

Discovery English

Grade 1

Chapter 2: A SMALL TOY, A BIG SMILE (3 Periods, 40 minutes each)

Class Strength: 30–40 students

Teacher Level: Untrained / Newly appointed

Required Book Pages: 15–22

Digital Resources:

Animated Poem (Listen), Comprehension MCQs, Vocabulary Vault, Grammar (Opposites), Phonics (Short Vowel Sounds), Speaking Activity, Writing Page

Digital Classroom Setup (Teacher Checklist – 2 minutes before class)

If you have Tab/Smartboard:

1. Open chapter screen “A SMALL TOY, A BIG SMILE”.
2. Check audio volume (medium).
3. Keep these tabs ready:
 - Listen Poem
 - Understanding Better (MCQs)
 - Vocabulary Vault
 - Grammar (Opposites)
 - Phonics (Short Vowels)
 - Writing Page

If you do NOT have smartboard/tab:

- Teacher reads poem from book.

- Use board for MCQs and phonics.
- Group system remains same.

Group System for 35 Students (Use every period)

Make 7 groups of 5 students.

Roles:

- **Leader:** Answers for group
- **Reader:** Reads question
- **Helper:** Supports weak students
- **Timekeeper:** Counts 1–10
- **Speaker:** Shares answer

Teacher line:

“Today we work in groups. Only leader speaks.”

Noise control:

Raise hand 🖐️ → students copy.

PERIOD 1 (40 minutes)

Focus: Poem Reading + Comprehension

Book Pages: Poem pages

Digital: Listen Poem (Animated)

Learning Targets

Students can:

- Identify characters (Ali, Zoya)
- Tell why Ali was sad

- Tell how Zoya helped
- State the moral (sharing brings joy)

Step-by-step Teaching Methodology

1) Settling & Page Open (3 min)

Say:

“Sit straight. Open Chapter 2. Finger on the picture.”

2) Picture Talk (7 min)

Ask:

- Who is sitting on the bench? (Ali)
- How does he look? (sad)
- What is Zoya doing? (giving toy)

Teacher tip:

Accept Urdu first, repeat in English.

3) Digital: Play Animated Poem (8 min)

Say:

“Eyes on screen. Listen carefully.”

Play once fully.

4) Echo Reading (10 min)

- Read 2 lines → students repeat.
- Focus on expression.
- Emphasize feeling words: sad, smile, happy.

Teacher line:

“Repeat with feeling.”

5) Quick Check Questions (7 min)

Ask:

- Why was Ali sad?
- What colour was the toy?
- What did Zoya do?

Short answers allowed.

Correct points:

- Toy car broke.
- It was red.
- She shared her toy.

6) Wrap-up (5 min)

Say:

“Small toy, big smile. Sharing makes us happy.”

Assessment (Bloom’s – simple)

- Remembering: Name the characters.
- Understanding: Why was Ali sad?
- Teacher record: Mark 5 students ✓.

PERIOD 2 (40 minutes)

Focus: MCQs + Vocabulary + Grammar (Opposites)

Book Pages: 15–17

Digital: Understanding Better, Vocabulary Vault, Grammar Game

Learning Targets

Students can:

- Answer MCQs
- Tell meanings: sad, small, smile, share, joy
- Identify opposites (antonyms)

Step-by-step Teaching

1) Warm Recap (5 min)

Ask:

- What happened to Ali?
- Who helped him?
- How did he feel at the end?

2) Teach Vocabulary with Actions (8 min)

Teach exactly:

sad

Make sad face.

“Sad means feeling unhappy.”

small

Show small object.

“Small means tiny.”

smile

Smile.

“Smile means happy face.”

share

Give pencil to student.

“Share means to give something.”

joy

Jump happily.

“Joy means great happiness.”

Students repeat twice.

3) Digital Group Work: MCQs (15 min)

Rules:

- Leader answers.
- Whisper and decide.
- Count 1–10.

Correct answers:

1. Red
2. Sad
3. She gave him a small red car
4. They played and laughed

Keep pace fast.

4) Grammar: Opposites (10 min)

Write on board:

happy — sad
big — small
hot — cold
tall — short
black — white

Explain:

Opposites mean very different.

Exercise A:

Match cloud pairs:

happy – sad
big – small
black – white

Exercise B:
True → false
Clean → dirty

Exercise C:
Hot ice cream? (No → Cold)
Cold soup? (No → Hot)

5) Wrap-up (2 min)

Ask:
What is the opposite of happy?

Assessment (Bloom's)

- Understanding: Match opposites.
- Applying: Say opposite of “big”.
- Teacher record: Write 3 opposites on board, ask 3 students.

PERIOD 3 (40 minutes)

Focus: Phonics (Short Vowels) + Speaking + Writing
Book Pages: 18–22

Digital: Short Vowel Game

Learning Targets

Students can:

- Identify short vowels (a, e, i, o, u)
- Complete missing letters
- Express feelings in sentences
- Write 4–5 simple sentences

Step-by-step Teaching

1) Phonics Warm-up (5 min)

Teacher says:

“A E I O U”

Students repeat loudly.

Explain:

Short sounds:

a → cat

e → pen

o → hot

u → sun

2) Circle Short Vowel Words (5 min)

Words:

cat ✓

pen ✓

hot ✓

cape ✗

Explain long vowel in “cape”.

3) Fill in Missing Letters (10 min)

C _ t → cat

P _ n → pen

B _ d → bed

M _ g → mug

Groups decide → leader answers.

4) Choose Correct Word (5 min)

cat / cot → cat
apple / ample → apple
pen / pan → pen
red / bed → red
school / stool → school

5) Speaking Stars (5 min)

Dialogue practice:

A: How are you today?
B: I am happy.

Students act in pairs.

Encourage facial expressions.

6) Guided Writing (7 min)

Complete:

I feel happy when I eat ice cream.
I feel _____ when I visit _____.
I feel _____ when my _____ gives me a hug.

Teacher helps weak students.

7) Short Paragraph Writing (3 min)

Write 4 sentences about favourite feeling.

Example structure:

I feel happy.
I feel happy when I play.
I like feeling happy.
I smile and laugh.

Final Wrap-up (2 min)

Ask:

- What vowel is in “cat”?
- What is opposite of sad?
- Why is sharing good?

Say:

“Kindness makes hearts light.”

Assessment (Bloom’s)

- Applying: Choose correct vowel.
- Analyzing: Identify opposites.
- Creating: Write 2–3 sentences.

FINAL TEACHER NOTE (Important for Pakistan Classrooms)

- If time is short: Do 3 MCQs + 1 opposite activity + 1 phonics.
- Writing may be homework.
- Focus on speaking and participation.
- Encourage emotional expression safely.