

Lesson-13: Our Plants

Theme 7:
I Grow Plants

9 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 am strong

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to explore the different kinds of plants in their surroundings.
- to observe the shapes, sizes and textures of different kinds of leaves.
- to understand the basic stages of plant growth through observation and hands-on activities.
- to recognise and appreciate the various ways plants are useful in daily life.

Methodology

Period 1

Note to the Teacher: Begin by asking the students to prepare a KWL chart in their notebooks to organise their thoughts on the topic 'Our Plants'.

COULD DO

15 MIN.



Teacher: Hello, students. Today, we are starting a new lesson about something we see around us every day. It is about 'Our Plants'.

Have you ever noticed the different plants around you? Have you seen trees, flowers or small plants growing near your house or school? Do you know how plants grow and why they are important to us?

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

Teacher: Plants are living things that grow in soil, need sunlight and water and help us in many ways. In this lesson, we will learn:

- What are plants?
- What do plants need to grow?
- How are plants useful to us?

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

K	W	L

Teacher:

Let us start with the first column – K (What I know).

- What plants have you seen around you?
- What do plants look like?
- How do plants grow?

(Pause for the students to share their responses.)

Students (Possible Responses):

- I see big trees and small plants near my house.
- Plants have green leaves, stems and flowers.
- We water plants to help them grow.

Teacher: Great. Write these in the K column.

Now, let us think about the second column – W (What I want to know).

- What do plants eat or drink?
- Why do plants have different types of leaves and flowers?
- How do plants help people and animals?

(Pause for the students to share their questions.)

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

As we continue learning about plants, we will explore these questions and find interesting facts. At the end of the lesson, we will complete the L (What I Learnt) column with all the new things we have discovered.

Kinaesthetic

Re-KAP

SPD

Kinaesthetic

Play a 'Parts of a Plant' Pictionary game with your partner. Take turns to draw different parts of a plant on a piece of paper. Ask your partner to guess its name.

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Teacher: Now, let us play a fun game called 'Parts of a Plant – Pictionary.'. I will show you how to play first. I will draw a part of a plant on the board and you have to guess which part it is.

(Sketch or draw a simple leaf on the board.)

Teacher: Now, who can guess what part of the plant I have drawn?

Student 1: A leaf.

Teacher: Yes. That is correct. The leaf is an important part of a plant. Now you see how the game works. Now, it is your turn. You will work with a partner.

How to Play:

1. One of you will draw a part of a plant on a piece of paper (for example, a root, stem, leaf, flower or fruit).
2. The other person will guess which part it is.
3. After a correct guess, switch roles—now the guesser becomes the artist and the artist becomes the guesser.
4. Keep playing until you have drawn and guessed all the plant parts.

Teacher: Are you ready? Let us see how well you know the Parts of a Plant.

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

Note to the teacher: If the students find it difficult to recall plant parts, display a chart or real plant in the classroom for reference. Encourage the students to describe the function of the part they guessed (e.g., 'The stem holds the plant up'). Walk around and observe, offering hints if needed (e.g., 'This part grows under the soil and takes in water. What could it be?').

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

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Teacher: Now, we are going to play a listening game. I will say different words one by one. Some of these words are parts of a plant and some are not. Listen carefully and raise your hand only when you hear the name of a plant part. Let us try an example.

Teacher: If I say 'flower', what should you do?
(The students raise hands)

Teacher: Yes. That is correct. Now, what if I say 'ball'?
(The students do not raise hands)

Teacher: Great job. That is how we play. Now, let us begin.
(Call out each word slowly and clearly. Make sure that you give a pause after each word giving time for the students to respond with their actions.)

Teacher: Well done, everyone. Let us give ourselves a big round of applause.

Differentiated Activities

110 km/hr



- What is your favourite plant?
- Draw a picture of it.
- Write one simple sentence about your plant.

80 km/hr



- What is your favourite plant?
- Draw a picture of it.
- Write three describing words about your plant.

40 km/hr



- Draw your favourite plant in your notebook.
- Write its name below the drawing.

Home Task

Look around your house. Do you see a plant or a tree?

- Draw it in your notebook.
- Colour your drawing neatly.

Period 2

Teacher: Hello everyone. Did you have fun looking for plants and trees around your house?

COULD DO

5 MIN.



Students: Yes.

Teacher: Great. Who would like to share what plant or tree you found?

- What did it look like?
- Where did you find it?
- Did you enjoy drawing and colouring it?

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

Teacher: That sounds amazing. Now, let us continue learning more about plants. Today, we will explore different kinds of plants and their parts.

(You may also collect the student work and display them in the class.)

Pictorial

Pictorial PS

Circle the things that a plant needs to grow.



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

MUST DO

5 MIN.



Students: Re-KAP.

Teacher: That is right. Today, we will work on the pictorial part of the Re-KAP activity. Look at the pictures given. What do you see?

Students: A spoon, a football, the sun, crayons, water and soil.

Teacher: Good observation. Now, think carefully—what does a plant need to grow? Circle the pictures that show things a plant needs to grow.


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

Teacher: Which pictures did you circle?

Students: The sun, water and soil.

Teacher: That is correct. Plants need sunlight, water and soil to grow healthy and strong. Well done, everyone.

Interacting better



Interacting better
How many plant names do you know? Tell your class.

ICL

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Teacher: Alright, class. Now, let us have some fun with a little challenge. I want you to think about all the plants you know.

SHOULD DO

10 MIN.

☐

Here is what we will do: When I say 'Go.', take a moment to think of as many plant names as you can. Then, turn to your partner and take turns saying plant names. Try not to repeat any names.

Are you ready? Go.

(Give the students time to think and discuss with their partners.)

Teacher: Now, let us hear from some of you. Who would like to share the plant names you and your partner said? (Pause and encourage the students to share their answers.)

Students (Possible Responses): Mango tree. Rose. Tulsi. Coconut tree. Sunflower. Neem tree.

Teacher: Wonderful. You all know so many plant names. Trees, flowers, herbs—there are so many different kinds of plants around us.

Let us read the lesson further to know more about plants.

Lina is talking to Aita* about plants.



Why do we need to water plants every day, Aita?

Tell me more about plants, Aita.

We see plants all around us. They make our world colourful. They keep the air clean.

So that they can grow nicely. Just like us, plants also need water to live.

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Teacher: Lina is having a conversation with her Aita about plants. Let us listen carefully to what they are talking about.

MUST DO

20 MIN.

☐

(Read the conversation between Lina and Aita from the

book. Ask the students to follow along as you read.)

Teacher: What did Lina ask Aita?

(Pause for the students to respond.)

Students (Possible Responses):

She asked why plants need water.

She wanted to know more about plants.

Teacher: Yes. Lina was curious about plants and Aita explained that plants need water to grow, just like we do. Now, Aita also said something very important. What do plants do for us?

Students (Possible Responses):


They make the world colourful.

They keep the air clean.

Teacher: That is right. Plants make the world beautiful and help us breathe clean air.

Now, let us think about the plants around us. Can you name a plant you have seen near your home or school? (Pause and allow the students to share their answers.)

Teacher: Great job, everyone. You already know a lot about plants. In our next session, we will learn about the different types of plants and how they grow.

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

Differentiated Activities

110 km/hr



Rearrange the letters to find the correct plant-related word.

a. a e v l e s → _____

b. t o r o s → _____

c. m e s t → _____

80 km/hr



Circle the word that does not belong to the group.

a. Tree – Leaf – Stem – Chair

b. Flower – Car – Seed – Fruit

40 km/hr



Find the missing letter.

a. L _ _ A F

b. F L _ _ W E R

c. R _ _ O T

Home Task

Collect some leaves from around your house. Place each leaf under a sheet of paper and gently trace over it using different colours.

Period 3

Teacher: Good morning, everyone.

Are you ready for a fun rhyme about plants?

COULD DO

10 MIN.

☐

Students: Yes.

Teacher: Great. Let us sing and do some actions together. Follow me.

Note to the teacher: Sing the below song in the tune of 'Twinkle Little Star'. Encourage the students to follow you and repeat the actions with you.

Little seeds, so small and round,
Grow up tall above the ground.
Give them water, give them light,
Watch them grow—what a sight.
Green and leafy, flowers too,
Plants are gifts for me and you.

Teacher: That was amazing. Now, can anyone tell me what plants need to grow?

Students: Water. Sunlight. Soil.

Teacher: That is right. Now, let us begin our lesson.

Kinds of plants

KINDS OF PLANTS

Look around you. You will see that plants are of different sizes and shapes. Some plants grow big. Big plants are called trees. Trees, such as coconut and mango, are tall and strong. Some plants, such as rose, stay small. Some plants, such as money plant, are weak. They cannot stand on their own. They need support to stand. Such plants are called climbers.



mango tree



money plant



rose plant



coconut tree

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Teacher: Let us start by looking around us. Have you noticed that plants come in different sizes and shapes?

(Encourage the students to share what they have observed about plants in their surroundings.)

Teacher: Some plants grow big. Big plants are called trees. Trees like the coconut tree and mango tree are tall and strong.

Teacher: Have you seen a big tree near your house or school? What does it look like?

(Pause and allow the students to share.)

Students (Possible Responses):

- There is a neem tree near my house.
- I saw a big mango tree in the park.

Teacher: That is right. Trees are big, tall and strong. But not all plants are so big. Some plants, like the rose plant, stay small.

Teacher: Now, let us think about another kind of plant. Have you seen a plant that needs support to stand? Some plants, like the money plant, are weak and need something to hold on to. These plants are called climbers. Can you name a plant that climbs up a stick or a wall? (Pause for the students to respond.)

Students (Possible Responses):

- I saw a plant growing on a wall.
- There is a plant at home that climbs up a stick.
- My garden has a plant that needs support to grow.

Teacher: That is wonderful. Some plants stand strong, some stay small and some need support to grow. That is what makes plants so special and different.

Now, let us look at the pictures in your book.

Can you point to the big trees?

(Pause for the students to respond.)

Teacher: Yes. The mango tree and coconut tree are big trees. They are tall and strong. Can you find the small plant?

(Pause for the students to respond.)


Teacher: That is right. The rose plant is a small plant. It does not grow very tall. Can you find the plant that needs support to grow?

(Pause for the students to respond.)

Teacher: Look at the money plant. This plant needs something to hold on to as it grows. Some plants like this cannot stand on their own.

P.S. This section is aligned to the **SDG 15: Life on Land:**

Teach the students about the importance of plants.

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

Leaves

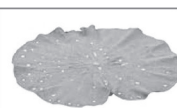
LEAVES

Some plants, such as banana and lotus, have big leaves. Some plants, such as neem, have small leaves.

Some plants, such as cactus, have thorns.



banana leaf



lotus leaf



neem leaf



cactus

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Teacher: Let us talk about something we see on every plant—leaves. Have you ever noticed that leaves come in different shapes and sizes?

(Encourage the students to share if they have seen different kinds of leaves.)

Teacher: Look at the pictures in your book. Can you point to the big leaves?

(Pause for the students to respond.)

Teacher: Yes. The banana leaf and lotus leaf are big leaves. They are wide and broad. Think. Have you ever seen a banana leaf before?


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

Teacher: Now, can you find the small leaves?

(Pause for the students to respond.)

Teacher: That is right. The neem leaf is small. Some plants have tiny leaves like this. Now, look at the last picture. What do you see on the plant?

Teacher: Yes. The cactus has thorns. Some plants have thorns instead of soft leaves.

 Show the **Dictionary** to introduce the terms related to the lesson.

Differentiated Activities

110 km/hr



Imagine you are in a garden or a park. Draw and label three different plants you see.

80 km/hr



Match the following plants with their characteristics:

Mango Tree	A plant that climbs for support
Rose Plant	A small plant with flowers
Money Plant	A small plant with flowers

40 km/hr



Look at the pictures of different plants. Identify and name them. Provide images of a tree (mango tree), a small plant (rose plant) and a climber (money plant) for the students to name.

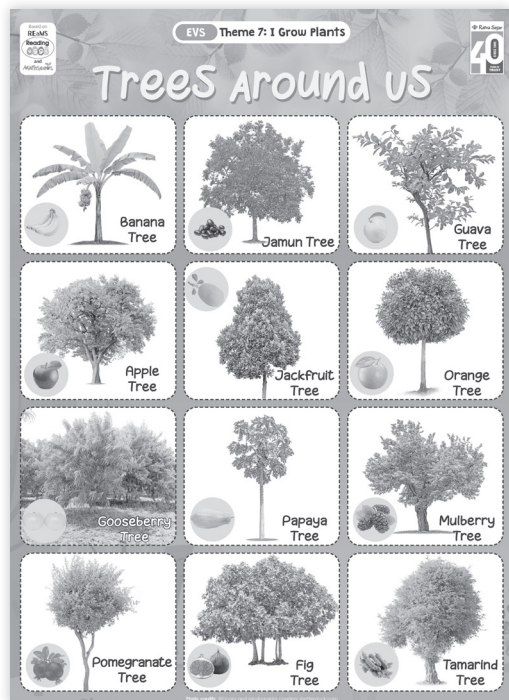
Home Task

Look around your home or nearby area. Can you find different types of plants?

- Draw one big plant (tree), one small plant and one plant with special features (like thorns or climbing stems) in your notebook.
- Colour them and try to label their names with the help of your parents.

Period 4

Poster



Teacher: Good morning, everyone. Today, we are going to look at something exciting—a poster with different trees. Are you ready?

COULD DO

15 MIN.

Students: Yes.

Teacher (Pointing to the poster): Great. Look at the poster carefully. What do you see? What are these?

Students: Trees.

Teacher: That is right. These are trees that give us delicious fruits. Let us see if we can name some of them. Can anyone find the banana tree in the poster?

(Pause and allow the students to point or respond.)

Teacher: Yes. This is a banana tree. It has big, green leaves and grows bananas. Have you eaten a banana before?

Students: Yes. / I like bananas.

Teacher: Lovely. Now, let us find another tree. Can you find the apple tree?

(Pause for the students to respond.)

Teacher: Well done. The apple tree gives us juicy apples. Have you seen an apple tree before?

(Pause and allow the students to point or respond.)

Teacher: Apples come in different colours—red, green and yellow. Now, let us look at this tree. It has big, spiky fruits. Can you guess what it is? (Pointing to the jackfruit tree)

Students: Jackfruit.

Teacher: Yes. This is a jackfruit tree. Jackfruit is big and smells sweet when ripe. Have you ever eaten jackfruit?

(Pause and allow the students to point or respond.)

Teacher: Wonderful. Let us find another one. Look at this tree—it has small, round, purple fruits. What could it be? (Pointing to the jamun tree)

Students: Jamun.

Teacher: Yes. Jamun fruits are small and purple. They taste a little sweet and sour. How about this tree? It has round, orange fruits. Can you name it? (Pointing to the orange tree)

Students: Orange.

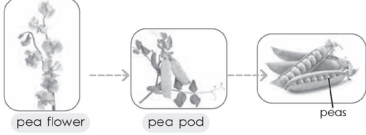
Teacher: That is right. Oranges are juicy and full of vitamin C. They keep us healthy. Now, let us find one last tree. Look for the tree with small, green and round fruits. Can you guess its name? (Pointing to the gooseberry tree)

Students: Gooseberry.

Teacher: Correct. Gooseberries are sour but very healthy. You all did a great job spotting different trees and fruits today. Trees give us so many wonderful things—fruits, shade and clean air. Let us take a last look at the poster and name some more trees together before we move on. (Pause for the students to observe and share their thoughts.)

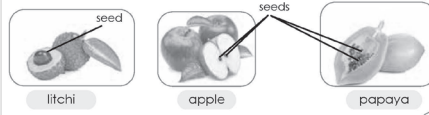
How do plants grow?

HOW DO PLANTS GROW?
Most plants bear flowers. Some flowers change into fruits.



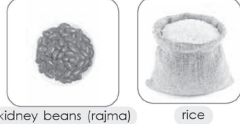
pea flower → pea pod → peas

Most fruits have seeds inside them.



litchi apple papaya

Most plants grow from seeds. Seeds are of many kinds. We eat some seeds. Rice and kidney beans are some examples of seeds we eat.



kidney beans (rajma) rice

A seed has a baby plant inside it. The seed needs air, water and sunshine. When it gets these, the baby plant comes out.

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Teacher: Today, we are going to learn something very exciting—how do plants grow? Have you ever wondered how a tiny seed turns into a big plant?

MUST DO

15 MIN.



(Pause for the students to share their thoughts.)

Teacher: Do not worry. By the end of today, you will know all about it. First, let us look at the pictures in your book. What do you see? (Pointing to the pea flower, pea pod and peas)

Students: Peas.

Teacher: That is right. This is a pea plant. Look closely. First, there is a flower. Then, the flower changes into a pod. Can you see what is inside the pod?

Students: Peas.

Teacher: Yes. The pod has peas inside it. Peas are seeds. That means if we plant them, they can grow into new pea plants. Amazing, isn't it?

(Point to the next set of pictures showing litchi, apple and papaya with an arrow pointing to the seeds.)

Teacher: Look at these fruits—litchi, apple and papaya. Do you see something inside them?

Students: Seeds.

Teacher: Correct. Most fruits have seeds inside them. When we eat an apple, we throw away the seeds, right? But if we plant them in the soil, they can grow into an apple tree.

(Point to the pictures of kidney beans and rice.)

Teacher: Now, look at these seeds—kidney beans and rice. Have you eaten these before?

Students: Yes.

Teacher: That is right. Some seeds, like kidney beans and rice, are not just for growing plants; we also eat them.

Teacher: Now, let us think. What does a seed need to grow into a plant?

Students (Possible Responses):

- Water
- Sun

Teacher: Excellent. A seed needs air, water and sunshine. When it gets these, the baby plant inside the seed wakes up and starts to grow.

Teacher: Imagine this—if we do not water a seed, will it grow?

Students: No.

Teacher: That is right. Seeds need care to grow into strong plants. Do you know what is inside a seed?

Students (Possible Responses):

- Something small?
- Maybe a tiny plant?


Teacher: Yes. Inside every seed, there is a tiny baby plant. It sleeps inside the seed until it gets air, water and sunshine. Then, it wakes up and starts growing.

Teacher: Now, let us look at the pictures again. Can you find the seeds in the fruits? Can you point to the seeds we eat?

Students (Possible Responses):

- The apple has seeds inside.
- I see small seeds in the papaya.
- Litchi also has a seed in the middle.

Teacher: Wonderful. Yes, most fruits have seeds inside them and some seeds, like kidney beans and rice, are food for us.

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

COULD DO

10 MIN.



Differentiated Activities

110 km/hr



- Ask the students to observe a plant at home or school for a few days.
- Guide them to write a few simple sentences about how it grows (e.g., "I see a tiny leaf growing.", "The plant needs water every day.").
- Encourage them to share their observations in class.

80 km/hr



- Provide the students with pictures of a seed, a small plant and a big tree.
- Ask them to cut, paste and arrange the pictures in the correct order of plant growth.
- Guide them to write a simple sentence: "A seed grows into a plant."

40 km/hr



Give the students a colouring sheet of a seed, a small plant and a tree. While they colour, ask simple questions:

- What is this? (Pointing to the seed)
- What does a seed need to grow?
- What do you see in a big tree?

Home Task

Ask the students to take a seed from a fruit they eat at home (like an apple or orange). With the help of their parents, plant the seed in a small cup with soil. Water it every day and observe what happens. Draw a picture of their planted seed and share their experience in class.

Period 5



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

COULD DO

5 MIN.



Recalling better

Recalling better

- Some plants are big. Some plants are small.
- Climbers need support to stand.

CING

54

- Different plants have different kinds of leaves.
- Most plants bear flowers.
- Some flowers change into fruits.
- Most fruits have seeds inside them.
- Most plants grow from seeds.

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Teacher: Now that we have learnt so much about plants, let us see how much we remember.

MUST DO

15 MIN.



Teacher: Here are the instructions:

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

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

Questions to ask the students:

1. Are all plants the same size? What are the different sizes of plants?
2. What do climbers need to grow properly?
3. Do all plants have the same kind of leaves? Can you name some different kinds of leaves?
4. What do most plants have on them that look colourful and pretty?
5. What happens to some flowers after some time?
6. Where do most fruits keep their seeds?
7. Where do most plants come from?
8. What does a seed need to grow into a big plant?

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

Learning better

SHOULD DO

15 MIN.



Fill in the blanks.

A Fill in the blanks.

1. Big plants are called _____.
2. Some flowers change into _____.
3. Most fruits have _____ inside them.

55

Teacher: Now, we are going to start with a fun practice exercise. This is a Fill in the Blanks activity.

- I will read each sentence aloud.
- Listen carefully and think about the missing word.
- Raise your hand and tell me the correct answer.
- After we find the answer together, write it in the blank space in your book.

Are you ready? Let us begin.

Teacher: First question: Big plants are called ____.

Think about the different kinds of plants we have learnt about. What do we call the big, tall and strong plants? (Pause for the students to respond.)

Students: Trees.

Teacher: Yes. Big plants are called trees. Now, write the word trees in the blank space.

(Wait for the students to finish writing.)

Teacher: Next question: Some flowers change into ____.

Look at the pictures in your book. What do some flowers turn into after some time?

(Pause for the students to respond.)

Students: Fruits.

Teacher: That is correct. Some flowers change into fruits. Now, write the word fruits in the blank space.

(Wait for the students to finish writing.)

Teacher: Last question: Most fruits have ____ inside them.

When we eat an apple or a papaya, what do we find inside?

(Pause for the students to respond.)

Students: Seeds.

Teacher: Well done. Most fruits have seeds inside them. Now, write the word seeds in the blank space.

(Wait for the students to finish writing.)

Teacher: Fantastic job, everyone. You have completed the sentences perfectly. Now, let us move on to the next fun activity.

Match the columns.

B Match the columns.

- | | | | |
|----------------|---|---|----------------|
| 1. mango | • | • | a. climber |
| 2. money plant | • | • | b. small plant |
| 3. rose | • | • | c. tree |

55

Teacher: Now, we are going to Match the Columns. On one side, we have the names of plants. On the other side, we have their types. We need to match them correctly.

I will read each plant's name aloud. Think carefully and tell me what kind of plant it is.

Teacher: First one: Mango. Is the mango a climber, a small plant or a tree?

(Pause for the students to respond.)

Students: A tree.

Teacher: That is right. The mango is a tree because it is big, tall and strong. Now, match mango with tree (c) in your book.

(Wait for the students to match.)

Teacher: Next one: Money plant. Is the money plant a climber, a small plant or a tree?

(Pause for the students to respond.)

Students: A climber.

Teacher: Yes. The money plant is a climber because it needs support to stand. Now, match money plant with climber (a) in your book.

(Wait for the students to match.)

Teacher: Last one: Rose. Is the rose a climber, a small plant or a tree?

(Pause for the students to respond.)

Students: A small plant.

Teacher: Correct. The rose is a small plant because it does not grow very tall. Now, match rose with small plant (b) in your book.

(Wait for the students to match.)

Differentiated Activities

110 km/hr



Imagine you are a gardener for a day. What changes would you make to grow more plants and keep them healthy in your neighbourhood? Write a few simple sentences explaining your ideas. Think about:

- What plants would you grow?
- How would you take care of them?

80 km/hr



Write about your favourite plant. What do you like about it? Where does it grow? What does it look like? What do we get from it? Write a few sentences about your favourite plant.

40 km/hr



Draw a garden or a park near your home and write one sentence about a plant you like in that place.

Home Task

Find pictures or draw five different types of plants.

Examples:

- A big tree (e.g., mango, banyan)
- A small plant (e.g., rose, tulsi)
- A climber (e.g., money plant, grapevine)
- A plant that gives us food (e.g., banana, tomato)
- A plant with flowers (e.g., sunflower, jasmine)

Write a few sentences about each plant, explaining what it looks like and what it gives us. Arrange your pictures or drawings in a small scrapbook or staple them together neatly.

Note to the teacher: Inform the students to bring some seeds for the next class. Arrange for some small pots or a place in the school ground to help the students sow their seeds.

Period 6

Write short answers in your notebook.

C Write short answer in your notebook.

1. Name two trees.
2. Name three things that a seed needs to grow into a plant.
3. Mira has a plant at home. It climbs walls and has bright green leaves. What plant could it be?

55

Teacher: Today, we are going to continue working on the book exercises. 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 trees. Think about the trees we learnt about. Can anyone share examples of trees?

(Pause for the students to respond. Guide them if needed, e.g., "You might think about trees that give us fruits, shade or wood.")

Students: Mango tree/ Banana tree/ Neem tree/ Guava tree

Teacher: Wonderful. Now, write the names of any two trees in your notebook.

(Wait for the students to write. Help them with the spellings if required.)

Teacher: Let us move on to the second question: Name three things that a seed needs to grow into a plant.

Think about what a baby plant inside the seed needs to wake up and start growing.

(Pause for the students to respond. Guide them if needed, e.g., "Does it need water? Does it need sunlight? What else?")

Students: Water, sunlight, soil.

Teacher: That is correct. A seed needs air, water and sunlight to grow into a plant. Now, write your answer in your notebook.

(Wait for the students to write. Help them with the spellings if required.)

Teacher: Great. Now, here is the last question: Mira has a plant at home. It climbs walls and has bright green leaves. What plant could it be? Think about the plants we talked about. Which plant climbs walls and has green leaves?

(Pause for the students to respond. Guide them if needed, e.g., "This type of plant needs support to grow. It climbs up walls, fences or sticks.")


Students: Money Plant.

Teacher: Yes. A money plant is a climber that grows on walls and has bright green leaves. Now, write 'Money plant' in your notebook as the answer.

(Wait for the students to write. Help them with the spellings if required.)


SEL


Taking care of plant with a buddy.

 **SEL**

Take care of a plant with a buddy!

- Team up with your friend and take care of a plant together.
- Take turns to water the plant.
- Track how much the plant grows weekly.
- Discuss how you can work together to keep the plant healthy.

 **PMD**



Teacher: Next, we are going to do something very exciting. We will sow seeds in small pots and take care of our little plants together. Did everyone bring some seeds?

Students: Yes.

Teacher: Wonderful. Now, let us get started. First, I want you all to find a partner. Turn to the person next to you and give them a big smile. This is your plant buddy.

Teacher: Now, each pair will get a small pot with soil. Let us follow these steps together.

Step 1: Sowing the Seed: Take your seed and hold it carefully. Look at it closely. What do you think will happen when we plant it?

Students: It will grow. / It will become a plant.

Teacher: Next, use your finger to make a small hole in the soil. Not too deep—just a little bit. Place the seed inside the hole. Cover it with soil gently.


Teacher: Now, seeds need water to grow. Do we give too much water or just the right amount?

Students: Just the right amount.

Teacher: That is right. Now, take turns with your buddy to pour a little bit of water into your pot. Let us be gentle. (Pause while the students water their seeds.)

Teacher: Great job, everyone. Now, you and your buddy have an important job—to take care of your plant every day. Here is what you need to do:

- Take turns watering it—one day you do it, the next day your buddy does.
- Check how much it grows every week. Use a ruler or draw a picture to track the changes.
- Make sure it gets sunlight—plants need sunshine to grow strong.
- Talk with your partner about how to keep your plant healthy.

 **I Explain** can be shown to the students from the digital platform.

Teacher: Now, turn to your buddy and decide—who will water the plant first tomorrow? (Pause while the students discuss with each other.)

Teacher: Fantastic. You are all now plant parents. Take care of your little plant just like you would take care of a pet or a friend. I cannot wait to see how they grow.

Note to the Teacher: Demonstrate each step for the students to observe and follow. If time does not permit,

this activity can be carried out in the next period or during playtime.

Differentiated Activities

110 km/hr



If you want to grow a plant at home, what steps will you follow? Write a few sentences explaining how you will take care of the plant.

80 km/hr



Name three plants you have seen and write one sentence about each. (Example: "The mango tree gives us sweet fruits.")


40 km/hr




Match the Following:


- | | |
|-------------|-----------------------------|
| 1. Sunlight | Make food for the plant |
| 2. Roots | Helps plants to grow |
| 3. Leaves | Holds the plant in the soil |

Home Task

 **Creating better**

 **ArtI 2L CS**

In your art file, draw and colour your own garden. Make it as colourful as you like.



Creating better: In your art file, draw and colour your own garden. Make it as colourful as you like.

Period 7

Thinking better

 **Thinking better**

 **2L CS HOTS**

Think and answer in your notebook.

Why is it important to take care of plants?



Teacher: Now, I want you to think about—why do we need to take care of plants? Can you think about how they help us and why they are important?

Teacher: Here are some questions to help you think:

1. What do plants give us that helps us live?
2. How do plants make our surroundings better?
3. What would happen if we did not water or care for plants?
4. Do you think planting more trees and plants 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 unsure, think about how plants help people, animals and the environment.

(Pause for the students to think)

Teacher: Remember, plants give us fresh air, food, shade and beauty. They also help animals by giving them food and shelter. Now, let us talk about your ideas.


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

Students (Possible Responses):

- Plants give us fruits and vegetables.
- They make the air clean and fresh.
- Trees give us shade on hot days.
- Without plants, there would be no food or oxygen.
- We should take care of plants by watering them and not harming them.

Teacher: These are wonderful answers. Plants are very important for all living things. Now, write your thoughts in your notebook and we will discuss them as a class.
(Move around while the students write and help them with spellings and ideas if required.)

Choosing better

 **Choosing better** LSV

Tick (✓) your answer.

You see a beautiful flower in the garden. It has a sweet scent. What should you do?

1. You pluck the flower and take it home.
2. You smell the flower and enjoy nature.

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Teacher: Imagine you are walking in a garden and you see a beautiful flower. It has a sweet scent and it looks fresh and bright. What do you think you should do?

SHOULD DO

15 MIN.

☐

Let us look at the choices:

Option 1: Pluck the flower and take it home.

Option 2: Smell the flower and enjoy nature.

Teacher: Take a moment to think about what you would do if you were in this situation. Then, tick the answer you think is the best.

(Pause for the 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 the students to share their answers and explain their reasoning.)

Teacher: That is a great discussion. Flowers make gardens beautiful and they also help bees and butterflies. If we pluck them, they will not stay in the garden for others to enjoy. Instead, we can admire their beauty, smell their sweet scent and let them grow happily in nature.

Remember, taking care of plants and flowers helps nature stay beautiful and healthy for everyone.

L (What I Learnt)

Teacher: Now it is time to recollect what we learnt. Remember, at the start of the lesson, we talked about what we knew and

MUST DO

10 MIN.

☐

what we wanted to know about plants. Now, we will fill in the 'L' part of our KWL chart.

Teacher: I want you to sit with your partner and discuss what you learnt from the lesson. Think about different types of plants, how they grow and why they are important. After a few minutes, we will hear from each pair and you will write your ideas in your notebook under the 'L' column.
(Pause and allow the students to discuss with their partners.)

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

- Some plants are big, like trees and some are small, like shrubs and herbs.
- Climbers need support to grow.
- Most plants grow from seeds and they need air, water and sunlight to grow.
- Some flowers change into fruits and most fruits have seeds inside them.
- Plants are important because they give us food, air and shade.

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

Teacher: Plants are very special because they help us in so many ways. By learning about them, we understand how to take care of them and help them grow.

Differentiated Activities

110 km/hr



What did you learn from this lesson? List at least three things that you learnt in this lesson.

80 km/hr




If you had to create a new plant what would it be? Draw and give a name to it.

40 km/hr



Draw a plant and label its leaf, fruit and flower.

Home Task


 **Revising better** DBL

In this chapter, you have learnt about various plants. Which plant do you like the most? Write in your Little Book.

56

Revising better: In this chapter, you have learnt about various plants. Which plant do you like the most? Write in your Little Book.

Period 8

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

COULD DO

10 MIN.

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Worksheet 1

Theme 7: I Grow Plants 13. Our Plants

Worksheet 1

A. Fill in the blanks with the correct options.

- Plants make our world _____ (colourful/colourless).
- Plants keep our air _____ (clean/dirty).
- Plants are of _____ shapes and sizes (different/the same).
- A mango plant is a _____ plant (tall/short).
- A rose plant is a _____ plant (tall/short).

B. Write **T** if it is a tall plant. Write **S** if it is a short plant.

- | | |
|-----------------|------------------|
| 1. neem _____ | 2. coconut _____ |
| 3. banana _____ | 4. apple _____ |
| 5. cactus _____ | |

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

- All plants are of the same size. _____
- A mango plant does not grow big. _____
- A coconut tree is big in size. _____
- Big plants are called climbers. _____
- Grapevine plant needs support to stand. _____

41

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

Fill in the blanks with 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 the students to write the correct answers in their book.

Write **T** if the plant is tall. Write **S** if the plant is short.

Ask the students to work independently to mark the given list of plants as T and S. Discuss the answers with the class.

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

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

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



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

SHOULD DO

30 MIN.

Period 9



Open the **Quiz** and ask the 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.

- Some plants, such as _____, stay small (mango/rose).
- Tall plants are called _____ (trees/climbers).
- Grapvine is a _____ plant (weak/strong).
- Climbers _____ stand on their own (can/cannot).
- A mango has a _____ inside it (seed/flower).

B. Rearrange the letters to name some words related to plants.

- | | |
|-----------------|------------------|
| 1. SLEAVE _____ | 2. EESTR _____ |
| 3. ORNSTH _____ | 4. ERSFLOW _____ |
| 5. DSSEE _____ | |

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

- Climbers cannot stand on their own. _____
- A banana plant has small leaves. _____
- A neem plant has big leaves. _____
- A cactus plant does not have thorns. _____
- Most plants bear flowers. _____

42

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

Fill in the blanks with 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 the students to write the correct answers in their book.

Rearrange the letters to form meaningful words related to plants.

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

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

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

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

SHOULD DO

20 MIN.

English

Chapter 13: Our Plants

Theme 7:
I Grow Plants

A English

FLN HoLL MDA

Fill in the blanks with o and e to complete the words.

1. The r___se plant stays small.
2. Money plants need a coir p___l___ for support.

21

Fill in the blanks with o and e to complete the words.

Read each sentence aloud and ask the students to identify the missing part of the word that should be filled

COULD DO

10 MIN.



with 'o' or 'e'. The students will complete the sentences by adding 'o' or 'e' to form the correct words. Once the students have filled in the blanks, review the sentences together and check their answers.

Maths

B Maths

Look at the image of the rose plant. Will the length of the stem be measured in centimetres or kilometres? Write your answer in the space provided.



21

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

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> demonstrate fine motor skills by drawing or colouring pictures of different kinds of plants. engage in activities such as a nature walk in the school garden or nearby green space to observe and identify different types of plants.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> develop an understanding of the importance of plants by discussing how they help us (e.g., giving us food, oxygen and shade). demonstrate respect for nature by discussing how taking care of plants benefits everyone and the environment.
Cognitive Development	<ul style="list-style-type: none"> recognize and name different types of plants in their surroundings and explain their functions (e.g., trees provide shade, herbs are used in cooking, climbers grow with support). describe how plants grow from seeds and the conditions they need to thrive, focusing on the importance of air, water and sunlight.
Language and Literacy Development	<ul style="list-style-type: none"> describe different kinds of plants and their characteristics in simple sentences during oral communication activities. use new words related to plants (e.g., stem, roots, seed) while narrating their experiences of observing plant growth.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> create collaborative projects such as a "Plant Collage" using pictures or drawings of different types of plants, flowers and leaves.
Positive Learning Habits	<ul style="list-style-type: none"> demonstrate attentiveness during class discussions on plant growth and their uses in daily life. demonstrate curiosity and responsibility by taking care of a plant and sharing observations about its changes and needs.

Starry Knights

What strategies did you use to engage learners in this unit? Mention here.

Well done. Give yourself a STAR.



Lesson-14: Types of Days

Theme 7:
I Grow Plants

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 am as bright as the Sun.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to recognise and describe different types of weather such as sunny, rainy, windy and cloudy.
- to compare and contrast hot sunny days with cold rainy days using simple observations.
- to use words, pictures and actions to describe how different weather conditions feel (e.g., warm, cool, breezy, wet).
- to understand how weather affects clothing, food and outdoor activities.
- to participate in class activities, songs or stories related to different weather patterns.

Methodology

Period 1

Note to the Teacher: Begin by asking the students to prepare a KWL chart to organise their thoughts on the topic 'Types of Days'. Encourage the students to share what they already know about different kinds of days (sunny, rainy, cloudy, windy) and what they are curious to learn.

Teacher: Hello, students. Today, we are going to learn something new and exciting. Have you ever looked outside and noticed that some days are sunny, some are rainy and some are windy? (Pause for responses.)

COULD DO

10 MIN.



Teacher: Yes. The way the sky looks and how the air feels around us is called the weather. Some days are warm and bright, while others are cool and cloudy. Let us think together.

- What do we see in the sky on a sunny day?
- What happens when it rains?
- How do we feel when the wind blows?

(Pause after each question to let the students respond.)

Teacher: That is right. Some days are sunny, some are rainy, some are windy and some are cloudy. Today, we will explore:

1. Different types of days.
2. How each type of day feels.
3. What we wear and do on different kinds of days.

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

K	W	L

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

- What do you see when you look outside on different days?
- How does the weather feel when the sun is shining?
- What do we wear on a rainy day?

(Pause for the students to share their responses.)

Teacher: Great answers. Write these in the K column. Now, let us think about the second column – (W).

- What makes a day sunny or cloudy?
- Why does the wind blow?
- What happens when it rains?
- How do different types of days affect what we do outside?

(Pause for the students to share their questions.)

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

As we continue learning about types of days, we will answer these questions and discover more about how different weather affects our daily lives. At the end of the lesson, we will complete the L column with everything new we have learnt.

Kinaesthetic

Teacher: Alright, everyone. Today, we are going to play a fun game where we will act out different seasons. It is just like Dumb Charades, but instead of people, we will pretend to be a season.

MUST DO

30 MIN.

Re-KAP

SPD

Kinaesthetic

Play this fun game with your partner. Take turns to enact a season. Your partner will guess the name of the season. Name 2-3 clothes you wear in that season.

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Teacher:

1. Find a partner and sit together.
2. One of you will act out a season using actions only—no talking, no pointing, no writing.
3. Your partner will guess the season you are acting out.
4. After guessing correctly, your partner will name 2-3 clothes we wear in that season.
5. Then, switch roles. Now, the other person will act and you will guess.

Teacher: Let us do an example together. I will act first. (Pretend to shiver, rub your hands together and wrap an imaginary scarf around your neck.)

Teacher: Can anyone guess which season this is?

Students: Winter.

Teacher: That is right. What clothes do we wear in winter?

Students: Sweaters. Jackets. Woolen caps.

Teacher: Excellent. Now, let us begin the game. Each pair will take turns acting and guessing. If you need help, think about:

- What do people do in this season?
- What clothes do we wear?
- How does the weather feel?

(Walk around the class and help the students as needed. Encourage them to use simple actions.)

Scaffolding Prompts:

- If a student is acting out summer: "What do we wear when it is very hot outside?"
- If a student is acting out monsoon: "What do we carry when it rains?"
- If a student is acting out winter: "How do you feel when it is very cold?"

Teacher: Great job, everyone. Now, let us talk about what we learnt.

- What are the different seasons we acted out?
- What clothes do we wear in each season?

Differentiated Activities

110 km/hr



Write a few simple sentences about your favourite type of day (e.g., sunny, rainy, snowy).

Explain why you like it and what you enjoy doing on that kind of day.

80 km/hr



If you woke up to a rainy day, what would you do? Write a few simple sentences about how you would spend your time.

40 km/hr



Draw a picture of your favourite type of day (sunny, rainy, snowy or windy) and colour it.

Home Task

In your notebook, write 2 to 3 sentences about what you see on a sunny day and a rainy day.

Period 2

Auditory

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

MUST DO

15 MIN.

Auditory*

Listen to your teacher carefully. Answer the questions.

57

Teacher (reading aloud): Lina is going to a birthday party. She is wearing a blue cotton skirt, a yellow t-shirt and sandals.

Teacher: Let us think about the story. Which season do you think it is? Why?

(Wait for responses.)

If the students struggle: Give them thinking prompts like, 'Think about the clothes Lina is wearing. Would she wear a cotton skirt and sandals on a cold, winter day?'

Teacher: Yes, that is right. Lina is wearing light and comfortable clothes, which we usually wear in warm weather. This tells that the season is summer.

Teacher: Here is another question. What kind of clothes do we wear in different seasons? Can you name some clothes we wear in winter or rainy season?

(Allow the students to share their ideas.)

Teacher: Great thinking, everyone. This story tells us how the clothes we wear change with the seasons. Now, can you describe what you would wear on a winter day?

Pictorial

Teacher: Now, look at these pictures in your book. These are different types of clothes we wear in a particular season.


Teacher: Let us look at the first picture. What is this? (Pause for responses.)

Student 1: A scarf.

Teacher: Great. When do we wear a scarf? In summer or winter?

Pictorial **PS**

Look at the pictures. Name the clothes. Which season do you wear them in? Write the answers in your notebook.



Right on the Sun
PLH
K (What I Know?)
ICL (What I Want to Know)
57

Student 2: In winter.

Teacher: That is right. A scarf keeps us warm in cold weather. Now, let us look at the next picture. What do you see?

(Pause for responses.)

Student 3: Gloves.

Teacher: Yes. Do we wear gloves on a hot sunny day or a chilly winter day?

Student 4: A winter day.

Teacher: Correct. So, write 'winter' in your notebook. You may also try to draw a small glove next to the word.

Teacher: Now, look at the next picture. What is this?

Student 5: A sweater.

Teacher: Yes. When do we wear sweaters?

Student 6: In winter.

Teacher: Perfect. A sweater keeps us warm. Now, let us check the next picture. What do you see?

Student 7: A jacket.

Teacher: Right. Jackets help us stay warm in winter. Make sure you write 'winter' next to the word 'jacket.'

Teacher: Now, look at the last picture. What is this?

Student 8: A beanie.

Teacher: Yes. When do we wear a beanie?

Student 9: In winter.

Teacher: Excellent. A beanie protects our head and ears from the cold.

Teacher: Now that we have completed the activity, can you think of any other clothes we wear in different seasons?

(Allow the students to think and share their responses.)

Interacting better

Teacher: Next, I have a fun question for you. Which season do you like the most? Think about the different seasons—summer, winter, monsoon or spring. Which one is your favourite and why?

SHOULD DO

10 MIN.

Interacting better

Which season do you like the most? Why? Tell the class.

ICL 58

Teacher: Raise your hand if you want to share your answer. Remember, I will ask you why you like that season too. Who wants to go first?

Student 1: Ma'am, I like winter the most.

Teacher: That is a great. Can you tell us why you like winter?

Student 1: Because I get to wear warm clothes and drink hot chocolate.

Teacher: Wonderful. Winter is fun. Who else wants to share?

Student 2: I like the rainy season.

Teacher: Oh, that is interesting. Why do you like the rainy season?

Student 2: I love jumping in puddles and using my colourful umbrella.

Teacher: That sounds like so much fun. Thank you for sharing.

Student 3: Ma'am, I like summer.

Teacher: A great choice. Why do you like summer?

Student 3: Because I can eat ice cream and go swimming.

Teacher: That is so true. Summer is a great time for fun activities.

Teacher: Wow, you all have such wonderful answers. Let us all clap for our favourite seasons. Every season has something special, doesn't it?

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

Differentiated Activities

110 km/hr



Name any two types of days (e.g., sunny, rainy, windy) and describe what happens on those days in 2 to 3 sentences.

80 km/hr



Fill in the Blanks:

1. On a _____ day, I wear warm clothes.
2. We use an umbrella on a _____ day.
3. The wind blows strongly on a _____ day.
4. The sun shines brightly on a _____ day.

40 km/hr



Read the sentences given below with the help of your teacher.

1. Sunny day – The sun is bright and the weather is warm.
2. Rainy day – Water falls from the sky and we use umbrellas.
3. Windy day – The air moves fast and trees sway.
4. Snowy day – Everything is covered in white and it feels very cold.

Home Task

In your notebook, draw a picture of your favourite type of day (sunny, rainy, windy or snowy). Write 2 to 3 sentences describing what you see and do on that day.

Period 3

Teacher: Hello, everyone. We are going on a little adventure outside. We are going to use our eyes, ears and even our skin to observe the weather today. Let us walk together and pay close attention to what we see, hear and feel.

COULD DO

20 MIN.



(Use the CRM signs and take the students outside the classroom or to the playground for a walk.)

Teacher: First, let us stop and take a deep breath. Ahhh... Can you feel the air? Is it warm or cool?

Student 1: It feels warm, ma'am.

Student 2: No, I think it is a little windy.

Teacher: That is great. Some of you feel warmth and some of you feel a little wind. Now, let us look up at the sky. What do you see?

Student 3: The sun is shining bright.

Student 4: I see a few white clouds.

Teacher: Awesome observations. If the sun is shining and there are just a few clouds, what kind of day do you think it is?

Students (together): A sunny day.

Teacher: Yes. Now, let us close our eyes for a few seconds and listen. What sounds do you hear?

Student 5: I hear birds chirping.

Student 6: I hear the leaves rustling in the wind.

Teacher: Excellent listening. That tells us there is a gentle breeze today. Now, touch your arms or your clothes. Do they feel hot, cool or just right?

Student 7: Just right, ma'am.

Teacher: Great. So, today is a sunny day with a little wind and it feels nice outside. When we go back to class, I want you to draw and write a sentence about what you observed today. Are you ready?

Students: Yes.

Teacher: Let us head back and share what we discovered.

It is a weekend. Lina is drawing a picture. Mama is reading the newspaper.

Mama, how does this picture look? I have drawn the flower from our garden.

Very nice, Lina.

Mama, what are you reading in the newspaper?

I am checking the weather.

What is weather, Mama?

Yes, Mama!

It tells us what a day is like. Like today is hot. Do you know Lina, trees give us shade in hot weather? Do you want to know more fun things about weather?

Some days are hot. Some days are cold. Some days are cool and windy. Some days are cloudy.

The weather tells us what a day is like. We decide what to wear and plan our day according to the weather.

58

Teacher: Hello everyone. Do you know that Lina and her family are talking about the weather today?

MUST DO

20 MIN.



(Pause for the students to respond.)

Teacher: Let us read the story to find out what they learn about the weather.

(Read the conversation given in the book aloud and engage the students in a discussion about their experiences with different types of weather. Ask them questions like: "Have you ever felt a really hot day like Lina?" or "What do you like to do on a rainy day?")

Teacher: Just like Lina is learning about the weather, let us think about the weather today. How does it feel outside? Is it hot, windy or cool?

(Encourage the students to share their observations and experiences with different types of weather.)

Play the **Animation** to generate interest about the topic.

eBook can be used to teach the lesson.

Differentiated Activities

110 km/hr



What are some activities you like to do on a sunny day? Draw a picture and name them in your notebook.

80 km/hr



Rearrange the words to make meaningful sentences.

1. sun / The / shining / is / bright.
2. day / is / It / a / rainy.
3. windy / very / today / is / It.
4. carry / We / on / rainy / an / umbrella / days.

40 km/hr



Read the words Sunny, Windy, Cloudy and Rainy with your teacher's help and practice writing them in your notebook.

Home Task

With the help of your parents, look at the clouds together and draw the different types you see, such as fluffy cotton-like clouds or thin, wispy ones. In your notebook, draw and label them as 'fluffy' or 'thin'. Parents can guide you in observing the sky and discussing the different shapes of clouds.

Period 4

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

A hot and sunny day

Teacher: I am sure that you would have noticed the changes that happens in the weather. For example, some days are hot. Some days are cold. Some days are

COULD DO

10 MIN.



cool and windy. Some days are cloudy. The weather tells us what a day is like. We decide what to wear and plan our day according to the weather.

A HOT AND SUNNY DAY

It is very hot in summer. We wear cotton clothes to stay cool. The Sun shines brightly. We like to sit near a fan, cooler or an air conditioner. We like to have juice and ice cream. We eat mangoes and watermelons in summer. Trees give us shade from the Sun. The leaves of plants keep the air cool.



Ryan likes sitting near the cooler and eating.

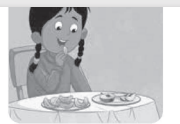
58

Teacher: Today, we will learn about different types of day. First, I want to tell you about a type of day we all experience – a hot and sunny day. During summer, the weather becomes very hot. The sun shines brightly, making us feel warm. To stay cool, we wear cotton clothes and sit near a fan, cooler or air conditioner. On hot days, we enjoy drinking juice and eating ice cream. We also love eating fruits like mangoes and watermelons, which help us feel fresh. Trees give us shade from the sun and the leaves of plants help keep the air cool. Look at this picture—Ryan likes sitting near the cooler and eating a watermelon on a hot day. What do you like to do on a hot and sunny day? (Encourage the students to share their ideas and experiences.)

A Cold Day

A COLD DAY

Days and nights are cold in winter. Sometimes, very cold winds blow. Sometimes, it rains. We wear woollen clothes to stay warm. We like to have hot drinks. During winter, it snows in the mountains. We eat apples and oranges in winter.



Maria likes to eat apples and oranges on a cold day.

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Teacher: Next, we are going to learn about a special kind of day. Here is a clue: on this day, we wear woollen clothes, drink hot drinks and sometimes even see snow. Can you guess what it is?

Students: Is it a cold day?

Teacher: That is right. A cold day is when the weather is chilly and sometimes, the wind blows very strongly. In winter, days and nights are cold and sometimes it even rains.

Teacher: What do we wear on a cold day to keep warm?

Students: Woollen clothes.

Teacher: Exactly. We wear sweaters, jackets and scarves to stay warm. We also like to have hot drinks, like tea or soup, to feel warm.

Teacher: Do you know that in some places, it even snows in winter? Have you ever seen snow? (Pause to let the students share their experiences.)

Teacher: That is interesting. Do you know what fruits we eat in winter?

Students: Apples and oranges.


Teacher: That is right. Fruits like apples and oranges are delicious and healthy to eat in winter. Look at this picture—Maria likes to eat apples and oranges on a cold day.

Teacher: Now, tell me—what do you like to do on a cold day?

(Encourage the students to share their experiences and discuss how they stay warm in winter.)

Differentiated Activities

110 km/hr


 Write a few sentences about what people do on a hot and sunny day and a cold day. How do they dress? What do they eat?

80 km/hr

 Fill in the missing letters for weather-related words:

1. S _ n _ y
2. C _ o _ d _
3. R _ i _ y
4. W _ n _ y

40 km/hr

 Prepare flashcards with different types of weather (sunny, rainy, windy, cloudy) and related activities (e.g., wearing woollen clothes, using an umbrella, playing outside). Lay the cards on the floor, face down. The students take turns picking two cards at a time to find a match (one type of weather and one activity).

Home Task

With the help of your parents, observe the weather outside. Draw a picture of what the weather is like today (sunny, cloudy, rainy or windy) and write one sentence about it. Example: "Today is a sunny day."

Period 5

Teacher: Good morning, everyone. Before we start today's lesson, let us play a quick game. I will give you some clues and you have to guess what kind of day I am talking about. Are you ready?

Students: Yes.

Teacher: Great. Let us begin.

Clue 1: I bring lots of water from the sky. People use umbrellas and wear raincoats when I come. Puddles appear on the ground and sometimes you can hear thunder. What kind of day am I? (Pause for the students to guess.)

Students: A rainy day.

Teacher: Yes. A rainy day is when it rains and we need umbrellas or raincoats to stay dry.

Clue 2: I blow leaves off the trees and make your hair fly in all directions. Sometimes, kites fly high in the sky when I am around. What kind of day am I?


(Pause for the students to guess.)

Students: A windy day.

Teacher: Well done. A windy day is when strong winds blow and we can feel the air moving fast around us.

Teacher: That was fun. Now, let us learn more about rainy and windy days.

A Rainy Day



Jas, Lina and Ryan like rainy days.

A RAINY DAY

On some days, it rains a lot. We use an umbrella or wear a raincoat. We play with paper boats, made from recycled paper. Sometimes, we see a rainbow in the sky.

MUST DO
15 MIN.
☐

59

Teacher: Next, let us learn about another special kind of day—a rainy day. Are you ready?

Students: Yes, we are.

Teacher: A rainy day is when it rains a lot and everything around us gets wet. Have you ever been outside when it was raining?

(Pause to let the students share their experiences.)

Teacher: Wonderful. Now, let me ask you something. What do we use to keep ourselves dry on a rainy day?

(Allow the students to share their thoughts.)

Students: Umbrella. Raincoat.

Teacher: That is right. We use umbrellas, raincoats and even gumboots to stay dry.

Teacher: Do you know what fun activity we can do on a rainy day?

Teacher: Yes, we love to play in the rain. When it rains, small pools of water collect on the ground. These are called puddles. Have you seen little pools of water on the road or in the park after it rains?

Students: Yes.

Teacher: Those little pools of water are called puddles. Many children love to jump in puddles and splash water around. Some even make paper boats to float in the water. Have you ever made a paper boat?

(Pause for the students to respond.)

Teacher: That sounds like fun. Do you know something magical that sometimes appears after it rains?

Students: A rainbow.

Teacher: Yes. After it rains, we might see a beautiful rainbow in the sky. It has many colours and looks amazing. Look at this picture—Jas, Lina and Ryan love rainy days.

Teacher: Now, let us think about how we feel on a rainy day. Do you like rainy days? What do you love to do when it rains?


(Encourage the students to share their ideas.)

Teacher: That was wonderful. Rainy days bring a lot of fun and beauty. So, the next time it rains, you can enjoy playing indoors, making paper boats or watching a rainbow in the sky.

A Windy Day

A WINDY DAY

On some days, the wind blows strongly. A windy day is mostly cool.



Sam enjoys windy days.

MUST DO
10 MIN.
☐

59

Teacher: Next, we are going to learn about a special kind of day. Here is a clue: On this day, the wind blows strongly and it feels cool outside. Can you guess what kind of day it is?

Students: A windy day.

Teacher: That is right. On a windy day, the air moves fast and we can feel the wind on our faces. Have you ever felt the wind blowing your hair or your clothes?

Students: Yes.

Teacher: What happens to the trees on a windy day?

Student 1: The leaves move.

Student 2: The branches shake.

Teacher: Exactly. The wind makes the trees sway and the leaves fly in the air. What other things do we see or feel on a windy day?

Student 3: We can fly kites.


Student 4: Our hats can fly away.

Teacher: That is right. A windy day is a great time to fly kites because the wind helps them stay up in the sky. We also have to hold on to our hats and umbrellas or they might blow away.

Teacher: Look at this picture—Sam enjoys windy days. What do you like to do on a windy day?

(Pause for the students to share their answers.)

A Cloudy Day



Ryan enjoys cool cloudy days.

A CLOUDY DAY

Sometimes, the sky is covered with dark clouds. We cannot see the Sun. The clouds keep the Sun's heat away from us. So, cloudy days are cool.

MUST DO
10 MIN.
☐

59

Teacher: Here is the last one, we are going to learn about yet another special kind of day. I will give you some clues and you have to guess what kind of day it is.

Sometimes, when you look up at the sky, you cannot see the Sun clearly. Instead, you see a lot of big, fluffy or dark clouds. The weather feels cooler than on a sunny day. What kind of day do you think it is?

(Pause for the students to respond.)

Student 1: A rainy day?

Teacher: That is a good guess. On a rainy day, we also see raindrops falling from the sky. What if there is no rain, but the sky is still covered with clouds? What kind of day would it be?

Student 2: We see dark clouds/grey clouds

Teacher: Yes. It is called as a cloudy day. On a cloudy day, the Sun is hidden behind the clouds, so we do not feel its heat as much. That is why cloudy days are cooler than sunny days.


Teacher: Look outside—do you see any clouds in the sky today? Are they big and white or dark and heavy?

(Pause for the students to observe and respond.)

Teacher: Sometimes, when there are too many dark clouds, it means it might rain soon. On other days, the clouds just stay in the sky and make the weather nice and cool.


Teacher: Look at this picture—Ryan enjoys cool, cloudy days. What do you like to do on a cloudy day?

(Encourage the students to share their experiences.)


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

Differentiated Activities


110 km/hr

 Write a few sentences about your favourite type of weather (rainy, windy or cloudy) and explain why you like it.

80 km/hr

 Role-play different weather conditions. Example: Some students can act like trees swaying in the wind, others can pretend to hold umbrellas on a rainy day and some can hide from the Sun on a cloudy day.

40 km/hr

 Ask the students to draw a picture of their favourite weather and label it. They can include what people wear, what activities they do and what they see in the sky.

Home Task

Ask the students to observe the weather every day for a week and write one sentence about what the weather was like. Example: Today was cloudy and the sky looked grey. They can also draw a small picture to match their sentence.

Period 6

Recalling better

Teacher: Now that we have learnt so much about different types of days, let us see how much we remember.

COULD DO

20 MIN.



Recalling better

CING

- The weather tells us what a day is like.
- Some days are hot. Some days are cold.
- Some days are rainy. Some days are windy. Some days are cloudy.

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Teacher: Here are the instructions:


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

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

Questions to ask the students:

1. What do we use to keep ourselves dry on a rainy day?
2. What fun activities can we do on a windy day?
3. How do we feel on a cloudy day?
4. What happens to the trees when the wind blows strongly?
5. How does the weather help us decide what to wear?
6. What do we wear on a cold day to stay warm?
7. What do we carry on a rainy day to stay dry?
8. What happens to the trees on a windy day?
9. What do you see in the sky on a cloudy day?
10. Which type of day do you like the most? Why?

(Encourage the students to answer in full sentences and share their experiences)

 show the **infographic** and engage the students in a discussion about different types of days. Ask them to describe each type of day using simple sentences.

Learning better

Learning better

CBA

A Write T for true or F for false.

1. The weather tells us what a day is like.
2. It is very cold in summer.
3. We wear woollen clothes on a winter day.

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Write T for true and F for false

SHOULD DO

Teacher: Now, let us start with the practice exercises in our book.

10 MIN.

The first exercise would be true or false. I will read each sentence and you will tell me whether it is True (T) or False (F). If the sentence is true, say 'True'. If it is false, say 'False'. Let us begin.

Teacher: The weather tells us what a day is like.

Teacher: Think about what we learnt. Does the weather help us know if a day is hot, cold or rainy?

Students: Yes. True.

Teacher: Correct. The weather helps us understand the kind of day we have.

Teacher: It is very cold in summer.

Teacher: What is summer like? Is it hot or cold?

Students: It is hot.

Teacher: That is right. So, is the sentence true or false?

Students: False.

Teacher: Correct. Summer is a hot season, not a cold one.

Teacher: We wear woollen clothes on a winter day.

Teacher: What do we wear in winter to keep warm?

Students: Woollen clothes.

Teacher: Yes. So, is this sentence true or false?

Students: True.

Teacher: Well done. We wear woollen clothes like sweaters and jackets in winter.

Teacher: Now, write the answers in your book.

(Give time for the students to mark the statements as true or false in their book. Move around to observe and help the students if required)

Match the columns

B Match the columns.

- | | | | |
|---------------------------|---|---|---------------|
| 1. Summer is | • | • | a. wet. |
| 2. Rainy days are | • | • | b. windy day. |
| 3. Strong winds blow on a | • | • | c. hot. |

59

Teacher: Now, we are going to do a 'Match the Columns' exercise. I will read each sentence and we will think about which option matches best. Let us begin.

SHOULD DO

10 MIN.

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

Students: Summer is - wet.

Teacher: Hmm... Do you think summer is wet? Or is it something else?

Students: No. Summer is hot.

Teacher: That is right. So, summer is hot. Look at the options and match 'Summer is' to 'hot.' (c)

Teacher: Let us move to the second one. Can someone read it aloud?

Students: Rainy days are - windy day.

Teacher: Do rainy days have strong winds or do they have a lot of water?

Students: A lot of water. They are wet.

Teacher: Exactly. Rainy days are wet. So, match 'Rainy days are' to 'wet.' (a)

Teacher: Now, the last one. Let us read it together.

Students: Strong winds blow on a - hot.

Teacher: Hmm... Do strong winds blow on hot days or do they blow on another kind of day?

Students: A windy day.

Teacher: Yes. So, 'Strong winds blow on a' matches with 'windy day.' (b)

Teacher: Great job, everyone. Now, check your answers and draw lines to match them correctly. Once you are done, we will discuss together.

Differentiated Activities

110 km/hr



Ask the students to read the lesson with their partners.

80 km/hr



Give the students a few key words from the lesson and ask them to take turn to read it aloud to their partners.

40 km/hr



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

Home Task



Creating better

Art 1 2L CS

Make your own snowman.

1. Take a piece of coloured paper. On it, make two circles—one small and one big.
 2. Put glue on it. Paste cotton on the two circles. Your snowman's body is ready.
 3. Paste black buttons for eyes. Paste a ribbon on its neck to make a scarf. Make its hands using sketch pens. Make its nose and hat using paper cut-outs. Ask an adult for help.
- Your snowman is ready.



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Creating better: Make your own snowman.

Period 7

Write short answers in your notebook

C Write short answers in your notebook.

1. What happens on a windy day?
2. Why are cloudy days cool?
3. Misha is wearing a sweater and drinking soup. What kind of a day is it?

60

Teacher: Hello every one, today let us work on some questions from the lesson. Take out your notebooks and coursebooks. 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 happens on a windy day?

Think about what we have learnt about windy days. What do we see and feel when the wind blows? (Pause for the students to respond.)

Student 1: The leaves move.

Student 2: The trees shake.

Teacher: That is right. On a windy day, the wind blows strongly, leaves fly and trees sway. Now, write your answer in your notebook in a short sentence.

(Guide them to write in their notebooks.)

Teacher: Let us move to the second question: Why are cloudy days cool? What do we see in the sky on a cloudy day? Can we see the Sun clearly?

Students: No. The Sun is behind the clouds.

Teacher: Yes. When the clouds cover the Sun, we do not feel its heat and the weather becomes cooler. Now, write your answer: Cloudy days are cool because the Sun is hidden behind the clouds.

(Guide them to write in their notebooks.)

Teacher: Now, for the last question: Misha is wearing a sweater and drinking hot chocolate. What kind of day is it?

Think about when we wear warm clothes and drink something hot. Is it a hot day or a cold day?

Students: A cold day.

Teacher: Yes. When it is cold, we wear sweaters and drink warm things. Now, write: It is a cold day.

(Guide them to write in their notebooks.)

Teacher: Well done, everyone.

Thinking better

Teacher: Now, I want you to think about something interesting—why do we eat and drink different things in different seasons? Let us think about it together.

MUST DO

20 MIN.



Thinking better

Think and answer in your notebook.

1. Why do we drink soup, badam milk or hot chocolate in winters?
2. Why do we like to have ice-cream and juice in summers?

60

Question 1: Why do we drink soup, badam milk or hot chocolate in winter?

Teacher: Think about how you feel on a cold winter day. What happens when you drink something warm? Does it make you feel better?

(Pause for the students to think and gather ideas.)

Teacher: Now, let us hear your ideas.

Students (Possible Responses):

- We drink soup, badam milk or hot chocolate in winter because they keep us warm.
- Hot drinks make us feel cozy and comfortable when it is cold outside.
- Warm foods and drinks help our bodies fight the cold weather.

Teacher: That is right. Hot drinks and warm foods help keep our bodies warm in winter. Well done. Now write down these pointers in your notebook.

(Allow time for the students to write down their answers. Help them with spellings if required.)

Question 2: Why do we like to have ice cream and juice in summer?

Teacher: Now, think about a hot summer day. What happens when you eat ice cream or drink juice? Does it make you feel cool and refreshed?

(Pause for the students to think and write.)

Teacher: Let us hear your ideas.

Students (Possible Responses):

- We like to have ice cream and juice in summer because they help us cool down.
- Cold drinks and ice cream make us feel refreshed when it is very hot outside.
- In summer, our body feels hot, so we like to eat and drink things that cool us down.

Teacher: That is absolutely right. Cold drinks and ice cream help us feel refreshed and cool during summer. Great job, everyone. Now write down these pointers in your notebook.

(Allow time for the students to write down their answers. Help them with spellings if required.)

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

Differentiated Activities

110 km/hr



Draw three pictures: one for a rainy day, one for a windy day and one for a cloudy day. Write one sentence about each picture. Example: "On a rainy day, I use an umbrella."

80 km/hr



Give the students pictures of different types of days (rainy, windy, cloudy). Instruct them to match each picture with the correct word.

40 km/hr



Instruct the students to sit in a circle. Say different things like "We see dark clouds," or "We fly kites." Ask them to raise their hands and say which type of day it matches—rainy, windy or cloudy.

Home Task

Create a weather scrapbook. With the help of your parents, find and collect pictures of different types of days, such as sunny, rainy, windy and cloudy, from newspapers or magazines. Cut them out carefully and paste them neatly on an A4 sheet. Decorate your scrapbook with colours, stickers or drawings to make it look creative and beautiful. Have fun while working on your scrapbook.

Period 8



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

COULD DO

10 MIN.



Choosing better

Teacher: Now let us wear our thinking hats. Imagine, it is raining and your friend does not have an umbrella, but you do. What would you do in this situation? Let us look at the choices.

SHOULD DO

10 MIN.



Choosing better

LSV

Tick (✓) your answer.

It is raining. Your friend does not have an umbrella. You have an umbrella. What will you do?

1. You will offer her to walk under your umbrella with you.
2. You will let her get wet in the rain.



Option 1: You will offer her to walk under your umbrella with you.

Option 2: You will let her get wet in the rain.

(Pause for the students to think.)

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

(Wait for the students to complete the task.)

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

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

Teacher: Well done everyone. Remember, sharing and helping others is a kind and thoughtful thing to do. When we care for our friends, we make the world a happier place.

L (What I Learnt)

Teacher: Remember, at the start of the lesson, we talked about different types of days and what we already knew about them. Now, we will think about what we have learnt.

COULD DO

20 MIN.



Teacher: I want you to sit with your partner and discuss what you learnt from the lesson. Think about the different types of days we talked about—sunny, rainy, windy and cloudy. How do these days feel? What do we see, wear and do on these days? After a few minutes, we will hear from each pair and you will write your ideas in your notebook.

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

Students (Possible Responses):

- On a sunny day, we wear light clothes and play outside.
- On a rainy day, I like to jump in puddles and use my umbrella.
- A windy day is fun because we can fly kites, but we have to hold on to our hats.
- On a cloudy day, the sky looks grey and it feels nice and cool.
- Rainy days make the ground wet and sometimes we see a rainbow.
- Sunny days are very hot and we drink lots of water.
- On windy days, my hair flies everywhere.

Teacher: Wonderful answers. Now, write these in your notebook under 'What I Learnt.'

Teacher: So, we learnt that different types of days have different kinds of weather. On sunny days, the Sun shines

brightly and it is warm. On rainy days, we see raindrops and use umbrellas or raincoats to stay dry. On windy days, the wind blows strongly, making trees sway and kites fly. On cloudy days, the sky is covered with clouds and the weather feels cooler. Every type of day is special in its own way.

Home Task

Revising better

DBL

In this chapter, you have learnt about various kinds of days. What do you like to do on a rainy day? Write in your Little Book.

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Revising better: In this chapter, you have learnt about various kinds of days. What do you like to do on a rainy day? Write in your Little Book.

Period 9

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

COULD DO

10 MIN.



Worksheet 1

Theme 7: I Grow Plants 14. Types of Days

Worksheet 1

A. Fill in the blanks with the correct options.

1. The _____ tells us what a day is like (weather/Sun).
2. We wear _____ clothes to stay cool (cotton/woollen).
3. Days and nights are _____ in winter (hot/cold).
4. We wear a _____ on rainy days (cap/raincoat).
5. A windy day is mostly _____ (cool/hot).

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

1. The Sun shines brightly in summer. _____
2. We eat ice creams in summer. _____
3. Children make snowmen in summer. _____
4. We use an air conditioner during winter. _____
5. We eat apples in winter. _____

C. Match the columns.

Column A

1. hot day •
2. cold day •
3. rainy day •
4. windy day •
5. watermelons •

Column B

- i. hot drinks
- ii. ice creams
- iii. summer
- iv. paper boat
- v. winds

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

SHOULD DO

30 MIN.



Fill in the blanks with correct options.

Read each sentence aloud and ask the students to listen carefully in order to identify the correct word to complete the sentence. Give them a few moments to think about the answer for each blank. Encourage the 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 different types of days. Reinforce the importance of understanding how the weather changes and how it affects our daily lives, including the clothes we wear and the activities we do. Help them relate their answers to their own experiences to strengthen their understanding.

Write T for true or F for false.

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

Match the columns

Read both columns aloud and ask the students to think about which type of day matches each item. Encourage them to draw lines connecting the items in Column A to the appropriate descriptions in Column B. Give them a few moments to think and complete the matching.

Once they have finished, invite the students to share their answers with the class and discuss why each item is associated with a particular type of day. Reinforce their understanding by asking follow-up questions, such as why we prefer ice creams on hot days or why paper boats are fun on rainy days. Encourage them to relate the answers to their own experiences to deepen their understanding of different types of weather.

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

Period 10

Worksheet 2

SHOULD DO

20 MIN.



Worksheet 2

A. Fill in the blanks.

1. Weather affects what we wear, _____ and do.
2. We like to sit near a fan or a cooler in _____.
3. We like to go to the beach during _____.
4. We eat oranges in _____.
5. Strong _____ blows during winter.

B. Write T for true or F for false.

1. Summer is usually cold. _____
2. We eat cold food items in summer. _____
3. Days and nights are cold in summer. _____

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4. On a cloudy day, the sky is clear. _____

5. A cloudy day is hot. _____

C. Rearrange the letters to name words related to the seasons.

- | | |
|-----------------|-----------------|
| 1. UNS _____ | 2. GOMAN _____ |
| 3. LEAPP _____ | 4. MERSUM _____ |
| 5. TERWIN _____ | |

44

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

Fill in the blanks

Read each sentence aloud and ask the students to listen carefully to understand what is being described. Give them a few moments to think about the correct word to complete each sentence. Encourage them 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 different types of weather and how they affect our daily activities, clothing and the food we eat. Reinforce the importance of understanding the weather and how it influences our choices throughout the year.

Write T for true and F for false.

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

Rearrange the letters to name words related to seasons

Read each scrambled word aloud and ask the students to listen carefully and think about the correct word related to the seasons. Give them a few moments to rearrange the letters and write the correct word 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 each word, its meaning and how it relates to different seasons. Reinforce their understanding of seasonal changes and their impact on weather, activities and the environment.

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

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

Book of Holistic Teaching

COULD DO

20 MIN.



English

Chapter 14: Types of Days



English

FLN HoLL MDA

Fill in the blanks with the correct pp words.

1. Eating an a_____le a day keeps the doctor away.
2. The pu_____y is playing with the children in the park.

21

Fill in the blanks with the correct pp words.

Begin by explaining to the students that they will need to fill in the blanks with the correct words that contain the “pp” letters. Read out the sentences to them and ask them to listen carefully for the correct word that fits each blank. Encourage the students to write their answers in their notebooks or classwork. After they have filled in the blanks, invite a few students to share their answers aloud. Engage in a brief discussion about the words, ensuring they understand their meanings and usage in sentences.

Maths**Maths**

On a hot and sunny day, Lina wants to drink some juice. She buys a juice can from the market. What is the shape of the juice can? Write the name of the shape in the space provided.

21

Read out the problem to the students and ask them to think carefully about the shape of the juice can. Encourage them to visualise or recall what a juice can looks like. Guide them to work on the question in their notebooks by drawing the juice can. After they have completed the task, invite a few students to share their answers aloud. Reinforce their understanding by discussing other real-life objects that have the same shape.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> demonstrate fine-motor skills in activities such as creating a weather scrapbook, cutting out pictures of different weather conditions from magazines and pasting them in their respective sections (e.g., a sun for a sunny day, raindrops for a rainy day).
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> describe how weather impacts daily life by discussing personal experiences with different weather conditions. participate in group discussions on how people adapt to weather changes (e.g., using umbrellas on rainy days, wearing woollen clothes on cold days) and recognize the importance of working together to stay safe in extreme weather.
Cognitive Development	<ul style="list-style-type: none"> identify and describe different types of weather, such as sunny, rainy, windy and cloudy. compare and contrast hot sunny days with cold rainy days using observations of temperature, clothing choices and outdoor activities. describe how weather affects daily routines, including the foods we eat, the clothes we wear and the activities we do.
Language and Literacy Development	<ul style="list-style-type: none"> use weather-related vocabulary such as sunny, rainy, windy, cloudy, warm, cool, breezy and wet.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> create art work such as drawing or painting different weather conditions, making a matching chart of weather types and their effects (e.g., rainy – umbrella, sunny – sunglasses).
Positive Learning Habits	<ul style="list-style-type: none"> demonstrate attentiveness during discussions on different weather types, follow instructions carefully during activities such as sorting weather-related objects and actively participate in class songs, games and stories related to weather patterns.

Starry Knights

Did you enjoy teaching this topic?

Write one thing you learnt about your learners.

You did a splendid job. Give yourself a STAR.

