

## Lesson-8: A Fun Day

Theme 8: I Care for Animals

15 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 am kind to animals.

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

To enable the students:

- to use simple past tense to talk about daily events.
- to recognise and care for animals and their young ones.
- to follow instructions during tasks and games.
- to use age-appropriate vocabulary and sight words.
- to express creativity through art and role-play.
- to show kindness and empathy towards animals.
- to participate in group activities confidently.
- to observe, listen and respond appropriately.
- to relate classroom learning to real life.
- to build physical coordination through hands-on tasks.

### Methodology

#### Period 1

Confirming better

I am kind to animals.

SHOULD DO

10 MIN.



Affirming better I am kind to animals.

PLP 82

**Teacher:** Good morning, children. I hope you are all feeling happy today.

(Use CRM Sign to settle the class)

**Teacher:** Let us begin with a lovely thought.

**Teacher:** Who here has seen a cat, a dog or a bird recently? Raise your hand.

**Teacher:** That is wonderful. Animals are our friends. They need our love and care just like we do.

**Teacher:** Today, we are thinking about this sentence – 'I am kind to animals.' Can you all say it with me?

**Students:** I am kind to animals.

**Teacher:** Very good. Now, can anyone tell me one way you show kindness to animals?

**Teacher:** Yes, feeding birds or giving water to a thirsty dog is being kind.

**Teacher:** Helping a little ant move away instead of stepping on it is also kindness.

**Teacher:** We must always be gentle with animals. Never hurt them.

**Teacher:** So, let us remember this. Say it again – 'I am kind to animals.'

**Students:** I am kind to animals.

**Teacher:** Lovely. I know you all have kind hearts.

You may show the eBook given on the digital platform.

**Teacher:** Now we will begin a new chapter, 'A Fun Day'. 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)

82

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.

## Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 82.

### Kinaesthetic

**Teacher:** Now that we have all agreed that we are kind to animals, let us move our bodies a little and have some fun.

#### Kinaesthetic

Work in pairs. Tell your partner three things that you did yesterday by doing the actions. Your partner will guess the actions and say the words.

82

**Teacher:** We are going to play a guessing game with our partners.

**Teacher:** Think of three things that you did yesterday. It could be things like brushing your teeth, playing or eating.

**Teacher:** But here is the twist – do not say the words. You will show the actions using your body.

**Teacher:** Your partner will look at your actions and guess what you did.

**Teacher:** Then, your partner will do the same and you will guess.

**Teacher:** Everyone, please stand up and face your partner. Are you ready?

**Teacher:** Begin your actions now. Let us see who can guess quickly.

### Auditory

**Teacher:** That was a fun game, everyone. You all acted so well. Now, let us sit down and listen carefully.

#### Auditory\*

Listen to your teacher carefully. Your teacher will read a story. Circle the correct word in the given sentences.

1. Lina jumped/played with her friends.
2. She enjoyed/laughed her time at the park.

82

**Teacher:** I am going to read a short story. You must listen with full attention. After that, you will circle the correct word in the sentences I give you.

**Teacher:** Ready? Here is the story.

**Teacher:** Lina went to the park. She played with her friends. She saw a nest on the tree. Lina enjoyed her time at the park.

**Teacher:** Now I will read two sentences. Each sentence has two words. You must choose the word that matches the story.

**Teacher:** Sentence one – Lina jumped or played with her friends. Which one did you hear in the story?

**Student 1:** She played with her friends.

**Teacher:** Well done. Yes, the correct word is 'played'. Please circle it.

**Teacher:** Now let us look at the second sentence – She

enjoyed or laughed her time at the park. What is the correct word here?

**Teacher:** Great listening, everyone. I am happy to see you all so focused.

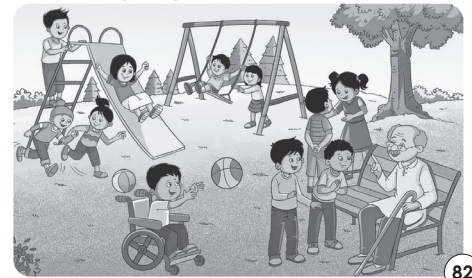
### Pictorial

**Teacher:** You all did a great job listening to the story. Now let us have a look at a picture together.

#### Pictorial PS

Look at the picture. Make three sentences. Use words from the box. Tell them to your partner.

play  
swing  
kick  
talk  
throw  
push



82

**Teacher:** Everyone, look at the picture on the board or in your book. What do you see happening in the park?

**Student 1:** Children are playing.

**Student 2:** Someone is throwing a ball.

**Teacher:** Very good. Now look at the blue word box. Can someone read the words aloud for us?

**Student 3:** Play, swing, kick, talk, throw, push.

**Teacher:** Well done. Now, using these words, I want each of you to make three short sentences by looking at the picture.

**Teacher:** Say your sentences to your partner. I will go around and listen too.

**Student 4:** The boy is pushing the girl on the swing.

**Student 5:** The boy is kicking the ball.

**Student 6:** The girl is talking to the old man.

**Teacher:** Excellent sentences. You are all using your eyes and thinking carefully.

**Teacher:** Keep going. Try to make three different sentences and tell your partner.

**Teacher:** You all were wonderful today. We learnt to move, listen and speak with care.

**Teacher:** You made sentences, guessed actions and spoke kindly. That is how we grow better every day.

**Teacher:** In our next class, we will start a new story. I will not tell you the name now. It will be a surprise.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

### Differentiated Activities

110 km/hr



Make a sentence using the word 'throw' by looking at the picture.

80 km/hr



Make a sentence using the word 'play' by looking at the picture.

40 km/hr



Point to someone who is talking in the picture and say the word 'talk'.

### Home Task

Draw a picture of your favourite game and write any two action words related to it.

### Period 2

#### Interacting better

SHOULD DO

10 MIN.

**Teacher:** Good morning, students. How are you all feeling today?

**Interacting better**

Draw the picture of your favourite animal. Your partner will guess the animal.

ICL

83

**Students:** Good morning, Teacher. We are happy.

**Teacher:** That is wonderful. Today we are going to talk about animals in a fun way.

**Teacher:** Please turn to page 83 in your books. We will begin with something exciting.

**Teacher:** Look at the top of the page. It says 'Draw the picture of your favourite animal'.

**Teacher:** Take your pencils and draw any animal you love. Do not tell your partner the name.

**Student 1:** I like elephants.

**Student 2:** I am drawing a rabbit.

**Teacher:** Excellent choices. Now, show your drawing to your partner and let them guess your animal.

**Student 3:** Is it a lion?

**Student 4:** No, it is a fox.

**Teacher:** Great guessing, everyone. We are now ready to begin our story.

**Teacher:** Now keep looking at page 83. We are going to begin the new story.

MUST DO

20 MIN.

**Teacher:** This story is about students getting ready for a fancy-dress event at school. They all need to dress up as animals.

**Teacher:** Can anyone tell me what kind of event that sounds like?

**Student 1:** A costume show.

**Teacher:** Exactly. Some students want to dress up like cats, tigers or deer.

**Teacher:** The story tells us how they prepare at home. One student uses an old outfit and paints it. A family member helps make a mask and attaches a tail.

The teacher says, "Dear children, tomorrow is **Heads and Tails Day**. It is our fancy-dress show. **You** must all dress up as animals."

The children are excited. They plan for the show.



83

**Teacher:** Another student wears simple clothes and gets help making ears and a tail using paper.

**Teacher:** Why do you think the students are getting help from their families?

**Student 2:** Because they are small and need help.

**Student 3:** Because making costumes is difficult.

**Teacher:** Yes and it also shows teamwork and love.

### Heads and Tails Day

Ryan's mother paints black stripes all over an old yellow tracksuit. Ryan gets up early to get ready for the show. He wears the tracksuit. Appa\*\* helps him wear the tracksuit. He also sticks a tail to it.



Mummy\*\*\* makes the tiger's mask with chart paper. She sticks wool to the mask to make the tiger's ears and mouth. She paints whiskers on Ryan's face. He looks like a cute cub.



Lina dresses in a white frock and a pair of white leggings. Pa makes two little ears and a tail for Lina. "Meow! Meow!", Lina purrs.

**Teacher's Note:** \*Tell the students that Maria calls her mother 'Mumma'.  
\*\*Tell the students that Ryan calls his father 'Appa'.  
\*\*\*Tell the students that Ryan calls his mother 'Mummy'.

83

**Teacher:** Have you ever dressed up as an animal before? What did you become?

**Student 4:** I was a puppy once.

**Student 5:** I wore bunny ears.

**Teacher:** That sounds fun. This story helps us understand how exciting it is to get ready for such events.

**Teacher:** Let us quickly revise what we learnt today in a fun way.

COULD DO

10 MIN.

**Teacher:** I will describe an animal costume and you have to guess which animal it is. Raise your hand to answer.

**Teacher:** I have black stripes, I roar and I wear a yellow tracksuit. Who am I?

**Student 1:** A tiger.

**Teacher:** I wear white clothes, I have soft ears and a small tail. I say 'Meow Meow'. Who am I?

**Student 2:** A cat.

**Teacher:** Well done. Now I want each of you to turn to your partner and play the same game.

**Teacher:** Think of an animal costume from the story or from your imagination. Give clues. Your partner will guess.

**Teacher:** This will help you remember what we learnt today in a fun way.

**Teacher:** Well done, everyone. You all did a fantastic job today. I am so proud of how well you listened and thought carefully. Keep imagining how you would dress up as your favourite animal. Give yourselves a big round of applause.

### Differentiated Activities

110 km/hr



How did the family help one student become a tiger?

80 km/hr



What clothes did one student wear for the costume?

40 km/hr



Who helped make the ears and tail?

### Home Task

Draw yourself dressed as your favourite animal. Colour your picture nicely and bring it to class.

### Period 3

**Teacher:** Good morning, students. I hope you are ready for another exciting day.

SHOULD DO

10 MIN.



**Teacher:** Yesterday, we saw how some students got ready for a fancy-dress event. Today we will read more about others joining in.

**Teacher:** But first, let us warm up with a fun game. I will say an animal's name and you act it out.

**Teacher:** Be a lion – show me your paws and your big roar.

**Teacher:** Now, flap your arms like a bird.

**Teacher:** Last one – slither like a snake.

**Teacher:** Well done. Now sit down comfortably. Let us open our books to page 84.

**Teacher:** Today's part of the story shows more students preparing for the big event. Each one is dressing up like a different animal.

MUST DO

25 MIN.



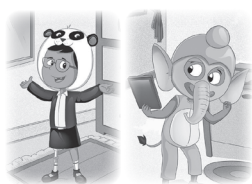
Sam dresses up as a panda. She wears a white shirt and a black skirt. She wears a black jacket over it.

Jas dresses up as an elephant. He wears a grey tracksuit.

Maria dresses up as a deer. She wears a brown shirt with a pair of brown leggings.

Mumma makes the deer's antlers and ears with chart paper. Baba\* paints a black nose on Maria's face. Maria is happy with her costume. "I am a deer," she hops and says.

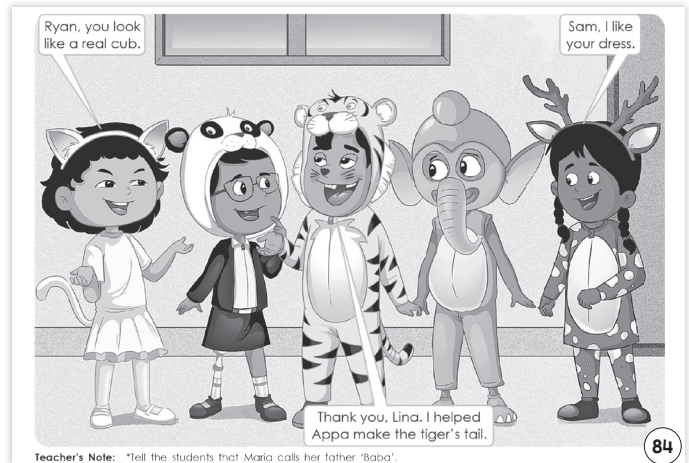
The children go off to school. In the classroom, they find all their friends dressed as animals. They are happy to see each other.



84

**Teacher:** One student becomes a panda using black and white clothes. Another dresses as an elephant by wearing grey.

**Teacher:** There is also a deer costume. The student wears brown and gets help from family to make antlers and paint the face.



Teacher's Note: "Tell the students that Maria calls her father 'Baba'."

84

**Teacher:** All these students go to school in their costumes. When they arrive, they are excited to see others dressed up too.

**Teacher:** This part of the story shows how students and their families work together and enjoy the process of preparing.

**Teacher:** The students feel happy and proud when they see their friends and share the fun.

**Teacher:** This shows us that teamwork and creativity make special days more joyful.

**Teacher:** Let us revise what we learnt today. I will give you a clue. You tell me the animal.

COULD DO

05 MIN.



**Teacher:** This animal wears grey and has a long trunk.

**Teacher:** This one wears black and white and looks like a soft toy.

**Teacher:** This student wore brown and had antlers made of paper.

**Teacher:** Now I want you to think of your own clue and whisper it to your partner. Let them guess.

**Teacher:** Excellent effort, everyone. You remembered so much from today's reading. Give yourselves a big round of applause.

### Differentiated Activities

110 km/hr



Which student dressed up using brown clothes? What animal did they become?

80 km/hr



Name one colour used in an animal costume.



40 km/hr



What did the students do at the end of the story?

### Home Task

Make an animal mask using paper. You can use crayons, cotton or coloured paper to decorate it. Bring your mask to class and be ready to show which animal you are.

### Period 4

**Teacher:** Good morning, students. Today we will finish the story we have been reading.

SHOULD DO

10 MIN.



**Teacher:** Can anyone remind me what special day the students were preparing for in the last class?

**Teacher:** Yes, it was a fancy-dress event where everyone dressed up as animals.

**Teacher:** Before we continue, let us play a quick game. I will name an animal and you act like it as we did before also.

**Teacher:** Ready? Be a tiger.

**Teacher:** Now pretend to be a cat.

**Teacher:** Great. Sit down now. We are ready to learn.

**Teacher:** Please open your books to page 85. Today we will read the last part of the story.

MUST DO

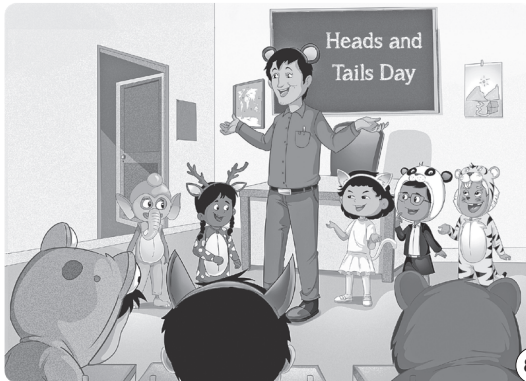
20 MIN.



**Teacher:** All the students take turns to speak about the animal they are dressed as.

**Teacher:** Each one says something special about their animal – what it eats, how it looks or what it does.

The teacher says, "Now, come forward one by one. Talk about the animal you are."  
Ryan says, "I am a tiger. Roarr! I am strong. I have black stripes on my body."  
Then, Lina comes up and says, "I am a cat. I am small and furry. I like to drink milk."  
Next, Maria comes up and says, "I am a deer. I love my antlers. I eat grass and small plants."  
It is now Sam's turn to speak. She says, "I am a giant panda. I am cute and cuddly. I like to eat bamboo."  
Jas speaks next. He says, "I am an elephant. I am the largest animal on land. I have a sharp memory."  
The children clap for each other. The teacher says, "Well done, children! I am proud of my class."



**Teacher:** Why do you think the teacher asked them to speak about their animal?

**Teacher:** Yes, because it helps them feel proud and confident.

**Teacher:** At the end, the teacher feels proud of all the students. Everyone claps and enjoys the moment.

**Teacher:** This story teaches us that working together, being creative and speaking confidently can be a lot of fun.

**Teacher:** Let us pretend we are in a classroom show too.

COULD DO

10 MIN.



**Teacher:** I will say an animal. You will come forward, act like that animal and say one sentence about it.

**Teacher:** For example, if I say 'Elephant', you can walk with big steps and say, 'I am big and strong.'

**Teacher:** Let us begin. One by one, take turns.

(Students take turns acting out one animal and speaking one line)

**Teacher:** Well done. That was your very own 'Animal Parade'.

**Teacher:** You all did a wonderful job today. I am so happy with how much you remembered and enjoyed the story. Give yourselves a big round of applause.



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

### Differentiated Activities

110 km/hr



Name two animals from the story and one thing each of them said about themselves.

80 km/hr



Name one animal from the story and say what it eats.

40 km/hr



Name one animal shown in the story.

### Home Task

Make a finger puppet of your favourite animal using paper. Ask your family to help you. Bring it to class and tell one thing about that animal.

### Period 5

SHOULD DO

15 MIN.



### Recalling better

#### Recalling better

CING

- There is a fancy-dress show at school.
- The show is called Heads and Tails Day.
- The teacher asks the children to dress up as animals.
- Ryan dresses up as a tiger.
- Lina dresses up as a cat.
- Maria dresses up as a deer.
- Jas dresses up as an elephant.
- Sam dresses up as a giant panda.
- Their friends also dress up as different animals.
- The children clap for each other.
- The teacher is proud of his class.

86

**Teacher:** Good morning, students. Let us begin today with a fun memory game.

**Teacher:** I will say a sentence. If you think it really happened in the story, show me a thumbs up. If it did not happen, keep your hands down. Ready?

**Teacher:** There was a magic show at school.

**Teacher:** I do not see many thumbs up. You are right. It was a fancy-dress show, not a magic show.

**Teacher:** A tiger costume was made at home.

**Teacher:** Yes, that is correct. The student got help from family to make the costume at home.

**Teacher:** The teacher clapped at the end.

**Teacher:** Very good. That did happen. The teacher was proud of the students.

**Teacher:** Students dressed up as robots.

**Teacher:** No thumbs up. You are right again. They dressed up as animals, not robots.

**Teacher:** Friends helped each other feel happy.

**Teacher:** Yes, that is a lovely part of the story. Everyone clapped and felt proud.

**Teacher:** You have remembered so many details. That shows how well you listened and understood the story. Well done.

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

### Sight Words

**Teacher:** Now we are going to practise some important words that help us read better. These are called sight words.



**Teacher:** I will show you four words today. Everyone say them with me – 'you', 'as', 'her', 'then'.

**Teacher:** Let us clap each word as we say it.

**Teacher:** You (clap). As (clap). Her (clap). Then (clap).

**Teacher:** Now I will say a sentence and you listen for the sight word.

**Teacher:** She gave the book to her friend. Which sight word did you hear?

**Teacher:** Yes – 'her'.

**Teacher:** I will ask two more. Be ready to listen and clap when you hear the word.

**Teacher:** Now that we have practised our sight words, let us play a game.

**Teacher:** It is called 'Word Walk'. I will say a word. If it is one of our sight words, you will take one step forward.

**Teacher:** If it is not a sight word, you must stay still. Let us see who is really listening. Ready?

**Teacher:** First word – 'her'.

**Teacher:** Yes, take one step forward. That is a sight word.

**Teacher:** Next word – 'apple'.

**Teacher:** Stay in your place. That is not one of our sight words.

**Teacher:** Third word – 'you'.

**Teacher:** Good. Step forward if you heard it.

**Teacher:** Next one – 'book'.

**Teacher:** Stay still. Not a sight word.

**Teacher:** Now – 'as'.

**Teacher:** Yes, that is a sight word. One step forward.

**Teacher:** What about 'then'?

**Teacher:** Correct again. That is one of our new words.

**Teacher:** Well done. Now turn to your partner and say one sentence using any one of the words: 'you', 'as', 'her' or 'then'.

**Teacher:** Great. Now return to your seats quietly.

**Teacher:** That was excellent listening and moving. You showed me that you know your sight words really well.

### Differentiated Activities

110 km/hr



Use the word 'then' in your own sentence.

80 km/hr



Circle the correct sight word: (you / yes)

40 km/hr



Point and read this word aloud – 'her'

### Home Task

Take one A4 size sheet. Divide it into four boxes. In each box, write one sight word: 'you', 'as', 'her', 'then'. Also Fill 'My Scribbles and Secrets.'

### Period 6

SHOULD DO

10 MIN.



**Teacher:** Good morning, students. Before we begin today's work, let us quickly remind ourselves of what we read.

**Teacher:** Can you tell me why all the students were dressing up in costumes?

**Teacher:** That is right – it was for a special event at school.

**Teacher:** Today we are going to solve a worksheet about the story.

### Learning better – Excelling Comprehension

**Teacher:** Please open your books to page 86.

**Teacher:** Today we are going to solve two exercises to check our understanding of the story.

**Teacher:** Look at Exercise A. You will see four sentences with blanks. These sentences are about the story we have just finished.

MUST DO

20 MIN.



**A Fill in the blanks.**

1. There is a \_\_\_\_\_ dress show at school.
2. The name of the show is \_\_\_\_\_ Day.
3. Ryan wants to dress up as a \_\_\_\_\_.
4. Lina wants to dress up as a \_\_\_\_\_.

86

**Teacher:** You will write the missing words in your book itself. Use a pencil and write neatly.

**Teacher:** Read each sentence carefully and think about what happened in the story.

(Walk around and monitor students as they complete Exercise A.)

**Teacher:** Now look at Exercise B. You will find two columns. On the left, there are sentence beginnings. On the right, you will find sentence endings.

**B Match the following to complete the sentences from the story.**

- |                         |   |  |
|-------------------------|---|--|
| 1. Ryan's mother makes  | o | a. a real cub.                                 |
| 2. Lina dresses in      | o | b. deer's antlers and ears with chart paper.   |
| 3. Maria's mother makes | o | c. the tiger's mask with a chart paper.        |
| 4. Ryan looks like      | o | d. a white frock and a pair of white leggings. |

86

**Teacher:** Use your pencil to draw lines in your book itself to match the correct sentences.

**Teacher:** Let us do one together. After that, you will complete the rest on your own.

(Teacher guides one example aloud. Students complete the rest.)

**Teacher:** After you finish, check your answers quietly. Make sure your lines are neat and not crossing each other.

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

**Teacher:** Let us play a quick 'Story Puzzle' game. I will say the beginning of a sentence from the story. You tell me how it ends.

**Teacher:** For example – 'Ryan looks like...'

**Students (in chorus):** A real cub.

**Teacher:** Very good.

**Teacher:** 'Maria's mother made...'

**Teacher:** Yes – the antlers and ears.

**Teacher:** This will help us remember the story better while having fun.

**Teacher:** You all worked very hard today. You answered carefully and remembered the story so well. Give yourselves a round of applause.

**Differentiated Activities**

110 km/hr



Write one sentence about how Ryan's family helped him.

80 km/hr



Who made Maria's costume?

40 km/hr



What did Ryan dress up as?

**Home Task**

Take one A4 sheet and draw one character from the story in costume. Write one sentence about who helped them get ready.

**Period 7**

**SHOULD DO**

10 MIN.

**Teacher:** Good morning, students. Today we will use our eyes and voices to begin our class.

**Teacher:** Please open your books to page 87 and look at the picture carefully.

**Teacher:** We will now play a game called 'I Can See'. You will look at the picture and speak one sentence beginning with 'I can see'.

**Teacher:** I will go first – I can see a student in a yellow costume.

**Teacher:** Now it is your turn. Raise your hand and tell us what you can see.

(Pause to allow 3–4 student responses.)

**Teacher:** That was lovely. Some of you noticed the clothes and some of you saw animal features like ears or tails.

**Teacher:** This shows you remember the story well and are ready for today's work.

**Teacher:** We will now work on Exercise C in your book. Look at the questions below the pictures.

**MUST DO**

20 MIN.

**Teacher:** Use the pictures and your memory to answer the questions.

**C Look at the pictures. Answer the questions.**

1. Who wears an old yellow tracksuit?
2. Who wants to dress up as a cat?
3. Who wants to dress up as a deer?



87

**Teacher:** Write your answers in the space given in your book itself. Write neatly using a pencil.

**Teacher:** I will read each question aloud once. After that, you may begin.

**(Teacher gives guidance and monitors as students write.)**

**Teacher:** Now turn to Exercise D. These questions need longer answers.

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

1. Why did the children dress up as animals?
2. What does Lina do after she wears the cat costume?
3. Name an animal that does not have whiskers.

87

**Teacher:** You will write the answers in your notebook.

**Teacher:** Open your English notebook and write the date and heading. Then copy each question and answer it in your own words.

**Teacher:** I will help you with the first one and then you will try the next two on your own.

**Teacher:** Let us end with a creative task.

COULD DO

10 MIN.

**Teacher:** I want you to draw any animal costume from the story – tiger, cat, deer, elephant or panda.

**Teacher:** Below the drawing, write one thing that the student did while wearing the costume.

**Teacher:** You can take ideas from your book or from what we discussed.

**Teacher:** You all did very well. You remembered the story, answered nicely and worked neatly. Let us clap for ourselves.

## Differentiated Activities

110 km/hr



Say two things Ryan's family did to help him get ready for the show.

80 km/hr



Say who helped Maria get ready and what they made for her.

40 km/hr



Say the name of the animal Lina dressed up as.

## Home Task

Draw your favourite scene from the story on an A4 sheet. Write one sentence to describe what is happening in that scene.

## Period 8

**Teacher:** Good morning, students. I hope you are ready to enjoy some new words today.

SHOULD DO

10 MIN.

**Teacher:** Before we begin, let us warm up our ears with a fun sound game.

**Teacher:** Today we will listen for the 'u' sound – the sound we hear in words like 'cube' and 'cute'.

**Teacher:** When you hear a word with the 'u' sound, clap one time. If the word does not have that sound, stay silent.

**Teacher:** Let us practise. If I say 'cube' – what will you do? (Students clap.)

**Teacher:** Very good. If I say 'cat' – what will you do? (Students stay quiet.)

**Teacher:** Wonderful. You are ready. Now listen carefully. I will say some words.

**Teacher:** Cube... (pause)

**Teacher:** Bat... (pause)

**Teacher:** Cute... (pause)

**Teacher:** Mat... (pause)

**Teacher:** Mule... (pause)

**Teacher:** Tune... (pause)

**Teacher:** Hat... (pause)

**Teacher:** Lovely. You clapped at the correct words. That shows me you are listening carefully.

**Teacher:** Now we will open our books and begin some fun vocabulary work.

## Excelling Vocabulary

MUST DO

20 MIN.

**Teacher:** Please open your books to page 88.

**Teacher:** We will be doing Exercise E, F and G today.

**Teacher:** In Exercise E, you need to fill in the missing letters in your book itself and read the words aloud. I will help with the first one, then you will try the rest.

**Vocabulary**

**E Read the words aloud.**

cube                      cute                      mule                      tune

Fill in the blanks with u and e to complete the words. Read the words aloud.

1. f \_ s \_      2. h \_ g \_      3. m \_ t \_      4. t \_ b \_

87

(Guide one word and listen as students read their completed words.)

**Teacher:** Now let us look at Exercise F. You will add letters like j, w or z to complete the words. Think of the sounds and what word fits best.

**F Fill in the blanks with j, w or z to complete the words.**

1. \_ \_ ump      2. \_ \_ ant      3. \_ \_ am

4. \_ \_ ip      5. \_ \_ ero      6. \_ \_ alk

87

**Teacher:** Complete this exercise in your book as well.

(Walk around and provide help where needed.)

**Teacher:** Now go to Exercise G. You need to match the animals with their babies. Use a pencil to draw lines in your book.

**G Match the animals with their young ones, as shown.**

1. lion      a. kitten

2. cat      b. cub

3. dog      c. bunny

4. rabbit      d. puppy

87

**Teacher:** Let us do the first one together. After that, complete the rest on your own.

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

**Teacher:** Let us revise what we just matched in a fun way. I will name a baby animal and you tell me which adult animal it belongs to.

COULD DO

10 MIN.



**Teacher:** Puppy – who is the parent?

**Teacher:** Bunny – who does it grow into?

**Teacher:** Now turn to your partner. Say the name of any young one and your partner will say the adult animal.

**Teacher:** You all did very well today. You listened, read aloud and spoke clearly. Give yourselves a big clap.

### Differentiated Activities

110 km/hr



Say the names of any two animals and their young ones.

80 km/hr



Say one word that begins with 'w' and one word that ends with 'e'.

40 km/hr



Say the baby of a dog.

### Home Task

In your drawing file, draw one animal and its baby. Colour the picture neatly.

### Period 9

**Teacher:** Good morning, students. I hope you are all ready to learn some new spelling and grammar today.

SHOULD DO

05 MIN.



**Teacher:** Let us play a warm-up game. I will say a word and you tell me if it is from today or yesterday.

**Teacher:** If it is a 'today' word, raise one hand. If it is a 'yesterday' word, raise both hands.

**Teacher:** Jump – (pause)

**Teacher:** Walked – (pause)

**Teacher:** Talk – (pause)

**Teacher:** Climbed – (pause)

**Teacher:** Wonderful. You are already thinking like spelling and grammar stars.

### Excelling Spellings

**Teacher:** Please open your books to page 89. Today, we will do two exercises.

MUST DO

25 MIN.



#### Spellings

**H** Look at the pictures. Fill in the blanks with sh to complete the words. Read the words aloud.



1. \_\_\_\_irt



2. \_\_\_\_ip



3. \_\_\_\_ell



4. \_\_\_\_oes

88

**Teacher:** First, look at Exercise H under Spellings.

**Teacher:** You need to look at the pictures and complete the words using the letters 'sh'.

**Teacher:** Write your answers in your book itself. Say the words aloud as you complete them.

(Model the first one and then monitor.)



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

### Excelling Grammar

#### Grammar

CING

We can change many **today** words into **yesterday** words by adding **-ed**.

paint - painted

help - helped

**1** Change these **today** words to **yesterday** words, as shown.

1. ask asked

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

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

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

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

6. climb \_\_\_\_\_

7. play \_\_\_\_\_

8. talk \_\_\_\_\_

9. laugh \_\_\_\_\_

10. paint \_\_\_\_\_

88

**Teacher:** Now look at Exercise I under Grammar.

**Teacher:** This is where we change 'today' words into 'yesterday' words. We do this by adding '-ed'.

**Teacher:** The first one has been done for you. You will now write the rest in your book itself.

**Teacher:** Think about how each word would sound if it happened yesterday.

(Give hints where needed and encourage reading the new words aloud.)



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

COULD DO

10 MIN.



**Teacher:** Let us practise some of the grammar words with our actions.

**Teacher:** I will say a 'today' word and you will do the action. Then I will say the 'yesterday' word and you freeze.

**Teacher:** Ready? Jump... (students jump), Jumped... (students freeze)

**Teacher:** Walk... (walk), Walked... (freeze)

**Teacher:** Play... (play), Played... (freeze)

**Teacher:** Very nice. You all showed me you can think, move and learn together.

**Teacher:** You did very well today with spellings and grammar. I am proud of your focus and effort. Give yourselves a round of applause.

### Differentiated Activities

110 km/hr



Say three 'today' words and change them to 'yesterday' words.

80 km/hr



Say two words that end with '-ed'.

40 km/hr



Say one action word you did yesterday.

### Home Task

In your notebook, first write one sentence about something you did yesterday using a word that ends in '-ed'.

### Period 10

SHOULD DO



### Poster

English Theme 8: I Care for Animals

# Yesterday Words

40 MIN

Yesterday	Today
12th August	13th August

What did you do yesterday? Make sentences using the doing words given below. Add -ed at the end of these words.

I jumped on the trampoline.  
I listened to a story.  
I helped my mother.

jump	play
collect	kick
open	walk
wash	watch
look	listen
enjoy	laugh
	cook

Photo credit: All icons and photographs courtesy Shutterstock.com

**Teacher:** Good morning, students. Today I have a special poster to show you. (Holds up the 'Yesterday Words' poster.)

**Teacher:** This poster helps us understand how to talk about things we did yesterday. Can you see the two calendars? One says 'Today' and the other says 'Yesterday'.

**Teacher:** Now look at these doing words below – jump, listen, help, play.

**Teacher:** When we talk about something we did yesterday, we add '-ed' at the end. For example, we say, 'I jumped', not 'I jump'.

**Teacher:** Let us read these three examples together.


**Teacher:** I jumped on the trampoline.

**Teacher:** I listened to a story.

**Teacher:** I helped my mother.

**Teacher:** Wonderful. You are learning how to use 'yesterday words'.

**Teacher:** I am now going to paste this poster on our classroom wall so we can look at it any time.

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

### Excelling Concentration

MUST DO

25 MIN.



**Teacher:** Now we are going to play a listening game. I will say the name of an animal. You will tell me if it is a parent or a baby.

Concentration\*

↓ Your teacher is going to read out the names of some animals. Say whether it is the parent or the baby.

89

**Teacher:** Cow – is it a parent or baby?

**Teacher:** Puppy – parent or baby?

**Teacher:** Hen – parent or baby?

**Teacher:** Cub – parent or baby?

**Teacher:** Duckling – parent or baby?

**Teacher:** Kid – parent or baby?

**Teacher:** You did that very well. You listened carefully and gave great answers.

(Concentration activity on page 112)

### Excelling Language

**Teacher:** Look at the picture. You will work in pairs.

Language

PS 21CS LAD OLD

K Talk to your partner. Tell each other what you did yesterday. You may use the hints from the box.

What did you do yesterday?

I painted a picture. What did you do?

I played with my friends.

You may use these words.

watched television	watered the plants
listened to a story	walked in the garden
helped parents	

89

**Teacher:** Take turns asking each other, 'What did you do yesterday?' and answering using one of the hints from the box.

**Teacher:** For example, you can say: 'I watered the plants' or 'I helped my parents'.

**Teacher:** I will walk around and listen as you speak. Use full sentences and speak clearly.

**Teacher:** Let us make a sentence circle. We will sit in a circle and each one of you will say a sentence about what you did yesterday.

**COULD DO**

05 MIN.



**Teacher:** You can say something like, 'I walked in the garden' or 'I watched television'.

**Teacher:** Ready? I will start – I cleaned my room yesterday.

**Teacher:** Now the next person, please go on.

(Each student says one sentence using a 'yesterday' word.)

**Teacher:** Well done, everyone. You spoke confidently and remembered to use yesterday words. Give yourselves a round of applause.

## Differentiated Activities

110 km/hr



Say two things you did yesterday using full sentences.

80 km/hr



Say one thing you did yesterday using a hint word.

40 km/hr



Answer – 'What did you do yesterday?'

## Home Task

In your notebook, write one sentence using a 'yesterday' word and draw a picture to match the sentence.  
(Example: I walked with my father.)

## Period 11

**Teacher:** Good morning, students. Let us begin today with a happy movement game. It is called 'Show the Feeling'.

**SHOULD DO**

15 MIN.



**Teacher:** I will say a feeling and you have to show that feeling with your face and body. Ready?

**Teacher:** Show me how you look when you are happy.

**Teacher:** Lovely smiles. Now show me how you look when you are surprised.

**Teacher:** Great. Now show me how you look when you are sleepy.

**Teacher:** Well done. Now show me how you look when you are excited.

(Students act out each feeling using facial expressions and gestures.)

**Teacher:** That was amazing. You all used your faces and movements very well. Now we will move on to speaking with feeling.

## Excelling Expression

**MUST DO**

15 MIN.



**Teacher:** Please open your books to page 91. Today, we will do Exercise L – Excelling Expression.

### Expression

**1** Complete the sentences with yesterday words. Take help from words given in the brackets.

1. Anuj \_\_\_\_\_ (walk) to school.

2. Isha \_\_\_\_\_ (wash) her clothes.

3. Tushar \_\_\_\_\_ (push) the door open.

4. Granny \_\_\_\_\_ (cook) a delicious meal.

89

5. Anmol \_\_\_\_\_ (dance) to his favourite song.

6. Manju \_\_\_\_\_ (help) her brother.

7. Maria \_\_\_\_\_ (look) outside the window.

8. Samir \_\_\_\_\_ (paint) a beautiful picture.

90

**Teacher:** We are going to play a game with 'yesterday words'. Do you remember what we call things we did in the past? Yes, we use words like 'walked', 'washed' and 'cooked'.

**Teacher:** Now I will read some sentences and you will help me fill in the correct 'yesterday word'. Let us begin.

**Teacher:** Anuj (walk) to school. What did he do yesterday?

**Teacher:** Yes, he walked. Anuj walked to school.

**Teacher:** Isha (wash) her clothes. What is the 'yesterday word' for wash?

**Teacher:** Correct. Washed. Isha washed her clothes.

**Teacher:** Tushar (push) the door open. What is the correct word here?

**Teacher:** Well done. Pushed. Tushar pushed the door open.

**Teacher:** Granny (cook) a delicious meal. What did Granny do yesterday?

**Teacher:** Yes, cooked. Granny cooked a delicious meal.

**Teacher:** Now we will do four more together.

**Teacher:** Anmol (dance) to his favourite song. What is the past tense of dance?

**Teacher:** Good. Danced. Anmol danced to his favourite song.

**Teacher:** Manju (help) her brother. What do we say?

**Teacher:** Helped. Manju helped her brother.

**Teacher:** Maria (look) outside the window. What is the 'yesterday word'?

**Teacher:** Looked. Maria looked outside the window.

**Teacher:** Samir (paint) a beautiful picture. What did he do yesterday?

**Teacher:** Painted. Samir painted a beautiful picture.

**Teacher:** You did a great job. These are all action words that show what someone did in the past. Give yourselves a big clap. Now we will try to act one of these out with your partner.

**Teacher:** Let us do a fun recap. Stand in pairs. One of you will act like an animal and say one sentence. The other will copy the same sentence and action like a mirror.

**Teacher:** Then switch roles.

(Example: Student A – 'I am a deer. I run fast.' – Student B repeats.)

**Teacher:** This helps us practise speaking with expression and confidence.

**Teacher:** You all did so well. I am proud of how clearly and confidently you spoke. Big round of applause.

### Differentiated Activities

**110 km/hr**



Say one line with expression and an action for any two animals.

Example:

- I am a tiger. I roar loudly and walk with pride. (student roars and walks confidently)
- I am a deer. I jump quickly and run fast. (student jumps lightly)

**80 km/hr**



Say one line with an expression about any one animal.

Example:

- I am a panda. I am soft and cuddly. (student says the line in a calm, soft voice)

**40 km/hr**



Say the name of one animal and make its sound or action.

Example:

- (Student says) Elephant. (Lifts arm like a trunk and makes a trumpet sound)

### Home Task

Practise saying your animal line at home in front of your family. Show them your voice and expression. Draw that animal in your notebook and write one sentence under it.

## Period 12

### Creating better

**SHOULD DO**

20 MIN.



**Teacher:** Good morning, students.

Today we will begin with a creative and fun activity.

**Teacher:** We are going to make a 'bunny mask'. I will explain the steps and show you the pictures in your book.

### Creating better

Art1 2LCS

Take help from an adult for this activity. Follow the steps to make a bunny mask.



1. Take a paper plate. Draw eyes. Ask an adult to cut out the eye holes.



2. Draw a nose and two ears on a pink sheet of paper.



3. Paste the nose. Paste three white strips on each side of the nose to make whiskers.



4. Draw the mouth and paste the ears.



5. Tie strings on both sides of the plate. Your bunny mask is ready!

90

**Teacher:** Please turn to page 90. Follow along as I read the steps:

- First, take a paper plate and draw the eyes. Ask an adult to cut out the eye holes.
- Now, take a pink sheet and draw two ears and a nose.
- Cut and paste the nose in the centre. Add three white strips on each side for whiskers.
- Then, paste the ears and draw a small mouth.
- Tie a string on each side. Your bunny mask is ready.

**Teacher:** If we cannot make it in class, you can try it at home with help. We will display some bunny masks in our room.

### Thinking better

**Teacher:** Let us now talk about something very important – being kind to animals.

**MUST DO**

20 MIN.



### Thinking better

COD HOTS 2LCS

Do you think animals also have feelings? Discuss with your partner.

91

**Teacher:** Open to page 93. First, let us begin with Thinking better.

**Teacher:** Do you think animals have feelings just like us?

**Teacher:** Think for a moment and talk to your partner. Then I will ask you to share.

(Pause for partner talk. 2–3 students share briefly.)

### Choosing better

**Teacher:** Now turn to the next activity – Choosing better.



### Choosing better

EXL LSV 21<sup>st</sup> CS

How can we be kind to animals around us? Colour the correct sentences with a **green** crayon.

1. Tease them.
2. Stare at them.
3. Give them food and water.
4. Tell an adult if we see a hurt animal.

91

**Teacher:** Read the four sentences. We will colour only the kind actions with a green crayon.

**Teacher:** Let us read them together.

- 'Tease them.' Is this kind? No.
- 'Give them food and water.' Is this kind? Yes, colour it green.

(Teacher continues guiding.)

**Teacher:** You may now complete the colouring.

**Teacher:** You all did a lovely job today. You thought kindly and shared your ideas so nicely. Let us clap for kindness.

### Differentiated Activities

110 km/hr



Say two ways to help animals and explain why.  
Example: I give food to animals. I tell an adult if I see a hurt animal. It keeps animals safe.

80 km/hr



Say one thing we should do to be kind to animals.  
Example: We should give them water.

40 km/hr



Name one animal and say how we can help it.  
Example: Dog – give it food.

### Home Task

Draw one animal in your notebook. Write one kind thing you can do for that animal.  
(Example: Cat – I give it milk.)

### Period 13

#### Revising better

SHOULD DO

05 MIN.



**Teacher:** Good morning, students. Before we begin our fun game, let us revise one sight word that you have learnt this week.

### Revising better

DBL

Which sight word did you learn today? Write the word. Make a sentence with the word in your Little Book.

91

**Teacher:** Think about the words we used in our sentences. Who can tell me one sight word?  
(Students respond)

**Teacher:** Very good. Now take out your Little Book.

**Teacher:** Write the sight word and make a sentence with it.  
(Example: Word – you. Sentence – You are my friend.)



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

### Playing better

**Teacher:** Alright students, let us now head to the ground for a fun game called Chitra Khel.

MUST DO

30 MIN.



### Playing better

KoI PMD 21<sup>st</sup> CS

#### Chitra Khel

1. Divide players into teams.
2. Write animal names on slips of paper and place them in a bowl.
3. A player picks a slip, reads the animal name and keeps it secret.
4. Set a 1-minute timer. The player draws the animal without letters, numbers or words.
5. Team members guess the animal; if correct, they earn a point.
6. Repeat with a player from the next team.

L (What I have learnt)?

91

**Teacher:** This is a drawing and guessing game where we will play in teams. It is all about animals.

**Teacher:** First, I will divide you into small teams. Each team will sit together.

**Teacher:** Now, I have a bowl filled with slips. Each slip has the name of an animal written on it.

**Teacher:** When it is your team's turn, one player will come forward and pick a slip from the bowl.

**Teacher:** Do not read it out loud. Keep it a secret.

**Teacher:** Next, I will set a timer for one minute. You will draw the animal on the board or the ground.

**Teacher:** Remember, no writing letters, numbers or words – only drawing.

**Teacher:** While you draw, your teammates will guess the animal.

**Teacher:** If they guess it correctly within one minute, your team will win a point.

**Teacher:** After that, it will be the next team's turn to play. We will repeat the same steps for all the teams.

**Teacher:** Let us all play nicely, cheer for each other and enjoy learning together.

**Teacher:** Are you ready to begin?

(Teacher begins the game, monitoring time and encouraging students.)

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

SHOULD DO

05 MIN.



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

L (What I have Learnt)?

ICL

91

**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 Activities

**110 km/hr**



Say the name of one wild animal and one pet animal.

Example: Tiger is a wild animal. Cat is a pet animal.

**80 km/hr**



Say the name of any one animal and describe it using two words.

Example: Elephant – big and grey.

**40 km/hr**



Name your favourite animal and make its sound.  
Example: Dog – bow wow.

## Home Task

In your notebook, draw your favourite animal and write one sentence about what it eats.  
(Example: The rabbit eats carrots.)

## Period 14

### Worksheet 1

**Teacher:** Everyone, please open your workbook to page 25. We are going to begin Worksheet 1.

**SHOULD DO**

20 MIN.



**Theme 8: I Care for Animals**

**8. A Fun Day**

**Worksheet 1**

**Comprehension**

Read the passage carefully.

Wild animals live in the forests. They do not like to go near humans. They hunt their food. They drink water from the forest rivers. Animals, such as lions, kangaroos, elephants are wild animals. Some animals live on farms, such as sheep, cow, goat. Farm animals are useful to us. They give us food. They help us in our work. Cows give us milk. We get wool from sheep. Dogs stay at home. They are pet animals.

**A. Fill in the blanks. Use the words from the box.**

forests
pet
milk
hunt
farm

- Wild animals live in the \_\_\_\_\_.
- The wild animals \_\_\_\_\_ their food.
- Goat is a \_\_\_\_\_ animal.
- Cows give us \_\_\_\_\_.
- Dogs are \_\_\_\_\_ animals.

**25**

**Teacher:** Let us start with the first part of this worksheet. You have to read each sentence and pick the correct word from the box above.

**Teacher:** Look at the sentence carefully and think about which word fits best.

**Teacher:** If the sentence is about where animals live, you can choose a place.

**Teacher:** If it is about what they give us, think about what we get from farm animals.

**Teacher:** I will help you understand each sentence as we go.

**B. Look at the pictures. Match the following.**

wild animals

farm animals

pet animals



**25**

**Teacher:** Now look at the animals in the pictures. You need to match each one to the correct group – wild, farm or pet.

**Teacher:** Think about where the animal lives and how we use or care for it.

**Teacher:** Use a pencil to draw a neat line to the right group.

**C. Colour the correct sentences with a red crayon.**

- Wild animals do not like to live with humans.
- Wild animals are good hunters.
- Farm animals live in the forest.
- Farm animals are of no help to humans.
- Dogs can only stay on the farms.

**25**

**Teacher:** In this section, you will read all the sentences and colour only the ones that are correct.

**Teacher:** Use a red crayon.

**Teacher:** I will help you read and understand if the sentence is true or false.

**Teacher:** Be sure to read each one slowly before deciding.

## Book of Holistic Teaching

**COULD DO**

20 MIN.



### Maths

**Teacher:** Now open your notebook. I am going to write a short story problem on the board.

**Chapter 8: A Fun Day**

**Theme 8:**  
**I Care for Animals**

**A Maths**

**HoLL MDA**

**Shubhu brushed his teeth 2 times yesterday. He washed his hands 7 times. He climbed the stairs 4 times.**

- Which activity did Shubhu do the most number of times?  
\_\_\_\_\_
- Which activity did Shubhu do the least number of times?  
\_\_\_\_\_

**07**

**Teacher:** After I read it, you will find out which activity happened the most and which one happened the least.

**Teacher:** Look at the numbers carefully, compare them and write your answers in full sentences.

### EVS

**Teacher:** Next, I will write a riddle about an animal on the board.

**Teacher:** You will read the clues and find out which animal is being described.

## B EVS

My name begins with **sh**. I like to eat grass.

I give wool. Which animal am I?



08

**Teacher:** It begins with a certain sound, eats grass and gives us wool.

**Teacher:** Think carefully, then write the animal's name neatly in your notebook.

## Differentiated Activities

### 110 km/hr



Write two sentences – one about a wild animal and one about a farm animal.

Example:

- A lion is a wild animal.
- A goat is a farm animal.

### 80 km/hr



Write one sentence about your favourite pet animal.

Example:

- A dog is a pet animal. It lives at home.

### 40 km/hr



Write the name of any one animal and draw a picture of it.

Example:

- Cat (student draws a cat)

## Home Task

Write names of five wild animals in your notebook.

## Period 15

### Worksheet 2

SHOULD DO

20 MIN.

#### Worksheet 2

#### Vocabulary

A. Fill in the blanks with u-e to complete the words.

- c \_ \_ t \_ \_
- j \_ \_ n \_ \_
- m \_ \_ t \_ \_
- r \_ \_ l \_ \_

B. Write the words from the box in the correct places in the table given below.

July zero watch shed zebra wigs  
jump ship join whip zone shoes

j - words	z - words	w - words	sh - words

C. Match the young ones to the animal names.

- i. cow
- ii. dog
- iii. hen
- iv. lion

26

**Teacher:** Good morning, students. Please open your workbook to page 26, Worksheet 2.

**Teacher:** Let us begin with Exercise A – Fill in the blanks with u-e.

**Teacher:** Look at each word carefully. You need to complete the words by adding the missing letters. Think about the sound and the picture.

**Teacher:** Now move to Exercise B – Word Sorting.

**Teacher:** Here, you have a list of words. Read them and put them into the correct box. Is the word starting with j, z, w or sh? Write it in the correct column.

**Teacher:** Next is Exercise C – Matching the young ones to the animal names.

**Teacher:** You will see some baby animals. Match them to their parent animals by drawing a line.

## Grammar

A. Change the today words into yesterday words by adding -ed.

- ask \_\_\_\_\_
- help \_\_\_\_\_
- play \_\_\_\_\_
- talk \_\_\_\_\_

B. Change the today sentences into yesterday sentences. Write your answers in your notebook.

- Tony cooks a tasty lunch.
- The lady wraps the gift.
- Raju walks in my garden.
- The horse jumps over the wall.

26

**Teacher:** Now, we will do Grammar – Exercise A – Change today words into yesterday words.

**Teacher:** Look at each doing word and add -ed to make it show something that happened yesterday.

**Teacher:** Finally, in Grammar – Exercise B, you will change full sentences from today to yesterday.

**Teacher:** These sentences should be written in your notebook. Read each sentence carefully and change the verb into the past tense.

## Worksheet 3

**Teacher:** Now, turn to page 27, Worksheet 3. We are doing some listening, speaking and writing.

MUST DO

20 MIN.

## Worksheet 3

### Listening / Speaking / Writing

A. Listen to the words. Identify if it is the name of the baby or the mother."

B. Talk to your friend. Tell them what did you do yesterday. Use the words from the box.

played studied listened walked talked

C. Look at the picture. Answer the following questions.



- What is Maya doing?
- What is the boy doing?
- What is the dog doing?
- What is the rabbit doing?
- What is the gardener doing?

\*Read the listening text on page 31.

27

**Teacher:** In Exercise A – Listen and say, I will read out a few words. You need to decide if the name is for a parent animal or a baby animal. Just say your answer aloud.


**Teacher:** Now move to Exercise B – Talk to your friend.

**Teacher:** You will talk with your partner and say what you did yesterday. Use the words given in the box. Speak in full sentences.

**Teacher:** For example, you can say, 'I listened to a story' or 'I walked in the garden'.

**Teacher:** Look at Exercise C – Look at the picture and answer the questions.

**Teacher:** Observe the picture closely. Then, answer the questions below. What is Maya doing? What is the rabbit doing? Write your answers in complete sentences.

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

## Differentiated Activities

**110 km/hr**



Write three past tense words and make sentences with them.

**80 km/hr**



Write any two action words and change them into their yesterday form.

**40 km/hr**



Say and write one action word and its yesterday form.

## Home Task

Write any three sentences in your notebook using past tense action words like walked, helped, listened or cleaned.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills through drawing, writing, cutting and mask-making tasks.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>express feelings and build empathy through discussions about animals and kindness.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify animal types, classify them, sequence story events and complete comprehension tasks.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>speak in full sentences, use past tense verbs, read sight words and write short answers.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>participate in fancy dress, art-based tasks and role-playing, appreciating diverse animals.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>follow instructions, work in pairs or teams, complete workbook tasks and share thoughts confidently.</li> </ul>

### Starry Knights

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

Give yourself a STAR.





# Poem: Moving through the Jungle

5 Periods (40 minutes each)



Learn Better (Main Coursebook), CRM signs



Animation, eBook, Slideshow

Confirming better

I am kind to  
animals.

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to encourage active listening through the use of rhythmic and repetitive lines.
- to enable students to identify and repeat animal sounds confidently.
- to support early reading fluency using predictable patterns and rhyming words.
- to develop oral language skills by speaking expressively with correct intonation.
- to build vocabulary related to jungle animals, sounds and actions.
- to improve comprehension skills by responding to questions based on the poem.
- to enhance creative expression by enacting actions like walking, leaping, crawling and swinging.
- to boost phonemic awareness through repetition and rhyme (e.g., 'raaa raaa', 'ribbit ribbit').
- to develop fine motor skills by engaging in tracing and maze activities.
- to foster observation and recall through visual reading tasks and guided picture discussions.
- to promote collaborative learning through group recitations and guessing games.
- to nurture empathy and care for animals and nature through joyful participation in the jungle theme.
- to provide opportunities for problem-solving with fun tasks like 'Help the rabbit reach the carrot'.

## Methodology

### Period 1

#### Confirming better

SHOULD DO

10 MIN.

**Teacher:** Good morning, students. Today we have an exciting journey planned. Can anyone guess where we might be going if I say 'Raaa raaa' or 'Ssss ssss'? Yes, you are right, to a jungle. Let us start with some jungle sounds. I will make an animal sound and you tell me which animal it is. Ready?

**Teacher:** Raaa raaa. Who can guess this animal?

**Teacher:** Yes, that is a lion. Well done. Next sound: Ssss ssss. What animal is this?

**Teacher:** Excellent, it is a snake. Now, how about Neeeah neeeah?

**Teacher:** Correct, it is a monkey. Last sound, Ribbit ribbit. Which animal makes this noise?

**Teacher:** Good job, that is a frog. You all guessed perfectly.



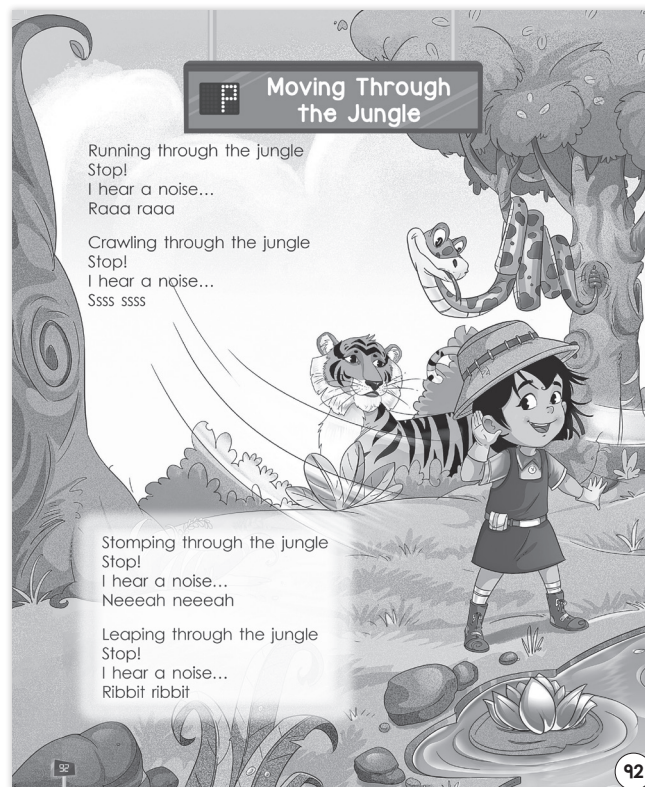
You may show the **eBook** given on the digital platform.

**Teacher:** Excellent guessing, everyone. Now let us open our books to page 92 and find the poem 'Moving through

MUST DO

20 MIN.

the Jungle'. I will read it aloud first, then we will read it together.



**Teacher:** Listen carefully as I read the poem.

(Teacher reads the poem expressively.)

**Teacher:** Did you enjoy the poem? What animals did you hear about in the poem?

**Teacher:** Yes, the poem mentions a lion, snake, monkey and frog. Can you point them out in the picture on page 92?

(Students identify the lion, snake, tiger, monkey and frog from the picture.)

**Teacher:** Well done. Let us now read together line by line. Remember, when we reach the animal sounds, we will all say them loudly together. Ready?

(Teacher leads class in choral reading.)

**Teacher:** Now we will play a quick movement game. Listen carefully. When I say 'running', run in place. When I say 'crawling', crawl slowly. For 'stomping', stomp your feet. For 'leaping', jump as high as you can. Ready, steady, go.

**Teacher:** Running.

**Teacher:** Good running. Now crawling.

**Teacher:** Great crawling, everyone. Stomping now.

**Teacher:** Excellent stomping. Now let us see some high leaps.

**Teacher:** Amazing jumps, everyone. Well done.

### Differentiated Activities

110 km/hr



Name two animals from the poem and describe how each moves.

80 km/hr



Which animal sound is 'Ssss ssss'? Write the animal name.

40 km/hr



Point to and name the animal that makes the 'Ribbit ribbit' sound.

### Home Task

Draw your favourite animal from the poem 'Moving through the Jungle' and colour it. Bring your drawing to class tomorrow.

### Period 2

**Teacher:** Good morning, students. Today we will continue our jungle adventure. Who can remember any animals we talked about yesterday?

**Teacher:** Very good. Can you tell me how a monkey moves through the jungle?

**Teacher:** Exactly, monkeys swing from trees. Can anyone demonstrate how a monkey swings?

**Teacher:** Fantastic. Let us quickly recall the sounds. How does a frog sound?

SHOULD DO

10 MIN.



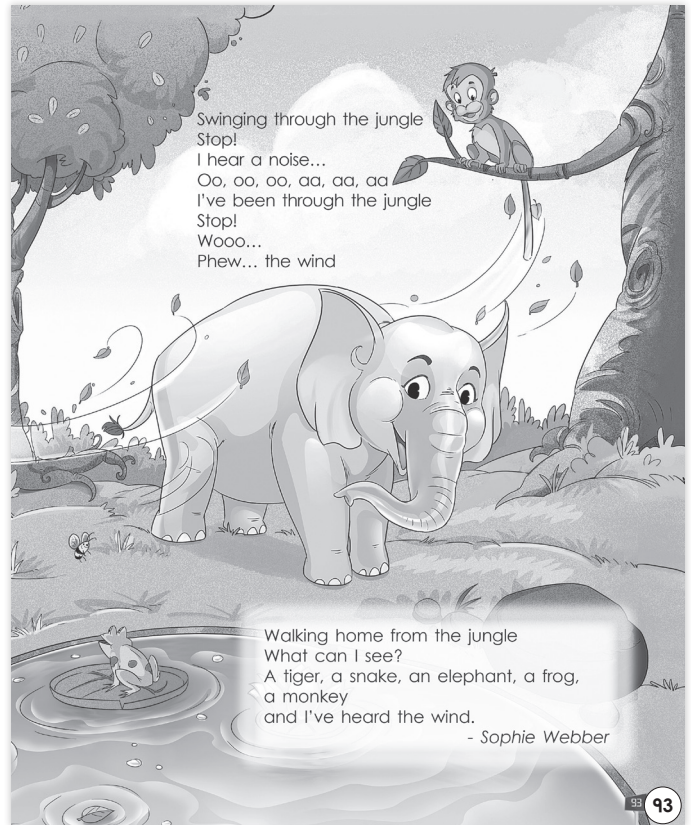
**Teacher:** Excellent. And how about the elephant, what sound does it make?

**Teacher:** Well done, everyone. Now let us open our books to page 93.

**Teacher:** Look at the beautiful picture on page 93. Can anyone name the animals you see?

MUST DO

20 MIN.



**Teacher:** Very good, there is an elephant, a monkey and a frog. Now, listen carefully as I read this part of the poem. (Teacher reads expressively.)

**Teacher:** Did you notice how the poem talks about the wind? How did the wind sound?

**Teacher:** Exactly, 'woooo' and 'phew'. Now let us read together. Remember to make the wind sounds louder. (Class reads together in chorus.)

**Teacher:** Wonderful reading, students. Can you tell me, what does the child see when walking home?

**Teacher:** That is right, they see a tiger, snake, elephant, frog, monkey and they hear the wind.

**Teacher:** Now let us play an exciting game. I will say the name of an animal or 'wind'. If I say an animal, show me how it moves or sounds. If I say 'wind', wave your hands and make a blowing sound. Ready?

**(Teacher says:** Elephant, monkey, wind, frog, tiger, wind, snake, wind, randomly.)

**Teacher:** Fantastic performance, everyone.

COULD DO

10 MIN.



## Differentiated Activities

110 km/hr



Write the names of three animals you heard in today's poem and describe one action they do.

80 km/hr



Name two animals from today's poem and draw one.

40 km/hr



Point to and say the animal that swings from trees.

## Home Task

Collect pictures of animals mentioned in the poem and paste them on a page. Write their names under each picture. Bring this to class tomorrow.

## Period 3

SHOULD DO



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

**Teacher:** We are going to enjoy a jungle adventure today through a poem.

**Teacher:** Can anyone tell me what kind of animals live in the jungle?

**Teacher:** Lovely answers. Now today, we are going to read a poem one by one. It is about a child exploring the jungle and hearing interesting sounds.

**Teacher:** I will now call your names one by one. When I say your name, please come forward and read a part of the poem aloud.

MUST DO



**Teacher:** Read clearly and confidently. Do not worry if you make a mistake. We are all here to learn together. (Call students in order and let each read a stanza. Gently guide pronunciation or intonation if needed. Encourage applause after each reader.)

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

**Teacher:** Now, let us play a quick game. I will say a sound and you guess which animal or thing it could be.

COULD DO



**Teacher:** Buzz buzz – what is that?

**Teacher:** Right, a bee.

**Teacher:** How about Sss sss – any idea?

**Teacher:** Correct, a snake.

**Teacher:** Well done. These are all examples of onomatopoeic words, where the word sounds like the noise it describes.

## Differentiated Activities

110 km/hr



Write three sound words from the poem and match them with the animals.

80 km/hr



Circle the animals mentioned in the poem and draw a small picture of one of them.

40 km/hr



Match the sound with the correct animal (use simple picture clues).

## Home Task

Draw your favourite animal from the poem and write the sound it makes. Then write one sentence about how it moves in the jungle.

## Period 4

SHOULD DO



**Teacher:** Good morning, everyone. Let us begin with a quick question.

**Teacher:** Do you remember which animal was leaping through the jungle?

**Teacher:** Yes, that is correct – the frog.

**Teacher:** What did the elephant hear in the end?

**Teacher:** Well done. It was the wind.

**Teacher:** Today, we are going to solve some interesting questions based on the poem and then help a rabbit reach its carrot.

## Learning better- Excelling Comprehension

**Teacher:** Please open your books to the page where you see 'Learning better'.

MUST DO



**Teacher:** You will see some incomplete lines from the poem. Read each one silently and try to remember what word goes there.

**Teacher:** I will give you a moment to think.

**Teacher:** Now, let us discuss. Raise your hand when you are ready to share your answer.

**Teacher:** Wonderful. Let us check each one and write the correct word neatly in the blank.

(Teacher discusses the answers without reading the full questions aloud, only guiding and confirming.)

**Teacher:** Well done. These lines sound lovely now that they are complete.

## Having Fun better

**Teacher:** Now, turn to the activity under 'Having Fun better'.

COULD DO



**Teacher:** Look at the rabbit and the carrot. Do you think the rabbit can reach it easily?

**Teacher:** Use your finger or pencil (without drawing) to trace the correct path.

**Teacher:** Take your time. If you hit a wall, try a different turn.

**Teacher:** This activity helps us build focus and patience.

### Differentiated Activities

**110 km/hr**



Write two jungle action phrases using a verb and an animal from the poem. Example: 'Leaping monkey'.

**80 km/hr**



Match two animals from the poem with the sound they make, without help from the book.

**40 km/hr**



Draw one animal from the poem and colour it. Say its name and sound aloud.

### Home Task

Draw a small jungle scene with any two animals from the poem. Label them with their names and the sounds they make.

### Period 5

**Teacher:** Good morning, everyone. I can see you are all full of energy today.

**SHOULD DO**

10 MIN.



**Teacher:** Tell me – which animal in the poem was stomping?

**Teacher:** Yes, you remembered well. And which one was swinging?

**Teacher:** Lovely. We will now go out to the playground to play a jungle action game based on these animals.

**Teacher:** Remember to listen carefully to the instructions and enjoy yourselves while learning.

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

**Teacher:** We are now in the playground. Let us play a game called 'Jungle Says'.

**MUST DO**

30 MIN.



**Teacher:** I will call out an animal and an action. You have to move like that animal.

**Teacher:** For example, if I say 'Tiger stomping', you will stomp like a tiger.

**Teacher:** If I say 'Monkey swinging', you pretend to swing using your arms.

**Teacher:** Let us begin:

- Snake crawling
- Elephant stomping
- Frog leaping
- Monkey swinging
- Bird flying
- Wind blowing (students spin gently)

**Teacher:** Now let us add some fun sounds. When you move, also make the sound you remember from the poem.

**Teacher:** Let us play for a few more rounds. Get ready for some silly ones now.

**Teacher:** You all did so well. This was not just fun but also helped us recall the poem with our bodies.

### Differentiated Activities

**110 km/hr**



Perform three jungle actions one after the other with sound and name each animal loudly.

**80 km/hr**



Perform two jungle animal movements and say their sounds softly while acting.

**40 km/hr**



Choose one animal from the game, act like it and make its sound.

(Note: These activities are done in the playground during or after the game. No writing is needed.)

### Home Task

Think of one new jungle animal that was not in the poem. Write its name, draw it and write the sound it might make in the jungle.



## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• colour the mask using crayons/coloured pencils and develop their fine motor skills</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>• show kindness to the animals</li><li>• understand the need for the animals to be free</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• identify special features of animals mentioned in the poem</li><li>• name different animals</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• talk about the sounds of different animals</li><li>• recite the poem rhythmically</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>• enjoy mimicry of animal sounds</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>• participate joyfully in all poem-based discussions and activities</li></ul>

### Starry Knights

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

Give yourself a STAR.

