

Lesson-6: Tomato Soup for Granny

Theme 6:
I Stay in Unity

15 Periods (40 minutes each)



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



Animation, Animated Activities, Chapter Summary, Dictionary, Concept Map, eBook, Slideshow, I Explain, Spelling Activity, Test Generator

Confirming better

I am friendly.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to read sight words and complete simple sentences using naming and position words.
- to listen to and follow oral instructions to complete guided tasks.
- to speak about their neighbourhood and community helpers using short sentences.
- to express feelings of kindness, care and cooperation through storytelling and role-play.
- to participate in group games and activities that promote teamwork and coordination.
- to observe, match and describe objects and people in their surroundings.
- to create simple art-based projects (e.g., bookmarks) to express positive messages.

Methodology

Period 1

Teacher: Good morning, everyone. I hope you are all feeling fresh and happy today.

SHOULD DO

10 MIN.



Teacher: Let us begin our class with a small affirmation to make our day brighter.

Teacher: Today's affirmation is – I am friendly.

Teacher: Being friendly means we are kind to others, we share, we smile and we speak gently. When we are friendly, we make others feel happy and safe.

Teacher: Now, let us say it together – I am friendly.

Students: I am friendly.

Teacher: Beautiful. Let us say it one more time, this time with a big smile.

Students: I am friendly.

Teacher: Well done. Let us now sit in a circle. I will say the sentence and each of you will say it aloud when I call your name.

Teacher: (Points to first student) Let us begin with you.

Student 1: I am friendly.

Teacher: Very clear and confident. Thank you. Next, (Repeat till all students have spoken once)

Teacher: That was wonderful. You all did such a lovely job. Speaking with confidence helps us become better at expressing ourselves.

Teacher: Let us clap for ourselves and carry this friendly feeling through the rest of the day.



You may show the **eBook** given on the digital platform.

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

61

Teacher: Now we will begin a new chapter, 'Tomato Soup for Granny'.

MUST DO

25 MIN.



I have made a KWL format on the blackboard. Please take out your notebooks and draw the same column in your notebooks.

K	W	L

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting.



You may show the **eBook** given on the digital platform.

Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 61.

Kinaesthetic

Kinaesthetic

If your hand is on the table give a high five to your partner. If your bag is kept near your desk tap your feet.

61

Teacher: Let us start with a fun body game. You must listen carefully and do the action. Ready?

Students: Ready.

Teacher: If your hand is on the table, give a high five to your partner. If not then do it.

Students: (high five each other)

Teacher: Lovely. That looked so cheerful. Now, if your bag is near your desk, tap your feet like this. (teacher taps feet gently)

Students: (tapping their feet)

Teacher: Very good. I love the way you all followed the actions. You are all smart and active.

Teacher: Now let us sit nicely and get ready for our next fun activity.

Auditory

Auditory*

Your teacher will read out some sentences. Listen carefully and note down the place words in your notebooks.

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Teacher: Great job on the kinaesthetic activity. You were all moving, tapping and high-fiving so well.

Teacher: Now, let us get ready for our next activity – a listening activity.

(Listening text on the page 111 of the book)

Teacher: I will read some sentences. You must listen very carefully.

Teacher: Your job is to find the place words in the sentences. These are the words that tell us where something is.

Student 1: Teacher, like 'on' the table?

Teacher: Yes, exactly. But you will only write the place word – 'on'.

Teacher: Let us do one example together. Listen to this sentence:

I keep my books on the table.

Teacher: What is the place word here?

Student 2: On.

Teacher: Very good. Now write 'on' in your notebook.

Teacher: Ready to start the activity?

Students: Yes, teacher.

Teacher: Sentence 2 – The birds are in the nest.

Teacher: Listen carefully. What is the place word?

Student 3: In.

Teacher: Well done. Now write 'in'.

Teacher: Sentence 3 – There is a bench under the tree.

Teacher: What is the place word?

Student 4: Under.

Teacher: Good listening. Please write 'under'.

Teacher: Sentence 4 – The shop is near the park.

Teacher: Which word tells us the place?

Student 5: Near.

Teacher: Correct. Write 'near'.

Teacher: Let us say all four place words together.

Students: On, in, under, near.

Teacher: Wonderful listening. I am so proud of you all.

Teacher: Give yourself a soft clap.

Students: (Soft clapping) **Teacher:** In our next class, we will learn how to use these place words in our own sentences. Keep noticing where things are around you.

Pictorial

Pictorial PS

Look at the pictures. Fill in the blanks with near, on, or between.

1. The cat sits _____ the box.



2. The cat sits _____ the box.



3. The cat sits _____ the boxes.



61

Teacher: Everyone, please look at the page 61 with three pink boxes and cats.

Teacher: Today, we will look at pictures and choose the right word – near, on or between – to describe where the cat is.

Teacher: Let us look at the first picture. The cat is not touching the box. It is a little away. What word can we use?

Student 1: Near.

Teacher: Yes, the cat is near the box. Please write 'near' in the blank for sentence 1.

Teacher: Now look at the second picture. Where is the cat sitting this time?

Student 2: On the box.

Teacher: That is right. The cat is on the box. Please write 'on' in sentence 2.

Teacher: Let us look at the last picture. Where are the boxes?

Student 3: The boxes are on both sides of the cat.

Teacher: That is correct. What does that tell us about where the cat is sitting?

Student 4: The cat is sitting between the two boxes.

Teacher: Very good. The cat is between boxes. Please write 'between' in the last sentence.

Teacher: Now let us read all three sentences aloud together.

Students:

1. The cat sits near the box.
2. The cat sits on the box.

3. The cat sits between the boxes.

Teacher: Excellent work. I love how well you looked at the pictures and chose the correct place words.

Teacher: In the next period, we will make our own place word sentences using classroom objects.

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activity

110 km/hr



Which word will you use when the cat is sitting between two boxes?

80 km/hr



Which word will you use when the cat is sitting on a box?

40 km/hr



Which word will you use when the cat is sitting near the box?

Home Task

Draw a picture of a ball. Show it on the table, near the table and between two chairs. Write the correct place word below each drawing.

Period 2

Interacting better

SHOULD DO

10 MIN.



Teacher: Good morning, everyone. Let us begin today's class with a small talking activity.



Interacting better
Tell your partner one thing that you like about your neighbourhood.

ICL

62

Teacher: Everyone please look at the 'Interacting better' section on page 62.

Teacher: It says, 'Tell your partner one thing that you like about your neighbourhood.'

Teacher: Turn to your partner and take turns to share what you like about your neighbourhood. You can say, 'I like the park near my house' or 'I like my friendly neighbours'. (Students interact with their partners)

Teacher: That was lovely. Talking about our neighbourhood helps us feel proud of where we live and understand our surroundings better.

 You may show the **Animation** given on the digital platform.

Teacher: Now, let us begin our new story – 'Tomato Soup for Granny'. Everyone, please open page 62.

MUST DO

20 MIN.



Teacher: I will read the story aloud and we will talk about it together.

STEP 1/ML

Lina and John are neighbours. John lives with his grandmother. The neighbours call John's grandmother, Granny. Granny grows juicy tomatoes in **her** garden.

Granny wants to make tomato soup for lunch. She plucks tomatoes from her garden. She puts **them** in her basket.



Lina hears Granny. She wants to surprise Granny. She meets her neighbours. She asks for their help. They happily agree.

62

Teacher: Look at the first picture. Who are the people we see here?

Student 1: Granny.

Teacher: Yes.

Teacher: Wonderful. Now, what is Granny doing in her garden?

Student 3: Picking tomatoes.

Teacher: Exactly. She grows tomatoes and wants to make soup, but she is feeling tired.

Teacher: Who hears her and wants to help?

Student 4: Lina.

Teacher: Correct. Lina wants to surprise Granny. So what does she do?

Student 5: She asks her neighbours to help.

Teacher: Very good. Everyone agrees to help, showing how kind and united they are.

Teacher: This story teaches us that being helpful and kind to our neighbours makes our community strong and happy.

Teacher: Now that we have talked about how helpful Lina was in the story, let us think about ways we can help in our own neighbourhoods.

Teacher: In your notebook, draw a picture of a place in your neighbourhood that you like. It could be a park, a garden or even your house.

Teacher: Once you have drawn it, write one sentence explaining why it is important to you and how you can help make it better.

Teacher: This will help us reflect on how small actions can improve our communities.

Differentiated Activity

110 km/hr



Why do you think Lina wanted to surprise Granny?

80 km/hr



What did Granny put in her basket?

40 km/hr



Who lives with John?

Home Task

Think about a time when you helped someone in your neighbourhood. Write a short paragraph describing (50 words) what you did and how it made the person feel.

Period 3

Teacher: Good morning, everyone. **SHOULD DO** **10 MIN.** ☐

Let us begin with a fun observation activity.

Teacher: I will show you a page from our story. Please look at each picture carefully.

Teacher: I will ask a question and you can raise your hand to answer.

Teacher: Who is the first person to come to Granny?

Student: Lalit, the tailor.

Teacher: Very good. What does he like to eat tomatoes in?

Student: A salad.

Teacher: Who comes after Lalit?

Student: Yash, the doctor.

Teacher: Wonderful. What does Granny say when she gives him the tomatoes?

Student: 'It is my gift to you.'

Teacher: good. You all are becoming such good readers and listeners.

Teacher: Today, we are going to talk about a scene in which different people visit Granny. Each of them asks Granny for something and she is kind and helpful to everyone. We will explore how Granny interacts with each visitor.

MUST DO

20 MIN. ☐



Teacher: First, we see Lalit, who is the tailor. He walks up to Granny and politely asks for some tomatoes. Granny, being generous, gives him the tomatoes. What can we learn about Lalit's request?

Teacher: Now, let us think about why Lalit wanted the tomatoes. What could he possibly use them for? (Pause for student response)

Teacher: Excellent. Lalit wants the tomatoes for a salad. He enjoys them as part of his meal.

Teacher: Moving on to the next visitor. We meet Yash, the doctor. He sees the tomatoes and is impressed. He asks Granny for a few tomatoes as a gift. Granny gives him the tomatoes happily. How does Yash respond to Granny?

Teacher: What can we learn from Yash's polite request? (Pause for student response)

Teacher: Yes, Yash is grateful and thanks Granny for the tomatoes. This shows how gratitude plays an important role when receiving something from others.

Teacher: Soon, Maya, who works at the bookshop, also stops by. She loves tomatoes and asks Granny if she can take a few. Granny agrees and gives her some. Why do you think Maya enjoys tomatoes so much? (Pause for student response)

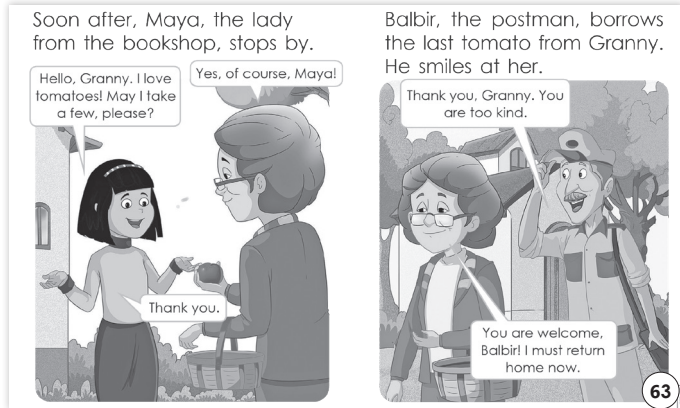
Teacher: Right. Maya loves the taste of tomatoes and Granny is happy to share them with her. This shows that Granny is very generous with everyone.

Teacher: Lastly, we see Balbir, the postman. He borrows the last tomato from Granny and expresses his gratitude. Granny is kind and says he is welcome. What does this show about Granny's character?

Teacher: Yes, it shows that Granny is always willing to help and is very kind to all the people around her.

Teacher: So, what can we learn from Granny in this story? (Pause for student response)

Teacher: Absolutely. Granny teaches us the value of kindness, generosity and helping others. She shares with everyone who asks politely and that is a wonderful quality to have.



Teacher: In your notebooks, draw **COULD DO** **10 MIN.** ☐

Granny's basket.

Teacher: Inside the basket, instead of tomatoes, draw hearts and smiley faces.

Teacher: These are for the kindness Granny showed to everyone.

Teacher: Below your drawing, write one sentence – 'Granny shares with love.'

Differentiated Activity

110 km/hr



Why do you think Granny is so generous in sharing her tomatoes with everyone who asks for them? What does this tell us about her character?

80 km/hr



What is one thing that Yash says after receiving the tomatoes from Granny? Why is it important to say 'thank you'?

40 km/hr



Who gives Granny a compliment about the tomatoes, and what does he say about them?

Home Task

Draw a basket like Granny's. Inside it, draw or name three things you can share with your friends. Write one sentence about how it makes you feel, for example, – 'Sharing makes us happy.'

Period 4

Teacher: Good morning, everyone. I am so happy to see your smiling faces again. Let us open page 64.

SHOULD DO

10 MIN.

☐

Teacher: Let us look at what happens next.

MUST DO

25 MIN.

☐

Teacher: Granny was feeling tired and had no soup to eat.



Teacher: Just then, someone knocks at her door. It is Lina and the neighbours.

Teacher: They bring her a big surprise – a bowl of yummy tomato soup.

Teacher: Granny smiles. Lina smiles. Everyone looks happy.



Teacher: This shows us how good it feels when we help others and work together.

Teacher: When someone shares or surprises us kindly, we feel loved and special.

Teacher: Now, everyone take out your drawing books.

COULD DO

10 MIN.

☐

Teacher: I want you to draw a picture of Granny giving tomatoes to her friends.

Teacher: Colour your picture nicely.

Teacher: After you finish, write one short sentence – 'Granny is kind.'

Teacher: I will display some of your pictures on our class board tomorrow.

Differentiated Activity

110 km/hr



Write a short story (in 50-70 words) about the time you surprised someone. Include how the person felt.

80 km/hr



Write three sentences about why Lina's surprise made Granny happy.

40 km/hr



Draw a happy face and copy the sentence – 'I feel happy when I help others.'

Home Task

Think about a person you want to surprise at home. Draw what you will give them and write – 'This is my surprise for you.' on it.

Period 5

SHOULD DO

10 MIN.

☐

Recalling better

Teacher: Good morning, students. Today we will begin by remembering what happened in the story.

Recalling better

CING

- o Lina and Granny are neighbours.
- o Granny grows juicy tomatoes in her garden.
- o Granny wants tomato soup for lunch.
- o Granny is tired. Lina wants to surprise Granny.
- o Lina asks the neighbours for help.
- o Lalit, Yash, Maya and Balbir ask Granny for tomatoes.
- o Granny happily gives tomatoes to them.
- o The neighbours make tomato soup for Granny.
- o Granny feels happy. She thanks them.

65

Teacher: Everyone please look at the 'Recalling better' on page 65.

Teacher: I will read each sentence and you will repeat after me. Then we will try to recall the order of events. (Teacher reads each sentence and students repeat)

Teacher: Now, can someone tell me who are neighbours?

Student 1: Lina and Granny.

Teacher: Well done. And what does Granny grow in her garden?

Student 2: Juicy tomatoes.

Teacher: Excellent. Let us clap for these sharp memories. (Read each point from the 'Recalling better' aloud, pausing after each sentence to allow students to repeat. The teacher will then explain or discuss the meaning of each sentence using simple questions to check understanding and encourage student responses.)

 You may show the **Chapter Summary** given on the digital platform.

Learning better

Excelling Comprehension

Teacher: Everyone, open your book to learning better on page 65.

MUST DO

20 MIN.

 **Learning better**

 **Excelling Comprehension**

A Colour the correct answers with a blue crayon.

1. Granny is Lina's **neighbour** / sister.
2. Granny grows juicy **apples** / tomatoes in her garden.
3. Lalit, the **doctor** / tailor, walks up to Granny.
4. Granny gives the last tomato to **Maya** / Balbir.

65

Teacher: Let us begin with Exercise A. Take out your blue crayon. You will read each sentence and choose the correct word.

Teacher: Read the first sentence silently. Think about what you know from the story and colour the correct word blue.

Teacher: Now move to the next one. Think about what Granny grows in her garden.

Teacher: Continue reading the sentences and colouring the correct answers one by one.

Teacher: Very good. Now let us move to Exercise B. You must complete the sentences using words from the story.

B Complete the sentences from the story.

1. Lina wants to surprise _____.
2. Lina meets her _____.
3. Yash, the doctor, asks Granny for _____.
4. Lina is happy that all the neighbours come together to make _____.

65

Teacher: Begin writing in the first blank. Who does Lina want to surprise? Think and write.

Teacher: Look at the next sentence. Think of whom Lina meets.

Teacher: Let us move to the next. What is Yash asking Granny for? Write that word.

Teacher: Finish the last sentence. What are the neighbours making together?

Teacher: Excellent work, everyone. You followed along so well.

 You may show the **Dictionary** given on the digital platform.

Sight words

Teacher: Now let us learn some special words from the story. These are called sight words. Please look at the green box.

COULD DO

10 MIN.

 **Sight words**

her them give thank

65

Teacher: The words are – her, them, give, thank.

Teacher: I will say each word and you will clap and repeat.

Teacher: Her.

Students: Her. (clap)

Teacher: Them.

Students: Them. (clap)

Teacher: Give.

Students: Give. (clap)

Teacher: Thank.

Students: Thank. (clap)

Teacher: Now turn to your partner and try to use one of these words in a sentence.

(Students share)

Teacher: You all did so well. These words will help you when we write sentences next time.

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activity

110 km/hr



Who helps Granny by bringing all the neighbours together to surprise her? What role did each neighbour play in helping Granny?

80 km/hr



Why does Lina want to surprise Granny? What do you think it shows about Lina's character?

40 km/hr



Who is the first neighbour that asks Granny for tomatoes? What does Granny do when asked?

Home Task

Draw a picture of Granny giving tomatoes to her friends. Write one sentence: 'Granny shares with love.' Colour the picture nicely and bring it to class tomorrow.

Period 6

Excelling Comprehension

Teacher: Good morning, everyone. I hope you all are ready with your notebooks and pencils.

Teacher: Today, we will begin by answering some short questions from our story.

Teacher: Everyone please open page 66 in your book to Excelling Comprehension.

SHOULD DO

15 MIN.

1. What does Granny grow in her garden?
2. What does Granny want to make for lunch?
3. Why is Granny left with no tomatoes for soup?

Teacher: Let us now move to Vocabulary – look at Exercise D.



EXTENSIVE Vocabulary




DING WR

P

D Read the words aloud.

like	fine	line	nice	rice	side
------	------	------	------	------	------

Fill in the blanks with i and e to complete the words. Match the words with the pictures, as shown.

- b _ i _ k _ e ○ a. 5
- f _ _ v _ _ ○ b. 
- p _ _ p _ _ ○ c. 
- k _ _ f _ _ ○ d. 

66

Teacher: Now that we have filled in the missing letters and matched the





Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.


Teacher: Good morning, students. Let us begin today's class.





Look at the pictures. Fill in the blanks with g or l to complete the words.
Read the words aloud.


1.  ____ift

2.  ____ady

3.  ____irl

4.  ____amb

5.  ____old

6.  ____amp

66

Teacher: Today, we will look at some pictures and complete the words by adding either 'g' or 'l'.

Teacher: Please turn to page 66 and look at Exercise E.

Teacher: I will show you the first picture. What is this?

Students: A gift.

Teacher: Very good. So what letter is missing in the word '_ift'? Yes, it is 'g'.

Teacher: Let us say the word together – gift.

Teacher: Now go ahead and complete the rest of the words. Say each word aloud as you write the missing letter.

Teacher: Let us now move to Exercise F. It is about people who help us in our neighbourhood.

MUST DO

15 MIN.



F People do different kinds of work in the neighbourhood. Match the people with their work.

- | | | | |
|---------------|---|---|---------------------|
| 1. tailor | ○ | ○ | a. repairs things |
| 2. mechanic | ○ | ○ | b. stitches clothes |
| 3. cobbler | ○ | ○ | c. sells things |
| 4. shopkeeper | ○ | ○ | d. mends shoes |

67

Teacher: We will match the people with the kind of work they do.

Teacher: For example, look at point 1 – tailor. Do you know what a tailor does?

Students: Stitches clothes.

Teacher: Yes, so draw a line from 'tailor' to 'stitches clothes'.

Teacher: Continue with the rest – mechanic, cobbler and shopkeeper. Think carefully and match them with the work they do.

Teacher: Take your time and complete the exercise. Then we will discuss the answers.

Teacher: Now let us try a fun task in your notebooks.

Teacher: Choose any two words from Exercise E, such as 'lamp' or 'girl'.

Teacher: Draw a picture for each word and write the word below it.

Teacher: Colour your pictures and share them with your partner when you finish.

Teacher: This will help you remember how letters complete words.

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activity

110 km/hr



Look at the picture of the mechanic. Can you tell us what he does? Why is it important for a mechanic to repair things?

80 km/hr



Look at the picture of the shopkeeper. What does the shopkeeper do? Can you think of any items the shopkeeper might sell?

40 km/hr



Look at the picture of the cobbler. What does the cobbler do? Can you tell me what he mends?

Home Task

Look at the picture of the gift. Write one sentence about a gift you would like to receive.

Example: 'I would like to receive a toy car.'

Period 8

Excelling Spelling

Teacher: Good morning, everyone.

Let us start with a quick spelling sound warm-up.

SHOULD DO

20 MIN.



Teacher: Today we are going to learn some words that have the sound 'ch'. Can you all say 'ch'?

Students: Ch.

Teacher: Lovely. These two letters make the 'ch' sound in words like 'chair' and 'child'.

Teacher: Let us say those two words together – chair, child.

Teacher: Wonderful. Now let us see more of these words in our books.

Teacher: Open to page 67 and look at Exercise G. You will see four pictures and some words with blanks.

Spellings

G Look at the pictures. Fill in the blanks with ch to complete the words, as shown. Read the words aloud.

1. Lina sits on a _c_h_ air.



2. The _ _ _ild is playing.



3. My grandmother has a pretty gold _ _ _ain.



4. Rohan likes to play _ _ _ess.



67

Teacher: Your task is to fill in the missing letters – 'ch' – to complete each word.

Teacher: Let us do the first one together – Lina sits on a c _ _ h _ _ r. That word is 'chair'.

Teacher: Very good. Now finish the next three words on your own and then read them aloud with your partner.

You may show the **Spelling Activity** given on the digital platform.

Teacher: Now look at the next box – Grammar.

MUST DO

10 MIN.

Teacher: We are learning about place words – words that tell us where someone or something is.

Grammar

Some words tell us the place of something or someone. They are called **place words**.

Granny puts the tomatoes in the basket.
The basket is on the table.
The cat is under the table.

CING

67

Teacher: Let us read these sentences together:
Granny puts the tomatoes in the basket.
The basket is on the table.
The cat is under the table.

Teacher: All the words like 'in', 'on' and 'under' tell us where something is. These are called place words.

Teacher: Can you point to something in our class and tell where it is?

Student: The duster is on the table.

Teacher: Very nice. These are the types of sentences we will try next time too.

You may show the **Animated Activities** and **I Explain** given on the digital platform.

Teacher: Let us now try a fun activity with our 'ch' words.

COULD DO

10 MIN.

Teacher: Choose any one of the words from the spelling activity – chair, child, chain or chess.

Teacher: Draw a small picture of that word in your notebook and write the word neatly under it.

Teacher: You can colour your drawing too. This will help you remember how to spell the word.

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activity

110 km/hr



Write three sentences using place words like 'on', 'in' and 'under'.

80 km/hr



Match pictures with place words – e.g., cat under table, book on shelf, apple in basket.

40 km/hr



Circle the correct place word in each sentence:

- The pencil is (on / to / go) the desk.
- The shoes are (in / she / we) the box.
- The dog is (under / eat / when) the bed.

Home Task

Write two sentences using place words from today's lesson. Underline the place word in each sentence.

Period 9

Poster

SHOULD DO

15 MIN.

Teacher: Good morning, everyone. Today, I have a colourful surprise for you.

Teacher: I will show you a special poster. Everyone please look carefully at it.

Teacher: This poster is about 'Place Words'. These are words that tell us where something is.

Teacher: Look at the raccoon. Can you see where it is? Yes – sometimes it is on the pot, sometimes under, in front of or behind.

Teacher: Let us say some of these together – on, in, under, behind, near, above, between, beside, in front of.

English Theme 6: I Stay in Unity

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Place Words

The place words tell us the position of an object.

<p>The raccoon is on the pot.</p>	<p>The raccoon is between the pots.</p>	<p>The raccoon is behind the pot.</p>
<p>The raccoon is near the pot.</p>	<p>The raccoon is above the pot.</p>	<p>The raccoon is in the pot.</p>
<p>The raccoon is beside the pot.</p>	<p>The raccoon is in front of the pot.</p>	<p>The raccoon is under the pot.</p>

Photo credits: all icons and photographs courtesy stockphoto.com

Teacher: I will now explain what each of these words means, using the pictures.

(Teacher points to each raccoon image and explains one by one)

Teacher: Very good. Now we will paste this poster on our classroom wall so we can look at it whenever we learn place words.

Teacher: Let us all clap for this beautiful learning poster.

You may show the **Concept Map** given on the digital platform.

Teacher: Open your books to page 68.

MUST DO

15 MIN.

H Look at the pictures. Fill in the blanks to say where Tina's pencil is. Use words from the box.

in on under

1. _____ the pencil stand



2. _____ the table



3. _____ the chair



68

Teacher: You will see some pictures and blanks. You need to look at where the pencil is and fill in the correct place word – in, on or under.

Teacher: Look at the first one. The pencil is in the pencil stand. So write 'in'.

Teacher: Now look at the table. The pencil is on the table. Write 'on'.

Teacher: For the last one, the pencil is under the chair. Write 'under'.

Teacher: Great job. These are place words and you have used them correctly.

Teacher: Now, let us do something fun in your notebooks.

COULD DO

10 MIN.

Teacher: Choose any object near you – your pencil box, water bottle or bag.

Teacher: Write one sentence using a place word to show where it is.

Teacher: For example – 'My pencil box is under the table.'

Teacher: After writing your sentence, draw a small picture to match it.

Teacher: This will help you remember the place word better.

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activity

110 km/hr



Look around your classroom and write three sentences using different place words – one each with 'on', 'under' and 'in front of'.

80 km/hr



Match pictures of objects in different positions with the correct place word (teacher can draw or show flashcards).

40 km/hr



Look at three pictures and circle the correct place word from a given pair (e.g., book on/in the shelf).

Home Task

At home, look at three different objects and write one sentence each using place words like on, under or in.

Draw a small picture beside each sentence. Also fill 'My Scribbles and Secrets'.

Period 10

Excelling Concentration

SHOULD DO

15 MIN.

Teacher: Good morning, students. Let us begin today with a fun listening activity.

Concentration*

1 Your teacher is going to read out some sentences. Listen carefully. Fill in the missing words.

- Granny puts the tomatoes _____ the basket.
- I see a nest _____ the tree.
- The man sits _____ the tree.
- I keep my toys _____ the cupboard.
- The bee buzzes _____ the garden.

68

Teacher: I will read out some sentences. You need to listen carefully and fill in the missing place words.

Teacher: These words tell us where something is – like in, on or under.

Teacher: Please open your books to Exercise 1 on page 68.

Teacher: Are your pencils ready? Let us begin.

(Read each sentence clearly, one by one, giving students time to fill in the blanks.)

Teacher: Now let us check your answers. I will read the full sentences again and you will read with me.

MUST DO

25 MIN.

Teacher and Students (together):

- Granny puts the tomatoes in the basket.
- I see a nest on the tree.
- The man sits under the tree.
- I keep my toys in the cupboard.
- The bee buzzes in the garden.

Teacher: Very good. You listened well and used the correct place words. Let us now move to our speaking activity.

Excelling Language

Teacher: Now, let us turn to the next box that says 'Language'.

COULD DO

10 MIN.

Language

2nd CS LAD OLD

1 Talk to your partner. Tell each other what you see when you go out. You may use words from the box.

What do you see when you go out?



I see cars and buses.

trees
shops
roads
people

68

Teacher: Look at the question: 'What do you see when you go out?'

Teacher: I will pair you with a friend. You will ask each other this question and give an answer using any word from the box – trees, shops, roads, people.

Teacher (modeling): I will go first. What do I see when I go out? I see trees and roads.

Teacher: Now it is your turn. Ask your partner and answer clearly.

(Students speak in pairs)

Teacher: Lovely sharing. You all used your words very well.

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activity

110 km/hr



Write three complete sentences using place words like in, on, under to describe objects around you.

80 km/hr



Fill in the blanks in short sentences using in, on or under. (Worksheet to be provided by teacher)

40 km/hr



Match each picture with the correct place word (e.g., book on table, cat under bed).

Home Task

Ask someone at home: 'What do you see when you go out?' Write their answer in one sentence and draw a picture beside it.

Period 11

Excelling Expression

Teacher: Good morning, students. Let us begin today with an Excelling Expression activity.

EXCELLING Expression

K Match the following to complete the sentences from the story. Write them in your notebook.

1. Granny grows	o	o	a. to make tomato soup for lunch.
2. Granny wants	o	o	b. at Granny.
3. Lalit, the tailor, walks	o	o	c. juicy tomatoes in her garden.
4. Balbir, the postman, smiles	o	o	d. up to Granny.
5. Maya, the lady from the bookshop, stops	o	o	e. by to meet Granny.

69

Teacher: Please open your books to Exercise K on page 69.

Teacher: In this activity, you must match the sentence beginnings with the correct endings from the story.

Teacher: These are about Granny, Lalit, Balbir and Maya.

Teacher: Let us read the first one together – 'Granny grows' matches with 'juicy tomatoes in her garden'.

Teacher: You will now match the rest and write the complete sentences in your notebook. Take your time.

Creating better

Teacher: Now we will move to a creative activity called Creating better.

MUST DO

20 MIN.


Teacher: Today, we will make a bookmark and write something kind on it.

Teacher: Please turn to the activity instructions on page 69.


Creating better

Take help from an adult for this activity. Make a bookmark. Decorate it as you like. Write on it 'You are kind.' Give it to your neighbour.


Step 1: Take a cardboard. Cut the cardboard into a rectangular strip.




Step 2: Paste a white sheet on both sides of the cardboard.



Step 3: You can draw or paint different objects on the sheet.



Step 4: Your bookmark is ready. Decorate it as you like. Write 'You are kind.' on its blank side.



69

Teacher: Follow these steps:

- Step 1: Take a cardboard strip.
- Step 2: Paste white paper on both sides.
- Step 3: Decorate the bookmark with drawings or colours.
- Step 4: Write 'You are kind.' on it.

Teacher: Once your bookmark is ready, give it to a classmate as a kind gesture.

Teacher: Just like Lina helped Granny, we are spreading kindness too.

Teacher: If you have finished your bookmark early, I have a lovely task for you.

COULD DO

10 MIN.

Teacher: Please take out your notebook and pencil. We will do a kindness reflection.

Teacher: Think for a moment – who has been kind to you recently?

Teacher: Was it a friend who shared something with you? Or someone who helped you?

Teacher: Now, write one sentence about that person. For example, 'My friend helped me when I dropped my crayons.'

Teacher: After writing your sentence, draw a small picture to go with it.

Teacher: You could draw your friend, your mother, your neighbour – anyone who showed kindness.

Teacher: When you are done, turn to your partner and quietly read your sentence to them.


Teacher: Listen to what your partner wrote too. Let us share the kindness around.

Teacher: I will walk around and see your lovely drawings and sentences. Keep your work neat and colourful.


Teacher: You have all shown wonderful effort today. I loved the way you took part in each task with care and creativity. Keep up the great work and I look forward to seeing you in our next class. Let us clap for ourselves and celebrate our learning.

Differentiated Activity


110 km/hr

 Write two complete matched sentences from Exercise K in your notebook and draw a picture for one.

80 km/hr

 Match the sentence beginnings and endings in the book. Copy one full sentence in your notebook.

40 km/hr

 Draw a picture of Granny and write any one word that describes her (e.g., kind, helpful).


Home Task

Make a new bookmark at home with help from an adult. Write a kind message and give it to someone in your neighbourhood or family.


Period 12

Thinking better

Teacher: Good morning, students. Today, let us begin by thinking about the people around us.

 **Thinking better**

How do you help your neighbours? How does it make you feel? Write it in your notebook.

 **COD** **HOTS** **21stCS**

70

Teacher: Please open to the 'Thinking better' on page 70.

Teacher: Read the question silently: 'How do you help your neighbours? How does it make you feel?'

Teacher: Take a moment to think about the times you helped your neighbours.

Teacher: Was it when you helped carry something, watered their plants or shared your toys?

Teacher: Now, in your notebook, write one sentence about how you help them and one sentence about how it makes you feel.

Teacher: For example – 'I help my neighbour carry groceries. I feel happy and proud.'

Teacher: After writing, you may decorate your page with a small drawing if you wish.


 You may show the **Slideshow** given on the digital platform.

Choosing better


MUST DO

20 MIN.

Teacher: Now turn the page 70 to the 'Choosing better'.

 **Choosing better**

A new family comes to live in your neighbourhood. There is a child in the family who is of your age. How will you welcome the family? What activities will you do with the child?

 **EXL** **LSV** **21stCS**

70

Teacher: Let us imagine that a new family moves into your neighbourhood. There is a boy your age in that family.

Teacher: How would you welcome them? What activities would you do with the new boy?

Teacher: Talk with your partner for a minute and share your ideas.

Teacher: Then, in your notebook, write two sentences.

Teacher: For example – 'I will smile and say hello. I will play football with him.'

Teacher: Think kindly and write with care. I will read some of your ideas aloud if you wish to share.

COULD DO

10 MIN.

Teacher: If you have finished your writing, here is something fun.

Teacher: Take your notebook and draw a small picture of you helping someone or playing with a new friend.


Teacher: You may write a short label for your picture, such as 'Helping with books' or 'Playing in the park'.

Teacher: Once you are done, share your picture with a friend beside you and tell them what is happening in your drawing.


Teacher: You all did a lovely job today. I really enjoyed hearing how thoughtful and kind you are. Keep thinking of small ways to help others and always welcome new friends. Give yourselves a happy round of applause.

Differentiated Activity


110 km/hr

 Write three sentences – how you help your neighbour, how it makes you feel and what you would do with a new friend.

80 km/hr

 Write two short sentences – one about helping a neighbour and one about an activity you would do with a new friend.

40 km/hr

 Draw one picture of helping a neighbour and tell the teacher what you are doing in the picture.

Home Task

Ask someone at home how they helped a neighbour recently. Write one sentence about it in your notebook and draw a small picture beside it.

Period 13

Revising better

SHOULD DO

10 MIN.

Teacher: Good morning, students. Let us begin today's class by thinking back.

Revising better

What is the last sight word you remember? Write in your Little Book. Make a sentence using the word.

DBL

70

Teacher: I want you to remember the last sight word you learnt. Can you recall it?

Teacher: Please open your 'Little Book'.

Teacher: Now, write down the sight word you remember.

Teacher: Next, think of a sentence using that word and write it neatly in your Little Book.

Teacher: For example, if the word is 'give', you can write – 'I give flowers to Granny.'

Teacher: When you are done, show it to your partner and read it aloud to each other.

Teacher: Let us revise while smiling and sharing.

 You may show the **Quiz** given on the digital platform.

Playing better

MUST DO

25 MIN.

Teacher: Now, it is time for some fun learning outdoors.

Playing better

Rassa Kheench

1. Form two teams. Arrange for a thick, long rope.
2. Each team holds one end of the rope.
3. Place a marker on the ground in the middle.
4. On "Go!", both teams pull the rope.
5. The team that pulls the other across the centre line wins.

KoI PMD 2ndCS

L (What I have Learnt)*

70

Teacher: We will play a game called Rassa Kheench or Tug of War.

Teacher: Follow me to the playground.
(Teacher takes students outside)

Teacher: Let us form two teams. Team A, stand on this side. Team B, stand there.

Teacher: Here is the rope. Each team will hold one end.

Teacher: I am placing a marker on the ground – this is the centre line.

Teacher: When I say 'Go.', both teams will pull the rope.

Teacher: The team that pulls the other across the centre line will win.

Teacher: Let us cheer for each other, play safely and enjoy as a team.

Teacher: After the game, let us sit in a circle and talk.

Teacher: How did it feel to play with your friends?

Teacher: Did you help your team?

COULD DO

05 MIN.

Teacher: Take your notebook and draw a picture of you playing tug of war.

Teacher: Under your drawing, write one sentence – for example, 'I played tug of war with my friends.'

Teacher: You may colour your picture too.

Teacher: You have all done so well throughout this lesson. You listened, played and shared beautifully. I am proud of your progress. Let us end with a cheer and look forward to learning more together.

Teacher: Now, let us fill in the last column of the KWL chart.

SHOULD DO

05 MIN.

L (What I have Learnt)*

ICL

70


Teacher: In this column we will write what we have learnt in this chapter.

Teacher: Think about the topics we have Learnt and write them neatly in the 'L' column of the chart.
(Wait for students to fill in the chart.)


Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activity


110 km/hr

 Write two sentences – one using a sight word and one about playing with your friends.

80 km/hr

 Write one sentence using a sight word you remember.

40 km/hr

 Trace a sight word from your Little Book and draw a picture to show its meaning.

Home Task

Think of a new sight word you have not used before. Write it in your Little Book and make a sentence with it. And make the project from 'My Book of Project Ideas'.

Period 14

Worksheet - 1

Teacher: Good morning, everyone. Today we will read a short passage and understand it better through some fun activities.

Teacher: Please open your workbook to page 19 and look at Worksheet 1.

Teacher: Let us begin by reading the passage at the top of the page. I will read it aloud for you.

(The teacher reads the passage clearly and with expression.)

SHOULD DO

20 MIN.

Theme 6: I Stay in Unity 6. Tomato Soup for Granny

Worksheet 1 Comprehension

Read the passage carefully.

Granny goes shopping. She goes to the local supermarket. Jenny, the shopkeeper, greets Granny. Jenny knows Granny well. She helps the old lady shop for the vegetables. Granny picks fresh tomatoes and beans for dinner. Granny pays the bill at the counter. Just then, John, the local carpenter sees Granny. He offers to help. He takes Granny's shopping bag. He drives Granny home. Granny thanks John. She is happy.



19

Teacher: Now let us think together. Granny goes shopping. She visits the local supermarket. Jenny, the shopkeeper, greets her kindly.

Teacher: Granny picks fresh tomatoes and beans. After she pays, John, the carpenter, sees her and helps her reach home.

Teacher: Let us now move to Exercise A.

A. Fill in the blanks with the correct words.

1. Granny goes _____.
2. Granny goes to the local _____.
3. _____, the shopkeeper, greets Granny.
4. Granny picks fresh _____ and _____ for dinner.
5. _____, the local carpenter sees Granny.

19

Teacher: In this exercise, you will fill in the blanks with the correct words from the passage.

Teacher: Question 1 says: 'Granny goes _____. The correct word is 'shopping'.

Teacher: Now complete questions 2 to 5 on your own. Read the passage again if you need help. Write neatly. (Wait while students complete. Monitor and support as needed.)

Teacher: Now we will move to Exercise B.

B. Colour the incorrect sentences with a blue crayon.

1. Jenny is the shopkeeper.
2. Granny buys vegetables at the supermarket.
3. Granny pays the bill at the taxi stand.
4. John drives Granny to the airport.
5. Granny scolds John.

19

Teacher: This time, you need to find the sentences that are incorrect. You will colour the incorrect ones with a blue crayon.

Teacher: Let us read the first one together – 'Jenny is the shopkeeper.' This is correct, so we do not colour it.

Teacher: Now complete the remaining ones. Read carefully and decide which are incorrect.

(Wait while students work. Provide help if necessary.)

Teacher: Lastly, let us work on Exercise C.

C. Colour the correct answers with a green crayon.

1. Granny lives in a **friendly** / **an unfriendly** neighbourhood.
2. Granny shops at the **main** / **local** supermarket.
3. Granny pays money at the **cash** / **taxi** counter.
4. John **carries** / **drops** Granny's shopping bag.
5. Granny **likes** / **dislikes** her neighbours.

19

Teacher: Here, you will colour the correct answers with a green crayon.

Teacher: For example, in question 1: 'Granny lives in a friendly or an unfriendly neighbourhood?' The correct word is 'friendly'. So, colour that.

Teacher: Please complete the rest of the questions now. (Allow time for completion.)

Teacher: Excellent work today. You all showed good focus and understanding. We will continue our learning in the next period.

Book of Holistic Teaching

Teacher: Now that we have completed the comprehension worksheet, let us move on to our activity.

COULD DO

20 MIN.

Teacher: Please take out your notebooks and keep your pencils ready. I will write the questions on the board and you will write the answers in your notebooks.

Chapter 6: Tomato Soup for Granny

Theme 6: I
Stay in Unity

A Maths

Answer the question.

Sarah has 3 baskets. There are 4 apples in each basket. How many apples does Sarah have in total?

6

(Teacher writes on the blackboard)

Teacher: Let us begin with a simple Maths problem.

Teacher: Sarah has 3 baskets. There are 4 apples in each basket. How many apples does Sarah have in total?

Teacher: Think about it carefully. How many groups of apples are there? How many apples in each group?

Teacher: Now write the answer in your notebook. Write the complete working also.

(Pause for students to complete)

Teacher: Now let us move to EVS.

B EVS

Go for a walk around your neighbourhood with an adult. Name any two things you see:

1. in the park

2. on the road

3. under a tree

6

Teacher: You are going to think about your neighbourhood. What do you usually see when you go out for a walk with an adult?

Teacher: I will write three places on the board – in the park, on the road and under a tree.

Teacher: Under each one, you will write the names of any two things you have seen there.

(Teacher writes on the board)

Teacher: You may take a moment to recall your walk or use your imagination. Think carefully and fill in two things you have seen in each place.

Teacher: Write neatly in your notebook. If you finish early, you may also draw one of the things you wrote about.

(Pause for students to complete the task)

Teacher: Well done, everyone. You applied your thinking and observation skills today. That is how we learn through the world around us.

Differentiated Activity

110 km/hr



Write a story problem of your own using baskets and fruits. Then solve it.

Also, write the names of two living and two non-living things you see in your neighbourhood.

80 km/hr



Solve this: There are 5 bags. Each has 2 oranges. How many oranges are there in total?

Write the names of one living and one non-living thing you have seen in the park.

40 km/hr



Draw a basket.

Home Task

Go for a short walk with an adult. Observe and name one thing you see in each place: in the park, on the road and under a tree. Draw any one of them in your Little Book.

Period 15

Worksheet 2

Teacher: Good morning, everyone. Let us begin today's class with some picture-based word fun.

SHOULD DO

20 MIN.



Worksheet 2

Vocabulary

A. Look at the pictures. Fill in the blanks with **ch** to complete the words.

1. _____ in

2. _____ alk

3. _____ art

4. _____ urch

B. Match the following.

1. barber •	i. sells things
2. cobbler •	ii. mends the shoes
3. gardener •	iii. cuts hair
4. shopkeeper •	iv. tends the garden

20

Teacher: Please open your workbook to page 20. We will start with Vocabulary – Worksheet 2.

Teacher: Look at Exercise A. You can see some pictures and incomplete words.

Teacher: All these words need to be completed with 'ch'. Let us begin.

Teacher: Complete the words by writing 'ch' in the blanks. Use the pictures to help you.

(Teacher pauses while students work.)

Teacher: Now look at Exercise B. You need to match the community helpers with what they do.

Teacher: Draw a line from the person to the correct job. For example, match 'barber' to 'cuts hair'.

Teacher: Draw neat lines in your workbook.

Grammar

A. Look at the pictures. Fill the blanks with the correct where words. Use **in**, **on** and **under**.

1. The bird is _____ the tree.

2. The cat is _____ the table.

3. The fruits are _____ the table.

4. The puppy is _____ the bed.

B. Circle the correct picture with a yellow crayon.

1. in

2. on

3. under

20

(Teacher allows time and observes.)

Teacher: Let us now move to Grammar. Look at Exercise A under Grammar.

Teacher: You can see pictures and sentences. Use the words 'in', 'on' or 'under' to complete the blanks.

Teacher: Look at the pictures carefully and choose the correct word.

Teacher: Write your answers in the space given.

Teacher: Now look at Exercise B. You need to look at the three sets of pictures and circle the correct picture for each word: 'in', 'on' and 'under'.

Teacher: Use a yellow crayon to circle the correct pictures. Let us begin.

Worksheet 3

Teacher: Now open to page 21 in your workbook. Let us begin Worksheet 3.

MUST DO

20 MIN.



Worksheet 3

Listening / Speaking / Writing

A. Listen to the sentences. Fill in the blanks.*

1. The boy sits _____ an umbrella.

2. The children play _____ the park.

3. Ramya rides _____ the motorbike with her father.

4. Victor studies _____ the lamp.

5. The tailor lives _____ his shop.

21

Teacher: We will start with Exercise A. I will read each sentence aloud. You will listen carefully and fill in the blanks.

(The teacher reads each sentence slowly and clearly. Students complete each one in the workbook.)

Teacher: Let us now do Exercise B. You will see a box with places and things from your neighbourhood.

B. Talk to your partner. Tell each other about the things you see in your neighbourhood. Use, 'What do you see?' to ask questions. Use 'I see' to answer. You may use the words given in the box. You may also think of things of your own.

a bookshop
a park

a taxi stand
a cobbler mending shoes

a grocery store

21

Teacher: Think about what you see around you and talk to your partner about it.

Teacher: Use the question 'What do you see?' and answer with 'I see...'.

Teacher: Do this activity with your partner by pointing and saying the sentences. You do not need to write anything here.

Teacher: Now move to Exercise C. This is a matching activity.

C. Match the columns. Write the complete sentences in your notebook.

1. The fruit seller

2. The postman

3. The local chemist

4. The neighbourhood tailor

5. The doctor at the local hospital

• • i. delivers letters to our homes.

• • ii. treats the sick.

• • iii. stitches my clothes.

• • iv. sells medicines.

• • v. sells fruits.

21


Teacher: Match each community helper with what they do. Then, write the full sentence in your workbook.

Teacher: For example: 'The postman delivers letters to our homes.'

Teacher: You may use the help box to complete the sentences correctly.


(Teacher supports and monitors.)

Teacher: Wonderful effort. You are becoming great observers and listeners.


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

Differentiated Activity


110 km/hr

 Complete all exercises in the workbook. Then orally tell your partner one new sentence using 'under' and one sentence about a community helper.

80 km/hr

 Complete all matching and grammar exercises in the workbook. Then, point to one picture and describe it in one sentence using 'in', 'on' or 'under'.

40 km/hr

 Complete only the picture-based fill-in-the-blanks and circle exercises in the workbook. Teacher or peer can assist with reading instructions.

Home Task

Observe one helper near your home.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• make a bookmark and decorate it for their neighbour with the quote 'you are kind'.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express their views about their neighbourhood.• express their feelings when they help their neighbour.• converse with their partner about things they see when they go out.
Cognitive Development	<ul style="list-style-type: none">• identify picture and match them with their naming words.• distinguish between text and pictures.• read speech bubbles from left to right and top to bottom.• repeat and reproduce words with i and e.• talk about people in the neighbourhood and the jobs they do.• complete the statements with naming words.• use prepositions suitably in sentences of their own.
Language and Literacy Development	<ul style="list-style-type: none">• read short and simple sentences independently.• listen to the story attentively for shorter durations (5–7 mins).• speak about their neighbourhood in short sentences.• learn sight words and frame simple sentences.• use appropriate vocabulary for common objects and people in the neighbourhood.• listen carefully and complete the statements.• make a sentence with the sight word in their little book.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a bookmark and decorate it for their neighbour with the quote 'you are kind'.
Positive Learning Habits	<ul style="list-style-type: none">• read speech bubbles from left to right and top to bottom.• repeat and reproduce words.

Starry Knights

What techniques do you use to manage your time?

What challenges did you overcome? List them here.

Give yourself a STAR.

☐