

## Lesson-8: All About Plants

Theme 4: We Need Plants and Animals

11 Periods (40 minutes each)



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



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, Video, Test Generator

Confirming better

I do not pluck flowers

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

#### To enable the students:

- to understand the diversity of plants and their role in sustaining life, focusing on their importance to humans, animals and the environment.
- to explore the various products derived from plants, including food, medicine and materials and understand their significance in daily life.
- to investigate how different parts of plants (such as roots, stems, leaves, flowers and fruits) are used in cooking, nutrition and other essential activities.

### Methodology

#### Period 1

**Note to the Teacher** – Ask students to prepare KWL chart in their notebooks. Help students organize their thoughts on the topic 'All About Plants'.

COULD DO

10 MIN.



**Teacher:** Hello, students! Today, we are starting a new lesson and it is all about 'Plants'. Plants are all around us and they are very important. They give us food, oxygen and many other things that help us live happily.

Have you ever wondered how plants grow? Why they are so important to us? Are all the plants same? (Pause for the students to share their thoughts.)

Let us explore together how plants help us and what we can learn from them!

**Teacher:** In this lesson, we will learn about:

- The different types of plants you see around us.
  - Where these plants grow—some in gardens, some in forests and even at home!
  - The things we get from plants, like food and medicine.
- Ask students to draw the KWL chart in their notebooks.

K	W	L

**Teacher:** Let us start with the first column of the chart – What I Know (K). What do you know about plants? Where have you seen them growing?

(Pause for the students to share their responses.)

#### Possible Responses:

- Plants grow in the garden.
- I know that plants need water to grow.
- I have seen plants in the park.
- Some plants have flowers and some have fruits.

**Teacher:** That is wonderful! Write these in the K (What I Know) column.

Now, let us think about the second column – What I Want to Know (W). Is there anything you are curious about plants?

(Pause for the students to share their questions.)

#### Possible Responses:

- Why do plants need sunlight?
- How do plants make food?
- Where do plants come from?
- Can plants grow in every place?

**Teacher:** Those are some amazing questions! Write them in the W (What I Want to Know) column.

As we go through the lesson, we will explore these questions and learn more about plants. At the end of the lesson, we will fill in the L (What I Learnt) column with everything new we have discovered.

**Teacher:** Are you ready to learn more about plants and how they help us?

**Students:** Yes!

#### Kinaesthetic

**Teacher:** Let us play a fun game with our partner! We are going to play a game of guessing different plants.

MUST DO

10 MIN.



**Re-KAP** SPD

**Kinaesthetic**

Play a fun game with your partner. Write the name of a plant in the air. Your partner will have to guess its name. Take turns to play the game.

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**Teacher:** First, write the name of a plant in the air using your finger. Next, your partner will guess the name of the plant you wrote. After they guess, it is your turn to guess!

**Teacher:** Take turns with your partner and see how many plants you can guess!

**Teacher:** Ready, set, go! Have fun and remember to look carefully at the letters!

(Pause for the students to play the game with their partners.)

**Teacher:** I hope the game was fun! Can anyone share the name of the plants you guessed?

(Pause for the students to share their responses.)

## Auditory

**Auditory\***

Listen to your teacher carefully. Answer the questions.

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**Teacher:** Now, I am going to read a few riddles. You will listen to the riddles carefully to guess the name of the plant. Ready?

**Students:** Yes!

1. I am a pretty flower. I come in different colours. My plant has thorns, be careful! What am I?


2. I am the king of fruits. You eat me in the summer season. I am also made into pickles. What am I?

(Encourage students to take turns guessing the plant or you may ask them to write their answers in the notebook. Then, discuss with the class.)

## Pictorial

**Pictorial** PS

Write T for trees. Write P for plants.



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**Teacher:** Next, we are going to work on the Pictorial part of the Re-KAP activity. Open your books to the Pictorial activity page of the lesson. Do you see pictures of some plants?

**Students:** Yes!

**Teacher:** Great! Observe the pictures carefully. You will write 'T' if the image shows a tree and 'P' if it shows a plant. Ready?

(Give the students time to complete the task independently.)

**Teacher:** Alright! Now, let us check your answers. Which images were trees and which were plants?

(Allow the students to take turns sharing their responses.)

## Differentiated Activities

**110 km/hr**



Draw a tree and a small plant on a piece of paper. Write their names and a simple sentence about each (e.g., "The mango tree gives us sweet mangoes.").

**80 km/hr**



Draw a tree and a small plant on a piece of paper. Write their names below the drawings.

**40 km/hr**



Draw a tree and a small plant on a piece of paper. With the teacher's help, write their names below.

## Home Task

Find a small plant near your home. Observe its roots, stem, leaves, flowers and fruits (if any). Draw the plant and label its parts.

**Note to the Teacher:** Bring a small bag containing flowers, leaves, twigs/bark and seeds from trees or plants for the next class.

## Period 2

**Teacher:** I have a mystery bag with different plant parts inside! You will take turns to pick one from the bag.

You have to describe how it feels without seeing it to your friends. The rest of the class will try to guess what plant it could be. Ready?

(Call a student to come forward.)

**Teacher:** Put your hand inside the bag and pick one. Do not look! Just feel it and describe it to the class.

Student: It feels soft and a little smooth.

**Teacher:** Hmm... interesting! Class, what do you think it could be?

**Students:** A flower!

**Teacher:** Let us check. Yes! It is a flower! Well done! (Call another student.)

**Teacher:** Your turn! Pick an item and describe how it feels.

**Student:** It feels rough and hard.

**Teacher:** Class, any guesses?


**Students:** A tree bark!

**Teacher:** Let us check. Yes! It is a piece of bark! Fantastic job!

(Repeats with more students if time allows.)

**Teacher:** Great observations, everyone! Now let us learn more about plants!

## Interacting better



**Interacting better** ICL

How many fruits can you name in one go? Put your thinking hats on. Play with your partner.

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**Teacher:** Now, let us play a game! To begin, you need to find a partner.

(Give the students the time to pair up.)

**Teacher:** Great! I see that everyone has found a partner. Now, you and your partner will take turns naming different fruits, one at a time. Let us begin!

(Allow the students to take turns naming fruits. If a student repeats a fruit or takes too long, prompt them to think of a new one.)

**Teacher:** Excellent! Keep going until we run out of fruits.

(If the game slows down or finishes early, encourage the class to think of fruits from different parts of the world or different seasons.)

**Teacher:** Great job, everyone! You all named so many fruits today. As we continue learning about plants, remember that fruits are an important part of plants. Now, let us move on to see what Jas and Sam are doing with their family in the garden.

Jas and Sam are planting trees with their family members.

STEP 1 ML

Jas, do you know why trees are important?

"Biji", trees give us shade on hot days.

Jas, trees also help clean the air we breathe.

Trees are like superheroes!

Jas and Sam, let me tell you more about plants and trees.

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**Teacher:** Do you see Jas and Sam in the garden with their family members?

**Students:** Yes.


**Teacher:** What do you think they are doing?

**Students:** Looks like they are planting trees!

**Teacher:** Yes, exactly! Let us read to find out what they are doing.

(Read the conversation to the students. You may also invite them to read aloud to the class.)

**Teacher:** Trees help us in many ways. As we know, trees provide us with clean air to breathe and give us shade on hot, sunny days. Let us read more about trees and plants.

 Play the **Animation** on the digital platform to engage students and generate interest in the topic. Initiate a discussion by asking them to share the plants they have seen around them.

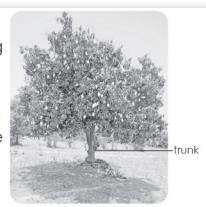
**Teacher:** So, first let us learn about trees. Can anyone tell me what makes a tree different from other plants?

**MUST DO**

15 MIN.

**TREES**

Trees are big and tall plants. They have a strong and thick trunk that helps them stand tall. Trees can live for many years and grow very high. They have branches with lots of leaves. Banyan, coconut, jamun, mango, peepal and neem are some trees. Trees give us shade, fruits and fresh and clean air to breathe.



**SHRUBS**

Shrubs are smaller than trees. They have thin and woody stems. They are bushy and not as tall as trees. Most shrubs have a life span of a few years. Rose, tulsi, jasmine and cotton plant are

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**Students:** Trees are bigger.

**Teacher:** That is right! Trees are big and tall plants. They grow very high and live for many years.

**Teacher:** Now, what do trees have that help them stand tall?

**Students:** A strong trunk!

**Teacher:** Yes! Trees have a strong and thick trunk that helps them stand tall. The trunk is like the tree's backbone.

**Teacher:** What do you see at the top of trees?

**Students:** Leaves!

**Teacher:** Yes, they are leaves! The branches stretch out to the sides and the leaves help the tree get food from the sun.

**Teacher:** Can you name a few trees you know?  
(Pause for the students to respond.)

**Teacher:** There are also trees like banyan, jamun, peepal and neem. Trees are very important. They give us shade when it is hot, fresh fruits to eat and clean air to breathe. Isn't that amazing?

**Teacher:** Now that we have learnt about trees, let us talk about something a little smaller called shrub. Can anyone guess what a shrub might be?

**Students:** Is it a plant?

**Teacher:** Yes! A shrub is a kind of plant, but it is smaller than a tree. It does not grow as tall and it has a lot of branches close to the ground.

Shrubs are sometimes called bushes. They have thin, woody stems and they are bushy, not tall like trees.

**Teacher:** Most shrubs are smaller in size and grow for a few years. They do not live as long as trees.

**Teacher:** Now, let me tell you some examples of shrubs. Have you heard of rose plants?

**Students:** Yes!

**Teacher:** Most shrubs are smaller in size and grow for a few years. They do not live or grow as long as trees.

**Teacher:** Now, let me tell you some examples of shrubs. Have you heard of rose plants?

**Students:** Yes!

**Teacher:** Rose, tulsi, jasmine and cotton plant are some examples of shrubs.


(Point to the pictures given in the book as you read the examples.)


**Teacher:** Shrubs can have beautiful flowers like roses and jasmine. You might have seen them in gardens or even in pots at home.

And just like trees, shrubs are important too. They give us beauty, shade and sometimes even fruits or flowers.

**Teacher:** So, trees are big and tall and shrubs are smaller and bushy. Both are very special in nature! We will learn about a few other types of trees and plants in the next class.

**P.S.** This section is aligned to the **SDG 15: Life on Land**: Teach the students about the importance of taking care of trees and plants to ensure a green Earth.

 Show the **Infographic** on the digital platform to the students and ask them to identify any plants and trees they recognise. Encourage them to describe these plants and trees in simple sentences.

 Play the **Video** on the digital platform and ask students to observe how seeds grow into plants. Encourage them to share their observations.

## Differentiated Activities

**110 km/hr**



Imagine a world without trees. Write a short paragraph (4-5 simple sentences) explaining what life would be like without trees.

**80 km/hr**



Read the sentences below. Choose the right word from the options to fill in the blanks.

1. Trees give us clean \_\_\_\_\_ (air/water) to breathe.
2. Trees provide \_\_\_\_\_ (shade/light) on sunny days.
3. Trees help animals by giving them \_\_\_\_\_ (home/ water).

**40 km/hr**



Read the poem aloud to the students below and ask them to read with you.

### The Tree's Gift

A tree stands tall, so full of grace,  
With green leaves swaying in place.  
It gives us shade, it gives us air,  
A gift from nature, everywhere!

Listen carefully as the teacher reads the poem about trees. After listening, think about your favourite tree and

draw it on a piece of paper. Colour the tree and give it a name (e.g., 'The Tall Mango Tree').

## Home Task

Look around and collect different types of leaves from the plants in your house. Use the leaves you collected to create a leaf collage on a piece of paper.

## Period 3





Begin the session with a quick discussion about the home task. Ask the students to show their leaf collages and share where they collected the leaves from and their experience. Display the collages in the classroom to showcase their work.

**COULD DO**

5 MIN.

### Herbs

**Note to the Teacher** – Bring pictures or samples of herbs such as tulsi, mint, coriander and oregano to show students while teaching the topic.



**HERBS**

Herbs are very small plants. They have soft and green stems. They are not as strong as trees and shrubs. Herbs usually live for some time. We use herbs in cooking because they have strong flavours. Some herbs are also used to make medicines. Coriander, mint, tulsi and oregano are some examples of herbs.

*Did you know that tomato comes from a plant that is called a herb? A tomato is a fruit. But, in our cooking we use it as a vegetable.*

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**Teacher:** Now that we have learnt about trees and shrubs, let us talk about another type of plant called herbs!

**MUST DO**

10 MIN.

**Teacher:** Herbs are small plants. They are much smaller than trees and shrubs. Herbs have soft and green stems.

**Teacher:** Since herbs are small and soft, do you think they are as strong as trees or shrubs?

**Students:** No!

**Teacher:** That is right! Herbs are not as strong as trees and shrubs. They do not live for many years like trees. Most herbs live for only a short time.

**Teacher:** We use herbs in our daily life, especially in cooking. Herbs add a nice smell and taste to our food. Some herbs are also used in medicines.

**Teacher:** Let me give you some examples! Have you seen or heard of coriander?

(Pause for the students to respond.)

**Teacher:** Coriander is a herb. It has a soft, green stem and small leaves. It is often used to decorate food and add flavour.

**Teacher:** Another herb is mint. Have you ever had mint in lemonade or a mint candy?

**Students:** Yes!

**Teacher:** Mint has a strong smell and is used in many dishes and drinks. It also helps when we have a cough or cold.



**Teacher:** Another common herb is tulsi. Some families grow tulsi at home because it is good for health.

**Teacher:** Here is a fun fact! Do you know what a tomato plant is called?

(Pause for the students to respond.)

**Teacher:** A tomato plant is a herb! It has a soft green stem, just like coriander, mint and tulsi.

**Teacher:** Do you know something interesting about tomatoes? Tomatoes are actually fruits!

**Students:** Really?


**Teacher:** Yes! tomatoes are fruits, but we use them as vegetables in cooking.

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


## Climbers and Creepers

### CLIMBERS AND CREEPERS


Climbers are weak plants. These plants need support to stand and grow. Pea, bean, money plant and grapevine are some examples of climbers.



money plant



bottle gourd



watermelon

A **creeper** is a plant with weak stems. These plants grow along the ground. Bottle gourd, pumpkin and watermelon are creepers.

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**Teacher:** Next, let us talk about two more types of plants—climbers and creepers!

**MUST DO**

10 MIN.

**Teacher:** Some plants are not strong enough to stand on their own. What do you think happens to them?

(Pause for the students to respond.)

**Teacher:** Yes! They need support to grow. These plants are called climbers. Climbers have weak stems, so they grow by holding onto something like a stick, a wall or another plant.

**Teacher:** Have you seen a money plant at home?

**Students:** Yes/No!

(Point to the picture given in the book or show a real money plant.)

**Teacher:** A money plant is a climber. It grows by wrapping itself around a stick or a wall.

**Teacher:** Other climbers include pea plants, bean plants and grapevines. Do you like grapes?

**Students:** Yes!

**Teacher:** Grapes grow on a grapevine, which is also a climber. Since it has a weak stem, it climbs up with support.

**Teacher:** Now, let us talk about creepers. Creepers also have weak stems but instead of climbing up, they grow along the ground.

**Teacher:** Have you seen a pumpkin or watermelon plant?

**Students:** (Some may say yes, some may not know.)

**Teacher:** A pumpkin plant and a watermelon plant do not climb up. Their fruits are big and heavy, so they spread along the ground instead.

**Teacher:** Some other creepers are strawberry and musk melon.

(Point to the picture given in the book to show it to students)

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

- Climbers have weak stems and need support to grow. Examples: pea, bean, grapevine and money plant.
- Creepers have weak stems but grow along the ground. Examples: pumpkin, watermelon and strawberry.

**Teacher:** Let us play a game!

(Show the students pictures or real samples of different plants.)

**SHOULD DO**

5 MIN.


**Teacher:** Look at this carefully. Observe its size, stem and how it grows. Now, let us guess—what type of plant is this? Is it a tree, shrub, herb, climber or creeper?

(Pause for students to respond. Discuss their choices to direct the class to the right answer)

**Teacher:** Great job, everyone! Let us quickly review what we learnt:

- Trees are big with a strong trunk.
- Shrubs are smaller than trees but have woody stems.
- Herbs are small with soft, green stems.
- Climbers have weak stems but grow upward with support.
- Creepers have weak stems and spread along the ground.

**Teacher:** That was fun! In the next class, we will learn where plants grow!

 Open the **Dictionary** on the digital platform to reinforce the terms introduced in the lesson.

## Differentiated Activities

**110 km/hr**



Draw one plant from each category (tree, shrub, herb, climber, creeper) and label them.

**80 km/hr**



Match the plants with their correct category.

Mango	Shrub
Rose	Tree
Mint	Climber
Money Plant	Tree
Coconut	Herb

**40 km/hr**



Give students pictures of different plants. Ask them to observe the pictures and sort them into the following categories—climbers, creepers, herbs, shrubs and trees.

## Home Task

Look around your neighbourhood and observe different plants. Draw or paste pictures of any three plants you find and write their names.

## Period 4

**Teacher:** Good morning, everyone!  
How are you all today?

(Pause for the students to respond.)

**Teacher:** Before we begin today's lesson, let us do something fun. I want you all to close your eyes for a moment. Imagine you are in a big garden surrounded by different plants. Can you see the trees, flowers and the small green herbs around you?

**Students:** (Nods or says yes)

**Teacher:** Great! Now, when I say a word, I want you to act out what the plant might look like. Ready?

**Students:** Yes!

**Teacher:** Okay, first one – a tall tree!

(The students raise their hands and act like a tree by standing tall with their arms stretched out as branches.)

**Teacher:** Wow! You all look like strong trees! Now, let us try a different plant – a small herb! What does a herb look like?

(The students squat down and act small with their hands in front like tiny soft plants.)

**Teacher:** Fantastic! Now, can you show me a creeping plant? What do you think it looks like when it grows along the ground?

(The students crawl along the floor or stretch their arms low to the ground to show a creeper.)

**Teacher:** Great job, everyone!

Where do plants grow?

### WHERE DO PLANTS GROW?

Trees and plants can grow in many different places.  
Most plants grow in soil on land. Some plants do not need soil to grow, they



can grow in water. Lotus and water lily grow in water. They have big, round leaves that stay up on the water. Some plants, such as cactus and aloe vera grow in hot and dry places.



**Teacher:** Now, let us talk about where plants grow. Can you tell me where you see plants growing?

**Students:** In the ground!

**Teacher:** That is right! Most plants grow in soil. It is where plants get all the food and water they need to grow big and strong.

**Teacher:** But did you know that not all plants need soil to grow? Some plants can grow in water! Have you ever seen a plant floating on water?

(Pause for the students to share their response and experiences.)

**Teacher:** Great! Plants like the lotus and water lily grow in water. They have big, round leaves that float on the

surface of the water. Can you imagine them? Their leaves look like they are resting on the water.

(Point to the image on the book to show lotus and water lily.)

**Teacher:** Now, there are some plants that grow in very hot and dry places. Have you ever seen a cactus or aloe vera plant?

(Pause for the students to share their response and experiences.)

**Teacher:** Cactus and aloe vera plants grow in deserts where there is very little water. They can survive in places that are very dry and hot. Isn't that amazing?

(Point to the image on the book to show cactus and aloe vera plant.)

**Teacher:** So, remember:

- Most plants grow in soil on land.
- Some plants, like lotus and water lilies, grow in water.
- Plants like cactus and aloe vera grow in hot, dry places.

### Things we get from plants and trees

#### THINGS WE GET FROM PLANTS AND TREES

Plants and trees are useful to us in many ways. Plants take in the bad and dirty air and change it to clean and fresh air for us. Every time we breathe, we should thank them for giving us fresh air.

Let us read about some more things that we get from plants and trees.

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**Teacher:** Now, let us talk about the things we get from plants and trees.  
Can you think and tell me what are some ways that plants help us?

(Pause for the students to think and respond.)

**Teacher:** Plants help us breathe! They take in the bad, dirty air and change it into clean, fresh air for us. Every time we breathe, we should thank the plants for giving us this fresh air.

**Teacher:** But that is not all! Plants and trees also give us food. Do you know that we eat different parts of plants?  
(Pause for the students to share their ideas.)

**Teacher:** Plants have many parts, like the roots, stems, leaves, flowers and fruits. And we eat all of these in different ways. For example:

- Roots like carrots and radishes are eaten.
- Stems like celery and sugarcane are eaten.
- Leaves like spinach and lettuce are eaten.
- Fruits like apples, bananas and oranges come from plants.

**Teacher:** Can you think of other food items that come from plants?

(Pause for the students to share their ideas. Then ask them to read out the examples given in the book.)

**Teacher:** Great! So, plants give us many different parts to eat and each part helps us stay healthy and strong.

### MUST DO

10 MIN.

## Medicines

### Medicines

The leaves of the tulsi plant help us feel better when we have a cold or cough. Medicines are also made from neem and turmeric plants. Amla and aloe vera are also used to make healthy juices.



amla

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**Teacher:** Now, let us talk about another important thing that plants do for us. Did you know that plants help us stay healthy in another way? They give us medicines!

**MUST DO**

10 MIN.



**Students:** How do they help with that?

**Teacher:** So, some plants are used to make medicines that help us feel better when we are sick. For example, when we have a cold or cough, the leaves of the tulsi plant can help us feel better. Tulsi is very special because it has many healing powers!

**Teacher:** That is not all. The neem plant is also used to make medicines. It helps keep our bodies clean and healthy. Do you know what turmeric is?

(Pause for the students to ideas answer.)

**Students:** Yes! It is the yellow spice we use in cooking!

**Teacher:** Exactly! Turmeric is not just used in cooking, it is also used to make medicine! It helps heal wounds and fights infections.

**Teacher:** There are also other plants like amla and aloe vera that are used to make healthy juices. Amla and aloe vera are good for our skin!

**Teacher:** So, plants give us more than just food—they help us feel better and stay healthy too! Let us learn about some more uses of plants in the next session.

## Differentiated Activities

110 km/hr



Provide a set of cards with pictures of different plants. Ask the students to sort them based on where they grow (e.g., soil, water, hot and dry places). After sorting, ask them to explain why they placed each plant in that category.

80 km/hr



Give the students a set of cards with pictures or names of different plants. Ask them to match each plant to the correct place where it grows (soil, water, hot and dry places).

40 km/hr



Show the students a few pictures of plants and ask them to sort the plants based on where they grow (soil or water). Ask the students to identify if the plant gives us food or medicine.

## Home Task

Create a short story about a plant of your choice. The story should include:

1. Where the plant grows (e.g., soil, water, hot and dry places).
2. What the plant gives us (e.g., food, medicine, clean air).
3. How the plant helps us in our daily life.

## Period 5

**Teacher:** Good morning, everyone! I have a fun challenge for you today. I will give you some riddles and you have to guess which plant I am talking about. Ready?

**COULD DO**

5 MIN.



**Students:** Yes!

**Teacher:** Great! Here is the first one:

I stand tall and give you shade. My wood is strong and paper is made. Birds build nests on me and I grow for years. What am I?

(Give time for the students to think or discuss with their peers.)

**Students:** A tree!

**Teacher:** That is correct! Trees are big and strong and they are very useful. Now, let us try another one:

I am small and soft. People use me in their food a lot. I can be minty or spicy. You will find me in a garden nice and leafy. What am I?

(Give time for the students to think or discuss with their peers.)

**Students:** Herb!

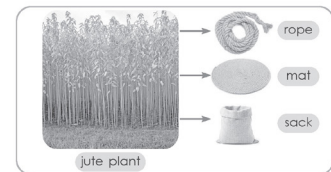
**Teacher:** Amazing! You all are great at this. Plants are all around us and they help us in so many ways.

### Fibres

Plant fibres have many uses. Cloth, sacks, ropes and mats are made from fibres.



we get cotton from cotton plant



jute plant

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**Teacher:** Now that we have had fun with riddles, let us talk about something very special that we get from plants—fibres! Can anyone guess what fibres are?

**MUST DO**

10 MIN.



(Pause for the students to answer.)

**Teacher:** Fibres are thin, thread-like parts of a plant that can be used to make many things. Let us think—what are our clothes made of?

Plants give us special fibres that can be turned into cloth, ropes, sacks and mats.

**Teacher:** Have you ever seen a sack in a market? Or a rope used to tie things?

**Students:** Yes!

**Teacher:** Those are made from plant fibres! There are two very special plants that give us fibres—cotton and jute.



(Point to the picture in the book to show cotton and jute. You may also show them real objects if available.)

**Teacher:** Cotton is used to make soft clothes, bedsheets and even pillows! Have you ever seen cotton inside a pillow?

(Pause for the students to share their thoughts.)

**Teacher:** Now, let us look at another plant—jute. Jute fibres are rough and strong. They are used to make sacks, mats and ropes. Have you seen a strong rope before?

(Pause for the students to share their thoughts.)

**Wood**

Trees give us wood. Wood is used to make many things, such as tables, chairs, pencils, paper and even houses. Some people cook food on wood.

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**Teacher:** We just learnt about fibres and how they help us make cloth, ropes and sacks. Now, let us talk about something strong that also comes from trees—wood!

**MUST DO**

10 MIN.

**Teacher:** Can you all look around the classroom? Can you see anything made of wood?

(Pause for the students to observe and respond.)

**Students:** The table! The chairs! The door!

**Teacher:** That is right! Trees give us wood, which is used to make so many things around us. Can you think of more things made of wood?

(Encourage different responses, such as beds, cupboards, pencils)

**Teacher:** Very good! Wood is strong and that is why it is used to make tables, chairs and even houses! In some places, people build wooden houses because wood keeps them warm.

**Teacher:** Did you know that we also use wood to make pencils and paper?

**Students:** Really?

**Teacher:** Yes! The pages of your notebooks come from trees.

**Teacher:** Now, here is something interesting—some people also cook food using wood! Have you ever seen a wood fire?

(Pause for the students to share experiences.)

**Teacher:** Yes! In villages, many people use wood as fuel for cooking. It burns and gives heat, just like gas stoves in our kitchens.




**Teacher:** So, remember:

- Wood comes from trees.
- It is used to make furniture like tables, chairs and cupboards.
- We make pencils and paper from wood.
- Some people cook food using wood.

## Paper, rubber, gum

**Paper, rubber and gum**

We get paper from plants. Wood pulp from the trees is used to make paper. We also get rubber from the rubber tree. Rubber is used to make things, such as tyres, erasers and rubber bands. We also get gum from pine trees. We use gum to paste things.

latex is collected from the rubber tree

erasers, tyres and gloves are made from rubber

wood pulp is used to make paper

43

**Teacher:** We just learnt that wood comes from trees and is used to make furniture, pencils and even houses! Now, let us talk about some other useful things that we get from plants—paper, rubber and gum!

**MUST DO**

10 MIN.

**Teacher:** Look at your notebooks. Can you guess what paper is made of?

(Pause for the students to think and share their responses.)

**Teacher:** Yes! Paper is made from trees. The wood from trees is turned into soft pulp, which is then spread out and dried to make thin sheets of paper. That is why we should always use paper carefully and not waste it!

**Teacher:** What happens if we tear and throw away too much paper?

**Students:** More trees will be cut down!

**Teacher:** That is right! So, what should we do?

**Students:** Use paper wisely!

**Teacher:** Great! We should use both sides of a paper and we can even recycle old newspapers and notebooks!

**Teacher:** Now, let us talk about something bouncy and stretchy—rubber! Have you ever used an eraser?

**Students:** Yes!

**Teacher:** What about a rubber band? Or a tyre?

**Students:** Yes!

**Teacher:** All these things are made of rubber, which comes from the rubber tree! The tree gives us a white, sticky liquid called latex, which is turned into rubber.

**Teacher:** Let us think of more things made from rubber. Can you name some?

**Students:** Balloons! Gloves! Slippers!

**Teacher:** Fantastic! Rubber is useful in many ways.

**Teacher:** Now, let us talk about gum—the sticky thing we use to paste paper. Do you know where gum comes from?

(Pause for the students to think and share their responses.)

**Teacher:** It comes from pine trees! The sap from these trees is used to make glue or gum. That is why when you open a bottle of gum, it feels sticky—because it comes from tree sap!

**Teacher:** Now, let us play a quick game! I will say an object and you tell me if it is made from paper, rubber or gum. Ready?

**COULD DO**

5 MIN.

(Give examples like Notebook, Tyre, Eraser, Glue and let students respond.)



## Differentiated Activities

110 km/hr



Provide the students with pictures of objects (notebooks, tyres, erasers, glue, balloons, chairs, etc.). Ask them to sort the pictures into three categories: Paper, Rubber and Gum on a chart paper. Encourage them to explain their choices.

80 km/hr



Walk around the classroom and ask, "Can you find something that is made from paper?" Continue with rubber and gum-based items. Let the students find and point out objects around them.

40 km/hr



Provide cut-outs of paper, rubber and gum items with their tree sources. Ask the students to match the object to the correct plant/tree picture. Guide them to complete the task with a buddy if needed.

## Home Task

Draw and colour an object made from fibre, wood, paper, rubber and gum. Write one sentence about how each object is useful.

## Period 6

**Teacher:** Good morning, everyone!  
How are you all today?

COULD DO

10 MIN.



(Pause for the students to respond.)

**Teacher:** Yesterday, I gave you a special home task. Who remembers what it was?

**Students:** We had to draw and write about things made from paper, rubber and gum!

**Teacher:** That is right! Who would like to come up and show their drawings?

(Ask the students to present their work and appreciate their efforts.)

**Teacher:** Great job! I love how each of you found different things made from trees. Who can tell me something they found at home that comes from trees?

(Allow the students to share their observations.)

**Teacher:** Fantastic! Trees and plants give us so many useful things. Today, let us learn about some more amazing gifts we get from plants!

## Oil

### Oil

Nuts, seeds and fruits give us oil. Oil is used in cooking. It is also used to make soaps and shampoos. Plant oils are also used to make hair oils. Coconut oil, mustard oil and olive oil are some examples.



43

**Teacher:** Have you ever seen your parents using oil while cooking?

MUST DO

10 MIN.



**Students:** Yes! My mother uses oil to fry puris! / We use oil to cook vegetables!

**Teacher:** That is right! Do you know where oil comes from? (Allow the students to think and answer.)

**Teacher:** Oil comes from nuts, seeds and fruits! Some of the oils we use in cooking are coconut oil, mustard oil and olive oil.

(Shows pictures of oil sources in the book.)

**Teacher:** Oil is not just for cooking. Can you think of something else we use oil for?

**Students:** For your hair.

**Teacher:** Correct! Plant oils are used to make soaps, shampoos and even hair oils.

## Sugar and Tea

### Sugar and Tea

We get sugar from sugarcane. Sugar is used to make sweets and ice creams. People drink coffee and tea. Tea is made using the leaves of the tea plant. Coffee is made using coffee beans obtained from coffee plant.

44

**Teacher:** Now, let us talk about something sweet. Who likes sweets and ice cream?

MUST DO

5 MIN.



(Pause for the students to respond.)

**Teacher:** Do you know what makes the sweets taste sweet?

**Students:** Sugar!

**Teacher:** Yes! Sugar comes from the sugarcane plant.

**Teacher:** We use sugar to make so many yummy things, like chocolates, laddoos and ice creams.

**Teacher:** Now, who has seen their parents or grandparents drinking tea or coffee?

**Students:** Yes, my parents drink tea in the morning!

**Teacher:** Tea is made using tea leaves from the tea plant. Coffee is made using coffee beans from the coffee plant. So, when your parents drink tea or coffee, they are drinking something that comes from plants!

## Perfumes

### Perfumes

Rose, jasmine and lavender are sweet-smelling flowers. The juices of these flowers are used to make perfumes.



44

**Teacher:** Have you ever smelled a rose, jasmine or lavender flower?

MUST DO

5 MIN.



**Students:** Yes! They smell so nice!

**Teacher:** That is right! These flowers have sweet-smelling juices that are used to make perfumes. Perfumes make us smell fresh and nice.

**Teacher:** Have you ever seen a perfume bottle at home?

**Students:** Yes! My mother has one! / My father sprays perfume before going to work!

**Teacher:** That is because perfumes are made from flowers! So, plants do not just give us food, but they also give us nice fragrances to keep us fresh.

## Plants are our friend

### PLANTS ARE OUR FRIENDS

- Plants keep the air clean and fresh.
  - Trees and plants make the world green and beautiful.
- A green world is a beautiful world.

44

**Teacher:** We have learnt so many amazing things about plants today! Can you tell me some of the things we get from plants?

(Allow the students to share their responses.)

**Teacher:** That is right! Do you know what the most important thing plants do for us?

(Pause for the students to respond.)

**Teacher:** Plants help us breathe! They keep the air clean and fresh. Imagine a world without trees—what would happen?

**Students:** There would be no fresh air! / It would be dusty and hot!

**Teacher:** Exactly! That is why we say plants are our friends. They not only give us food and useful things but also make our world green and beautiful. A green world is a beautiful world!

**Teacher:** Look outside the window. What do you see?

**Students:** Trees! / Grass! / Flowers!

**Teacher:** Doesn't it look beautiful?

**Students:** Yes!

**Teacher:** So, what should we do to take care of our green friends?

**Students:** Water them! / Don't cut trees! / Plant more trees!

**Teacher:** Wonderful! If we all take care of plants, they will take care of us. So let us promise to be good friends to plants!

**Students:** Yes!

**Teacher:** Well done! I am proud of you all. Now, before we end, let us say this together:

'Plants are our friends! A green world is a beautiful world!'

### Differentiated Activities

110 km/hr



Provide pictures of different things we get from plants (e.g., a bottle of oil, a sugar cube, a tea bag, a coffee bean, a perfume bottle). Ask the students to match each product with the plant it comes from. Then, ask them to explain how these products are useful in our daily life.

80 km/hr



Write five uses of plants in your notebook.

40 km/hr



Draw the two uses of plants in your notebook and name them.

## Home Task

Ask students to find three products we get from plants which are used at home (e.g., cooking oil, tea leaves, sugar, shampoo, perfume). They will draw or paste pictures of these items in their notebooks.

## Period 7

### Recalling better

#### Recalling better

CING

- Trees are big and tall plants.
- Shrubs are smaller than trees. Herbs are very small plants.
- Climbers are plants with weak stems. Creepers grow along the ground.
- Trees and plants can grow in different places.
- We get food, oil and medicines from plants. We also get wood and paper from plants.
- Plants keep the air clean and fresh.

44

**Teacher:** Now, that we have learnt so much about plants, let us see how much we remember! We will play a fun team activity.

**Teacher:** Here are the steps to play this game:

- Find a partner and sit together with your them.
- I will ask you a question. Discuss the answer with your partner and then share it with the class.
- If you need help, you can look at your lesson pages.
- When you answer, try to speak in full sentences. Do not worry – I will help if you need it!

(Use the CRM signs to get the students' attention before starting the activity.)

Questions to ask students:

- What are big and tall plants called?
- How are shrubs different from trees?
- Which plants are very small in size?
- What kind of stems do climbers have?
- How do creepers grow?
- Can plants grow in different places? Give an example.
- Name two things we get from plants that we can eat.
- What are some other things we get from plants besides food?
- How do plants help keep the air clean and fresh?
- Why are plants important in our daily lives?

### Learning better

#### Learning better

CBA

A. Tick (✓) the correct answer.

- Which of these have weak stems?
 

a. trees	<input type="checkbox"/>	b. shrubs	<input type="checkbox"/>	c. climbers	<input type="checkbox"/>
----------	--------------------------	-----------	--------------------------	-------------	--------------------------
- Which part of the carrot plant do we eat?
 

a. root	<input type="checkbox"/>	b. stem	<input type="checkbox"/>	c. leaves	<input type="checkbox"/>
---------	--------------------------	---------	--------------------------	-----------	--------------------------

44

3. Which of these tree leaves help us when we have a cough?

a. neem

☐

b. tulsi

☐

c. amla

45

### Tick the correct answer

**Teacher:** Today, we are going to start with some fun exercises from our lesson. You will do them in your books.

**SHOULD DO**

10 MIN.

☐

Turn to page 44, we will begin with exercise A.

**Teacher:** Great! Let us begin with the first question.

(Ask the students to read the first question and options independently. You may also call a student to read it aloud to the class.)

**Teacher:** Think about the plants we learnt. Do big, tall trees have weak stems?

**Students:** No, trees have strong stems!

**Teacher:** Correct! What about shrubs?

**Students:** Shrubs have stronger stems than some plants, but they are not weak.

**Teacher:** That is right! so which one has weak stems and needs support to grow?

**Student:** Climbers!

**Teacher:** Well done! Now tick the correct answer in your book.

**Teacher:** Now, let us move to the second question.

(Ask the students to read the second question and options independently. You may also call a student to read it aloud to the class.)

**Teacher:** When you eat a carrot, does it grow underground or on the branches?

**Students:** It grows underground!

**Teacher:** Yes! And what do we call the part of a plant that grows underground?

**Students:** The root!

**Teacher:** Well done! Now tick the answer in your book.

**Teacher:** Next, let us move to the third question.

(Ask the students to read the question and options independently. You may also call a student to read it aloud to the class.)

**Teacher:** Imagine you have a cough and your grandmother makes you a special tea with leaves. Which plant's leaves are commonly used?

**Student:** Tulsi! My mom makes tulsi tea when I have a cold.

**Teacher:** That is right! Tulsi is the one we use the most for coughs. Tick the correct answer in your book.

Who am I? Write the correct answers in the blanks.

**B** Who am I? Write the correct answers in the blanks.

1. I have a part called a trunk.

2. I am a very small plant. I have a soft stem.

3. I grow in hot places.

45

**Teacher:** Now, we are going to play a guessing game with our next exercise—Who Am I? But this time, you will not do it alone. You will work in pairs!

**SHOULD DO**

10 MIN.

☐

**Teacher:** I will read each clue aloud and you and your partner will discuss the answer before writing it in your book. Listen carefully and talk to your partner before deciding. Ready?


**Students:** Yes!

(Read out the questions one by one, allowing the students the time to discuss with their partners. Then, discuss the answers as a class and instruct students to write the correct answers in the blanks provided.)

**COULD DO**

10 MIN.

☐

 Open the **Animated Activity** on the digital platform and ask the students to work in teams to discuss and answer the questions. Assign points to make the exercise more engaging.

### Differentiated Activities

**110 km/hr**



Use the following words—paper, flower, plant, trees and root in simple sentences of your own.

**80 km/hr**



Take turns to read the words—climbers, creepers, herbs, shrubs and trees to your partner. Write one example for each in your notebook.

**40 km/hr**



Match the following:

- |            |                                 |
|------------|---------------------------------|
| 1. Tree    | Has weak stems                  |
| 2. Shrub   | A very small plant              |
| 3. Climber | A big plant with a strong trunk |
| 4. Herb    | A bushy plant with many stems   |

### Home Task

Draw and colour any three types of plants (tree, shrub, herb, climber or creeper) in your notebook. Write one simple sentence about each.

### Period 8

Write short answers in your notebook

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

1. Name any two creepers.
2. Why do bean plants need support to grow?
3. Rajan has a cough. His father makes him a drink using the leaves of this plant. Which plant is this?

45

**Teacher:** Let us think about what we know about plants. I will read the first question out loud for you.

**MUST DO**

20 MIN.

☐

(Read the question aloud to the students.)

**Teacher:** Name any two creepers. Discuss with your partner and share your answers.

(Encourage the students to share their answers. Guide them to write short answers in their notebooks.)

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

(Read the question aloud to the students.)

**Teacher:** Why do bean plants need support to grow? Think about what you have learnt and discuss with your partner. (Encourage the students to share their answers. Guide them to write short answers in their notebooks.)

**Teacher:** Let us move to the next question. (Read the question aloud to the students.)

**Teacher:** Rajan has a cough. His father makes him a drink using the leaves of this plant. Which plant is this? Discuss the answer with your partner. (Encourage the students to share their answers. Guide them to write short answers in their notebooks.)

**Thinking better**

**2LCS HOTS**

Think and answer in your notebook.  
Most birds make nests on trees. They do not make nests on creepers and climbers. Why?

45

**Teacher:** Now, let us do some thinking! Let us read the question together. (Read the question aloud with the students.)

**MUST DO**

15 MIN.

**Teacher:** Most birds make nests on trees. They do not make nests on creepers and climbers. Why do you think this happens?

(Pause to let the students think.)

**Teacher:** Take a moment to discuss your thoughts with your partner. Think about how trees, creepers and climbers are different from each other.

(Give the students time to discuss.)

**Teacher:** Who would like to share their idea? (Call on a few students to share. Acknowledge their answers and guide them towards the correct reasoning.)

**Teacher:** Great thinking! Now, write your answer in your notebook in your own words. Try to explain why birds prefer trees over creepers and climbers.

(Move around to assist the students as they write.)

Play the **Slideshow** on the digital platform to reinforce the lesson. Ask students to share their understanding with the class.

**COULD DO**

5 MIN.

## Differentiated Activities

**110 km/hr**



Imagine you are a little seed that grows into a big tree. Write a short story about your journey.

**80 km/hr**



Write 3-4 simple sentences about your favourite plant. Describe its colour, size and what it gives us. Draw and label a picture of your plant.

**40 km/hr**



Complete these sentences by filling in the blanks:

1. A plant needs \_\_\_\_, \_\_\_\_ and \_\_\_\_ to grow.
2. Trees give us \_\_\_\_.
3. A rose is a \_\_\_\_.

## Home Task

### Creating better



**Creating better**

**ArtI** **2LCS**

Collect some dry leaves. Keep them in a thick book for four to five days. Then, dip them in paint gently. In your art file, draw the outline of a plant. Paste these leaves. Your leaf art is ready.

45

Collect some dry leaves. Keep them in a thick book for four to five days. Then, dip them in paint gently. In your art file, draw the outline of a plant. Paste these leaves. Your leaf art is ready.

## Period 9

### Choosing better



**Choosing better**

**LSV**

Imagine you have a small garden with different kinds of plants. You want to make sure your plants grow big and strong. What will you do to take care of them? Tick (✓) your answer.

1. You will water your plants daily and talk to them.
2. You will leave your plants to dry.

45

**Teacher:** Let us read the question together.

**MUST DO**

10 MIN.

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

**Teacher:** Imagine you have a small garden with different kinds of plants. You want to make sure your plants grow big and strong. What will you do to take care of them? Here are two options.

**Teacher:**

Option one: You will water your plants daily and talk to them.

Option two: You will leave your plants to dry.

Which one do you think is the better choice?

**Students:** I think we should water the plants daily and talk to them.

**Teacher:** That is a great choice! Why do you think this is important?

**Students:** Because plants need water to grow and talking to them helps them feel cared for.

**Teacher:** Wonderful! Water helps plants stay healthy and some people believe that talking to plants can make them grow better. But what will happen if we leave our plants to dry?

**Students:** They will wilt and die.

**Teacher:** Exactly! Just like we need food and water, plants also need care. What else can we do to keep our plants healthy?

**Students:** We can give them sunlight, remove weeds and take care of their soil.



**Teacher:** Excellent thinking! Plants are living things and they need love and care just like us. Always remember, when we take care of plants, they grow strong and make the world greener and healthier.

### L (What I have learnt)

**Teacher:** Now, we are at the end of our lesson about plants! Let us see what we have learnt so far.



**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' column of the KWL chart.

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

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

### Students (Possible responses):

- Plants give us food, medicine and materials like paper and wood.
- Trees help keep the air clean.
- We eat different parts of plants, like roots (carrots), stems (cabbages), leaves (spinach) and fruits (apples).
- Some plants are used to make clothes, like cotton and flax.
- Some plants, like neem and tulsi, help us when we are sick.
- Plants grow in different places depending on the weather and soil.

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

**Teacher:** So, we learnt that plants are very important. They give us food, medicines and materials for many things. Plants help keep our environment healthy by cleaning the air and providing shelter to animals. Every plant has a unique role in nature. For example, some plants grow tall like trees, while others are small and have creeping stems like climbers. Remember, plants need care, like sunlight and water, to grow strong.

### Worksheet 1

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



### Fill in the blanks

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

### Theme 4: We Need Plants and Animals

### Worksheet 1

## 8. All About Plants

### A. Fill in the blanks.

- A tree is a \_\_\_\_\_ and tall plant.
- A shrub is \_\_\_\_\_ than a tree.
- A herb is a very \_\_\_\_\_ plant.
- A climber is a plant with a \_\_\_\_\_ stem.
- A creeper grows along the \_\_\_\_\_.

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

coconut   mehndi   spinach   pea   pumpkin

- a tree \_\_\_\_\_
- a shrub \_\_\_\_\_
- a herb \_\_\_\_\_
- a climber \_\_\_\_\_
- a creeper \_\_\_\_\_

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

- A tree has many branches. \_\_\_\_\_
- A shrub has many thick stems. \_\_\_\_\_
- A herb can live for many years. \_\_\_\_\_
- A climber needs support to grow. \_\_\_\_\_
- Lotus grows in water. \_\_\_\_\_

26

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

Read each sentence aloud to the students. Ask the students to fill in the blanks using the words given in the help box. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

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

Read each sentence aloud and give the students the 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.

## Home Task

### Revising better

You have learnt that plants and trees grow over a period of time. Similarly, what changes or growth have you seen in yourself since last year? Write in your Little Book.

### Revising *better*

In this chapter, you have learnt that plants and trees grow over a period of time. Similarly, what changes or growth have you seen in yourself since last year? Write in your Little Book.

DBL

45

## Period 10



**Quiz** on the digital platform can be conducted to check students' understanding.

### Worksheet 2

COULD DO

10 MIN.



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

SHOULD DO

30 MIN.



## Period 11

### Worksheet 3

#### Worksheet 2

A. Which of these things do we get from plants? Colour the correct answers with a green crayon.

- |           |          |
|-----------|----------|
| 1. wood   | 2. toys  |
| 3. glass  | 4. paper |
| 5. coffee |          |

B. Match the columns.

#### Column A

1. corn
2. turnip
3. sugarcane
4. mango
5. peanut

#### Column B

- i. root
- ii. stem
- iii. seed
- iv. nut
- v. fruit

C. Fill in the blanks.

1. Water lily grows in \_\_\_\_\_.
2. We eat the \_\_\_\_\_ of a rice plant.
3. Cactus has \_\_\_\_\_.
4. We eat the \_\_\_\_\_ of a carrot plant.
5. Ropes and sacks are made from \_\_\_\_\_.

27

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

**Which of these things do we get from plants? Colour the correct answers with a green crayon.**

Read the question and explain to the students that they need to identify which items come from plants. Instruct the students to colour only the correct answers (wood, paper and coffee) with a green crayon. After they finish colouring, ask the students to raise their hands if they have any questions or need help.

#### Match the columns.

Read each item in Column A and Column B aloud. Ensure that the students understand all the terms before they start matching. Guide the class through the first match as an example. Ask students to work in pairs or small groups to match the remaining items. After giving 5–7 minutes for the activity, review the answers together as a class.

#### Fill in the blanks

Read each sentence aloud to the students. Ask the students to fill in the blanks. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

A. Fill in the blanks.

1. We eat the \_\_\_\_\_ of a turnip plant.
2. We make paper from \_\_\_\_\_.
3. Tyres are made from \_\_\_\_\_.
4. The \_\_\_\_\_ tree is used to make gum.
5. Plants keep the \_\_\_\_\_ clean and fresh.

B. Tick (✓) the things that we do not get from plants.

- |                  |                          |               |                          |
|------------------|--------------------------|---------------|--------------------------|
| 1. fruits        | <input type="checkbox"/> | 2. bamboo     | <input type="checkbox"/> |
| 3. sanitizers    | <input type="checkbox"/> | 4. vegetables | <input type="checkbox"/> |
| 5. steel glasses | <input type="checkbox"/> |               |                          |

C. Write T for true or F for false.

1. We eat the leaves of a cabbage plant. \_\_\_\_\_
2. Water lily grows on land. \_\_\_\_\_
3. We eat the roots of a sugarcane plant. \_\_\_\_\_
4. Plants give us sugar. \_\_\_\_\_
5. Rose is not used to make perfumes. \_\_\_\_\_

28

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 3.

SHOULD DO

20 MIN.



#### Fill in the blanks

Read each sentence aloud to the students. Ask the students to fill in the blank. 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 that we do not get from plants

Ask the students to work independently to read the list of things given. Instruct them to tick only those that are obtained from plants. Review the answers with the whole class.

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

Read each sentence aloud and give the students the 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.



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

Chapter 8: All About Plants

Theme 3: We  
Need Plants  
and Animals



English

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



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

FLN HoLL MDA

English

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

Write the sentences on the board and instruct the students to rewrite the sentences using punctuation in their notebook.

Discuss the answers with the whole class.

COULD DO

10 MIN.



Maths

Read the problem aloud. Ask the students to think about the numbers involved. Guide students through the process. Encourage the students to write their answers in their notebook.

COULD DO

10 MIN.



## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> <li>• use fine motor skills to draw and label different parts of a plant (e.g., roots, stem, leaves, flowers)</li> </ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> <li>• work collaboratively in pairs or small groups to discuss the importance of plants in our lives and how we can protect them.</li> <li>• engage in role-play or group discussions about how plants help us and why we should care for them.</li> </ul>
Cognitive Development	<ul style="list-style-type: none"> <li>• identify and classify different types of plants (e.g., trees, shrubs, climbers, creepers) and understand their features and uses.</li> <li>• recognize the materials we get from plants (e.g., wood, paper, rubber, spices) and explore how these materials are sourced and used.</li> <li>• understand the relationship between plants and the environment, recognizing how they adapt to different climates and seasons.</li> </ul>
Language and Literacy Development	<ul style="list-style-type: none"> <li>• use descriptive language (e.g., tall, green, leafy) to talk about plants, their parts and their uses in oral and written activities.</li> <li>• share personal experiences related to plants (e.g., plants at home, favourite plants) and contribute to group discussions about how plants grow and benefit us.</li> </ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"> <li>• appreciate the diversity of plants across different cultures and regions through classroom activities.</li> </ul>
Positive Learning Habits	<ul style="list-style-type: none"> <li>• actively participate in group discussions, respecting others' opinions and ideas about the importance of plants.</li> </ul>

### Starry Knights

Could you get your learners interested in this lesson? If yes, mention one strategy that helped you the most.

Reward yourself with a STAR!



## Lesson-9: All About Animals

Theme 4: We Need Plants and Animals

10 Periods (40 minutes each)



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



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, Video, Test Generator

Confirming better

I take care of my pets

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

#### To enable the students:

- to explore the diversity of animals by identifying wild, farm and pet animals.
- to differentiate between domestic and wild animals and understand their role in human life.
- to recognise the importance of animals in our lives, including their role in providing food and helping with work.
- to identify and describe different animal habitats and understand why animals live in specific environments.
- to classify animals based on their eating habits (herbivores, carnivores, omnivores) and understand food chains.
- to develop empathy and responsibility towards animals by understanding their needs and care.

### Methodology

#### Period 1

**Note to the Teacher:** Ask the students to prepare a KWL chart. Help them organise their thoughts on the topic 'All About Animals'.

**Teacher:** Hello, students! Today, we are starting a new lesson and it is all about animals! Animals are all around us and they are an important part of our world. Some animals live in the wild, some on farms and some with us as pets.

Have you ever wondered why animals live in different places? How do they survive in nature? How do animals help us? Let us explore together and learn all about animals!

**Teacher:** In this lesson, we will learn about:

- The different types of animals—wild animals, farm animals and pet animals.
- Where animals live—some in forests, some in water and some with humans.
- How animals help us—by providing food, helping with work and being our companions.

Ask the students to draw the KWL chart in their notebooks.

K	W	L

**Teacher:** Let us start with the first column—What I Know (K). What do you know about animals? Where have you seen them?

(Pause for the students to share their responses.)

**Students** (Possible Responses):

- Lions and tigers live in the jungle.
- Cows and goats live on farms.
- I have a pet dog at home.
- Fish live in water.

**Teacher:** Great! Write these points in the K (What I Know) column.

Now, let us think about the second column—What I Want to Know (W). Is there anything you are curious about when it comes to animals?

(Pause for the students to share their questions.)

**Possible Responses:**

- How do animals find food?
- Why do some animals live in water?
- How do birds fly?
- Can all animals be pets?

**Teacher:** These are interesting questions! Write them in the W (What I Want to Know) column.

As we go through the lesson, we will explore these questions and learn more about animals. At the end of the lesson, we will fill in the L (What I Learnt) column with all the new things we have discovered.

**Teacher:** Are you ready to learn more about animals and their world?

**Students:** Yes!



## Kinaesthetic

MUST DO

10 MIN.

**Teacher:** Let us start with a fun game! We are going to act like animals. One by one, you will come to the front, choose an animal and act like it using movements or sounds. The rest of the class will guess which animal you are!

### Re-KAP

SPD

#### Kinaesthetic

Play a fun game in class. Take turns to enact an animal. You can also make the animal sound. The rest of the class will have to guess its name.

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(Allow the students to take turns to come forward and enact. Let others guess the name of the animal. Continue the game for a few rounds, ensuring all the students get a chance to participate.)

**Teacher (after the game):** That was so much fun! We just saw how different animals move and sound. Now, let us move to the next part of our Re-KAP activity!

## Auditory

MUST DO

10 MIN.

**Teacher:** Now, I am going to ask you a few riddles. You will listen to the riddles carefully to guess the name of the animal. Ready?

### Auditory\*

Listen to your teacher carefully. Answer the questions.

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**Students:** Yes!

**Teacher:** 1. My name starts with L and ends with N. I am the king of the jungle.

2. I have a trunk but I am not a tree. My name starts with E and ends with T.

(Encourage the students to take turns guessing the plant or you may ask them to write their answers in the notebook. Then, discuss with the class.)

## Pictorial

MUST DO

10 MIN.

**Teacher:** Now turn your books to the lesson page. Do you see pictures of some animals?

### Pictorial

PS

Write W for wild animal. Write F for farm animal. Write P for pet animal.


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**Students:** Yes!

**Teacher:** Great! Now, let us observe the given pictures carefully. You will write 'W' if the image shows a wild animal, 'F' if it is a farm animal and 'P' if it is a pet animal. Ready?

(Give the students the time to complete the task independently.)

**Teacher:** Alright! Now, let us check your answers. Which animals are wild, which are farm animals and which are pets?

(Allow the students to take turns sharing their responses.)

**Teacher:** Fantastic! Now, let us move to the next part of our lesson.

## Differentiated Activities

110 km/hr



Draw a wild animal, a farm animal and a pet animal on a piece of paper. Write their names and a sentence about each of them (e.g., The cow gives us milk.).

80 km/hr



Draw a wild animal, a farm animal and a pet animal on a piece of paper. Write their names below the drawings.

40 km/hr



Draw a wild animal, a farm animal and a pet animal on a piece of paper. With the teacher's help, write their names below.

## Home Task

Observe an animal near your home (a pet, a bird or any other animal you see). Notice its body parts, how it moves and what it eats. Draw the animal and write 3-4 sentences about it. You can include:

- The name of the animal.
- Where you saw it.
- How it moves (e.g., walks, flies, swims).
- What it eats.

## Period 2

COULD DO

05 MIN.

**Teacher:** Let us start with a fun game! I will make an animal sound and you have to guess which animal it belongs to. Ready? (Make a sound, e.g., "Moo!")

**Teacher:** Who can guess the animal?

**Students:** A cow!

**Teacher:** Yes! Well done! Now, let us try another one. (Make another sound, e.g., "Roar!")

**Students:** A lion!

**Teacher:** That is right! Let us do a few more! (Repeat with more sounds like barking, chirping or neighing.)

**Teacher:** Fantastic guessing, everyone!

**Note to the Teacher** – You may also play audio recordings of different animal sounds, if available and have the students guess the names of the animals based on their sounds.

### Interacting better

**Teacher:** Now, let us play a fun game!  
To begin, find a partner.

**MUST DO**

10 MIN.

**Interacting better** ICL

If you could talk to animals, what would you say to them? Which animal would you choose? Discuss with your partner.

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(Give the students time to pair up.)

**Teacher:** Great! I see that everyone has a partner. Here is how the game works: You and your partner will take turns discussing one question:

'If you could talk to animals, what would you say to them? Which animal would you choose?' Take turns asking and answering this question with your partner. Ready?

(Give time for students to discuss with each other.)

**Teacher:** Let us hear some of the interesting things you would say to animals. Who would like to share?

(Encourage a few students to share their answers with the class.)

**Teacher:** Wow! I love hearing your thoughts. Now that we have imagined talking to animals, let us continue learning about the amazing world of animals.

Biji, can you tell us about your favourite animal in the story?

Sam, my favourite animal is the elephant. It is big and strong. Lina, which is your favourite animal?

I think tigers are awesome. They have orange fur with black stripes.

I want to learn more about animals.

We can learn more about animals in our EVS book.

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**Teacher:** Sam and her friends are hearing a story about animals. Let us read to find out what they have to say about animals.


**MUST DO**

15 MIN.

(Read the conversation to the student. You may also invite them to read aloud to the class.)

**Teacher:** Lina says her favourite animal is tigers and she like their orange fur and black stripes. Do you have a favourite animal? What is it?

(Allow the students to talk about their favourite animal by taking turns. They can say the name of the animal and one sentence explaining why they like it.)

 Play the **Animation** from the digital platform to engage the students and generate interest in the topic. Initiate a discussion by asking them to share the animals they have seen around them.

There are animals all around us. Animals are our friends.

**Wild animals** live in jungles. Tigers, lions and deer are wild animals.

**Farm animals** live on farms.

Cows, oxen, buffaloes and sheep are farm animals. Hens and ducks are also farm animals.

**Pet animals** live at home with us. Dogs and cats are pet animals. Farm animals and pet animals together are called **domestic animals**.



**Teacher:** There are animals all around us. Some live in the wild, some on farms and some live with us at home. Let us explore them together!

**MUST DO**

15 MIN.

**Teacher:** First, let us talk about wild animals. Wild animals live in jungles and forests. Can you think of any wild animals?

(Pause for the students to share their responses.)

**Teacher:** Yes, tigers, lions and deer are wild animals. They live in jungles, far away from where we live. These animals are not kept by people. They live freely in nature.

**Teacher:** Next, we have farm animals. These animals live on farms. People take care of them because they help with things like giving us food or helping with work. Can you think of any farm animals?

(Pause for the students to share their responses.)

**Teacher:** Great! Cows, oxen, buffaloes and sheep are farm animals. They help us by giving us milk, wool and sometimes even help us work. Hens and ducks also live on farms and give us eggs.


**Teacher:** Now, let us talk about pet animals. These are animals that live with us at home. People keep them as pets because they make good companions. Can you think of any pet animals?

(Pause for the students to share their responses.)

**Teacher:** Exactly! Dogs and cats are examples of pet animals. We take care of them, feed them and they give us company. Pet animals live with us at home and they are our friends.

**Teacher:** Farm animals and pet animals together are called domestic animals. They live with us or help us in our daily lives. Isn't that interesting?

**Teacher:** So, we have wild animals that live in jungles, farm animals that live on farms and pet animals that live with us at home.

 Show the **Infographic** to the students and ask them to identify the animals that live on land and in water. Encourage them to share a few sentences about what they know regarding these animals.

## Differentiated Activities

110 km/hr



Imagine a world without animals. How would it affect us? What would happen to nature without animals? Write a short paragraph (4-5 sentences) explaining what would happen.

80 km/hr



Read the sentences below. Choose the right word from the options to fill in the blanks.

1. Wild animals live in \_\_\_\_\_ (jungles/farms).
2. Pet animals live \_\_\_\_\_ (with us/on farms).
3. Farm animals give us \_\_\_\_\_ (food/clothes).

40 km/hr



Read the poem aloud to the students below and ask them to read with you.

The Animal Friends

Animals are everywhere,

In jungles, farms and here!

We see them jump, we see them run,

They are our friends, each and every one!

Listen carefully as the teacher reads the poem about animals. After listening, think about your favourite animal and draw it on a piece of paper. Colour the animal and give it a name.

## Home Task

Observe an animal near your home (it could be a pet, a bird or any animal you see). Draw the animal and write a few sentences about it. What does it look like? What sound does it make? Where does it live? What does it eat?

## Period 3

Begin the session with a quick discussion about the home task.

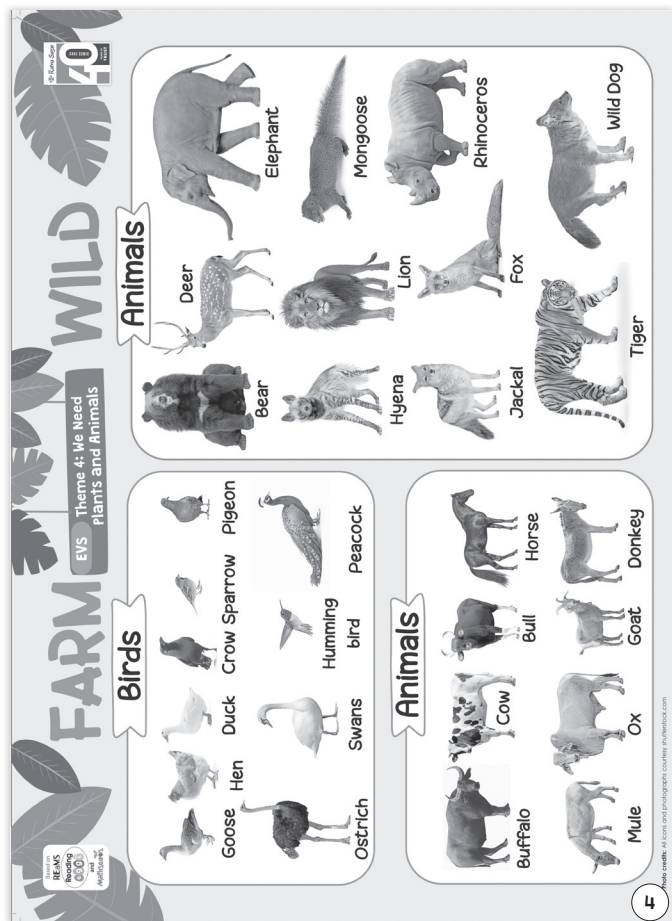
Ask the students to share their drawings of the animals they observed and describe what their experience. Encourage them to talk about where they saw the animal, what it looks like, the sound it makes and what it eats. Display the drawings in the classroom to showcase their work.

## Poster

Point to the poster and ask the students to name the animals they see. Engage them in a discussion to reinforce the concepts covered in the previous session. Ask them to identify the animals that live in the forest and those that are domestic animals.



eBook can be used to teach the lesson.



## Animal Homes

**Teacher:** Alright, class! Now that we know about different kinds of animals, let us learn about where they live. Just like us, animals also need a safe place to call home.

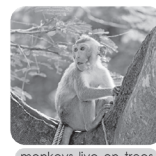
**MUST DO**

15 MIN.

### ANIMAL HOMES

Just like us, animals also need a safe place to call home.

- Some animals, such as elephants and giraffes, rest under trees.
- Monkeys live on trees.
- Lions live in dens.
- Bears live in caves.
- Rats, snakes and rabbits live in holes.
- Birds make nests to lay eggs.



monkeys live on trees



lions live in dens



bears live in caves



rabbits live in holes



birds live in nests

People make shelters for domestic animals.

- Sheds are made for cows and buffaloes.
- Kennels are made for dogs.
- Coops are made for chickens.
- Stables are made for horses.



sheds are made for cows



kennels are made for dogs



coops are made for chickens



stables are made for horses



**Note to the teacher** – Point to the images on the book as you talk about the different homes of animals. Ask the students to observe the images and share their thoughts.

**Teacher:** Some animals like elephants and giraffes rest under trees. Imagine standing under a big shady tree—it is like their natural umbrella!

**Teacher:** Can anyone think of an animal that lives on trees?

(Pause for responses.)

**Teacher:** That is right! Monkeys live on trees. They swing from branch to branch and make the trees their home.

**Teacher:** Now, can you tell me where the king of the jungle, the lion, lives?

**Students:** In a den!

**Teacher:** Exactly! Lions live in dens, which are like caves that keep them safe.

**Teacher:** Let us talk about bears next. Where do you think they live?

(Pause for responses.)

**Teacher:** Bears live in caves. These caves protect them from the cold and other dangers.

**Teacher:** Now, what about small animals like rats, snakes and rabbits? Any guesses on where they might live?

(Pause for responses.)

**Teacher:** Rats, snakes and rabbits live in holes. These holes keep them hidden and safe.

**Teacher:** What about birds? Where do they live and lay their eggs?

**Students:** In nests!

**Teacher:** Correct! Birds make nests to lay their eggs and raise their babies.

**Teacher:** So just like us, animals have homes too. Some rest under trees, some live in dens or caves and some even make their own homes like nests and holes. Isn't it amazing how every animal finds a special place to live?

**Teacher:** Great job, everyone! We just learnt how animals in the wild find their own homes, like caves, dens and nests. Did you know that people also make shelters for domestic animals? We build homes to keep them safe and comfortable!

**Teacher:** Let us start with cows and buffaloes. Does anyone know what kind of shelter they live in?

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

**Teacher:** Sheds are made for cows and buffaloes. These shelters protect them from the sun and rain and they also have space for them to rest and eat.

**Teacher:** Next, let us talk about dogs. Many people keep dogs as pets, but they also need a home of their own. What is a dog's house called?

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

**Teacher:** Kennels are small houses made for dogs. They give dogs a cozy place to sleep and rest.

**Teacher:** Now, let us talk about chickens. Have you seen a place where many chickens live together?

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

**Teacher:** Chickens do not live in trees or caves. People build coops for them. A chicken coop is like a small house that keeps them safe from the rain, sun and other animals. It also gives them a cozy place to lay eggs.

**Teacher:** Can you imagine if chickens did not have a coop? What would happen?

(Encourage the students to think and respond.)

**Teacher:** Now, let us talk about horses. Horses are strong and fast. Do you think they sleep under trees like elephants? (Encourage the students to think and respond.)

**Teacher:** Horses need a warm and safe place to rest. That is why people build stables for them. A stable is a big house for horses. It has space for them to stand, rest and even eat their food.

**Teacher:** Why do you think horses need a stable?

(Encourage the students to think and respond.)

**Teacher:** Stables protect horses from the rain, cold and heat.


**Teacher:** Now, let us quickly review! What is the home of a chicken called?

**Students:** Coop.

**Teacher:** What is the home of a horse called?

**Students:** Stable.

**Teacher:** So, we learnt that people build sheds for cows and buffaloes, kennels for dogs, coops for chickens and stables for horses. These shelters help keep domestic animals safe and comfortable.

 Open the **Dictionary** to reinforce the terms introduced in the lesson. Ask the students to share one example for each type of animal.

COULD DO

10 MIN.



## Differentiated Activities

110 km/hr



Write a few sentences about any one animal of your choice. Mention where it lives, what it eats and one interesting fact about it.

80 km/hr



Match the animals with their correct category.

Lion	Domestic Animal
Dog	Wild Animal
Parrot	Water Animal
Shark	Bird
Cow	Pet Animal

40 km/hr



Give the students pictures of different animals. Ask them to observe the pictures and sort them into



the following categories: wild animals, domestic animals, pet animals, water animals and birds.

### Home Task

Observe the animals around your home or neighbourhood. Draw or paste pictures of any three animals you see and write where they live.

### Period 4

COULD DO

05 MIN.



**Teacher:** Good morning, everyone! How are you all today?

**Teacher:** Before we begin today's lesson, let us do a fun activity. I want you all to imagine you are in a jungle filled with different animals. Can you hear the sounds of birds, the roar of a lion or the rustling of leaves?  
(Pause for the students to respond.)

**Teacher:** Great! Now, I will say the name of an animal and you have to act like it. Ready?

**Students:** Yes!

**Teacher:** First one – a lion! How does a lion look and sound?  
(The students pretend to roar like a lion and show their paws.)

**Teacher:** Wow! That was loud and powerful! Now, let us try a rabbit. How does a rabbit move?  
(The students hop around like rabbits.)

**Teacher:** Fantastic! Now, let us try an elephant. What does an elephant look like?  
(The students use their arms to make a trunk and pretend to stomp like an elephant.)

**Teacher:** Amazing! Now, let us do one last animal. Show me how a bird moves.  
(The students flap their arms like wings and pretend to fly.)

**Teacher:** Great job, everyone! That was fun. Now, let us learn the eating habits of different animals.

#### What do animals eat?

##### WHAT DO ANIMALS EAT?

Animals, just like us, need food to grow, stay healthy and have energy to move and play. Different animals eat different things.

##### Plant-eating animals

Plant-eating animals, such as cows, horses, sheep, rabbits and deer, eat grass, leaves, fruits and vegetables. 48

##### Flesh-eating animals

Flesh-eating animals, such as lions, tigers, wolves and eagles, eat the flesh of other animals.

##### Plant- and flesh-eating animals

Some animals, such as bears, eat both plants and other animals.

##### Scavengers

Scavengers, such as vultures and hyenas, eat the flesh of dead animals. 49

**Teacher:** In the previous session, we learnt about where animals live, but do you know what animals need to stay strong and healthy?

**Students:** Food, water!

**Teacher:** That is right! Just like us, animals also need food to grow, stay healthy and have energy to move and play,

but do all animals eat the same food?

**Students:** Yes/No.

**Teacher:** Some animals eat plants, some eat other animals and some eat both. First, let us learn about plant-eating animals.

**Teacher:** Have you seen any animal that eats plants?  
(Pause for the students to think and share their responses.)

**Teacher:** Yes! Animals like cows, horses, sheep, rabbits and deer eat plants. We call them plant-eating animals. They eat grass, leaves, fruits and vegetables.

**Teacher:** Let us take an example. Have you seen a cow eating? What does it eat?

**Students:** Grass!

**Teacher:** That is right! Cows love to eat fresh green grass. What about rabbits? What do rabbits eat?

**Students:** Carrots!

**Teacher:** Yes, rabbits love carrots, but they also eat other vegetables and green leaves. Now, let us think about a horse. What do horses like to eat?

**Teacher:** Horses eat grass, just like cows and they also eat hay, which is dried grass. It keeps them strong and healthy.

**Teacher:** What about a deer? Have you seen a deer eating food? May be in a park or on TV?  
(Pause for the students to think and share their responses.)

**Teacher:** Deer eat leaves, fruits and grass. They are plant-eaters, just like cows and rabbits.

**Teacher:** So, plant-eating animals are animals that eat only plants. They do not eat other animals. Can you tell me some examples again?

**Students:** Cows, horses, rabbits, deer, sheep!

**Teacher:** Excellent! Next, let us learn about flesh eating animals.

#### Flesh-eating animals

**Teacher:** Some animals eat plants, but others eat meat. These are called flesh-eating animals. They hunt other animals for food.

**Teacher:** Some birds, like eagles, eat meat. They have sharp claws and beaks to catch and eat other small animals.

**Teacher:** So, can you tell me some examples of flesh-eating animals?

**Students:** Lions, tigers, wolves, eagles!

#### Plant- and flesh-eating animals

**Teacher:** We learnt that some animals eat plants and some eat meat. Did you know that some animals eat both?

**Teacher:** Can you guess an animal that eats both plants and meat?

(Pause for the students to think and respond.)

**Teacher:** Here is a clue—this animal loves honey, eats berries, but can also hunt fish.

**Students:** Bear!

**Teacher:** Yes! Bears eat both plants and meat. They enjoy fruits, honey and fish.

MUST DO

10 MIN.



MUST DO

10 MIN.



MUST DO

10 MIN.



**Teacher:** So, animals that eat both plants and meat are called plant and flesh-eating animals.

**Teacher:** Can you give examples of flesh-eating animals and animals that eat both plants and flesh?

(Pause for the students to think and respond.)

### Scavengers

**Teacher:** We learnt that some animals eat plants, some eat meat and some eat both. There are also animals that eat the meat of animals that are dead.

**Teacher:** These animals are called scavengers. They eat the flesh of animals that have died.

**Teacher:** Can you guess an animal that does this?

(Pause for the students to think and respond.)

**Teacher:** Vultures and hyenas are scavengers. They help keep nature clean by eating food that is already there.

**Teacher:** Isn't it amazing how every animal has a special way of finding food?

## Differentiated Activities

110 km/hr



Ask the students to sort animals into categories: plant-eaters, meat-eaters, both and scavengers. After sorting, have them explain why they placed each animal in the specific category.

80 km/hr



Give the students a set of cards with pictures of different animals. Ask them to match each animal with what it eats (plants, meat or both).

40 km/hr



Show the students pictures of a few animals (cow, lion, bear, vulture). Ask them to identify whether each animal eats plants, meat or both.

## Home Task

Write a short paragraph about an animal you like. Write about:

1. What the animal eats (plants, meat or both).
2. Where you can find this animal (in the jungle, farm or elsewhere).
3. Why this animal is important to nature or humans.

## Period 5

### Animals give us food

**Teacher:** Good morning, everyone!

Can you tell me what you had for breakfast today?

#### ANIMALS GIVE US FOOD

We get milk from cows, buffaloes, goats and sheeps. Hens give us eggs. We get honey from honeybees.

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(Pause for the students to respond.)

**Teacher:** That sounds delicious! Now, let us think—where does our food come from? Do we get food from animals? (Pause for the students to respond.)

**Teacher:** Yes! Some of our food comes from animals. Let us learn more about this today!

**Teacher:** Some animals give us food that we eat every day. Can you think of an animal that gives us milk?

**Students:** Cows!

**Teacher:** Yes! Cows give us fresh milk. However, cows are not the only animals that give us milk. Can you name any other animals?

(Pause for responses; guide them toward buffaloes, goats and sheep.)

**Teacher:** Buffaloes, goats and sheep also give us milk. We use milk to make things like butter, cheese and curd.

**Teacher:** Now, let us talk about eggs. Which animal gives us eggs?

**Students:** Hens!

**Teacher:** Yes! Hens lay eggs. Eggs are healthy and give us energy.

**Teacher:** What about something sweet—do you know which tiny insect gives us honey?

**Students:** Honeybees!

**Teacher:** Yes! Honeybees collect nectar from flowers and make honey. We eat honey in sweets and drinks.

### Animals help us in our work

**Teacher:** We just learnt that some animals give us food. Did you know that animals also help us in other ways?

#### ANIMALS HELP US IN OUR WORK

Animals give us company. They are our friends. Oxen help farmers in the fields. Camels, bullocks, horses and mules help us in transportation. Elephants and donkeys help us in carrying loads.

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**Teacher:** Do you have a pet at home or know someone who has one?

(Pause for the students to respond.)

**Teacher:** Pets like dogs and cats give us company. They are our friends! They love us and play with us.

**Teacher:** Some animals help us with work. Let us look at how they help us!

**Teacher:** Farmers grow food for us, but they need help. Can you guess which animal helps a farmer?

**Students:** Cows!

**Teacher:** Good guesses! The animal that helps farmers the most is the ox. Oxen pull plough and help farmers grow crops.

**Teacher:** A long time ago, there were no cars or buses. People used animals to travel.

**Teacher:** In deserts, camels are used for travel. Camels have strong legs and can walk in the hot sand for a long time. That is why people call camels the 'ships of the desert'.

**Teacher:** In villages, some people use bullocks to pull carts. Bullocks are strong and can carry people from one place to another.

**Teacher:** Some animals help carry heavy things. Let us learn about them!

- Elephants are very big and strong. They can lift heavy logs of wood in the forest.
- Donkeys and mules help carry loads in hilly places. People use them to carry bags and goods up the mountains.

**Teacher:** Today, we learnt that animals help us in many ways. Can you tell me one way how animals help us?

(Pause for the students to respond.)

**Teacher:** Yes! Animals are very helpful. They give us food, help us work and even give us company as pets. We must take care of them, give them food and water and never hurt them.

**Teacher:** Now, let us all say, "Thank you, animals!"

COULD DO

05 MIN.



## Differentiated Activities

110 km/hr



Provide the students with flashcards showing different animals (cow, hen, buffalo, dog, camel, ox, elephant, donkey, etc.). Ask them to sort the animals into two groups: Animals that give us food and Animals that help us with work. Then, let them explain their choices.

80 km/hr



Show the students pictures of different animals one by one and ask, "How does this animal help us?" Guide them to respond using simple sentences like "A cow gives us milk." or "A camel helps in transportation."

40 km/hr



Give the students cutouts of animals along with their benefits (e.g., cow – milk, hen – eggs, ox – ploughing, camel – transportation). Ask them to match each animal with how it helps humans. Pair them up with a partner if needed.

## Home Task

Draw and colour any two animals—one that gives us food and one that helps in work. Write a few sentences about how each animal helps us.

## Period 6

### Recalling better

**Teacher:** Now, that we have learnt so much about animals, let us see how much we remember! We will play a fun team activity.

COULD DO

10 MIN.



Recalling better

There are wild animals, farm animals and pet animals.

Animals have different kinds of homes.

Some animals eat plants. Some animals eat the flesh of other animals.

Animals give us food. Some animals help us with our work.

CING

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**Teacher:** Here are the steps to play this game;

1. Find a partner and sit together with your partner.
2. I will ask you a question. Discuss the answer with your buddy and then share it with the class.
3. If you need help, you can look at your lesson pages.
4. When you answer, try to speak in full sentences. Do not worry – I will help if you need it!

(Use the CRM signs to get the students' attention before starting the activity.)

### Questions to ask the students:

1. Can you name some wild animals, farm animals and pet animals?
2. Where do different animals live? Can you name some animal homes?
3. What do animals eat? Can you name an animal that eats plants? Can you name an animal that eats other animals?
4. Which animals give us food? What kind of food do they give us?
5. How do some animals help us with our work? Can you give an example?

## Learning better

SHOULD DO

15 MIN.



**Teacher:** Today, we are going to start with some fun exercises from our lesson. You will do them in your books. And we will begin with Exercise A.

Learning better

CBA

A Tick (✓) the correct answer.

1. This is a farm animal.  
a. hen ☐ b. lion ☐ c. tiger ☐

2. This is a pet animal.  
a. dog ☐ b. elephant ☐ c. giraffe ☐

3. This animal lives on trees.  
a. dog ☐ b. goat ☐ c. monkey ☐

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**Teacher:** Great! Let us start with the first question.

(Ask the students to read the first question and options independently. You may also call a student to read it aloud to the class.)

**Teacher:** Look at the three animals in the options. A farm animal is one that lives on a farm and gives us food or helps in work. Which one do you think is a farm animal?

**Students:** Hen!

**Teacher:** That is right! A hen is a farm animal. What about the lion and the tiger? Do they live on a farm?

**Students:** No! They are wild animals!

**Teacher:** Correct! Now tick the right answer in your book.

**Teacher:** Let us move to the second question.

(Ask the students to read the question and options independently. You may also call a student to read it aloud to the class.)

**Teacher:** A pet animal is one that lives with people and can be kept at home. Which of these animals do people keep as a pet?

**Students:** A dog!

**Teacher:** Yes! A dog is a pet animal. What about an elephant and a giraffe?

**Students:** They are wild animals.

**Teacher:** That is right! Now tick the correct answer in your book.

**Teacher:** Now, let us go to the third question.

(Ask the students to read the question and options independently. You may also call one of them to read it aloud to the class.)

**Teacher:** Some animals live in different places. Think carefully—which of these animals lives on trees?

**Students:** A monkey!

**Teacher:** Very good! Monkeys climb trees and live on them. Do dogs or goats live on trees?

**Students:** No!

**Teacher:** That is right! Now tick the correct answer in your book.

### Write True or False

**Teacher:** Next, you will work on exercise B. However, this time, you will not do it alone. You will work in pairs!

**SHOULD DO**

10 MIN.

☐

#### B Write T for True or F for False.

1. Wild animals live in jungles. \_\_\_\_\_
2. Lions live in sheds. \_\_\_\_\_
3. People make coops for ducks. \_\_\_\_\_

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**Teacher:** I will read each statement aloud. You and your partner will discuss whether the statement is true or false before writing T for True or F for False in your book. Listen carefully and talk to your partner before deciding. Ready?

**Students:** Yes!

(Read each statement aloud, allowing the students time to discuss with their partners. Then, discuss the answers as a class and instruct the students to write the correct answers in the blanks provided.)



Open the **Animated Activity** and ask the students to work in teams to discuss and answer the questions.

**COULD DO**

05 MIN.

☐

Assign points to make the exercise more engaging.

### Differentiated Activities

#### 110 km/hr



If all animals ate the same food, how would it change nature? What problems could arise? Write 3-4 simple sentences explaining the impact on animals and the environment.

#### 80 km/hr



Why do some animals live in water, some on land and some in both? How does their body help them survive? Write two reasons with one example of each type of animal.

#### 40 km/hr



What would happen if a fish lived on land or a dog lived in water? Draw a picture of an animal in the wrong habitat and write one sentence about why it would not survive.

### Home Task

Read the lesson at home.

### Period 7

**Write short answers in your notebook.**

**MUST DO**

20 MIN.

☐

**Teacher:** Now, let us do some thinking! Let us read the question together.

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

1. What are farm animals?
2. Name two domestic animals.
3. Sameer's father is making a kennel. Which animal do you think they are bringing home?

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(Read the question aloud to the students.)

**Teacher:** What are farm animals? Discuss with your partner and share your answers.

(Encourage the students to share their answers. Guide them to write short answers in their notebooks.)

**Teacher:** Now, let us move to the next question.

(Read the question aloud to the students.)

**Teacher:** Name two domestic animals. Think about the animals that live with humans. Discuss with your partner before writing.

(Encourage the students to share their answers. Guide them to write short answers in their notebooks.)

**Teacher:** Let us move to the last question.

(Read the question aloud to the students.)

**Teacher:** Sameer's father is making a kennel. Which animal do you think they are bringing home? Think about which animal lives in a kennel. Discuss the answer with your partner.

(Encourage the students to share their answers. Guide them to write short answers in their notebooks.)

### Thinking better

**MUST DO**

20 MIN.

☐

**Teacher:** Now, let us do some thinking! Let us read the question together.

#### Thinking better

Think and answer in your notebook.

Why do you think it is important to be kind to animals?

2 Lr CS HOTS

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(Read the question aloud to the students.)

**Teacher:** Why do you think it is important to be kind to animals?

(Pause to let the students think.)

**Teacher:** Take a moment to discuss your thoughts with your partner. Think about how animals help us, how they feel and why they need our care and respect.

(Give the students the time to discuss.)




**Teacher:** Who would like to share their idea?  
(Call on a few students to share. Acknowledge their answers and guide them towards the correct reasoning.)

**Students:** (Possible responses)

1. Animals have feelings too.
2. If we hurt animals, they feel sad and scared.
3. Animals help us in many ways, so we should take care of them.
4. Pets like dogs and cats give us love, so we should be nice to them.
5. Cows give us milk and hens give us eggs. We should not harm them.
6. If we are kind to animals, they will trust us and not run away.
7. Animals are part of nature and we should protect them.
8. Hitting or teasing animals is not good. We should be gentle with them.
9. If we take care of animals, they will live longer and be happy.


**Teacher:** Great thinking! Now, write your answer in your notebook in your own words. Try to explain why kindness to animals is important.

(Assist students as they write.)


 Play the **Slideshow** to reinforce the lesson. Ask the students to share their understanding with the class.

## Differentiated Activities

**110 km/hr**

 Read a short passage from the lesson aloud to your partner. Then, discuss and list three key points you learnt from it.

**80 km/hr**

 Write 3–4 sentences about your favourite animal. Describe where it lives, what it eats and why you like it.

**40 km/hr**


 Complete these sentences by filling in the blanks:

1. A lion is a \_\_\_\_\_.
2. A dog is a \_\_\_\_\_.
3. Cats like to eat \_\_\_\_\_.


## Home Task

### Creating better

Draw and colour your favourite animal. Ask an adult to cut it out. Paste an ice-cream stick behind it. Your animal puppet is ready. Conduct a fun show between two animal puppets.

 **Creating better**

Draw and colour your favourite animal. Ask an adult to cut it out. Paste an ice-cream stick behind it. Your animal puppet is ready. Conduct a fun show between two animal puppets.



Art1 2LCS

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## Period 8

**MUST DO**

10 MIN.


## Choosing better


**Teacher:** Let us read the question together.

 **Thinking better**

Think and answer in your notebook.

Why do you think it is important to be kind to animals?

 2LCS HOTS

 **Choosing better**

You are visiting a friend's house. Your friend has a pet dog. You are scared of dogs. You will:

1. ask your friend to tie his pet dog in another room.

2. ask an adult to help you become friends with the dog.

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

**Teacher:** Imagine you are visiting a friend's house and your friend has a pet dog. You feel scared of dogs. What do you think you should do? Here are two options:

Option one: You will ask your friend to tie his pet dog in another room.

Option two: You will ask an adult to help you become friends with the dog.

Which one do you think is the better choice?

**Students:** I think we should ask an adult to help us become friends with the dog.

**Teacher:** Great choice! Why do you think asking an adult to help is a good idea?

**Students:** The adult can guide us on how to approach the dog safely and help us not feel scared.

**Teacher:** Exactly! Adults can teach us how to be calm and friendly with pets, so we do not feel scared. What could happen if we ask your friend to tie the dog in another room?

**Students:** The dog might feel lonely and we might miss the chance to become friends with it.

**Teacher:** Well said! It is important to be brave and try new things, but always with the help of an adult when we are unsure. By being kind and patient, we can learn to understand pets better. What are some ways you think we can become friends with a dog?

**Students:** We can pet them gently, give them treats and speak softly to them.

**Teacher:** Excellent thinking! Pets, like dogs, need our kindness and care and by being patient, we can make them feel comfortable around us.

### L (What I have learnt)

**Teacher:** Now, we are at the end of our lesson about animals! Let us see what we have learnt so far.

**COULD DO**

10 MIN.

### L (What I have Learnt)# ICI

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**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' column of the KWL chart.

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

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

### Students (Possible responses):

- Animals are divided into wild animals, domestic animals and pets.
- Wild animals live in forests and jungles, while domestic animals live on farms and help us.
- Pets are animals that people keep at home, like dogs and cats.
- Some animals help us with work, like cows and horses.
- Some animals give us food, like hens (eggs) and cows (milk).
- Animals eat different kinds of food. Some eat plants and others eat other animals.
- Some animals live in special homes, like birds in nests and fish in ponds.

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

**Teacher:** So, we learnt that animals are important in many ways. Some help us with work, some give us food and others are our pets. Wild animals live in nature, while domestic animals live with us and help us in different ways. We also learnt that animals eat different types of food and live in different types of homes. Understanding animals helps us appreciate them and care for them better.

### Worksheet 1

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

**SHOULD DO**

20 MIN.



Theme 4: We Need Plants and Animals

9. All About Animals

Worksheet 1

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

- Wild animals live in the \_\_\_\_\_ (jungle/farm).
- Elephants and \_\_\_\_\_ help in carrying loads (cows/donkeys).
- Horses live in \_\_\_\_\_ (stables/kennels).
- A deer is a \_\_\_\_\_-eating animal (plant/flesh).
- Vultures and hyenas are known as \_\_\_\_\_ (scavengers/farm animals).

B. Write **P** for the names of plant-eating animals. Write **F** for the names of flesh-eating animals.

- cow \_\_\_\_\_
- lion \_\_\_\_\_
- crocodile \_\_\_\_\_
- deer \_\_\_\_\_
- giraffe \_\_\_\_\_

C. The names of five farm animals are hidden in the word puzzle. Find and circle them.

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

OXEN

SHEEP

DUCK

HEN

BUFFALO

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

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.

**Write P for the names of plant-eating animals. Write F for the names of flesh-eating animals.**

Instruct the students to read out the list of animals given and mark them with P for plant eating animals and F for flesh eating animals. Allow the students to work independently on the task. Discuss the answers with the whole group.

**The names of five farm animals are hidden in the word puzzle. Find and circle them.**

Allow the students to work in teams to find out the names of farm animals hidden in the word puzzle. Discuss the answers with the whole class.

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

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

### Differentiated Activities

110 km/hr



If you were an animal, what kind of home would you live in and why?

80 km/hr



Can a fish live in a tree? Why or why not?

40 km/hr



Name an animal that lives in water.

### Home Task

#### Revising better

In this chapter, you learnt about various animals. Which is your favourite animal? Why? Write in your Little Book.

**Revising better**

In this chapter, you learnt about various animals. Which is your favourite animal? Why? Write in your Little Book.

DBL

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### Period 9



Play the **video** and encourage the students to watch the video carefully and share their learning afterward.

#### Worksheet 2

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

**Read the statements. Tick (✓) the correct one.**

Read the statements aloud to the students and explain that they need to identify which statements are correct.

**COULD DO**

05 MIN.



**SHOULD DO**

20 MIN.



Instruct the students to tick only the correct statements in their workbooks. After they finish, ask the students to raise their hands if they have any questions or need help.

**Worksheet 2**

**A. Read the statements. Tick (✓) the correct ones.**

1. Giraffes live under trees. ☐
2. Bears live in kennels. ☐
3. Cows and buffaloes live in sheds. ☐
4. Horses live in caves. ☐
5. Monkeys live in trees. ☐

**B. Rearrange the letters to complete the sentences.**

1. Curd, butter and SECHEE are made from milk. \_\_\_\_\_
2. Oxen help MERFAR in the fields. \_\_\_\_\_
3. KEYSMON live in trees. \_\_\_\_\_
4. Horses live in BLESSTA. \_\_\_\_\_
5. GERSSCAVEN eat dead animals. \_\_\_\_\_

**C. Write names of five animals that help us in our work.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**30**

(Provide assistance as needed and encourage the students to think carefully about where different animals live.)


### Rearrange the letters to complete the sentences.

Read each sentence aloud to the students and ensure they understand all the words before they start rearranging the letters. Guide the class through the first sentence as an example. After giving 5–7 minutes for the activity, review the answers together as a class.

### Write names of five animals that help us in our work.

Read the question aloud to the students. Ask them to think of five animals that help humans in their work. After they have completed the exercise, ask them to raise their hands if they need help. Once everyone has finished, review the answers together as a class.

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

 **Quiz** can be conducted to check the students' understanding. Encourage them to work in teams.

## Period 10

### Worksheet 3

Ask the students to open their EVS workbook. Guide them to complete the exercises in worksheet 3.

**COULD DO**

15 MIN.

☐

**SHOULD DO**

20 MIN.

☐

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

Read each sentence aloud to the students. Ask them to identify the correct word from the given options (pet, honey, kennels, food, flesh) to complete each sentence. After they have completed the exercise, ask them to raise their hands if they need help. Once everyone has finished, review the answers together as a class.

### Write one word answers.

Read each question aloud to the students. Encourage them to think and write a one-word answer for each. After they have completed the exercise, ask them to raise their hands if they need help. Once everyone has finished, review the answers together as a class.

### Match the animals to the correct names of their homes.

Read each animal and its possible home aloud. Ensure the students understand all the terms before they begin matching. Guide the class through the first match as an example. Ask the students to complete the remaining matches independently. After 5–7 minutes, review the answers together as a class.

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

## Holistic Teaching

### Chapter 9: All About Animals

#### A English

FLN HoLL MDA

Fill in the blanks using the yesterday form of the action words in the brackets.

1. A bird's nest \_\_\_\_\_ (fall) in our balcony.
2. The dog \_\_\_\_\_ (run) towards the ball.
3. We \_\_\_\_\_ (find) a tiny kitten in the park.

#### B Maths

A farm has six sheds. There are 50 horses in one shed. How many horses will there be in all the sheds? Write the answer in the space provided.

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### English

### Fill in the blanks using the yesterday form of the action words in the brackets.

Read each sentence aloud to the students. Ask them to identify the action word in brackets and change it to its past tense form. After they complete the exercise, ask them to raise their hands if they need help. Review the answers together as a class.

### Maths

**Read** the problem aloud. Ask the students to think about the numbers involved. Guide them through the process. Encourage the students to write their answers in their notebook.

**COULD DO**

10 MIN.

☐

**COULD DO**

10 MIN.

☐

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• use fine motor skills to draw and label different animals and their body parts</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 how animals help humans and why we should be kind to them.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify and classify different types of animals (e.g., wild, domestic, pet, farm, water animals) and understand their features and habitats.</li> <li>• recognise the different ways animals help us (e.g., cows give milk, bees make honey, horses help in transport).</li> <li>• understand the relationship between animals and their environment, recognising how they adapt to different habitats and climates.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• share personal experiences related to animals (e.g., pets at home, visiting a zoo) and contribute to group discussions about how animals live and interact with humans.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• appreciate the diversity of animals across different regions and cultures through classroom activities, stories.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• actively participate in group discussions, respecting others' opinions and ideas about the importance of animals.</li> </ul>

### Starry Knights

How was the teaching experience to this unit? Did learners enjoy?

Give yourself a STAR!

☐