

Lesson Plan – Chapter 7: The Magic Paintbrush

Grade Level: Primary (Grade 1–2)

Duration: 2–3 periods (35–40 minutes each)

Theme: Kindness vs Greed

Core Skills: Reading, Speaking, Grammar (Adjectives), Phonics, Writing

Period 1 – Comprehension & Moral Value

Learning Objectives

Students will be able to:

- Retell the story in sequence.
- Identify the main character and events.
- Explain the moral of the story.
- Answer factual and inferential questions.

Warm-Up (5 minutes)

- Ask: *What would you paint if you had a magic brush?*
- Write 2–3 responses on the board.
- Introduce the title: **The Magic Paintbrush**.

Guided Reading (10–12 minutes)

- Teacher reads aloud with expression.
- Pause after key events:
 - When Sami finds the brush.
 - When the sun becomes real.

- When the greedy man fails.

Discuss briefly after each pause.

Comprehension Discussion (10 minutes)

Ask:

- What did Sami paint first?
- Why did the brush not work for the greedy man?
- Who can use the magic brush?

Highlight:

The brush works only for kind hearts.

Activity – Moral Circle (8 minutes)

Students sit in a circle and complete:

- “Kindness means _____.”
- “Greed means _____.”

Teacher writes keywords on board.

Assessment

- Oral questioning.
- Students retell the story in 4–5 sentences.

Period 2 – Grammar (Adjectives) & Verbs

Learning Objectives

Students will:

- Identify describing words (adjectives).
- Use adjectives in simple sentences.
- Write habitual action sentences (verbs).

Warm-Up (5 minutes)

Show objects/pictures:

- Big ball
- Yellow sun
- Soft pillow

Ask: *Which word tells us more about the object?*

Explain:

Adjectives describe size, colour, or quality.

Guided Practice (10 minutes)

From story:

- big sun
- yellow paint
- soft bed

Underline adjectives together.

Independent Practice (10 minutes)

Students complete:

- The ____ sun is shining.
- I sleep on a ____ pillow.
- Look at the ____ ball.

Verbs Mini-Lesson (5 minutes)

Explain:

A verb is a doing word.

Examples:

- Sami paints.
- She runs.

Students write 2 habitual sentences:

- I wake up early.
- I play every day.

Assessment

Notebook checking.

Quick oral quiz: "Is 'big' a verb or adjective?"

Period 3 – Phonics & Creative Writing

Learning Objectives

Students will:

- Understand stress and intonation.
- Write a short imaginative paragraph.
- Express ideas clearly in 3–4 sentences.

Phonics – Stress & Intonation (10 minutes)

Explain:

- Statement → voice goes down.

- Question → voice goes up.

Practice:

- I have a big dog.
- Do you have a big dog?

Clap on stressed words:

- BIG
- RED
- HUGE

Creative Writing – If I Had a Magic Brush (15 minutes)

Prompt:

“If I had a magic paintbrush, I would paint...”

Students write 3–5 sentences:

- What would they paint?
- Who would they help?
- Why?

Encourage use of at least **2 adjectives**.

Sharing Time (5 minutes)

2–3 students read aloud.

Class gives positive feedback.

Differentiation

For struggling learners:

- Provide sentence starters.
- Allow drawing with short labels.

For advanced learners:

- Add a twist: What if the brush stopped working?
- Write 5–6 sentences.

Materials Needed

- Textbook
- Chart paper
- Flashcards (adjectives)
- Crayons/markers
- Board and markers

Evaluation Checklist

Skill	Achieved	Needs Support
Can retell story	<input type="checkbox"/>	<input type="checkbox"/>
Identifies adjectives	<input type="checkbox"/>	<input type="checkbox"/>
Writes 3 sentences	<input type="checkbox"/>	<input type="checkbox"/>
Understands moral	<input type="checkbox"/>	<input type="checkbox"/>

Moral Integration

Emphasize daily:

“Kindness makes magic happen.”