictly follow the rules of the library.

- Always enter the library in a queue.
- Do not make noise in the library.
- Do not run here and there in the library.
- Do not move tables or chairs from their place, and if you do so, then keep them at their proper place before leaving the library.
- Never write, scribble, glue, cut, or tear pages of a book.
- If they are carrying the library book at home, keep them away from babies and pets.

## Tips for Teachers

- Once a topic is finished make the students do book exercises in the classroom.
- For homework, give students some activities which can be discussed in the class next day.
- Allow students to exchange their assignment with their partner and cross check each other's work. Then ask them to help each other in correcting their mistakes.
- Encourage them to think out of the box while describing some picture. This will help improve their creativity.
- Ask them to behave well in the library.

**Class : 1**  
**Subject : Grammar Cloud**

**Lesson :** Creative Writing

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Creative Writing

## Teaching Resource Materials

- Textbook: Grammar Cloud 1
- Flash cards of different topics (house, school, friend, family, shopping etc.)

## Warm Up

Before getting started with the concept of creative writing, make student complete the first exercise of the chapter. Ask them questions like:

- Do you read story books or novels?
- Where can stories be found?
- Do you think a picture can tell a story?
- Do you understand the term imagination?
- Have you ever been into an imaginative world?

## Points to Discuss

- A **creative writing** is a paragraph either short or long that describes about something in particular.
- It is creative and does not necessarily include facts or truths. It can be fictional, a poem, a short story or anything.
- Imagination means using one's mind to think about stories.

## Classroom Activity

### *Creative Writing*

Instruct students to come to your table one by one and choose a

flash card, see what is written on it, keep it back to your table and go back to their seats. The topic written on the flash card will be their creative writing topic. Now, give them 20 minutes to write down on the topic and then ask them to read it to the class.

### ***What does the Picture Tell?***

Give students a worksheet containing a scene or a picture with few words or phrases written around it. Ask students to describe the picture in their own words with the help of the given words and phrases. Encourage them to use their imagination, when and where required.

## **Assessment Rubrics**

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Vocabulary				
Creativity				
Imagination				

## **FUN TIME**

Once the lesson is completed, you can play the following game in the classroom.

### **Superpowers!**

Give students five minutes to think about a superpower they would like to possess. Now give them 15 minutes to write down about the superpower and how will they use it. During the activity help students use appropriate words while they are writing. After 15 minutes, let them read out their superpowers to the class and assess their composition.

## **Complete the Story!**

Start telling a moral story to students. Now, leave the story at one point and ask them to think what would happen next. Allow them to think freely and use their imaginative power. Appreciate the students for their effort and thinking.

## **Enrichment**

Have students brainstorm, identify, read, and write creatively.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creative writing
- Logical thinking

## **Life Skills**

Tell students to always think before they speak something. Speaking without thinking is a bad habit that can get you into trouble and may hurt your family, friends or relatives. Tell them that our speech reflects our thoughts. Encourage them to be a thoughtful person.

## **Tips for Teachers**

- Every child has his or her own imagination and thinking level. So do not judge every child on the same scale. Encourage every child for being creative and imaginative.
- Motivate those students who hesitate to speak in the classroom and participate less in the activities.
- Stay organised and follow the lesson plan accordingly.
- Keep lessons short and sweet.
- Make sure students are enjoying classroom activity and add some more if there is a scope for some more clarifications.



**Class : 1**  
**Subject : Grammar Cloud**

**Lesson :** Comprehension

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Reading a text and understanding it
- Comprehension

### Teaching Resource Materials

- Textbook: Grammar Cloud 1
- A picture of a shopping mall with people in it.
- List of few questions based on the picture
  1. What do you see in the picture?
  2. What are people doing?
  3. Which shop sells (something from the picture?) and so on.

### Warm Up

Before getting started with the concept of comprehension, write a sentence on the board like “Shilpa is going to the market because she wants to buy some clothes.” Now ask them questions like:

- What does Shilpa want?
- Where is she going?
- Where do you go for buying clothes?

### Points to Discuss

- A **comprehension** is an understanding of a text or a picture.
- After understanding a text or picture, a reader can answer certain questions based on the text or the picture.

## Classroom Activity

### *Look and Tell*

Distribute the worksheet to each student. Ask them to look at the picture carefully and answer the questions based on the picture. Give them 10-15 minutes for this activity. This improves their comprehension skills.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Observation				
Vocabulary				
Sentence Formation				

## Fun Time

Once the lesson is completed, you can play the following games in the classroom.

## Story Time

Write down a funny story on the board and ask different questions related to the story. Instruct students to raise their hands when they know the answer.

## Sequence the Story

Show a video of any common story, for example, “The Thirsty Crow” or “The Fox and the Grapes”. Once the story is complete, jumble up the events of the story and write them on the board. Now, ask students to arrange the events of the story in proper sequence.

## Enrichment

Have students brainstorm, identify, read, and write answers after reading or seeing a text or a picture, respectively.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Comprehension

## Life Skills

Family is the most important aspect in anyone's life. Respecting elders, spending time with them, listening to their stories and experiences, following their guidelines are very important for a happy family. Family members are the first to help in your problems. They are the ones that will stay forever. Students must be taught family values and how to maintain good and healthy relations with each member.

## Tips for Teachers

- Start the activity with a little introduction through the warm up questions.
- Use a stop watch or a timer during time based activity.
- Encourage them to behave well in the class.
- Tell them the meaning of team work, team spirit and team leader.
- Take in account of students who initiate more and those who do not.
- Equal participation should be encouraged in the classroom.