

Lesson-6: Our Family

Theme 4:
I Live Happily

8 Periods (40 minutes each)



Learn Better (Coursebook), Stay Ahead (Workbook),
Book of Holistic Teaching, CRM Signs



Animation, Animated Activities, Concept Map, Dictionary, eBook,
I Explain, Quiz, Slideshow, Test Generator, Test Generator

Confirming better

I love
my family

Curricular Goals and Objectives (NCF-FS)

To enable the students to:

- to recognize that they are part of their families and understand the role of family members in nurturing them.
- to understand the concept of nuclear, joint, and extended families while fostering inclusivity and respect for diverse family structures.
- to explore and share the various activities and traditions practiced within their families, emphasizing collaboration, care, and shared responsibilities.
- to foster empathy, respect and care by discussing how family members support each other in day-to-day life.

Methodology

Period 1

Note to the Teacher: Ask students to prepare a KWL chart. Help students organize their thoughts on the topic 'Our Family.'

COULD DO

10 MIN.



Teacher: Good morning students! Today, we are starting a new lesson. And it is all about 'Our Family'.

A family is a group of people who love and take care of each other and it is an important part of our lives.

Can you share some examples of how your family shows love to you?

(Pause for students to share their thoughts)

Teacher: Our families are special because they teach us values like love, sharing, and caring. In this lesson, we will talk about:

- The different types of families.
- The kind of activities families do together.
- The importance of families in our lives.

Ask students to draw the KWL chart in their notebooks.

K	W	L

Teacher: Let us start with the first column of the chart – What I Know (K). Who are the members of your family, and what do you do together?

(Pause for students to share their responses)

Teacher: That is amazing! Write these in the K (What I Know) column.

Now let us think about the second column – What I Want to Know (W). Is there anything you are curious about when it comes to families?

(Pause for students to share their questions.)

Teacher: Those are some wonderful and thoughtful questions! Write them in the W (What I Want to Know) column.

As we continue our lesson, we will explore these questions and learn more about families. At the end of the lesson, we will fill in the L (What We I Learnt) column with everything new we have discovered.

Teacher: Are you ready to learn more about the different kinds of families?

Students: Yes!

Kinaesthetic

Note to the teacher: Instruct students a day in advance to bring a photograph or a drawing of their family for an activity to be conducted in class.

MUST DO

20 MIN.



Re-KAP

SPD

Kinaesthetic

Bring a family photo to class or draw a picture of your family. Walk around the classroom and view each other's family photos. Talk about your families.

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Teacher: Today, we are going to do something very special. I see many of you have brought a photo of your family or drawn a picture of it. That is amazing!

We are going to share these pictures, look at each other's families, and talk about them. Doesn't that sound fun?

(Pause for students to respond.)

Teacher: Before we start, let us remember a few things:

1. When your friend is speaking, listen carefully.
2. Everyone's family is special, and we should be respectful towards each of them.
3. Wait for your turn to speak.

Can we all do that?

Students: Yes.

Teacher: First, let us walk around the classroom with our pictures. Look at your friends' photos or drawings. You can ask them simple questions like:

- Who is in your picture?
- What do you like to do with your family?

(Give students 5 minutes to walk around and look at each other's pictures. Monitor and guide them gently if needed.)

Teacher: Now let us sit in a circle. Hold up your picture, and one by one, we will share about our families. When it is your turn, you can say:

- This is my family.
- In my family, I have a mother, a father and a sister.
- We love to [say one thing you do together, like eat dinner, play, or watch TV].

(Help each child as they share, encouraging them with smiles and gentle prompts.)

Teacher: Thank you, everyone, for telling us about your families. All of your families are so special!

Let us take all your pictures and make a Family Corner on our classroom wall. This will remind us every day how much our families love and care for us.

(Guide students to carefully put up their photos or drawings on the teacher's table and then the teacher can put them on the wall)

Teacher: Now, let us clap for each other and our wonderful families!

Auditory

Teacher: Now, I am going to read a story about Jas and his family. I want you to listen carefully because, at the end of the story, I will ask you a few questions. Are you ready?

MUST DO

10 MIN.

Auditory*

Listen to your teacher carefully. Answer the questions.

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Students: Yes!

Teacher: Jas lives with his mother, father and baby sister, Mehr. He calls his mother Ammi. She is a chef. He calls his father Papaji. He is a nurse. He loves his grandparents Biji, Daarji and Teta. Biji is a principal, Daarji is a farmer and Teta is a homemaker.

Teacher: Now, I will ask a few questions, and I want everyone to take turns to answer. Think carefully before you speak. Let us begin!

Questions to ask students:

1. What does Jas call his father?
2. What does Daarji do?
3. Does Jas have a sister?
4. Who is the homemaker in Jas's family?

(Encourage students to take turns, gently prompting them if needed and praising their efforts.)

Differentiated Activities

110 km/hr



Draw a picture of your family members and paste them on a family tree.

80 km/hr



Draw a picture of your family and label each family member with their name or role (e.g., Mum, Dad, Sister).

40 km/hr



Name the members of your family.

Home Task

Practice writing the names of all your family members in your notebook.

Period 2

COULD DO

5 MIN.

Teacher: Good morning, students! Let us begin today's session by talking about the home activity you completed.

Teacher: Can you share the names of your family members with the class? Try to speak in full sentences. For example, you can say, "I have a mother, father, and a younger sister."

(Pause to give students time to share.)

Teacher: Wonderful! If you need help, don't worry—I am here to guide you. Who would like to go next?

(Encourage each student to participate, offering support when needed.)

Pictorial

Teacher: Now, let us continue the work we started yesterday. Can anyone tell me which activity we are going to work on today?

MUST DO

10 MIN.

Pictorial PS

Tick (✓) next to the activities you enjoy doing with your family.



Teacher's Note: *Read aloud to the class the listening text on the last page. Ask the questions given there.
*Guide the students to recall and answer these in their notebooks.

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Students: Re-KAP!

Teacher: That is right! We will work on the pictorial part of the Re-KAP activity.

Teacher: Look at the pictures provided. You need to tick the activities you enjoy doing with your family.

(Pause to give students time to work independently)

Teacher: Would you like to share with the class?

(Allow students to share what they have chosen and explain why)

Interacting Better

Teacher: Now, let us move on to a fun activity. For this activity, you will work in pairs. Choose the friend sitting next to you.

SHOULD DO

15 MIN.



Interacting better

Work in pairs. Say five words related to the word 'family'. Then, ask your partner to do the same.

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Teacher: Once you are ready, take turns with your partner and say five words related to family. For example, you can say words like mother, father, sister, or home.

Teacher: You will have five minutes to do this. After that, you and your partner will share what you discussed. Let us begin!

(Pause to allow students to play the game, offering help if needed. Then, ask them to share the words they discussed.)

Teacher: Alright, let us read a story today. Jas has invited his friends to visit his new house. Have you ever invited your friends to your house?

(Pause to let students answer.)

Teacher: That is great! What did you do with your friends? Did you play games or show them your toys?

(Pause for responses, encouraging more students to share.)

Teacher: Wow! It sounds like you all had so much fun. Now let us see what happens when Jas's friends visit him.

MUST DO

10 MIN.



(Read the dialogues and narrate the story with excitement and expressions.)

Teacher: Now, imagine that you are going to invite your friends to your house very soon. How would you introduce your family to them? What would you say?

Jas invites his friends to his new house. They meet Jas's family.



A family has different members. The mother and father together are called parents. Let us learn about different types of families.

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(Encourage students to share their ideas, giving them prompts like, "I would say, 'This is my mom!'")

Open the **eBook** from the digital platform to show students while teaching the lesson.

Play the **Animation** from the digital platform to generate interest among students.

Differentiated Activities

110 km/hr



Think about a time when you had a wonderful moment with your family. Discuss with your partner.

80 km/hr



How do you help your family members? Discuss with your partner.

40 km/hr



How do you like to spend your time with your family members? Discuss with your partner.

Home Task

Talk to your parents, grandparents and siblings and ask them about their favourite activity. Share the activities with your classmates.

Period 3

Begin the session with a discussion on the home task given in the previous session. Ask the students to share the information they gathered about the favourite activities of their family members.

COULD DO

5 MIN.



Teacher: Good morning, my little stars! Are you ready to wake up your body and brain with some magic moves?"

Students: Yes!

Teacher: Great! I have a magic wand with invisible powers. When I say a magic word, you have to do a special move. But listen carefully because the magic word will change! (Demonstrate each movement before starting the game.)

1. Hop! – Hop on one foot like a bunny.
2. Freeze! – Stand still like a statue.
3. Swim! – Move arms like swimming in water.
4. Fly! – Stretch arms out and pretend to fly.
5. Twist! – Twist your body side to side.

Teacher: Alright, let us see who is quick! Ready... Hop!... Freeze!... Fly!... Twist!... Swim!

(Repeat for about 3-4 minutes, gradually making it faster.)

Teacher: You all did amazing! Now, let us take a deep breath in... and out.

Teacher: And now, we are ready to start our lesson.

TYPES OF FAMILIES

In some families, parents live with one or two children. This is called a small family. Jas lives with his parents and younger sister, Mehr. Mehr is an adopted child.




Ella and her family

Ella lives with her mother. She lives in a small family.




Jas and his family

In some families, parents, children and grandparents live together in one house. This is called a large family.




Sam and her family

Grandparents, parents, aunts, uncles and their children live together in a joint family.



Lina and her family

Children of your aunts and uncles are your cousins.



Teacher's Note: "Tell the students that Jas calls his father's mother, 'Biji.'"

Teacher: Today, we are going to talk about something very special—our families! Do you know who lives in your family?

(Allow students to share their responses. Encourage them to say it in a complete sentence).

Teacher: That is wonderful! Every family is special in its own way.

Teacher: Let us learn about different types of families!

Teacher: (Point to the picture of Jas's family) Look at this picture! This is a family. It has a mother, a father, and two children. This is called a small family.

A small family has parents and one or two children. Let us say it together—small family!

(Pause for students to repeat the word)

Teacher: Jas lives with his parents and his younger sister, Mehr. But do you know something special? Mehr is an adopted child. That means Jas's parents chose her with love and made her a part of their family!

Just like we love our family members, adopted children are loved the same way! A family is not just about who is born into it, but also about sharing love and care.

Teacher: (Point to the picture of Ella's family) Ella lives with her mother. She lives in a small family. This is called a single-parent family.

A single-parent family is when a child lives with only one parent, either their mother or father. Some children live with just their mother, like Ella. Some children live with just their father. But no matter what, all families are special and filled with love.

Teacher: Now, let us learn about another type of family.


Teacher: (Point to the picture of Lina and her family) Look at this family! It has parents, children, and grandparents all living together in the same house. This is called a large family!

Teacher: In some families, not just parents and children, but also grandparents live together. Sometimes, uncles, aunts, and cousins also live in the same house. These families are big and just like small families, they too are full of love! This is called a joint family or a large family.

Joint family members help each other. Grandparents tell stories, parents take care of children, and everyone shares food and fun!

Teacher: So today, we learnt about different types of families! Some families are small, with parents and one or two children. Some families are big, with grandparents, uncles, aunts, and cousins all living together. But no matter the size, every family is full of love and care!

Teacher: Let us do some activities to recall what we have learned.

 Open the **Animated Activities** from the digital platform. Allow students to work in pairs to think about the questions and answer them. Appreciate their efforts.

COULD DO

10 MIN.

Differentiated Activities

110 km/hr



Fill in the blanks with the correct letters to complete the family words.

1. M _ T H _ R
2. F _ T H _ R
3. B R _ T H _ R
4. S _ S T _ R

80 km/hr



Find the family words hidden in the puzzle below. Words Can go across or down.

M	O	T	H	E	R	X
F	A	T	H	E	R	Z
B	R	O	T	H	E	R
S	I	S	T	E	R	Y

40 km/hr



How many members are there in your family? Is it a big or a small family?

Home Task

Ask your parents, about a special festival your family celebrates? Draw a picture of how your family celebrates this festival.

Note to the teacher: Bring a small soft ball or any safe object to pass around for the next session.

Period 4

Teacher: Good morning, students! Before we start our lesson, let us play a fun game called 'Pass the Family Ball!' Are you all ready?

Students: Yes

Teacher: Here is how we will play: I have a ball with me. When I say 'Go!', you will start passing the ball to your friends. And, when I say 'Stop!', the person holding the ball must quickly say a family member's name, like mother, father, sister, or brother.

Let us do a quick practice!

Teacher: Now let us begin the game.

1. Go – Students pass the ball
2. Stop – Student holding the ball will say a word related to family.

(Repeat a few times, encouraging different students to participate.)

Teacher: Now that we have learnt so much about families, let us see how much we remember! We will play a fun team game.

Teacher: Here are the instructions,

1. Sit together with your buddy.
2. I will ask you a question. Discuss about the answer with your buddy then share it with the class.
3. When you answer, try to speak in full sentences. Don't worry—I will help if you need it!

(Use the CRM sign to get students' attention before starting the activity.)

Recalling better

- A family has parents and their children.
- Families may be small, large or joint.
- We have fun with our family.

CING

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Questions to ask students:

1. Who are the members of a family?
2. What are the different types of families?
3. What are some fun things you do with your family?

Learning better

MUST DO

10 MIN.

Teacher: Now, let us check how much we remember about families!

We are going to start with the practice exercise. The first one is 'Fill in the blanks'.

Learning better

CBA

A Fill in the blanks.

1. Parents and their children make a _____.
2. Families may be small, large or _____.
3. Members of a family have a lot of _____ at home.

B Colour the correct answers with a green crayon.

1. The mother and father together are called **parents/grandparents**.
2. A family with only parents and children is called a **large/small** family.
3. The **parents/children** of our aunts or uncles are our cousins.

Teacher: I will read each sentence, and you will help me complete it. Ready?

Teacher: Parents and their children make a _____
(Pause for students to share their response)

Students: Family.

Teacher: Great job! Parents and their children make a family. Write the word family in the first blank.
(Wait for students to complete and then move to the next question)

Teacher: Families may be small, large, or _____
(Pause for students to share their response)

Students: Joint.

Teacher: Excellent! Families may be small, large, or joint. Write the word joint in the second blank.
(Wait for students to complete and then move to the next question)

Teacher: Members of a family have a lot of _____ at home.
(Pause for students to share their response)

Students: Fun!

Teacher: Well done, everyone! Now, write the word fun in the third blank.

SHOULD DO

10 MIN.

Teacher: Great, now let us move to exercise B.

Colour the correct answers with a green crayon.

Teacher: Look at exercise B. Let us play a fun colouring game! You all have your crayons, right?
(Wait for students to show their crayons.)

Teacher: Great! I will read a sentence, and you will listen carefully. Then, find the correct answer and colour it with a green crayon. Ready? Let us begin.

Teacher: The mother and father together are called parents/grandparents?
(Pause for students to respond)

Students: Parents.

Teacher: Great! Colour the words parents with a green crayon.

(Wait for students to complete the task)

Teacher: Next, a family with only parents and children is called a large family/small family?

(Pause for students to respond)

Students: small family.

Teacher: That is right! Colour small family with a green crayon.

(Wait for students to complete the task)


Teacher: The parents/children of our aunts or uncles are our cousins?

(Pause for students to respond)

Students: Children

Teacher: That is right! Colour the word children with a green crayon.

(Wait for students to complete the task)

 **Infographic** can be shown to recapitulate the concept.

Differentiated Activities

110 km/hr



In your notebook, write down the names of family members who are older than you.

80 km/hr



Read and write the words family, mother, father, grandparents, uncle, aunt and children in your notebook.

40 km/hr



Write the name of family member who helps you with your homework.

Home Task

Creating better: On an A3 chart paper, draw a tree trunk. Colour it. Then dip your hand in paint. Ask your family members to dip their hand in different colours of paint. Print it on the chart paper. Your family tree is ready. You may frame it.




Art 1 2L CS

On an A3 chart paper, draw a tree trunk. Colour it. Then dip your hand in paint. Ask your family members to dip their hand in different colours of paint. Print it on the chart paper. Your family tree* is ready. You may frame it.

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Period 5

Teacher: Good morning, students! Let us quickly recap what we learnt so far.

 Open the **Quiz** in the digital platform. Ask students to work in pairs to discuss the questions and find the answers together.

COULD DO

10 MIN.



Write short answers

Teacher: Now, let us work on some questions from the lesson. Take out your notebooks and coursebook. We are going to do exercise C.

SHOULD DO

30 MIN.



C Write short answers in your notebook.

1. What is a large family?
2. How many members are there in your family?
3. Annie lives with her father. What kind of family does she live in?

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Teacher: I will read each question, and I want you to think and write your answers. If you are ready, say 'Yes!'

Students: Yes

Teacher: Here is the first question: 'What is a large family?' Think about families with many people. Can anyone tell me what makes a family large?


(Pause for students to respond and guide them to write in their notebook)

Teacher: Great! Now, let us move to the second question: 'How many members are there in your family?' I want you to write how many family members live in your home.

(Pause for students to respond and guide them to write in their notebook)

Teacher: Let us move on to the third question: 'Annie lives with her father. What kind of family does she live in?' Think about families that have only parents and children.

(Pause for students to respond and guide them to write in their notebook)

 Open the **dictionary** from the digital platform to introduce the words related to the topic. Ask students to repeat the words after you.

Home Task

What is one way your family helps you every day? Draw a picture of how your family helps you.

Period 6

Thinking better

Teacher: Hello, students! Now, I want you to think about your friend. Can you think of a friend whose family is different from yours?

MUST DO

15 MIN.



2L CS HOTS

Think and answer in your notebook.

Can you think of a friend whose family is different from yours? How is it different?

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Teacher: Maybe they have different people in their family or do things differently. How is their family different from yours? For example, maybe your friend's family celebrates a different festival or has more people like cousins or grandparents.

Teacher: Take a moment and think about it. You Can draw a picture of your friend's family. You Can share it with the class once you finish.

(Pause for students to think and discuss the answers with the whole class)

Choosing better

Teacher: Next, let us talk about how we Can cheer up someone we care about, like our sister, if she is feeling upset.

MUST DO

15 MIN.

☐

Choosing better

LSV

Your sister is feeling upset. How will you cheer her up? Tick (✓) your answer.

- You will bring her favourite food. ☐
- You will let her be. ☐
- You will talk to her. ☐

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Teacher: Imagine your sister is sad. What do you think would help make her feel better? Let us look at the choices.

Option 1: You bring her favourite food. Do you think that will make her happy? Yes or no?

Option 2: You let her be. What do you think? Would that help her feel better?

Option 3: You talk to her. Maybe you Can ask her what's wrong or say something nice. Do you think that might cheer her up?

(Pause to allow students to think and share their thoughts)

Teacher: Now, I want you to think and choose what you would do to cheer up your sister. Tick the answer that you think is best.

(Ask students to share what they chose and discuss the answers with the whole class)

Teacher: Remember, everyone is different. Let us make our choices!

L (What I Learnt)

Teacher: Remember, at the start of the lesson, we talked about what we knew and what we wanted to know. Now, we will fill in the 'L' column.

COULD DO

10 MIN.

☐

Teacher: I want you to sit with your partner and discuss what you learned from the lesson. After a few minutes, we will hear from each pair and you will write your ideas in your notebook.

(Allow students to discuss with their partners, and then invite each pair to share their answers.)

Teacher: Great answers! Write these in the 'L' column.

Teacher: So, we learnt that every family is different, and that is what makes them special. Families love and take care of each other. We should love and respect our family members. We should help and be kind to each other in our families and we should also be kind to other families.

Home Task

Revising better: You have learnt about the different types of families. Love and respect is more important than the size of the family. Write what you think about your family in your Little Book.

Revising better

DBL

In this chapter, you have learnt about the different types of families. Love and respect is more important than the size of the family. Write what you think about your family in your Little Book.

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Period 7

Worksheet 1

SHOULD DO

20 MIN.

☐

Teacher: Good morning, students! Today, we will revise what we learnt so far by answering questions in the workbook.

Theme 4: I Live Happily

6. Our Family

Worksheet 1

A. Fill in the blanks with the correct option.

- Mother and _____ together are called parents (father/aunt).
- Parents and one or two children make up a _____ family (joint/small).
- _____ families have grandparents, parents and children (Large/Small).
- A family that also has aunts and uncles is called a _____ family (joint/small).
- We celebrate _____ with our family (festivals/games).

B. Write **T** for true or **F** for false.

- Mother and father together are called children. _____
- Members of a family do not live together. _____
- There can be only one child in a small family. _____
- A small family does not include grandparents. _____
- Members of a family play together. _____

C. Match the columns.

Column A	Column B
1. small family	i. includes aunts and uncles
2. large family	ii. are called parents
3. joint family	iii. are children of aunts and uncles
4. cousins	iv. includes parents and their children
5. mother and father	v. includes grandparents

Teacher's Signature: _____
25
Remarks: _____

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

Fill in the blanks. Choose the correct option.

Explain that the words in the brackets are options to choose from, and they need to pick the correct one to complete each sentence.

After giving them some time, ask the class to share their answers. Write the correct answers on the board as you proceed. Encourage students to write the answers neatly in their workbooks after the class discussion.

Write T for true or F for false.

Read each sentence aloud and give students time to think before marking their answers. After completing the

activity, discuss each statement with the class and explain why it is true or false.

Match the columns.

Instruct students to match each word in Column A with the correct sentence from Column B. Ask them to attempt the task individually first to assess their understanding. After a few minutes, allow them to discuss their answers with a partner or in small groups to compare and refine their responses.

Note: You may also take up this worksheet in class for concept recap or for assessment purposes.

Worksheet 2

Guide the students to complete the exercises in worksheet 2.

SHOULD DO

20 MIN.

Worksheet 2

A. Fill in the blanks with the correct words.

- Our mother and father together are called our _____.
(parents/cousins)
- _____, parents and children make up a large family
(Grandparents/Uncles).
- A joint family also includes _____ and uncles (friends/aunts).
- Children of our _____ are our cousins (aunts/grandparents).
- Members of a family have fun _____ (alone/together).

B. Write **T** for true or **F** for false.

- A large family is smaller than a joint family. _____
- A large family includes grandparents. _____
- A joint family does not include grandparents. _____
- We do not celebrate festivals with our family. _____
- The children of our uncles and aunts are our cousins. _____

C. Five words related to family are given in this word search. Colour them with a green crayon.

FATHER	MOTHER	GRANDPARENTS	UNCLE	AUNT
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C	T	F	X	T	B	O	K	W	X	A
Z	X	A	Z	S	M	L	M	T	Z	U
W	Z	T	L	U	O	C	H	E	Z	N
X	F	H	M	Z	T	C	E	G	F	C
T	E	E	C	H	H	R	F	R	E	L
M	B	R	Y	K	E	K	T	H	B	E
S	A	D	E	S	R	O	T	E	A	T
G	R	A	N	D	P	A	R	E	N	T
V	B	A	L	C	H	A	U	N	T	L

Teacher's Signature: _____

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Remarks: _____

Fill in the blanks with the correct words.

Explain that the words in the brackets are options to choose from, and they need to pick the correct one to complete each sentence.

After giving them some time, ask the class to share their answers. Write the correct answers on the board as you proceed. Encourage students to write the answers neatly in their workbooks after the class discussion.

Write T for true or F for false.

Read each sentence aloud and give students time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

Five words related to family are given in this word search. Colour them with a green crayon.

Provide each team with the word search puzzle containing five family-related words. Explain that each team will pick

one word to search for in the puzzle. After finding the word, the team should share it with the class and discuss where it is in the puzzle. Once the word is discussed, ask the students to colour the word with a green crayon.

Note: You may also take up this worksheet in class for concept recap or for assessment purpose.



Slideshow Can be shown to students to give a recap of the lesson.

Period 8

Worksheet 3

Teacher: Good morning, students!

Let us continue with our workbook exercises, which we started yesterday.

Ask students to open their EVS workbook. Guide the students to complete the exercises in worksheet 3.

SHOULD DO

20 MIN.

Worksheet 3

A. Fill in the blanks with the correct options.

- Parents with one or two _____ is called a small family
(children/aunts).
- A small family has parents and _____ (grandparents/children).
- Children of your aunts and uncles are your _____ (cousins/uncles).
- Members of a family celebrate festivals _____ (alone/together).
- Our cousins are the children of our aunts and _____ (uncles/grandparents).

B. Fill in the blanks with the words from the box.

cousins	large family	small family	joint family	parents
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- The mother and father together are called _____.
- A family with parents and children is a _____.
- A family with parents, children and grandparents is a _____.
- A family with parents, children, grandparents, aunt and her children is a _____.
- _____ are children of our aunts and uncles.

C. Write **T** for true or **F** for false.

- Our mother and father together are called our parents. _____
- A small family does not include aunts and uncles. _____
- A large family includes your cousins. _____
- The members of a joint family live together. _____
- We celebrate festivals only with friends. _____

Teacher's Signature: _____

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Remarks: _____

Fill in the blanks. Choose the correct option.

Explain that the words in the brackets are options to choose from, and they need to pick the correct one to complete each sentence.

After giving them some time, ask the class to share their answers. Write the correct answers on the board as you proceed. Encourage students to write the answers neatly in their workbooks after the class discussion.


Fill in the blanks with the words from the box.

Pair students up or let them work in small groups to discuss and complete the activity. Move around the classroom to provide support and clarify any doubts. If students struggle, offer hints to help them find out the answer.

Write T for true or F for false.

Read each sentence aloud and give students time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

Note: You may also take up this worksheet in class for concept recap or for assessment purposes.

 **Quiz** can be conducted to help students recollect the lesson.

COULD DO

10 MIN.



Holistic Teaching

Chapter 6: Our Family

Theme 4: I Live Happily

English

Fill in the blanks with action words from the box.

plays tells talks

- Jas _____ his sister a bedtime story.
- Maria _____ cricket with her family in the park.
- Biji _____ to her friend every morning.

Maths

Lina buys a fruit basket including 10 apples, 10 strawberries, 10 oranges, 10 guavas and 10 plums. Write the number name of the given number in the space provided.

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English

Fill in the blanks with action words from the box.

Write the sentences and the help box on the board. Ask students to read each sentence and fill in the correct action word from the help box. Read the complete sentences aloud and ask the students to repeat after you. Allow students to write the sentences in their notebooks.

Maths

Read out the problem and ask students to write the number in words in their notebook.

COULD DO

10 MIN.



Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> demonstrate fine motor skills by drawing or colouring pictures of family members and their activities.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> develop empathy and understanding of family roles and how family members care for and support each other.
Cognitive Development	<ul style="list-style-type: none"> identify and describe different family members (e.g., parents, siblings, grandparents) and their roles in the family.
Language and Literacy Development	<ul style="list-style-type: none"> develop vocabulary related to family members through activities like matching columns, fill-in-the-blanks, or sentence-building.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> participate in creative activities like drawing a family tree or designing a simple family poster.
Positive Learning Habits	<ul style="list-style-type: none"> demonstrate attentiveness during discussions about family roles, following instructions carefully, and completing tasks enthusiastically.

Starry Knights

What techniques did you use to manage time?


What challenges did you overcome? List them here.

You did a splendid job, given the time crunch. Give yourself a STAR.



Lesson-7: Our Home

Theme 4:
I Live Happily

 9 Periods (40 minutes each)



Learn Better (Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Poster, CRM Signs



Animation, Animated Activities, Concept Map, Dictionary, eBook, Infographic, I Explain, Quiz, Slideshow, Test Generator

Confirming better

My family makes me happy

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to understand the importance of a house and how it provides safety, shelter, and comfort.
- to create a model of a house using craft materials to represent different parts of the house.
- to express their preferences for different rooms (e.g., bedroom, kitchen, living room) and explain why they like them.

Methodology

Period 1

Note to the Teacher: Ask students to prepare a KWL chart to organize their thoughts on the topic 'Our Home'.

COULD DO

10 MIN.



Teacher: Hello, students! Today, we are starting a new lesson about 'Our Home'. A home is a place where we live with our family. It keeps us safe, warm, and comfortable. We all live in home and they are an important part of our life.

Can you tell me why a home is important?

(Pause for students to share their thoughts)

Teacher: Our homes are special because they protect us, give us a place to rest, and help us feel secure. Let us learn more about our home in this lesson.

Teacher: Now, I want you to draw a KWL chart in your notebooks. Let us fill it together!

Ask students to draw the KWL chart in their notebooks.

K	W	L

Teacher: Let us start with the first column – What I Know (K). What are the different parts of your house, and what do you do there?

(Pause for students to share their responses)

Teacher: Great! Write those answers in the K column.

Now, let us think about the second column – What I Want to Know (W). Is there anything you want to know about houses or what they do for us?

(Pause for students to share their questions)

Teacher: Those are fantastic questions! Write them in the W column.

As we continue our lesson, we will explore these questions and learn more about our home. At the end of the lesson, we will fill in the L (What I Learnt) column with everything new we have discovered.

Teacher: Are you ready to learn more about Our Home and why it is so important?

Students: Yes!

Kinaesthetic

Teacher: Guess what? Today we are going to pretend play! We are going to pretend to be family members doing fun things together.

Teacher: We will make small groups. Each group, will get a story. You will then act out that story for everyone to watch. Remember, there are no wrong ways to act just have fun and be silly!

(Divide the class into groups of 4-5 students. Give each team a scenario to discuss and prepare)

MUST DO

30 MIN.



Re-KAP SPD

Kinaesthetic

Let us play a role-playing game! Your teacher will put you into small groups. Each group will get a family scenario, such as getting ready for school or preparing for a birthday party. You will need to act out the situation using words and action.

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Suggestions


- Getting ready for school
- Dinner time

- Family trip
- Birthday party/celebration

(Walk around the groups, offering help and smiles. Help them think of ideas if they are stuck. Encourage them to use things from the classroom if they need them.)


Teacher: Okay, are our actors ready to put on a show? Let us start with the first group.

(Each group performs their story. Encourage everyone to be kind and clap after each show.)


 Open the **Dictionary** in the digital platform to introduce words related to houses. Ask students to share what they know about them.

Differentiated Activities


110 km/hr

 Draw and label the different parts of a house (living room, kitchen, bathroom, bedroom, etc.).

80 km/hr

 Show pictures of different parts of a home and prepare labels for every part. Ask students to match the labels to the pictures (e.g., kitchen, bedroom, bathroom).

40 km/hr

 Show pictures of the different parts of a house with labels. Ask students to point to each room and read out its label. (E.g., 'This is the kitchen.')

Home Task

Draw a picture of your home. Colour it neatly and label the main parts with the help of your parents (roof, door, windows). Give a name to your home (e.g., "My Happy Home").

Period 2

Auditory

Teacher: Now, I will read out a few words. You have to listen to the words carefully and write them in your notebooks.

MUST DO

15 MIN.

Auditory*

Listen to your teacher carefully. Answer the questions.

29

Teacher: Once you have written the words, I will ask some of you to read them aloud along with their spellings.

Read the words given below or from the back of the coursebook, ensuring clear pronunciation and appropriate pacing.

- Kitchen
- Classroom
- Bedroom

- Playground
- Staffroom Living Room

Teacher: Now, let us check your answers.
(Allow students to read their words and spellings.)

Pictorial

Teacher: Now let us do the pictorial activity. Can you see the pictures?

MUST DO




15 MIN.

Students: yes!

Pictorial PS

Look at the pictures. Answer the questions.

- Ryan is helping his father in the _____.
- Ryan is washing his hands in the _____.
- Ryan is sleeping in the _____.

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Teacher's Note: *Read aloud to the class the listening text on the last page. Ask the questions given there.
*Guide the students to recall and answer these in their notebooks.

Teacher: Look at what Ryan is doing in each picture and complete the sentences given. Let us read the sentences one by one.

(Read each sentence aloud, allowing students time to complete their answers. Then, discuss the answers with the whole class.)


COULD DO

10 MIN.


 Play the **Animation** from the digital platform to generate interest about the topic.

Differentiated Activities

110 km/hr

 Ask students to draw their favourite place in the house and name their favourite things in that place.

80 km/hr

 Ask students to draw their favourite place in the house and name the place.

40 km/hr

 Ask students to draw their favourite place in the house.

Home Task

With the help of your parents walk around your home and touch and feel different materials (wood, glass, brick, metal, plastic). Learn the names of the materials from your parents and write them in your notebook.

Period 3

Interacting better

Teacher: Good morning, students!

Today, will talk about the different parts of a house. For this, you will first think for yourself and then discuss with your partner!

Teacher: Close your eyes for a moment and think about a house. Imagine standing in front of it. What parts do you see?

(Pause for students to think.)

SHOULD DO

20 MIN.



Interacting better

Work in pairs. Name and describe the different parts of a house.

ICL

30

Teacher: Now, open your eyes! You will work in pairs to discuss more parts of a house and describe them.

- Sit with your friend for this activity.
- Think about all the parts of a house you know—inside and outside!

Take turns sharing. One of you can name a part, and the other can describe what it is used for.

You will have 5 minutes to discuss with your partner.

(Walk around, listen to discussions, and support students who need help.)

Teacher: Now, let us hear from you! Which pair would like to share what they discussed?

(Encourage different pairs to share their answers.)

MUST DO

20 MIN.



STEP TML

Mama, I have art homework today.

What kind of art homework, Lina?

I have to draw and write about our home.

My house protects me from the Sun. It also protects me from the wind and the rain. It keeps me safe from wild animals.

My house has many doors and windows. We enter our house through the main door. The windows let in sunlight and fresh air. My house has a roof and walls. The roof covers the top of my house.

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Teacher: Lina's teacher at school has given her some homework. Her task is to draw her house and write a few lines about it. Let us read to find out what Lina has written about her house.

(Read the passage aloud with clear pronunciation and expression.)

Teacher: Let us talk about what we read.

Teacher: What does Lina's house protect her from?

(Pause for students to share their responses)

Teacher: Great! Why do you think houses have doors and windows?

(Pause for students to share their responses)

Teacher: Now, let us read it together. I will read one line, and you will repeat after me.

(Read one sentence at a time, allowing students to repeat.)

eBook can be used to teach the lesson.

Differentiated Activities

110 km/hr



Draw some important parts of a house, such as doors, roofs, walls and windows in your notebook and label them.

80 km/hr



Write the words doors, roof, walls, windows in your notebook.

40 km/hr



Draw the doors, roof, walls and windows of your house in your notebook.

Home Task

Imagine your dream home! Draw and colour how it would look. Write what special things you want in it (e.g., "I want a big garden.").

Period 4

Teacher: Good morning, students!

Before we start learning, let us play a quick game! I will describe something we do in the house, and you have to guess which room we do it in.

COULD DO

5 MIN.



1. I sleep here at night. Which room is it?
2. We cook yummy food here. Which room is it?
3. I take a bath and brush my teeth here. Which room is it?

(Encourage students to share their responses in their home language if required)

Rooms in my house

MUST DO

15 MIN.



Teacher: Great job! Now, let us learn more about the rooms in a house!

ROOMS IN MY HOUSE



We sit with our guests in the sitting room or the living room.

We wash and bathe in the bathroom.



We cook food in the kitchen.

We rest and sleep in the bedroom.



30

Teacher: A house has different rooms. Each room has a special use. Let us learn about them!

Living Room / Sitting Room

- We sit with our guests in the living room or sitting room. There is a sofa, a table and chairs in this room.

(Point to the picture in the book to show Jas and his friends sitting in the living room)

Bathroom

- We wash our hands and take a bath in the bathroom. We also brush our teeth here.

(Point to the picture in the book to show Sam brushing her teeth in the bathroom.)

Kitchen

- Food is cooked in the kitchen. We also keep our plates, spoons, and fridge in the kitchen.

(Point to the picture in the book to show Lina and her family in the kitchen cooking meals together)

Bedroom

- We rest and sleep in the bedroom. We have a bed, pillows, and blankets in this room.

(Point to the picture in the book to show Lina sleeping in her bedroom)

P.S. This section is aligned to the **SDG 7: Affordable and Clean Energy**: Remind the students to unplug electronic equipment when not in use.

Poster

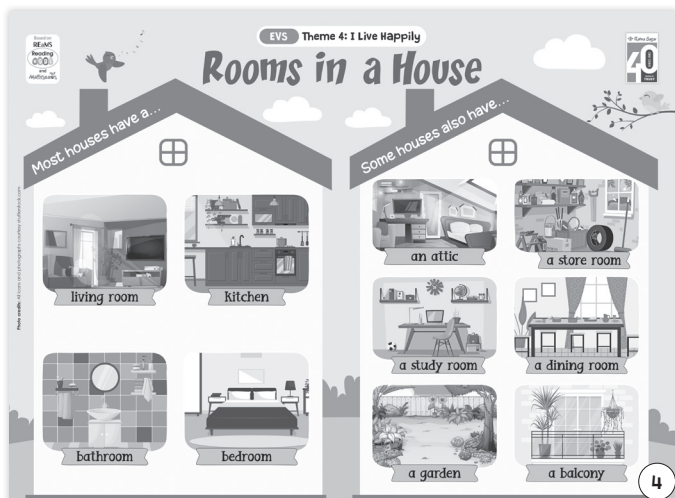
(Point to the poster and engage students in a discussion.)

Teacher: Can you name the different rooms you see on the poster?

(Allow students to respond)

MUST DO

20 MIN.



Teacher: Great! Apart from the rooms we have learnt about, some houses also have extra rooms like a storeroom, study room, dining room, balcony, garden, and an attic where people do different things. Let me tell you about them.

Storeroom: A storeroom is a room where we keep things we don't use all the time. For example, extra food, old toys, or boxes are kept in the storeroom. It is like a big cupboard where we store things safely.

Study Room: A study room is a quiet room where people do their homework, read books, or work on the computer. If you have books and a desk in a room, that could be your study room.

Dining Room: The dining room is where we eat our meals. It usually has a big table and chairs where everyone sits together to eat. Sometimes, the dining area is in the kitchen, and sometimes it is a separate room.

Balcony: A balcony is a small, open space outside, usually attached to a room. You can go to the balcony to enjoy fresh air, look outside and even plant flowers. It is like a tiny outdoor space just outside your room.

Garden: A garden is a place outside the house where people plant flowers, fruits, and vegetables. In a garden, we can see beautiful flowers and sometimes even play there.

Attic: An attic is a space at the top of the house, under the roof. It is used to things like old clothes or holiday decorations. It is a special place in the house that can sometimes be a little dark and quiet.

Teacher: So, houses can have many different rooms, each for special things! Do you have or seen any of these rooms in your house or somewhere else?

(Allow students to share their experiences.)

Differentiated Activities

110 km/hr



Ask students to draw pictures of their family members doing activities in the room they like spending their time in.

80 km/hr



Ask students to share the roles played by their family members in helping each other in their home.

40 km/hr



Ask students to describe their favourite room in their home.

Home Task

Count how many doors and windows are in your house. Write down the numbers of doors and windows. Look at the shapes of the doors and windows. What shapes Can you see? Draw them in your notebook.

Period 5

Teacher: Good morning, everyone!

How are you today? Give me a thumbs up if you are feeling happy! (Wait for students to respond with thumbs up or verbal feedback.)

Teacher: Okay, let us do a fun brain teaser to get our minds ready. I am going to present a riddle and you have to guess the answer. Ready?

COULD DO

5 MIN.




Students: Yes

Teacher: I am Something that is red and round. You Can eat me as a vegetable for lunch. What am I?
(Wait for responses.)

Teacher: Yes, it is a tomato! Let us do one more. I am something yellow and bright. You Can eat me as a fruit in the morning. What am I?

(Wait for responses.)

Teacher: That is right, a banana! You all are so smart!

 Play the **Slideshow** from the digital platform and engage students in a discussion. Encourage them to share what they remember and describe in a sentence.

Recalling better

Teacher: Now that we have learnt so much about homes, let us see how much we remember! We will play a fun team activity.

SHOULD DO

15 MIN.



Recalling better

- A house keeps us safe. It protects us from the Sun, the wind and the rain. It also protects us from wild animals.
- A house has doors, windows, a roof and walls.
- A house has different rooms in it.

CING

30

Teacher: Here are the instructions:

1. Sit together with your buddy.
2. I will ask you a question. Discuss about the answer with your buddy, and then share it with the class.
3. When you answer, try to speak in full sentences. Don't worry—I will help if you need it!

(Use the CRM sign to get students' attention before starting the activity.)

Questions to ask students:

1. What are the different rooms in your house?
2. Can you tell me some things you find in the kitchen?
3. What are some fun activities you do at home with your family?
4. What is your favourite place in your house, and why?
5. What are some things you need to keep your house clean and tidy?
6. Who helps in taking care of the house in your family?

Learning better

Teacher: Now, let us check how much we remember about our home! We are going to start with the practice exercise. The first one is 'Fill in the blanks. Turn to page 30 in your book.

Teacher: Let us read the sentences together. And we also have pictures to help us guess the word. The first sentence is, A house protects us from the _____.

(Pause for students to think and share their responses)




Learning better

A Fill in the blanks.

1. A house protects us from the _____.
2. The _____ covers the top of a house.
3. We cook food in the _____.

B Write T for true or F for false.

1. A house has doors and windows. _____
2. We sit with our guests in the kitchen. _____
3. We rest and sleep in the bathroom. _____



CBA

30-31

Students: Sun!

Teacher: Well done! Write the word in the blank.

Teacher: Now, let us read the next one. The _____ covers the top of the house. Look at the picture given. What do you think covers the top of the house?

(Pause for students to think and share their responses)

Students: roof!

Teacher: Well done! Write the word in the blank.

Teacher: Let us read the last one. We cook food in the _____. Where do we cook the food every day?

(Pause for students to think and share their responses)

Students: Kitchen

Teacher: Great! Write the word in the blank.

Teacher: Next, let us work on exercise B.

Teacher: I will read a sentence about our home. If you think the sentence is correct, write T in your book. If you think the sentence is not correct, write F.

(Read the sentences one by one and give time for students to write T or F in their books as you read them)

Differentiated Activities

110 km/hr



Ask students to write five words that describe about their home.

80 km/hr



Ask students to list three things in their home that they use daily.

40 km/hr



Give students sentence frames to fill in. Example:
My home is _____.

It has _____ rooms.

My home is _____ in colour.

Allow students to draw their home if they need extra support.

Home Task

Creating better: In your drawing book, draw your favourite room. Colour your drawing. Label the different things you find in your favourite room.



Creating better

ArtI 2LCS

In your drawing book, draw your favourite room. Colour your drawing. Label the different things you find in your favourite room.

31

Period 6

Teacher: Hello students! Today, we are going to continue with the practice exercises which we started in the previous session.

Teacher: Let us work on some questions from the lesson. Take out your notebooks and coursebook. We are going to do exercise C.

Write short answers.

1. What does a house protect us from?
2. Where do we sleep?
3. Ravi lives in a place with his parents, brother and sister. Where do they live?

31

Teacher: Now, I will read each question, and I want you to think and write your answers. If you are ready, say 'Yes!'

Students: Yes

Teacher: Here is the first question: What does a house protect us from? Think about all the things outside that might make us feel uncomfortable or unsafe. What happens when it rains? What about very hot or cold weather?

(Pause for students to respond and guide them to write in their notebook)

Teacher: Great! Now, let us move to the second question: Where do we sleep?

(Pause for students to respond and guide them to write in their notebook)

Teacher: Let us move on to the third question, Ravi lives in a place with his parents, brother and sister. Where do they live?

What do we call the place where families live together? Does every family live in the same kind of house?

(Pause for students to respond and guide them to write in their notebook)

Thinking better

Teacher: To answer the next question, I want you to think about your house and what it looks like.

Teacher: If a roof is at the top of a house, what is at the bottom of a house?

(Pause to let students think.)

Thinking better

Think and answer in your notebook.

If a roof is at the top of a house, what is at the bottom of a house?

31

Teacher: Take a moment to picture a house in your mind. We walk on something when we are inside a house—what is it called? Also, think about what a house stands on. Now, write your answer in your notebook.

(Pause for students to write.)

SHOULD DO

20 MIN.



Teacher: Once you finish, we will discuss your answers together!



Infographic can be shown to students to recap the different rooms in a house.



Quiz can be conducted to help students recollect their learning.

Differentiated Activities

110 km/hr



Pair up with a friend. Take turns reading the lesson aloud. Help each other with difficult words.

80 km/hr



Find and say the tricky words from the lesson. Practice reading them aloud with a partner. Try using the words in simple sentences.

40 km/hr



Listen as the teacher reads the lesson. Follow along with your finger. Try reading small parts with the teacher's help.

Home Task

Read the lesson at home with the help of your parents.

Period 7

Choosing better

Teacher: Good morning, students!

Today, we will talk about making good choices at home. Some habits help keep our home clean and organized, while others might make a mess.



Choosing better

LSV

Which of these children are doing the right thing? Tick (✓) your answer.

1. Pankaj makes his bed every morning after waking up. ☐
2. Kiran leaves her wet towel on the bed after taking a bath. ☐
3. Esther keeps her bag in its place after coming back from school. ☐

31

Teacher: I will read three sentences. Listen carefully and think about each one. Let us see if you can identify which children are doing the right thing!

Pankaj makes his bed every morning after waking up - Do you think this is the right thing to do? Why might it be important to make our bed in the morning?

Kiran leaves her wet towel on the bed after taking a bath - What do you think? Is this the right thing to do? What could happen if we leave a wet towel on the bed?

Esther keeps her bag in its place after coming back from school - Is this a good habit? Why is it important to keep our things in the right place?

Teacher: Now, look at your book and tick the answers that you think are correct.

Teacher: Once you finish, let us discuss!

MUST DO

20 MIN.



MUST DO

10 MIN.



(Pause to allow students to think and choose their answers.)

Teacher: Who ticked Pankaj's name? Why? How about Kiran? What could she do differently? And, is Esther's habit a good one? Let us share our thoughts!
(Allow students to share their thoughts)

Teacher: Remember, good habits help us take care of our home and make it a happy place for everyone!

L (What I Learnt)

Teacher: Remember, at the start of the lesson, we talked about what we knew and what we wanted to know. Now, we will fill in the 'L' column.

COULD DO

10 MIN.

Teacher: I want you to sit with your partner and discuss what you learnt from the lesson. After a few minutes, we will hear from each pair and write your ideas in your notebook.

(Allow students to discuss with their partners, and then invite each pair to share their answers.)

Teacher: Great answers! I write these in the 'L' column.

Teacher: So, we learnt that every home is different, and that's what makes them special. Homes are places where we feel safe, loved, and cared for. Just like how each family has its own way of doing things, each home has its own unique features. We should take care of our home by keeping it clean, organized, and respecting the spaces around us. It is important to help out and be kind to everyone in our home.

Worksheet 1

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

SHOULD DO

20 MIN.

Theme 4: I Live Happily

7. Our Home

Worksheet 1

A. Fill in the blanks to complete the passage.

Our house protects us from the heat of the S _____, the w _____, the r _____ and w _____ animals. Thus, the house keeps us s _____ e.

B. Write **T** for true or **F** for false.

- Our house protects us from the wind. _____
- Our house keeps us safe from pet animals. _____
- Our house has many doors and windows. _____
- The windows let in sunlight and fresh air. _____
- We cook food in the bedroom. _____

C. Rearrange the letter to make words.

- OORD _____
- OOFR _____
- OUSEH _____
- ALLSW _____
- DOWSWIN _____

Teacher's Signature: _____

28

Remarks: _____

28

Fill in the blanks to complete the passage.

Read the passage and guide students to guess the words and write their spellings in the blanks given.

Write T for true or F for false.

Read each sentence aloud and give students time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

Rearrange the letter to make words.

Allow students to work in teams to find out the words and write them in the space provided. Provide them with cues if required. Discuss the answers with the class.

Note: You may also take up this worksheet in class for concept recap or for assessment purposes.

Differentiated Activities

110 km/hr



Describe the different parts of a house and what we do in each room?

80 km/hr



Draw a picture of your house and write one or two sentences about it.

40 km/hr



Draw a picture of your house and label two rooms.

Home Task

Revising better: You have learnt how our house protects us from many things. It is important to take care of our houses. How do you take care of your house? Write in your Little Book.

Revising better

DBL

In this chapter, you have learnt how our house protects us from many things. It is important to take care of our houses. How do you take care of your house? Write in your Little Book.

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Period 8

Worksheet 2

SHOULD DO

40 MIN.

Fill in the blanks with the correct options.

Explain that the words in the brackets are options to choose from, and they need to pick the correct one to complete each sentence.

After giving them some time, ask the class to share their answers. Write the correct answers on the board as you proceed. Encourage students to write the answers neatly in their notebooks after the class discussion.

Match the columns.

Instruct students to match each name in Column A with the correct item from Column B. Ask them to attempt the task individually first to assess their understanding. After

a few minutes, allow them to discuss their answers with a partner or in small groups to compare and refine their responses.

Rearrange the letters to make words.

Worksheet 2

A. Fill in the blanks with the correct options.

- The _____ covers the top of the house (roof/door).
- We sit with our guests in the _____ (living room/kitchen).
- We _____ in the kitchen (cook food/sleep).
- We wash and bathe in the _____ (kitchen/bathroom).
- We rest and sleep in the _____ (bedroom/living room).

B. Match the columns.

Column A

- guests •
- food •
- bathe •
- sleep •
- door •

Column B

- bedroom
- bathroom
- house
- living room
- kitchen

C. Rearrange the letters to make words.

- ROOMBED _____
- ROOMBATH _____
- TINGSIT MROO _____
- NKITCH _____
- INGLIV MROO _____

Teacher's Signature: _____

29

Remarks: _____

Allow students to work in teams to find out the words and write them in the space provided. Provide them with cues if required. Discuss the answers with the class.

Note: You may also take up this worksheet in class for concept recap or for assessment purposes.

Period 9

Worksheet 3

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 3.

Fill in the blanks with the correct words.

Explain that the words in the brackets are options to choose from, and they need to pick the correct one to complete each sentence.

After giving them some time, ask the class to share their answers. Write the correct answers on the board as you proceed. Encourage students to write the answers neatly in their workbooks after the class discussion.

Write T for true or F for false.

Read each sentence aloud and give students time to think before marking their answers. After completing the

activity, discuss each statement with the class and explain why it is true or false.

Write five ways in which a house keeps us safe.

Worksheet 3

A. Fill in the blanks with the correct options.

- Our _____ protects us from the wind (house/balcony).
- Our house has many doors and _____ (windows/roofs).
- The _____ let in sunlight and fresh air (windows/walls).
- Our house keeps us _____ from wild animals (safe/unsafe).
- We cook food in the _____ (living room/kitchen).

B. Write T for true or F for false.

- Houses have only one door. _____
- We enter our house through windows. _____
- The windows let in the sunlight. _____
- The roof covers the bottom of a house. _____
- A house has walls. _____

C. Write five ways in which a house keeps us safe.

- _____
- _____
- _____
- _____
- _____

Teacher's Signature: _____

30

Remarks: _____

Ask students to think about how their house protects them, mentioning examples like shelter from rain, warmth in cold weather, and safety from dangerous situations. Encourage students to think about the different parts of a house (roof, walls, doors, windows) and how each part helps keep them safe. Ask students to write down five ways in which a house keeps them safe. Once the students are finished, invite them to share their answers with the class and discuss the various ways houses provide safety.

Note: You may also take up this worksheet in class for concept recap or for assessment purpose.

COULD DO

20 MIN.

Holistic Teaching

Theme 4: I Live Happily

Chapter 7: Our Home

A English

Fill in the blanks with h or r.

- Sia's mother gifts her a _____ose on her birthday.
- Fanny washes her _____ands in the bathroom.

B Maths

Ritu is shifting her plants to her new home. The packers and movers move 40 things in one go. Write the number name in the space provided.

18

English

Fill in the blanks with h or r.

Write the sentences and draw the help box on the board. Ask students to read each sentence and guess the missing letter. Discuss the answers with the class. Allow students to write the sentences in their notebooks.

Maths

Read out the problem and ask students to write the number in words in their notebooks.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">demonstrate fine motor skills by drawing or colouring pictures of different rooms in a home and the activities that happen in each room.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">develop empathy and understanding of the importance of a home in providing safety and comfort for family members, and how we care for our home together.
Cognitive Development	<ul style="list-style-type: none">identify and describe different parts of a home (e.g., kitchen, bedroom, living room) and their functions.
Language and Literacy Development	<ul style="list-style-type: none">develop vocabulary related to the home (e.g., furniture, rooms, household chores) through activities like matching columns, fill-in-the-blanks, or sentence-building.
Aesthetic and Cultural Development	<ul style="list-style-type: none">participate in creative activities like drawing a home or designing a simple home layout that represents different rooms and their uses.
Positive Learning Habits	<ul style="list-style-type: none">demonstrate attentiveness during discussions about the importance of a home, following instructions carefully, and completing tasks with enthusiasm.

Starry Knights

Share a memorable incident of yours while teaching this unit.

Kudos for completing another theme successfully!

Give yourself a STAR.

