

## Lesson-5: My School

Theme 3: We Live with Others

9 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs, Blackboards



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, I Explain

Confirming better

I am ready to do my best

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

#### To enable the students:

- to explore and identify various places in the school where different activities occur, such as the assembly hall, library, music room, art room, computer room, playground and medical room.
- to understand the roles and responsibilities of different people who work in the school, including teachers, support staff and administrative personnel.
- to develop logical thinking skills and express themselves clearly in short, coherent sentences.
- to cultivate the life skill of showing respect to elders, fostering positive relationships within the school environment.

### Methodology

#### Period 1

**Note to the Teacher:** Ask the students to prepare the KWL chart in their notebooks.

**Teacher:** Hello, students! Today, we are going to start a new lesson about a place we all know very well—our school! You have all been coming to school for a while now, so you already know a lot about it. Have you ever wondered why we need schools and what makes them so special?

(Allow students to share their thoughts)

**Teacher:** School is important because it helps us learn new things, make friends, and grow in so many ways. You come here every day to learn and play. In this lesson we will talk about:

- Why we come to school and how it helps us.
- The different places in our school where we do different activities.
- The people who work in our school and how they help us.

#### Encourage students to share:

- K (What I Know):** Ask the students to share what they already know about schools and then write it in their notebooks.
- W (What I Want to Know):** Encourage curiosity by asking what they would like to know more about and then write it in their notebooks.

K	W	L

**Teacher:** Let us begin by thinking about what we already know about our school. Can anyone share something special about school?

Why do you think we come to school every day? What do we learn here and how does coming to school help us?

**Students:** (Possible responses)

- We go to school to learn new things.
- Our school has many rooms like classrooms, a playground and a library.
- We need school to make new friends and grow smarter.
- There are teachers, helpers and other people in our school.

COULD DO

10 MIN.



**Teacher:** Great! Write these ideas in the K column.

**Teacher:** Now, think about what we want to learn. What questions do you have about our school? Is there something you would like to know more about?

**Students:** (Possible responses)

- Why do we need to go to the library?
- Why do we have a nurse in school?
- What happens in the art room or music room?
- Why do we have a computer room?

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

**Teacher:** By the end of our lesson, we will fill the L column with all the new things we discover about our school. Let us get

ready to explore and learn about all the fun and interesting things at our school—are you excited?

## Kinaesthetic

Re-KAP

SPD

Kinaesthetic

Play a fun game with your partner. On a sheet of paper, take turns to draw things you see on a playground. Your partner will have to guess its name.

26

Confirm

**Teacher:** We are going to play a fun game today! You will need to pair up with one of your friends. Quickly find a partner and get ready to play.

**MUST DO**

15 MIN.

(Give students a moment to pair up. Use CRM signs to help settle the class.)

**Teacher:** On a sheet of paper, take turns drawing something you see on the playground. Your partner will have to guess what it is! It could be anything like a swing, a slide or a ball. Once your partner guesses correctly, switch roles. Let us see who can guess the most drawings in the time we have!

**Note to the teacher:** Walk around the class as students work, ensuring they stay focused on the task. Encourage and gently guide students who may be struggling with the task. Keep a check on the time, giving each student enough time to draw and guess.

**Post-Activity Reflection:** Gather the students together after the activity and ask them about their experience. For example: “What did you enjoy about the drawing game?” or “Which drawing was the hardest to guess?”

## Auditory

Auditory\*

Listen to your teacher carefully. Answer the questions.

26

Confirm

**Teacher:** Now it is time for the listening activity. Remember the rules?

**Students:** Yes!

**Teacher:** Great! listen carefully. I am going to read a short story and I will ask a few questions at the end.

(Read the listening text given on the last page of the coursebook)

**Teacher:** Now, I am going to ask you some questions. Let us see if you remember the story! Ready?


**Students:** Yes

**Teacher:** Take your time to think before answering.

Questions to ask students:

1. What is Lina's favourite subject?
2. Which game does Lina likes to play with her friends?
3. Who is Lina's partner?

(Encourage students to take turns while answering. If needed, read the passage again to students)

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

**MUST DO**

15 MIN.

## Differentiated Activity

**110 km/hr**



Complete the sentences given below:

1. I like coming to school because \_\_\_\_\_.
2. My favourite subject is \_\_\_\_\_, and I enjoy learning it.
3. At school, I love spending time with my friends because \_\_\_\_\_.
4. I enjoy playing \_\_\_\_\_ during recess.
5. My teacher makes learning fun by \_\_\_\_\_.

**80 km/hr**



Draw pictures of the activities you enjoy most at school. Below each picture, write one sentence explaining why you like coming to school.

**40 km/hr**



Draw pictures of the things you like to do at school.

## Home Task

Draw a picture of your school and write five sentences to talk about it in the next class. Use these questions to help you:

1. What is the name of your school?
2. What do you like most about your school?
3. Who is your favourite teacher and why?
4. What is your favourite activity to do at school?
5. Which place in your school do you enjoy visiting the most?

## Period 2

**Teacher:** Hello everyone! I hope you all had fun completing your home task. I am excited to hear what you have written. Are you ready to share?

**COULD DO**

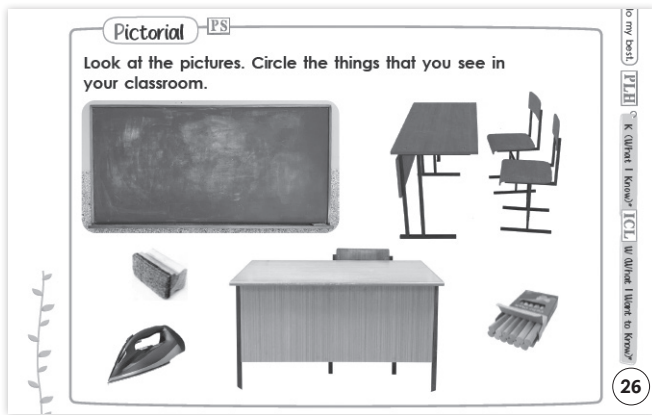
10 MIN.

**Students:** Yes.

**Teacher:** Awesome! Let us get started. Who would like to share their work first?

(Allow students to take turns sharing their work about their school. Encourage them to speak confidently and listen carefully while their peers present their work.)

**Note to the Teacher:** You may extend the activity throughout the week to give every student a chance to share if necessary. After the students have shared, collect their work and display them on the class bulletin board or wall for everyone to see.



**Teacher:** Now, open your 'Learn Better'. We are going to do the pictorial activity.

**Teacher:** Look carefully at the pictures below. Can you name the things you see?

**MUST DO**

15 MIN.

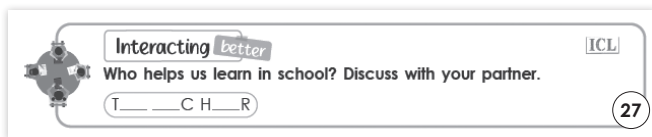
**Students:** Board, chalk, table, desk, chairs, duster and an iron box.

**Teacher:** Wonderful! Now, I want you to circle all the things you can see in the classroom. You have 5 minutes to complete this.

(Allow students to work independently. Walk around the class to observe and support students who may need help.)

**Teacher:** Time is up! Who would like to share the answer?

(Encourage students to take turns and name the objects they circled. This can be done as a group activity where each student shares one item.)



**Teacher:** The next activity we have is called "Interacting Better." Can someone please read the question? Don't worry, I will help you if needed.

(Ask a student to volunteer and read the question aloud.)

**Teacher:** Great job! Now, turn to the person sitting next to you and discuss the question together. There is a clue provided to help you. You will need to find out the answer and fill in the missing letters.

(Give students time to discuss and complete the activity.)

**Teacher:** Time is up! What would like to share the answer?

**Students:** Teacher!

**Teacher:** Excellent! Who letters are missing from the word?

**Students:** E, A, E

**Teacher:** So, who helps us learn in school?

**Students:** Teacher!

**Dictionary** can be shown to students to introduce vocabulary related to school.

**MUST DO**

15 MIN.

## Differentiated Activity

**110 km/hr**



List three things you see in your classroom. Create a sentence for each thing you have listed. Example: Chair: My chair is blue in colour.

**80 km/hr**



Draw four objects that you see in your classroom and write their names below the drawing.

**40 km/hr**



Read these sentences about the classroom with the help of your teacher.

1. The classroom has many desks.
2. There is a whiteboard in the front.
3. We sit in chairs and learn.

## Home Task

Think about the classroom rules that help everyone learn and be safe. In your notebook, write down three rules you think should be followed the classroom.

## Period 3

**Teacher:** Hello, everyone! I hope you have completed the home task. Let us discuss it now.

**Teacher:** What are some rules you think we should follow in class to make learning fun and better for everyone?

(Encourage students to share what they have written. Select three

mutually agreed-upon rules and display them in the class for practice.)

**COULD DO**

10 MIN.

Jas is ready for school. He eats breakfast with Ammi before he leaves.

Ammi, Ryan and Maria will be reciting a poem in school today.

How wonderful! Did they learn the poem by themselves? Where will they recite?

Ammi, our teachers helped Ryan and Maria. They will recite the poem during the morning assembly in the assembly ground.

### PLACES IN OUR SCHOOL

We learn to read, write, draw and paint in our **classroom**. Some schools have an art room where art classes are held.

We read books in our **school library**. The library teacher helps find books in the library.

We play football, cricket and many other games on the **playground**. The playground also has swings, slides and see-saw.

**Teacher:** Jas is getting ready to go to school and is sharing something about an event happening at school. Let us find out more about it.

**Teacher:** Who would like to read?

(Invite a student to volunteer and read the dialogues. Introduce the key terms: breakfast, morning assembly, playground.)

**Teacher:** That was interesting, wasn't it? Now, let us get ready for a little walk in our minds! I want you to think about your favourite place in the school and tell us why you like it.

(Allow 2 minutes for students to think and then ask them to take turns sharing their thoughts.)

**Teacher:** Great! I can see that many of you know about the different rooms in our school. Now, let us learn more about them.

**Teacher:** For this, let us make groups of four. I will name a place in the school and you will discuss with your team and share all the activities that we do there. The first place is the classroom.

(Allow 2 minutes for students to think, and then ask them to take turns sharing their thoughts.)

**Students:** (possible responses)

- We read books and do our lessons.
- We sit on our chairs and listen to the teacher.
- We write in our notebooks and do math problems.
- We sometimes play games or sing songs.
- We ask questions.

**Teacher:** Great responses! In our classroom, we learn to read, write, draw and paint. Some schools even have a special art room where art classes are held.

**Teacher:** Now, let us think about the second place, the library.

(Allow 2 minutes for students to think and then ask them to take turns sharing their thoughts.)

**Students:** (possible responses)

- We read books.
- We sit quietly and listen to stories.

**Teacher:** Wonderful responses! In the library, we read, explore and borrow books. The library teacher helps us find the books we need. It is a place where we can learn new things and enjoy stories. Some libraries even have computers to help us learn more.

**Teacher:** Next, it is about your favourite place in the school. The playground!

(Allow 2 minutes for students to think and then ask them to take turns sharing their thoughts.)

**Students:** (possible responses)

- We play games.
- We run and jump with friends.

**Teacher:** Wonderful! The playground is where we can run, jump and play with our friends. It is a fun place where we can enjoy different games like football, basketball or even just running around. Some schools also have swings or slides to make it even more exciting!

**MUST DO**

10 MIN.



P.S. This section is aligned to the SDG 4: Quality Education: Teach the students the significance of education and how they can make a difference to their lives and those around them.



**eBook** can be shown to teach the concept.



**I Explain** can be played to introduce the different people in school.

**SHOULD DO**

20 MIN.



### Differentiated Activity

**110 km/hr**



Read the paragraph and answer the question below.

In our school, we have many special places. In the library, we read books. In the playground, we play games and have fun. In the classroom, we learn new things every day.

1. Where do we read books?
2. Where do we play games?
3. Where do we learn?

**80 km/hr**



Complete the sentences using the words from the help box.

Playground    Classroom    Library    Library

1. We read books in the \_\_\_\_\_.
2. We play in the \_\_\_\_\_.
3. We learn in the \_\_\_\_\_.
4. We borrow books from the \_\_\_\_\_.

**40 km/hr**



Draw an object that connects with each word.

Library –

Playground –

Classroom –

### Home Task

Draw a picture of a library and List the names of your favourite books.

### Period 4

**Teacher:** Hello, everyone! Let us start today's class with a quick and fun game. All you have to do is copy my movements!

Demonstrate simple movements and encourage the students to copy them. Start slow and then pick up the pace to make it exciting.

**COULD DO**


10 MIN.




**Suggested Prompts:**

- Clap your hands above your head.
- Stomp your feet.
- Spin in a circle.
- Touch your toes and jump up.
- Wiggle like a worm.







The morning assembly takes place in the **assembly ground**.




School functions take place in the **auditorium**.



We learn to sing, dance and play musical instruments in the **music room**.



We learn to draw and paint on the computer in the **computer room**.



Children who feel unwell or hurt themselves are looked after in the **sick room**.

A school is a place where we learn new things, make friends and have fun. We also learn good manners and habits in school. It is a safe and happy place where everyone works together to learn and grow.

28

**Teacher:** Let us continue to learn about some more places in school.

**Teacher:** Let us think about an important place in the school—the assembly ground! What do we do in the assembly ground?

(Allow 2 minutes for the students to think and then ask them to take turns sharing their thoughts.)

**Students:** (Possible responses)

- We gather for the morning assembly.
- We listen to announcements and speeches.

**Teacher:** Wonderful! The assembly ground is where we all come together in the morning. We sing the national anthem, say prayers and listen to important announcements or speeches. It is also where special events or celebrations happen, like Sports Day or cultural programs. It is a place where we feel united as a school!

**Teacher:** Next, let us think about another important place in the school—the auditorium!

(Allow 2 minutes for students to think and then ask them to take turns sharing their thoughts.)

**Students:** (Possible responses)

- We watch plays and programmes.
- We have school functions.

**Teacher:** Great responses! The auditorium is a special place where we gather for events like plays, performances and school functions. The auditorium helps us learn, celebrate and enjoy memorable moments as a school!

**Teacher:** Let us learn about another interesting place in the school—the music room!

**Teacher:** The music room is where we learn to sing songs and play musical instruments. It is a fun place to explore different sounds and rhythms. Sometimes, we practice for school performances or learn new songs to sing together.

**Teacher:** Next, let us learn about the computer room. What do we do in the computer room?

(Allow students to share their ideas)


**Teacher:** Great! the computer room is where we use computers to learn new things. We can type, draw and paint.

**Teacher:** Lastly, let us think about a very important place in the school—the sick room.

**Teacher:** The sick room is where we go if we do not feel well during school. Children who feel unwell or hurt themselves are looked after in the sick room.

These rooms make our school a safe and exciting place to learn, grow, make friends and have fun! We also learn good manners and habits in school.

**Note to the teacher:** Take the students on a school tour to help them see and explore the different areas of the school.

 **Slideshow** can be shown for a quick recap of the lesson. Ask simple questions to students to check their understanding about the lesson.

**MUST DO**

30 MIN.

## Differentiated Activity

110 km/hr



What is your favourite place in school? Why do you like it? Share your thoughts with the class.

80 km/hr



Draw a picture of your favourite place in school and label it.

40 km/hr



Read these sentences about the classroom with the help of your teacher.

1. The morning assembly takes place in the assembly ground.
2. School functions take place in the auditorium.
3. We learn to type and draw on the computer in the computer room.

## Home Task

Write five simple sentences about your favourite subject in school. Why do you like it? What do you learn?

## Period 5

**Teacher:** Hello, students! Did you complete the home task I gave you in the last class? I am excited to hear about your favourite subjects!

(Encourage the students to share what they have written about their favourite subjects. You can ask them to take turns speaking.)

**COULD DO**

10 MIN.

## Recalling better

**Recalling better**

**CING**

- School has an assembly ground, auditorium, a library and classrooms.
- It also has a music room.
- There is a computer room and a sick room.
- There is a playground to play.

28

**Teacher:** I hope you had fun learning about the different places in the school! Now, let us see how much you remember!

**Teacher:** Form teams of three to play this recap game. Here are the instructions:



- I will ask a question. Discuss with your team and share your answers with the class.
  - If you need help, refer to your lesson pages.
  - When you answer, try to speak in full sentences.
- (Use the CRM signs to get students' attention before starting the activity)

#### Questions to ask the students

- Name the different places in the school.
- Do you know where we can listen to music in school?
- Where do we go if we need to use a computer in school?
- If someone feels unwell, where can they go in school?
- Where can we play games and sports in our school?

#### Learning better

**A Colour the correct answer with a green crayon.**

1. The librarian/art teacher helps students in the library.
2. We learn to sing and dance in the music/computer room.
3. We go to the sick/music room when we are unwell.

28

**B Rearrange the capital letters to make meaningful words. Write the correct answers in the blanks.**

1. We learn good I T S H A B in school. \_\_\_\_\_
2. We read books in the R A R Y L I B. \_\_\_\_\_
3. There is a S I C M U room in Jas's school. \_\_\_\_\_

29

#### Colour the correct answer with a green crayon.

**Teacher:** Now, open your book. We are going to do exercise A. In this exercise, you will read the sentences and colour the correct answer with a green crayon.



**Teacher:** Now, I will read the sentences and options slowly. After each question, I will pause so you have enough time to think and choose the right answer.

(Walk around the classroom while students are working, offer help if needed.)

#### Rearrange the capital letters to make meaningful words. Write the correct answers in the blanks.

**Teacher:** Next, we are going to play a fun word puzzle game! Look at the given sentences. There is a word in each sentence as a puzzle. You will have to rearrange them to find the word.

Let us do the first one together as a practice!

**Teacher:** Here is the first set of letters: I T S H A B. Now, let us think. We learn something good in school. What could the word be? Let us try to rearrange the letters to form a word. Yes, the word is 'HABITS' – we learn good HABITS in school!

(Write the word 'HABITS' in the space given)

**Teacher:** Now that we have practiced one, I want you to work with a partner to figure out the next two.

- Here is the second one: R A R Y L I B. This is where we read books!
- And the third one: S I C M U. This is a special room in Jas's school.

Take a few minutes to work together in pairs and solve them. I will come around to help if needed.

(Walk around the classroom while students are working, offer help if needed.)

**Teacher:** Alright, let us discuss the answers together! What is the answer for the second one?

**Students:** Library

**Teacher:** Wonderful! Library is the place where we read books. What about the last clue?

**Students:** Music

**Teacher:** Well done! There is a music room in Jas's school.

**Infographic** can be shown to talk about different activities we do at school.



#### Differentiated Activity

##### 110 km/hr

Read the lesson together with your partner. After reading, pick 5 new words you learnt from the lesson. Write them in your notebook.

##### 80 km/hr

Practice writing the following words in your notebook and read them aloud with the help of your teacher: school, books, classroom, library, playground, music room.

##### 40 km/hr

Take turns reading the following words aloud with the help of your teacher: school, classroom, playground, auditorium, computer room, assembly.

#### Home Task

Discuss with your parents about a special event or celebration that takes place at your school (e.g., sports day, annual function). Write 3-5 sentences about the event and explain why you enjoy watching or participating in it.

#### Period 6

**Teacher:** Let us start the session with a fun game! I will write a word on the board. Your task is to use the letters from the word to make new words. You will have 1 minute to do this. Get your pencil and notebook ready to start creating words!

Write the word 'AUDITORIUM' on the board for students to look and create words from it.



**Write short answers in your notebook.**

1. What do Jas and his friends do in the art room?
2. What is the computer room used for?
3. In which part of the school should Neeraj and his classmates practise the Independence Day skit? **29**

**Write short answers in your notebook.**

**Teacher:** There are some questions from the lesson. Let us think about each question and answer them in our notebooks.

The first question says, what do Jas and his friend do in the art room?

**Teacher:** Think about what do we do in the art room.

(Take responses from students and help them share their thoughts. Guide them to write their answers in a simple, complete sentence)

**Teacher:** Let move to the next question.

(Read aloud the question to the students)

**SHOULD DO**

**20 MIN.**

**Teacher:** What is the computer room used for?

(Take responses from students and help them share their thoughts. Guide them to write their answers in a simple, complete sentence)

**Teacher:** Alright, here is the last question.

In which part of the school should Neeraj and his classmates practise the Independence Day skit?

(Take responses from students and help them share their thoughts. Guide them to write their answers in a simple, complete sentence)

**Thinking better**

**Thinking better**

Think and answer.

Name the room in which your teachers sit. **29**

**Teacher:** Today, we learnt about the different places in our school. Do you know what we call the room where teachers sit? Talk about it with your partner for a minute.

(Give students time to discuss with their partners. Walk around to listen and encourage their ideas.)

**Teacher:** Now, let us talk about the correct answer together.

(Explain the term to students: "The room where teachers sit is called the staff room.")

**Teacher:** Write the answer neatly in the space given.

**Animated Activities** can be used to help students recall the lesson.

**MUST DO**

**10 MIN.**

**Differentiated Activity**

**110 km/hr**

Why should we keep our school clean? Write three reason.

**80 km/hr**



Show students the pictures of different rooms in a school and ask them to describe them in a sentence.

**40 km/hr**



**Fill in the blanks:**

1. My school's name is \_\_\_\_\_.
2. I like to \_\_\_\_\_ in the playground.
3. My favourite teacher is \_\_\_\_\_.

**Home Task**

**Creating Better:** Draw and colour a scene of the school playground in your art file. You can include swings, slides and other playground games.



**Creating better**

**ArtI 2LCS**

Draw and colour a scene of the school playground in your art file. You can include swings, slides and other playground games. **29**

**Period 7**

**Choosing better**



**Choosing better**

**LSV**

The school bus driver drops you home daily. What should you say to the driver? Tick (✓) your answer.

1. Thank you.
2. You say nothing.

**29**

Read the question aloud and ask the students to read along with you.

**Teacher:** The school bus driver drops you home daily. What should you say to the driver?

Here are two options:

**Option one:** You say, "Thank you."

**Option two:** You say nothing.

**Teacher:** Which one do you think is the better choice?

**Students:** We should say, "Thank you."

**Teacher:** Correct! Why do you think saying "Thank you" is a good idea?

**Students:** Because it is nice to say thank you.

**Teacher:** Not just that, but saying "Thank you" shows respect for the person helping us. How do you feel when someone says "Thank you" to you?

**Students:** It makes us feel happy.

**Teacher:** Great! Remember, using kind words like "Thank you" makes everyone feel good. Let us always practice saying 'Thank You' to the people who help us.



**Quiz** Open the quiz questions on the screen.

**Teacher:** We are going to play a quiz about what we have learnt. I will divide you into teams and each team will take turns answering the questions.

**COULD DO**

**25 MIN.**

If a team does not know the answer or gives the wrong answer, another team will have a chance to try. Let us see how much we remember and how much fun we can have together!

## Differentiated Activity

110 km/hr



Match the word to its correct meaning by drawing a line.

Classroom	The head of the school
Principal	A place where children play
Library	A room where students learn
Playground	A place to read books

80 km/hr



Fill in the blanks with the correct word from the box.

**Words:** teacher, desk, school bus, books

1. I sit at my \_\_\_\_\_ in the classroom.
2. My \_\_\_\_\_ helps me learn math and science.
3. I go to school on the \_\_\_\_\_.
4. I read many \_\_\_\_\_ to learn new things.

40 km/hr



Show students the pictures of different rooms in a school and ask them to describe what each room is used for in simple sentences. Help them with sentence starters if required.

## Home Task

### Revising Better

In this chapter, you learnt about various places in a school. Write about your favourite place in your school in your Little Book.

**Revising Better**

In this chapter, you learnt about various places in a school. Write about your favourite place in your school in your Little Book.

DBL

29

## Period 8

### L (What we Learnt)

**Teacher:** Remember, at the start of the lesson, we talked about what we knew and what we wanted to know. Now, we will fill in the "L" part.

**Teacher:** I want you to sit with your partner and discuss what you have learnt about our school. After a few minutes, we will hear from each pair and write your ideas in your notebook.

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

**Students:** (Possible responses)

1. School has an assembly ground, auditorium, a library and classrooms.
2. It also has a music room.

COULD DO

15 MIN.



3. There is a computer room and a sick room.

4. There is a playground to play.

**Teacher:** Great answers! I will write these in the "L" column.

### Worksheet 1

**Theme 3: We Live with Others**

**5. My School**

Worksheet 1

A. Fill in the blanks.

1. The principal is the \_\_\_\_\_ of the school.
2. We learn \_\_\_\_\_ habits at school.
3. We learn to play \_\_\_\_\_ instruments in the music room.
4. The medical room is for \_\_\_\_\_ children.
5. We play many \_\_\_\_\_ in the playground.

B. Tick (✓) the things you find in a playground.

1. slides	<input type="checkbox"/>	2. books	<input type="checkbox"/>
3. swings	<input type="checkbox"/>	4. see-saws	<input type="checkbox"/>
5. musical instruments	<input type="checkbox"/>		

C. Write T for true or F for false.

1. We play in the library. \_\_\_\_\_
2. We draw and paint in the art room. \_\_\_\_\_
3. A school does not have a library. \_\_\_\_\_
4. The school functions take place in the computer room. \_\_\_\_\_
5. We learn to draw and paint on the computer in the computer room. \_\_\_\_\_

20

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

SHOULD DO

25 MIN.



### Fill in the blanks.

Read each sentence aloud to the students. Ask the students to fill in the blank. Encourage them to think or discuss the question with their peers. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

### Tick the things you find in the playground

Ask the students to read the things given. Then, instruct students to tick the things that would be present in the playground. Discuss the answers with the whole class.

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

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

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

## Period 9

### Worksheet 2

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

SHOULD DO

20 MIN.





## Worksheet 2

### A. Fill in the letters to complete the words.

1. The P \_ \_ I \_ \_ C \_ \_ P \_ \_ L is the head of the school.
2. School F \_ \_ N \_ \_ T \_ \_ \_ S take place in the assembly hall.
3. We draw and P \_ \_ \_ \_ \_ in the art room.
4. We play games in the P \_ \_ \_ \_ G \_ \_ \_ \_ D.
5. There are also swings, slides and S E \_ \_ S \_ \_ S.

### B. Fill in the blanks.

1. We learn \_ \_ \_ \_ \_ manners in school.
2. We \_ \_ \_ \_ \_ books in the library.
3. We learn to \_ \_ \_ \_ \_ and paint in the art room.
4. Unwell children \_ \_ \_ \_ \_ in the medical room.
5. We \_ \_ \_ \_ \_ in the playground.

### C. Match the columns.

#### Column A

1. swing
2. musical instruments
3. learning good manners
4. paint
5. school functions

#### Column B

- i. assembly hall
- ii. art room
- iii. playground
- iv. music room
- v. school

21

### Fill in the letters to complete the words

Read each sentence aloud to the students. Ask the students to guess the word and fill in the missing letters. Encourage them to think or discuss the question with their peers. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

### Fill in the blanks.

Read each sentence aloud to the students. Ask the students to fill in the blank. Encourage them to think or discuss the question with their peers. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

### Match the columns

Ask the students to read the words given in column A and column B. Give time for them to work independently to match the words in column A with its answer in column B. Review the answers together.

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

## Book of Holistic Teaching

### English

#### Chapter 4: Houses around Us



#### English

#### Complete the words.

1. Houseboats are houses on b \_ \_ \_ \_ ts.
2. Houseboats fl \_ \_ \_ \_ on water.
3. Neha saw a caravan on the r \_ \_ \_ \_ d.

19

### Choose the correct answer. Fill in the blanks.

Write the sentences on the board. Ask the students to identify the right verb to be used in the blank and write them in their notebooks.

COULD DO

10 MIN.

### Maths



#### Maths

Esther and her friend, Rina live in Sunshine Apartments. It has 80 flats in total. Esther lives in building A. Her building has 34 flats. Ruth lives in building B. How many flats does building B have?

19

Read the problem aloud. Ask the students to discuss and share the steps needed to solve the word problem. Write these steps on the board. Then, ask the students to solve the problem in their notebooks. Finally, review the answers with the entire class.

COULD DO

10 MIN.

## Learning Outcomes

The students will:

Domain	Development Area
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>demonstrate fine motor skills by drawing various areas of the school (e.g., classroom, playground, library).</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>work collaboratively in pairs or small groups to discuss different areas in the school and their purpose, fostering teamwork and mutual respect.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify and describe the different parts of the school (e.g., office, library, playground, classrooms) and their functions.</li> <li>recognize the roles and responsibilities of various people in the school community (e.g., teachers, principal, janitors) and understand how they contribute to the functioning of the school.</li> <li>describe the importance of rules and routines in school life and how they help maintain order and safety.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>use descriptive language (e.g., clean, bright, organized) to talk about the school environment, its different areas and activities.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>appreciate the unique features of their school through activities like school tours or creating models of the school layout.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>demonstrate attentiveness during teacher-led activities, following instructions carefully and completing tasks related to the school theme with enthusiasm.</li> </ul>

### Starry Knights

What is a joyful experience of taking learners on a tour of the school? Did they discover anything new? Mention here.

Fantabulous!!! Give yourself a STAR.



## Lesson-6: Places in a Neighbourhood

Theme 3: We Live with Others

9 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs, Blackboards



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, I Explain

Confirming better

I throw garbage in the dustbin

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

#### To enable the students:

- to learn about important neighbourhood places like the market, post office, hospital, fire station and police station, and their role in daily life.
- to develop an awareness of the need to keep the neighbourhood clean and take small actions to contribute toward cleanliness.
- to understand that all neighbours share common places and resources, fostering a sense of cooperation and responsibility.
- to imbibe values like helping others, respecting community workers and understanding the role of teamwork in maintaining a healthy neighbourhood.
- to learn about the contributions of community helpers (e.g., postman, firefighter, doctor, police officer) and how they make the neighbourhood a better place to live.

### Methodology

#### Period 1

**Note to the Teacher:** Ask the students to prepare a KWL chart in their notebooks.

**Teacher:** Hello, students! Today, we are going to start a new lesson about the places in our neighbourhood. You all live in different houses and visit different places near your home, like shops, parks or even a doctor's clinic. Have you ever wondered why these places are important and how their presence help us?

Our neighbourhood is special because it is where we live, meet people and do so many things every day! In this lesson, we will talk about:

- The different places we can find in a neighbourhood, like the market, park or hospital.
- How these places help us and why we need them.
- The people who work in our neighbourhood and what they do to help us.
- How we can take care of our neighbourhood and keep it clean.

#### Encourage students to share:

- K (What I Know):** Ask the students to share what they already know about schools and then write it in their notebooks.

- W (What I Want to Know):** Encourage curiosity by asking what they would like to know more about and then write it in their notebooks.

K	W	L

**Teacher:** Let us begin by thinking about what we already know about our neighbourhood. Can anyone share some places you have seen near your house? What do you do there and why is it important?

**Students:** (Possible responses)

- We go to the park to play.
- There is a market near my house where we buy fruits and vegetables.
- My family goes to the hospital when someone is sick.
- The police station is where police officers work to keep us safe.
- We go to the post office to send letters.

**Teacher:** Wonderful! I see that you all know a lot about your neighbourhood! Write them in the K column.

**Teacher:** Now think about what we want to know about the places in our neighbourhood. What questions do you have?

**Students:** (Possible responses)

- Why do we go to the post office?
- What happens in the fire station?
- Who keeps the market clean?

COULD DO

10 MIN.



- Why do we have libraries in some neighbourhoods?
- What do doctors do at the hospital?

**Teacher:** Those are some amazing questions! Write them in the **W** column.

**Teacher:** By the end of the lesson, we will fill the **L** column with everything new we discover about our neighbourhood. Are you excited to learn about the places around us?

**Students:** Yes!

## Kinaesthetic

Re-KAP SPD

Kinaesthetic

Play the profession-miming game in class. Each one of you will have to mime a helper's profession and the class will have to guess their name. Make it a timed activity.

30

**Note to the teacher:** Prepare chits with the names of different professions written on them. Place the chits in a box or bowl and keep it ready for the Profession-Miming Game.

**MUST DO**

15 MIN.

**Teacher:** Alright, everyone! We are going to start with a fun activity called Re-KAP. This will help us remember what we already know while having some fun together! Are you ready to play and learn at the same time?

**Students:** Yes.

**Teacher:** Great! We are going to play a fun game called the Profession-Miming Game. Have you ever acted something out without using words? That is called miming! In this game, each of you will take turns acting like a community helper and the rest of the class will guess who you are pretending to be.

Here are the rules for the game:

1. I will call one student to come up to the front of the class.
2. You will pick a profession card from this bowl. Do not show it to anyone!
3. You will act like the helper written on the card. No talking or making sounds—you can only use actions.
4. The rest of the class will have 30 seconds to guess the helper.
5. Whoever guesses correctly gets to clap for themselves and the next student will get a turn.

**Teacher:** Are you ready to start? I will go first! Watch me closely and guess who I am.

(Mime a profession, like a doctor: pretend to check someone's heartbeat with a stethoscope, or write a prescription.)

**Teacher:** Okay, can you guess who am I?

**Students:** Doctor!

**Teacher:** That is correct! I was pretending like a doctor. Now, it is your turn!

**Teacher:** Great job, everyone! You were amazing at guessing the professions. Let us all clap for ourselves for playing such a fun game!

## Auditory

Auditory\*

Listen to your teacher carefully. Answer the questions.

30

**Teacher:** Next, we are going to do a listening activity. This time, I will read some riddles and you will think carefully to guess the answer. Are you ready?

**MUST DO**

5 MIN.

**Students:** Yes.

Read out the following riddles.

1. I make people better when they are sick, With my tools, I work really quick. Who am I?
  2. I wear a uniform and help the town, I keep things and people safe all around. Who am I?
- (Give enough time after each riddle for students to think and share their answers)

**Teacher:** Great job!

## Pictorial

Pictorial PS

Look at the pictures. Number the boxes correctly.

1. Who helps us when we are sick?  
2. Who helps keep us safe?  
3. Who helps us learn new things at school?

30

**Teacher:** Next, let us do the pictorial activity. Look at the pictures given.

Who are they?

**MUST DO**

10 MIN.

**Students:** Police, Teacher, Doctor.

**Teacher:** Correct! Now, read the questions given below and number the pictures correctly. Take your time to work on the activity. Once everyone is done, We will discuss the answers together.

(Pause to give students time to complete the task.)

**Teacher:** Alright, let us discuss the answers. Who helps us when we are sick?

**Students:** The Doctor!

**Teacher:** Great! So, what number should be written in the box?

**Students:** 1

**Teacher:** Good job! Next, who keeps us safe?

**Students:** The Police!

**Teacher:** Excellent! So, what number should be written in the box?

**Students:** 2

**Teacher:** Perfect! Finally, who helps us learn new things at school?

**Students:** The Teacher!

**Teacher:** Well done! So, what number should be written in the box?

**Students:** 3

**Teacher:** Good work everyone!

### Differentiated Activity

**110 km/hr**



Solve riddles about places and people in the neighbourhood.

1. I help put out fires. Who am I? (Firefighter)
2. People buy fruits and vegetables here. What am I? (Market)
3. I deliver letters and parcels to your home. Who am I? (Postman)
4. Children come here to play on swings and slides. What am I? (Park)

**80 km/hr**



Circle the odd one out with red colour.

1. Hospital, Fire Station, Playground, Refrigerator
2. Post Office, School, Market, Ball
3. Doctor, Teacher, Firefighter, Car

**40 km/hr**



Write names of any three community helpers in your notebook.

### Home Task

Take a walk with your parents in your neighbourhood. Make a list of the places you see, such as shops, hospitals, schools, etc. Write the names of the places you saw in your notebook.

### Period 2

**Teacher:** Hello, everyone! I hope you had fun observing the different places around your neighbourhood. What all did you see?

(Encourage the students to share and talk about the different places they saw.)

**COULD DO**

5 MIN.



### Interacting Better

**Interacting Better**

Discuss with your partner. Colour the correct boxes.

1. Grandma is not feeling well. She will go to a ☐ doctor. ☐ tailor.

2. Neha wants to get a new frock stitched. She and her father will go to a ☐ farmer. ☐ tailor.

31

**Teacher:** Now, discuss with your partner the given questions and colour the correct boxes. We will discuss it once you finish.

(Pause to give time for students to work on the questions.)

**SHOULD DO**

10 MIN.



**Teacher:** Let discuss the answers. Look at the first one: Where do you think Grandma should go when she is not feeling well?

**Students:** To the doctor.

**Teacher:** Great! Now, look at the next one: Where do you think Neha should go to stitch her new frock?

**Students:** To the tailor!

**Teacher:** Well done, everyone!

Can you name some places in your neighbourhood?

A park, where we all play together.

Teacher, is market also a part of the neighbourhood?

Yes, Varun. What other places can you think of?

My neighbour's house is also in my neighbourhood.

Teacher, a school, where we study and learn.

Teacher, please tell us about some more places in a neighbourhood.

Let us read more about a neighbourhood.

A neighbourhood is a place where people live, work and play. It is like a big family where everyone knows each other. Our neighbourhood includes our home, our friend's homes, our school, parks, shops and lots of other places.

31

**Teacher:** Moving on, let us read the story to find out what Sam, Jas, Maria and their friends have to share about the places in their neighbourhood.

(Encourage the students to read the dialogues with you and talk about the story.)

**Teacher:** Did you notice what Lina said? Even the people who live around you are a part of the neighbourhood. It could be your friends and their family.

**Teacher:** A neighbourhood is a place where people live, work and play. It is like a big family where everyone knows each other. Our neighbourhood includes our home, our friend's homes, our school, parks, shops and lots of other places.

**Teacher:** Now, let us watch a video to learn more about neighbourhood.

Play the **Animation** and encourage students to watch the video carefully and share their learning in simple sentences afterward.

**MUST DO**

25 MIN.



### Differentiated Activity

**110 km/hr**



Use the words doctor, policeman and teacher to create a simple sentence of your own.

**80 km/hr**



Draw pictures of places in your neighbourhood (e.g., hospital, park, school).



40 km/hr



Read the given sentences with the help of your teacher. Fill in the blanks using the words: Teacher, Doctor, Policeman.

1. A \_\_\_\_\_ helps when you are sick.
2. A \_\_\_\_\_ helps keep us safe
3. A \_\_\_\_\_ teaches us in school.

### Home Task

Draw your favourite place in your neighbourhood on a sheet of paper. Write five sentences about it.

### Period 3

**Teacher:** Hello, everyone! Have you all drawn your favourite neighbourhood place?

Who would like to share about their favourite place in the neighbourhood?

(Invite a few students to share their work and talk about what they have written about their favourite neighbourhood place.)

#### PLACES IN A NEIGHBOURHOOD

##### Market

A market is a place where we buy and sell things we need or want, such as fruits, vegetables, toys and clothes. It is a busy place with lots of stalls or shops where we can find all sorts of interesting things. Shopkeepers sell things in a shop.



market

31

**Teacher:** Okay, now that we know what a neighbourhood is, can you tell me what a neighbourhood means?

**Students:** It is the place around us!

**Teacher:** Great! A neighbourhood is the place around us. Today, we are going to learn about some of the neighbourhood places we have around us. You might already know some of the places. As we learn, you can also share what you know about them. Shall we begin?

**Students:** Yes.

**Teacher:** Let us talk about a place where we buy things we need or want, like fruits, vegetables or toys. What is it?

**Students:** Maybe a shop/market?

**Teacher:** That is right! A market is a place where we buy and sell things we need or want. Can you tell me some things we can buy in a market?

(Allow students to respond with examples like fruits, clothes, toys, etc.)

**Teacher:** Excellent! In a market, you will find lots of shops or stalls. It is usually a busy place with many people walking around, choosing and buying things. Do you know who sells the items in the market?

**Students:** Shopkeeper!

**Teacher:** Yes! Shopkeepers are the ones who sell things in their shops. They help us find what we need. Have you ever been to a market? What did you see or buy there?

(Encourage students to share their experiences.)

**Teacher:** Wonderful! So, let us remember:

- A market is a place where we buy and sell things.
- We can find fruits, vegetables, toys, clothes and many other things there.
- Shopkeepers sell the items to us.

#### Post Office

A post office is a place from where we can send and receive letters and packages. The post office also sells stamps. It also provides services, such as money order. Postmen and postwomen bring us letters and parcels.



post office

32

**Teacher:** Next, let us learn about another important place in our neighbourhood. Can you guess where we go to send letters or packages?

(Allow students to guess. If they don't answer, give a clue.)

**Teacher:** Here is a clue: It is a place where postmen and postwomen work. What is it?

**Students:** Post Office!

**Teacher:** That is right! A post office is a place where we can send and receive letters and packages. Have you ever seen a letter or a parcel?

(Encourage students to share if they have seen or received letters or packages.)

**Teacher:** Did you know that the post office also sells something called stamps? We stick stamps on letters and parcels before sending them. These stamps show that we have paid for the service.

(Show a picture or drawing of a stamp if possible.)

**Teacher:** Apart from sending letters and packages, the post office also helps us in other ways. For example, they provide services like money orders, which allow people to send money safely.

**Teacher:** And who brings the letters and parcels to our homes?

**Students:** The postman!

**Teacher:** That is correct! Postmen and postwomen are very important. They work hard to deliver letters and parcels to our homes. Have you seen a postman or postwoman in your neighbourhood?

(Encourage students to share if they have seen one or received something from them.)

**Teacher:** So, let us remember:

- A post office is a place where we can send and receive letters and packages.
- The post office also sells stamps and provides services like money orders.
- Postmen and postwomen bring letters and parcels to our homes.

#### MUST DO

15 MIN.

#### Poster

**Note to the teacher:** Point to the poster and encourage students to look at the pictures of different neighbourhood


places and name them. Encourage them to share a few points about each place.



**Teacher:** Look at this poster, everyone! It shows pictures of different places in our neighbourhood. Can you name some of the places you see?

(Pause and let students respond.)

**Teacher:** Great! Now, let us talk about these places. If you know something about any of them, raise your hand and share a few points with the class.

 **Dictionary** can be used to introduce words related to neighbourhood places.

**SHOULD DO**

15 MIN.

### Differentiated Activity

110 km/hr



Write three sentences about the market.

80 km/hr



List a few items you would buy if you went to the market.

40 km/hr



Draw the things you would buy if you went to the market. With the help of the teacher, name them.


### Home Task

Practice reading the words: neighbourhood, place, people, live, work and play. Write a sentence for each word in your notebook.

## Period 4


**Teacher:** Hello everyone! Let us do a quick recap of the neighbourhood places we learnt about in the previous class.

(Ask a few questions to help the students recollect what they learnt in the last session.)


 Open the **eBook** from the digital platform to teach the lesson.

**COULD DO**


5 MIN.



**Hospital**  
A hospital is a place where we go to get better when we are sick or hurt. Doctors, nurses and other helpers work there to take care of us and make us feel better. We buy medicines from chemist shops.



**Fire Station**  
A fire station has firefighters and fire engines. Fire engines are big trucks, which have equipment and hoses to help put out fires and keep people safe. Firefighters work there so they can quickly help people when there's an emergency.



**Police Station**  
A police station is a place where police officers work. They help keep people safe, solve problems and make sure everyone follows the city's rules.

**Teacher:** Moving on, let us learn about some more places in our neighbourhood and how their existence helps us.

**Teacher:** Now, we are going to learn about a very important place where people go when they are not feeling well. Can anyone guess where that is?

(Allow students to guess. If they do not answer, give a clue.)

**Students:** Hospital.

**Teacher:** That is right! A hospital is a place where we go to get better when we are sick or hurt. Have you been to a hospital before?

(Allow students to share their experiences.)

**Teacher:** In a hospital, doctors, nurses and other helpers work to take care of us. They help us feel better and make sure we get the treatment we need. Can you name some of the people who work in a hospital?

**Students:** Doctors, Nurses, Helpers

**Teacher:** Yes, exactly! Doctors take care of us when we are sick or hurt. Nurses also take care of us and make sure we are comfortable.

**Sometimes**, when we are at the hospital, we may need to get medicine to help us feel better. We buy medicines from chemist shops/pharmacy. Have you ever seen a chemist shop/pharmacy?

(Allow students to respond.)

**Teacher:** Great! so, let us remember:

- A hospital is a place where we go to get better when we are sick or hurt.
- Doctors, nurses and other helpers work in a hospital to take care of us.

**Teacher:** The next one is one of the most another important place in our neighbourhood. Can anyone guess where we go when there is a fire emergency?

(Allow students to guess. If no one answers, give a clue.)

**Teacher:** Here is a clue: It is a place where firefighters work, and it has big trucks to help put out fires. What is it?

**Students:** Fire Station!

**Teacher:** That is right! A fire station is a place where firefighters work. Firefighters are very important because they help keep us safe when there is a fire.

**Teacher:** Can anyone tell me what kind of vehicles we see at a fire station?

**Students:** Fire engines.

**Teacher:** Exactly! A fire engine is a big truck that has special equipment and hoses to help put out fires. The fire engine is ready to go whenever there is an emergency. Have you ever seen a fire engine?

(Allow students to share their experiences.)

**Teacher:** The firefighters at the fire station work hard to make sure they can quickly help people when there is a fire. They train and prepare so they can save lives and stop fires from spreading.

**Teacher:** So, let us remember:

- A fire station is a place where firefighters work.
- Fire engines are big trucks with equipment and hoses that help put out fires.
- Firefighters are ready to quickly help people in case of an emergency.

**Teacher:** Now, let us draw a fire station! Think about what a fire station looks like, and do not forget to include a fire engine and firefighters.

(Let students draw and share their work afterward.)

**Teacher:** Now that we have learnt about fire stations, let us move on to another important place in our neighbourhood. Can anyone guess where we go when we need help from the police?

(Allow students to guess. If they do not answer, give a clue.)

**Teacher:** Here is a clue: It is a place where police officers work to keep everyone safe. What is it?

**Students:** Police Station.

**Teacher:** That is right! A police station is a place where police officers work. Police officers are very important because they help keep people safe and solve problems in our community.

**Teacher:** What do you think police officers do to help people?

(Allow students to share ideas.)

**Teacher:** Excellent answers! Police officers make sure that everyone follows the rules and stays safe. They help solve problems, such as when someone is lost or when there is an accident.

**Teacher:** Have you ever seen a police officer in your neighbourhood? What did they do?

(Allow students to share their experiences.)

**Teacher:** So, let us remember:

- A police station is a place where police officers work.
- Police officers help keep people safe and solve problems.
- They make sure everyone follows the rules in our city.

**Teacher:** Great job, everyone! You have learnt so much today about important places in our neighbourhood, like hospitals, fire stations and police stations.

In our next class, we will learn about another important place: the bank. We will also do a quick recap of everything we have learnt so far. So, make sure to think about what we talked about today.

### Differentiated Activity

110 km/hr



Write three simple sentences explaining what police officers do to keep people safe.

80 km/hr



Write one sentence about why it is important for police officers to make sure everyone follows the rules.

40 km/hr



Draw a police station and label the police officers, cars and any other things you see.

### Home Task

Create a scrapbook about your neighbourhood. Collect pictures of different places such as the market, police station, fire station, hospital and any other places you know in your neighbourhood. You can cut out pictures from magazines or print them with the help of an adult. For each place, write a sentence or two about what happens there and why it is important. You can also draw your favourite place in the scrapbook.

**Note to the teacher:** Give enough time for students to work on the scrapbook home task. Once they complete it, they can bring the scrapbook to class for display and present it to their peers.

### Period 5

**Teacher:** Before we start, let us warm up our brains! Everyone, stand up! Let us stretch our arms up high and then touch our toes. Ready? Stretch up, up, up, and now reach down to touch your toes!

**Teacher:** Great job! Now let us do a quick-thinking exercise.

MUST DO

15 MIN.

MUST DO

10 MIN.

COULD DO

10 MIN.



**Teacher:** I am going to say some words, and I want you to raise your hand if you know what they mean:

- Money
- Save
- Buy

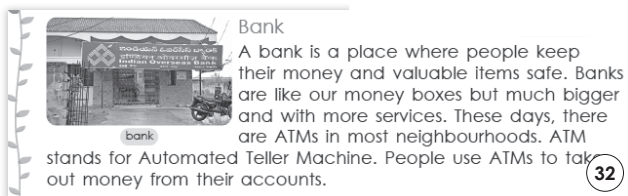
**COULD DO**

5 MIN.

☐

(Allow students to raise their hands and share their answers.)

**Teacher:** Great! Now that our brains are warmed up, let us get started with the class.



**Teacher:** Today, we are going to learn about a very important place where people keep their money safe!

**Teacher:** Imagine your parents give you some pocket money. Where do you put it?

**MUST DO**

15 MIN.

☐

**Students:** In the piggy bank!

**Teacher:** Why do you do that?

**Students:** To keep it safe, to collect more of it.

**Teacher:** That is right! A bank is a place where people keep their money and valuable items safe. You might have seen people going to the bank to keep their money. However, banks do a lot more than just hold money. It is like a big money box, but much bigger and with many more services.

**Teacher:** Have you ever heard of an ATM?

(Allow student to share their ideas)

**Teacher:** ATM stands for Automated Teller Machine. An ATM is a special machine that you can use to take money out of your bank account without going to the bank. Can you say the word with me? Say, Automated – Teller – Machine!

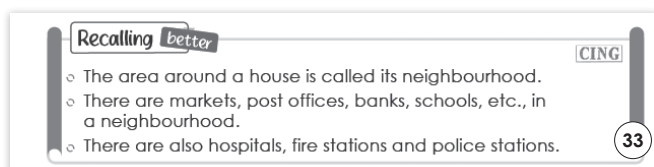
**Teacher:** Nowadays, ATMs are in many neighbourhoods and people can use them any time they need money.

**Teacher:** So, let us remember:

- A bank is a place where people keep their money and valuable things safe.
- ATMs are machines where people can take out money from their bank accounts.
- Banks offer many services, like saving money and helping people with their financial needs.



Open the **infographic** to show students the various places in our neighbourhood.



**Teacher:** Now that we have learnt about neighbourhood places like the market, post office, bank, school,

**SHOULD DO**

10 MIN.

☐

hospital, fire station and police station, let us check how much we remember. I am going to ask you some questions and I want you to think carefully before answering. Ready?

**Teacher:** Form teams of three to play this recap game. Here are the instructions:

- I will ask a question. Discuss with your team and share your answers with the class.
  - If you need help, refer to your lesson pages.
  - When you answer, try to speak in full sentences.
- (Use the CRM signs to get students' attention before starting the activity)

### Questions to ask the students

- What do we call the area around our house?
- Can you name three places we might find in a neighbourhood?
- Where do we go if we want to keep our money and valuable things safe?
- If someone is sick, where do we take them to get better?
- Who do we call if there is a fire in our neighbourhood?
- If someone is not following the rules in our neighbourhood, who do we ask for help?

**Teacher:** Wonderful job, everyone! You remembered so much about the places in our neighbourhood. Let us start with the practice exercises.

### Learning Better

**Learning better**

CBA

**A. Tick (✓) the correct answer.**

- Who deliver parcels to our homes?
 

a. shopkeepers ☐

b. postmen/postwomen ☐

c. doctors ☐
- Who help keep our neighbourhood safe?
 

a. doctors ☐

b. police officers ☐

c. shopkeepers ☐
- An ATM is an automated machine to take out \_\_\_\_\_.
 

a. money ☐

b. vegetables ☐

c. money orders ☐

33

### Tick (✓) the correct answer

**Teacher:** Now, let us see how much you remember about neighbourhood places! Turn to page 33 in your book. We will do the exercise A.

**Teacher:** I want you to work with your partner to read the questions carefully and choose the correct answers. Take your time and once you are done, we will discuss the answers together as a class. You have five minutes to complete this task.

(Give students time to work in pairs while walking around to observe and assist as needed.)

**SHOULD DO**

10 MIN.

☐

**Teacher:** All right, time is up! Let us come back together and discuss the answers.

(Read each question aloud and ask the students to raise their hands to share what they chose. Acknowledge correct answers and provide clarification if needed for any confusion.)

## Differentiated Activity

110 km/hr



Work in pairs to find the five vocabulary words hidden in the puzzle. Circle each word once you find it.

H	W	N	A	B	D
O	D	E	O	R	M
S	R	I	P	T	A
P	A	G	J	Y	B
I	Z	H	Y	J	K
T	V	B	A	N	K
A	B	O	R	O	K
L	I	U	Y	K	B
M	A	R	K	E	T
L	T	H	H	L	T
M	M	O	J	M	Y
Q	O	O	N	B	I
F	S	D	M	Q	Z

80 km/hr



Match the words with their meanings.

Neighbourhood	place to buy things
ATM	the area around your house
Market	machine to take out money

40 km/hr



Pick your favourite word from the list (bank, hospital, market, post office) and write it neatly in your notebook.

## Home Task

Practice reading the lesson with the help of your parents.

## Period 6

**Teacher:** Hello everyone! Before we start, let us play a quick game called 'Neighbourhood Sounds!' I am going to make the sound of a place in the neighbourhood and you have to guess where it is from. Ready?

**Students:** Yes

**Teacher:** Okay, here is the first one: Woo-woo! Woo-woo! (Make siren sound.)

**Teacher:** Which place is this sound from? Raise your hand if you know!

(Wait for responses. When a student guesses 'Fire Station,' confirm and praise them.)

**Teacher:** Great job! It is the Fire Station! Fire trucks make that sound when they rush to an emergency.

**Teacher:** Let us try another one! Ding ding! Ding ding! (Make ringing bell sound.)

COULD DO

5 MIN.



**Teacher:** Who can guess where this sound comes from? I will give you a clue: You hear it when a package is delivered.

(Wait for responses. When a student guesses 'Postman,' confirm and praise them.)

**Teacher:** Okay, let us continue with the book exercises.

### B. Look at the pictures. Match the columns.

- |  |   |   |                      |
|--|---|---|----------------------|
| 1. I sell things of daily use. I am    | • | • | a. a postman.        |
| 2. I collect and deliver letters. I am | • | • | b. a doctor.         |
| 3. I treat you when you are sick. I am | • | • | c. a police officer. |
| 4. I keep you safe. I am               | • | • | d. a shopkeeper.     |

33

**Teacher:** We will do the exercise B.

**Teacher:** You will see two columns here. In column one, we have some sentences about people who work in our neighbourhood. In column two, we have their job titles. Your task is to match each sentence with the correct person who does that job.

SHOULD DO

10 MIN.



**Teacher:** For example, if I say, 'I treat you when you are sick,' who do you think does that?

**Students:** A doctor.

**Teacher:** Yes, a doctor! So, we would match that sentence with 'a doctor' from column two.

**Teacher:** I want you to think carefully and work quietly. Once you are done, we will discuss the answers together. You have five minutes to complete the exercise. Ready? Go!

(Allow students time to complete the task. Walk around to support students who need help.)

**Teacher:** All right, time is up! Let us discuss the answers. (Read each question aloud and ask the students to raise their hands to share the answers. Acknowledge correct answers and provide clarification if needed for any confusion.)

### C. Write short answers in your notebook.

- What is a market?
- Where do we go to buy stamps?

33

- Where in the neighbourhood will Ratan report the loss of his grandmother's purse?

34

**Teacher:** Next, let us work on some questions from the lesson. Be ready with your notebooks.

**Teacher:** Let us start with the first question: 'What is a market?' Think about what we discussed earlier.

(Allow students to discuss and share their answers. Then guide them to write in their notebooks.)


**Teacher:** Great! Now, let us move to the second question: 'Where do we go to buy stamps?' We talked about a place where we send and receive letters and parcels. Where do you go for stamps?



(Allow students to discuss and share their answers. Then guide them to write in their notebooks.)

**Teacher:** Think about where Ratan might go if he has lost his grandmother's purse.

(Allow students to discuss and share their answers. Then guide them to write in their notebooks.)

 Open the **Animated Activity** and ask the students to think about the questions. Encourage them to share their answers.


**SHOULD DO**

25 MIN.




## Differentiated Activity


**110 km/hr**

 Imagine you are a superhero in your neighbourhood. What would you do to help people at places like the market, hospital or fire station? How do you keep everyone safe and happy? Share your thoughts with the class.

**80 km/hr**


 Think about a place in your neighbourhood, like the market or the hospital. What do you see and hear there? Share with your class about what you like to do when you visit that place.

**40 km/hr**

 Talk about your favourite place in your neighbourhood. Who do you go with? Draw a picture of the place if you like!

## Home Task


### Creating better

 **Creating better**

**Make a fire truck using paper.**

1. Draw the shapes, as shown, on a sheet of paper.
2. Colour them, as shown.
3. Ask an adult to cut these shapes.
4. Paste it in your art file.

Your fire truck is ready!



Art1 | 2Lr CS

34

Make a fire truck using paper.

## Period 7

**Teacher:** Hello, everyone! Did you enjoy making your fire trucks? Who would like to share?


(Encourage students to talk about their work. Collect the work and display it in the class.)

**COULD DO**

10 MIN.



## Thinking better

 **Thinking better**

**Think and answer in your notebook.**

Firefighters work in fire stations. Doctors work in hospitals. They have or thing in common. What is that?

2Lr CS | HOTS

34

**Teacher:** Today, we are going to continue with the practice exercise. Let us think for a moment. We know

that firefighters work in fire stations and doctors work in hospitals. Now, they both have something in common, but what could it be?

Take a minute and think about what these two people do. Are there any things that they both do to help others?

**MUST DO**

15 MIN.




Write your answer in your notebook and remember, it is okay to take your time. You can even draw a picture if that helps you explain your thinking.

(Give time for students to work on the task)

**Teacher:** Okay, time is up! Let us come together and share our answers. Who can tell me what firefighters and doctors have in common?

(Allow students to take turns and share what they have written)

## Choosing better

 **Choosing better**

**A new family moves into your neighbourhood, what will you do to welcome them?**

1. stay away from them.
2. with an adult, introduce yourself and say hello.

LSV

34

**Teacher:** Alright, class! Now, let us think about a situation. A new family has moved into your neighbourhood. What would you do to welcome them?

**MUST DO**

15 MIN.




**Teacher:** Take a moment to think about what you would do in this situation. Which one do you think is the better choice? Think and explain why you think so.

(Pause to give time for students to think)


**Teacher:** Now let us discuss the answers. Who would like to share what they would do to welcome the new family? (Allow students to share their responses, and discuss why it is important to be kind and friendly to new neighbours.)

## Differentiated Activity


**110 km/hr**

 Write three simple sentences about what you learnt in the lesson.

**80 km/hr**

 In your notebook, write down all the new words you learnt in this lesson.

**40 km/hr**

 Practice reading the content given in the book with the help of your friends or teacher.

## Home Task

You learnt about people who do different kinds of work. Different people play different roles in our neighbourhood. What role you want to play? Write in your Little Book.

## Period 8

### L (What I Learnt)

**Teacher:** Remember, at the start of the lesson, we talked about what we knew and what we wanted to know. Now, we will fill in the 'L' part.

**Teacher:** I want you to sit with your partner and discuss what you have learnt about our neighbourhood. After a few minutes, we will hear from each pair and write your ideas in your notebook.

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

#### Students: (Possible responses)

- A neighbourhood is the area around our house where we live.
- Neighbourhoods have important places like schools, markets and parks.
- We can find hospitals, police stations and fire stations in a neighbourhood to keep us safe.
- In our neighbourhood, we have shops where we can buy things like food and clothes.
- Neighbours are the people who live near us.
- There are places to play in the neighbourhood, like playgrounds or parks.

**Teacher:** Great answers! Write these in the 'L' column.

**Teacher:** So, we learnt that a neighbourhood is an area around our house where we live and where we can find many important places. These places help us with our everyday needs, like shopping, staying safe and getting help in case of an emergency. We also learnt that a neighbourhood is made up of the people who live around us and that we all help each other to make it a great place to live!

COULD DO

10 MIN.



#### Worksheet 1

Theme 3: We Live with Others

6. Places in a Neighbourhood

Worksheet 1

A. Fill in the blanks. Choose the correct options.

- The area around a house is a \_\_\_\_\_ (neighbourhood/school).
- We buy things of daily use from different \_\_\_\_\_ (shops/schools).
- When we are sick or hurt, we go to a \_\_\_\_\_ or a hospital (clinic/park).
- A \_\_\_\_\_ has fire engines and firefighters (fire station/post office).
- We use an ATM to take out \_\_\_\_\_ (jewellery/money).

B. Match the columns.

Column A	Column B
1. shopkeeper	i. hospital
2. postwoman	ii. shop
3. nurse	iii. post office
4. firefighter	iv. police station
5. police officer	v. fire station

C. Which of the following items can we buy from a post office? Colour your answers with a yellow crayon.

1. eggs	2. bread
3. stamps	4. medicines
5. postcards	

22

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

#### Fill in the blanks. Choose the correct options.

Start by explaining to the students that they will complete an exercise where they need to fill in the blanks with the correct words. Explain that the words in the brackets are options to choose from and they need to pick the correct one to complete each sentence.

After giving them some time and ask them to share their answers. Write the correct answers on the board as you go. Encourage students to write the answers neatly in their notebooks after the class discussion.

#### Match the columns

Ask the students to read the words given in column A and column B. Give time for them to work independently to match the words in column A with its answer in column B. Review the answers together.

#### Which of the following items can we buy from a post office? Colour your answers with a yellow crayon.

Read the list of items aloud: eggs, bread, stamps, medicines and postcards. Then, ask the students, 'Which items can you buy from a post office?' Let them raise their hands to answer. After this, tell them to colour 'stamps' and 'postcards' with a yellow crayon. Allow them some time to complete this task. Once done, review the answers together by saying, 'Stamps' and 'Postcards' are the correct items. You can also briefly discuss the use of these items with the students.

SHOULD DO

20 MIN.



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

## Period 9

#### Worksheet 2

Worksheet 2

A. Where do we go to buy fruits and vegetables? Tick (✓) the correct answer.

1. bank	<input type="checkbox"/>	2. market	<input type="checkbox"/>
3. hospital	<input type="checkbox"/>	4. post office	<input type="checkbox"/>
5. police station	<input type="checkbox"/>		

B. Fill in the blanks. Use the words from the box.

shops	letters	doctors	police	valuables
-------	---------	---------	--------	-----------

- market \_\_\_\_\_
- post office \_\_\_\_\_
- hospital \_\_\_\_\_
- police station \_\_\_\_\_
- bank \_\_\_\_\_

C. Write T for true or F for false.

- Policemen sell things in a shop. \_\_\_\_\_
- We send and receive letters through a post office. \_\_\_\_\_
- We buy money orders from a post office. \_\_\_\_\_
- A hospital has many headmistresses. \_\_\_\_\_
- A police station has many shopkeepers. \_\_\_\_\_

23

Ask the students to open their EVS workbook to page 23. Guide them to complete the exercises in worksheet 2.

**Where do we go to buy fruits and vegetables? Tick the correct answer.**

Ask the students to read the list of places aloud. Give them time to think and mark the place where they would buy fruits and vegetables. Once they have completed it, discuss the correct answer, which is 'market,' with the class. Encourage students to share why they think that's the right place.


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

**Ask** the students to read the words provided in the help box. Instruct them to choose the words that and fill in the blanks. Afterwards, discuss the answers with the class to ensure understanding.

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

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

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

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

**SHOULD DO**

20 MIN.

☐

## Book of Holistic Teaching

### English

#### Chapter 6: Places in a Neighbourhood



English

FLN HoLL MDA

Circle the -ing doing words in the given sentences.

1. Jas is praying in a gurdwara.
2. I am driving my bicycle to the temple.
3. I am smiling at my mother, while visiting a church.

20

**Circle the -ing doing words in the given sentences.**

Write the sentences on the board. Ask the students to identify the words that end with -ing and write them in their notebooks.

**COULD DO**

10 MIN.

☐

### Maths



Maths

Jas and his grandfather go to the market. They buy 50 items at the shop counter. Of the 50 items, 40 are stationery objects. The remaining items are pencils. How many envelopes do they buy?

20

Read the problem aloud. Ask the students to discuss and share the steps needed to solve the word problem. Write these steps on the board. Then, ask them to solve the problem in their notebooks. Finally, review the answers with the entire class.

**COULD DO**

10 MIN.

☐

## Learning Outcomes

The students will:

Domain	Development Area
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>demonstrate fine motor skills by drawing different places in the neighbourhood (e.g., park, market, post office, hospital).</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>develop empathy and understanding of how people in neighbourhood roles (e.g., shopkeepers, doctors, police officers) contribute to the community's well-being.</li> <li>work collaboratively in pairs or small groups to discuss the purpose of different places in the neighbourhood, promoting teamwork and mutual respect.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify and describe the various places in the neighbourhood (e.g., bank, school, fire station) and their functions.</li> <li>recognize the roles and responsibilities of people working in these places (e.g., doctors, postmen, firefighters) and how they help the community.</li> <li>describe the importance of neighbourhood places and how they cater to the needs of residents, ensuring safety, health and convenience.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>use descriptive language (e.g., busy, helpful, clean, noisy) to talk about neighbourhood places and their activities.</li> <li>develop vocabulary related to the neighbourhood (e.g., market, clinic, ATM, police station) through structured activities like matching, fill-in-the-blanks or word puzzles.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>participate in creative activities like designing a simple map of their neighbourhood or creating artwork depicting places they visit.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>demonstrate attentiveness during discussions and activities about neighbourhood places, following instructions carefully and completing tasks enthusiastically.</li> <li>show curiosity by asking questions about how different places function and their importance in daily life.</li> </ul>

### Starry Knights

Was it an easy lesson to teach or you came across any difficulties? Mention here.

Wonderful!!! Give yourself a STAR!



## Lesson-7: Community Places

Theme 3: We Live With Others

9 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs, Blackboards



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, I Explain

Confirming better

I feel good after praying

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

#### To enable the students:

- to understand the concept of different religions practiced by people in their surroundings.
- to identify and name places of worship such as gurudwara, temple, mosque and church.
- to recognize the significance of religious books and their importance to different faiths.
- to develop values of inclusiveness, love and respect for people from all religions.
- to foster a sense of curiosity and appreciation for cultural and religious diversity in their community.

### Methodology

#### Period 1

**Note to the Teacher:** Ask the students to prepare a KWL chart in their notebooks.

**Teacher:** Hello, students! Today, we are going to start a new lesson about the Places in the Community. These places are called religious places and they are very important in our community.

You would have seen a temple, a mosque, a church or a gurudwara near your home or while travelling. Have you ever wondered why 'people go to these places?'

(Pause for students to share their thoughts)

**Teacher:** Our community is special because it has people who follow different religions and each religion has its own special place to worship. In this lesson, we will talk about:

- The different religious places in our community, such as the temple, mosque, church and gurudwara.
- What happens in these places and why they are important to the people who visit them.
- The values of love, respect and togetherness that religious places teach us.
- How we can show respect for all religious places and the people who visit them.

#### Encourage students to share:

- **K (What I Know):** Ask the students to share what they already know about schools and then write it in their notebooks.

- **W (What I Want to Know):** Encourage curiosity by asking what they would like to know more about and then write it in their notebooks.

K	W	L

**Teacher:** Let us start with the first column of the chart—What I Know (K). Can anyone share some religious places they know about? Have you visited one and what happens there?

(Pause for students to share their ideas)

**Teacher:** That is wonderful! I can see that you already know a lot about religious places. Write these in the K column.

Now let us think about the second column—What I Want to Know (W). Are there any questions you have about religious places? Is there a place you have heard of but don't know much about?

(Pause for students to share their questions)

**Teacher:** Those are very thoughtful questions! Write them in the W column.

As we continue our lesson, we will answer these questions and learn many new things about religious places. At the end of the lesson, we will fill in the L (What I Learnt) column with all the new information we have gathered.

Are you ready to learn about the special places in our community?

**Students:** Yes!

COULD DO

10 MIN.



## Kinaesthetic

Re-KAP

SPD

Kinaesthetic

Take turns to air-write the names of different festivals. Your partner will guess and spell the name.

35

**Teacher:** Alright, everyone! We are going to start with a fun activity called Re-KAP. This will help us remember what we already know while having some fun together! Are you ready to play and learn at the same time?

**MUST DO**

15 MIN.

**Students:** Yes!

**Teacher:** First, we are going to play a fun game. In this game, you and your partner will take turns 'writing' the name of a festival in the air with your finger, and your partner will guess and spell the name. Sounds fun, right?

**Teacher:** Great! Let me explain how this works:

1. First, I will divide you into pairs. Everyone will have a partner to play with.
2. One person in the pair will think of the name of a festival, like Diwali, Eid or Christmas. And that person will 'write' the name of the festival in the air using their finger, letter by letter.
3. The other person will watch carefully, guess the festival, and say the spelling out loud.

**Teacher:** Let me show you how it is done.

(Demonstrate by air-writing a festival name like 'Diwali' in big, clear letters. Ask a student to guess and spell it aloud.)

**Teacher:** Remember, we are all going to use soft voices and take turns. This is about having fun and helping each other!

Remember,

- Use big, clear movements while air-writing so your partner can see the letters.
- If you are the one guessing, wait until your partner finishes writing before you guess.
- If you are not sure, ask your partner to write the word again.

**Teacher:** Let us begin! I will give you 10 minutes to play this game with your partner. After that, we will come back together and each pair will share one festival they wrote and guessed.

(Walk around the class to observe while students do the activity. Support them if required)

**Teacher:** Wonderful job, everyone! Now, let us hear from each pair. Tell us one festival you guessed.

(Invite students to share their experience)

**Teacher:** Fantastic work, everyone! You not only learnt about festivals but also practiced spelling and worked as a team. Let us move to the next activity. Can you tell me what is it?

**Students:** Auditory!

**Teacher:** Yes!

## Auditory

Auditory\*

Listen to your teacher carefully. Answer the questions.

35

**Teacher:** Now, I will say a sentence about festivals. If you think the sentence is true, show me a thumbs up. If you think the sentence is false, show me a thumbs down.

**MUST DO**

10 MIN.

Let us practice! If I say, "The sky is blue," what will you do?

**Students:** (Show thumbs up)

**Teacher:** That is right! Now, if I say, "Fish can fly," what will you do?

**Students:** (Show thumbs down)

**Teacher:** Excellent! You have got it! Let us start the game now. Listen carefully to each sentence.

1. Diwali is a national festival.
2. Christmas is celebrated on 25th December.

(Pause after reading each sentence to give time for students to show their responses through actions)

**COULD DO**

5 MIN.

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

## Differentiated Activity

**110 km/hr**



How does prayer make you feel? Write three simple sentences about it.

**80 km/hr**



Draw and write two sentences to describe how you feel when you pray.

**40 km/hr**



Share with the Class how you feel when you pray.

## Home Task

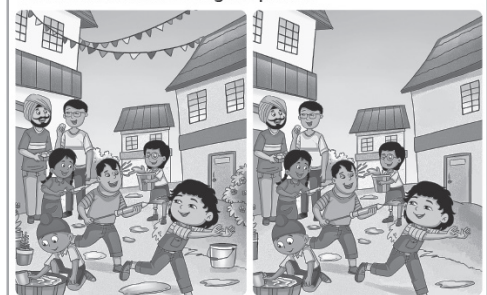
Draw a picture of the place of worship you go to in your notebook.

## Period 2

## Pictorial

Pictorial

Find five differences in the given pictures.



35

**Teacher:** Now, open your books. Can you see the pictures given?

**Students:** Yes.

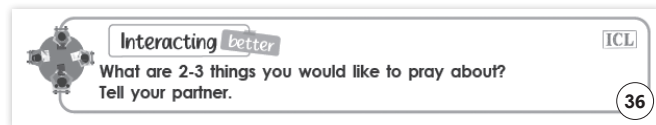
**Teacher:** Observe the pictures closely. What do you think they are doing?

**Students:** They are celebrating Holi

**Teacher:** That is correct! Now, carefully observe both pictures and find five differences between them.

(Pause and give time for students to observe and share what they observed)

### Interacting Better



**Teacher:** Alright, students! Now that we have completed Re-KAP. Let us work on the next activity.

**Teacher:** I want you to think of 2-3 things that you would like to pray about. These could be things you are thankful for, things you want to ask for, or something that you wish for others.

**Teacher:** Once you have your thoughts ready, you are going to tell your partner what you would like to pray about.

**Teacher:** I will give you a few moments to think. Ready? (Give students time to think.)

**Teacher:** Now, let us pair up! Find a partner and each of you will take turns telling your partner about 2-3 things you would like to pray about.

**Teacher:** When it is your turn, listen carefully to your partner and be respectful. You can also ask questions like, "Why is that important to you?" or "How do you feel about that?"

**Teacher:** Ready, set, go!

(Give time for students to discuss with each other)

**Teacher:** Great job, everyone! I hope you all enjoyed sharing your thoughts.



**Teacher:** Next, we are going to talk about how people celebrate festivals together and how it helps us feel happy. Let us start with a story about Jas and his friends.

**Teacher:** Jas and his friends love to celebrate festivals and looks like they are celebrating Ganesh Chaturthi together. Listen closely as I read the conversation.

(Read the conversation given and ask the students to follow)

**Teacher:** Now, let us think about what this tells us. Festivals are times when we come together to celebrate and share happiness, right? We pray to God and we think about good things—like happiness, peace and kindness.

**Teacher:** In the story, Lina says, "festival is a time for everyone to come together and pray to God for happiness." What does that tell us about festivals? (Wait for responses from students.)

**Teacher:** Exactly! Festivals are a time for everyone to come together, no matter where they come from.

**Teacher:** Different people call God by different names. God loves all of us equally." Isn't that beautiful? No matter how we pray, God loves all people the same.

**Students:** Yes!

**Teacher:** We should love and respect one another. We should help and be kind to one another. So, whenever we celebrate a festival, it is also a time to show kindness and help our friends and family.

**Teacher:** How can we be kind and help others during a festival? (Wait for responses.)

**Teacher:** Great ideas! You can help at home, share with friends and spread joy by being kind to everyone around you.

**eBook** can be used to teach the lesson.

**MUST DO**

25 MIN.

### Differentiated Activity

**110 km/hr**

Write five simple sentences about your favourite festival. Explain why you like it, how you celebrate it and what makes it special for you.

**80 km/hr**

Draw a picture of how you celebrate your favourite festival with your family. Tell the class one thing you do during the festival and why you like it.

**40 km/hr**

Talk with your friends about your favourite festival. Discuss how you celebrate it, what traditions you follow and what you enjoy the most about the festival.

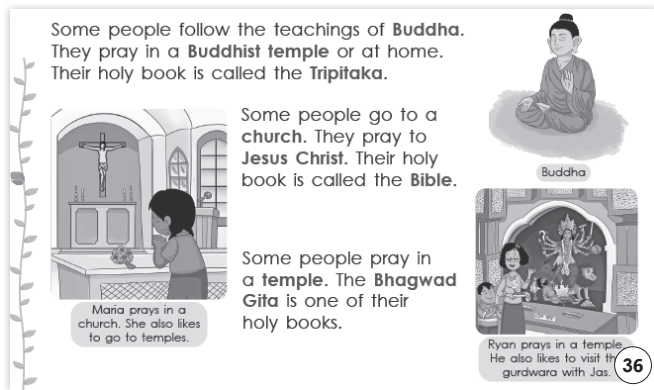
### Period 3

**Teacher:** Hello students! Let us start the session by learning some new words from the lesson.

Open the **Dictionary** from the digital platform to introduce the words related to the topic. Ask the students to repeat the words after you.

**COULD DO**

10 MIN.



**Teacher:** Today, we are going to learn about people who follow different religions. Let us start with the first one. There are people who follow the teachings of Buddha. People who follow Buddha's teachings are called Buddhists. They believe in being kind to everyone and making the world a better place.

(Point to the picture of Buddha in the book to show it to students)

**Teacher:** Buddhists pray in a special place called a Buddhist temple, but some of them also pray at home. Can anyone tell me what a temple is?

(Wait for student responses.)

**Teacher:** Yes, a temple is a special building where people go to pray and think about good things. In a Buddhist temple, people also meditate, which helps them stay calm and peaceful.

**Teacher:** Now, just like how we have books that help us learn about God and life, Buddhists also have a special book. Their holy book is called the Tripitaka. Can you repeat the word with me?

(Pause for students to repeat the word after you)

**Teacher:** Now that learnt about Buddhists and how they pray in a temple, let us talk about another place of worship.


**Teacher:** Some people go to a place called a church to pray. Have you seen a church before?

(Point to the picture of a church in the book to show it to students.)

**Teacher:** They pray to Jesus Christ. Their holy book is called the Bible.

**Teacher:** Some people pray in a temple. The Bhagwad Gita is one of their holy books.

(Point to the picture to show Ryan praying in temple and tell students that he also likes to visit gurudwara with Jas).

 Open the **Infographic** and show it to the students and point to the map of India. Explain that the infographic shows important places of worship from different parts of India.

**MUST DO**

20 MIN.

**COULD DO**

10 MIN.

## Differentiated Activity

110 km/hr



Read the lesson with your team and practice writing the difficult words in your notebook.

80 km/hr



Read and write the words festivals, Buddha, Tripitaka, Mosque, Mahavira in your notebook.

40 km/hr



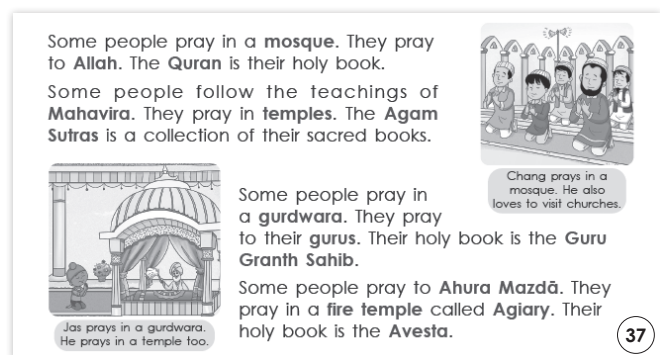
Write the words festivals, Buddha, Tripitaka, Mosque, Mahavira in your notebook. Read them aloud with the help of your teacher.

## Period 4

Begin the session with a recap of the previous session. Ask the students to share what they remember from the previous session.

**COULD DO**

5 MIN.



**Teacher:** Let us learn some more places of worship today.

**Teacher:** Some people pray in a special place called a mosque. They pray to Allah and their holy book is called the Quran.

(Point to the picture and say Chang prays in a mosque.)

**Teacher:** Some people follow the teachings of Mahavira. They pray in temples and their sacred books are called the Agam Sutras.

(Show a picture of gurudwara if available.)

**Teacher:** Some people pray in a special place called a gurdwara. They pray to their gurus and their holy book is the Guru Granth Sahib.

(Show a picture of a gurdwara if available.)

**Teacher:** There are also people who pray to Ahura Mazda. They pray in a fire temple called an Agiary and their holy book is called the Avesta.

**Teacher:** Each religion has its own place of worship and holy books, but they all teach us to be kind, loving and respectful to everyone.

**MUST DO**

15 MIN.

**Teacher:** Can you remember the name of one new place of worship we talked about today?

(Wait for students' responses and guide them as needed.)

## Recalling Better

Recalling better

CING

- There is one God. We call God by different names.
- Some people follow the teachings of Buddha. Their holy book is the Tripitaka.
- Some people pray in a church. Their holy book is the Bible.
- Some people pray in a temple. One of their holy books is the Bhagwad Gita.
- Some people pray in mosques. Their holy book is the Quran.
- Some people follow the teachings of Mahavira. The Agam Sutras is a collection of their holy books.
- Some people pray in a gurdwara. Their holy book is the Guru Granth Sahib.
- Some people pray to Ahura Mazda. The Avesta is their holy book.

37

**Teacher:** Now that we have learnt about different places of worship like temples, churches, mosques, gurudwaras, Buddhist temples and fire temples, let us check how much we remember! (Use the CRM signs to get students' attention before starting the activity.)

**Teacher:** Take a few minutes to think about what you learnt in today's lesson. You can talk with your friends in your teams and discuss your ideas. Write down or draw the things you found interesting or important.

**Teacher:** Once everyone is ready, you can share your thoughts with the class.

(Allow students to take turns and share their thoughts)

**Teacher:** Wonderful job, everyone! You shared so many thoughtful ideas about places of worship. Let us now move on to some practice exercises to reinforce what we learnt today.

## Learning better

Learning better

CBA

A Tick (✓) the correct answer.

- Buddha's teachings are written in the Tripitaka/Bible.
- Some people pray in a church. They pray to Jesus Christ/Buddha.
- The Bhagwad Gita is a holy place/holy book.

37

38

### Tick the correct answer

**Teacher:** Turn to page 37 in your book. We will do the exercise A.

**Teacher:** I want you to work with your partner to read the questions carefully and choose the correct answers. Take your time and once you are done, we will discuss the answers together as a class. You have five minutes to complete this task.

(Give students time to work in pairs while walking around to observe and assist as needed.)

**Teacher:** All right, time is up! Let us come back together and discuss the answers.

(Read each question aloud and ask the students to raise their hands to

share what they chose. Acknowledge the correct answers and provide clarification if needed for any confusion.)

## Home Task

Read the lesson at home with the help of your parents.

## Period 5

**Teacher:** Hello everyone! Let us do an activity to recall the things we learnt in the lesson.

Open **Animated Activity** and make students form groups to answer the questions.

B Match the columns.

- church
- gurdwara
- temple

- Guru Granth Sahib
- Bhagwad Gita
- Bible

38

**Teacher:** Now, let us continue with the practice exercises. We are going to work on exercise B.

**Teacher:** You will see two columns here. Column A lists the names of different places of worship and Column B contains the religious books associated with them. Your task is to match the words in Column A with the correct ones in Column B.

**Teacher:** Once you are done, we will discuss the answers together. You have five minutes to complete the exercise. Ready? Go!

(Allow students time to complete the task. Walk around to support students who need help.)

**Teacher:** All right, time is up! Let us discuss the answers.

(Read each question aloud and ask the students to raise their hands to share the answers. Acknowledge correct answers and provide clarification if needed for any confusion.)

## Period 6

**Teacher:** Hello everyone! Before we start, let us play a quick game called 'Guess the Place'. I will describe a place of worship and you need to guess which one it is.

(Read out the sentences from the lesson and give students time to think, guess, and share their answers.)

C Write short answers in your notebook.

- What is the Bible?
- What is an Agiary?
- How should we show kindness and respect to people?

38

**Teacher:** Now, let us work on some questions from the lesson. Take out your notebooks and coursebook. We are going to do exercise C.

**Teacher:** Let us start with the first question: 'What is a Bible?' Think about what we discussed earlier.



(Allow students to discuss and share their answers. Then guide them to write in their notebooks.)

**Teacher:** Great! Now, let us move to the second question: What is Agiary?’

(Allow students to discuss and share their answers. Then guide them to write in their notebooks.)

**Teacher:** Nice work! Now, let us look at the next question:

**How** should we show kindness and respect to people?

(Allow students to discuss and share their answers. Then guide them to write in their notebooks.)

**SHOULD DO**

30 MIN.



## Home Task

### Creating better

Make a prayer board at home.



**Creating better**

Art | 2L CS

Make a prayer board at home. With the help of an adult, cut out some envelopes. Paste them on a chart paper. You can write your prayer for yourself or for your family and friends on a bit of paper and keep it inside the envelope. You can change your prayers whenever you want.

38

## Period 7

**Teacher:** Hello everyone! Let start the session by recollecting some memories from past! I want everyone to think about a special moment from the last festival or celebration you enjoyed. It could be something you did, ate or experienced that made you happy.

**Teacher:** Close your eyes for a moment and picture that memory. Hold on to that happy thought! Now, open your eyes and turn to your partner. Share one thing about your special moment with them.

**COULD DO**

10 MIN.



(Allow a few minutes for sharing and engagement.)



**Thinking better**

2L CS | HOTS

Think and answer in your notebook.

Do you close your eyes while praying? Why?

38

**Teacher:** Children, let us think about something special we all do when we pray. Have you noticed that many of us close our eyes while praying?

**Teacher:** I want you to take a moment and think about this. Why do you think people close their eyes when they pray? Is it to feel calm, focus or something else?

**Teacher:** Now, I would like you to write your thoughts in your notebook. Write what you feel or think about this question:

“Do you close your eyes while praying? Why?”

**Teacher:** After you finish writing, if you feel comfortable, you can share your answers with the class. Remember, it is okay to have different thoughts—everyone’s ideas are special!

**MUST DO**

15 MIN.



**Choosing better**

LSV

You see your classmates celebrating different festivals. What should you do?

1. Ask them about their festival traditions.
2. Ignore their celebrations.

38

**Teacher:** Next, let us imagine that you see your classmates celebrating different festivals. Maybe it is a festival you do not know much about or have not celebrated before. What do you think you should do?

**Teacher:** Take a moment to think. Which choice do you think would make your classmates feel happy and included?

(Pause to allow students to think and share their thoughts)

**Teacher:** Yes, the first option is the better choice! When we ask our friends about their festivals, we show kindness and respect. It is also a wonderful way to learn new things!

**Teacher:** So, remember, celebrating our differences and learning from one another makes our classroom a happy place! Now, write in your notebook why you think asking about their traditions is a good idea.

**MUST DO**

15 MIN.



## Home Task

You learnt that we should help each other at difficult times. Write any instance where you helped anyone in your Little Book.

**Revising better**

DBL

In this chapter, you learnt that we should help each other at difficult times. Write any instance where you helped anyone in your Little Book.

Teacher's Note: \*Guide the students to recall and answer this in their notebooks.

38

## Period 8

### L (What I Learnt)

**Teacher:** Remember, at the start of the lesson, we talked about what we knew and what we wanted to know. Now, we will fill in the 'L' part.

**Teacher:** I want you to sit with your partner and discuss what you learnt from the lesson. After a few minutes, we will hear from each pair and write your ideas in your notebook.

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

**Teacher:** Great answers! Write these in the 'L' column.

**Teacher:** So, we learnt that different people call God by different names. God loves all of us equally. We should love and respect one another. We should help and be kind to one another.

**COULD DO**

10 MIN.





## Worksheet 1

Theme 3: We Live with Others

### 7. Community Places

Worksheet 1

A. Fill in the blanks. Choose the correct options.

- Some people follow the teachings of \_\_\_\_\_. They pray at a Buddhist temple (Buddha/Allah).
- Tripitaka* is a \_\_\_\_\_ (holy book/place of worship).
- People who go to a church, pray to \_\_\_\_\_. (Jesus Christ/Buddha).
- Some people pray at a \_\_\_\_\_. They pray to Allah (mosque/gurdwara).
- There are idols of different gods and goddesses in \_\_\_\_\_. (temples/gurdwaras).

B. Fill in the blanks. Use words from the box.

Buddha	Church	Allah	Temple	Mahavira
--------	--------	-------	--------	----------

- Quran* \_\_\_\_\_
- Tripitaka* \_\_\_\_\_
- Bible \_\_\_\_\_
- Agam Sutras* \_\_\_\_\_
- Bhagwad Gita* \_\_\_\_\_

C. Write T for true or F for false.

- People pray to Allah in a church. \_\_\_\_\_
- Tripitaka* is a holy book. \_\_\_\_\_
- The Bible is a place of worship. \_\_\_\_\_
- People pray to Jesus Christ in a mosque. \_\_\_\_\_
- Lakshmi is the name of a goddess. \_\_\_\_\_

24

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

**SHOULD DO**

30 MIN.

### Fill in the blanks. Choose the correct options.

Explain that the words in the brackets are options to choose from and they need to pick the correct one to complete each sentence.

After giving them some time, ask the class to share their answers. Write the correct answers on the board as you go. Encourage the students to write the answers neatly in their notebooks after the class discussion.

### Fill in the blanks. Use words from the box.

Pair students up or let them work in small groups to discuss and complete the activity. Move around the classroom to provide support and clarify any doubts. If students struggle, offer hints by associating the holy book with its place of worship or religious figure.

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

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

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

## Period 9

### Worksheet 2

Theme 3: We Live with Others

### 7. Community Places

Worksheet 2

A. Fill in the blanks. Choose the correct options.

- Tripitika* is the \_\_\_\_\_ for those who follow the teachings of Buddha (holy book/place of worship).
- Some people go to a \_\_\_\_\_. They pray to Jesus Christ (church/mosque).
- Gurdwara is a \_\_\_\_\_ (holy book/place of worship).
- Quran* is a \_\_\_\_\_ (prayer/holy book).
- Ahura Mazda* is the name of a \_\_\_\_\_ (holy person/god).

B. Match the columns.

Column A	Column B
1. Buddha	i. Bible
2. Jesus Christ	ii. <i>Tripitika</i>
3. Allah	iii. Zend A'vesta
4. <i>Ahura Mazda</i>	iv. <i>Agam Sutras</i>
5. Mahavira	v. <i>Quran</i>

C. Which of these are places of worship? Colour your answers with a yellow crayon.

- Temple
- Mosque
- Church
- Bible
- Gurdwara

25

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

### Fill in the blanks. Choose the correct options.

Explain that the words in the brackets are options to choose from and they need to pick the correct one to complete each sentence.


After giving them some time, ask the class to share their answers. Write the correct answers on the board as you go. Encourage the students to write the answers neatly in their notebooks after the class discussion.

### Match the columns.

Instruct the students to match each name in Column A with the correct item from Column B by writing the corresponding number and letter. Ask them to attempt the task individually first to assess their understanding. After a few minutes, allow them to discuss their answers with a partner or in small groups to compare and refine their responses.

### Which of these are places of worship? Colour your answers with a yellow crayon.

Ask the students to colour their answers with a yellow crayon. Allow them to work independently to identify the places of worship. Once everyone has completed the task, discuss the answers with the class.

 Open the **Quiz**. Ask the students to work in teams, discuss the questions and find the answers together.

**SHOULD DO**

20 MIN.

## Book of Holistic Teaching

### English



English

FLN HoLL MDA

Rewrite the sentences. Use capital letters, full stop and exclamation marks in each sentence.

1. what a cute dog
2. look the bird is drinking water
3. shh the kitten is sleeping

21

Rewrite the sentences. Use capital letters, full stop and exclamation marks in each sentence.

Write the sentences on the board. Ask the students rewrite the sentences in their notebook with capital letters, exclamation and full stop where required.

COULD DO

10 MIN.



### Maths



Maths

Ms Sarita has a garden with rows of herbs. Each row has 5 mint plants, and there are 8 rows in total. How many herbs are there in Ms Sarita's garden in all? Write the answer in the space provided.

21

Read the problem aloud. Ask the students to discuss and share the steps needed to solve the word problem.

Write these steps on the board. Then, ask the students to solve the problem in their notebooks. Finally, review the answers with the entire class.

COULD DO

10 MIN.



## Learning Outcomes

The students will:

Domain	Development Area
Physical Development	<ul style="list-style-type: none"> <li>demonstrate fine motor skills by drawing or colouring different places of worship (e.g., temple, church, mosque, gurudwara).</li> </ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> <li>develop empathy and understanding of how places of worship provide a sense of belonging, peace, and support to the community.</li> </ul>
Cognitive Development	<ul style="list-style-type: none"> <li>identify and describe various places of worship (e.g., temple, church, mosque, gurudwara) and their significance to the community.</li> <li>understand how places of worship promote values like kindness, sharing and unity, catering to the spiritual and social needs of the community.</li> </ul>
Language and Literacy Development	<ul style="list-style-type: none"> <li>develop vocabulary related to places of worship through activities like matching, fill-in-the-blanks or sentence-building.</li> </ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"> <li>participate in creative activities like designing a simple poster or depicting a place of worship.</li> </ul>
Positive Learning Habits	<ul style="list-style-type: none"> <li>demonstrate attentiveness during discussions and activities about places of worship, following instructions carefully and completing tasks enthusiastically.</li> </ul>

### Starry Knights

How would you rate teaching this lesson to the young learners? Describe your experience.

Kudos to you! Give yourself a STAR!

