

## Lesson-8: Our School

Theme 5:  
I Learn Well

 8 Periods (40 minutes each)



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



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

Attaining better

I love to learn new things

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop an understanding of social norms in the classroom, such as sharing, taking turns and respecting each other.
- to demonstrate responsibility by organising and taking care of their belongings in the classroom.
- to recognise the significance of school uniforms, understanding that they promote a sense of belonging and equality.
- to develop awareness of cleanliness by disposing of waste properly and keeping their classroom tidy.
- to identify and describe classroom objects (e.g., blackboard, chalk, books, desks) and understand their uses.
- to develop a sense of belonging to the school community and take responsibility for maintaining a positive and inclusive learning environment.
- to connect learning with real-life experiences by discussing how schools help in learning and making friends.

### Methodology

#### Period 1

**Note to the Teacher:** Begin by asking the students to prepare a KWL chart to organise their thoughts on the topic 'Our School.' Encourage the students to share their prior knowledge and curiosity about the school environment.

COULD DO

10 MIN.



**Teacher:** Hello, students. Today, we are starting a new lesson and it is all about the place you come to everyday. It is about 'Our School'.

A school is a place where we learn, play and make friends. It is like a second home where we meet teachers and classmates every day.

Have you ever thought about why schools are important or how they help us grow and learn new things?

(Pause to allow the students to share their thoughts.)

**Teacher:** Our school is special because it teaches us new things and helps us become responsible and kind. In this lesson, we will learn about:

1. The different areas in a school.
2. The people who help us in school.
3. How we can take care of our school.

Ask the 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 people we meet at school?
- What places are there in our school?
- What do we do in school every day?

(Pause for the 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 something you are curious about in school?
- Who helps keep our school clean?
- Why do we wear uniforms to school?

(Pause for the students to share their questions.)

**Teacher:** These 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 our school. At the end of the lesson, we will fill in the L (What I Learnt) column with everything new we have discovered.

## Kinaesthetic

**Re-KAP**

SPD

**Kinaesthetic**

Touch and feel any three things in the classroom. List them in the table, as shown.

Rough	Smooth
duster	eraser
_____	_____
_____	_____
_____	_____

Affirming: I love to...

32

**Teacher:** Now, let us play a fun activity. We will use our hands to touch and feel different things in our classroom. Are you ready?

(Pause for the students' responses.)

**Teacher:** Look around the classroom and carefully touch three different objects. Feel their texture. Are they rough or smooth?

(Demonstrate by touching the blackboard and a soft book.)

**Teacher:** For example, when I touch the blackboard, it feels rough. But when I touch this book, it feels smooth. Now, it is your turn.

(Give the students the time to explore and touch different objects in the classroom.)

**Teacher:** Now, let us organise our observations in a table. Open your books to page 32. You will see a table where you can list the things you touched under the correct columns—Rough and Smooth.

**Teacher:** Think about the objects you felt and write their names in the right column. For example, if you touched the blackboard, you can write it under 'Rough' and if you touched your notebook, you might write it under 'Smooth'.

(Pause to allow the students to complete the task. Walk around the class to observe and assist the students who need help)

**Teacher:** Great. Once you are done, raise your hand and we will share some answers together.

## Auditory

**Auditory\***

Listen to your teacher carefully. Answer the questions.

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**Teacher:** Now, let us play a fun riddle game. I will say a riddle about something we use in school. Listen carefully, think and then raise your hand if you know the answer. Are you ready?

**Students:** Yes.

**Teacher:** Great. Here is the first riddle:

"I can be black or green in colour. The chalk is my friend and a duster keeps me clean. What am I?"

(Pause and let the students think.)

**Students:** A blackboard.

**Teacher:** That is correct. Well done. Let us try another one: "I keep all your learning objects safe. I come with many pockets. You carry me to and from school every day without fail. What am I?"

(Pause and let the students think.)

**Students:** A school bag.

**Teacher:** Yes. That is right. You all are such smart thinkers. Give yourselves a big round of applause.

(Encourage all the students and praise their efforts.)

## Differentiated Activities

**110 km/hr**

Draw a picture of your school and write three sentences about what you like the most in your school.

**80 km/hr**

Draw a picture of your school and label different places (e.g., classroom, playground, library).

**40 km/hr**

Draw a picture of your school.

## Home Task

Make a list of five things you pack in your school bag every day. Draw and colour one of them in your notebook.

## Period 2

**Teacher:** Hello, students. Let us start the session with a fun game. I am going to say the name of something you can find in our classroom and I want you to quickly find it and say the name. Are you ready?

**Students:** Yes.

**Teacher:** Great. Here we go... Can you find something that is used to write?

(Pause for the students to either say 'pencil' or point to a pencil, pen or chalk.)

**Teacher:** Great. Now, can you say or point to something that helps us read?

(Pause for the students to either say 'book' or point to a book or a notebook.)

**Teacher:** Nice. Now, can you say or point to something that helps keep the classroom clean?

(Pause for the students to either say 'dustbin' or point to the dustbin or duster.)

**Teacher:** Well done. Let us try one more. Can you say or point to something that you carry your books in?

(Pause for the students to either say 'school bag' or point to a school bag.)

**Teacher:** Fantastic. You all did an amazing job.

## Pictorial

**Teacher:** Hello, students. 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**

Where do you go to study? Circle the picture.

**32**

K. (What I Know) ICL W. (What I Want to Know)

**Students:** Re-KAP.

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

**Teacher:** Look at the pictures given. Circle the images that connect with the place you study.  
(Pause to give the students the time to work independently.)

**Teacher:** Who would like to share?

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

## Interacting better

**Teacher:** Let us play a fun game. For this activity, you will work in pairs. Look around and find a friend to sit with.

**SHOULD DO**

15 MIN.



**Interacting better** **ICL**

Which is your favourite period in school? Discuss with your partner.

**33**

**Teacher:** Once you are ready, take turns with your partner and talk about which is your favourite period in school. You can say something like, "I love art because we draw pictures," or "I enjoy math because we play with numbers."

**Teacher:** If you are not sure what to say, here are some words to help you: "I like..." "My favourite subject is..." "I enjoy..."

**Teacher:** You will have five minutes to talk with your partner. If you need help, just raise your hand. After that, we will come back together and hear what you have discussed. Let us begin.

(Pause to allow the students to play the game. Walk around and provide support if needed. Then, ask the students to share their favourite periods with the class.)

In the EVS class, the teacher has a fun writing activity planned. He asks the students to pick a chit each.

**33**

**Teacher:** Alright, let us read to find out about the task that is given by Jas's EVS teacher. Shall we?

**MUST DO**

10 MIN.



**Students:** Yes.

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

Open the **eBook** to show the students while teaching the lesson.

**Teacher:** Now, imagine you have to write about your school and classroom, just like Jas. What are some things you would include? How would you describe your school to someone who has never visited?

(Encourage the students to share their ideas, giving them prompts like, "I would say, 'My school's name is...' or 'My classroom has...'" )

**Teacher:** Great. Now let us read to find out what Jas has written about his school.

(Read the content 'My School' and discuss what Jas has written about his school).

Play the **Animation** to generate interest among the students.

## Differentiated Activities

**110 km/hr**



Think about your favourite place in school. Discuss with your partner why you like it the most.

**80 km/hr**



Draw a picture of your favourite place in school. Then, share two sentences about why you like it with your partner.

**40 km/hr**



Draw a picture of your favourite place in school and write its name below the drawing.

## Home Task

Write five sentences about your favourite activity in school.

## Period 3

**Teacher:** Good morning, everyone. Yesterday, we read a story about a boy named Jas. Can you tell me the name of his school?

**COULD DO**

10 MIN.



**Students:** Model School.

**Teacher:** That is right. Jas studies at Model School. Does Jas have friends in school?

**Students:** Yes. He has many friends.

**Teacher:** Great. What do the students wear to school?

**Students:** A uniform.

**Teacher:** Yes. Jas and his friends wear a uniform to school. Now, let us think about what Jas carries in his school bag. Can you name some things?

(Encourage different students to answer one item at a time.)

**Teacher:** Well done. Jas carries all these things in his school bag. Now, does he keep his bag messy or tidy?

**Students:** Tidy.

**Teacher:** Yes. Jas keeps his school bag organized and tidy. Where does he place his school bag in the classroom?

**Students:** Near his chair.

**Teacher:** That is right. Jas keeps his bag near his chair when he goes to class.

**Teacher:** Now, let us think about our school. What do you carry in your school bag every day?

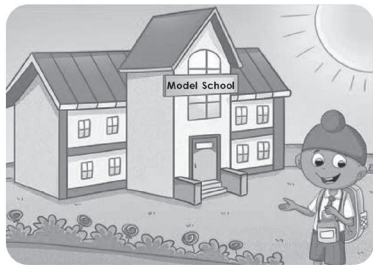
(Encourage the students to share their answers and connect them to the story.)

**Teacher:** Wonderful. Next, let us read further to know what Jas does at his school.

P.S. This section is aligned to the SDG 4: Quality Education: Teach students as to why it is important to go to school and how education will help them become wise and informed adults.

#### MY SCHOOL

Hello! I am Jas. I study at Model School. I have many friends in school. We wear a uniform to school. We carry textbooks and notebooks in our school bags. We also carry pencils, erasers and crayons. We carry our lunch box and a water bottle too. We keep our school bags organised and tidy. We also put our school bags near our chairs when we go to class.



33

Our teachers teach us many things in school.

- We learn to read and write.
- We learn to draw, colour and paint.
- We learn good habits and good manners.
- We learn to play together. We share things with our friends.



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**Teacher:** We just talked about Jas's school. Now, let us read further to know what Jas learns in school. Just like all

of you, Jas learns many things. Let us find out what they are.

**Teacher:** First, tell me, what do we come to school for?

**Students:** To learn.

**Teacher:** Yes. Jas says, "Our teachers teach us many things in school." Can you tell me one thing you have learnt in school?

(Encourage a few students to answer.)

**Teacher:** Wonderful. Jas also learns many things in school. Let us see what they are.

**Teacher:** Jas says, "We learn to read and write." Can you tell me something you can read?

**Students:** Books. Letters. Words.

**Teacher:** Yes. What do we use to write?

**Students:** Pencils. Pens. Chalk.

**Teacher:** Great. Reading and writing help us learn new things every day.

**Teacher:** Jas also says, "We learn to draw, colour and paint." Do you like drawing and colouring?

**Students:** Yes.

**Teacher:** What do you like to draw?

(Pause for the students to share their answers.)

**Teacher:** That sounds fun. Drawing and colouring make learning creative and exciting.

**Teacher:** Jas also says, "We learn good habits and good manners." Can anyone tell me a good habit?

**Students** (Possible responses):

- Saying "thank you."
- Washing hands before eating.
- Keeping our classroom clean.

**Teacher:** Wow. You all have such good habits. What are the magical words we should always use when talking to others?

**Students:** Saying please, thank you and sorry.

**Teacher:** That is right. Good manners make us kind and respectful.

**Teacher:** Jas also says, "We learn to play together. We share things with our friends." Do you like playing with your friends?

**Students:** Yes.

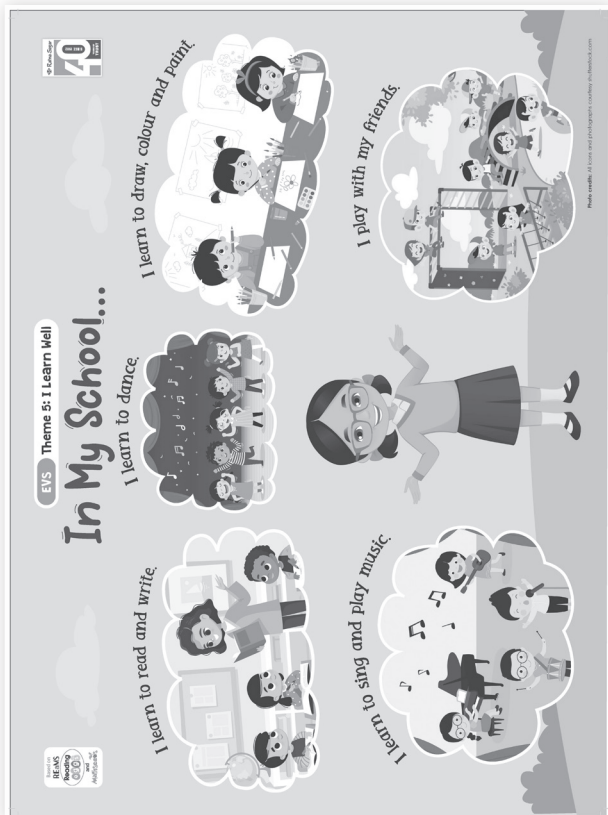
**Teacher:** What are some things we can share with our friends?

**Students** (Possible response):

- Toys
- Crayons
- Books

**Teacher:** That is great. Sharing and playing together makes us happy and helps us make friends.



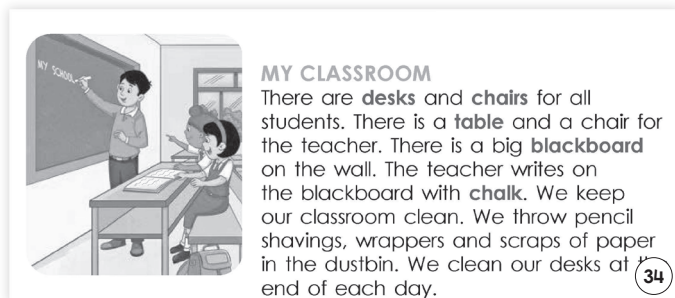


(Point to the poster and engage the students in a discussion while teaching.)

**MUST DO**

15 MIN.

### My Classroom



**Teacher:** We just talked about what we learn in school. Now, let us talk about our classroom. Look around—what do you see in our classroom?

(Encourage the students to look around and answer.)

**Students (Possible responses):** Desks, Chairs, Table, Chalk  
**Teacher:** That is right. Every classroom has different things that we use while learning. Let us find out what Jas says about his classroom.

**Teacher:** Jas says, "There are desks and chairs for all students." Do we also have desks and chairs in our classroom?

**Students:** Yes.

**MUST DO**

15 MIN.

**Teacher:** Why do we need desks and chairs?

(Encourage responses like "to sit and write" or "to keep our books.")

**Teacher:** Yes. We sit on our chairs and keep our books and notebooks on our desks. That is how we stay comfortable while learning.

**Teacher:** Jas also says, "There is a table and a chair for the teacher." Do I have a chair and a table?

**Students:** Yes.

**Teacher:** What do I keep on my table?

(Encourage answers like books, chalk, duster, worksheets, etc.)

**Teacher:** Yes. Teachers need a table to keep their books and teaching materials.

**Teacher:** Jas also tells us, "There is a big blackboard on the wall." Do we have a blackboard in our class?

**Students:** Yes.

**Teacher:** What do I use to write on the blackboard?

**Students:** Chalk.

**Teacher:** That is right. The blackboard helps teachers explain lessons to the students.

**Teacher:** Now, this part is very important. Jas says, "We keep our classroom clean." How can we keep our classroom clean?

(Encourage the students to share ideas.)

**Students (Possible responses):**

- By throwing trash in the dustbin.
- By not scribbling on desks.
- By keeping our books and bags properly.

**Teacher:** Great answers. Jas also says, "We throw pencil shavings, wrappers and scraps of paper in the dustbin." Why do we use the dustbin?

**Students:** To keep the classroom clean.

**Teacher:** Yes. If we throw trash on the floor, what will happen?


**Students:** The classroom will get dirty.

**Teacher:** Exactly. That is why we always use the dustbin.

**Teacher:** Lastly, Jas says, "We clean our desks at the end of each day." Why is that important?

(Encourage responses like "to remove dust," "to keep it neat," "to take care of our classroom," etc.)

**Teacher:** Yes. If our desks are clean, we can work comfortably and happily.

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

### Differentiated Activities

110 km/hr



Find and write the names of five things in the classroom that help us learn. Draw and label them.

80 km/hr



Match the classroom items to their uses:

- |               |                             |
|---------------|-----------------------------|
| 1. Blackboard | To sit on                   |
| 2. Chalk      | To keep books and notebooks |
| 3. Desk       | To write on the blackboard  |
| 4. Chair      | For teachers to teach       |

40 km/hr



Point to different objects in the classroom (e.g., desk, blackboard, chair) and say their names aloud.

**Note to the teacher:** Guide the students in repeating the words and frame short sentences (e.g., "This is a blackboard. The teacher writes on it.")

### Home Task

Ask a family member how they keep different areas of your house clean. Write two sentences about how you help keep your home tidy, just like keeping the classroom clean.

**Note to the teacher:** Ask the students to bring crayons for the next period.

## Period 4

### Recalling better

**Teacher:** Now that we have learnt so much about our school and classroom, let us see how much we remember. We will play a fun team activity.

COULD DO

10 MIN.



#### Recalling better

CBA

- We wear a uniform to school.
- In school, we learn to read and write. We also draw, colour, paint and play together.
- We learn good manners and good habits.
- The teacher writes on the blackboard with chalk.
- We keep our classroom clean.

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**Teacher:** Here are the instructions,

1. Find a partner and sit together with your buddy.
  2. I will ask you a question. Talk about the answer with your buddy and then share it with the class.
  3. When you answer, try to speak in full sentences. Do not worry—I will help if you need it.
- (Use the CRM sign to get the students' attention before starting the activity.)

**Questions to ask students:**

1. What do we wear to school?
2. What are some things we learn in school?
3. What activities do we do in school besides reading and writing?
4. How does the teacher write on the blackboard?
5. How do we keep our classroom clean?

### Learning better

SHOULD DO

15 MIN.



**Teacher:** We are going to do start with the practise exercise. The first one is 'Colour the correct answers with a yellow crayon'.



#### Learning better

CBA

A Colour the correct answers with a yellow crayon.

1. At school, we learn to play/brush together.
2. We sit on a table/chair.
3. The teacher uses a pen/chalk to write on the blackboard.

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B Fill in the blanks with words from the box.

good write books blackboard

1. We carry \_\_\_\_\_ in our school bag.
2. We learn to read and \_\_\_\_\_ in school.
3. We learn \_\_\_\_\_ habits in school.
4. The teacher writes on the \_\_\_\_\_.

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**Teacher:** You will see some pictures that will help us choose the correct answer. I will read each sentence and you will help me find the right word. Then, colour the correct word with a yellow crayon. Ready?

**Teacher:** First question: At school, we learn to play or brush together. Look at the picture—what do you see?  
(Pause for the students to observe and respond.)

**Students:** Two children playing.

**Teacher:** That is right. At school, we learn to play together. Now, find the word play and colour it with your yellow crayon.

(Wait for the students to finish.)

**Teacher:** Next question: We sit on a table or a chair? Look at the picture. What do you see?

(Pause for the students to observe and respond.)

**Students:** A chair.

**Teacher:** Yes. We sit on a chair in the classroom. Now, find the word chair and colour it with a yellow crayon.  
(Wait for the students to finish.)

**Teacher:** Last question: The teacher uses a pen or chalk to write on the blackboard. Look at the picture. What do you see?

(Pause for the students to observe and respond.)

**Students:** Chalk.

**Teacher:** Excellent. The teacher uses chalk to write on the blackboard. Find the word chalk and colour it with your yellow crayon.

(Wait for the students to finish.)

**Teacher:** Well done, everyone. You did a great job finding the correct words. Now, let us check our answers together.

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

**Fill in the blanks with words from the box**

**Teacher:** Look at Exercise B in your book. You will see some sentences with missing words. Let us read them together and fill in the blanks with the correct words from the box.

SHOULD DO

15 MIN.



**Teacher:** Here are the words we will use: good, write, books, blackboard. I will read a sentence and you will help me find the right word. Then, write it in the blank space. Ready?

**Teacher:** First sentence: We carry \_\_\_\_\_ in our school bag. (Pause for the students to think and respond.)

**Students:** Books.

**Teacher:** That is right. We carry books in our school bag. Now, write the word books in the blank. (Wait for the students to finish.)

**Teacher:** Next sentence: We learn to read and \_\_\_\_\_ in school.

(Pause for the students to think and respond.)

**Students:** Write.

**Teacher:** Excellent. We learn to read and write in school. Now, write the word write in the blank. (Wait for the students to finish.)

**Teacher:** Next sentence: We learn \_\_\_\_\_ habits in school. (Pause for the students to think and respond.)

**Students:** Good.


**Teacher:** Yes. We learn good habits in school. Now, write the word good in the blank. (Wait for the students to finish.)

**Teacher:** Last sentence: The teacher writes on the \_\_\_\_\_. (Pause for the students to think and respond.)

**Students:** Blackboard.


**Teacher:** That is right. The teacher writes on the blackboard. Now, write the word blackboard in the blank. (Wait for the students to finish.)

**Teacher:** Well done, everyone. You did a great job completing the blanks. Let us read all the sentences again together.


 Show the **Infographic** and ask the students to name the objects in the classroom and describe them in a sentence.

### Differentiated Activities


**110 km/hr**

 Look around the classroom and name five objects you see. Use each object's name in a sentence.

**80 km/hr**

 Look around the classroom and write the names of five objects you see. Use two of these words in a sentence.

**40 km/hr**

 Look around the classroom and with the help of your teacher, name three objects. Write the words given by your teacher.

### Home Task

Draw and colour a picture of your classroom. Label five objects in your drawing (e.g., blackboard, chair, table, book, chalk). Write two sentences about your classroom.

Example: My classroom has a big blackboard.

**Note to the teacher:** Ask the students to bring colours and an A4 sized paper or chart for the next period.

## Period 5

### 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.

#### C Write short answers in your notebook.

1. Write two things that Jas learns in school.
2. What do you carry in your school bag?
3. How do students keep their classroom clean?

35

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

**Students:** Yes.

**Teacher:** Here is the first question: Write two things that Jas learns in school. Think about what we do in school every day. Can anyone share what Jas learns?

(Pause for the students to respond and guide them to write in their notebooks.)

**Teacher:** Great. Now, let us move to the second question: What do you carry in your school bag? Think about the things you pack in your bag every morning before coming to school.

(Pause for the students to respond and guide them to write in their notebooks.)

**Teacher:** Now, let us move on to the third question: How do students keep their classroom clean? Think about the ways we take care of our classroom and keep it tidy.

(Pause for the students to respond and guide them to write in their notebooks.)

**Teacher:** Well done, everyone. Once you have finished writing, we will review the answers together.



Make a 'Thank You' card for your teacher.

Art 2L CS

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**Teacher:** Now, let us do something special. We are going to make a 'Thank You' card for a teacher.

**Teacher:** Your teachers help you learn new things every day. This is a chance to show your appreciation. Are you all excited?

**Students:** Yes.

**Teacher:** Here is what we will do:

1. Take out a sheet of paper or a card from your art kit.
2. Fold it in half to make a card.
3. Write a short message inside to say 'Thank You' to a teacher. You can write something like, "Thank you for teaching us and helping us learn."
4. Decorate your card with drawings, stickers or anything colourful.

5. You can give this card to any teacher you want—your class teacher, a subject teacher or even the principal. (Move around to assist the students, encouraging creativity.)

**Teacher:** If you need any help with spelling, raise your hand and I will come to you.


(After 15 minutes)

**Teacher:** Wow. Your cards look beautiful. Now, let us share them. Would anyone like to read their message aloud?

(A few students read their messages.)


**Teacher:** These are wonderful. You all did a great job. Now, keep your cards safe and when you meet your chosen teacher, hand it over with a big smile. This was a lovely way to show gratitude. Well done, everyone.

**Note to the teacher:** If time does not permit completing this activity in class, it can be assigned as a home task.

 Open the **Dictionary** to introduce the words related to the topic. Ask the students to repeat the words after you.


### Differentiated Activities

110 km/hr

 Look at the picture of a school. Think of three sentences about what happens in a school and write them in your notebook. You can start with:

- In school, we learn to...
- My teacher helps me to...
- I like my school because...

80 km/hr

 Match the words to their correct pictures and write the words in your notebook.

**Words:** teacher, book, blackboard, bag

**Pictures:** (Provide images of a teacher, book, blackboard and bag)


40 km/hr

 Match classroom objects to their names. (Example: Draw a chair and match it to the word chair).

### Home Task

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

### Period 6

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

COULD DO

10 MIN.



### Thinking better

**Teacher:** Hello, students. Now, I want you to think about something important—your school uniform. Have you ever wondered why we wear a uniform to school?

MUST DO

15 MIN.



Thinking better

21 CS HOTS

Think and answer in your notebook.

Why do students wear a uniform to school?

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**Teacher:** Let us think about it together. Here are some questions to help you:

- What would happen if everyone wore different clothes to school?
- How does wearing a uniform make you feel?
- Do all schools have uniforms?
- Why do you think our school has one?

**Teacher:** Take a moment and think about why students wear a uniform to school. You can write your answer in your notebook. If you need help, think about how a uniform makes school special.

(Pause for the students to think)

**Students (Possible responses):**

- Because all children look the same.
- It helps us look neat.
- Teacher can find us easily.
- We do not have to think about what to wear.

(Guide the students to write the points in their notebooks.)

### Choosing better

**Teacher:** Imagine you forgot to do your homework. What do you think is the best thing to do? Let us look at the choices together.

MUST DO

15 MIN.



Choosing better

LSV

Tick (✓) your answer.

You forgot to do your homework. You will:

1. say sorry to your teacher.
2. not tell your teacher.



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Option 1: You say sorry to your teacher. Do you think this is the right thing to do?

Option 2: You do not tell your teacher. What do you think? Is this a good choice?

(Pause for the students to think.)

**Teacher:** Now, I want you to tick the answer you think is the best.


(Wait for the students to complete the task.)

**Teacher:** Let us share our choices. Who would like to tell me what they chose and why?

(Allow the students to share and guide the discussion.)


**Teacher:** Remember, taking responsibility for our actions is always a good habit.



 You may generate additional practise worksheets using the **Test Generator** given on the digital platform.

## Home Task

**Revising better:** You have learnt that you are responsible for keeping the classroom clean. What steps do you take to keep your classroom clean? Write in your Little Book.



**Revising better**  
 In this chapter, you have learnt that you are responsible for keeping the classroom clean. What steps do you take to keep your classroom clean? Write in your Little Book.

DBL

35

## Period 7

### L (What I Learnt)

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

COULD DO

10 MIN.


**Teacher:** I want you to sit with your partner and discuss what you learnt from the lesson. Think about what makes our school special, the people who help us and how we take care of our school. After a few minutes, we will hear from each pair and you will write your ideas in your notebook.

(Allow the 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 our school is a place where we learn new things and play with our friends. Many people, like teachers, the principal and helpers, take care of us. We should keep our school clean, listen to our teachers and be kind to everyone in school. Our school is like our second home and we must respect and take care of it.

### Worksheet 1



**Theme 5: I Learn Well**  
**8. Our School**

Worksheet 1

A. Fill in the blanks with the correct options.

- We wear a \_\_\_\_\_ to school (uniform/trock).
- We carry pencils, erasers and \_\_\_\_\_ to school (toys/crayons).
- \_\_\_\_\_ teach us in school (Teachers/Grandparents).
- We learn \_\_\_\_\_ habits in school (good/bad).
- On the wall of the classroom, there is a big \_\_\_\_\_ (yellow board/blackboard).

B. Write **C** for the things we find in our classroom. Write **NC** for the things that are not found in the classroom.

1. desks _____	2. blackboard _____
3. toy cupboard _____	4. dustbin _____
5. chalk box _____	6. football _____

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

- We carry a lunchbox to school. \_\_\_\_\_
- We learn to read and write in school. \_\_\_\_\_
- We do not share things with friends in school. \_\_\_\_\_
- We learn good habits and good manners in school. \_\_\_\_\_
- Teachers wear a uniform to school. \_\_\_\_\_

31

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

SHOULD DO

30 MIN.

### 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 go. Encourage the students to write the answers neatly in their notebooks after the class discussion.

### Write C for the things we find in the classroom. Write NC for the things that are not found in the classroom.

Before starting, engage the students in a quick discussion about the items they see around them in the classroom. Encourage them to think about why each object is used in a classroom setting.

Read each item aloud and ask the students to visualize or look around their classroom to check if the item is present. Encourage the students to discuss their thoughts before writing 'C' for classroom items and 'NC' for non-classroom items. Reinforce the idea that some objects, like a football, may be found in the school but not necessarily in the classroom. After completing the exercise, review the answers together and discuss why certain objects belong or do not belong in the classroom.

### Write T for true or F for false.

Read each sentence aloud and give the 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 purpose.

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

## Period 8

### Worksheet 2


Ask the students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

### Write the names of five things you carry to school every day.

Begin by asking the students to think about what they pack in their school bags every day. Engage the students in a brief discussion, allowing them to share their answers verbally before writing.

Provide examples such as a notebook, pencil, lunchbox or water bottle to guide their thinking. Encourage the students to look into their bags if needed.

After completing the exercise, discuss why these items are important for their school day.

 You may generate additional practise worksheets using the **Test Generator** given on digital platform.

## Worksheet 2

A. Write the names of five things you carry to school every day.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B. Rearrange the letters to complete the sentences. Write the correct words on the blanks.

1. We wear a uniform to OOLSCH. \_\_\_\_\_
2. Our teachers EACHT us many things in school. \_\_\_\_\_
3. We learn to RAWD and paint in school. \_\_\_\_\_
4. We have many ENDSFRI in school. \_\_\_\_\_
5. There is a BOARDBLACK in the classroom. \_\_\_\_\_

C. Which of the following do we learn in school? Colour the correct answers with a green crayon.

1. We learn to read and write.
2. We learn to draw and paint.
3. We learn bad habits and good manners.
4. We learn to play together.
5. We learn to keep the classroom untidy.

32

**Rearrange the letters to complete the sentences. Write the correct words on the blanks.**

**SHOULD DO**

20 MIN.

☐

Read each sentence aloud and ask the students to identify the scrambled word. Encourage them to say the correct word before writing it in the blank.

Provide hints or use gestures if needed (e.g., pointing to the blackboard when discussing 'BLACKBOARD'). Allow the students to work individually or in pairs to solve the words. After completion, review the answers together as a class.

**Which of the following do we learn in school? Colour the correct answers with a green crayon.**

Read the sentences aloud to students. Ask them to think of the activities they do and learn in school. Guide them to colour the correct answers with a green crayon.

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



You may show the **I Explain** video given on the digital platform.

## Holistic Teaching

### English

#### Chapter 8: Our School

Theme 5: I learn well



#### A English

FLN

HoLL

MDA

**Read the sentences. Colour the cr words.**

1. Ritika forgot to bring her crayons for the art class.
2. Danny bought a crown for his sister's birthday.

18

**Read the sentences. Colour the cr words.**

Read the sentences aloud and emphasize the 'cr' sound in words like crayons and crown. Ask the students to repeat the words and listen to the beginning sound. Instruct them to find and colour only the words that start with 'cr'. Encourage the students to think of other words that begin with the same blend (e.g., crab, cross, cry).

**COULD DO**

10 MIN.

☐

### Maths



#### B Maths

The teacher keeps 10 notebooks in the class cupboard. Later, she takes out 2 from that. How many notebooks are left in the cupboard? Write your answer in the space provided.

18

Read out the problem. Guide the students to work on it in their notebook.

**COULD DO**

10 MIN.

☐

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>demonstrate fine motor skills by drawing or colouring pictures of their school, classroom or school activities.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>develop a sense of belonging and respect for the school environment, teachers, classmates and support staff.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>identify and describe different areas in the school (e.g., classroom, library, playground) and their purposes.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>develop vocabulary related to school through activities like matching, fill-in-the-blanks or sentence-building exercises.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>participate in creative activities like making a simple school map, drawing their classroom.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>demonstrate attentiveness during discussions about school rules and responsibilities, follow instructions carefully and complete tasks enthusiastically.</li></ul>

### Starry Knights

What is the one unique quality that you have as a teacher and would like to share it with others?

\_\_\_\_\_

You are a fabulous teacher. Give yourself a STAR.



# Answers

## Theme 5: I Learn Well Ch-8: Our School

### Main Coursebook

#### Re-KAP

**Kinaesthetic:** Accept all relevant responses.

#### Auditory:

1. blackboard/green board
2. schoolbag

#### Pictorial:



**Interacting Better:** Accept all relevant responses.

#### Learning Better

- A. 1. play      2. chair      3. chalk
- B. 1. books      2. write
3. good      4. blackboard
- C. 1. Jas learns:
- to read and write.
  - to draw, colour and paint.
  - good habits and good manners
  - play and sharing things with his friends.
- (Accept any two responses.)
2. Accept all relevant responses.
3. The students throw pencil shavings, wrappers and scraps of paper in the dustbin. They clean their desks at the end of each day. This is how they keep their classroom clean.

#### Creating Better

Accept all relevant responses.

#### Thinking Better

Accept all relevant responses.

**Possible Answer:** Students wear a uniform to school because it makes everyone look the same.

#### Choosing Better

Answer: 1.

#### Revising Better

Accept all relevant responses.

### Students' Worksheets

#### Worksheet 1

- A. 1. uniform      2. crayons      3. Teachers
4. good      5. blackboard
- B. 1. C      2. C      3. C      4. C
5. C      6. NC
- C. 1. T      2. T      3. F      4. T      5. F

#### Worksheet 2

- A. Accept all relevant responses. Possible answer:
1. notebooks      2. textbooks
3. lunchbox      4. crayons
5. water bottle
- B. 1. SCHOOL      2. TEACH
3. DRAW      4. FRIENDS
5. BLACKBOARD
- C. 1., 2. and 4.

### Book of Holistic Teaching

#### Developing better

- A. **English**
1. crayons      2. crown
- B. **Maths:** 8



# Lesson-9: Day and Night

Theme 5:  
I Learn Well

8 Periods (40 minutes each)



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



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, Test Generator

Confirming better

I am an early riser

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to observe and talk about the sun, moon and stars as celestial bodies visible in the sky.
- to recognise and discuss the role of the sun in providing light and warmth essential for living beings.
- to explore and identify the changing shapes of the moon through observation and discussion.
- to develop an understanding of the concept of day and night by connecting it to their daily experiences.

## Methodology

### Period 1

**Note to the Teacher:** Begin by asking the students to prepare a KWL chart to organise their thoughts on the topic 'Day and Night'.

COULD DO

10 MIN.



**Teacher:** Hello, students. Today, we are starting a new lesson about something we all experience every day. It is about Day and Night.

During the day, we see the bright sun and at night, we see the moon and twinkling stars. Have you ever wondered why the sky looks different at different times? Why do we have both day and night?

(Pause to allow the students to share their thoughts.)

**Teacher:** Day and night are important parts of our daily life. In this lesson, we will explore:

1. Why we have day and night.
2. What we see in the sky during the day and at night.
3. How the sun helps us in our daily life.

Now, let create a KWL chart in your notebooks.

K	W	L

**Teacher:** Let start with the first column of the chart – What I Know (K).

- What do you see in the sky during the day?
- What do you see in the sky at night?
- What do we do during the day and at night?

(Pause for the students to share their responses.)

**Teacher:** Great. Write these in the K (What I Know) column. Now let us think about the second column – What I Want to Know (W).

- Why does the sky change from day to night?
- Why do we see the sun in the day but the moon at night?
- Do all animals sleep at night?

(Pause for the students to share their questions.)

**Teacher:** Wonderful questions. Write them in the W (What I Want to Know) column.

As we continue our lesson, we will explore these questions and discover exciting facts about day and night. At the end of the lesson, we will complete the L (What I Learnt) column with everything new we have discovered.

### Kinaesthetic

**Teacher:** Now, let us play a fun activity. You all are going to become little artists and draw pictures to show what we do during the day and at night. Are you ready?

MUST DO

20 MIN.



Re-KAP

SPD

Kinaesthetic

Channel your creativity and become little artists! On a sheet of paper, draw two different activities you usually do during the day and two activities you typically do at night. Think about what makes these moments of your day special and try to express them through your drawings!

Confirming better

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(Pause for the student responses.)

**Teacher:** Take out a sheet of paper and think about your daily routine. What activities do you usually do when the sun is shining? What do you do when the moon and stars are in the sky?

(Give the students the time to think.)

**Teacher:** Now, on your sheet of paper, draw two activities you do during the day and two activities you do at night. (Demonstrate by drawing simple examples on the board, such as playing outside in the day and sleeping at night.)

- For example, during the day, you might draw yourself playing in the park or studying in school.
- At night, you might draw yourself having dinner with family or sleeping in bed.

(Give the students the time to complete their drawings. Walk around the class to observe and assist the students who need help.)

**Teacher:** Wonderful. Once you are done, raise your hand and we will share our drawings with the class. Let us see how different our daily and night activities are.

### Auditory

**Teacher:** Now, let us play a listening game. I will say some words and you have to listen carefully. If you think you can see them in the day sky, give me a thumbs up. If not, keep your hands down. Are you ready?

**MUST DO**

10 MIN.

**Auditory\***

Listen to your teacher carefully. Answer the questions.

36

**Students:** Yes.

**Teacher:** Great. Here we go.

1. Sun  
(Pause and observe the students' reactions.)
2. Moon  
(Pause and observe the students' reactions.)
3. Stars  
(Pause and observe the students' reactions.)
4. Birds  
(Pause and observe the students' reactions.)
5. Kite  
(Pause and observe the students' reactions.)

**Teacher:** Wow. You all are such great listeners. Now, let us discuss about these words.

- The sun, birds and kites can be seen in the day sky, so you gave a thumbs up.
- The moon and the stars are usually seen at night, so you kept your hands down.

### Differentiated Activities

**110 km/hr**



Draw a picture showing both day and night. Write three sentences about the differences between day and night.

**80 km/hr**



Draw a picture showing day on one side and night on the other. Label at least three things you see in the sky during the day and three things you see at night.

**40 km/hr**



Draw a picture of the day and night sky, using colours to show the sun, the moon and the stars.

### Home Task

Look outside your window during the day and at night. Write down three things you see in the sky during the day and three things you see at night. Draw and colour one of them in your notebook.

### Period 2

#### Pictorial

**Teacher:** 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**

**Look at the pictures. Fill in the blanks.**  
Rohan and his father are making breakfast in the \_\_\_\_\_  
Sonali is sleeping at \_\_\_\_\_

**PLH**
**K What I Know? ICL W What I Want to Know?**

**36**

**Students:** Re-KAP.

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

**Teacher:** Look at the pictures given. Read the sentences below and write down whether the actions are happening in day or night.

(Pause to give the students time to work independently.)

**Teacher:** Who would like to share?

(Allow the students to share what they have chosen and explain why. Help them with the spellings if needed.)

### Interacting better

**Teacher:** Let us play a fun riddle game with a friend. Look around and find a partner to sit with.

**SHOULD DO**

10 MIN.

**Interacting better**

**Solve these riddles with your partner.**  
1. I am a tiny dot in the sky. I twinkle like a diamond.  
2. I say 'hoo hoo'. I sleep all day. I am up at night. I am a wise bird.

**ICL**

**37**

(Give time for the students to find a partner and sit with them to do the activity.)

**Teacher:** You and your partner will take turns solving riddles. I will say a riddle and you both will think about the answer together. Once you decide on an answer, raise your hand and I will call on some of you to share. Are you ready?

**Students:** Yes.

**Teacher:** Great. Here is the first riddle:

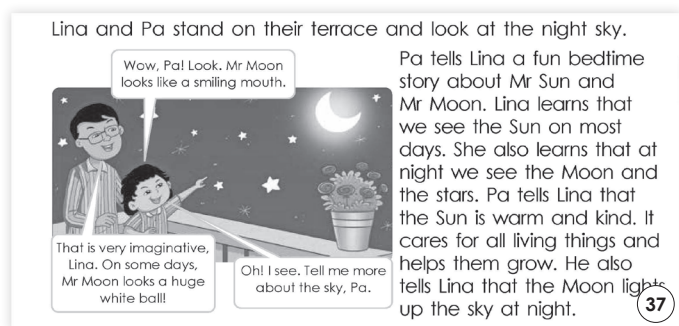
1. I am a tiny dot in the sky. I twinkle like a diamond.  
(Pause and allow the students to discuss with their partners.)
2. I say 'hoot hoot'. I sleep all day. I am up at night. I am a wise bird.  
(Pause and allow the students to discuss with their partners.)

**Teacher:** Wonderful. Who would like to share their answers?


**Expected Answers:**

- Star
- Owl

**Teacher:** Well done. Now, let us learn more about what we see in the sky during the day and at night.



**Teacher:** Now, we are going to read a story about the night sky. Turn to page 37 in your book. Can you see Lina and her father?

 Open the **eBook** to show the students while teaching the lesson.

**Students:** Yes.

**Teacher:** Where do you think they are standing?

**Students:** May be outside their house/terrace.

**Teacher:** Yes, they are standing on their terrace and looking at the beautiful sky. Are you all ready to listen?

**Students:** Yes.

**Teacher:** Great. Let us begin.

"Lina and Pa stand on their terrace and look at the night sky."

**Teacher:** Imagine you are standing on your terrace at night. What do you see in the sky?

(Pause and allow the students to respond. Encourage answers like stars, moon and dark sky.)

**Teacher:** That is right. Now, let us see what Lina and Pa are talking about.

(Continue reading.)

"Pa tells Lina a fun bedtime story about Mr Sun and Mr Moon."

**Teacher:** How exciting. Can you guess what the story might be about?

(Let the students share their guesses.)

**Teacher:** Look at the moon in the picture. Doesn't it look

like a smiling mouth? Have you ever noticed the moon changing shapes?

**Students:** Yes. Sometimes it is round and sometimes it looks like a banana.

**Teacher:** That is exactly what Lina is seeing. Let us see what Pa says next.

"That is very imaginative, Lina. On some days, Mr Moon looks like a huge white ball."

**Teacher:** What does Pa mean when he says 'imaginative'? (Encourage the students to think and respond. Explain that being imaginative means using our mind to think creatively.)

**Teacher:** Pa is telling Lina that the moon does not always look the same. Sometimes it looks like a thin curve and sometimes it looks like a big, round ball. Have you seen a full moon before?

**Students:** Yes.

**Teacher:** Wonderful. Let us read what Lina says next.

"Oh, I see. Tell me more about the sky, Pa."

**Teacher:** Lina is curious. She wants to learn more. Just like Lina, we all have questions about the world around us, right?

(Encourage the students to ask questions about the sky. Guide them toward observations like why the moon changes shape, why stars twinkle, etc.)

**Teacher:** Great thinking, everyone. In our next session, we will learn more about the night sky and why the moon looks different on different days. For now, let us all look at the sky tonight and see what shape the moon is.

**Teacher:** Alright, let us continue with our story and learn more about the sky.

(Read the passage 'Lina learns....up at the sky')

**Teacher:** "Lina learns that we see the Sun on most days."

**Teacher:** Now, what do you think Lina is learning about the Sun here?

(Pause for the students' responses.)

**Teacher:** Yes, that is right. We see the Sun on most days. The Sun is always there, shining brightly to give us light and warmth. Have you ever felt the warmth of the Sun when you go outside?

**Students:** Yes. It is also very hot sometimes.

**Teacher:** Exactly. The Sun makes everything on Earth warm. Without it, life would not be possible. Isn't that a lovely way to describe the Sun? The Sun gives warmth to everything on Earth. Without it, plants, animals and people cannot live or grow.

**Teacher:** What else did Lina learn?

**Students:** She learns that at night we see the Moon and the stars.

**Teacher:** So, what happens when it is nighttime? What do we see in the sky?

**Students:** We see the Moon and the stars.

**Teacher:** Yes. The Moon and the stars come out to light up the sky at night. Have any of you ever counted stars or seen the Moon shining in the night sky?

(Pause for the students to share their thoughts.)

**Teacher:** The Moon does not create its own light, but it reflects the light from the Sun. That is why we can see the Moon at night. Isn't it wonderful that the Moon can share the Sun's light with us even when it is dark?

**Teacher:** So, to sum it up, we have learnt that the Sun helps us during the day by giving us warmth and light. At night, the Moon comes out to light up the sky for us.

**Teacher:** Great job, everyone. Tomorrow, we will learn even more about how the Sun and the Moon help us every day.

 Play the **Animation** to generate interest among the students.

### Differentiated Activities

110 km/hr



Think about how the sky looks during the day and night. If you could ask the Sun or the Moon one question, what would you ask them? Discuss with your partner and explain why you would ask that question.

80 km/hr



Look at your drawing of the day and night sky. What would happen if we did not have the Sun during the day? Discuss your thoughts with your partner.

40 km/hr



Think about the Sun and the Moon. Why do you think the Sun shines during the day and the Moon comes out at night? Talk to your partner and share your ideas.

### Home Task

Write five sentences about what you see in the sky during the day and at night. Include the Sun, the Moon and the stars in your sentences.

### Period 3

**Teacher:** Good morning, everyone. Today, let us learn about the Sun, Moon and stars. Now, tell me, what do we see in the morning?

**MUST DO**

10 MIN.



#### The Sun

##### THE SUN

The Sun shines during the day.  
It gives us light and heat.  
The Sun is a hot glowing ball of different gases.  
It makes the day warm and bright.  
The Sun helps living things grow. Flowers bloom in sunlight and plants make their food with the help of sunlight.  
The Sun looks small as it is very far away from us.



Sun

37

**Students:** The Sun.

**Teacher:** Yes, that is right. We see the Sun. The Sun is very

special because it helps us in many ways. Let us learn about what the Sun does for us.

**Teacher:** The Sun shines during the day. Have you ever noticed how bright the sky is when the Sun is out? That is because the Sun gives us light.

**Teacher:** What do you think would happen if there is no sun?

(Pause for the students to think and share their thoughts.)

**Teacher:** Without the Sun, it would always be dark.

**Teacher:** The Sun makes us feel warm when we go outside. Have you ever felt how warm the Sun is on your skin? Imagine if there was no Sun, how cold do you think it would be?

(Pause for the students to think and share their thoughts.)

**Teacher:** The Sun keeps us warm. It is like a big heater in the sky. The Sun is a huge, glowing ball of different gases and it is very, very hot. Even though it is so big and hot, it looks small to us because it is very far away.

**Teacher:** The Sun is also very important for plants. It helps them grow. Can you guess how?

(Pause for the students to think and share their thoughts.)

**Teacher:** Plants use sunlight to make their food. Flowers bloom in the sunlight and trees grow strong and tall because of the Sun's warmth and light.

For example, have you ever seen a sunflower growing in the garden? It needs the Sun to grow tall and healthy.

(Pause for the students to think and share their thoughts.)

**Teacher:** The Sun is our friend because it gives us light, warmth and helps all living things grow.

#### The Moon

##### THE MOON

We see the Moon at night. It gives us light at night. The Moon is much smaller than the Sun.



Moon

##### Shapes of the Moon

You will notice that the Moon changes its shape every few days.  
Would you like to go to the Moon?

37



crescent



gibbous



half



full

38

**Teacher:** We just learnt about the Sun. Now, let us learn about something we see in the night sky. Can you guess what it is?

(Pause for the students to think and answer.)

**Teacher:** Yes. It is the Moon. The Moon is very special, just like the Sun. Do you know when we see the Moon?

(Pause for the students to think and answer.)

**Teacher:** We see the Moon at night. When the Sun sets, the sky gets dark and the Moon appears. It gives us light at night. Is the Moon as bright as the Sun?

(Pause for the students to think and answer.)

**Teacher:** No, the Moon's light is soft and gentle. It does not



shine as brightly as the Sun, but it helps us see in the dark. The Moon is much smaller than the Sun. It looks big in the sky because it is closer to us than the Sun.

**Teacher:** Now, here is something really amazing. The Moon changes its shape every few days. Have you ever seen the Moon look different on different nights?

(Pause for responses—some students may have noticed this.)

**Teacher:** Sometimes, we see the full Moon, big and round. Sometimes, we see only a part of it. Sometimes, we see just a tiny curved shape like a banana. These are the different shapes of the Moon.

(point to the picture in page 38 to show the different shapes of moon.)

**Teacher:** Let us learn their names:

- Full Moon – The Moon looks big and round.
- Half Moon – The Moon looks like a half-circle.
- Crescent Moon – The Moon looks like a tiny curved shape.
- Gibbous Moon – The Moon is bigger than a half Moon but not yet full.

(Show simple hand gestures to represent each shape or draw on the board.)

### Would You Like to Go to the Moon?

**Teacher:** Imagine if we could go to the Moon. Astronauts have visited the Moon in special rockets. Do you think it would be fun to walk on the Moon?

(Pause for the students to share their thoughts.)

**Teacher:** The Moon has no air, no trees and no water. It is very quiet there. The astronauts wear special suits so they can walk and breathe on the Moon.

**Teacher:** The next time you see the Moon at night, look carefully. What shape is it? Try to notice how it changes every few days.

### The Stars

#### STARS

We see stars at night. They are very, very far away from us. Stars give us light at night. Did you know the Sun is also a star?



38

**Teacher:** We have learnt about the Sun, which shines during the day and the Moon, which we see at night. Now, let us learn about something else we see in the night sky.

**Teacher:** When you look at the sky at night, do you see tiny twinkling lights?

**Students:** Stars.

**Teacher:** Yes, those tiny lights in the night sky are called stars.

- We see stars at night.
- Stars give us light at night.
- They are very, very far away from us.

**Teacher:** Stars look very small, but they are actually huge. They are even bigger than our Sun. However, they are so, so far away that they look tiny in the sky.

**Teacher:** Stars shine at night. Some stars shine brightly and some look dim. Have you seen stars twinkling in the sky?

**Students:** Yes.

**Teacher:** Yes. They seem to twinkle because they are far away and their light takes time to reach us.

**Teacher:** Now, when you look up at the night sky, try to count the stars.

### Day and Night

#### DAY AND NIGHT

The Sun rises in the east. When it rises, a new day begins. The Sun sets in the west. When it sets, the day changes into night.

38

**Teacher:** Have you noticed that the sky looks different in the morning and at night?

MUST DO

10 MIN.

(Pause to allow the students to share their thoughts.)

**Teacher:** In the morning, we see the bright Sun. That means a new day has begun. The Sun rises in the east. When the Sun rises, we wake up, get ready and come to school.

**Teacher:** Then, in the evening, the Sun sets in the west. That means the day is ending and night is coming.


**Teacher:** What happens when the Sun goes down? (Pause and encourage responses like "It gets dark." or "The Moon comes out.")

**Teacher:** Yes. The sky becomes dark and the Moon and stars appear.

**Teacher:** We have learnt so many amazing things about the Sun, the Moon and the stars today.

The Sun gives us light and heat during the day. The Moon shines at night and changes its shape. The stars twinkle in the night sky and are very far away.

**Teacher:** In the next class, we will go through all that we have learnt and do some fun exercises in your book and workbook. So, be ready.

 Open the **Infographic** and ask the students to identify the things they see during the day and the ones they see at night.

### Differentiated Activities

110 km/hr



Write 5 sentences about what do you see in the day time.

80 km/hr



Fill in the blanks with the right word.

1. The Sun – Gives us \_\_\_\_\_ (light/food)
2. The Moon – Changes its \_\_\_\_\_ (shape/colour)
3. Stars – Twinkle in the \_\_\_\_\_ (night/morning)

40 km/hr



Draw the different shapes of the moon and name them.

### Home Task

Step outside at night with a family member and look at the Moon. Draw its shape and describe it in one sentence. (e.g., The Moon looks like a big round ball.)

### Period 4

**Teacher:** Now that we have learnt so much about the Sun, the Moon and the stars, let us see how much we remember. We will play a fun team activity.

COULD DO

10 MIN.



#### Recalling better

CING

- We see the Sun, the Moon and stars in the sky.
- The Sun shines during the day. It gives us light and heat.
- The Moon and stars give us light at night.
- The Sun rises in the east. It sets in the west.

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**Teacher:** Here are the instructions:

1. Find a partner and sit together with your buddy.
2. I will ask you a question. Talk about the answer with your buddy and then share it with the class.
3. When you answer, try to speak in full sentences. Do not worry—I will help if you need it.

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

#### Questions to ask the students:

1. What do we see in the sky during the day?
2. What do we see in the sky at night?
3. What does the Sun give us?
4. Where does the Sun rise and where does it set?
5. How does the Moon look different on different nights?

### Learning better

#### Learning better

CBA

##### A Fill in the blanks.

1. The \_\_\_\_\_ gives us light and heat. (Sun/Moon)
2. The \_\_\_\_\_ changes its shape every few days. (Sun/Moon)
3. The Sun rises in the \_\_\_\_\_. (east/west)

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#### Fill in the blanks.

MUST DO

15 MIN.



**Teacher:** We are going to start with the practise exercise. The first one is 'Fill in the blanks'.

**Teacher:** You will see some sentences with missing words. I will read each sentence aloud and you will help me find the correct word to complete it. Read carefully and choose the correct word to fill in the blank. Ready?

**Teacher:** First question: The \_\_\_\_\_ gives us light and heat. (Sun/Moon). Think about what we have learnt. Which one gives us light and heat?

(Pause for the students to respond.)

**Students:** The Sun.

**Teacher:** That is correct. The Sun gives us light and heat. Now, write the word Sun in the blank space.

(Wait for the students to finish.)

**Teacher:** Next question: The \_\_\_\_\_ changes its shape every few days. (Sun/Moon). What do we see changing shape in the sky?

(Pause for the students to respond.)

**Students:** The Moon.

**Teacher:** Yes. The Moon changes its shape every few days. Now, write the word Moon in the blank space.

(Wait for the students to finish.)

**Teacher:** Last question: The Sun rises in the \_\_\_\_\_. (east/west) Think about what we learnt about the direction of sunrise. (Pause for the students to respond.)

**Students:** East.

**Teacher:** That is right. The Sun rises in the east. Now, write the word east in the blank space.

(Wait for the students to finish.)

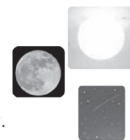
#### What am I? Write the correct answers.

##### B. What am I? Write the correct answers.

1. I am a hot glowing ball.

2. I give light at night.

3. Many of us twinkle at night.



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**Teacher:** Look at Exercise B in your book. You will see some sentences with missing words. Each sentence has a picture to help you find the correct answer. Let us read them together and fill in the blanks using the correct words.

SHOULD DO

15 MIN.



**Teacher:** First sentence: I am a hot glowing ball. (Point to the picture.)

**Teacher:** Look at the picture. What do you see? (Pause for the students to think and respond.)

**Students:** The Sun.

**Teacher:** That is right. The Sun is a hot glowing ball. Now, write the word Sun in the blank.

(Wait for the students to finish.)

**Teacher:** Next sentence: I give light at night. (Point to the picture.)

**Teacher:** Look at the picture. What do you see? (Pause for the students to think and respond.)

**Students:** The Moon.

**Teacher:** Excellent. The Moon gives light at night. Now, write the word Moon in the blank.

(Wait for the students to finish.)


**Teacher:** Last sentence: Many of us twinkle at night. (Point to the picture.)

**Teacher:** Look at the picture. What do you see? (Pause for the students to think and respond.)

**Students:** Stars.

**Teacher:** Yes. Many stars twinkle at night. Now, write the word Stars in the blank.

(Wait for the students to finish.)

 Open the **Dictionary** to introduce the words related to the topic. Ask the students to repeat the words after you.

### Differentiated Activities

**110 km/hr**



Write three simple sentences about the Sun, the Moon and the stars in your notebook.

**80 km/hr**



Write two sentences about the Sun and the Moon.

**40 km/hr**



With the help of your teacher, read a short part of the lesson aloud. Write the words sun, moon, glowing, warm and bright in your notebook.

### Home Task

Imagine you are an astronaut in space. Draw a picture of what you see in space. (Sun, Moon, stars or a spaceship.). Write two simple sentences about your space adventure.

## Period 5

### Write short answers

 Write short answers in your notebook.

1. Why does the Sun look small to us?
2. Write the names of any two activities you do during the daytime.
3. Name two things you see in the night sky.

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**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**

20 MIN.



**Teacher:** I will read each question and I want you to think carefully and write short answers in your notebook. If you are ready, say 'Yes.'

**Students:** Yes.

**Teacher:** Here is the first question: "Why does the Sun look small to us?" Think about what we have learnt about the Sun and its size. Can anyone share their thoughts?

(Pause for the students to respond and guide them to write in their notebooks.)

**Teacher:** Great. Now, let us move to the second question: "Write the names of any two activities you do during the daytime." Think about the things you do when the Sun is shining.

(Pause for the students to respond and guide them to write in their notebooks.)

**Teacher:** Now, let us move on to the third question: "Name two things you see in the night sky."

(Pause for the students to respond and guide them to write in their notebooks.)

### Thinking better

**Teacher:** Now, I want you to imagine something special—what if there was no night and it was always daytime? Can you think about how that would change your day?

**MUST DO**

20 MIN.



 **Thinking better**

 **21st CS HOTS**

Think and answer in your notebook.

Imagine if there was no night and it was always daytime. How would your day be different?

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**Teacher:** Here are some questions to help you:

1. First, how would you feel if the sun was always up and it never got dark?
2. What would you do in the morning if it was always daytime?
3. How would you sleep without nighttime?
4. Do you think people would do different things if there was no night?

**Teacher:** Now, let us take a few moments to think about it. You can write your answers in your notebook. If you are not sure, think about what happens at night and what you do during the day.

(Pause for the students to think)

**Teacher:** Remember, it might be hard to sleep or do other things if there was no night. Let us talk about your ideas.

(Guide the students to write their answers and share responses as needed.)

### Students (Possible responses):

- I would be tired because there would be no time to sleep.
- We could play all day.
- There would be no bedtime.
- I would miss the stars.

(Help the students write their answers in their notebooks and discuss as a class.)



Open the **Animated Activities** and ask the students to work in teams to work on the questions.

### Differentiated Activities

**110 km/hr**



Look at the sentences below. Read each sentence and write the next part to complete the idea based on what you know about day and night.

1. During the day, I can...
2. At night, I like to...
3. The Sun helps me...
4. When it's night, I can...

**80 km/hr**



Read the sentences below and fill in the blanks with the right words (Sun, day, stars).

1. During the day, the \_\_\_\_ is shining.
2. At night, we can see the \_\_\_\_.
3. We play outside during the \_\_\_\_.

40 km/hr



Look at the words below. Read each word and use it to make a sentence about day or night.

1. Sun
2. Moon
3. Sleep
4. Play

## Home Task

### Creating better

Make your night sky wall hanging.

1. Take a white chart paper.
2. Draw a crescent Moon on it and 4-5 stars too.
3. Ask an adult to cut the Moon and stars from the chart paper.
4. Make holes on top of these using a pencil.
5. Tie strings of different lengths to them.
6. Tie them to a clothes hanger, as shown.
7. Display your wall hanging near a window.



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**Creating better:** Make your night sky wall hanging.

## Period 6

**Teacher:** Hello, students. Let us start our session with a fun game. I will say some sentences and you will show me an action based on whether it happens during the day or night. Are you ready?

COULD DO

10 MIN.



**Students:** Yes.

**Teacher:** Great. If it happens in the day, stretch your arms out like the bright sun. If it happens at night, rest your hands on your cheek like you are sleeping. Let us begin.

- Brushing your teeth in the morning
- Looking at the moon and stars
- Playing in the park
- Sleeping in bed
- Eating lunch at school

(Pause after each sentence to give time for the students to do the actions.)

**Teacher:** Wonderful. You all did a great job.

## Choosing better

### Choosing better

Tick (✓) your answer.

It is very hot. You notice that the driver of your school van cannot find his water bottle.

1. You will offer him water.
2. You will do nothing.

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**Teacher:** Imagine you are in a very hot place and you notice that the driver of your school van cannot find his water bottle. What do you think is the best thing to do? Let us look at the choices.

Option 1: You will offer him water.

Option 2: You will do nothing.

MUST DO

15 MIN.



(Pause for the students to think.)

**Teacher:** Now, I want you to tick the answer you think is the best.

(Wait for the students to complete the task.)

**Teacher:** Let us share our choices. Who would like to tell me what they chose and why?

(Allow the students to share and guide the discussion.)

**Teacher:** Remember, helping others and taking responsibility for our actions is always a good habit.

## L (What I Learnt)

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

COULD DO

15 MIN.



**Teacher:** I want you to sit with your partner and discuss what you learnt from the lesson. Think about the difference between day and night, what we see during the day and night and what we do at different times. After a few minutes, we will hear from each pair and you will write your ideas in your notebook.

(Allow the 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 during the day, the Sun is shining and we do activities like playing, studying and spending time outside. At night, the Moon and the stars come out and it is time to sleep and rest. The day and night help us know when to do different things.

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

## Home Task

**Revising better:** You have learnt that you see the Sun during the day. What else do you see in the sky during the daytime? Write in your Little Book.

### Revising better

In this chapter you have learnt that you see the Sun during the day. What else do you see in the sky during the daytime? Write in your Little Book.

DBL

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## Period 7

### Worksheet 1

Ask the students to open their EVS workbook. Guide the 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. Instruct the students to write the correct answers in their book.



## 9. Day and Night

### Worksheet 1

A. Fill in the blanks with the correct option.

1. The Sun shines during the \_\_\_\_\_ (day/night).
2. The Moon changes its \_\_\_\_\_ every few days (shape/colour).
3. Stars give us \_\_\_\_\_ at night (light/gifts).
4. We see \_\_\_\_\_ at night (the Sun/stars).
5. The Sun \_\_\_\_\_ in the east (rises/sets).

B. Write **D** for the things we find in the sky during the day. Write **N** for the things we see in the sky at night.



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

1. The Sun is much smaller than the Moon.
2. The Moon gives us heat and light.
3. The Moon looks small as it is very far.
4. The Sun is very hot.
5. Stars give us light at night.

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**Write D for the things we find in the sky during the day. Write N for the things we see in the sky at night.**

**MUST DO**

30 MIN.

Engage the students in a quick discussion about the things they see in the sky. Encourage them to think about what they see during the day and at night. Then, guide them to write 'D' for the things we see in the sky during the day and 'N' for the things we see in the sky at night.

After completing the exercise, review the answers together. Discuss why certain things belong in the sky during the day and others at night, such as the Sun and the clouds during the day and the moon and the stars at night. Reinforce that the sky looks different depending on the time of day.

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

Read each sentence aloud and give the 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 purpose.

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

**COULD DO**

10 MIN.

## Period 8

### Worksheet 2

### Worksheet 2

A. Rearrange the letters to complete the sentences.

1. The Sun makes the day RMWA and bright.
2. The Moon changes its APESH every few days.
3. We see ARSST at night.
4. The Sun rises in the TEAS.
5. The day changes into IGHIN, when the Sun sets.

B. Write five sentences describing the Sun.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

C. Read the statements. Colour the correct ones with a yellow crayon.

1. The Sun is a hot glowing ball of gases.
2. The Sun makes the days warm and bright.
3. The Sun is much bigger than the Moon.
4. The Sun is very cold.
5. The Sun shines during the night.

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Ask the students to open their EVS workbook. Guide the to complete the exercises in worksheet 2.

You may generate additional practise worksheets using the **Test Generator** given on digital platform.

**SHOULD DO**

20 MIN.

**Rearrange the letters to complete the sentences**

Read each sentence aloud and ask the students to try and figure out which word fits in the blank by rearranging the letters. Once the students have figured out the correct words, ask them to complete the sentence in their notebooks. Afterward, review the answers together as a class, reinforcing the vocabulary and concepts related to the Sun, the Moon and the difference between day and night.

**Write five sentences describing the sun**


Ask the students to think about the Sun and what they have learnt about it. Guide them to write five sentences about the Sun, using simple and clear language. Encourage the students to use words like 'shiny', 'bright', 'hot' and 'important' to describe the Sun. Once the students have written their sentences, ask a few to share them with the class.

**Read the statements. Colour the correct ones with a yellow crayon.**

Read each statement aloud to the class and ask the

students to think about whether the statement is true or false. Instruct them to use a yellow crayon to colour the statements they believe are correct. After completing the task, review the answers together as a class, discussing why certain statements are correct and others are not.

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

 You may generate additional practise worksheets using the **Test Generator** given on the digital platform.

**Holistic Teaching**

**English**

Chapter 9: Day and Night

A

English

FLN HoLL MDA

Fill in the blanks with ee to complete the sentences.

The Sun gr\_\_\_\_\_ts us every morning.  
We f\_\_\_\_\_l its heat during the day. We  
s\_\_\_\_\_ the Moon and stars at night.

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**Fill in the blanks with ee to complete the sentences.**

Read each sentence aloud and ask the students to identify the missing part of the word that should be filled with 'ee'. They will complete the sentences by adding 'ee' to form the correct words. Once the students have filled in the blanks, review the sentences together and check their answers.

COULD DO

10 MIN.

**Maths**

B

Maths

During summer holidays, Rohan and his family visit a hill station. One night, Rohan counts up to 10 stars. His sister counts up to 10 stars. Add these two figures and write the sum in the space provided.

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Read out the problem. Guide the students to work on it in their notebook.

COULD DO

10 MIN.

**Learning Outcomes**

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>demonstrate fine motor skills by drawing or colouring pictures of the Sun, the Moon and sky during the day and night.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>develop an understanding of the importance of rest at night and the role of day and night in our routines, showing respect for the need for sleep and relaxation.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>identify and describe the differences between day and night, including what is visible in the sky during each and understand the patterns of the Sun and the Moon.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>develop vocabulary related to day and night through activities like matching, fill-in-the-blanks or sentence-building exercises, such as identifying things we see in the sky at day and night.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>participate in creative activities like making a simple day and night chart or drawing the Sun, the Moon and the stars to show their understanding of the cycle of day and night.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>demonstrate attentiveness during discussions about the Sun, Moon and their role in the cycle of day and night, follow instructions carefully and actively participate in learning about the natural world.</li></ul>

**Starry Knights**

What are the three accomplishments that you have made this year? List them here.

Well, you did a splendid job. Give yourself a STAR.



# Answers

## Theme 5: I Learn Well Ch-9: Day and Night

### Main Coursebook

#### Re-KAP

**Kinaesthetic:** Accept all relevant responses.

**Possible answers:** Day: go to school, play

Night: eat dinner, go to bed

**Auditory:** Answer: Sun, birds and kite

**Pictorial:** Answers: kitchen, night

#### Interacting Better

1. star
2. owl

#### Learning Better

- A. 1. Sun      2. Moon      3. east
- B. 1. Sun      2. Moon      3. stars
- C. 1. The Sun looks small to us as it is far away from us.  
2. Accept all relevant responses.  
3. Moon and stars

#### Creating Better

Accept all relevant responses.

#### Thinking Better

Accept all relevant responses.

#### Choosing Better

Answer: 1.

#### Revising Better

Accept all relevant responses.

### Students' Worksheets

#### Worksheet 1

- A. 1. day      2. shape      3. light  
4. stars      5. rises
- B. 1. D      2. N      3. N      4. N      5. N
- C. 1. F      2. F      3. T      4. T      5. T

#### Worksheet 2

- A. 1. WARM      2. SHAPE      3. STARS  
4. EAST      5. NIGHT
- B. Accept all relevant responses.
- C. 1., 2. and 3.

### Book of Holistic Teaching

#### Developing better

- A. **English**  
1. greets      2. feel      3. see
- B. **Maths:** 20