

Lesson-7: The Wonderful Seeds

Theme 7:
I Grow Plants

14 Periods (40 minutes each)



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



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

Confirming better

I water the plants in my garden

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to read the lesson with pronunciation, pauses and intonation.
- to read sight words and complete simple sentences using articles.
- to recognize the similar sounding words.
- to listen to and follow oral instructions to complete guided tasks.
- to speak about the journey of seed from the story using simple sentences.
- to participate in group games and activities that promote teamwork and coordination.
- to create simple art to depict the journey of the seed to a tree.

Methodology

Period 1

Confirming better

SHOULD DO

10 MIN.



Confirming better I water the plants in my garden.

PLH

71

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

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

Teacher: Today's affirmation is – I water the plants in my garden.

Teacher: Watering the plants means we take care of them, help them grow and keep them healthy. Just like plants need water, love and care, we also grow when we nurture good habits.

Teacher: Now, let us say it together – I water the plants in my garden.

Students: I water the plants in my garden.

Teacher: Beautiful. Let us say it one more time, this time with a happy and caring feeling.

Students: I water the plants in my garden.

Teacher: Let carry this caring feeling throughout the day.



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

Teacher: Now we will begin a new chapter, 'The Wonderful Seeds'. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same column in your notebooks.

MUST DO

30 MIN.

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

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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 Kinesthetic, 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 Kinesthetic activity.

Kinesthetic

Teacher: Let us start with a fun observation game. You must listen carefully and follow the instructions. Ready?

Students: Ready.

Kinaesthetic

Point at and name five things that you see around you. Use a or an that go with the things you name.

71

Teacher: Great. Look around you. If you can see five things, give a thumbs up. If not, keep looking.

Students: (Looking around and giving thumbs up)

Teacher: Wonderful. Now, let us take turns pointing at and naming five things you see around you. Remember to use 'a' or 'an' before the thing you name. I will go first—I see an eraser.

Teacher: (Points to a student) Now, it is your turn.

Student 1: I see a chair.

Teacher: Good job.

(Points to the next student and encourage them to share. Repeat until all students have named five things.)

Teacher: That was fantastic. You all observed so well and used 'a' and 'an' correctly.

Teacher: Now, get ready for our next fun activity.

Auditory

Teacher: I will read out the names of some fruits and vegetables. Listen carefully and repeat after me. Ready?

Auditory*

Listen to your teacher carefully. Your teacher will read out the names of some fruits and vegetables. Repeat the words aloud after your teacher. Then, say those words again using a or an correctly.

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Students: Ready.

Teacher: Apple, orange, cucumber, brinjal, carrot, tomato, onion, olive, mango

(Pause for students to repeat the words)

Teacher: Wonderful. Now, let us say them again, but this time, we will use 'a' or 'an' correctly before each word. I will go first—an apple.

Teacher: (Points to a student) Now your turn.

Student 1: An orange.

Teacher: Great. (Points to the next student)

Student 2: A cucumber.

(Continue until all words have been said correctly.)

Teacher: That was excellent. You all listened so well and used a and an perfectly.

Pictorial

Teacher: Next, we will look at a picture and describe what we see. You will use a or an before the words.

Teacher: Let us begin together—This is a picture of a jungle.

Teacher: Now, look at the picture and tell your partner what you see.

Student 1: There is an ostrich.

Student 2: I see a lion.

Pictorial PS

Look at the picture.

Describe it to your partner using a or an.

You may begin like this:

- This is **a** picture of **a** jungle.
- There is **an** ostrich.



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Student 3: There is an elephant.

Student 4: I see a giraffe.

Teacher: Wonderful. Now, let us take turns saying a sentence aloud.

What else do you see?

Student 5: There is a hippo.

Teacher: Great job. Let us hear more.

(Continue until all students have described something from the picture.)

Teacher: That was excellent. Now, let us say all our sentences together.

Students: This is a picture of a jungle. There is an ostrich. I see a lion. There is an elephant... (Allow students to continue reciting sentences.)

Teacher: Fantastic work. I love how well you described the picture. Give yourselves a big round of applause.

Differentiated Activities

110 km/hr



Look at objects around the classroom and write their own sentences using 'a' or 'an' in your notebook.

80 km/hr



Complete the following sentences by filling in 'a' or 'an':

1. I see ___ elephant.
2. She has ___ pencil.
3. We found ___ orange.
4. He ate ___ banana.

40 km/hr



Match the words with 'a' or 'an' correctly. Words: egg, dog, igloo, chair, umbrella, tiger

Home Task

Write 3-5 sentences using 'a' and 'an' in your notebook.

Period 2

Interacting better

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

SHOULD DO

10 MIN.



Interacting better

ICL

How many fruits do you know that have seeds inside them? How many seeds do these fruits have? Discuss with the class. Write their names in the space provided.

72

Teacher: Everyone, please look at the Interacting better section on page 72.

Teacher: It says, 'How many fruits do you know that have seeds inside them? How many seeds do these fruits have?'

Teacher: Turn to your partner and take turns naming fruits with seeds inside. You can say, 'An apple has small seeds inside,' or 'A mango has one big seed.'

(Allow students to interact with their partners and discuss different fruits and their seeds.)

Teacher: That was wonderful. Talking about fruits and their seeds helps us learn more about what we eat. Now, let us share some of the fruits we discussed.

(Allow students to take turns to share what they discussed)

Teacher: Great job. Now, write the names of the fruits in the space provided.

Teacher: Well done, everyone.

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

Teacher: Now, let us begin our new story – The Wonderful Seeds. Everyone, please open the page 72.

MUST DO

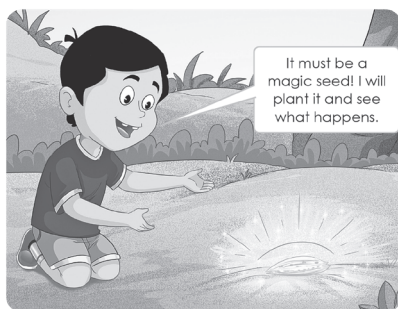
30 MIN.



Lina and her friends enjoy a fruit salad together. Lina tells everyone a story called 'The Wonderful Seeds'.

This is the story of a boy named Manu. He is six years old. He loves to eat fruits.

One day, Amma* gives Manu a mango. Like always, he eats the fruit and throws away the seed. Just **then**, he sees a light. The seed is glowing!



Manu plants the seed in his garden. Seeing this, Appupan** brings seeds of many other fruits for Manu.

Together, Manu and Appupan plant seeds of apples, oranges and peaches in their garden.

72

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

(Read the text given on page 72 and ask students to listen to you as you read)

Teacher: Look at the first picture. Who is the boy we see here?

Student 1: Manu.

Teacher: Yes, his name is Manu. And what does Manu love to eat?

Student 2: Fruits.

Teacher: That is right. Manu loves eating fruits. Now, look at the next picture. What fruit does Amma give him?

Student 3: A mango.

Teacher: Yes, Amma gives Manu a mango. What does Manu usually do with the seeds?

Student 4: He throws them away.

Teacher: Correct. But this time, something special happens. What does Manu see?

Student 5: The seed is glowing.

Teacher: That is right. Manu thinks it must be a magic seed. What does he decide to do?

Student 6: He plants it in the garden.

Teacher: Exactly. And who sees Manu planting the seed and decides to help?

Student 7: Appupan.

Teacher: Yes, Appupan brings more seeds and together, they plant different fruit seeds in the garden.

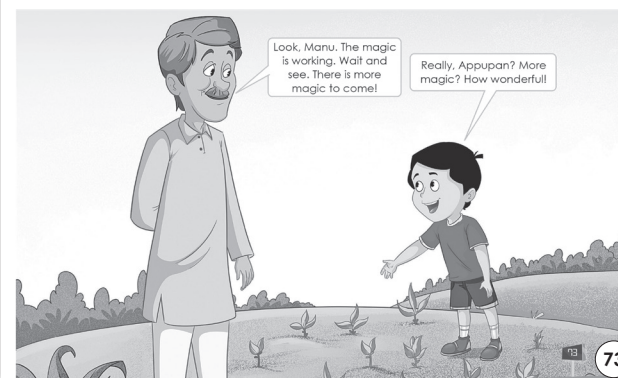
Teacher: What do you think will happen next?

(Encourage students to share their ideas and discuss the importance of planting and caring for nature.)

Teacher: Let us read to find out what happens next.



Soon, baby plants come out of the soil.



73

Teacher: Look at the pictures. What is happening now?

Student 1: Baby plants are growing.

Teacher: Yes. The magic is happening.

Teacher: That was a great part of the story. What do you think will happen next?

(Encourage students to share their thoughts before moving to the next part of the story. And conclude saying that they will read about the next part during the next session)

Differentiated Activities

110 km/hr



Imagine you planted a seed like Manu. Write 2–3 sentences about what happens next.

80 km/hr



Draw a picture of a plant growing and colour it.

40 km/hr



Look at the pictures from the story. Point and name the things Manu and Appupan use to grow the plants (e.g., seed, soil, water, sun).

Home Task

Practise reading page 72 and 73 at home.

Period 3

COULD DO

10 MIN.

Teacher: Good morning everyone.

Are you curious to know what happens next in the story?

Students: Yes.

Teacher: Great. Before we dive into the story who would like to tell about what happened so far?

(Encourage students to think and narrate the story in their own words that was thought in the previous session)

Teacher: Now, let us read the story further. Four years have passed and the little plants that Manu planted have grown bigger and bigger. In fact, they are now huge trees. Isn't that amazing? This is the magic of patience and care.

MUST DO

30 MIN.

Four years later...

The little plants begin to grow. They grow bigger and bigger.



74

Teacher: Manu is looking out of the window on a beautiful March day. What does Manu see? (Pause for student response)

It is a lovely day in the month of March. Manu looks out of the window. The trees are full of flowers.



Another four years later...

One day, Manu sees tiny fruits on some of the trees.



74

Teacher: Yes. The trees are full of flowers. It is a lovely sight. And guess what? The magic continues.

Teacher: Four more years pass and Manu notices something new. What does Manu see this time? (Pause for student response)

Teacher: Right. Manu sees tiny fruits beginning to grow on the trees. What do you think of that? (Pause for student response)

Teacher: It is amazing how things grow over time, isn't it? Some fruits are still growing, but others are ripe and sweet. Manu is excited and wonders if this is the magic of the seeds. What do you think? Is it the magic of the seeds? (Pause for student response)

Teacher: Yes, Appupan tells Manu that it is indeed the magic of the seeds. Let us see what happens next.

Manu and Appupan go back home. They enjoy fresh, ripe peaches.

20 years later...

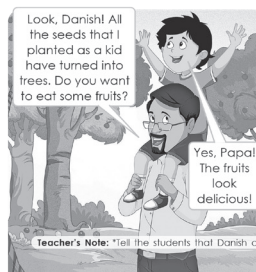
Manu is now a father. He has a son named Danish. Danish is six years old.



Manu takes Danish to the garden of their village home. It is now full of huge trees and new fruits.

Manu and Danish enjoy ripe apples and mangoes.

Manu remembers Appupan and how he showed him the magic of seeds.



Teacher's Note: Tell the students that Danish calls his father 'Papa'.



75

Teacher: 20 years later, Manu is now a father and he has a son named Danish, who is six years old. One day, Manu talks to Danish about the magic of seeds.

Teacher: Manu says to Danish, 'Danish, do you want to see the magic of seeds?' What do you think Danish's response is?

(Pause for student response)

Teacher: Right. Danish says, 'Yes, yes. Where are these magical seeds, Papa?' He is curious and excited to see the magic.

Teacher: Manu takes Danish to the garden of their village home, where the trees are now huge and full of new fruits. What do you think Danish sees when he looks at the garden? (Pause for student response)

Teacher: Yes, the garden is full of huge trees and new fruits. Manu and Danish enjoy ripe apples and mangoes together. Can you imagine how wonderful that must feel?

Teacher: As they enjoy the fruits, Manu remembers his own father, Appupan, who showed him the magic of seeds when he was a child. Manu tells Danish, 'Look, Danish. All the seeds that I planted as a kid have turned into trees.' What do you think Danish thinks about this?

(Pause for student response)

Teacher: Danish is probably amazed and excited and he says, 'The fruits look delicious.' Manu smiles and asks, 'Do you want to eat some fruits?'


Teacher: Danish responds, 'Yes, Papa. The fruits look delicious.'

Teacher: Then Manu says, 'We will take care of the garden together.' Danish eagerly agrees, saying, 'Yes, Papa. We will make the garden more magical.' This shows that the magic of seeds has passed down through generations and now it is Danish's turn to nurture and care for the garden.

Teacher: What can we learn from this final part of the story?

(Pause for student response)

Teacher: Exactly. It teaches us about passing down values, love for nature and the importance of caring for what we grow. Just like Appupan's kindness and Manu's patience, the magic of the seeds continues to grow through the generations.

 Use the **Dictionary** from the digital platform to introduce the key words connected to the story.

Differentiated Activities

110 km/hr

 What did Manu tell Danish about the seeds?

80 km/hr

 What fruits did Manu and Danish eat in the garden?

40 km/hr

 Who will take care of the garden with Manu?

Home Task

Practise reading page 74 and 75 at home.

Period 4

Recalling better

SHOULD DO

10 MIN.

Teacher: Good morning, students. Today, we are going to remember the story of 'The Wonderful Seeds'. I will read each sentence and you will repeat after me. After that, we will try to recall the order of events. Ready?

Recalling better

- Manu is six years old. He loves eating fruits.
- One day, he eats a mango and throws away the seed.
- The seed starts glowing. Manu thinks the seed is magical.
- Manu plants the mango seed. Appupan brings more seeds for him. They plant the seeds together.
- Soon, the seeds grow into little plants.
- Four years later, the plants grow into trees.
- In the month of March, the trees are full of flowers.
- Four more years later, there are fruits on the trees.
- Manu and Appupan enjoy ripe peaches together.
- Twenty years pass. Manu is now a father.
- Manu's son, Danish, is six years old.
- Manu wants Danish to see the magic of seeds. They visit their village home.
- The garden is now full of trees, fruits, grass and bushes.
- Manu and Danish enjoy ripe apples and mangoes.
- Manu and Danish promise to take care of the garden together.

CING

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(Teacher reads each sentence and students repeat)

Teacher: Let us start. Manu is six years old. He loves eating fruits.

(Students repeat)

Teacher: Great. Can someone tell me, how old is Manu in the story?

Student 1: Six years old.

Teacher: Yes, well done. And what does Manu love to eat?

Student 2: Fruits.

Teacher: Excellent.

(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.

Sight words

COULD DO

10 MIN.

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

Sight words

old then his of

FULL

76

Teacher: The words are – old, then, his, of.

Teacher: I will say each word and you will clap and repeat.
(Read out each word and pause for students to repeat and clap)

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

(Give time for students to work with their partners to read the words)

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

Teacher: Well done, everyone. Practise these words at home today.

Learning better- Excelling Comprehension



Teacher: Moving on, open your book to learning better on page 76.


MUST DO

20 MIN.

Teacher: Let us begin with Exercise A.

Take out your blue crayon. You will read each sentence and choose the correct word.





A Read the sentences from the story. Colour the correct answer with a blue crayon.

- One day, Amma gives Manu a **pen** / **ball** / **mango**.
- Manu throws away the **bat** / **seed** / **apple**.
- Manu plants the seeds in his **pot** / **house** / **garden**.
- Manu sees tiny **monkeys** / **seeds** / **fruits** on some of the trees.

76

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

Teacher: Very good. Now let us move to Exercise B. You must read the given sentences and identify who said these lines in the story.



- Wow, so many fruits! _____.
- There is more magic to come! _____.

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(Allow students to work in pairs and discuss the answers with the class once they complete)

Differentiated Activities

110 km/hr



Why do you think Manu thought the mango seed was magical?

80 km/hr



Why did Manu think the mango seed was magical? How did the seeds change over time?

40 km/hr



- Who helped Manu plant the seeds?
- What grows from the seeds?

Home Task

Practise reading the sight words and write them in your notebook.

A Note to the Teacher: Assign the My Scribbles and Secrets on Friday so that the students get to sit with their parents, discuss the questions and frame meaningful answers. This will help them strengthen filial bonding.

Period 5

Excelling Comprehension

SHOULD DO

15 MIN.

Teacher: Good morning, everyone. I hope you all are ready with your notebooks and pencils. Today, we will write short answers from our story 'The Wonderful Seeds'.

Teacher: Please open your notebooks. We will write the answers neatly, one by one. Make sure to write the question number too.

C Write short answers in your notebook.

- What does Manu do with the mango seed?
- How old is Manu when the little plant becomes a big tree?
- Which fruits do Manu and Danish enjoy?

77

Teacher: Let us start with Question 1 – What does Manu do with the mango seed?

Think back to the beginning of the story. What does Manu do after he sees the glowing seed? Write a short answer.

Teacher: Now let us go to Question 2 – How old is Manu when the little plant becomes a big tree?

Think about the time that passes in the story. How many years go by? Write that in your answer.

Teacher: And now the last one – Question 3 – Which fruits do Manu and Danish enjoy?

Remember the ending of the story. What fruits grow on the tree? Write the names of the fruits Manu and Danish enjoy together.



Teacher: Well done, everyone. Keep your writing neat and check your spellings. You are doing a great job.

Excelling Vocabulary

MUST DO

15 MIN.

Teacher: Let us now move to our Vocabulary activity – look at Exercise D on your page.



D Read these words aloud.

more hope nose pose role

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

- b _ o _ n _ e _
- h _ m _
- n _ t _
- p _ l _
- r _ p _
- r _ s _

77

Teacher: First, I will read some words aloud. You will listen carefully and repeat after me.

Teacher: More, hope, nose, pose, role
(Encourage students to repeat the words)

Teacher: Good job. These words have the sounds of 'o' and 'e' in them.

Teacher: Now look at the next part. You will see some words with missing letters.

Teacher: We will fill in the blanks using the letters 'o' and 'e' to complete the words.

Teacher: Let us look at the first one. The word is b _ n _. If we add 'o' and 'e', we get the word bone.

Teacher: Now it is your turn to try the rest. Look at each word, think about which letters are missing and complete them in your notebook.

Teacher: Take your time. When you are done, we will read them together.

(After students complete the task)

Teacher: Let us read the completed words together. Ready?

Students: Bone, home, note, pole, rope, rose

Teacher: Excellent work. These are pattern words. Keep practising these sounds and spelling patterns at home too.

Teacher: Next, we will look at some words and pictures. We will complete each word by adding either 'b' or 'f' at the beginning.

SHOULD DO

10 MIN.



E Fill in the blanks with b or f to complete the words. Match the words with the pictures. Read the words aloud.

1. _aby o

o

a.



2. _elt o

o

b.



3. _arm o

o

c.



4. _ish o

o

d.



77

Teacher: Please turn to Exercise E on your page.

Teacher: I will help you with the first one. Look at word number 1: _aby. Now look at the pictures on the side. Can you find something that matches?

Students: A baby.

Teacher: That is right. So what letter is missing? Yes, it is 'b'. So the word is baby.

Teacher: Let us say it together – baby. Now draw a line to the baby picture.

Teacher: Now try the rest of the words.

Teacher: Look at the pictures carefully and match each word with the correct one. Don't forget to say each word aloud as you complete it.

Teacher: Great job, everyone. These words help us listen carefully to beginning sounds. Keep practising at home too.

Differentiated Activities

110 km/hr



Use each of the words (bone, hope, note, rope, role) in your own sentence.

80 km/hr



Fill in the blanks with o and e to make meaningful words.

Words:

1. b _ n _

2. r _ s _

3. h _ p _

4. n _ t

5. r _ l _

40 km/hr



Worksheet to be given by teacher with words (with pictures):

• b _ n _ (bone)

• h _ m (home)

• n _ t (note)

• r _ p _ (rope)

Home Task

Write 5 lines about your favourite tree in your rough notebook.

Period 6

Teacher: Good morning everyone.

Today, we will continue working on the Learning better exercises. Are you ready?

Students: Yes.

Teacher: Great. Let us now begin with Exercise F. This activity is about words that sound the same — we call them rhyming words.

MUST DO

15 MIN.



F Read the words aloud. Circle the words that sound the same.

1. look

–

take

book

kite

2. sees

–

bees

lamp

chair

3. tool

–

fill

ship

cool

4. seed

–

need

rope

many

78

Teacher: I will read out each pair of words aloud. You will repeat after me and listen carefully to the sounds.

Teacher: First one – look at number 1. The word is look. Now say the words next to it: take, book, kite.

Which word sounds the same as look?

Yes. Book rhymes with look. So, you circle the word 'book'.

Teacher: Let us try the second one. The word is 'sees'. Say the words next to it: bees, lamp, chair.

Which one sounds like sees?

Yes. Bees. Circle that one.

Teacher: Now do the next two on your own. Listen to the sounds in tool and seed and choose the word from the list that rhymes or sounds similar.

Take your time and circle the rhyming words.

Teacher: Once you are done, we will read them aloud together and check your answers.

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

Teacher: Choose any two rhyming words from Exercise F, such as 'look' and 'book' or 'sees' and 'bees'.

Teacher: Draw a picture for each rhyming word and write the word below your drawing.

Teacher: Take your time to colour your pictures and once you are done, share your work with your partner. See if they can guess the rhyming pair from your drawings.

Teacher: This will help you remember how words can sound the same even if they look different.

Teacher: Well done, everyone. I hope you had fun doing the activity. Let us move on to the next activity.

Excelling Spellings

Teacher: Turn to page 78 and look at Exercise G. You will see four pictures and some jumbled words with missing letters.

1. a _ _ le 2. bu _ _ er 3. pu _ _ y 4. le _ _

Look at the picture and use it to help you fill in the missing letters and complete each word.

Teacher: Let us try the first one together. Look at the picture next to number 1. The word is a _ _ le. What do you think it is?

Students: Apple

Teacher: Well done. It is an apple. Now, fill in the missing letters.

Teacher: Now look at the next three pictures. Think about what they show. Try to complete the words.

Teacher: Once you have completed the words, say them aloud with your partner. This will help you practise reading and spelling.

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

Differentiated Activities

110 km/hr



Think of 3 pairs of rhyming words. Write them in your notebook.

80 km/hr



Give a few set of words and ask students to circle the rhyming words from the list.

40 km/hr



Give a worksheet based on rhyming words with pictures and ask students to circle similar sounding words.

Home Task

Ask an adult or older sibling to say any 5 simple words. For each word, think of one word that rhymes with it and write it down.

Period 7

Teacher: Hello students. Today, we are going to begin with the grammar topic. Are you ready to learn?

Students: Yes.

Teacher: Now look at the Grammar box on your page.

Grammar

We use **a** or **an** before a naming word.

- We use **a** before a naming word that begins with a consonant sound.
- We use **an** before a naming word that begins with a vowel sound.

a mango a cap a rope
an apple an orange an eye

Teacher: We are learning how to use 'a' or 'an' before naming words. Let us read these examples together: (Read out the given examples of words aloud to students)

Teacher: We use 'a' when the word begins with a consonant sound like m, c or r.

Teacher: And we use 'an' when the word begins with a vowel sound like a, o or e.

Teacher: Can someone try using 'a' or 'an' with a word you know?

Student: A cat.

Teacher: Very good. Yes, a cat is correct. 'Cat' begins with a consonant sound.

Teacher: Anyone else?

Student: An umbrella.


Teacher: Excellent. 'Umbrella' begins with a vowel sound, so we use 'an'.

Teacher: Great job, everyone. Let us look at some more examples.

Poster

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

Teacher: This poster is about 'Articles'. Look at the examples of how 'a' and 'an' are used before the words. (Point out to the words and read them aloud to students. Next, ask students to observe the pictures give below and add 'a' or 'an' before the word.























English Theme 7: I Grow Plants

Articles

40 MIN

a	a bat	a fan	a tree	a chair	a slide	a zebra	a rocket	a butterfly	a rainbow
an	an ant	an egg	an igloo	an olive	an apple	an envelope	an ink pot	an ostrich	an umbrella

Now, look at the pictures and discuss the correct article that will go with the pictures.

Teacher: Now, let us practise this in our book. Turn your book to the exercise H.

MUST DO

15 MIN.

☐

H Fill in the blanks with a or an.

- Jas eats _____ apple every day.
- Amma gives Manu _____ mango.
- Manu plants _____ orange seed with Appupan.
- Manu has _____ son named Danish.

78

Teacher: You will see some sentences with blanks. You have to fill in the blanks with 'a' or 'an'.

Teacher: Remember, we use 'a' before a word that begins with a consonant sound and 'an' before a word that begins with a vowel sound.

Teacher: Let us look at the first one together:

- Jas eats _____ apple every day.

Teacher: Which one should we use - 'a' or 'an'?

Student: An apple.

Teacher: Very good. Apple starts with a vowel sound, so we write 'an'.

Teacher: Now try doing the rest on your own. We will discuss the answers once you finish.

(Give independent work time for students to complete the remaining. Discuss the answers with the class before moving to the next activity).

Teacher: Great work, everyone. You are learning to use 'a' and 'an' very well. Meet you in the next session.



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

Differentiated Activities

110 km/hr



Write three sentences using 'a' or 'an' correctly.

80 km/hr



Circle the correct article (a or an) in each sentence:

- I want (a / an) ice cream.
- She saw (a / an) cat in the garden.
- He found (a / an) old book in the cupboard.

40 km/hr



Match pictures with the correct article 'a' or 'an'



(a)



(an)



Home Task

Draw two things that begin with a consonant sound and write 'a' before them.

Draw two things that begin with a vowel sound and write 'an' before them.

Period 8

Teacher: Hello students. I hope you had fun doing the home task given in the previous session. Who would like to share?

(Give turns to students to present their work and give a quick recap of using a and an before words)

Teacher: Today, we will continue working on the book exercises.

Teacher: Turn your book to exercise I. Do you remember the how to use 'a' and 'an' before words?

COULD DO

10 MIN.

☐

SHOULD DO

15 MIN.

☐

I Colour the correct answers with a blue crayon.

- The children sit in a / an park.



- We eat curd with a / an spoon.



- A / An igloo is made of ice.



79


Students: Yes.


Teacher: You will work in pairs to read the given sentences and colour the correct answers using blue crayon. One you finish, we will discuss the answers.

(Give time for students to work in pairs. Discuss the answers with the class before moving to the next activity).

Teacher: Next, we will work on Excelling concentration. Are you ready?

Students: Yes.

 **Concentration***

 Listen to your teacher carefully. Your teacher will read out a poem. Repeat the lines after your teacher.


79

Teacher: I will now read a poem for you and you need to listen to it carefully and repeat with me. Show me thumbs-up if you are ready.

(Pause for students to respond)

Read the poem aloud to students and ask them to repeat after you.

I am in a park,
On my merry way,
Eating an apple,
And enjoying my day
When a cloud comes by
Floating my way.
Oh. It is raining.
I run to a tree.
I am soon joined by
An elephant and a bee.
Together, that makes three.
All of us, happy and free.

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

Differentiated Activities

110 km/hr



Take turns with your partner and try reading the story.

80 km/hr



Practise reading the sight words given by your teacher and write them in your notebook.

40 km/hr



With the help of your teacher read a page from the story.

Home Task

Read the story at home.

Period 9

Excelling Language

Teacher: Hello everyone. Today, we will continue doing the practice exercises. And we will begin with 'Excelling Language' activity.

COULD DO

10 MIN.

 **Language**

 **21st CS**

 **LAD**

 **OLD**

 **Manu and his friends enjoy eating ripe mangoes. Tell your partner what you enjoy doing.**



I enjoy sitting in the shade of the trees of our village home.

I enjoy drawing.

I enjoy skipping.

I enjoy watering the plants.

You may use these words.

listening to music going for a walk dancing
writing letters eating mangoes singing

79

Teacher: Look at the sentence: 'Manu and his friends enjoy eating ripe mangoes.'

Teacher: Just like Manu, you will now tell your partner what you enjoy doing.

Teacher: Let me show you.

'I enjoy watering the plants.'

Now it is your turn.

Teacher: I will pair you with a friend. Ask each other: What do you enjoy doing?

Use any of these words if you like – listening to music, going for a walk, dancing, writing letters, eating mangoes, singing.

(Give time for students to interact with each other. Move around the class to observe as students interact. Help and guide students as required)


Teacher: Great job, everyone.


Excelling Expression


SHOULD DO

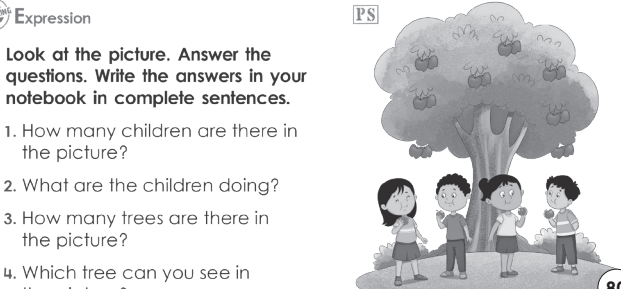
30 MIN.

Teacher: Please open your books to Excelling expressions page and look at the picture shown there. We will look at the picture carefully and answer some questions about it.

 **Expression**

 **PS**

 **Look at the picture. Answer the questions. Write the answers in your notebook in complete sentences.**



- How many children are there in the picture?
- What are the children doing?
- How many trees are there in the picture?
- Which tree can you see in the picture?

80

You will write complete sentences in your notebooks.

Teacher: Let us read the first question together – How many children are there in the picture?

Think carefully and write a full sentence like this: There are ___ children in the picture.

Teacher: Now look at what the children are doing and answer the second question – What are the children doing? Write a sentence to tell what you see.

Teacher: Next question – How many trees are there in the picture?

Count the trees and write the answer in a full sentence.

Teacher: And the last one – Which tree can you see in the picture?

Think about the kind of tree and write its name in a sentence.


Teacher: Take your time to finish all the answers neatly. I will come around and help if you need it.

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


Differentiated Activities

Note to the teacher: Pick words from the story.


110 km/hr

 Choose any 5 sight words from the list your teacher gives you. Write one sentence for each word in your notebook.

80 km/hr

 Read a group of sight words given by your teacher and circle the sight word your teacher says in your book.


40 km/hr

 Read the sight words given by your teacher with your partner. Practise writing them in your notebook.

Home Task

Creating better


Make your own tree.

 **Creating better**

Follow the steps to make your own tree.

1. Draw a tree in your notebook.
2. Colour the trunk brown and the leaves green.
3. Paste orange buttons to make oranges, as shown.

You can do the same activity using green and brown glaze paper. You can also make an apple or guava tree using red or green buttons in the similar manner. You can make a garden full of trees of your own.




80

Period 10

SHOULD DO

20 MIN.


Thinking better

 **Thinking better**

COD HOTS 2LCS

Think and discuss.

1. What do you find inside a mango fruit? What will happen if you plant it?
2. Which fruit is this? What do you think the white dots are?



80

Teacher: Good morning, students. Let us begin today's class with a little thinking activity. Please open to the 'Thinking better' section on page 80.

Teacher: Look at the questions:

1. What do you find inside a mango fruit?
2. What do you think will happen if you plant it?
3. Which fruit is this? What do you think the white dots are?

Teacher: Let us start with the first question. Think about the last time you ate a mango. What did you find inside?

Student: A big seed.

Teacher: Yes. That is right. Now, what do you think will happen if we plant that seed in the soil?

Student: It will grow into a plant.

Teacher: Exactly. That is a wonderful thought.

Teacher: Now look at the second picture. Which fruit do you see here?

Students: A strawberry.

Teacher: Very good. What do you think those white dots are?

Student: Seeds.

Teacher: You got it. The strawberry's seeds are outside the fruit.

Teacher: Now, take out your notebooks.

Teacher: Write one sentence to answer each question.

Teacher: For example –

1. Inside a mango, we find a seed.
2. If we plant it, it will grow into a tree.
3. This is a strawberry. The white dots are seeds.


Teacher: After writing, you can draw a mango and a strawberry next to your answers.

Choosing better

Teacher: Now, look at the 'Choosing better' section. Let us imagine you are walking in a garden. You see a plant that has been uprooted from its pot.

MUST DO

20 MIN.

 **Choosing better**

EXL LSV 2LCS

You are in a garden. You come across a plant that has been uprooted from its pot. Will you try to re-pot the plant? Will you leave the plant as it is? Give reasons for your answers.

81

Teacher: What would you do? Would you try to re-pot the plant? Or would you leave it as it is?

Teacher: Think carefully and talk about it with your partner for one minute.

Teacher: You can think about how the plant feels, what it needs and what you can do to help it.

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

Teacher: For example –

'I will re-pot the plant because it needs soil and water to grow.'

'I will not leave the plant as it is because it may dry up and die.'

Teacher: Once you are done, you can draw a little plant besides your writing if you like.

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

Differentiated Activities

110 km/hr



If you could grow a plant that gives something special (not fruits), what would it be and why? Write 2–3 sentences to describe your magical plant.

80 km/hr



Imagine you found a magic seed. What kind of plant would grow from it? Draw your magic plant.

40 km/hr




What do you think a seed needs to grow into a big plant? Circle the things you think help a seed grow: Sunlight Water Candy House Shoes

Home Task

Revising better

Do not forget to add the sight words from this lesson in your Little Book. Make sentences with the sight words.

 **Revising better**

Do not forget to add the sight words from this lesson in your Little Book. Make sentences with the sight words.

DBL

81

Period 11


Playing better

Teacher: Hello everyone, today we are going to have fun. Let us play a game but outside the class. Are you excited?

MUST DO

30 MIN.



 **Playing better**

Pitthoo

1. Form two teams.

2. Stack seven stones in a small tower.

3. One team throws a ball to knock down the stones.

4. The throwing team tries to rebuild the tower while the opposing team retrieves the ball and tries to tag them.

5. Teams switch roles after each round.

L (What I have learnt?)

81

Students: Yes.

Teacher: Today, we will play a game called Pitthoo.

Teacher: Follow me to the playground.

(Take the students to the playground)

Teacher: Let us make two teams – Team A and Team B.

Teacher: Team A, please stand here. Team B, stand on the other side.

Teacher: Look. I have stacked seven stones to make a small tower.

Teacher: Team A will go first. You will try to knock down the tower by throwing the ball.

Teacher: After the tower falls, Team A will try to build the tower again.

Teacher: Team B, your job is to pick up the ball and tag Team A players before they finish.

Teacher: After that, we will switch roles and Team B will get a chance to throw.

Teacher: Let us play safely, cheer for each other and have lots of fun together.

Teacher: Let us sit together in a circle and talk.

COULD DO

10 MIN.



Teacher: How did it feel to play this new game with your friends? Did you help your team by throwing, running or building the tower?

(Allow students to share their experiences)

Teacher: You all did a fantastic job today – you listened carefully, played as a team and shared your thoughts so well. Now let us move back to the class.

Differentiated Activities

110 km/hr



Read a short paragraph from the lesson independently. Retell it to your partner in your own words.

80 km/hr



Read these four short sentences from the story:

1. Manu planted a mango seed.
2. The plant grew into a big tree.
3. Manu and Danish enjoyed the mangoes.
4. The tree gave them shade.

40 km/hr



Look at 3 pictures from the story. Point to each

and say what is happening. For example - Who is in the picture? What are they doing?

Home Task

Read the lesson at home.

Period 12

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

SHOULD DO

10 MIN.



L (What I have Learnt)#

ICL

81

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.

Worksheet 1

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

SHOULD DO

30 MIN.



Teacher: Please open your workbook to page 22 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.

(Read the passage clearly and with expression.)

Theme 7: I Grow Plants

7. The Wonderful Seeds

Read the passage carefully.

Princess Angela lives in a beautiful palace. Her parents love her very much. Yet, she is very sad. She cannot go out. Her parents tell her it is not safe. Angela has no friends. One day, her parents take her to the palace garden. She sees many tall trees. There are beautiful flowers all around. The birds are chirping. The rabbits are hopping. The garden even has a pond with fish. Angela is very happy. She jumps with joy.



22

Teacher: Now let us think together. Princess Angela lives in a beautiful palace. Her parents love her very much, but she is very sad because she cannot go outside. Her parents tell her that it is not safe. Angela has no friends to play with.

Teacher: One day, her parents take her to the palace garden. She sees many tall trees and there are beautiful flowers all around. The birds are chirping and the rabbits are hopping. The garden even has a pond with fish swimming in it. Angela feels very happy. She jumps with joy.

Teacher: Let us now move to Exercise A.

A. Colour the correct answers with a red crayon.

- Angela lives in a **house** / **palace**.
- Angela **can** / **cannot** go out.
- Her parents take her to the palace **garden** / **kitchen**.
- The garden has many tall **trees** / **flowers**.
- Angela **runs** / **jumps** with joy.

22

Teacher: In this exercise, you will colour the correct answers with a red crayon.

Teacher: Question 1 says: 'Angela lives in a house / palace.' The correct answer is 'palace.'

Teacher: Now complete questions 2 to 5 on your own. Read the passage again if you need help. Colour the correct answer with your red crayon.

(Wait while students complete. Monitor and support as needed.)

Teacher: Now we will move to Exercise B.

Teacher: This time, you need to match the sentences correctly.

B. Match the following.

- | | |
|----------------------------------|----------------------------------|
| 1. Princess Angela | i. to the palace garden. |
| 2. Her parents | ii. chirping. |
| 3. One day, her parents take her | iii. hopping. |
| 4. The birds are | iv. lives in a beautiful palace. |
| 5. The rabbits are | v. love her very much. |

22

Teacher: Let us read the first one together – 'Princess Angela lives in a beautiful palace.' This matches with option iv, so we draw a line connecting them.

Teacher: Now complete the remaining ones. Read carefully and match each sentence with the correct option.

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

Teacher: Next, let us move to exercise C.

C. Colour the correct sentences with a green crayon.

- Angela is a happy girl.
- Angela's parents are king and queen.
- It is safe inside the palace.
- The palace garden is dirty.
- Fish live in water.

22

Teacher: In this exercise, you need to colour the correct sentences with a green crayon.

Teacher: Let us read the first one together – 'Angela is a happy girl.' This sentence is incorrect, so we do not colour it.

Teacher: Now, let us move to the next sentence: 'Angela's parents are king and queen.' This sentence is correct, so you will colour it with a green crayon.

Teacher: Continue to read the remaining sentences and decide which are correct. Colour the correct ones with your green crayon.

(Wait while students complete. Monitor and support as needed.)



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

Differentiated Activities

110 km/hr



Read a passage from the story and write down the difficult words in your notebook.

80 km/hr



Read the new words from the story aloud with your partner.

40 km/hr



Take your teacher's help to read a passage from the story.

Home Task

Write down all the new words that you learnt in the story in your notebook.

Period 13

Teacher: Let us start with the first part, where you need to fill in the missing letters 'o' and 'e.' Look at the first word: 'c n' – what letter goes in the blanks to complete the word? Yes, the correct answer is 'o' and 'e,' so the word is 'cone.'

Teacher: Now, let us do the rest. Read the words carefully and fill in the blanks with 'o' and 'e' to complete the words.

(Wait while students complete the activity. Provide help if needed.)

SHOULD DO

20 MIN.



Worksheet 2

Vocabulary

A. Look at the pictures. Fill in the blanks with o and e to complete the words.



c _ _ n _ _



h _ _ l _ _



n _ _ t _ _ s



h _ _ s _ _

B. Look at the pictures. Fill in the blanks with pp or tt to complete the words. Read the words aloud.



a _ _ _ le



ke _ _ _ le



le _ _ _ er



su _ _ _ er

23

Teacher: Now, we will move on to part B. In this part, you need to fill in the blanks with 'pp' or 'tt' to complete the words. Let's look at the first one: 'a _ _ le.' What letters do we need to complete the word? Yes, it's 'pp,' so the word is 'apple.'

Teacher: Now, it is your turn to do the rest. Fill in the blanks with 'pp' or 'tt' and read the words aloud when you are finished.

(Wait while students complete the activity. Monitor and support as needed.)

Grammar

A. Look at the pictures. Fill in the blanks with a or an.



bag



umbrella



engine



ostrich

B. Colour the correct answers with a blue crayon.

1. The girl reads a / an book.

2. The man plays a / an flute.

3. A / An owl sits on the tall tree.

4. A / An alligator lives in the water.

23

Teacher: Let us now move to Grammar. Look at Exercise A under Grammar. In this exercise, you need to look at the pictures and fill in the blanks with 'a' or 'an'.

Teacher: Let us start with the first one: '___ bag.' What is the correct word?

(Give time for students to think and respond)

Teacher: Yes, it is a bag.

Teacher: Now, continue filling in the blanks with 'a' or 'an' based on the pictures. Write your answers in the space given.

Teacher: Now, look at Exercise B. You need to circle the correct word for each sentence: 'a' or 'an'.

Teacher: Use a blue crayon to circle the correct answers.

Teacher: Let us begin. The first sentence is: 'The girl reads ___ book.' Is it 'a' or 'an'?

(Give time for students to think and respond)

Teacher: Yes, it is a book.

Teacher: Continue with the rest of the sentences and circle the correct answers with your blue crayon.

(Wait while students work. Monitor and support as needed.)

Book of Holistic Teaching

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

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.

COULD DO

20 MIN.



Theme 7: I Grow Plants

Chapter 7: The Wonderful Seeds

A Maths

Match the following.

- | | | | |
|--|-----------------------|-----------------------|--------------------------------|
| 1. Lina is holding a rope. We can measure | <input type="radio"/> | <input type="radio"/> | a. the capacity of the bottle. |
| 2. Jas is drinking water. We can measure | <input type="radio"/> | <input type="radio"/> | b. the length the of the rope. |
| 3. Sam is carrying a bag. We can measure | <input type="radio"/> | <input type="radio"/> | c. the ball is round in shape. |
| 4. Ryan is playing with a ball. We know that | <input type="radio"/> | <input type="radio"/> | d. the weight of the bag. |

07

(Write the question on the blackboard)

Teacher: Let us begin with a simple matching exercise.

Teacher: I will read each sentence and you need to match it with the correct description.

Teacher: Let us start with the first one: 'Lina is holding a rope.' What can we measure about the rope? Yes, it is the length. So, we match it with 'b. the length of the rope.'

Teacher: Now, let us move on to the next one: 'Jas is drinking water.' What can we measure in this case? Yes, it is the capacity of the bottle. So, we match it with 'a. the capacity of the bottle.'

Teacher: Next, 'Sam is carrying a bag.' What can we measure here? Yes, we can measure the weight of the bag. So, we match it with 'd. the weight of the bag.'

Teacher: Finally, 'Ryan is playing with a ball.' What can we measure about the ball? Yes, it is the shape of the ball, which is round. So, we match it with 'c. a ball is round in shape.'

Teacher: Now, complete the matching exercise in your notebooks.

(Wait while students complete the task. Monitor and support as needed.)

Teacher: Now let us move to EVS.

B EVS

I am **a** fruit. I grow on **trees**. I come in red, yellow and **green** colours. I have **pp** in my name. I am **an** _____.

07

Teacher: Let us think about fruits. I will describe a fruit and you will try to guess what it is.

Teacher: Here is the description: 'I am a fruit. I grow on trees. I come in red, yellow and green colours. I have pp in my name. I am an _____.'

Teacher: Now, think carefully. What fruit fits this description? (Give time for students to think. Repeat the question and clue again if required.)

Teacher: Yes, it is an apple.

Teacher: In your notebook, write down the name of the fruit and the description. If you finish early, you may also draw an apple.

(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 Activities

110 km/hr



Write a letter to the seed, imagining what you would say to it as it grows.

80 km/hr



Choose the correct spelling for each word:

1. which / wich
2. begin / beggin
3. beautiful / butiful

4. friend / freind

5. really / reely

40 km/hr



Fill in the missing letters to complete the words.

1. c_t
2. b_d
3. p_t
4. m_n
5. s_t

Home Task

Go for a short walk with an adult. Observe and name one thing you see in each place: in the garden, near a tree and by the water. Choose one of these things and draw it in your Little Book.

Period 14

Worksheet 3

MUST DO

40 MIN.

Teacher: Now open to page 24 in your workbook. Let us begin Worksheet 3.

Teacher: We will start with Exercise A. I will read each sentence aloud. You will listen carefully and repeat the words with 'a' or 'an'.

Worksheet 3

Listening / Speaking / Writing

A. Listen to the sentences carefully. Repeat the words with a and an.*

B. Take turns with your partner. Speak about things you enjoy or do not enjoy. Use Yes, I enjoy or No, I do not enjoy. You may ask and answer the following questions.

1. Do you enjoy listening to music?
2. Do you enjoy riding a bicycle?
3. Do you enjoy eating an orange?
4. Do you enjoy walking in the garden?
5. Do you enjoy playing in the evening?

24

(Read each sentence slowly and clearly. And ask students to repeat the words with a/an.)

1. Ted the farmer has an orange tree.
2. Coconuts grow on a tall tree.
3. Brinjals grow on a plant.
4. The garden has a fish pond.
5. A plant needs water and sunlight to grow.

Teacher: Let us now do Exercise B. You will take turns with your partner, speaking about things you enjoy or do not enjoy.

Teacher: Use the phrases 'Yes, I enjoy' or 'No, I do not enjoy' to answer the questions.

Teacher: Ask and answer the following questions with your partner:

1. Do you enjoy listening to music?
2. Do you enjoy riding a bicycle?
3. Do you enjoy eating an orange?
4. Do you enjoy walking in the garden?
5. Do you enjoy playing in the evening?

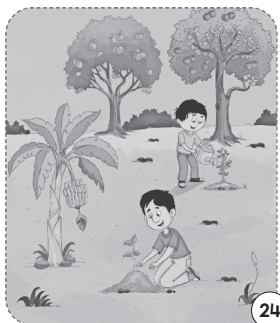
Teacher: You do not need to write anything here. Just speak and listen carefully. Take turns with your partner, pointing to things or talking about them.

(After the activity invite a few students to share what they discussed.)

Teacher: Now move to Exercise C.

C. Look at the picture. Read the questions that follow. Write the answers in your notebook.

1. How many people are there in the picture?
2. What is the child doing?
3. What is the man doing?
4. How many trees are there in the picture?
5. Write the names of two trees that you can see in the picture.



Teacher: Look at the picture. What do you see?

(Give time for students to observe the picture and share their thoughts. Then, guide them to answer the questions in their notebook.)

Differentiated Activities

110 km/hr



Draw a picture of you waiting for something, like the seed.

80 km/hr



How does the seed change throughout the story? Describe its journey.

40 km/hr



Answer the following questions.

1. Who are the characters in the story?
2. Where does the seed grow?
3. What happens when the seed is planted?

Home Task

Ask your child to think about something they had to wait for to happen. Write or draw about something they have been waiting for, just like the seed had to wait to grow.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> • create simple art to depict the journey of the seed to a tree.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • speak about the journey of the seed using simple sentences, sharing thoughts about growth and patience. • converse with a partner about the things they see in nature and how seeds grow.
Cognitive Development	<ul style="list-style-type: none"> • recognize similar-sounding words and practise pronouncing them (e.g., seed, feed, tree, free). • distinguish between text and pictures in the story of the seed. • identify pictures related to the story and match them with the correct naming words.
Language and Literacy Development	<ul style="list-style-type: none"> • read short and simple sentences independently from the story of the seed. • read sight words and complete simple sentences using articles (e.g., 'The seed is in the soil'). • listen to the story attentively for shorter durations (5–7 minutes). • learn sight words and frame simple sentences related to the story.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • create art to depict the journey of the seed growing into a tree.
Positive Learning Habits	<ul style="list-style-type: none"> • read speech bubbles from left to right and top to bottom. • repeat and reproduce words with correct pronunciation and intonation. • Follow oral instructions carefully to complete guided tasks.

Starry Knights

Share a memorable incident while teaching this unit.

Give yourself a STAR.

