

# Lesson-9: Twenty-one Days to a Good Habit

Theme 9: I Keep Safe

15 Periods (40 minutes each)



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



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

Affirming better

I love to read.

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to use polite words and short sentences to express themselves.
- to read aloud simple words and phrases clearly.
- to recognise and use everyday vocabulary and opposites.
- to apply basic grammar like punctuation and describing words.
- to observe pictures and respond to comprehension questions.
- to follow hygiene and safety practices confidently.
- to work together on hands-on activities like making a first-aid box.
- to describe people using simple adjectives.
- to follow instructions independently.
- to make simple decisions in real-life situations.

## Methodology

### Period 1

#### Affirming better

I love to read.

SHOULD DO

10 MIN.



Affirming better

I love to read.

PLH

95

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

(Use CRM signs wherever needed)

**Teacher:** Today, we are going to talk about something very special. Can anyone guess what it is?

**Teacher:** Let me give you a clue. It is something that weread, something with pages, something that tells us stories.

**Teacher:** Yes, it is a book. And do you know what I love to do?

**Teacher:** I love to read.

**Teacher:** Reading makes us smarter, kinder and full of imagination. Who else loves to read?

(Allow students to raise hands.)

**Teacher:** That is wonderful. Let us all say together, 'I love to read.'

**Teacher:** Reading helps us learn about the world, about animals, about people and even about faraway places.

**Teacher:** So today, we are going to do activities that will help us enjoy reading even more.

**Teacher:** Are you ready?  
(Students nod or respond.)

**Teacher:** Lovely. Let us begin our lesson with joy and a big smile. Reading is fun.

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

MUST DO

30 MIN.



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

95

**Teacher:** Now we will begin a new chapter, 'Twenty-one Days to a Good Habit'. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same column in your notebooks.

| K | W | L |
|---|---|---|
|   |   |   |

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

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

### Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 95.

### Kinaesthetic

#### Kinaesthetic

Work in pairs. Look around. Show different objects to your partner. Ask them to describe the objects in one word. Take help from the words given below.

small long blue big thick brown heavy

95

**Teacher:** We are going to work in pairs today. Turn to your partner and get ready to begin the activity.

(Explain the task clearly. Set time limits, define roles and circulate to support and monitor engagement.)

**Teacher:** Now, look around the classroom. Can you see different objects?

**Teacher:** One partner will point to any object. The other partner will think of a word to describe that object. For example, if your partner shows you a book, you can say 'big' or 'blue'.

**Teacher:** After you say the word, please write it in your notebook. You can take help from these words I am writing on the board:

small, long, blue, big, thick, brown, heavy

**Teacher:** You can take turns. One partner will show an object. The other will choose a word and write it. Then switch.

**Teacher:** Keep your voices low, walk safely and help your partner.

**Teacher:** I will be walking around and watching your wonderful teamwork.

**Teacher:** Let us begin now. Show something fun to your partner and choose a good word to write.

(Allow students to begin.)

### Auditory

#### Auditory\*

Listen to your teacher carefully. Your teacher will read some riddles. Guess the answers and say them aloud in the class.

95

(Listening text on page 112)

**Teacher:** Are you ready for a fun listening activity today?

**Students:** Yes, Teacher.

**Teacher:** Wonderful. I will read a short story. After that, I will ask you some questions. You have to listen carefully and answer aloud. Let us begin.

**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:** Who went to the park?

**Students:** Lina

**Teacher:** Very good. What did Lina see on the tree?

**Students:** A nest.

**Teacher:** Excellent. Now I will read a riddle. Listen and think before you answer.

**Teacher:** I have a face and two hands, but no arms or legs. What am I?

**Students:** A clock.

**Teacher:** Good job. Here comes another one.

**Teacher:** I go up when the rain comes down. What am I?

**Students:** An umbrella.

**Teacher:** Fantastic. You all are very smart listeners. Let us clap for ourselves softly.

(Students clap softly.)

### Pictorial

#### Pictorial PS

Match the pictures with the correct words.



○



○



○



○

○  
hot

○  
purple

○  
happy

○  
soft

95

**Teacher:** Now we are going to do a fun picture activity. Look at the board. What do you see?

**Students:** Pictures

**Teacher:** Yes, there are four pictures. I want you to look at each one carefully and think of a word that matches it.

**Teacher:** Let us start with the first picture. What is this vegetable?

**Students:** Brinjal

**Teacher:** Good. What colour is it?

**Students:** Purple

**Teacher:** Well done. So we will match the brinjal with the word 'purple'.

**Teacher:** Now look at the second picture. What is this?

**Students:** Fire

**Teacher:** Is fire cold or hot?

**Students:** Hot

**Teacher:** Correct. So fire matches with the word 'hot'.

**Teacher:** Let us look at the third picture. What is this?

**Students:** Teddy bear

**Teacher:** How does a teddy bear feel when you touch it?

**Students:** Soft

**Teacher:** Great thinking. So teddy bear matches with 'soft'.

**Teacher:** And the last picture. What is the girl doing?

**Students:** She is smiling and jumping.

**Teacher:** Yes. How do you think she is feeling?

**Students:** Happy

**Teacher:** Exactly. So the girl matches the word 'happy'.

**Teacher:** You all did a wonderful job today. I loved how well you listened, spoke and matched the words.

**Teacher:** Tomorrow, we will begin a new chapter. It is going to be full of fun, stories and learning.

**Teacher:** So come with your books and bright smiles. We will start our new chapter together.

**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



Write two describing words for any object you can see in the classroom.

80 km/hr



Write one describing word for your school bag.

40 km/hr



Say one word that tells us about the sun.

## Home Task

Draw one object you like at home. Write one word to describe it.

## Period 2

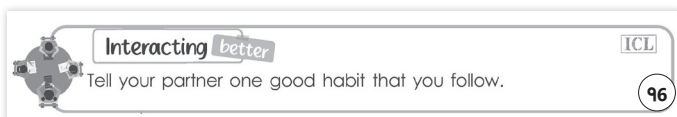
### Interacting better

SHOULD DO

10 MIN.

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

**Teacher:** Please open your Main Coursebook to page 96.



**Teacher:** Look at the top of the page. Can you see a small yellow box that says 'Interacting better'?

**Teacher:** In that box, it says – Tell your partner one good habit that you follow.

**Teacher:** I will go first. I always brush my teeth in the morning and at night. That is my good habit.

**Teacher:** Now, turn to your partner and tell them one good habit you follow.

(Let students share)

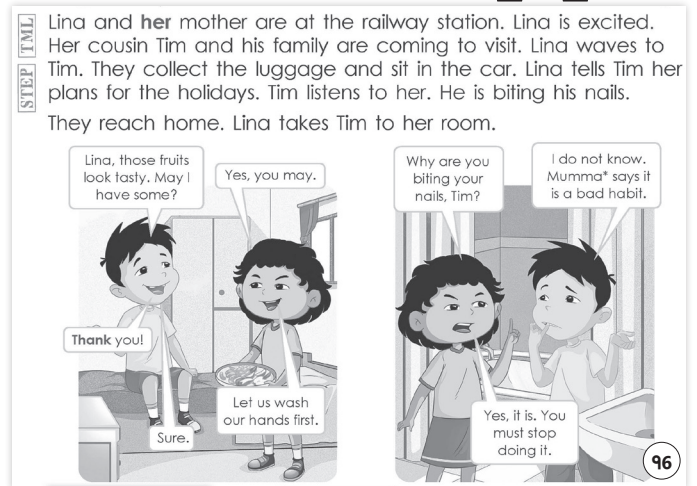
**Teacher:** Wonderful. Good habits help us stay clean, healthy and kind. Well done, everyone.



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

MUST DO

20 MIN.



**Teacher:** We are going to read about Lina and her cousin Tim. Tim is coming to visit her.

**Teacher:** I will read the story aloud and explain it. Please follow along with your fingers.

(Teacher reads and explains each scene in simple language, pauses to ask comprehension questions like...)

**Teacher:** Why do Lina and Tim wash their hands before eating?

**Students:** To stay clean.

**Teacher:** What habit does Tim have?

**Students:** He bites his nails.

**Teacher:** Is it a good habit or a bad habit?

**Students:** A bad habit.

**Teacher:** Very good. Lina reminds Tim again and again. She is helping him improve. That is called being a caring cousin.



**Teacher:** Let us all clap for Lina. She is showing us how to help others too.

**Teacher:** Now that we have read the story, let us think.

**Teacher:** What would you do if your friend had a bad habit? Would you shout at them or gently remind them?

**Students:** Gently remind them.

**Teacher:** Yes. Helping each other with kindness is a good habit too.

**Teacher:** You may now draw a picture of yourself following a good habit in your notebook. It can be brushing your teeth, washing your hands or sharing with a friend.

### Differentiated Activities

110 km/hr



Write two good habits you follow every day.

80 km/hr



Draw and label one good habit you follow.

40 km/hr



Say one good habit you follow at home.

### Home Task

Ask someone at home to tell you one good habit they follow. Share it with the class tomorrow.

### Period 3

**Teacher:** Good morning, students. Before we begin, let us quickly remember what we read in the previous period.

**Teacher:** Who came to visit Lina?

**Students:** Her cousin Tim.

**Teacher:** What bad habit did Tim have?

**Students:** He was biting his nails.

**Teacher:** Did Lina shout at him or help him gently?

**Students:** She helped him gently.

**Teacher:** Good. Now let us open page 97 and complete the story today.

**Teacher:** Please open your Main Coursebook to page 97.

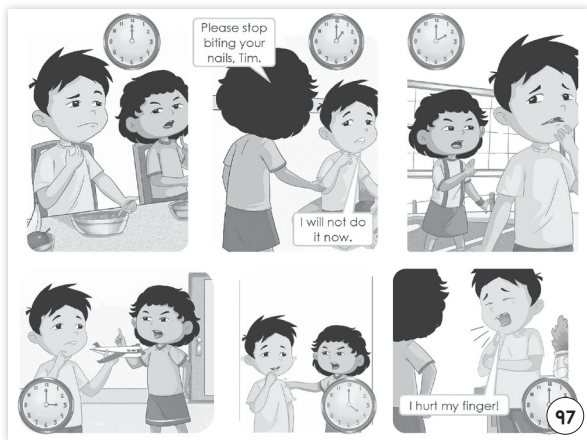
SHOULD DO

10 MIN.



MUST DO

20 MIN.



**Teacher:** Let us look at what happens next in the story. (Teacher reads and explains each scene. Encourage students to observe the clocks and changes in Tim's behaviour.)

**Teacher:** Look at the clocks. Can you see how many days are passing? Tim is trying very hard.

**Teacher:** What happens when Tim hurts his finger?

**Students:** He does not bite his nails.



**Teacher:** And what does Lina say?

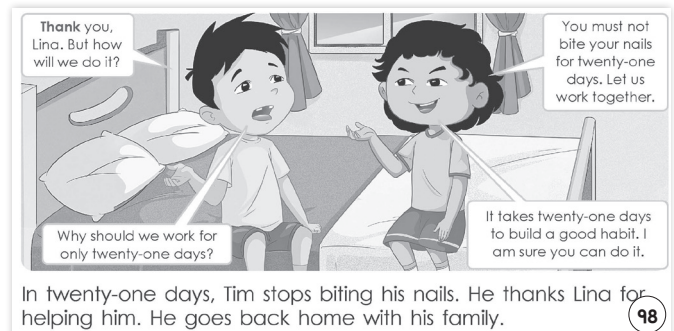
**Students:** She says she will help him stop the bad habit.

**Teacher:** In the end, does Tim stop biting his nails?

**Students:** Yes.

**Teacher:** Very good. He takes twenty-one days to change his habit. That shows us that if we try and keep trying, we can improve too.

**Teacher:** That is the end of our story. Well done, everyone.



In twenty-one days, Tim stops biting his nails. He thanks Lina for helping him. He goes back home with his family.

**Teacher:** Now let us think.

**Teacher:** Why do you think it takes twenty-one days to change a habit?

**Teacher:** Do you have any habit you would like to change or improve?

**Teacher:** You may now draw a picture of yourself showing one good habit, like washing hands or not wasting food. (Wait for students to complete drawings.)

### Differentiated Activities

110 km/hr



Write one bad habit and how you can change it.

80 km/hr



Write one good habit you follow at home.

40 km/hr



Say one thing you do every day that is a good habit.



## Home Task

Draw a picture of Tim from the story. Show how he changed his bad habit into a good one. Colour your drawing.

## Period 4

### Recalling better

SHOULD DO

15 MIN.



Recalling better

- Lina and her mother pick up Tim and his family from the railway station.
- Lina sees Tim biting his nails in the car.
- Lina asks Tim to wash his hands before eating.
- Lina tries to stop Tim from biting his nails.
- Tim gets hurt while biting his nails.
- Lina helps Tim get rid of his bad habit in twenty-one days.

CING

98

**Teacher:** Good morning, students. Let us start the day by remembering what we read in the story of Lina and Tim.

**Teacher:** Please open your Main Coursebook to page 98. Look at the blue box at the top. It is called 'Recalling better'.

**Teacher:** I will read each line from the box. Listen carefully and try to remember that part of the story in your mind.

**Teacher:** The first line says, 'Lina and her mother pick up Tim and his family from the railway station.' This was the beginning of the story.

**Teacher:** Then, Lina saw Tim biting his nails. It happened in the car. That is a bad habit.

**Teacher:** Before eating, Lina told Tim to wash his hands. That is a good habit.

**Teacher:** Lina tried to stop Tim from biting his nails. She reminded him again and again.

**Teacher:** One day, Tim got hurt while biting his nails. That helped him understand it was not a good habit.

**Teacher:** Lina helped Tim change his bad habit. He stopped biting his nails in twenty-one days.

**Teacher:** You all listened carefully. That was a quick and nice recall of our story.

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

### Sight words

**Teacher:** Now look below the story. There is a yellow box that says 'Sight words'.

MUST DO

15 MIN.



Sight words

her    thank    again    help

Full

98

**Teacher:** These are words we use again and again while reading and writing. We should know them well.

**Teacher:** The words are – her, thank, again, help.

**Teacher:** I will say each word slowly. You repeat it in **your** mind.

**Teacher:** The word 'her' is used when we talk about a girl.

**Teacher:** 'Thank' is used when we show good manners.

**Teacher:** 'Again' means one more time.

**Teacher:** 'Help' means to do something for someone kindly.

**Teacher:** Now, I will say a sentence. Listen carefully and try to understand how the sight word is used.

**Teacher:** Example – I will help my friend with her bag.

**Teacher:** Here, the word 'help' shows kindness and 'her' shows the friend is a girl.

**Teacher:** We will now do a small task using these words.

**Teacher:** Choose any two sight words from the box.

COULD DO

10 MIN.



**Teacher:** Now, in your notebook, write the word.

**Teacher:** For example, for 'thank', you can draw someone saying thank you. For 'help', you can draw someone helping to carry books.

**Teacher:** This will help you remember the words in a fun way.

## Differentiated Activities

110 km/hr



Write one short sentence using each of the four sight words – her, thank, again, help.

80 km/hr



Read the sight word.

40 km/hr



Look at the four sight words. Choose any two and spell them aloud slowly.

## Home Task

Fill 'My Scribbles and Secrets'.

## Period 5

**Teacher:** Good morning, students. Today we will begin with a fun indoor game called 'Pass the Question Ball'.

SHOULD DO

20 MIN.



**Teacher:** I will play some soft music. While the music plays, you will pass this soft ball around in a circle.

**Teacher:** When the music stops, the student holding the ball will answer a question about Lina and Tim's story.

(Use simple recall questions from the story, such as: Who came to visit Lina? What habit did Tim have? Who helped Tim stop the habit?)

**Teacher:** This is a fun way to remember the story and practise speaking. Let us begin.

(Play 3-4 rounds of the game. Ensure all students get a turn.)

## Learning better – Excelling Comprehension

**Teacher:** Now we will practise answering some questions based on the story of Lina and Tim. I will read each question aloud and help you think about the answer.

**MUST DO**

15 MIN.

CBA FULL

**Comprehension**

**A Colour the correct answers with a blue crayon.**

- Who is excited to meet Tim?  
a. Jas                      b. Lina                      c. Sam
- Whom does Lina wave at?  
a. Tim                      b. Lina's mother                      c. Lina's father
- Where does Lina meet Tim?  
a. in the car                      b. at the railway station                      c. in the park
- What does Tim want to eat?  
a. fruits                      b. vegetables                      c. cake

98

99

**Teacher:** Keep your blue crayon ready. We will colour the correct answer together.

**Teacher:** The first question is about who was very happy to meet someone. Think about the girl who smiled and waved when her cousin came.

**Teacher:** Yes, that is right. You may colour the correct circle for that answer now.

**Teacher:** The next question asks who she waved at. Remember, she saw someone arrive and waved. Think about the person who was coming to visit.

**Teacher:** Good thinking. Now colour the correct answer.

**Teacher:** The third question is about where the cousins met. Was it a place like a park, a house or a station? Think carefully.

**Teacher:** You know this one. Choose the correct place and colour it.

**Teacher:** The last question is about what the cousin wanted to eat. He saw something tasty and asked for it before washing hands.

**Teacher:** You got it. Colour the correct answer.

**Teacher:** That was very well done. You listened, thought and coloured all the right answers. Great teamwork.

**Teacher:** Now that we have answered all questions, close your books.

**Teacher:** I will say a sentence from the story, but I will leave one word blank.

**Teacher:** You have to listen and guess the missing word.

**Teacher:** Example: Lina is excited to meet \_\_\_\_\_.  
(Wait for answers.)

**Teacher:** Great. This quick game will help you think and remember.

## Differentiated Activities

110 km/hr



Write any two full sentences from the 'Learning better' questions in your notebook.

80 km/hr



Say any two correct answers from the activity aloud.

40 km/hr



Point to any one correct answer and say the word clearly.

## Home Task

Draw a picture of your favourite part from Lina and Tim's story. Write one sentence to describe what is happening in your drawing.

## Period 6

**Teacher:** Good morning, students.

**SHOULD DO**

How are you all today?

10 MIN.

**Teacher:** Before we begin, let us quickly revise what we did in the last class.

**Teacher:** Can you remember the game we played where you had to pass the ball and answer a question?

**Teacher:** What was one thing Tim wanted to eat when he visited Lina?

**Teacher:** And what habit did Lina help Tim to stop?

**Teacher:** Great remembering. Now we are ready to continue with today's activities.

## Excelling Comprehension

**Teacher:** Please open your Main Coursebook to page 99. Today we will do two small exercises that will help us remember the story better.

**MUST DO**

20 MIN.

**Teacher:** First, look at Exercise B. You will read each sentence and decide if it is true or false. I will help you.

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

- Tim tells Lina his plans for the holidays.
- Tim listens to Lina while biting his nails.
- Tim changes his habit in twenty-one days.

99

**Teacher:** Let us do the first one. Think about who shared holiday plans in the story. Was it Tim or Lina?

**Teacher:** You can now mark that one as true or false.

**Teacher:** Let us move to the second sentence. Think about what Tim was doing when Lina spoke to him. Was he listening or doing something else?

**Teacher:** Choose T or F for this one.

**Teacher:** And now the last sentence. Did he really change his habit in twenty-one days?

**Teacher:** Yes or no? Choose and write.

**Teacher:** Well done. Now let us go to Exercise C.

### C Who says these words?

- Let us wash our hands first.
- I hurt my finger!
- Why should we work for only twenty-one days?

99

**Teacher:** In this one, we will remember who said each sentence. I will read the sentence aloud and you think who said it in the story.

**Teacher:** First one: Someone said we must clean our hands before eating. Who was it?

**Teacher:** Write the name next to the line.

**Teacher:** Next one: Someone got hurt while doing something. Who said those words?

**Teacher:** And the last one: Who asked about the number of days it takes to change a habit?

**Teacher:** Fill in the names neatly. Let me know if you need help.

**Teacher:** Now close your books.

**Teacher:** Imagine Tim comes to your house. What advice would you give him about good habits?

**Teacher:** Think for a moment, then share one sentence with your table partner.

**Teacher:** This is your chance to become a helper like Lina.

### Differentiated Activities

110 km/hr



Write two sentences telling Tim what he should do to stop a bad habit.

80 km/hr



Write one sentence about how Lina helped Tim.

40 km/hr



Say one good habit aloud that you follow at home.

### Home Task

Write two sentences about Lina. One sentence should tell what she did for Tim and the other should tell what kind of person she is.

(Answer: Lina helped Tim to stop biting his nails. She is a caring cousin.)

### Period 7

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

**Teacher:** Let us begin with a quick word game. I will say a short word and you will try to make it longer by adding one letter.

**Teacher:** If I say 'man', you say...?

**Teacher:** Yes, you can say 'mane'. You added 'e' at the end and the word changed. Great start. Let us begin our lesson now.

### Excelling Vocabulary

**Teacher:** Open your Main Coursebook to page 99 and look at Exercise D.

Vocabulary
DING WR

**D Read these words aloud.**

man   cap   tap   plan

Let us add **e** at the end of each word. Now, read the words aloud.

mane   cape   tape   plane

Did you see the magic? This is the magic of **e**. When we add **e** at the end of a word, the sound of the first vowel in the word becomes longer.

**Add e at the end of these words. Read the words aloud.**

1. pan\_\_

2. can\_\_

3. rat\_\_

4. mat\_\_

Now, see what happens when you add **e** to the following words. Write them in your notebook. Say the words aloud.

kit   pin   cub   tub   hop   not

99

**Teacher:** There are some short words like 'man', 'cap' and 'tap'. Now, when we add the letter 'e' at the end, the word changes. The sound of the first letter also changes.

**Teacher:** This is called the magic e. For example, 'tap' becomes 'tape'. Let us say the new words together.

**Teacher:** Now look at the words in the yellow box. Try adding 'e' at the end and say them aloud. After that, write the new words in your notebook.

**Teacher:** Now move to Exercise E.

**E Match the words with the pictures. Read the words aloud.**

1. book  
o

2. cook  
o

3. fool  
o

4. foot  
o

5. hook  
o

a.

b.

c.

d.

e.

100

**Teacher:** You will read each word and find the matching picture. For example, if the word is 'cook', find the picture of someone cooking.

**Teacher:** Let us read the words and match them carefully with the pictures. Use a pencil to draw a line from the word to the picture.

**Teacher:** Now turn to Exercise F.

**F Read the words aloud. Circle the opposite words.**

|          |   |       |       |      |
|----------|---|-------|-------|------|
| 1. good  | – | nice  | clean | bad  |
| 2. cold  | – | hot   | cool  | moon |
| 3. clean | – | tidy  | dirty | sand |
| 4. new   | – | small | big   | old  |

100

**Teacher:** These are opposite words. Opposites are words with opposite meanings, like 'hot' and 'cold'.

**Teacher:** Look at each row. Read the first word and then circle the word that means the opposite.

**Teacher:** I will help you with the first one. Let us do the rest together slowly.

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

**Teacher:** Now we will play a game of opposites. I will say a word and you have to give me the opposite word.

**Teacher:** If I say 'hot', you say...?

**Teacher:** If I say 'happy', you say...?

**Teacher:** If I say 'tall', you say...?

**Teacher:** If I say 'open', you say...?

**Teacher:** If I say 'early', you say...?

**Teacher:** Well done. This helps us remember better.

## Differentiated Activities

110 km/hr



Write three pairs of opposite words from Exercise F in your notebook.

80 km/hr



Say any two opposite word pairs from Exercise F aloud.

40 km/hr



Choose one opposite word from Exercise F and say its opposite aloud.

## Home Task

Choose any two 'magic e' words from Exercise D. Write them in your notebook and use each word in a sentence.

## Period 8

**Teacher:** Good morning, students. Today we will play a sound game before starting our lesson.

**Teacher:** I will say a sound and you will think of a word that starts with that sound.


**Teacher:** The sound is 'fr'. Say it with me – fr.

**Teacher:** Can you think of a word that starts with 'fr'? Like 'frog' or 'fruit'.

**Teacher:** Very good. Now let us do some activities where you will hear, say and write such words.

## Excelling Spelling

**Teacher:** Please open your Main Coursebook to page 100 and look at Exercise G.

 **Spellings**


**G** Fill in the blanks with fr to complete the words. Read the words aloud. Match the words with the pictures.


1. \_\_\_\_uits


2. \_\_\_\_og


3. \_\_\_\_ame

4. \_\_\_\_ock

 a.

 b.

 c.

 d.

100

**Teacher:** There are four words with missing letters. All of them begin with the sound 'fr'.


**Teacher:** Your job is to fill in the blanks with 'fr' to complete each word.

**Teacher:** Let us do the first word together. (Point to picture b.)


**Teacher:** What do you see? Yes, fruits. So we write 'fruits' – f-r-u-i-t-s.

**Teacher:** Now try to complete the rest of the words. After that, match each word to the correct picture by drawing a line.

**Teacher:** Say the words aloud after writing to hear the correct sound.

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

## Excelling Punctuation

 **Punctuation**

**H** Rewrite the sentences correctly in your notebook.

1. lina is excited to meet tim

2. let us wash our hands first

3. lina tells tim not to bite his nails

4. tim says his finger hurts

100

**Teacher:** Now move to Exercise H just below.

**Teacher:** There are four sentences, but they are missing capital letters and full stops.

**Teacher:** We will fix them by rewriting each one correctly in your notebook.

**Teacher:** Remember:

- Every sentence begins with a capital letter.
- Every sentence ends with a full stop.

**Teacher:** Let us do one together. The sentence says, 'Lina is excited to meet Tim'.

**Teacher:** The correct way is – Lina is excited to meet Tim.

**Teacher:** Now, write all four sentences in your notebook with correct punctuation.

**Teacher:** Now let us play a punctuation challenge.

**Teacher:** I will say a sentence. You have to tell me if it starts with a capital letter and ends with a full stop.

**Teacher:** If it is correct, say 'Yes'. If not, say 'No' and tell me what is wrong.

**Teacher:** Ready? Here is the first one: 'Tim is my cousin.'

**Teacher:** You are learning to become sentence doctors.

## Differentiated Activities

110 km/hr



Write any three words that begin with 'fr'. Use each word in a sentence.

80 km/hr



Write two words from Exercise G and one sentence using each.

40 km/hr



Say any one word from Exercise G aloud and clap each sound in it.



## Home Task

Choose any one sentence from Exercise H. Copy it again neatly and underline the capital letter and full stop.

## Period 9

### Excelling Grammar

**Teacher:** Today, we are going to learn something very useful called describing words.

**MUST DO**

15 MIN.

**Grammar**

A **describing word** tells us more about people, places, animals and things.

Read these sentences:

This is an elephant. Look at its long trunk.

The word **long** tells you about the trunk.

**CING**

101

**Teacher:** Describing words tell us more about a person, an animal, a place or a thing. They help us understand how something looks, feels or how many there are.

**Teacher:** Let me give you some fun examples.

**Teacher:** If I say 'a big ball', the word 'big' tells us the size of the ball. So 'big' is the describing word.

**Teacher:** If I say 'a red apple', the word 'red' tells us the colour of the apple. So 'red' is the describing word.

**Teacher:** If I say 'a soft pillow', the word 'soft' tells us how the pillow feels. So 'soft' is also a describing word.

**Teacher:** Describing words make our sentences better and more interesting.

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

**Teacher:** Now, let us find and colour the describing words in Exercise I. I will help you with the first one.

1 Colour the words that tell more about the pictures. Use a blue crayon.

| Name      | Describing words |        |        |
|-----------|------------------|--------|--------|
| 1. caps   | long             | hungry | purple |
| 2. cars   | two              | happy  | tall   |
| 3. rabbit | green            | small  | wide   |
| 4. toy    | happy            | seven  | round  |

101

**Teacher:** Look at the first row. We see the word 'caps'. Now look at the words next to it – long, hungry, purple.

Which word tells us the colour? Which one tells us about size?

**Teacher:** That is how we know which words describe the pictures.

**Teacher:** Use a blue crayon and colour only the describing words that match the picture in each row. I will help you with the first one.

**Teacher:** Take your time and colour neatly.



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

## Poster

**Teacher:** Now I will show you a colourful and fun poster called 'Describing Words'.

**SHOULD DO**

15 MIN.

(Display the poster clearly.)

English Theme 9: I Keep Safe

red apple
 green leaf
 small purse
 soft pillow

two pencils
 tall tree
 hot soup
 round ball

Now, think of a word to describe the pictures given below.

**Teacher:** Describing words help us tell more about a person, place, animal or thing. These words talk about colour, shape, size, number or how something feels.

**Teacher:** Let us look at some examples together.

**Teacher:** This is a red apple. 'Red' tells us the colour of the apple.

**Teacher:** Here is a green leaf. The word 'green' is the describing word.

**Teacher:** Look at this small purse and soft pillow. The words 'small' and 'soft' are describing words. They tell us the size and feel.

**Teacher:** This tall tree, hot soup and round ball also use describing words to help us understand better.

**Teacher:** Now look at the pictures below – a table, a car, rope, a book, sauces and a clock.

**Teacher:** Can you think of one describing word for each of these? For example, the car could be pink, the table could be wooden and the rope could be long. Here, the words pink, wooden and long are describing words.

**Teacher:** Great thinking. Describing words make our sentences more interesting.

**Teacher:** I will now paste this poster in the classroom so you can look at it every day and use more describing words when you speak and write.

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

**Teacher:** Now I want you to tell me one thing you did yesterday.

**Teacher:** Use any word from the poster, add '-ed' and make a sentence.

**Teacher:** For example: 'I watched TV.' or 'I cleaned my room.'

**Teacher:** You may share your sentence with your partner.

### Differentiated Activities

110 km/hr



Write three sentences using any three past action words (add -ed). Use words from the poster.

80 km/hr



Write two sentences using past action words with -ed endings.

40 km/hr



Say one sentence aloud using a past action word with -ed.

### Home Task

Write two describing words for your favourite toy. Then use one in a sentence.

### Period 10

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


**Teacher:** Let us warm up our minds with a quick listening activity.

**Teacher:** I will say a few things. If it is something you should do, raise your hand. If it is something you should not do, stay quiet.

**Teacher:** Ready? Listen carefully.

### Excelling Concentration

**Teacher:** I will now read a list of actions. You need to say 'Yes' if it is a good thing to do. Say 'No' if it is not something you should do.

 Concentration\*

1 Listen to your teacher carefully. Your teacher will read out some activities. Say yes if you should do them. Say no if you should not do them.

101

**Teacher:** 1. Walking slowly on the stairs.


**Teacher:** 2. Brushing your teeth every day.

**Teacher:** 3. Studying hard.

**Teacher:** 4. Helping your parents.

**Teacher:** These are all good habits that show care and responsibility. You all did a great job focusing and answering.

### Excelling Language

 Language

21<sup>st</sup> CS LAD OLD

K Take turns with your partner to ask for and give permission, as shown. Use May I to take permission. Use Yes, you may to give permission. Use No, you may not to not give permission.

You may take help from the box.

go to toilet wash my hands go home borrow a book

101

**Teacher:** Now let us learn how to ask and give permission politely.

**Teacher:** Look at the picture on page 101. The student says, 'May I go to drink water, please?'

**Teacher:** When we want to do something, we must ask like this using the words 'May I'.

**Teacher:** The teacher replies, 'Yes, you may' if she gives permission. If not, she says, 'No, you may not.'

**Teacher:** Now pair up with your partner. One of you will ask for permission using 'May I' and the other will answer politely.

**Teacher:** Use these actions from the box – go to toilet, wash my hands, go home, borrow a book.

**Teacher:** Take turns and speak clearly.

(Teacher moves around and supports as students take turns.)

**Teacher:** Let us now practise as a class.

**Teacher:** I will ask: 'May I borrow a book?' Who would like to reply?

**Teacher:** Let us do a few more. I will ask and different students will respond.

**Teacher:** This will help us all speak politely every day.

### Differentiated Activities

110 km/hr



Write two polite permission questions and two correct replies.

80 km/hr



Write one permission question and one reply in your notebook.

40 km/hr



Say one polite permission sentence aloud after the teacher.

### Home Task

At home today, use one polite sentence using 'May I'. Write that sentence in your notebook.

## Period 11

**Teacher:** Good morning, students.  
Let us start with a fun energiser.

**SHOULD DO**

5 MIN.

**Teacher:** I will say a describing word. You have to act it out.

**Teacher:** If I say 'happy', show me a big smile. If I say 'tall', stretch your arms high. If I say 'funny', make a silly face.

**Teacher:** Great job. You all are ready to begin the lesson now.

## Excelling Language

**Teacher:** Open your Main Coursebook to page 102 and look at the first picture. Can you find Lina?

**MUST DO**

10 MIN.

**Expression**

**1 Read these sentences.**  
Lina is a tall girl. She has black hair. She wears a yellow t-shirt. She is a happy girl.  
Write Lina's name next to her picture. Name the other children. Describe them in your notebook.



Now, describe any two people in your family in your notebook. You may use words from the box.

good smart kind funny gentle

**Teacher:** Yes, she is the girl in the green dress.

**Teacher:** She is tall, has black hair and is wearing a yellow t-shirt. These are describing words. They help us know more about how Lina looks.

**Teacher:** Now look at the two other children. Write their names if you know them or make a name you like. Then, write describing words about them in your notebook.

**Teacher:** You can use words from the box – good, smart, kind, funny, gentle.

**Teacher:** Then, choose two people from your family and write one or two describing words for each of them.

## Creating better

**Teacher:** Now we are going to learn how to make a First-Aid Box.

**MUST DO**

15 MIN.

**Creating better**

Let us make a First-Aid Box.


**Materials:**

- a cardboard box with lid
- white chart paper
- red crayon or sketch pen, scissors and glue

**Step 1:** Take an old shoe box or any cardboard box.

**Step 2:** Take the help of an adult to cut and stick white chart paper on the box and its lid. Cover completely.

**Step 3:** Draw a big + sign on the lid with red colour. Write 'First-Aid Box' above or below the + sign with the same colour.



**Step 4:** Collect things, for the first-aid box, such as hand sanitiser, bandages, gauze, cotton, medical tape, a pair of scissors, tweezers, antibiotic cream, painkillers and so on.

**Step 5:** Put them all inside the box. Your first-aid box is ready!

102

**Teacher:** Look at the picture on page 102. A first-aid box helps us when someone gets hurt. Let us read how to make one.

**Teacher:** First, take a small box. Ask an adult to help you cover it with white chart paper.

**Teacher:** Then, draw a red '+' sign and write 'First-Aid Box' on it.

**Teacher:** Inside the box, you can collect things like hand sanitiser, cotton, bandages and scissors. Do not use real medicine without your parents' help.

**Teacher:** You can do this activity at home with an adult.

**Teacher:** Now close your books. Think of one person in your house who is very kind.

**COULD DO**

10 MIN.

**Teacher:** Can you tell your partner one describing word for that person?

**Teacher:** Then switch. Your partner will tell you one describing word about someone they know.

**Teacher:** This helps us become better at using describing words to express thoughts clearly.

## Differentiated Activities

110 km/hr



Write three describing words for any one family member and use them in a sentence.

80 km/hr



Write two describing words for any one friend or family member.

40 km/hr



Say one describing word aloud that tells about your best friend.

## Home Task

Choose one person in your family. Write two sentences to describe how they look and one word to describe how they behave.

## Period 12

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

**SHOULD DO**

5 MIN.

**Teacher:** What should you do before eating your food?

**Teacher:** Yes, we must always wash our hands. That keeps us healthy and safe.

## Thinking better

**Teacher:** Now, open your Main Coursebook and look at the 'Thinking better' box.

**MUST DO**

25 MIN.



### Thinking better

COD HOTS 21 CS

Think and discuss.

You are at a picnic. Your friends do not wash their hands before eating. What will you tell them? Discuss with your partner.

103

**Teacher:** It says, imagine you are at a picnic and your friends do not wash their hands before eating.

**Teacher:** What will you tell them?

**Teacher:** Think for a moment, then turn to your partner and share your answer.

**Teacher:** Use kind words like, 'Please wash your hands before eating so you do not fall sick.'

**Teacher:** After both of you have shared, raise your hand and tell me what you said.

(Encourage a few students to share aloud.)

## Choosing better

### Choosing better

EXL LSV 21 CS

Your toys are all over the floor. What will you do?

1. You will pick them up and keep them in the right place.
2. You will leave them and go to play outside.

103

**Teacher:** Now let us look at the 'Choosing better' box.

**Teacher:** It says: Your toys are all over the floor. What will you do?

**Teacher:** There are two choices:

**Teacher:** Think quietly. Which is the better choice? Why?

**Teacher:** Now tell your partner which choice you picked and why you picked it.

**Teacher:** Good habits like keeping things in place help us stay organised.



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

**Teacher:** Let us now play a 'Good Choice or Bad Choice' game.

**COULD DO**

10 MIN.



**Teacher:** I will say something and you will say whether it is a good choice or a bad choice.

- Throwing rubbish on the floor.
- Saying thank you when someone helps.
- Not brushing your teeth at night.
- Helping your friend clean up.

**Teacher:** You all did very well. You are learning to make good choices every day.

## Differentiated Activities

110 km/hr



Write two good choices you make at home and two good choices at school.

80 km/hr



Write one good choice you made today and draw a smiley next to it.

40 km/hr



Say one good thing you did this morning at home.

## Home Task

Talk to someone at home and ask them what good choice they made today. Write it in your notebook using one simple sentence.

## Period 13

**SHOULD DO**

5 MIN.



**Teacher:** Good morning, students.

How are you all feeling today?

**Teacher:** Raise your hand if you are feeling happy. Raise both hands if you are excited.

**Teacher:** Wonderful. Today is a special day because it is our last period for this topic.

**Teacher:** We have learnt so many things — describing words, magic e, polite sentences and how to make good choices.

**Teacher:** And do you know what we will do today?

**Teacher:** First, we will revise what we learnt. Then, we will play a fun Bingo game. Yes, a Bingo game.

**Teacher:** But not just any Bingo — it is about safety and hygiene. Are you ready to begin?

**Teacher:** Great. Sit up straight, smile bright and let us start our learning journey one more time.

## Revising better

**MUST DO**

10 MIN.



**Teacher:** First, let us revise the sight words we have learnt in this lesson.

### Revising better

DBL

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

103

**Teacher:** Can you remember the sight words like 'her', 'again', 'thank' and 'help'?

**Teacher:** Now, open your Little Book and write down these sight words in it.

**Teacher:** Next, make short sentences using these words. For example:

- I helped my friend.
- She said thank you.

**Teacher:** Try to write two or three sentences neatly. I will come around to check.



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



## Playing better

**Teacher:** Now we are going to play a fun game called Safety and Hygiene Bingo.

**MUST DO**

20 MIN.

**Playing better**

**Kol PMD 21<sup>st</sup> CS**

**L (What I have learnt)**

**103**

**Safety and Hygiene Bingo**

1. Prepare Bingo cards with safety and hygiene items.
2. Give each player a Bingo card and markers.
3. Call out safety and hygiene items randomly.
4. Players mark the items on their cards.
5. The first to complete a row, column or diagonal shouts 'Bingo!' and wins.

**Teacher:** I will give you a Bingo card with pictures of safety and hygiene items. You will also get small markers.

**Teacher:** I will say an item aloud. If you have it on your card, cover it with a marker.

**Teacher:** When you complete a row, column or diagonal, say 'Bingo.' and you win.

**Teacher:** Let us all play together. Listen carefully and have fun.

(Conduct the game while encouraging participation.)

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

**SHOULD DO**

5 MIN.

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

**Teacher:** Think about the topics we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

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

## Differentiated Activities

**110 km/hr**



Write three safety or hygiene items you remember from the Bingo game.

**80 km/hr**



Write two safety or hygiene items from the Bingo card.

**40 km/hr**



Say aloud one item from your Bingo card and how it keeps you safe.

## Home Task

Ask your parents to tell you one hygiene rule they follow every day. Write it as one sentence in your notebook.

## Period 14

### Worksheet 1

**Teacher:** Today, we will read a short passage about a boy named Vidhu.

**MUST DO**

20 MIN.

Read the passage carefully.

Vidhu lives with his parents in a big house. He has a room of his own. His parents give him many toys and books. He likes toy cars. He has many toy cars in his room. He also has a football, an aeroplane and a few indoor games, such as Ludo™ and chess. He loves to play with his toys. But Vidhu does not take care of his belongings. He throws his things around. He does not keep them in their proper place. His room is always in a mess!



A. Fill in the blanks with correct words.

mess books Ludo chess parents throws

1. Vidhu lives with his \_\_\_\_\_ in a big house.
2. He has many toys and \_\_\_\_\_.
3. Vidhu has indoor games, such as \_\_\_\_\_ and \_\_\_\_\_.
4. He \_\_\_\_\_ his things around.
5. His room is always in a \_\_\_\_\_!

28

**Teacher:** He lives in a big house and loves his toys, but he does not take care of them properly.

**Teacher:** Please open your workbook to page 28. Let us read the passage together, line by line.

(Read aloud the passage with clear pauses, explaining new words like mess, throws, belongings.)

**Teacher:** Now look at Exercise A. We will fill in the blanks using the correct words from the box.

**Teacher:** I will read the first sentence. You tell me which word fits best.

(Teacher guides students through each blank with support and prompts.)

**Teacher:** Next is Exercise B. You need to colour the correct sentences using a blue crayon.

B. Colour the correct sentences with a blue crayon.

1. Vidhu lives in a big house.
2. Vidhu has no room of his own.
3. Vidhu takes good care of his belongings.
4. Vidhu hates playing with his toys.
5. Vidhu keeps things in order.

C. Colour the words that describe Vidhu with a yellow crayon.

dull messy careful playful careless

28

**Teacher:** I will read each sentence and we will decide together whether it is correct or not.

**Teacher:** Now move to Exercise C. Here you will colour only the words that describe Vidhu using a yellow crayon. Let us think — is Vidhu careful or messy?

## Book of Holistic Teaching

### EVS

**B EVS**

Name one good habit you have. Name one **good** habit you want to learn.

8

**Teacher:** Now, we will do an activity from the Book of Holistic Teaching. This is about good habits.

**COULD DO**

20 MIN.

**Teacher:** I will write two questions on the board. You will copy these questions and answer them in your notebook. (Write the following on the board:)

**Teacher:** Think about something you already do well – like brushing your teeth, saying thank you or keeping your things in place.

**Teacher:** Then think of one habit you want to learn – maybe waking up early, eating without wasting food or helping more at home.

**Teacher:** Now, write your answers in full sentences. Use capital letters and end your sentence with a full stop.

## Maths

**A Maths**
HoLL MDA

Somi goes to a **beautiful** park. There are many **small** saplings there. She is counting them. Help her count by filling the numbers below.

1. 205 → 206 → \_\_\_\_\_ → \_\_\_\_\_
2. 550 → \_\_\_\_\_ → 552 → \_\_\_\_\_
3. 900 → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_
4. 997 → 998 → \_\_\_\_\_ → \_\_\_\_\_

8

**Teacher:** Now let us practise counting numbers in the correct order.

**Teacher:** Look at this table from your Book of Holistic Teaching. Somi is counting saplings in the park. Some numbers are already written and you need to fill in the missing ones.

**Teacher:** I will write the number sets on the board. You will complete them in your notebook.

(Write or project the four number rows.)

**Teacher:** Let us do the first one together. What comes after 206?

**Teacher:** Very good. Now complete the rest on your own. Count forward and write neatly.

## Differentiated Activities

**110 km/hr**



Write two sentences – one good habit you follow and one you want to learn.

**80 km/hr**



Write one sentence about a good habit you follow.

**40 km/hr**



Say one good habit aloud that you follow at home.

## Home Task

1. Tick one word that tells something good about you:
- ☐ careful   ☐ messy   ☐ kind   ☐ playful

## Period 15

### Worksheet 2

**Teacher:** Today, we will begin with Worksheet 2. Please open your workbook to page 29.

**MUST DO**

15 MIN.

**Worksheet 2**

**Vocabulary**

**A. Rewrite the sentences correctly in your notebook. Use capital letters and full stops (.).**

1. never tell a lie
2. keep your room tidy
3. junk food is bad for health
4. please do not bite your nails
5. always wash your hands before eating

**B. Match the opposite words.**

- |          |   |           |
|----------|---|-----------|
| 1. good  | • | i. up     |
| 2. down  | • | ii. bad   |
| 3. clean | • | iii. late |
| 4. early | • | iv. dirty |

29

**Teacher:** Look at Exercise A. These sentences are missing capital letters and full stops. Let us rewrite them correctly in our notebooks.

**Teacher:** I will read the first sentence aloud: never tell a lie. What should the first letter be? Yes, a capital letter. And what should we put at the end? Yes, a full stop.

**Teacher:** Now do the same for the rest of the sentences.

**Teacher:** Next, let us move to Exercise B. This is a matching activity on opposite words. Match the correct words and I will help you check.

**Teacher:** Now look at the Grammar section below.

**Grammar**

**A. Match the following.**

- |           |   |           |
|-----------|---|-----------|
| 1. Sun    | • | i. furry  |
| 2. ants   | • | ii. green |
| 3. water  | • | iii. tiny |
| 4. leaves | • | iv. cold  |
| 5. rabbit | • | v. bright |

**B. Colour the words that describe the pictures. Use a blue crayon.**

- |  |  |  |
|--|--|--|
| 1.  | <span style="border: 1px solid black; padding: 2px 10px;">soft</span>  | <span style="border: 1px solid black; padding: 2px 10px;">tall</span>  |
| 2.  | <span style="border: 1px solid black; padding: 2px 10px;">big</span>   | <span style="border: 1px solid black; padding: 2px 10px;">green</span> |
| 3.  | <span style="border: 1px solid black; padding: 2px 10px;">fat</span>   | <span style="border: 1px solid black; padding: 2px 10px;">three</span> |
| 4.  | <span style="border: 1px solid black; padding: 2px 10px;">long</span>  | <span style="border: 1px solid black; padding: 2px 10px;">heavy</span> |
| 5.  | <span style="border: 1px solid black; padding: 2px 10px;">furry</span> | <span style="border: 1px solid black; padding: 2px 10px;">green</span> |

29

**Exercise A:** Match the things like Sun, water, rabbit with correct describing words such as bright, cold, furry.

**Exercise B:** Look at the pictures and colour the describing words with a blue crayon. I will help you say each word aloud before colouring.

### Worksheet 3

**Teacher:** Now turn to page 30, Worksheet 3.

**MUST DO**

20 MIN.



#### Worksheet 3

#### Listening / Speaking / Writing

A. Listen to the actions. Say if they are good or bad.\*

B. Take turns with your friend to ask and give permission. Use May I to ask permission. Use Yes, you may or No, you may not to give permission. You may use the words from the box.

drink water   wash my hands   talk to my friend  
borrow a pencil   put my head down

C. Describe the boy in the picture. You may use the words from the box.

healthy   cheerful   happy   kind   active



30

**Exercise A:** I will say a few actions. You need to say if they are good or bad. For example, brushing your teeth – is it good? Yes.

(Read aloud a few actions and discuss them.)

**Exercise B:** Now, with your partner, practise asking permission.


**Teacher:** Use 'May I' to ask. Use 'Yes, you may' or 'No, you may not' to answer.

**Teacher:** You may choose actions like 'drink water', 'borrow a pencil' or 'talk to my friend'.

**Exercise C:** Now look at the boy in the picture. He is playing football.

**Teacher:** Choose any two or three words from the box and write a sentence to describe him.

**Teacher:** For example: He is happy and active.

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

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

**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.

**SHOULD DO**

5 MIN.



#### Differentiated Activities

110 km/hr



Write three describing words for a friend or yourself and use them in a sentence.

80 km/hr



Match two opposite word pairs and say them aloud.

40 km/hr



Colour one describing word and say it aloud.

#### Home Task

Look around your home. Write two good actions you do every day. Use capital letters and full stops. (Example: I brush my teeth. I help my parents.)

## Learning Outcomes

The students will:

| Domain   | Learning Outcome   |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• demonstrate fine motor control by colouring, circling and constructing a first-aid box using scissors, glue and paper.</li></ul>                 |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• show empathy and care by identifying healthy habits and understanding how to help others in need (e.g., building a first-aid box).</li></ul>     |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• apply understanding of sequencing, comparison, opposites and categorisation while solving vocabulary, grammar and comprehension tasks.</li></ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• read aloud short words and sentences fluently, respond to comprehension questions and use describing words to construct sentences.</li></ul>     |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• express ideas creatively by describing family members using positive adjectives and colouring pictures.</li></ul>                                |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• listen attentively to instructions, respond to classroom safety and hygiene rules and show responsibility during pair and group tasks.</li></ul> |

### Starry Knights

What are three core accomplishments that you have made this year? List them here.

Give yourself a STAR.





## Poem: Good Manners

Theme 9: I  
Keep Safe

4 Periods (40 minutes each)



Learn Better (Main Coursebook), CRM signs



Animation, eBook, Slideshow

Confirming better

I love  
to read.

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

#### To enable the students:

- to use polite words and show good manners in everyday interactions.
- to participate confidently in group discussions, activities and roleplay.
- to express ideas through guided writing and drawing tasks.
- to recognise and produce rhyming and similar-sounding words.
- to read short poems and dialogues aloud with correct expression.
- to demonstrate care, kindness and teamwork in classroom settings.
- to listen actively and respond appropriately to questions and instructions.
- to follow classroom rules and routines independently.
- to describe feelings, actions and preferences using simple sentences.
- to engage in reflection and imagination through creative activities like writing to their future self.

### Methodology

#### Period 1

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

SHOULD DO

5 MIN.

(Use CRM signs for Settling the class)

**Teacher:** Let us begin with a fun warm-up. I will say some actions and you will show me if they are polite or not. If the action is polite, smile and clap. If it is not, cross your arms.

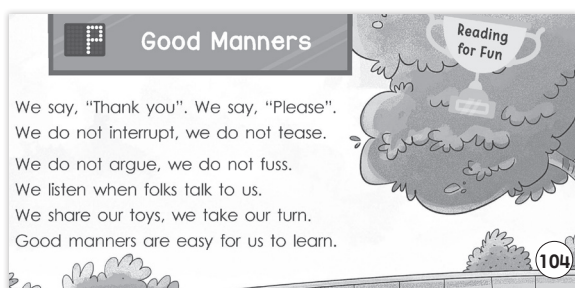
1. Saying 'Thank you' when someone helps you.
2. Interrupting when others are talking.
3. Sharing your toys.
4. Pushing someone in line.
5. Saying 'Please' when asking for something.

**Teacher:** Well done, students. Now we know what good manners look like. Let us begin our poem.

MUST DO

20 MIN.

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



**Teacher:** The poem we are reading today is called Good Manners. It teaches us how being kind, polite and respectful makes us better people.

**Teacher:** I will read the poem aloud. Listen carefully to how the poet gives us small, simple rules to follow. (Read the poem with expressions.)

**Teacher:** Now let us understand it better.

- What do we say to show politeness?
- What should we do when someone is speaking?
- Why is it good to share and take turns?



**Teacher:** Very good. This poem shows that good manners are not difficult. They are easy and make everyone happy.

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

**Teacher:** Now, I want each of you to read one line of the poem aloud. We will go in a circle. (Let students read one by one.)

**COULD DO**

15 MIN.

**Teacher:** Excellent reading. I could hear your voices clearly and confidently.

## Differentiated Activities

110 km/hr



List any four good manners you follow at home or school. Write one sentence about why each one is important.

80 km/hr



Write any three good manners mentioned in the poem. Use each in a sentence of your own.

40 km/hr



Circle the words that show good manners: please, argue, thank you, push, sorry, shout, share

## Home Task

Draw a picture of someone showing good manners, like sharing toys or saying 'please'. Write one word to describe the good manner.

## Period 2

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

**MUST DO**

20 MIN.

### All Together

Numa, Rohan, Gautam and Teena study in Class 1. There are 12 boys and 13 girls in the class. Each of them is different and special. They love to play together. Next week is Sports Day at school. The class is excited.



**Rohan:** Hi, Teena! Which event are you taking part in?

**Teena:** Hi, Rohan. I am taking part in the lemon-and-spoon race.

**Rohan:** Great! I am taking part in the frog race.

**Gautam:** I am putting my name down for the relay race. What about you, Numa?

106

**Teacher:** Today, we will read a story called All Together. Open your Main Coursebook to page 106.

**Teacher:** This story is about Sports Day. It tells us how Numa, Rohan, Gautam and Teena help one another and have fun together.

**Teacher:** I will read the story aloud. Listen carefully. (Read the story with expression.)

**Teacher:** Now, let us talk about the story.

- Who were the four friends in the story?
- What game did Teena take part in?
- What helped Numa feel confident to join?
- What happened in the end?

**Numa:** Hmm, I do not think I can take part in anything.

**Teena:** Come on, Numa. You must take part in something. Let us practise together.

**Rohan:** Yes, it will be fun.

**Numa:** Alright. I am in!

Numa agrees to take part in the lemon-and-spoon race. She practises with Teena. Gautam helps them, too.

On Sports Day, Rohan comes second in the frog race. Then, it is time for the lemon-and-spoon race. Numa goes forward excitedly.

Her classmates cheer for her. Teena wins the race. Numa comes third. Everyone is happy.



106

**Teacher:** This story teaches us that everyone is special and we should always support one another.

**Teacher:** Now, let us do a roleplay. Four students will act as Rohan, Teena, Gautam and Numa. The rest of the class will cheer them on like in the story.

**COULD DO**

20 MIN.

**Teacher:** Take turns and act out this part:

- Asking each other about the race
- Helping and encouraging Numa
- Celebrating at the end

**Teacher:** Lovely acting, everyone. You all showed kindness and teamwork.

## Differentiated Activities

110 km/hr



Draw and label any two races from Sports Day. Write the name of your favourite one.

80 km/hr



Circle the correct answers:

1. Teena took part in the \_\_\_\_ race. (frog / lemon-and-spoon)
2. Rohan helped \_\_\_\_ to practise. (Numa / Gautam)
3. Numa came \_\_\_\_ in the race. (first / third)

40 km/hr



Colour the lemon-and-spoon picture from the class board or your worksheet. Say who won the race.

## Home Task

Ask your family what game they liked on school Sports Day. Tell me about it in class tomorrow.

## Period 3

**Teacher:** Good morning, students. Today we will do something very special and fun.

**SHOULD DO**

5 MIN.

**Teacher:** Imagine you are all grown up. What would you want to say to your older self?

Would you talk about your dreams or something you love?

**Teacher:** Close your eyes for a moment and think – What do I want to become? What makes me happy? What do I want to tell my older self?

### Moving on better

**Teacher:** Open your Main Coursebook to page 107. This section is called Moving on better.

**MUST DO**

20 MIN.

### Letter to Future Self

Moving on better

If you could write a letter to your future self, what would you want to say? What hopes and dreams, big and small, would you share? What cool things or fun plans would you want to tell your older self? Finally, what advice would you give to yourself?

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107

It asks you to write a letter to your future self.

**Teacher:** In the letter, you can write about what you like to do now, what you wish to become and what advice you want to give your older self.

**Teacher:** I will help you get started. You can begin like this:

Dear Future Me,

I am in Class 1. I love to...

When I grow up, I want to...

Always remember to...

(Give students time to write.)

**Teacher:** Now that you have written your letter, would anyone like to read their letter aloud?

(Allow a few students to read. Appreciate their effort.)

**Teacher:** Beautiful thoughts. Your future self will be proud of you.

### Differentiated Activities

110 km/hr



Write five sentences in your letter with full stops. Use words like 'dream', 'future' and 'learn'.

80 km/hr



Write three sentences in your letter. Use simple words like 'play', 'read' and 'happy'.

40 km/hr



Draw two things you love now. Write one line each to describe them. (Example: I love my teddy. I love to colour.)

### Home Task

Take a round piece of paper. Draw or write what you want to be when you grow up (like a doctor, teacher, artist, etc.). Colour it and wear it in the next class.

## Period 4

### Sound Board

**SHOULD DO**

15 MIN.

#### 'oo' Sound

**oo sound**

Look at the picture. Read the words aloud.

boot food

moon room

book foot

hook wool

Notice that words, such as **boot** sound different from words, such as **book**.

108

**Teacher:** Today, we will play with sounds. Open your Main Coursebook to page 108 and look at the words with the 'oo' sound.

**Teacher:** Look at the picture. Can you find words like boot, moon and room?

**Teacher:** Repeat after me: boot, food, moon, room.

(Students repeat. Emphasise the long 'oo' sound.)

**Teacher:** Now say these: book, hook, foot, wool.

Do they sound the same?

**Teacher:** No. These are short 'oo' sounds. Let us say all the words again and listen carefully to the difference. (Guide a few students to read.)

#### 'ea' Sound

**Teacher:** Now let us look at the rhyme about the bear. I will read it aloud first.

**MUST DO**

15 MIN.

**ea sound**

Read the rhyme aloud.

There goes a happy bear,  
Eating a juicy pear,  
Laughing along in a merry way!

Under a tree,  
The bear found a seat,  
To save itself from the heat,  
On that bright summer day!

Now, read the words aloud.

bear pear

tear wear

seat heat

beat neat

Notice that words, such as **bear** sound different from words, such as **seat**.

108

(Teacher reads the rhyme.)

**Teacher:** Now read with me. Listen to how the word bear sounds different from seat or neat.

**Teacher:** Repeat these words after me:

**bear**, pear, tear, wear (short sound)

**seat**, heat, beat, neat (long sound)

(Students read aloud together.)

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

**Teacher:** Now we will play a small game. I will say a word and you will say if it is a long sound or a short sound.

**COULD DO**

10 MIN.



**Teacher:** Moon – is it long or short?

**Teacher:** Book – long or short?

**Teacher:** Bear – long or short?

**Teacher:** Seat – long or short?

(Let students respond with gestures: clap for long, tap desk for short.)

### Differentiated Activities

**110 km/hr**



Write two 'oo' words and two 'ea' words from the page. Draw one picture for each.

**80 km/hr**



Match the following words to their sound type.

- moon – long or short
- foot – long or short

- pear – short or long

- beat – short or long

(Use arrows or colours for matching.)

**40 km/hr**



Circle the words that sound the same:

- moon, book, foot, room
- bear, seat, pear, heat

### Home Task

Cut and paste or draw 2 'oo' sound words and 2 'ea' sound words from your home or books. Make a sound chart and bring it to class.

## Learning Outcomes

The students will:

| Domain   | Learning Outcome   |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>• demonstrate coordination while speaking aloud, enacting during roleplay or participating in simple class actions like standing, moving and handling classroom materials.</li> </ul> |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>• recognise and demonstrate good manners, kindness and inclusion through stories and daily classroom behaviour.</li> </ul>  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>• identify word families (like 'oo' and 'ea'), compare sounds and sequence story events.</li> </ul>   |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"> <li>• read aloud simple rhymes and dialogues, write guided sentences and use polite words appropriately.</li> </ul>   |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"> <li>• express their thoughts creatively in letter writing or by designing a future badge.</li> </ul>  |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"> <li>• follow classroom routines, participate respectfully in discussions and respond positively to peer interactions.</li> </ul>  |

### Starry Knights

What are three core accomplishments that you have made this year? List them here.

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Give yourself a STAR.

