

# Lesson-10: Our Neighbourhood

Theme 6:  
I Stay in Unity

9 Periods (40 minutes each)



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



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

Confirming better

I greet my neighbours

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to understand the meaning of neighbourhood and neighbours as well as their role in our lives, through interaction, observation and discussion.
- to recognise different places in their neighbourhood (e.g., parks, schools, hospitals) and their functions through experiential activities.
- to foster awareness about the importance of maintaining a positive relationship with neighbours and respecting the shared spaces in the neighbourhood.
- to observe and share details about their surroundings, encouraging them to use simple language to describe places.
- to comprehend how neighbours and neighbourhoods form a part of a larger community, emphasizing collaboration, care and mutual respect.

## Methodology

### Period 1

**Note to the Teacher:** Begin by asking students to prepare a KWL chart to organise their thoughts on the topic 'Our Neighbourhood'. Encourage students to share what they know and what they are curious about.

**Teacher:** Hello, students. Today, we are starting a new lesson about something that surrounds us every day. It is about 'Our Neighbourhood'.

Have you ever thought about what makes up a neighbourhood? Who are the people around us? Or what places do we find nearby that help us in our daily lives? (Pause to allow students to share their thoughts.)

**Teacher:** A neighbourhood is where we live, play and meet people. It is made up of many important places and people who help us. In this lesson, we will learn:

- Who are our neighbours?
- What places can we find in our neighbourhood?
- How do neighbours and neighbourhood places help us?

Now, let us create a KWL chart in our notebooks.

COULD DO

15 MIN.



K	W	L

**Teacher:** Let us start with the first column of the chart – (K). You all will share what you already know about your neighbourhood.

- Who are your neighbours?
  - What places do you find in your neighbourhood?
  - What activities do you do in your neighbourhood?
- (Pause for students to share their responses.)

### Students (Possible Responses):

- My neighbours are the families living in the houses next to mine.
- There is a hospital, a grocery store and a school in my neighbourhood.
- I go to the park to play and my mom goes to the market to buy vegetables.

**Teacher:** Great. Write these in the K column.

Now let us think about the second column – (W). You will share what you want to know about your neighbourhood. (Pause for students to share their questions.)

- What is the role of neighbours in our lives?
- Why are places like schools, hospitals and markets important in a neighbourhood?

- How can we help make our neighbourhood a better place?

**Teacher:** Wonderful questions. Write them in the W column. As we continue this lesson, we will explore these questions about our neighbourhood. At the end of the lesson, we will complete the L column with everything new we have discovered.

### Kinaesthetic

Re-KAP

SFD

Kinaesthetic

Let us play a game, 'Neighbourhood Names'. Describe a place in the neighbourhood without saying its name by using your facial expressions and hand gestures. Your partner will guess which place it is. Take turns to play the game.

Confirming 40

**Teacher:** Now, let us play a fun game called 'Neighbourhood Names'. I will show you how to play the game first. I will describe a place in the neighbourhood without saying its name. Instead, I will use facial expressions and hand gestures to show you what place I am talking about. You have to guess which place it is.

Let me show you an example.

(Pretend to ride a bicycle and wave as though you see your friend)

**Teacher:** Now, who can guess what place I am acting out?

**Student 1:** The Park.

**Teacher:** Yes. That is correct. Now you see how it works.

**Teacher:** Now, it is your turn. You will work in pairs. One of you will act out a place in the neighbourhood using your face and hands while the other guesses. Then, you will swap roles. So, one of you will be the actor and the other will be guessing the neighbourhood place.

**Teacher:** Are you ready? Let us see how well you know the neighbourhood.

(Give students time to play a few rounds. Walk around the class to observe and assist students who need help.)

### Auditory

**Teacher:** Next, you are going to listen to a short story. After the story, I will ask you a few questions to see how well you remember it. So, make sure to listen to the story carefully. Are you ready?

Auditory\*

Listen to your teacher carefully. Answer the questions.

1 green 40

**Students:** Yes.

**Teacher** (Reading the Story): Lina is celebrating Ugadi in her neighbourhood park. She and her grandmother go to the market to get flowers for the puja. After that, they go to the metro station to receive their relatives.

**Teacher:** Now, let us see if you can answer some questions about the story. I will ask you three questions and I want you to listen carefully and tell me the answers.

Remember the rule?

**Students:** Raise hands to answer.

**Teacher:** Well done. Let us get started.

**Teacher** (Question 1): Where is Lina celebrating Ugadi? (Pause for students to answer)

**Teacher** (Question 2): Where do Lina and her grandmother get the flowers from? (Pause for students to answer)

**Teacher** (Question 3): Where did Lina and her grandmother go to receive their relatives? (Pause for students to answer)

**Teacher:** Well done, everyone.

### Differentiated Activity

110 km/hr

Write the names of 4 places in your neighbourhood (e.g., park, school, market, hospital). Circle the place you like to visit the most.

80 km/hr

Write the names of 3 places in your neighbourhood. Draw one of these places.

40 km/hr

Draw your favourite place in your neighbourhood.

### Home Task

With the help of a parent, go on a neighbourhood scavenger hunt. Look for specific items in your neighbourhood (e.g., a red mailbox, a green tree, a school bus, a dog or a traffic light). Write down what you find and draw pictures of 3 things you discovered during your walk.

### Period 2

**Teacher:** Hello everyone. Did you have fun doing the neighbourhood scavenger hunt with your parents?

**Students:** Yes.

**Teacher:** Great. Who would like to share what they discovered during the scavenger hunt?

(Pause and allow students to volunteer to share their experiences)

### Pictorial

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

**Pictorial** PS

Lina wants to play with her friends. Which of these places will she go to? Circle the correct picture.

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**Students:** Re-KAP.

**Teacher:** That is right. We will work on the pictorial part of the Re-KAP activity. Look at the pictures given. What are they?

**Students:** There is a park, a shop, a bank. (There are a few more pictures. Help the students identify them.)

**Teacher:** Yes, these are some pictures of the places in our neighbourhood. Now, Lina wants to play with her friends. Which of these places will she go to? Circle the correct picture.

(Give time for students to observe the pictures and complete the task)

**Teacher:** Which place do you think Lina should go with her friends to play?

**Students:** Park.

**Teacher:** Yes, that is correct. We will talk about the other places as we go on learning more.

### Interacting better

**Teacher:** Alright, class. Now we are going to have some fun with riddles. I will read out two riddles for you and I want you to work with your partner to guess the answers. Ready? Let us begin.

SHOULD DO

10 MIN.

**Interacting better** ICL

Solve the riddles with your partner.

1. This is a house of learning. We go here from Monday to Friday. Its name rhymes with cool.
2. This place sells it all, from vegetables to colourful balls.

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**Teacher:** Here is the first riddle: This is a house of learning. We go here from Monday to Friday. Its name rhymes with cool. Can you guess what it is?

(Give time for students to think and discuss with their peers)

**Students:** School.

**Teacher:** Yes, that is right. The answer is school. Well done. School is the house of learning where we go from Monday to Friday and it rhymes with the word 'cool.'

**Teacher:** Now, here is the second riddle: This place sells it all, from vegetables to colourful balls. Can you guess what it is?

(Give time for students to think and discuss with their peers)

**Students:** Is it market?

**Teacher:** Yes, that is correct. The answer is market. A market is a place where you can buy lots of things, like vegetables and colourful balls.

**Teacher:** Great job, everyone.

Lina and Chang are going home after playing in the park. On their way home, they pass different places in their neighbourhood.

Chang, today's game was so much fun.

Yes, it was, Lina. I am so glad Kiran aunty helped us find our ball.

Yes, aunty always helps us. We also need to go to the community hall to help with the Diwali decorations.

Yes, but let us go home and change first.

People who live near my house are my neighbours.

Places near my house make up my neighbourhood.

Hello, everyone! Let me introduce you to my neighbourhood.

41

**Teacher:** Lina and Chang are going home after playing in the park. On their way home, they pass different places in their neighbourhood.

MUST DO

20 MIN.

Let us now read a little conversation between Lina and Chang. I want you to think about where they are and what they are talking about.

(Read the conversation between Lina and Chang from the book. Ask students to follow as you read)

**Lina:** Chang, today's game was so much fun.

**Chang:** Yes, it was, Lina. I am so glad Kiran Aunty helped us find our ball.

**Lina:** Yes, Aunty always helps us. We also need to go to the community hall to help with the Diwali decorations.

**Chang:** Yes, but let us go home and change first.

**Teacher:** What did Lina and Chang do? Where did they go after playing?

**Students (Possible responses):**

- They went home.
- They played in the park first.

**Teacher:** That is right. They had a fun day playing outside and then they went home. Now, in the story, Lina talks about her neighbourhood.

**Teacher:** Do you know what I mean when I say the word 'neighbours'? Can anyone tell me who the neighbours are?

**Students (Possible responses):**

- People who live next to us
- People who live near our house.

**Teacher:** Yes, that is right. Neighbours are the people who live close to your house.

And, a neighbourhood is the area near your house where you can find different places like parks, shops and community halls. All the people who live in the same area are part of your neighbourhood.

**Teacher:** Can you name some places in your neighbourhood? Think about the places you pass on your way to school or the park.

**Students (Possible responses):**

- A shop, a park.
- There is a playground near my house.
- There is a temple near my house.

**Teacher:** Great. All those places are part of your neighbourhood. Let us learn about Lina's neighbourhood in the next session.



Play the **Animation** from the digital platform to engage students and generate interest about the topic. Ask them to share what they understood from the video.

### Differentiated Activity

**110 km/hr**



Fill in the blanks.

1. We go to the \_\_\_\_\_ to buy fruits and vegetables.
2. The \_\_\_\_\_ is a place to keep our money safe.
3. We call the \_\_\_\_\_ when there is a fire emergency.

**80 km/hr**



Tick the correct answer.

1. Which of these individuals help in putting off a fire?  
a. firemen   b. carpenters   c. postmen
3. We go to the park to \_\_\_\_\_.  
a. sleep   b. buy milk   c. walk
4. We take out money from the \_\_\_\_\_.  
a. bank   b. hospital   c. fire station

**40 km/hr**



Draw the place where you go to buy fruits and vegetables. Write the name of that place in your notebook.

### Home Task

Write the names of different places around your neighbourhood.

### Period 3

**Teacher:** Good morning, class. Before we start today's session about the places in our neighbourhood, let us play a quick game called 'Who am I'?

Here is how it works: I will describe a place in our neighbourhood without saying its name. You have to guess which place I am talking about. Ready?

**Students:** Yes.

**Teacher:** Okay, listen carefully.

I am a place where children go to learn and play. You come here from Monday to Friday. Who am I?

**Students:** School

**Teacher:** Excellent. That is correct. Now, let us try another one.

I am a place where you wait to catch a big vehicle that takes you to different places. Who am I?

**Students:** Bus stop

**Teacher:** Perfect. Let us do one more.

I am a place where your parents buy fruits, vegetables and groceries. It is usually very busy and has many shops. Who am I?

**Students:** The market.

**Teacher:** Great job, everyone. Now that you have guessed these places, let us explore them in more detail and learn about the important roles they play in our neighbourhood.

### Places in my neighbourhood

#### Bus Stop

##### PLACES IN MY NEIGHBOURHOOD

Bus stop

My uncle takes the bus to his office.

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**Teacher:** Let us start with a place where we go to catch a bus to visit different places. Have you seen a bus stop near your house?

(Encourage students to share their experiences of seeing or waiting at a bus stop.)

**Teacher:** Lina says that her uncle takes a bus to his office. Do you know anyone in your neighbourhood who takes a bus to the office?

(Pause to allow students to share their thoughts)

**Teacher:** A bus stop is a place where buses stop to pick up and drop off passengers. Look at the picture in your book what do you see at the bus stop?

**Students (Possible responses):**

- Buses.
- People waiting.
- Benches to sit on. And Lina's uncle is sitting on the bench.

**Teacher:** Wonderful answers. Yes, at a bus stop, you will see buses coming and going, people waiting for their buses and sometimes benches for people to sit while they wait.


**Teacher:** Now, let us imagine this: What would happen if there were no bus stops? Where would the buses stop to pick up people?

(Allow students to think and share their thoughts) (The teacher should explain that if buses stop at random places, there can be chaos, leading to accidents.)

**Teacher:** That is why bus stops are very important in our neighbourhood. They help us travel easily and safely.

**Teacher:** So now you know that a bus stop is an important place in our neighbourhood where people wait for buses to travel to different places. Let us now learn about another neighbourhood place.



 **eBook** can be shown to students while teaching the lesson.

## School



**Teacher:** Let us talk about a place we all come to every day—our school. Do you like coming to school?

(Encourage students to share what they enjoy about school.)

**Teacher:** Lina says she studies with her friends in her school, just like all of you. What do you like to do in school?

**Students (Possible responses):**

- Study.
- Play in the playground.
- Draw and colour.
- Talk to our friends.

**Teacher:** That is great. Yes, a school is a place where we learn, play and spend time with our friends. Look around your classroom. What do you see?

**Students (Possible responses):**

- Tables and chairs.
- A blackboard.
- Charts on the wall.
- Our books and bags.

**Teacher:** Wonderful. Schools help us learn and have fun. Imagine this: What would happen if there were no schools? Where would we go to learn, play or meet our friends?

(Allow students to share their thoughts.)

**Teacher:** Exactly. That is why schools are very important in our neighbourhood. They help us grow, learn new things and have fun every day.

**Teacher:** Isn't it exciting that we all get to meet each other at school? Schools are such special places in our neighbourhood. Now, let us learn about another place in our neighbourhood.

## Market



**Teacher:** It is a place where we go with our parents to buy things we need. Can you guess what it is?

**MUST DO**

10 MIN.

**Students (Possible responses):**

- The market.
- Shops.
- Supermarket.

**Teacher:** Yes, the market. A market is a place where we buy food, clothes, books and many other things. Have you ever gone to the market with your family?

**Students (Possible responses):**

- Yes, I go with my mother to buy vegetables.
- I go to the bookshop to get books and pencils.

**Teacher:** That is wonderful. Markets have so many different shops. What do you like to buy from the market?

**Students (Possible responses):**

- Fruits and vegetables.
- Toys.
- New clothes.
- Stationery.

**Teacher:** Great answers. Markets are such busy places, full of colours and sounds. There are many shops, where shopkeepers sell different kinds of things and it is always noisy.

**Teacher:** Let us imagine this: What would happen if there were no markets? Where would we go to buy our food, clothes or books?

**Students (Possible responses):**

- We would not have food at home.
- We could not buy school supplies.
- There would be no new clothes to wear.

**Teacher:** Exactly. That is why markets are so important in our neighbourhood. They make sure we get all the things we need to live, study and play.

**P.S.** This section is aligned to SDG 3: Good Health and Well-Being: Teach the students the importance of playing outdoors and how it helps them stay healthy and active

 Show the **Dictionary** from the digital platform to introduce the terms related to the lesson.

## Differentiated Activity

**110 km/hr**



Imagine you are at the market with your parents. Draw and label three things you see.

**80 km/hr**



Match the following places with their purposes:

- |            |                   |
|------------|-------------------|
| • Bus Stop | To learn and play |
| • Market   | To buy things     |
| • School   | To wait for buses |

**40 km/hr**



Identify the place by looking at the picture. Provide images of a bus stop, a school and a market for them to name.

## Home Task

Ask your parents to take you to one of these places: a market or a bus stop. Observe the things and people you see there. Draw and label three things you saw in your notebook.

## Period 4

**Teacher:** Good morning, class. Today, we are going to play a game in which you will act like people who help us in our neighbourhood. I will give you a situation and you will pretend to be the person who helps in that situation. Are you ready?

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10 MIN.



**Students:** Yes.

**Teacher:** Alright, let us start. Imagine this: You are feeling sick and your parents take you to someone who can help you feel better.

**Students:** A doctor.

**Teacher:** That is right. Can you pretend to be a doctor? (Invite a student and ask them to pretend to be a doctor)

**Teacher:** What do doctors do?

**Students:** They give us medicine. They help us when we are sick.

**Teacher:** Great job. Doctors work in hospitals to take care of us.

**Teacher:** Now, here is the next one. You want to send a birthday card to your friend who lives far away. Who will help you send it?

**Students:** A postman.

(Invite a few students and ask them to pretend and do a role-play of being a postman and a person receiving a parcel from the postman. Then lead students into a discussion)

**Teacher:** What did you see? How does a postman help us?

**Students:** They bring us letters. They deliver packages.

**Teacher:** Wonderful. Postmen and postwomen work at the post office.

**Teacher:** Amazing. You all did such a great job pretending to be the helpers around us. Now, let us learn more about these places in our neighbourhood.

### Post office



Post office  
Koka\* buys stamps and posts letters from the post office.

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**Teacher:** Today, we are going to learn about a very important place in our neighbourhood—the post office. And

MUST DO

10 MIN.



Lina says that her Koka buys stamps and posts letters from the post office. Do you know what happens at a post office?

**Students:** People send letters.

**Teacher:** Yes, the post office. A post office is a place where we can buy stamps, send letters, and even receive parcels. Have you ever been to a post office with your family?

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

**Teacher:** That is wonderful. Let me tell you how we use the post office. When we want to send a letter, we write our messages on a piece of paper, put it inside an envelope and stick a stamp on it. Do you know where we buy stamps?

**Students:** From the post office.

**Teacher:** That is right. After putting the stamp, we go to the post office or find a red post box to drop our letter. Do you know who delivers the letters?

**Students:** The postman.

**Teacher:** Correct. The postman collects letters from the post box and delivers them to the right address. Isn't that interesting?

**Teacher:** Now imagine this: What if there were no post offices? How would we send letters or parcels?

**Students** (Possible responses):

- We couldn't send anything.
- No one could get letters or parcels.

**Teacher:** Exactly. That is why the post office is an important place in our neighbourhood. It helps us send messages and things to people who are far away.

**Teacher:** Can anyone tell me what you would like to send if you visited a post office?

**Students** (Possible responses):

- A letter to my grandparents.
- A birthday card to my friend.

**Teacher:** Wonderful. Let us remember how helpful the post office is to us and how it connects people, no matter how far they live.

### Police Station



Police station  
Mama works at the police station.  
She helps people who are in trouble.

42

**Teacher:** Next, we will learn about another very important place in our neighbourhood—the police station. The police station is where police

officers work to help people who are in trouble. Do you know what the police do?

MUST DO

10 MIN.



**Students** (Possible responses):

- They catch thieves.
- They help people.
- They keep everyone safe.

**Teacher:** That is right. The police work very hard to make sure everyone in our neighbourhood is safe. They catch people who break the rules and help anyone in trouble. Have you ever seen a police officer or visited a police station?

**Students** (Possible responses):

- I have seen a police officer on the road.
- I saw a police station near my school.

**Teacher:** That is great. Now imagine: What would happen if there were no police or police stations?

**Students** (Possible responses):

- There would be no one to help us.
- Thieves would take everything.
- People would not follow the rules.

**Teacher:** Exactly. That is why the police station is such an important place in our neighbourhood. It is where police officers plan how to keep us safe.

**Teacher:** Can you think of a time when we might need to call the police or visit a police station?

**Students** (Possible responses):

- If we lose something.
- If there is an accident.
- If someone is in danger.

**Teacher:** Very good. The police are always ready to help us when we need them. Remember, they are our friends and we should thank them for their hard work in keeping us safe.

**Teacher:** Now, let us all imagine we are police officers for a day. What would you do to help your neighbourhood?

**Students** (Possible responses):

- I would help people cross the road.
- I would catch thieves.
- I would make sure everyone follows the rules.

**Teacher:** Those are amazing ideas. Let us all clap for our hardworking police officers and remember how they help make our neighbourhood a better place.

## Hospital



**Teacher:** Next, we are going to learn about another very important place in our neighbourhood—the hospital. A hospital is where doctors, nurses, and

**MUST DO**

10 MIN.

other helpers work to take care of sick or injured people. Do you know what happens at a hospital?

**Students** (Possible responses):

- Doctors make people feel better.
- People go there when they are sick.
- Nurses give medicines.

**Teacher:** That is absolutely correct. At a hospital, doctors treat sick people and nurses help them get better. They make sure everyone is taken care of. Do you know anyone who has been to a hospital?

**Students** (Possible responses):

- I went there when I was not well.
- My little brother was born at the hospital.
- My grandmother goes there for a check-up.

**Teacher:** Those are wonderful observations. Hospitals are so important because they help people stay healthy. Can you imagine what would happen if there were no hospitals?

**Students** (Possible responses):

- People would not get better when they are sick.
- There would be no doctors to help us.
- We would not have a place to go in an emergency.

**Teacher:** That is right. Hospitals are very important because they help save lives and keep everyone healthy.

**Teacher:** Now, let us think about this: What would you like to do if you worked at a hospital?

**Students** (Possible responses):

- I would be a doctor and help people.
- I would give medicines like a nurse.
- I would take care of babies.


**Teacher:** Those are fantastic ideas. Doctors, nurses and all the helpers at the hospital work very hard to keep us safe and healthy. Let us remember to be grateful for the people who take care of us when we need help.

**Teacher:** If you were feeling sick, what would you do?

**Students** (Possible responses):

- I would tell my parents.
- I would visit a doctor.
- I would go to the hospital.

**Teacher:** That is exactly right. Hospitals are there to make sure we feel better and stay strong. Let us give a big clap to all the doctors, nurses and helpers who work in hospitals to take care of everyone.

 **Infographic** can be shown to students from the digital platform.

## Differentiated Activity

**110 km/hr**



Write 3 words about your favourite community helper.

**80 km/hr**



Ask students to draw their favourite community helper.

40 km/hr



Provide colouring sheets showing different community helpers (doctor, teacher, police officer, etc.). While they colour, ask simple questions like: who is this? Where do they work? How do they help us?

### Home Task

Create a thank-you card for any neighbourhood helper. Decorate the card and write a simple message like: 'Thank you, doctor, for helping us when we are sick.'

With the help of your parents give the Thank-You card to the community helper around you.

### Period 5

Begin the session with a quick recap of the neighbourhood places discussed in the previous session.

COULD DO

5 MIN.



#### Park



**Teacher:** Today, we will learn about a very special place in our neighbourhood—the park. The park is a place where we can play, relax, and spend time with our friends and family. Do you like going to a park? What kind of activities can we do there?

MUST DO

10 MIN.



**Students** (Possible responses):

- We can play games.
- We can go on swings and slides.
- We can take walks.
- We can have a picnic.

**Teacher:** That is right. The park is a wonderful place to have fun and relax. It is also where we can enjoy nature and feel fresh air. Have you ever been to a park?

**Students** (Possible responses):

- Yes, I go there with my friends.
- I have been there with my family.
- There is a park near my house.

**Teacher:** Wonderful. Parks are very important for us to play, exercise and spend time with our friends and family. They make our neighbourhood beautiful and fun.

**Teacher:** Can you think of some games we can play in a park?

**Students** (Possible responses):

- We can play football or cricket.
- We can ride bicycles.
- We can play hopscotch.

**Teacher:** Wonderful ideas. Parks are places where everyone can have fun in their own way. Now, imagine that you are at the park. What would you like to do there?

**Students** (Possible responses):

- I would run and play with my friends.
- I would go on the swings.
- I would take a walk with my family.

**Teacher:** Those are amazing activities. Let us all remember to take care of our parks by keeping them clean and being respectful to others. Parks are special places for everyone to enjoy.

#### Places of worship

##### Places of Worship

Places of worship, such as mosques, temples, churches and gurdwaras are also located in our neighbourhood. We are one big family. We help each other out. We celebrate festivals together. Sometimes, when our parents have to go somewhere, our neighbours look after us.

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**Teacher:** Next, let us learn about the places of worship in our neighbourhood, such as mosques,

MUST DO

10 MIN.



temples, churches and gurdwaras. These are very special places. Do you know why they are important?

**Students** (Possible responses):

- We pray there.
- People feel peaceful there.
- We go there for festivals.

**Teacher:** That is right. These places are where people pray and find peace. They also bring us all together as a community. Have you visited any of these places of worship?

**Students** (Possible responses):

- Yes, I have been to a temple.
- I went to a church for Christmas.
- I went to a gurdwara with my family.

**Teacher:** That is wonderful. In our neighbourhood, we all live together like one big family. We celebrate festivals like Diwali, Eid, Christmas and Gurdurab together. Why do you think celebrating festivals together is important?

**Students** (Possible responses):

- It makes us happy.
- We share sweets and gifts.
- We learn about each other's festivals.

**Teacher:** Sometimes, when our parents are busy or need to go somewhere, our neighbours help us.

MUST DO

5 MIN.



Can you think of ways neighbours help each other?

**Students** (Possible responses):

- They look after us when our parents are away.
- They give us sugar or milk if we run out of it.
- They help during emergencies.

**Teacher:** That is right. Neighbours are like an extended family—they care for us and support us. How do you think we can be good neighbours?

**Students** (Possible responses):

- We can share things with each other.
- We can help our neighbours when they need us.
- We can be kind and respectful to everyone around us.



**Teacher:** Those are great ideas. Being good neighbours helps us create a strong and happy community. Together, we can make our community a happy and loving place to live.

### Recalling better

**Teacher:** Now that we have learned so much about the places in our neighbourhood, let us see how much we remember.

COULD DO

10 MIN.



Recalling better

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- The places near our house make up our neighbourhood.
- We go to the bus stop to take a bus.
- We go to school to study.
- We buy food, clothes and books from the market.
- We go to the post office to buy stamps.
- We go to the police station to take help when we are in trouble.
- We go to a hospital when we are sick.
- We play in the park.

42

**Teacher:** Here are the instructions:

1. Sit with your buddy.
2. I will ask you a question. Discuss 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.)

### Questions to ask students:

1. What places make up our neighbourhood?
2. Where do we go to take a bus?
3. Where do we go to study?
4. Where do we buy food, clothes and books?
5. Where do we go to buy stamps?
6. Where do we go when we need help in an emergency?
7. Where do we go when we are sick?
8. Where do we go to play?

**Teacher:** Remember, talk to your buddy first and then raise your hand to share your answer. Let us see how well you know your neighbourhood.

### Differentiated Activity

#### 110 km/hr



Imagine you get the power to be the head of your neighbourhood for a day. What changes would you to make it a better place for everyone? Write a 5 to 7 sentences explaining your ideas.

#### 80 km/hr



Draw a picture of your favourite neighbourhood place.

#### 40 km/hr



Draw your neighbourhood and write one sentence about a place you like to visit.

### Home Task

Find pictures or draw a few places in your neighbourhood. Examples: your school, the park, the market, a place of worship and the post office. Arrange your drawings or pictures neatly in a small scrapbook or on separate sheets of paper stapled together. Seek the help of your parents.

### Period 6

### Learning better

#### Fill in the blanks

Learning better

CBA

A Fill in the blanks.

1. People who live near our house are our \_\_\_\_\_.
2. We buy food from the \_\_\_\_\_.
3. We go to a \_\_\_\_\_ to buy stamps.

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

SHOULD DO

10 MIN.



**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. Ready?

**Teacher:** First question: People who live near our house are our \_\_\_\_\_. Think about what we have learnt. Who are the people who live near us?

(Pause for students to respond.)

**Students:** Neighbours.

**Teacher:** That is correct. People who live near our house are our neighbours. Now, write the word neighbours in the blank space.

(Wait for students to finish)

**Teacher:** Next question: We buy food from the \_\_\_\_\_. Think about the place where we go to buy fruits, vegetables and other things. Where do we buy food from?

(Pause for students to respond.)

**Students:** Market.

**Teacher:** Yes, we buy food from the market. Now, write the word market in the blank space.

(Wait for students to finish)

**Teacher:** Last question: We go to a \_\_\_\_\_ to buy stamps. Think about the place where we buy stamps or send letters. Where do we go?

(Pause for students to respond.)

**Students:** Post office.

**Teacher:** That is right. We go to a post office to buy stamps. Now, write the word post office in the blank space.

(Wait for students to finish)

**Teacher:** Well done, everyone. You have done a great job completing these sentences. Let us move on to the next activity.

## Write T for true and F for false

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

1. We go to school to study.
2. We go to a police station when we are sick.
3. We wait at the bus stop to take a bus.

43

**Teacher:** You will work in pairs with your buddy. I will read each sentence aloud and you will decide with your buddy whether it is true or false. Then, we will discuss the answers together as a class.

**MUST DO**

10 MIN.

**Teacher:** First sentence: We go to school to study. Think about what we do in school. Discuss with your buddy—is this true or false?

(Give students a moment to discuss and write their answers.)

**Teacher:** Second sentence: We go to a police station when we are sick. Now, think about where we go when we feel unwell. Talk to your buddy. Is this true or false?

(Pause for discussion.)

**Teacher:** Last sentence: We wait at the bus stop to take a bus. Discuss with your buddy—do we wait at the bus stop for a bus? Is this true or false?

(Give students time to discuss and write their answers.)

**Teacher** (class discussion):

First sentence: 'We go to school to study.' What do you think? Raise your hand if you think it is true.

**Students:** True.

**Teacher:** That is correct. We go to school to study. Write T for True if you have not already written. Second sentence: 'We go to a police station when we are sick.' What did you and your buddy decide?

**Students:** False

**Teacher:** That is right. We do not go to a police station when we are sick. We go to a doctor or a hospital. So, write F for False.

**Third** sentence: 'We wait at the bus stop to take a bus.' What is the answer?

**Students:** True

**Teacher:** Exactly. We wait at the bus stop to take a bus. Write T for True.

## Write short answers in your notebook

### C Write short answers in your notebook.

1. Name two places in your neighbourhood.
2. Rina has fallen down from the swing. She has hurt her knee. Where will Rina's father take her?

43

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

**MUST 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: Name two places in your neighbourhood. Think about the places near your house. Can anyone share examples of places in their neighbourhood?

(Pause for students to respond. Guide them if needed, e.g., 'You might think about the park, the grocery store or the hospital.')

**Teacher:** Good answers. Now, write the names of any two places in your neighbourhood in your notebook.

(Wait for students to write.)

**Teacher:** Let us move on to the second question: Rina has fallen down from the swing. She has hurt her knee. Where will Rina's father take her?

Think about where we go if we get hurt and need help.

(Pause for students to respond. Guide them if needed, e.g., 'Where do we go to see a doctor or get medicine?')

**Teacher:** That is right. Rina's father will take her to a hospital or a doctor. Now, write this answer in your notebook.

(Wait for students to write.)

**Teacher:** Great job, everyone. Once you have finished writing, raise your hand and I will come around to check your answers.

## Differentiated Activity

110 km/hr



If there is a fire in your neighbourhood, which place would you go to for help? Why?

80 km/hr



Name three places in your neighbourhood.

40 km/hr



Match the Following:

Park	Study
School	Doctor
Hospital	Play

## Home Task

## Creating better

### Creating better

Art 1 2 & CS

#### Create a neighbourhood collage map.

Materials required: Large poster board or cardboard, old magazines, a pair of scissors, glue and markers.

Steps:

- Cut out pictures of places that represent different places in your neighbourhood (such as houses, schools, parks, stores, etc.) from old magazines.
- Paste the pictures on the poster board to create a collage of your neighbourhood.
- Add roads, trees and other details using markers.
- Refer to the map, before you step out!

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Create a neighbourhood collage map.

## Period 7

**Animated Activities** can be done with students. Instruct students to work in teams to answer the questions.

**COULD DO**

10 MIN.

## Thinking better

**Teacher:** Now, I want you to think about—why we need neighbours? Can you think about how they help us and why they are important?

**MUST DO**

15 MIN.



Think and answer in your notebook.

Why is it important to have neighbours?

2 L.C.S HOTS

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

1. First, what do you like about having people live near your house?
2. How can neighbours help you or your family in times of need?
3. What would happen if there were no neighbours around?
4. Do you think being kind to your neighbours is important? Why?

**Teacher:** 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 how neighbours can make life easier or more fun for you and your family.

(Pause for students to think)

**Teacher:** Remember, neighbours can be helpful, friendly and even fun to be around. They can lend us things, help in emergencies or simply be someone to talk to. Let us discuss your ideas now.

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

**Students** (Possible Responses):

- Neighbours can help us if we are in trouble.
- They can play with us.
- They can take care of us if our parents are not at home.
- They are like friends who live close by.

**Teacher:** These are wonderful answers. Neighbours are very important because they make our neighbourhood a happy and safe place to live. Now, write your thoughts in your notebook and we will discuss them together.

## Choosing better

**Teacher:** Imagine Lina and her family are shopping in the grocery store. They notice an elderly woman who is having trouble finding butter. What do you think Lina should do? Let us look at the choices:

**SHOULD DO**

15 MIN.



Lina and her family are shopping in the grocery shop. They see an elderly woman who is not able to find butter, Lina should:

1. help her find butter.
2. ignore her and continue shopping with her family.

LSV

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Option 1: Help the elderly woman find the butter.

Option 2: Ignore her and continue shopping with her family.

**Teacher:** Take a moment to think about what you would do if you were in Lina's place. Then, tick the answer you think is the best.

(Pause for students to think and complete the task.)

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

(Allow students to share their answers and explain their reasoning.)

**Teacher:** That is great. Helping others, especially someone who might need a little support, is always a kind and thoughtful thing to do. Lina can help the elderly woman find the butter and it will make her feel happy and cared for.

Remember, small acts of kindness, like helping someone, make our neighbourhood and the world a better place.

## Differentiated Activity

110 km/hr



If you could plant a tree in your neighbourhood, what kind would it be and where would you plant it?

80 km/hr



If you had to give a name for your neighbourhood what would it be and why?

40 km/hr



Draw a picture of your you in your neighbourhood.

## Home Task

**Revising better**

In this chapter, you have learnt about the various places in a neighbourhood. Which was the last place you visited in the neighbourhood. Why? Write in your Little Book.

DBL

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Have learnt? IC

Teacher's Note: \*Guide the students to recall and answer this in their notebooks.

**Revising better:** In this chapter, you have learnt about the various places in a neighbourhood. Which was the last place you visited in the neighbourhood? Why? Write in your Little Book.

## Period 8

### 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 neighbourhood. Now, we will fill in the 'Learnt' column of our KWL chart.

**MUST DO**

10 MIN.



**Teacher:** I want you to sit with your partner and discuss what you learnt from the lesson. Think about the places in your neighbourhood, the people who help us and how these places are important to us. After a few minutes, we will hear from each pair and you will write your ideas in your notebook under the 'Learnt' column.

(Allow students to discuss with their partners for a few minutes. Then invite each pair to share their answers.)

**Teacher:** Those are wonderful answers. Here are some key points to write in the 'Learnt' column:

- The neighbourhood includes places like the school, park, hospital, grocery shop, and post office.
- People in the neighbourhood, like doctors, teachers, shopkeepers and postmen, help us in different ways.
- Our neighbourhood is important because it makes life easier by providing us with what we need.

**Teacher:** Now, let us write these ideas in the 'Learnt' column of our chart or in your notebooks.

**Teacher:** Our neighbourhood is a very special part of our lives. By knowing about it, we understand how to work together and help each other.

### Worksheet 1

Theme 6: I Stay in Unity

## 10. Our Neighbourhood

Worksheet 1


**A. Fill in the blanks with the correct options.**


1. People who live near our house are known as \_\_\_\_\_. (family/neighbours).
2. We wait for the bus at the \_\_\_\_\_. (bus stop/hospital).
3. Children study in a \_\_\_\_\_. (school/police station).
4. We buy stamps from the \_\_\_\_\_. (post office/market).
5. People go for walks in a \_\_\_\_\_. (park/market).


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


1. We buy food, clothes and books from the market. \_\_\_\_\_
2. We play in the park with our friends. \_\_\_\_\_
3. A policewoman or policeman works in a police station. \_\_\_\_\_
4. A doctor treats healthy people. \_\_\_\_\_
5. Places near our house make up our home. \_\_\_\_\_


**C. Look at the pictures. Write the name of the place against each one.**

1.  \_\_\_\_\_

2.  \_\_\_\_\_

3.  \_\_\_\_\_

4.  \_\_\_\_\_

5.  \_\_\_\_\_

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

**SHOULD DO**

20 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. Instruct students to write the correct answers in their book.

#### Write T for true and 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.

#### Look at the pictures. Write the name of the place against each one.

Ask students to work independently to identify the places given and write their names in the space provided. Discuss the answers with the whole class.


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

 **Slideshow** can be shown from the digital platform to students to recap the lesson.

**COULD DO**

10 MIN.

### Period 9

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

**COULD DO**

10 MIN.

### Worksheet 2

**A. Fill in the blanks with the correct options.**

1. Places near our house are known as \_\_\_\_\_. (market/neighbourhood).
2. A teacher teaches in a \_\_\_\_\_. (hospital/school).
3. We buy food from the \_\_\_\_\_. (post office/market).
4. We \_\_\_\_\_ clothes from the market (buy/throw).
5. Children go to play in a \_\_\_\_\_. (park/hospital).

**B. Rearrange the letters to form meaningful words related to our neighbourhood.**

1. KPAR \_\_\_\_\_
2. KETMAR \_\_\_\_\_
3. OOLSCH \_\_\_\_\_
4. PITALHOS \_\_\_\_\_
5. HOODNEIGHBOUR \_\_\_\_\_

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


1. Places near our house make up our neighbourhood. \_\_\_\_\_
2. A postman treats sick people. \_\_\_\_\_
3. We buy fruits from the market. \_\_\_\_\_
4. A doctor helps people in the police station. \_\_\_\_\_
5. We play in the park with our books. \_\_\_\_\_

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

**SHOULD DO**

20 MIN.

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

#### 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. Instruct students to write the correct answers in their book.

**Rearrange the letters to form meaningful words related to our neighbourhood**

Ask students to work in teams to identify the words and rearrange the given letters to form words related to 'neighbourhood'. Discuss the answers with the whole class.

**Write T for true and 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.

**Holistic Teaching**

**English**

Chapter 10: Our Neighbourhood

Theme 6: I Stay In Unity

A

English

FLN HoLL MDA

Fill in the blanks with g and l words.

1.

Maria buys her mother a \_\_\_\_ift from the market.

2.

The police officer helped the old \_\_\_\_ady find her wallet.

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**Fill in the blanks with 'g' and 'l' words.**

**COULD DO**

Read each sentence aloud and ask students to identify the missing part of the word that should be filled with 'g' or 'l'. Students will complete the sentences by adding 'g' or 'l' to form

the correct words. Once students have filled in the blanks, review the sentences and check their answers.

**Maths**

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

**COULD DO**

**10 MIN.**

Chapter 10: Our Neighbourhood

Theme 6: I Stay In Unity

A

English

FLN HoLL MDA

Fill in the blanks with g and l words.

1.

Maria buys her mother a \_\_\_\_ift from the market.

2.

The police officer helped the old \_\_\_\_ady find her wallet.

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# 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 neighbourhood places like a park, a school or a hospital and identifying key elements within them (e.g., swings, classrooms, beds).</li><li>• engage in activities such as a simple walk in their immediate surroundings to observe and identify neighbourhood landmarks.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>• develop an understanding of the importance of neighbours by sharing examples of how neighbours help one another (e.g., lending tools, helping in emergencies).</li><li>• foster respect for shared spaces like parks or playgrounds by discussing how keeping these spaces clean benefits everyone.</li><li>• participate in role-play activities to demonstrate empathy and collaboration in neighbourhood interactions.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• recognise and name different places in the neighbourhood and explain their functions (e.g., a park for playing, a hospital for treatment, a school for learning).</li><li>• describe how neighbours and neighbourhoods form a part of a larger community, focusing on the importance of cooperation and shared responsibilities.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• describe neighbourhood places in simple sentences during oral communication activities.</li><li>• use new words in context while narrating experiences or observations about their neighbourhood.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>• create collaborative projects such as a “Neighbourhood Collage” using pictures or drawings of places and people in the community.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>• demonstrate attentiveness during class discussions on the roles of neighbours and neighbourhood places.</li><li>• participate in group activities that involve describing or sharing observations about their neighbourhood.</li><li>• demonstrate curiosity and responsibility by observing and reporting positive habits (e.g., greeting neighbours, taking care of public spaces).</li></ul>

## Starry Knights

Share a memorable incident that happened while teaching this unit.

Despite your hectic schedule, you delivered a wonderful lesson today.

Give yourself a STAR



# Lesson-11: Our Helpers

Theme 6:  
I Stay in Unity

9 Periods (40 minutes each)



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



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

Confirming better

I help everyone

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to explore the roles of individuals who contribute to the well-being of society, such as teachers, farmers, police officers, postmen, doctors, cobblers and others.
- to develop language skills by learning occupation-related vocabularies such as hospital, sick, cobbler, fields, uniform, tools and service.
- to recognise the importance of different occupations, foster respect and gratitude for all forms of work and understand their interconnectedness in society.
- to encourage empathy and teamwork by role-playing as community helpers and discussing their contributions in real-life contexts.
- to participate in activities like creating a scrapbook about community helpers, sorting tools used in different jobs and matching helpers to the places they work at (e.g., teacher – school, farmer – fields).

## Methodology

### Period 1

**Note to the Teacher:** Begin by asking students to prepare a KWL chart to organise their thoughts on the topic 'Our Helpers'. Encourage students to share what they already know about people who help us in our daily lives and what they are curious to learn.

COULD DO

10 MIN.



**Teacher:** Hello, students. In our last lesson, we talked about Our Neighbourhood. Do you remember what we learnt? Who can tell me some places we see in our neighbourhood?

(Pause for responses.)

**Teacher:** Yes. We talked about the school, the hospital, the market, the post office and more.

Now, let me ask you something: Have you ever wondered who works in these places to make our neighbourhood run smoothly?

In this lesson, we will learn about a few special people who are all around us and help us in many different ways. They are called community helpers.

Do you know who these helpers are? For example:

- Who teaches you in school?
- Who grows the food you eat?
- Who helps when you are unwell?
- Who keeps us safe in our neighbourhood?

(Give time after each question for students to think and respond)

**Teacher:** Yes, they are the community helpers and they make our lives easier and better every day. In this lesson, we will explore:

- Who our helpers are.
- How they help us in our daily lives.
- Why their jobs are important.

Now, let us create a KWL chart in our notebooks.

K	W	L

**Teacher:** Let us start with the first column – (K).

- Who are some helpers you see around you every day?
- How do they help you?
- What tools or things do these helpers use in their work?

(Pause for students to share their responses.)

**Teacher:** Great answers. Write these in the K column.

Now think about the second column – (W).

(First question the students what they are curious about. Then provide cues, such as the questions mentioned below.)

- What does a farmer do every day?
- Why do doctors and nurses work in hospitals?

- What does a police officer do to keep us safe?
  - What happens if these helpers stop doing their work?
- (Pause for students to share their questions.)

**Teacher:** These are wonderful questions. Write them in the W column.

As we continue learning about our helpers, we will answer these questions and discover more about their jobs and how they help us. At the end of the lesson, we will complete the L column with everything new we have learnt.

## Kinaesthetic

**Re-KAP** **SPD**

**Kinaesthetic**

Play dumb charades. Make two groups. Act out the names of different people who help us, such as a guard, delivery man and so on. The other group will have to guess the name of the helper.

Confirming 44

**Teacher:** Alright, everyone. To start today's lesson, let us play a fun game called Dumb Charades.

**MUST DO**

30 MIN.

In this game, we will be learning about some special people who help us in different ways, but we will do it through actions. Do not worry if you do not know much about them yet—this activity will help us explore who they are and what they do.

**Teacher** (Explaining the Rules):

1. I will divide you into two groups: Group A and Group B.
2. One person from the acting group will come forward and I will whisper the name of a helper to them.
3. The actor will show, through actions only, what the helper does. No words, no pointing and no writing.
4. The other group will guess who the helper is. You will have 1 minute to figure it out.
5. After that, the groups will switch roles and the next group will act while the other guesses.

Remember, no talking, no pointing to objects and no writing. You can only use actions to show what the helper does. Are you ready?

**Students:** Yes.

**Teacher:** To the first student from Group A: Please come forward. Your helper is a teacher. Ready? Act out what a teacher does.

**Note to the teacher:** Create a list of community helpers that are age-appropriate and relevant for students. Ensure that each helper can be acted out using simple actions.

Call one student from the acting group and privately share the name of the helper they need to act out. If needed, give subtle clues to help the student think about actions, such as:

- If you are a teacher, you might pretend to write on a board or explain something.

- If you are a farmer, you can show planting seeds or holding a basket of crops.
- If you are a delivery person, pretend to carry a package and ring a doorbell.

Alternate turns between groups so that all students get a chance to act or to guess. Ensure each helper is demonstrated at least once.

After the activity, recap the roles of the helpers which were acted out. Highlight the importance of each helper in our daily lives.

## Differentiated Activity

**110 km/hr**

If you could be any community helper for a day, who would you be and why?

**80 km/hr**

If you saw a firefighter, what would you say? Share your thoughts.

**40 km/hr**

Draw a picture of your favourite community helper.

## Home Task

In your notebook, draw a picture of how you help your parents in the house.

## Period 2

### Auditory

**Auditory\***

Listen to your teacher carefully. Answer the questions.

Help 44

**Teacher:** Alright, everyone. Now I am going to tell you a short story. Listen carefully because I will ask you some questions about it afterwards.

**MUST DO**

15 MIN.

**Teacher (reading aloud):** It is Sunday morning. Ira goes to the kitchen and sees Meena didi making breakfast. Meena didi cooks food for the family. Ira offers Meena didi a glass of water.

**Teacher:** Who remembers who Meena didi is? (Wait for responses.)

If students struggle: Give them thinking prompts like 'Think about what Meena didi was doing in the kitchen. Who cooks food for the family?'

**Teacher:** Yes, that is right. Meena didi is the person who helps Ira's family by cooking food for them.

**Teacher:** Here is the next question. How did Ira help Meena didi?

(Wait for responses.)

If students struggle: Give them thinking prompts like 'Did Ira give her anything? What can we do to help someone who is gets a little tired while working?'



**Teacher:** That is correct. Ira helped Meena didi by giving her a glass of water.

**Teacher:** Great listening, everyone. This story shows how even small actions, like offering a glass of water, are ways in which we can offer help to those who help us. Can you think of one way you can help someone at home or school?


(Allow students to share their ideas.)

## Pictorial

Pictorial

PS

Read the story. Circle the correct answers.



is a delivery man/teacher. He gets us


packages/cooks food for us.

guard/doctor. He guards our


building/cleans our building.

gardener/cook.

He takes care of our garden/building.



is a security



is a

PH

K (What I Know)

ICL (What I Learn to Know)

TH

**Teacher:** Now, look at these pictures in the book. These are some people who help us in our daily lives. Read the sentences and circle the correct word to make the sentences. We will discuss the answer once you complete the activity.

(Give time for students to work on the task in pairs or independently. Move around the class to observe and support the students who need help.)

**Teacher:** Look at the first picture. What is he holding?  
(Pause for responses.)

**Student 1:** A box.

**Teacher:** Great. He brings us packages. So, do you think he is a delivery man or a teacher?

**Student 2:** A delivery man.

**Teacher:** Perfect. If you have not circled the word already, you can do it now. Let us look at the next picture.

**Teacher:** Now, look at this person. Who is he?

(Pause for responses.)

**Teacher:** Yes, he is a security guard. What does he do?

**Student 4:** He guards our building.

**Teacher:** Correct. So, circle the word 'security guard.'

**Teacher:** Here is the last picture. What is this person doing?

**Student 5:** He is working in a garden.

**Teacher:** That is right. So, is he a gardener or a cook?

**Student 6:** A gardener.

**Teacher:** Excellent. Circle the word 'gardener'.

**Teacher:** Now that we have completed the activity, can you think of any other helpers around us?

(Allow students to think and share their responses)

## Interacting better

Interacting better

Who is your favourite helper? Why? Tell the class.

ICL

45

**Teacher:** Next, I have a fun question for you. Who is your favourite helper?

Think about someone who helps you or your family. Maybe it is someone you see every day or someone you really like.

**Teacher:** Raise your hand if you want to share your answer. Who wants to go first?

**Student 1:** Ma'am, my favourite helper is my school bus driver.

**Teacher:** That is a great answer. Can you tell us why he is your favourite helper?

**Student 1:** He takes me safely to school every day.

**Teacher:** Wonderful. The bus driver is such an important helper. Who else wants to share?

**Student 2:** I like the gardener near our house.

**Teacher:** Oh, that is interesting. Why is he your favourite helper?

**Student 2:** Because he grows flowers and I love flowers.

**Teacher:** That is a lovely reason. Thank you for sharing.

**Student 3:** Ma'am, I like doctors.

**Teacher:** A great choice. Why are doctors your favourite?

**Student 3:** Because they help me when I am sick and make me feel better.

**Teacher:** That is so true. Doctors are very kind and helpful.

**Teacher:** Wow, you all have such thoughtful answers. Let us all clap for our favourite helpers. Helpers make our lives so much better, don't they?

(Encourage other students to share or add more to their reasons to promote interaction.)

## Differentiated Activity

110 km/hr



Name any two helpers you know and the job they perform.

80 km/hr



Fill in the Blanks

- If I am hurt, I go to the \_\_\_\_\_.
- My \_\_\_\_\_ teaches me new things every day.
- The \_\_\_\_\_ helps us when we are lost.
- The \_\_\_\_\_ grows fruits and vegetables.

40 km/hr



Match the helper to their job:

- |                   |                                     |
|-------------------|-------------------------------------|
| 1. Doctor         | Teaches children                    |
| 2. Teacher        | Puts out fires                      |
| 3. Firefighter    | Takes care of sick people           |
| 4. Police Officer | Catches criminals and keeps us safe |
| 5. Farmer         | Grows food for us                   |

## Home Task

Find pictures of different community helpers in magazines or online with the help of an adult. Cut out the pictures and make a collage. Label each helper and what they do.

## Period 3

It is a new day at school. During the EVS class, the teacher talks about the different kinds of people who help us.





**Teacher:** Hello everyone. Do you know that Lina and her friends are learning about helpers around them in their EVS class?

(Pause for students to express)

**Teacher:** Let us read the story to find out what they are learning.

(Read the conversation given in the book and engage students in a discussion about their experiences with helpers around them. Help them identify the community helpers they meet every day).

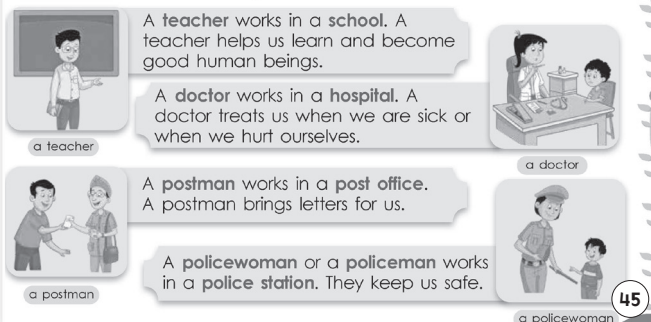
 Play the **Animation** from the digital platform to generate interest about the topic.

 **eBook** can be used to teach the lesson.

### People who help us

#### PEOPLE WHO HELP US

Let us learn about our helpers.



**Teacher**

**Teacher:** First, we are going to talk about someone very important who helps us every day. You meet him/her at school every day. Can you guess who that might be?

(Pause to allow students to express)

**Teacher:** Yes, that is right. A teacher is a helper who works in a school. Do you know what a teacher does?

**Students:** Teaches us how to read and write.

**Teacher:** That is right. A teacher helps children learn new things like reading, writing, counting and so much more.

**Students:** You also tell us stories.

**Teacher:** Absolutely. Teachers tell stories to make learning fun.

A teacher is like a guide who shows you the right path. Now, can you think of something you have learnt from your teacher that you use in your everyday life?

**Students:** You taught us to say "please" and "thank you" to others.

**Teacher:** That is wonderful. Always remember, a teacher is here to help you learn and grow. How many of you want to become teachers one day?

**Students:** Me. Me.

**Teacher:** That is so sweet. Maybe one day, you will be the ones helping children learn and grow. Keep working hard and listening carefully and you will achieve great things.

### Doctor

**Teacher:** Next, we are going to learn about another special helper who takes care of us. Can you guess who this is?

**Students:** Is it a doctor?

**Teacher:** That is right. A doctor is someone who works in a hospital or a clinic. Can anyone tell me what a doctor does?

**Students:** A doctor helps us when we are sick.

**Teacher:** Exactly. A doctor treats us when we are sick or when we hurt ourselves. They help us feel better and stay healthy. Have you ever been to a doctor?

**Students:** Yes.

**Teacher:** Would anyone like to share their experience of visiting a doctor? What had happened to you and how did the doctor help you?

(Pause to let students share their experiences.)

**Teacher:** Those are great stories. Doctors help us in so many ways. They use their tools, like a stethoscope, to check our heartbeat and sometimes they give us medicine or even an injection to make us feel better.

**Students:** They tell us to eat healthy food and drink lots of water.

**Teacher:** Yes, you are right. Doctors also give us advice to keep our bodies healthy. Now, let us think of something nice we can say to a doctor the next time we see one.

**Students:** 'Thank you for helping us.'

**Teacher:** That is a lovely thing to say. Always remember, doctors are there to take care of us, just like the teachers who help you learn. Now, let us give a big cheer to all the doctors and teachers out there.

**Students:** Cheers.

**Note to the teacher:** Arrange for a pretend play for students to experience being a doctor and a patient. If possible, show them the tools that the doctors use like a thermometer and a stethoscope.

## Postman

**Teacher:** Next, we are going to learn about another helper in our community. Can you guess who it is? Here is a clue: this person brings us important letters and sometimes even gifts.

**Students:** Is it a postman?

**Teacher:** That is right. A postman is someone who works hard to deliver letters and packages to us. They wear a special uniform and carry a bag full of letters. Have you ever seen a postman?

**Students:** Yes.

**Teacher:** Wonderful. Can anyone tell me what a postman does?

**Students:** A postman brings letters to our homes.

**Teacher:** Exactly. A postman travels from one place to another, either by walking, riding a bicycle or even driving a vehicle, to deliver letters and parcels. They work in all kinds of weather conditions, whether it is sunny, rainy or cold. Isn't that amazing?

**Students:** Yes, it is.

**Teacher:** Have you ever received a letter or a package? Who was it from?

(Pause to let students share their experiences.)

**Teacher:** That is so exciting. A postman makes sure we get our letters and gifts in a perfect condition. Imagine how important their job is—helping us stay connected with our friends and family.

**Teacher:** Now, let us think about how we can say thank you to a postman. The next time you see a postman, what will you say?

**Students:** Thank you for delivering our letters.

**Teacher:** Perfect. Postmen and postwomen are an important part of our community. They help us in ways we sometimes do not think much about. Let us have a big round of applause for all the hardworking postmen and postwomen.

## Differentiated Activity

110 km/hr



Name a few good qualities of your favourite helper.

80 km/hr



Draw a picture of a postman delivering a letter or a package to a house. Label the things he is carrying.

40 km/hr



Colour the words that are related to a postman.

Letter	Police station
Injection	Vegetables
Market	Bicycle
School	Bag

## Home Task

Draw a beautiful card that you would like to send to a friend. Make sure to add a special message inside. Ask your parents to help you put your card in an envelope. With their help, send it to your friend through a post office.

## Period 4

Open the **Dictionary** from the digital platform to introduce the new words to the students. Ask them to repeat the words after you. Encourage students to participate in a discussion about the pictures they see and ask them to frame sentences using the words.

COULD DO

10 MIN.

A farmer works in the fields.  
A farmer grows food for us.

a farmer

A tailor stitches clothes.

a tailor

A cobbler mends and makes shoes.

a cobbler

A carpenter makes and fixes furniture.

a carpenter

Everyone and the work they do is important. We are all equal.  
We live with each other in unity and harmony. 46

## Policeman

MUST DO

10 MIN.

**Teacher:** Today, I want to tell you about an important person who helps keep us safe – The Policeman.

The policeman helps keep the community safe. If someone is in trouble, the policeman is there to help. He makes sure that everyone follows the rules and stays safe.

And help people in emergencies and catch people who break the law. Remember, we also have female police officers who help us and keep us safe.

## Farmer

**Teacher:** Next, we are going to learn about another helper in our community. Can you guess who it is?

MUST DO

10 MIN.

Here is a clue: this person helps grow the food we eat and takes care of animals like cows and chickens.

**Students:** Is it a farmer?

**Teacher:** That is right. A farmer is someone who works hard to grow food and take care of animals. Farmers work on farms to plant crops and feed animals. Have you ever seen a farmer?

**Students:** Yes.

**Teacher:** Wonderful. Can anyone tell me what a farmer does?

**Students:** A farmer grows food and takes care of animals.

**Teacher:** Exactly. Farmers grow vegetables, fruits and grains like wheat and rice. They also take care of animals like cows, chickens and goats.

**Teacher:** Have you ever visited a farm or seen a farmer working?

(Pause to let students share their experiences.)

**Teacher:** Farmers help us by giving us the food we eat, like rice, wheat, vegetables and fruits. Imagine how important their job is—without farmers, we would not have food to eat.

**Teacher:** Now, let us think about how we can say thank you to a farmer. The next time you see a farmer, what will you say?

**Students:** Thank you for growing our food.

**Teacher:** Perfect. Farmers are an important part of our community. They help us in ways we sometimes do not pay attention to.

### Tailor

**Teacher:** Next, we are going to learn about another important helper in our community. Can you guess who it is? Here is a clue: this person makes and fixes the clothes we wear.

**Students:** Is it a tailor?

**Teacher:** That is right. A tailor is someone who helps us by making and fixing our clothes. Tailors sew clothes and if our clothes get torn, they can fix them too. Have you ever seen a tailor?

**Students:** Yes.

**Teacher:** Great. Can anyone tell me what a tailor does?

**Students:** A tailor makes clothes and fixes them.

**Teacher:** Exactly. A tailor uses a needle, thread and a sewing machine to make clothes like shirts, dresses and pants. They also fix clothes when they get torn or if they are too big or too small. Isn't that helpful?

**Students:** Yes, it is.

**Teacher:** Have you ever had a dress or shirt fixed by a tailor? How did it feel when it was all fixed?

(Pause to let students share their experiences.)

**Teacher:** That is amazing. A tailor helps us by making sure our clothes fit well and are in good condition. Imagine how important their job is—without tailors, we would not have nice clothes to wear.

**Teacher:** Now, let us think about how we can say thank you to a tailor. The next time you visit a tailor, what will you say?

**Students:** Thank you for making our clothes.

## Differentiated Activity

110 km/hr



Draw a picture to show how a farmer helps us.

80 km/hr



Fill in the missing letters

1. F\_\_rme\_\_
2. Pos\_\_m\_\_
3. Nu\_\_se

40 km/hr



Prepare flashcards with pictures of community helpers (policeman, farmer, tailor) and their tools (e.g., a police badge, a shovel, a sewing machine). Lay the cards on the table, face down and ask the students to match the card showing the helpers to the cards showing their tools.

## Home Task

Read the lesson with your parents.

## Period 5

MUST DO

20 MIN.



### Cobbler

**Teacher:** Hello everyone, today let us learn about two more important community helpers: the cobbler and the carpenter. Are you ready?

**Students:** Yes, we are.

**Teacher:** A cobbler is someone who mends our shoes and sometimes even makes new ones. Have you ever been to a cobbler's shop?

(Pause to let students share their experiences.)

**Teacher:** Wonderful. Now, let me ask you something. What does a cobbler use to fix shoes?

(Allow students to share their thoughts)

**Teacher:** A cobbler uses tools like a hammer, nails, glue and thread. Sometimes they also polish our shoes to make them look shiny and new.

**Teacher:** Did you know that cobblers work very hard to make sure our shoes are comfortable to wear? Without cobblers, what would happen to our old or broken shoes?

**Students:** We would not be able to wear them.

**Teacher:** That is right. Cobblers help us by repairing our shoes so we don't have to buy new ones all the time. So, the next time you meet a cobbler, what can we say to them?

**Students:** Thank you for fixing our shoes.

### Carpenter

**Teacher:** Now, let us learn about another helper in our community – The carpenter.

A carpenter is someone who works with wood to make and repair furniture. Have you ever seen a carpenter working?

(Pause to let students share their experiences.)

**Teacher:** Great. Can anyone tell me what tools a carpenter might use?

**Students:** wood and machines.

**Teacher:** Carpenters use these tools to cut, shape and join wood together. They can make things like beds, cupboards and even wooden toys.

**Teacher:** Have you ever used a chair or table that a carpenter made? How did it feel to sit on it?"

(Pause to let students respond.)



**Teacher:** That is amazing. Carpenters make sure our homes, schools and even playgrounds have the furniture we need. Imagine how hard their job is—they work carefully to make sure everything is strong and safe to use.

**Teacher:** Now, let us think about how we can thank a carpenter. The next time you meet a carpenter, what can you say?

**Students:** Thank you for making our furniture.

**Teacher:** Remember, every kind of work is important. We are all equal. We live with each other in unity and harmony.

**Teacher:** Now, let us play a quick game called 'Guess the Helper.' I will give you some clues and you have to guess who I am talking about. Are you ready?

COULD DO

5 MIN.

**Students:** Yes.

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

I fix something you wear on your feet. Without me, it would be hard to walk if your shoes were broken. Who am I?  
(Pause for students to guess.)


**Students:** A cobbler.

**Teacher:** Yes. The cobbler fixes our shoes.

**Here** is the next clue, I work with wood to make things like chairs, tables and cupboards. Who am I?  
(Pause for students to guess.)

**Students:** A carpenter.

**Teacher:** Well done.

 **Animated Activity** can be done with students. Instruct students to work in teams to answer the questions given on the digital platform.

## Recalling better

Recalling better

- People help us in different ways.
- A teacher teaches us to read and write.
- A doctor treats us when we are sick.
- A postman brings us letters.
- A farmer grows food for us.
- There are many other people who help us.
- All kinds of work are important.

CING

46

**Teacher:** Now that we have learnt so much about the people who help us, let us see how much we remember.

SHOULD DO

15 MIN.

**Teacher:** Here are the instructions:

- Find a partner and sit together with your buddy.
- I will ask you a question. Discuss the answer with your buddy and then share it with the class.
- 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 students:

- Who helps us learn and write?
- Who helps us when we are sick?
- Who helps us deliver letters and parcels?
- Who grows the food we eat?
- Are all kinds of work important? Why do you think so?



Show the **Infographic** from the digital platform. Engage students in a discussion about each of the community helpers. Ask them to describe them using simple sentences.

## Differentiated Activity

110 km/hr



What kind of work do you want to do when you grow up? Draw a picture of yourself being a community helper in the future.

80 km/hr



Ask students to draw pictures of four different community helpers and label their drawings. They can include tools or items that the helpers use.

40 km/hr



Encourage students to role-play as different community helpers. Provide them with simple props or ask them to bring something from home that represents the community helper they are portraying.

## Home Task

Ask the students to keep a diary for a week. Each day, they should write one sentence about a community helper they saw or interacted with. They can also draw a picture to go along with their sentence. Example: 'Today I saw a firefighter driving a fire truck.'

## Period 6

### Learning better

Learning better

**A. Match the columns.**

1. A postman	•	•	a. grows food for us.
2. A policewoman	•	•	b. brings letters for us.
3. A farmer	•	•	c. keeps us safe.

CBA

46

### Match the columns

**Teacher:** Let us begin with the book exercises. We are going to do the "Match the columns" exercise today.

**Teacher:** Can someone read the first pair of words given?

**Students:** 1. A postman - a. grows food for us.

**Teacher:** Is it the correct pair?

**Students:** No.

**Teacher:** Then, which of the given options do you think is the correct match for the first word? Does a postman grow food for us or bring letters for us?

**Students:** They bring letters for us.

**Teacher:** Yes. So, draw a line to match the word postman to the sentence 'brings letters for us'

(Ask students to complete the rest of the questions as pairs. Discuss the answers once they finish)

Who am I? Read the clues. Fill in the blanks.

**B Who am I? Read the clues. Fill in the blanks.**

1. I work in a school. I am a \_\_\_\_\_.
2. I treat you when you are sick. I am a \_\_\_\_\_.
3. I grow food for you. I am a \_\_\_\_\_.

47

**Teacher:** Next, let us do the "Who am I?" activity. I am going to read some clues and you have to fill in the blanks with the correct community helper. Ready?

**MUST DO**

10 MIN.

**Students:** Yes.

**Teacher:** Great. Let us start with the first clue. Teacher: I work in a school. I am a \_\_\_\_\_.

**Teacher:** Now, who can tell me which community helper works in a school?

**Students:** A teacher.

**Teacher:** Excellent. So, write the word 'teacher' in the first blank.

**Teacher:** 'I work in a school. I am a teacher.'

Well done. Let us move on to the next clue.

**Teacher:** I treat you when you are sick. I am a \_\_\_\_\_.

**Teacher:** Now, who can tell me which community helper treats us when we are sick?

**Students:** A doctor.

**Teacher:** Excellent. So, write the word 'doctor' in the second blank.

**Teacher:** I treat you when you are sick. I am a doctor.

**Fantastic.** Let us move on to the last clue.

**Teacher:** I grow food for you. I am a \_\_\_\_\_.

Who can tell me which community helper grows food for us?

**Students:** A farmer.

**Teacher:** That is right. So, you should fill in the blank with the word "farmer." Let us write it down together.

**Teacher:** I grow food for you. I am a farmer. Great job, everyone.

Write short answers in your notebook

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

1. What does the teacher do?
2. Jia is not eating her food. Her mother tells her that there are people who work very hard so that food reaches us. Who is she talking about?

47

**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: What does the teacher do?

Think about what we have discussed about the role of a teacher. Can anyone share their thoughts?

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

**Teacher:** Great. Now, let us move to the second question: Jia is not eating her food. Her mother tells her that there are people who work very hard so that food reaches us. Who is she talking about?

Think about all the people who help us get food, from farms to markets to our homes.

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

**Differentiated Activity**

**110 km/hr**



Ask students to read the lesson with their partners.

**80 km/hr**



Give students a few keywords from the lesson and ask them to take turns to read it aloud to their partners.

**40 km/hr**



Give students a few keywords from the lesson. Guide them to read the words aloud and write them in their notebooks.

**Home Task**



**Creating better**

Art 1 2L CS

Take a cardboard sheet. Make cut-outs of some community helpers. Take the help of an adult. Stick the cut-outs on ice cream sticks. Act out a puppet show for your family with all the puppets.

47

**Creating better:** Take a cardboard sheet. Make cutouts of some community helpers. Take the help of an adult. Stick the cut-outs on ice-cream sticks. Act out a puppet show for your family with all the puppets.

**SHOULD DO**

20 MIN.

**Period 7**

**SEL**



PMD

Imagine what you want to be in future. Complete the sentence.

I want to be a \_\_\_\_\_

47

**Teacher:** Good morning, everyone. Today, we are going to talk about something very exciting. I want all of you to imagine what you want to be when you grow up. Close your eyes for a moment. Imagine yourself in the

**MUST DO**

15 MIN.

future. What do you see? Are you a teacher? A doctor? An astronaut? Maybe an artist?

(Pause for a few seconds to let them imagine.)

**Teacher:** Now open your eyes. I know you have some wonderful ideas. Let me tell you about me when I was your age. I wanted to be a teacher because I loved talking to my toys as if they were my students. What about you?

(Encourage one or two students to share.)

**Teacher:** Great. Now, I will ask you some questions to help you think more. Are you ready?

1. What do you love doing the most? Is it drawing, helping people, playing outside or something else?
2. If you could do one thing every day and never get tired of it, what would that be?
3. What makes you happy when you think about it?

**Teacher:** Remember, there is no wrong answer. You can be anything you want to be. Now, write it down in your books. Complete the sentence: I want to be a \_\_\_\_ when I grow up. Take your time and write what is in your heart. (As they write, walk around the class and encourage them.)

### Thinking better



Think and answer in your notebook.

Who do you think keeps your neighbourhood clean? Why do you think (47)

**Teacher:** Now, I want you to think about something important—who do you think keeps your neighbourhood clean? Is it just one person or do many people help? Let us think about it together.

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

1. Who do you see cleaning the streets, parks or public places in your neighbourhood?
2. Do you think your family or neighbours help keep the area clean? How?
3. What happens if we don't keep our neighbourhood clean?
4. Why is it important for all of us to work together to keep the neighbourhood clean?

**Teacher:** 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 when someone throws garbage outside or how your surroundings look when they are clean.

(Pause for students to think and write.)

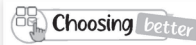
**Teacher:** Remember, keeping our neighbourhood clean is everyone's responsibility. It is not just about one person—it is teamwork. Now, let us hear your ideas.

**Students** (Possible responses):

- The people who clean the streets keep it clean.
- My parents keep it clean by putting garbage in the bin.

- I help by not throwing trash on the ground.
- Everyone should keep it clean because we all live here.

### Choosing better



Your friend Seema falls and hurts her knee while playing in the park. What should you do to help?

1. You will get a bandage and help her clean the wound.
2. You will leave her there.

**Teacher:** Imagine you see your friend fall down and hurt her knee. What should you do to help her? Let us look at the choices.

Option 1: You will get a bandage and help her clean the wound.

Option 2: You will leave her there.

(Pause for students to think.)

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

(Wait for students to complete the task.)

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

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

**Teacher:** Remember, helping others when they are hurt or need help is always a kind and responsible thing to do. It shows you care about your friends and the people around you.

### Home Task



In this chapter, you have learnt how helpers serve people. Do you also help others? Write in your Little Book.

**Revising better:** In this chapter, you have learnt how community helpers serve people. Do you also help others? Write in your little book.

### Period 8



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

COULD DO

5 MIN.

#### L (What I Learnt)

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

COULD DO

15 MIN.

**Teacher:** I want you to sit with your partner and discuss what you learnt from the lesson. Think about the different helpers in our community, what they do and how they help us. 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:** Wonderful answers. Write these in the 'Learnt' column.

**Teacher:** So, we learnt that helpers like doctors, teachers, police officers, sweepers, shopkeepers and farmers play very important roles in our lives. Doctors keep us healthy, teachers help us learn, police officers keep us safe, sweepers keep our surroundings clean, shopkeepers sell us things we need and farmers grow our food. They all work hard to make our lives better and we should respect and thank them for their help.

### Worksheet 1

**Theme 6: I Stay in Unity**  
**11. Our Helpers**

Worksheet 1

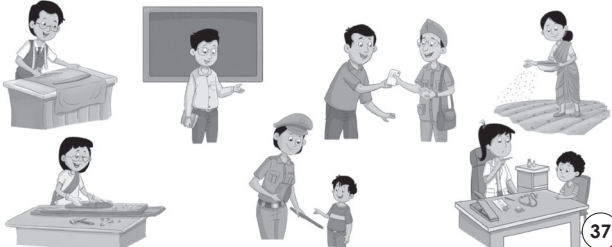
**A. Read the clues and identify the names of the helpers. Write your answers in the blank space.**

- I treat you when you fall sick. \_\_\_\_\_
- I bring you letters. \_\_\_\_\_
- I keep you safe. \_\_\_\_\_
- I grow food for you. \_\_\_\_\_
- I make furniture. \_\_\_\_\_

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

- A teacher works in a market. \_\_\_\_\_
- A doctor works in a hospital. \_\_\_\_\_
- A postman works in a police station. \_\_\_\_\_
- A farmer works in the fields. \_\_\_\_\_
- A tailor stitches clothes. \_\_\_\_\_

**C. Who amongst the following wear a uniform to work? Circle the correct answers.**



37

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

**SHOULD DO**

20 MIN.

**Read the clues and identify the names of the helpers. Write your answers in the blank space.**

Read each clue aloud and ask the students to listen carefully in order to identify the helper being described. Give them some time to think about the answer to each clue. Encourage students to write their answers in the blank spaces provided in the book. Once they have completed the exercise, invite the students to share their answers with the class and engage in a discussion about

the roles of each helper. Reinforce the importance of each helper and how they contribute to the well-being and functioning of the community, helping students understand how these helpers support us in our daily lives.

**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.

**Who amongst the following wears a uniform to work? Circle the correct answers.**

Ask students to work independently to observe the pictures and circle the people who wear uniforms to work. Then, 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

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

**COULD DO**

10 MIN.

### Worksheet 2

**A. Answer these questions in a few words.**

- What does a teacher do? \_\_\_\_\_
- What does a doctor do? \_\_\_\_\_
- Where does a policewoman work? \_\_\_\_\_
- What does a tailor do? \_\_\_\_\_
- How does a cobbler help us? \_\_\_\_\_

**B. If you lose anything, be it a purse or a watch. Every place, I will search. Who am I? Colour your answer with a blue crayon.**

1. doctor	2. farmer
3. cobbler	4. teacher
5. policeman	

**C. Match the columns.**


Column A	Column B
1. doctor	i. letters
2. postman	ii. stethoscope
3. teacher	iii. shoes
4. cobbler	iv. seeds
5. farmer	v. chalk

38

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

**SHOULD DO**

20 MIN.

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

### Answer these questions in a few words.

Read each clue aloud and ask the students to listen carefully in order to identify the helper being described. Give them some time to think about the answer to each clue. Encourage students to write their answers in the blank spaces provided in the book. Once they have completed the exercise, invite the students to share their answers with the class. Engage in a discussion about the roles of each helper and reinforce the importance of their contributions to the well-being and functioning of the community.

**If you lose anything, be it a purse or a watch, every place I will search. Who am I? Colour your answer with a blue crayon.**

Encourage them to think about which helper is being referred to in the riddle. Once they have an idea, ask them to choose the correct answer from the options provided: doctor, farmer, cobbler, teacher or policeman. Afterwards, students can colour the answer they selected with a blue crayon.

### Match the columns.

Read both columns aloud and ask the students to think about which item belongs to which profession. Ask them to draw lines connecting the items in Column A to the appropriate helpers in Column B. Once they've made their matches, invite the students to share their answers with the class and engage in a discussion about why each item is important for the respective helpers.

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

## Holistic Teaching

### English

#### Chapter 11: Our Helpers



#### English

**FLN****HoLL****MDA**

**Fill in the blanks with the long vowel sound of i.**

1. Farmers grow r\_\_\_\_ce for us.
2. A doctor treats us when we are s\_\_\_\_ck. (20)

Fill in the blanks with the words with the long vowel sound of 'i'.

**COULD DO****10 MIN.**

Begin by explaining to the students that they need to fill in the blanks with the correct words that contain the long "i" sound. Read out the sentences to them and ask them to listen carefully for the correct word to complete each sentence. Encourage the students to write their answers in their notebooks. After they have filled in the blanks, invite a few students to share their answer.

### Maths



#### Maths

Rohan visits the stationery shop with his father. They buy 5 pencils, 5 erasers, 5 sharpeners, 5 rulers and 5 tapes as return gifts for his birthday. How many things does Rohan buy in total? Write your answer in the space provided. (20)

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



## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>demonstrate fine-motor skills in activities like creating a scrapbook about community helpers, cutting out images and pasting tools and helpers in their respective sections, such as a teacher in a school with a blackboard or a farmer in a field with a water pipe.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>develop empathy and teamwork by role-playing as community helpers, discussing how each occupation contributes to society and understanding the importance of respecting and valuing all types of work.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify and understand the various occupations and their importance, such as doctors, police officers and teachers, recognising the tools and environments associated with each.</li> <li>Discuss the interconnectedness of these roles and how each helps society function smoothly.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>use words related to occupations, such as hospital, sick, cobbler, fields, uniform, tools and service.</li> <li>practice using these terms in sentences, sorting activities or fill-in-the-blanks exercises to reinforce the understanding of different professions and their significance.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>participate in creative activities like sorting tools used in different jobs, drawing community helpers in action or making a matching chart of helpers and their places of work (e.g., teacher – school, farmer – fields)</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>demonstrate attentiveness during discussions on occupations and their roles in society, follow instructions carefully during activities like matching and sorting and actively participate in group discussions or role-plays, enhancing both individual and teamwork skills.</li> </ul>

### Starry Knights

Did you enjoy teaching this unit? Mention what you enjoyed the most.

Well, your learners enjoyed the lesson as well. Give yourself a STAR.



## Lesson-12: Our Festivals

Theme 6:  
I Stay in Unity

10 Periods (40 minutes each)



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



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

Confirming better

I love festivals

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

#### To enable the students:

- to recognize the diversity of festivals celebrated across the country and appreciate the cultural and traditional significance of each.
- to understand that festivals promote bonding and joy, providing opportunities for children to experience togetherness with family, friends and the community.
- to relate festivals to values such as sharing, gratitude, and respect for diversity in a simplified and age-appropriate manner.

### Methodology

#### Period 1

**Note to the Teacher:** Ask students to prepare a KWL chart to organise their thoughts on the topic 'Our Festivals.'

Encourage students to share what they know about festivals and what they are curious to learn.

COULD DO

15 MIN.



**Teacher:** Hi, everyone. Guess what? Today, we are going to talk about something super fun and exciting—Festivals. Festivals are those special days when we get to dress up, eat yummy food, play and spend time with our family and friends. Sounds fun, right?

But have you ever thought about why we celebrate festivals? Or why different festivals have different traditions?

(Pause to let students share their thoughts.)

**Teacher:** In this lesson, we are going to learn:

- The festivals we celebrate.
- How festivals bring us closer to the people we love.
- Why each festival is so special and unique.

Before we dive in, let us make a KWL chart in our notebooks.

K	W	L

**Teacher:** Let us start with the first column of the chart – (K). Here, you will write what you already know about festivals.

- What festivals do you celebrate with your family?
- What special activities do you do during festivals?
- What are some common festivals we celebrate in our country?

(Pause for students to share their responses.)

**Teacher:** Amazing. Write these in the K column.

Now let us think about the second column – (W). Here, you will write what you would like to know about festivals.

- Why do we celebrate different festivals?
- How do people celebrate festivals in other parts of our country?
- Are there festivals that people celebrate in other countries that we don't?

(Pause for students to share their questions.)

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

As we continue our lesson, we will explore these questions and learn lots of exciting things about festivals. At the end of the lesson, we will complete the L column with all the new facts we discover.

#### Kinaesthetic

Re-KAP

SPD

Kinaesthetic

Play a festival game. Act out one thing you do during your favourite festival. Without using words, ask your friends to guess the festival.

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**Teacher:** Alright, everyone. Now we are going to play a fun game called 'Guess the Festival.'

Here is how it works:

MUST DO

25 MIN.



1. Think about your favourite festival.
2. Act out what you love doing during that festival—like meeting friends, making sweets.
3. But... here is the trick—you cannot use any words.  
Only actions.

Let me show you how it is done.

(Act out an example, like pretending to light a diya, and ask students to guess the festival. Once they guess correctly, continue with calling students to enact.)

**Teacher:** See how fun and easy that was? Now it is your turn.

(Pick a student to go first.)

**Teacher:** Are you ready? Think about something you do during your favourite festival and act it out. Remember—no words, just actions.

(After the student acts out their festival, encourage others to guess.)

**Teacher:** Great job, everyone. What festival do you think he/she is showing us?

(Once someone guesses correctly, applaud them.)

**Teacher:** Well done. That was \_\_\_\_\_ festival. Now let us clap for [Student's name] for doing such a great job acting it out.

(Continue doing a few rounds with a few students.)

### Differentiated Activity

110 km/hr



Which is your favourite festival? Draw yourself celebrating your favourite festival.

80 km/hr



Draw and colour something special you do during your favourite festival. Label your drawing with the name of the festival and write one word that describes it (e.g., "fun," "colourful," "family").

40 km/hr



Use picture cards or flashcards with images of festivals (e.g., diya for Diwali, Christmas tree for Christmas, kites for Makar Sankranti). Ask students to choose a card, name the festival, and say one thing they like about it.

### Home Task

Write 5 sentences about your favourite festival in your notebook.

### Period 2

#### Auditory

MUST DO

10 MIN.

Auditory\*

Listen to your teacher carefully. Answer the questions.

48

**Teacher:** Now, let us play a listening game. I will read out a story. Listen carefully because I will ask a question at the end. Show me a thumbs-up if you are ready to listen. (Pause for students to show thumbs-up)

**Teacher:** Great. Here is the story:

Lina helps her parents clean their house and decorate it with colourful lights. Then, she and her friends place colourful decorations on a tall tree in their house. Later, they place presents for everyone under the tree. Lina helps her parents bake a special cake.

**Teacher:** Now, tell me, which festival do you think they are celebrating?

(Pause to let students guess.)

If students do not guess:

**Teacher:** Let me give you a hint. In this festival, people decorate a tree that is green all year round. It is called a Christmas tree. Can you think of the festival now?

(Pause again for responses.)

If students are still unsure:

**Teacher:** Another clue—this festival is celebrated in December and people exchange gifts with their friends and family. It is also the time we hear about Santa Claus. What could it be?

(Encourage students to respond.)

**Students:** It is Christmas.

**Teacher:** Yes, that is correct. Well done.

### Pictorial

#### Pictorial PS

Look at the pictures carefully. Which festival do you think is being celebrated?



**Teacher:** We will work on the pictorial part of the Re-KAP activity. Look at the pictures given and write the names of festivals being celebrated below.

(Pause to give students time to work independently or as pairs)

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

(Allow students to share the responses. Guide them with the spellings if required)

MUST DO

10 MIN.

48

## Interacting Better



Interacting better

Talk to the class about your favourite festival.

ICL  
49

**Teacher:** Alright, everyone. Now we are going to do something very exciting. We will talk about our favourite festivals.

SHOULD DO

20 MIN.

**Teacher:** Think about a festival you love celebrating with your family and friends. It could be Diwali, Christmas, Eid, Holi or even a birthday celebration. You will share what you like the most about it.

**Teacher:** Let me go first so you know how to do it. (Demonstrate in a simple way.)

**Teacher:** My favourite festival is Diwali. I love lighting diyas, decorating the house and eating sweets. The best part is spending time with my family. Now, wasn't that easy?

**Teacher:** Who wants to go first? Raise your hand. (Choose a student and encourage them.)

**Teacher:** Great. Come to the front or stay in your seat, whichever you are comfortable with. Tell us about your favourite festival.

(If the student hesitates, gently prompt them.)

**Teacher:** You can start by saying, 'My favourite festival is...'

- What do you like about this festival?
- Do you do something special during this time?
- Who do you celebrate it with?

(Give them time to think and respond. Applaud their effort once they finish.)

**Teacher:** Who would like to go next? Don't worry—I am here to help you.

(Repeat the process with other students.)



Play the **Dictionary** from the digital platform for the students to understand the words related to festivals.

## Differentiated Activity

110 km/hr



Unscramble the letters to find the festival names:

- I D W A L I - \_\_\_\_\_
- O H L I - \_\_\_\_\_
- I D E - \_\_\_\_\_
- A M O N - \_\_\_\_\_

80 km/hr



What are some things you do to celebrate festivals? Discuss with your partners.

40 km/hr



Draw your favourite festival.

## Home Task

How do you celebrate festivals in your family. Discuss with your parents and write 5 words related to it in your notebook.

## Period 3

Lina and her family are preparing for Diwali, the festival of lights. Festivals are special days. We have fun on festivals. All festivals are about celebrating with family and friends. Let us read about some festivals.

STEP 1



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**Teacher:** Alright, everyone. Today, we are going to learn more about festivals. Let us begin by reading a story about Lina and her family. Are you excited?

(Pause for students to respond.)

**Teacher:** Great. Festivals are special days when we celebrate, have fun and spend time with our families. Now, I will read a short story about Diwali, the festival of lights. Listen carefully, because I will ask you some questions at the end.

(Begin reading the story with expression. Then pause in between to ask the class a few guiding questions to engage them.)

### Diwali

#### DIWALI

Diwali is the festival of lights. On Diwali, we pray to Goddess Lakshmi. We decorate our houses with colourful lights and diyas. We eat sweets. We spend time with our family. We also meet our friends and celebrate Diwali with them.



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**Teacher:** Let us learn about the festival of Diwali now.

MUST DO

20 MIN.

Diwali is the festival of lights. On Diwali, we pray to Goddess Lakshmi. During Diwali, people decorate their homes with bright lights, candles and diyas. They wear colourful clothes, eat delicious sweets and spend time with their families. Doesn't that sound fun?

(Pause to let students express and share their thoughts.)

**Teacher:** Now, who can share one thing they like to do with their family during a festival?

(Let students share their thoughts.)


**Teacher:** Just like Lina, we all celebrate festivals in special ways. Festivals are a time to be happy, decorate, eat yummy food and enjoy with our families and friends. Next, we will learn about more festivals. Wasn't this story fun?




**Animation** can be played from the digital platform to generate interest about the topic among students.

**eBook** can be used while teaching the lesson.

## Eid



**EID**  
On Eid, we go to a mosque to pray. We meet our relatives and friends. We hug them and say, "Eid Mubarak!" We eat a sweet dish called sewain.



**Teacher:** Alright, everyone. Now, let us learn about the festival called Eid. Raise your hand if you have heard about Eid before.

(Pause for a few responses.)

**Teacher:** Wonderful. Let us learn about why people celebrate Eid and what happens on this joyful day.

Eid is celebrated by people who follow Islam. It is a special day that comes after a month called Ramadan, when people fast. Fasting means they don't eat or drink during the day to show patience and thankfulness.

**Teacher:** On Eid, people thank God for giving them strength during Ramadan, and they celebrate with their loved ones. Isn't that beautiful?

(Pause to allow students to reflect.)

**Teacher:** On Eid, people wake up early, wear new clothes and go to a special place called a mosque to pray.

**Teacher:** Do you know what a mosque is?

(Guide quickly if needed: 'It is a place where people go to pray, just like a temple or a church.)

**Teacher:** After praying, they meet their family and friends. When they greet each other, they say 'Eid Mubarak.'

**Teacher:** On Eid, people also eat a yummy sweet dish called sewain. It is made with milk and sugar. Have you ever eaten something sweet like this?

(Encourage one or two quick responses.)

## Differentiated Activity

**110 km/hr**



Write 3 words related to Diwali and 3 words related to Eid in your notebook.

**80 km/hr**



Provide students with picture cards or word cards (e.g., diyas, mosque, sweets, candles, sewain, Goddess Lakshmi, etc.). Ask the students to sort the cards into two groups: Diwali and Eid.

**40 km/hr**



Provide a worksheet with simple illustrations of items related to Diwali and Eid (e.g., diyas, a mosque, a plate of sewain, a candle, etc.). Ask students to colour the pictures and match them to the correct festival name.

## Home Task

Ask students to make a simple craft related to Diwali or Eid with the help of their family.


## Period 4

**Teacher:** Hello everyone. Are you ready to learn about a few more festivals today?

**Students:** Yes.

## Gurupurab

**GURUPURAB**  
On Gurupurab, we pray in a gurdwara. We decorate our houses with lights. We hold langars. Everyone enjoys food together at a langar.



**Teacher:** Great. now, let us learn about a very special festival called Gurupurab. It is celebrated by people who follow Sikhism. Have you heard about it before?

(Pause for a few responses from the students.)

**Teacher:** Gurupurab is a day when people remember and honour their Gurus. It is a very important day and people celebrate it in many special ways.

On Gurupurab, people go to a place called a gurdwara. A gurdwara is a special place where people pray together.

**Teacher:** Great. At the gurdwara, people sing prayers and thank the Gurus for teaching them good things. Now, tell me, how do you think people decorate their homes for festivals?

(Pause for student responses.)


**Teacher:** On Gurupurab, just like other festivals, people decorate their homes with bright lights to make everything look beautiful and colourful. It is a time for everyone to come together and celebrate with family and friends.

There is something very special about Gurupurab. On this day, a community feast known as langar is organised where people sit and eat food together. The best part is that the food is served to everyone. Even you can go and have langar in a gurdwara. Isn't that nice?

(Pause to allow students to reflect.)

## Christmas

**CHRISTMAS**  
We celebrate Christmas on 25 December. We go to a church to pray. We put up Christmas trees in our homes. We decorate the Christmas trees with lights, stars and ribbons.



**Teacher:** Now, let us learn about a festival called Christmas that many people around the world celebrate. Can anyone tell me when is Christmas celebrated?

(Pause for responses.)

**Teacher:** Yes, Christmas is celebrated on 25th December. It is a very special day for many people. It is a day of joy and celebration. People celebrate it because it is the birthday of Jesus Christ.

On Christmas, many people go to a church to pray and seek blessings from God. Can anyone tell me what a church is?

(Pause and guide students if needed: A church is a place where people go to pray, just like a temple or mosque.)





- The name of the festival.
- At least three things people do to celebrate (e.g., decorate the house, eat food, wear clothes).
- A drawing of something related to the festival (e.g., a Christmas tree, Diwali diyas, Eid sweets).

**Note to Parents:** Encourage your child to share their understanding of the festival in the poster and explain it to you when they are done.


## Period 5

### National Festivals

**NATIONAL FESTIVALS**

National festivals are celebrated all over the country.

- Republic Day is celebrated on 26 January.
- Independence Day is celebrated on 15 August.
- Gandhi Jayanti is celebrated on 2 October. It is the birthday of Mahatma Gandhi.



a statue of Mahatma Gandhi

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**Teacher:** Good morning, everyone. Today, we are going to learn about some very special festivals that are celebrated all over our country. These festivals are called national festivals. Can anyone name a festival that the entire country celebrates?

(Pause for student responses.)

**Teacher:** A national festival is a festival that everyone in our country celebrates together, no matter where we live. Today, we are going to learn about three important national festivals: Republic Day, Independence Day and Gandhi Jayanti.

**Teacher:** Let us start with Republic Day. Republic Day is celebrated on 26th January every year. This day is important because it is when India's Constitution was adopted. The Constitution is a special book that tells us how our country works. Do you know what a constitution is?

(Pause for student responses. If needed, guide: "It is like a rulebook for our country.")

**Teacher:** On Republic Day, there is a parade in New Delhi. In this parade, the beauty of India is displayed. Isn't that exciting? You can also watch the Republic Day parade on television. Have you ever watched a parade?

(Pause for student responses.)

**Teacher:** Also, people hoist the national flag on Republic Day. Hoist means they raise the flag high up for everyone to see. The flag has three colours: saffron, white and green, with a blue wheel in the centre. Have you ever seen the Indian flag? What colours can you remember?

(Pause for student responses.)

**Teacher:** Next, let us talk about Independence Day. This day is celebrated on 15th August every year. Can you guess why 15th August is special?

(Pause for responses. If students are unsure, provide hints: "This day is when India became free from British rule.")

**Teacher:** Before 15th August 1947, India was ruled by the British, but on this day, India became independent. Independent means we were free to make our own rules and decisions. How do you think people felt when they became free?

(Pause for student responses.)

**Teacher:** On Independence Day, our Prime Minister raises the flag at the Red Fort in New Delhi. People also sing patriotic songs to honour our freedom struggle.

**Teacher:** Finally, we will talk about Gandhi Jayanti. This day is celebrated on 2nd October because it is the birthday of Mahatma Gandhi, who helped India become free. He is known as the Father of the Nation. Can you say, 'Father of the Nation' with me?

(Students repeat: "Father of the Nation.")

**Teacher:** Mahatma Gandhi was a very kind man. He believed in peace, truth and love. He helped us become free without using violence. What do you think peace means?


(Pause for responses. If needed, guide: "Peace means no fighting, just kindness.")

**Teacher:** On Gandhi Jayanti, many families and schools remember him by performing acts of kindness and singing songs.

What good things can we do to remember Mahatma Gandhi? Can we be kind and helpful?

(Pause for student responses.)

**Teacher:** So, we learnt about three important national festivals: Republic Day, Independence Day and Gandhi Jayanti. These festivals help us remember how our country became free and how we should live together in peace and happiness.

 Show the **Infographic** to students to recap the concept taught.

### Some Special Days

**SOME SPECIAL DAYS**

A birthday is a special day. We celebrate birthdays with our family and friends. We have fun together.

A wedding is also a special day. We meet our relatives and friends at weddings. We sing, dance and have fun.

50

**Teacher:** Next, we are going to learn about some very special days. These days are special because we celebrate them with our family and friends. Let us see what these special days are.

**Teacher:** Let us start with birthdays. A birthday is a very special day because it is the day we were born. When is your birthday?

(Pause for student responses.)

**Teacher:** On our birthdays, we celebrate with our family and friends. We sometimes have a party. We might have

a birthday cake, balloons and presents. Who likes to have birthday parties?

(Pause for student responses.)

**Teacher:** On a birthday, we sing the Happy Birthday song. Let us all sing it together. Are you ready?

(Utilise the moment to sing the birthday song for students who have their birthdays in the month or the current day)

**Teacher:** Birthdays are so much fun, aren't they? We get to play games, eat yummy food and spend time with the people we love. What do you like to do on your birthday?

(Pause for responses.)

**Teacher:** Next, let us talk about weddings. At a wedding, family and friends gather together to celebrate the couple. There is a lot of singing, dancing and laughing. People wear special clothes and enjoy a big meal together. What do you think it would be like to go to a wedding?

(Pause for student responses.)

**Teacher:** People celebrate weddings because it is a very happy time. Families come together to support the bride and the groom. It is a day full of love and joy. Have you ever been to a wedding? What did you see there?

(Pause for responses.)

**Teacher:** Today we learnt about two special days: birthdays and weddings. Both of these days are full of happiness and love. On birthdays, we celebrate the day we were born, and at weddings, we celebrate two people getting married. Do you think these are important days to celebrate?

COULD DO

5 MIN.

(Pause for responses.)

**Teacher:** Remember, special days like birthdays and weddings are a time to be happy, be with family and friends and have fun. Can you think of other special days we celebrate?

(Pause for student responses.)

### Differentiated Activity

110 km/hr



Read the words Republic Day, Independence Day, Gandhi Jayanthi, Birthday and practice writing them in your notebook.

80 km/hr



What do you do to make your friends happy on their birthdays?

40 km/hr



What do you like to do on your birthday?

### Home Task

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

## Period 6

### Recalling better

#### Recalling better

CING

- Festivals are a time to have fun with family and friends.
- We celebrate festivals, such as Diwali, Eid, Gurupurab, Christmas, Pongal, Onam and many others.
- Republic Day, Independence Day and Gandhi Jayanti are national festivals.
- Birthdays and weddings are special days.

50

**Teacher:** Good morning, everyone. We have learnt a lot about festivals and special days. Today, we are going to recall everything we learnt in a fun way. Let us play a team activity to see how much we remember.

COULD DO

10 MIN.

**Teacher:** Here are the instructions:

1. 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. Don't worry—I will help if you need it.

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

**Teacher:** Let us begin our recap. I will ask some questions related to what we have learnt about festivals and special days. Ready?

**Questions to ask students:**

- What is a festival?
- Can you name some festivals we celebrate?
- What are national festivals?
- What do we do on national festivals like Republic Day and Independence Day?
- What are some special days we celebrate with family and friends?

### Learning better

Fill in the blanks

#### Learning better

CBA

A Fill in the blanks.

1. Festivals are \_\_\_\_\_ days.
2. On Eid, we go to a \_\_\_\_\_ to pray.
3. We eat payasam on \_\_\_\_\_.

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**Teacher:** Now, let us move on to a new practice exercise. We are going to fill in the blanks.

SHOULD DO

15 MIN.

**Teacher:** I will read each sentence aloud and you will help me complete it with the correct word. Let us do this together.

**Teacher:** Ready?

**Teacher:** Let us begin with the first one: Festivals are \_\_\_\_\_ days. Think about what kind of days festivals are.

(Pause for student responses.)

**Students:** Special.

**Teacher:** That is right. Festivals are special days. Now, write the word 'special' in the blank space.

(Wait for students to finish. Help students with spelling if required)

**Teacher:** Next, let us do the second one: On Eid, we go to a \_\_\_\_ to pray. What place do we visit to pray during Eid?

(Pause for student responses.)

**Students:** Mosque.

**Teacher:** Yes, we go to a mosque to pray on Eid. Now, write the word 'mosque' in the blank space.

(Wait for students to finish. Help students with spelling if required)

**Teacher:** Here is the last one: We eat payasam on \_\_\_\_\_. Think about which festival we eat payasam on.

(Pause for student responses.)

**Students:** On Onam.

**Teacher:** Correct. We eat payasam on Onam. Now, write the word 'Onam' in the blank space.

(Wait for students to finish. Help students with spelling if required)

### Write T for true and F for false

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

1. We celebrate Onam on 25 December.
2. We celebrate Gurupurab in gurdwaras.
3. On Christmas, we decorate our houses with diyas.

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**Teacher:** Now, let us move on to a fun activity where we will decide whether the statements are true or false. I will read each statement and you will say whether it is true or false. If it is true, you will write "T" and if it is false, you will write "F." Ready?

**Teacher:** Let us begin.

**Teacher:** First statement: "We celebrate Onam on 25 December."

**Teacher:** Onam is a special festival that is celebrated in Kerala. Do we celebrate Onam on 25th December?

(Pause for student responses.)

**Students:** No.

**Teacher:** That is right. We celebrate Christmas on 25th December. Write an "F" in your book.

(Wait for students to finish.)

**Teacher:** Next statement: "We celebrate Gurupurab in gurdwaras."

**Teacher:** Gurupurab is a special day for Sikhs to celebrate the birthday of Guru Nanak. Where do Sikhs go to celebrate Gurupurab?

(Pause for student responses.)

**Students:** Gurdwaras.

**Teacher:** Yes, we celebrate Gurupurab in gurdwaras. So, this statement is true. Write a "T" in your book.

(Wait for students to finish.)

**Teacher:** Last statement: "On Christmas, we decorate our houses with diyas."

**Teacher:** Christmas is celebrated on 25th December. On Christmas, do we decorate our houses with diyas like we do on Diwali?

(Pause for student responses.)

**Students:** No.

**Teacher:** Right. On Christmas, we usually decorate with Christmas trees, lights and stars. We don't usually use diyas for Christmas. So, this statement is false. Write an "F" in your book.

(Wait for students to finish.)

### Differentiated Activity

110 km/hr



Write 5 lines about any festival.

80 km/hr



Rearrange the jumbled words to make meaningful sentences.

1. on / Diwali / we / celebrate / light / lamps
2. and / we / decorate / Christmas / with / trees / houses
3. we / Onam / celebrate / in / Kerala

40km/hr



Rearrange the letters to form words.

1. DWAIIL
2. CHRSMAT
3. NMAO

### Home Task



#### Choosing better

LSV

Write Yes or No.

It is Diwali! I will

1. burst fire crackers. \_\_\_\_\_
2. share sweets. \_\_\_\_\_
3. visit family and friends. \_\_\_\_\_
4. light diyas. \_\_\_\_\_

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**Creating better:** Ask your house-help when their birthday is. Make a birthday card for your house-help.

### Period 7



Open the **Animated Activity** from the digital platform. Ask students to work in teams to work on the questions.

COULD DO

10 MIN.



### Write short answers

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

1. How do people celebrate Eid?
2. Ritika, Neha and Jacob are decorating a tall tree at their house. They are placing gifts under it. Which festival are they preparing for?

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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.

**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:** Great. Here is the first question: "How do people celebrate Eid?" Think about the things we talked about while we were discussing the festival of Eid. Can anyone share their thoughts?

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

**Teacher:** Wonderful. Now, let us move on to the second question: "Ritika, Neha and Jacob are decorating a tall tree at their house. They are placing gifts under it. Which festival are they preparing for?" Think about the festival where people decorate trees and exchange gifts.

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

### Differentiated Activity

110 km/hr



Take turns to read the lesson with your partner.

80 km/hr



What do you do on your favourite festival day? What makes it fun? Who do you spend the day with? Write a few words related to the festival.

40 km/hr




Draw a picture of your favourite festival and tell me one thing you like about it. What do you see? Who is with you?

### Home Task

Create a scrapbook of festivals. Collect pictures from the internet or magazines. Label the festival.

## Period 8

### Thinking better

 **Thinking better**

Think and answer in your notebook.

How do festivals bring families, friends and neighbours together?

51

**Teacher:** Now it is time to wear our thinking hats. Festivals bring people together, don't they? They bring families, friends and neighbours together to celebrate. Can you think about how festivals help people come together?

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

1. How do people feel when they celebrate a festival with their family and friends?
2. What do families do together during a festival?
3. How do festivals make people happy and help them spend time together?

4. Can you think of any special activities that people do with their neighbours during a festival?

**Teacher:** Now, take a few moments to think about it. Write your answers in your notebook. If you are not sure, think about what happens in your family or community during a festival.

(Pause for students to think)


**Teacher:** Remember, festivals are a time to be happy, spend time with family and friends and share good moments. Let us discuss your ideas.

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

- Students (Possible responses):
- We eat food together.
- We play games and sing songs.
- We decorate our houses together.
- We visit our neighbours and share gifts.

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

### Choosing better

 **Thinking better**

Think and answer in your notebook.

How do festivals bring families, friends and neighbours together?

51

**Teacher:** Now, let us think about what we do during Diwali. Diwali is a time for celebration and sharing joy with family and friends. Let us look at some things you might do during Diwali. Write Yes or No next to each sentence.

**Teacher:** I will read each one aloud and you decide if it is something you do during Diwali.

**Teacher:** First one: It is Diwali. I will burst firecrackers. (Wait for students to think and mark their answers.)

**Teacher:** Second one: It is Diwali. I will share sweets. (Wait for students to think and mark their answers.)

**Teacher:** Third one: It is Diwali. I will visit family and friends. (Wait for students to think and mark their answers.)

**Teacher:** Fourth one: It is Diwali. I will light diyas. (Wait for students to think and mark their answers.)

**Teacher:** Great job. Now, let us share your answers. Who would like to tell me what they wrote and why? (Allow students to share and guide the discussion.)

**Teacher:** Remember, Diwali is all about sharing love, happiness and light with others. Let us always spread joy in the right way.

### 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 festivals. Now, let us fill in the 'Learnt' column.

**Teacher:** I want you to sit with your partner and discuss what you have learnt about festivals. Think about the



different festivals we celebrate, the activities we do during festivals and how they bring people together. 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. Now, write these in the 'L' column.

**Teacher:** So, we learnt that festivals like Diwali, Eid, Christmas and Gurupurab are celebrated with activities like sharing sweets, decorating homes, visiting family and friends and lighting lamps. Festivals bring families, friends and neighbours together to celebrate and spread happiness. Every festival has its own special traditions that make it unique and joyful.

**Teacher:** Now, let us take a few moments to write your ideas about what makes festivals so special in your notebooks.

(Allow time for students to write.)

## Home Task

### Revising better

We have a lot of fun with our families and friends on festivals. How do you celebrate your favourite festival? Write in your Little Book.

DBL

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**Revising better:** We have a lot of fun with our families and friends during festivals. How do you celebrate your favourite festival? Write in your Little Book.

## Period 9

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

COULD DO

10 MIN.

### Worksheet 1





#### Theme 6: I Stay in Unity 12. Our Festivals

#### Worksheet 1

A. Fill in the blanks with the correct options.

- Festivals are \_\_\_\_\_ days (special/ordinary).
- Children and their friends have \_\_\_\_\_ on festivals (fun/a nap).
- Diwali is the festival of \_\_\_\_\_ (lights/darkness).
- On Diwali, we pray to Goddess \_\_\_\_\_ (Durga/Lakshmi).
- We decorate our \_\_\_\_\_ on Diwali (houses/cars).

B. Look at the pictures. Write the name of the festival against each one.

-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_

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

- Holi is the festival of lights. \_\_\_\_\_
- Families celebrate and have fun on festivals. \_\_\_\_\_
- We light oil lamps on Diwali. \_\_\_\_\_
- We eat sweets on Diwali. \_\_\_\_\_
- We do not give gifts to each other on Diwali. \_\_\_\_\_

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Ask 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. Instruct students to write the correct answers in their book.

**Look at the pictures. Write the name of the festival against each one.**

Ask students to work in pairs to complete the activity and discuss the answers with the class. Help them with the spelling if required.

**Write T for true and 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.

## Period 10

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

COULD DO

5 MIN.

### Worksheet 2

#### Worksheet 2

A. Fill in the blanks with the correct options.

- On Eid, we go to a mosque to \_\_\_\_\_ (pray/sleep).
- During \_\_\_\_\_, we give food and clothes to the poor (Eid/Holi).
- On Eid, we eat a sweet dish called \_\_\_\_\_ (sewain/bhujia).
- We wear \_\_\_\_\_ clothes on Eid (new/old).
- During \_\_\_\_\_, we go to the mosque (Eid/sewain).

B. Rearrange the letters to name the words.

- WALIDI \_\_\_\_\_
- IDE \_\_\_\_\_
- PURABGURU \_\_\_\_\_
- MASCHRIST \_\_\_\_\_
- GALPON \_\_\_\_\_

40


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

1. Families are sad on festivals. \_\_\_\_\_
2. We wear new clothes on Eid. \_\_\_\_\_
3. We eat *sewain* on Eid. \_\_\_\_\_
4. Eid is the festival of lights. \_\_\_\_\_
5. We give food to the poor on Eid. \_\_\_\_\_

40

### 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 students to write the correct answers in their book.

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

### Rearrange the letters to name the words.

Ask students to work in pairs to arrange the jumbled letters and write the correct word in the space provided. Discuss the answers with the class.

### Write T for true and 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.

## Holistic Teaching

### English

#### Chapter 12: Our Festivals

##### English

FLN HoLL MDA

Fill in the blanks with **g** or **l** to complete the words.

1. We \_\_\_\_reet each other on Christmas and say, "Merry Christmas."
2. We light \_\_\_\_amps on Diwali.
3. We go to the \_\_\_\_urdwara on Gurupurab

20

Fill in the blanks with '**g**' or '**l**' to complete the sentences.

COULD DO

5 MIN.

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

### Maths

#### B

#### Maths

Ashima places 5 rows of diyas outside her house on Diwali. Each row has 4 diyas. How many diyas does Ashima place in total?

$$\square \times \square = \underline{\hspace{2cm}}$$

20

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

COULD DO

10 MIN.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• demonstrate fine motor skills by drawing or colouring pictures related to different festivals, such as Diwali diyas, Eid crescents or Christmas trees</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• describe the importance of celebrating festivals with family and friends, recognizing the values of sharing, kindness and respect during celebrations.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and describe different festivals celebrated in India and around the world, including the significance of each festival and the customs and rituals associated with them.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use vocabulary related to festivals through activities like matching columns, fill-in-the-blanks or sentence-building exercises, such as naming the festival foods, customs and activities.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• participate in creative activities like making a festival card, drawing decorations or symbols related to different festivals and understanding the cultural significance of these traditions.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• demonstrate attentiveness and curiosity during discussions about festivals, listen to others' ideas and experiences and actively engage in learning about cultural diversity and celebrations.</li></ul>

### Starry Knights

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

\_\_\_\_\_

You are a wonderful teacher. Give yourself a STAR.

