

Lesson-2: The Emperor's New Clothes

Theme 2:
We Need Food and Shelter

15 Periods (40 minutes each)



Learn Better, CRM signs, Stay Ahead, Book of Holistic Teaching, My Scribbles and Secrets, Posters



Digital Assets: Animation, Animated Activity, Chapter Summary, Dictionary, Concept Map, eBook, Slideshow, I explain, Spelling activity, Test Generator

Confirming better

I take care of my clothes.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to enhance reading skills by following model reading for correct pronunciation, pauses, and intonation.
- to develop comprehension skills and answer text-based questions.
- to read speech bubbles from top to bottom and left to right.
- to identify and pronounce sight words correctly and practise their correct usage.
- to identify and classify common and proper nouns.
- to enrich vocabulary with rhyming words and words beginning with br-.
- to practise 'oa' words through oral-drill.
- to enhance listening skills by recognising rhyming words.
- to identify naming words and their plural forms with '-es'.
- to enhance writing skills by sequencing sentences.
- to display creativity in craft activities.
- to share choice of clothes in the 'Scribble and secret'
- to list difficult words from the lesson in the 'Little Book of Difficult Words'.
- to apply conceptual knowledge from Maths and EVS to answer questions in English.

Methodology

Period 1

Teacher: Good morning, everyone. I hope you are all feeling energised and ready to start.

Teacher: Let us begin with a simple warm-up. Stand up straight, please. Keep your back straight and your arms relaxed by your side.

SHOULD DO

10 MIN.



Teacher: Now, lift your head up and hold it for a moment. Great. Bring it down slowly. Well done.

Teacher: Turn your head to the left. Good. Now to the right. Excellent.

Teacher: Let us repeat this movement – head up, down, left, and right. We will do this ten times together. Ready? Let us go.

Teacher: Brilliant. Now we are going to play a fun game called the 'Touch Game'. Listen carefully to my instructions.

Teacher: Touch your head. Now touch your shoulders. Next, touch your knees. And finally, touch your toes.

Teacher: Let us try again. Head, shoulders, knees, and toes. Keep moving along as I say the words.

Teacher: Fantastic effort. You are all doing so well. Keep up the great work.

K	W	L

Teacher: Let us begin with the K section—What I Know. Think about what you already know about these lesson concepts, such as sentence structure.

Teacher: Now, let us move to the W section—What You Want to Know. For example, you could say, 'I want to know how to use exclamation marks properly.' What are your questions?

(Encourage students to share their ideas. Record responses on the chart.)

Teacher: We will complete the 'Learned' section after the end of lesson. Who is ready to dive in?

Teacher: Great. Let us move on to our Re-KAP activities. Please open page 14 in your book.

MUST DO

25 MIN.




Re-KAP


Re-KAP SPD


Kinaesthetic
 Write the names of any five objects in your notebook. Your partner will write the many form of those objects in your notebook. Clap three times if your partner is correct.


Auditory*
 Listen to your teacher carefully. Your teacher will read out some words. Write the many form of those words in your notebook.


Pictorial PS
 Look at the picture. Find and circle the objects given below. Write their names in the given space.

















14

Teacher: Every lesson begins with a Re-KAP activity. These activities help us understand concepts in different ways. KAP stands for Kinaesthetic, Auditory and Pictorial. Let us start with a Kinaesthetic activity.

Kinaesthetic

Teacher: Take out your notebooks, everyone.

Teacher: Write the names of any five objects in your notebook.

Teacher: Once you are done, hand your notebook to your partner.

Teacher: Your partner will write the plural forms of those objects in your notebook.

Teacher: If your partner writes the correct plural forms, clap three times to show they are right.

Teacher: Let us begin. Write the names of five objects now.

Auditory

Teacher: Sit up straight and listen carefully, everyone.

Teacher: I will read out some words and I want you to write the plural forms of those words in your notebook.

Teacher: Make sure you are listening attentively and writing neatly.

Teacher: Let us begin. Here is the first word. Listen carefully and write its plural form.

Pictorial

Teacher: Now, we are going to play a fun game. Look at this picture carefully. Can you see some colourful objects?

Teacher: Great. Now, on the left, you can see pictures of some objects. Your task is to find these objects in the big picture. Once you find them, circle them and write their names in the blank spaces.

Teacher: Excellent. Can you find it in the big picture?

Teacher: Well done. Now, circle it and write 'aeroplane' in the blank space.

Teacher: Look at the next object on the left. It is a butterfly. Can you find it in the picture?

Teacher: Brilliant. Circle it and write 'butterfly'.

Teacher: Of course. Keep going and let me know if you need help.

Teacher: Remember to look carefully and take your time.

Teacher: Alright, students, today we will talk about something very important: taking care of our clothes.

Teacher: (Pointing to a child) What do you think it means to take care of your clothes?

COULD DO

5 MIN.

Teacher: Yes, it means keeping them clean, folding them properly and making sure they are in good condition.

Teacher: (Smiling) Imagine looking at your clothes and seeing them neat and tidy. Does it make you feel happy?

Teacher: Let us all practise saying, 'I take care of my clothes.' Repeat after me.

Teacher: (Speaking slowly) I... take... care... of... my... clothes.

Students: (Repeating) I take care of my clothes.

Teacher: Wonderful. Let us say it together one more time: 'I take care of my clothes.'

Teacher: Can you tell me one thing you can do to take care of your clothes? (Pauses for responses) That's a great idea—folding your clothes neatly and putting them away properly.

Teacher: (Encouraging) Taking care of your clothes helps them last longer and keeps them looking nice. Shall we all promise to take care of our clothes? Teacher and Students: (Together, with a smile) I take care of my clothes.

Teacher: Excellent. I'm sure all of you will look after your clothes. Let us try to do this at home today and share how we did tomorrow.

Differentiated Activities

110 km/hr

Write 10 objects and their plural forms, then check with a partner.

80 km/hr

Write 5 objects and their plural forms, then exchange notebooks for peer checking.

40 km/hr

Write 3-5 simple objects and their plural forms.

21

Home Task

Find five objects at home, write their singular and plural forms, and bring a photo or drawing to class.

Period 2

Teacher: Good morning, everyone. How are you today?

Teacher: I'm so glad to hear that. Are you ready for today's lesson?

Teacher: Wonderful. Before we begin, let us do a little warm-up to get our bodies moving and our minds ready.

SHOULD DO

10 MIN.



Teacher: Stand up straight, everyone. Let us take a deep breath in and slowly breathe out.

Teacher: Now, let us gently roll our shoulders forward... and now backward.

Teacher: Great job. Now, let us stretch our arms up high and then slowly bring them down.


Teacher: How are you all feeling now? Ready to start?

MUST DO

30 MIN.



Teacher: Fantastic. Let us get started with today's lesson.



Interacting Better

Tell your partner about your favourite clothing item and why you like it.

ICL

15

Teacher: Now, let us move on to something fun. Please open your books to page number 15 of 'Learn Better.'

Teacher: On this page, we will be talking about your favourite clothing items. I would like you to tell your partner about your favourite item and explain why you like it.

Teacher: Remember to speak clearly and listen carefully to your partner's response.

Teacher: You may begin when you are ready. Take your time to share and enjoy the conversation.

Story

Teacher: Alright, children, let us imagine a rainy day. It is pouring outside, and Ammi is busy baking a delicious cake. Can you smell it already?

Teacher: Now, as she bakes, Ammi decides to share a story with Jas. But wait—this is not just any story. She says, 'Jas, this is my version of the story. We need to understand old stories in a new light.'

Teacher: It sounds interesting, does it not? Now, let us get ready to hear the story she begins to tell. Are you excited to hear how it goes?

Teacher: As I tell you the story, think about how we can look at it in a new way—just like Ammi suggests. Let us dive in together.

 You may show the Animation, given on digital platform to practice the concept.

Differentiated Activities

110 km/hr



Write a paragraph describing your favourite clothing item, including details like colour, material, and why it is your favourite. Afterward, explain how it connects to the story we just heard.

80km/hr



Draw your favourite clothing item and write a few sentences explaining why it is special to you. Share your ideas with a partner.

40 km/hr



Identify and name your favourite clothing item from a list of options. Write one sentence describing why you like it.

Home Task

At home, think about one old story you know. Write a few sentences on how you would tell it in a new way, just like Ammi told her story. Share your thoughts the next day in class.

Period 3

Teacher: Good morning, everyone. Let us settle down. (Teachers can use the CRM signs for classroom management).

Teacher: Now, before we begin, let us do a fun warm-up to get our brains ready for today's lesson. Are you ready?

SHOULD DO

10 MIN.




Teacher: Do you remember the cool animation we watched last time? Well, today we are going to start the chapter, and I am going to ask you some questions about it.

Teacher: Think carefully—what did you see in the animation? Let us see who remembers the most. I bet you will all do great. Let us get started.


MUST DO

20 MIN.





Once upon a time, there lived an emperor named Tamala. He loved new clothes. He had a large collection of coats and scarves. Emperor Tamala had a room full of mirrors. He spent hours looking at himself and his clothes.



One day, two men from a nearby village came to meet the emperor. They greeted the emperor. "Your Majesty, we make special clothes. The clothes can only be seen by wise people. The foolish cannot see them," they said. Emperor Tamala was glad to hear this.

Would you make these clothes for me?

Yes, of course, Your Majesty.

I will order my men to set up a loom right away.

15

Teacher: Alright, class, today we are going to read an interesting story about an emperor who loved new clothes. Please open your book to Chapter 2 on page 15, titled 'The Emperor's New Clothes.'

Teacher: Please focus and listen carefully to the next part of the story. I will read out loud, and I want you to follow along with me.

Teacher: 'Once upon a time, there was an emperor named Tamala who loved clothes. He spent hours looking at himself in the mirrors'.

Teacher: 'One day, two men came to meet the emperor. They told him they made special clothes that only wise people could see, and the foolish could not'.

Teacher: 'The emperor was happy to hear this and wanted the clothes made for him'.

Teacher: 'Soon, boxes of golden thread, silk, and gems arrived, but the two men were tricking the emperor'.

Teacher: 'When the emperor's ministers went to see the clothes, they found there were no clothes at all'.

Teacher: Now, I want you to think about what will happen next. We will continue the chapter in the next period, and you will find out more.

Teacher: Now that we have read the chapter, let us do something fun.

COULD DO

10 MIN.

Teacher: We are going to make predictions about what happens next in the story The Emperor's New Clothes.

Teacher: Remember, the Emperor loves clothes and looks at himself in the mirrors.

Teacher: Two men came to see him and said they could make special clothes.

Teacher: What do you think will happen next?

Teacher: For example, maybe the Emperor will wear the special clothes and show them to his helpers. But what if there are really no clothes at all?

Teacher: Could the Emperor believe that he looks great even without any clothes?

Teacher: Do you think the other people will believe him too?

Teacher: Let us keep these ideas in our minds as we read on. We will see if our guesses are correct.

Differentiated Activities

110 km/hr



Write a short paragraph predicting what will happen next in the story. Think about how the emperor and his ministers might react to the situation.

80 km/hr



Draw a picture of the emperor in the special clothes he might wear and write one sentence explaining why you think it will happen.

40 km/hr



Talk to a partner about what you think will happen next in the story, and draw a simple picture of the emperor.

Home Task

At home, draw your version of the emperor's clothes and write one sentence about what you think will happen next in the story.

Period 4

Teacher: Good morning, everyone. I hope you all had a wonderful day yesterday. Let us settle down and get ready for today's class.

SHOULD DO

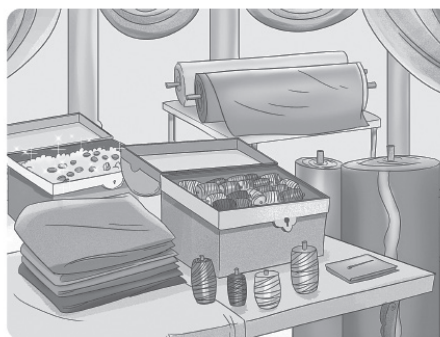
10 MIN.

Teacher: Before we move on to the next part of the chapter, I would like to ask about the homework from last time. Have you completed it? Can anyone share their prediction about what will happen next in the story?

Teacher: (Encouragingly) I'm excited to hear your ideas. Who wants to start by telling us what they think will happen in The Emperor's New Clothes?

Teacher: (After hearing responses) Great predictions, everyone! Now, let us continue with the story and see if your guesses were right.

Teacher: Open your books to Chapter 2, page 16, and let us get started.



Soon, boxes of golden thread arrived. Many boxes of silk cloth and gems also arrived.

The two men were con men. The emperor did not know that. They had come to fool the emperor. They stayed at the palace for days.

One day, the emperor's ministers went to see the clothes. They were surprised to find no clothes on the loom.

The ministers thought that they were not wise. That is why they could not see the clothes. So, they decided to keep quiet.



16

Teacher: Alright, class, we are about to continue our story. Let us see what happens next with the emperor. I will read the next part and pause for your thoughts, okay?

Teacher: The next morning, the two men kept a packet outside the emperor's room. They said that the new clothes were ready. What do you think the emperor will do when he hears this?

Teacher: Let us find out. [Reads] The emperor opened it. He found no clothes. He looked at the ministers and thought, 'Am I a fool that I cannot see the clothes?'

MUST DO

20 MIN.

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Teacher: What do you think the emperor is feeling right now?

Teacher: Yes. Now, let us see what happens next. [Reads] Emperor Tamala told the empress what happened to him. Empress Tara was very intelligent. After listening to what the two men had done, she called for them.

Teacher: Why do you think the empress wants to call them?

Teacher: Exactly. [Reads] She asked them to bring the new clothes. The two men knew they had been caught and tried to run away. But the guards arrested them.

Teacher: What do you think should happen to the two men for cheating the emperor?

Teacher: Let us see what the emperor decides. [Reads] The two men were punished for cheating the emperor. As punishment, the emperor set them off on the road in the clothes that they had made.

Teacher: What do you think the emperor learned from this experience?

Teacher: Great insights. Now, let us discuss what we can learn from the story and how it relates to being truthful.

Teacher: Now that we have read the next part of the story, let us have a discussion to think about what we have learned so far. I want you to think about the emperor's actions and the story's lesson.

COULD DO

10 MIN.

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Teacher: First, let us think about this: Why do you think the emperor could not see that the clothes were not real? What do you think made him believe they were so special?

Teacher: Let us have a discussion in pairs. Share your thoughts with your partner, and then we will discuss them as a class.

Teacher: After you have talked with your partner, I want you to share your ideas with the whole class. What did you learn from the emperor's decision to trust the two men?

Teacher: Now, let us also think about the empress. She was very clever, wasn't she? What do you think she did to help solve the problem?

Teacher: let us talk about the punishment of the two men. Do you think it was fair that they were sent out in the clothes they had made? Why or why not?

Teacher: Finally, let us think about the lesson we can learn from the emperor's experience. How does the story teach us about being truthful and not believing in things that are not real?

Teacher: Remember, there are no right or wrong answers here. I just want to hear your thoughts and ideas. let us get started with our discussion.

The next morning, the con men kept a packet outside the emperor's room. They said that the new clothes were in it. The emperor opened it. He found no clothes. He looked at the ministers angrily. 'Am I a fool that I cannot see the clothes?' he thought.



Emperor Tamala told the empress what happened with him. Empress Tara was very intelligent. After listening to what the two con men had done, she called for them. She asked them to wear the new clothes! The con men knew that they had been caught! They tried to run away. But the guards arrested them.



The two men were punished for cheating the emperor. As punishment, Empress Tara set them off on the road in the clothes that they had made!

—adapted and modified from a story by Hans Christian Andersen

12

Differentiated Activities

110 km/hr



Create a short skit based on the story, acting out the characters and their emotions.

80 km/hr



Write a letter from the emperor to his ministers apologising for his actions.

40 km/hr



Draw a picture of the emperor in his 'new clothes' and describe what you think the clothes might look like.

Home Task

Retell the story of 'The Emperor's New Clothes' to a family member using your own words.

Period 5

Teacher: Good morning, everyone. Let us begin today's lesson with a calm and relaxing warm-up to get our minds focused and ready to learn. Sit comfortably at your desks, place your hands on your knees, and close your eyes gently.

SHOULD DO

10 MIN.

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Teacher: Take a deep breath in through your nose and count to three. One... two... three. Now slowly breathe out through your mouth. Let us do this three times together—breathe in, one... two... three, and out... one... two... three.

Teacher: Now imagine you are in a beautiful garden. The sun is shining softly, and you can hear the gentle sound of birds chirping. Think about how peaceful and happy this makes you feel. Keep this feeling in your heart as we start our lesson.

Teacher: Alright, slowly open your eyes and stretch your hands. Are we all feeling calm and ready to begin?

Teacher: Now, let us move to our 'Should Do' activity. We are going to recall what we learned in the last class. Can anyone share something you remember from the story of the emperor and his new clothes?

Teacher: Wonderful. Now let us dive deeper into the 'Must Do' activity. Open your books to page 18. We will go over the story together and discuss the key events to ensure we remember everything. Listen carefully as I guide you through the chapter. Let us begin.

MUST DO

20 MIN.

Recalling Better

Recalling better

CING

- o Emperor Tamala loved new clothes.
- o He spent hours looking at himself in the mirror.
- o One day, two men from a nearby village came to meet the emperor.
- o They wanted to make special clothes for Emperor Tamala.
- o These special clothes could only be seen by wise people.
- o Emperor Tamala ordered his men to set up a loom for the two men.
- o The ministers could not see any clothes on the loom.
- o The next morning, the con men put a box of clothes outside the emperor's room. The emperor could not see them.
- o The emperor told the empress what happened.
- o Empress Tara punished the two con men for trying to cheat the emperor.
- o Empress Tara asked the men to wear the new clothes they had made.

18

Teacher: Okay, everyone. Let us remember what we learned about our story. Who can tell me what Emperor Tamala really loved?

Teacher: That is right. He loved new clothes. What did he do a lot in the mirror?

Teacher: Yes, he spent a lot of time looking at himself. Now, what about the two men who came to see him? What did they want?

Teacher: Exactly. They wanted to make special clothes for the emperor. What was special about those clothes?

Teacher: Great job. Those clothes could only be seen by wise people. What did Emperor Tamala tell his men to do?

Teacher: Right. He asked them to set up a loom for the two men. Can someone tell me what happened with the ministers?

Teacher: Yes. They could not see any clothes on the loom. What happened the next morning?

Teacher: Correct. The two men put a box of clothes outside the emperor's room. But what did the emperor think when he saw the box?

Teacher: That is right. He could not see the clothes. How did he tell Empress Tara what happened?

Teacher: Exactly. He explained everything to her. What did Empress Tara do to the two men?

Teacher: Yes. She punished the two men for trying to trick the emperor. And what did she ask them to do in the end?

Teacher: That is right. She asked them to wear the new clothes they had made.

Teacher: Great job, everyone. Now, let us talk about what we can learn from this story about telling the truth. What do you think?

Teacher: Great job recalling the story, everyone. Now, let us have some fun with a short activity using sight words from the chapter.

Teacher: Look at these words from our story: upon, would, your, and found. I will write them on the board for you.

COULD DO

10 MIN.

Teacher: I would like you to form a sentence using any one of these words. You can use your imagination and make it as creative as you like. For example, 'The emperor found the box outside his room.'

Teacher: Turn to your partner, and each of you take turns making a sentence with one of these words. Let us see how many different and exciting sentences we can create.

Teacher: Ready. Off you go.

Differentiated Activities

110 km/hr



Create a story using all four sight words (upon, would, your, found) and share it with the class. Add illustrations to make it fun.

80 km/hr



Write one sentence for each sight word. Then, read your sentences aloud to a partner.

40 km/hr



Identify and circle the sight words (upon, would, your, found) in your textbook. Write one sentence using any one of the words.

Home Task

Use each sight word in a sentence to describe something fun or interesting you did today. For example, 'I found a colourful butterfly in my garden.' Write the sentences neatly and draw a picture to go with one of them.

Period 6

Teacher: Good morning, everyone. I hope you are feeling great today. Let us get ready for another fun class together. Please settle down and take your seats.

Teacher: Now, let us start with a quick warm-up activity to recall what we learned in our last class. We are going

SHOULD DO

10 MIN.

to play a game called the Memory Chain. Are you ready?

Teacher: I will start the chain by saying something about the story, and then each of you will add one more thing. Remember to repeat what was said before you add your part. Let us begin.

Teacher: Emperor Tamala loved new clothes.

Teacher: [Points to the first student] Your turn. What do you remember next?

Teacher: [After a few turns] Excellent. Keep going. Remember to listen carefully and add something new about the story.

Teacher: That was fantastic, everyone. You all have great memories. Now, can someone tell me one thing they learned from the story about Emperor Tamala?

Teacher: [Encouraging responses] Wonderful. Those are great insights.

Teacher: Great work, everyone. Now that we have refreshed our memories, let us move on to the next part of the lesson and see what happens next in the story.

MUST DO

25 MIN.



CBA FULL

Comprehension

A Colour the correct answers with a yellow crayon.

- Emperor Tamala had a room filled with **doors** / **mirrors**.
- The special clothes could only be seen by **foolish** / **wise** people.
- The ministers were **happy** / **surprised** to find no clothes in the room.
- Empress Tara punished the **con men** / **ministers** and sent them away.

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

collection special loom clothes

18 1. Emperor Tamala had a large _____ of coats and scarves.

- The emperor ordered his men to set up a _____ for the two men.
- The con men wanted to make _____ clothes for Emperor Tamala.
- Empress Tara asked the men to wear the new _____.

C Match the following to complete the sentences from the story.

1. Emperor Tamala loved	o	a. con men.
2. One day, two men	o	b. went to see the clothes.
3. The two men were	o	c. new clothes.
4. The emperor's ministers	o	d. came to meet the emperor

19

Teacher: Alright, class, let us get started with the next activity.

Teacher: Please open your books to page 18, where we will work on some questions.

Teacher: For section A, you will need to colour the correct answers with a yellow crayon. Take your time and make sure you get the right one.

Teacher: Here are the questions:

- Emperor Tamala had a room filled with doors / mirrors.
- The special clothes could only be seen by foolish / wise people.
- The ministers were happy / surprised to find no clothes in the room.

- Empress Tara punished the con men / ministers and sent them away.

Teacher: Now, let us move on to section B. You will fill in the blanks using words from the box. The words are 'collection', 'special', 'loom', and 'clothes'.

Teacher: Here are the sentences:

- Emperor Tamala had a large _____ of coats and scarves.
- The emperor ordered his men to set up a _____ for the two men.
- The con men wanted to make _____ clothes for Emperor Tamala.
- Empress Tara asked the men to wear the new _____.

Teacher: Finally, for section C, match the sentences from the story to complete them correctly.

- Emperor Tamala loved _____.
- One day, two men _____.
- The two men were _____.
- The emperor's ministers _____.

Teacher: Let us begin. I will give you some time to finish these, and let me know if you need any help.

Teacher: Alright, class, I want you to work with your partner. I will give you a list of sight words from our chapter, and you will take turns using each word in a sentence.

Teacher: The words are: 'upon,' 'would,' 'your,' and 'found.'

Teacher: For example, if you have the word 'upon,' you could say, 'Once upon a time, there was an emperor.'

Teacher: Ready? You have five minutes to use each word in a sentence. Remember to speak clearly and listen to your partner too.

Teacher: You may start now.

COULD DO

5 MIN.



Differentiated Activities

110 km/hr



In pairs, re-enact a scene from the story where one of you is Emperor Tamala and the other is Empress Tara.

80 km/hr



Write a letter from Emperor Tamala to Empress Tara about the two men and their special clothes.

40 km/hr



Draw a picture of Emperor Tamala's room with the loom and the special clothes.

Home Task

Write a few sentences explaining what you would do if you were Emperor Tamala and why.

Period 7

Teacher: Good morning, everyone. I hope you are all ready to have a wonderful class today. Let us begin with a fun and relaxing brain gym activity that we can do while sitting at our desks.

SHOULD DO

10 MIN.



Teacher: First, let us start with finger taps. Place your hands on the table and tap each finger one by one against your thumb. Start with your right hand, then your left hand. Let us do this five times for each hand.

Teacher: Great work. Now, let us do some 'nose-ear switches'. Hold your right hand on your nose and your left hand on your right ear. Now quickly switch them so your left hand is on your nose and your right hand on your left ear. Let us try it slowly first, then speed up.

Teacher: Wonderful! Now for the last activity, let us do some 'deep breathing with shoulder rolls'. Take a deep breath in through your nose, roll your shoulders backwards, and then exhale slowly through your mouth. Let us repeat this three times.

Teacher: Fantastic! Your minds and bodies are now refreshed and focused. Let us open our books and get ready to continue our chapter.

MUST DO

20 MIN.



Vocabulary

D

Read the words aloud.

coat

coal

road

float

foal

toad

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

1. boat

2. goat

3. foal

4. soap

1.

2.

3.

4.

1.

2.

3.

4.

E

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

1.	fool	tail	cool	fall
2.	loom	room	case	chest
3.	meet	late	rich	feet
4.	wise	rise	slip	road

19

Teacher: Fantastic job with our warm-up, everyone. Now, it is time to work on some vocabulary exercises. Let us turn to page 19 in your books. You will see two exercises, D and E, that we are going to complete together.

Teacher: Let us start with Exercise D. First, we will read the words aloud as a class: coat, coal, road, float, foal, and toad. Please repeat after me.

Teacher: Well done! Now, look at the pictures below. Your task is to match the words with the pictures by writing the correct number next to each one. For example, look at the picture of the goat. Which word matches it?

Student Response: Goat.

Teacher: Correct. Write the number 2 next to the goat. Now, do the same for the other pictures: the boat, soap, and foal.

Teacher: Once you are done, read the words aloud again to practise their pronunciation. If you finish early, check your work with a partner.

Teacher: Now, let us move to Exercise A. Look at the words in each row. You need to circle the words that sound the same. For example, in the first row, which two words sound the same?

Student Response: Fool and cool.

Teacher: That is correct. Circle those two words. Work through the remaining rows in the same way. If you need help, let me know.

Teacher: Once everyone has finished, we will go over the answers together. Let us get started.

Teacher: Now, I will show you something interesting on the screen. I will show you a concept map on the screen. Look carefully and follow along.

COULD DO

10 MIN.



Teacher: Can anyone tell me what a noun is?

Student Response: A noun is a word that names a person, place, or thing.

Teacher: That is right. Now, look here. This side of the map shows common nouns like 'emperor,' 'room,' and 'clothes.' Do you see these words?

Teacher: And here, we have special names like 'Emperor Tamala' and 'Empress Tara.' What makes these special?

Student Response: They are names of specific people.

Teacher: Exactly. Now, can you think of any more names or nouns from the story? Raise your hand and share.

Teacher: Great ideas. You are all doing so well.

Differentiated Activities

110 km/h



Try finding plural forms of special nouns, like the names of places or people, to challenge yourself.

80 km/h



Work on finding the plural forms of common nouns, such as animals or objects we see every day.

40 km/h



Focus on writing the plural forms of simple nouns, like toys or foods, to get more practice.

Home Task

Write five nouns from your house or school and their plural forms.

Period 8

Teacher: Good morning, everyone. I hope you are all ready for another exciting day of learning.

Teacher: Before we start with today's lesson, let us do a quick review. Can anyone tell me what a noun is?

SHOULD DO

10 MIN.



Teacher: Well done! Now, can anyone give me an example of a common noun?

Teacher: Excellent. And how about a special noun? What do we call a noun that is the name of a specific person, place, or thing?

Teacher: Great! Can someone give me an example of a proper noun?

Teacher: Perfect! You all remember these well. Now, let us see if you can remember how to change a singular noun to a plural noun. Can anyone give me the plural of 'cat'?

Teacher: Brilliant! What about the plural of 'book'?

Teacher: Excellent! You are all doing so well. Now that we have refreshed our memories, let us dive into today's lesson.

Excelling Spelling

Teacher: Now, everyone, please open your books and turn to the exercise at the back, Exercise F.

Teacher: Look at the pictures carefully. You will need to fill in the blanks to complete the br words.

MUST DO

30 MIN.



Teacher: The words you need to complete are 'bread,' 'broom,' 'brush,' and 'bread.'

Spelling
Look at the pictures. Fill in the blanks to complete the br words. Read the words aloud.

1. b _ r _ _ _
2. _ b _ r _ _ _
3. _ b _ r _ _ _
4. _ b _ r _ _ _

20

Teacher: Once you have filled in the blanks, please read the words aloud.

Teacher: Take your time and make sure you are careful with your spelling. Let us get started.

Excelling Punctuation

Teacher: Great work with the previous exercise, everyone. Now, let us move on to the next activity.

Punctuation
Rewrite the sentences in your notebook. Begin with a capital letter. End with a full stop (.), a question mark (?) or an exclamation mark (!).

1. could you make these clothes for me
2. what is the time
3. sana is wearing a yellow dress
4. wow this dress is beautiful

20

Teacher: Today, we will learn how to write sentences correctly with capital letters and punctuation marks. Look at the first sentence in your book.

Teacher: It says, 'could you make these clothes for me'. What is missing?

Teacher: Yes, we need to start with a capital letter and end it with the correct punctuation. Since it is a question, what mark should we use?

Teacher: That is right, a question mark. So the correct sentence is 'Could you make these clothes for me?'

Teacher: Now, let us try the next sentence together. 'what is the time' – What do we need to fix?

(Pause for responses and guide students in identifying the capital letter and the question mark.)

Teacher: Good job! Now, work on the remaining sentences. Think carefully—does the sentence ask something, tell something, or show excitement? Use the correct punctuation mark.

(Walk around, helping students correct their sentences as needed.)

You may show the **Spelling Activity** of the story given on the digital portal.

Differentiated Activities

110 km/h



For those who feel confident with the topic, I suggest creating 'Word Families'. Choose 5 words (e.g., cat, bat, mat, hat, sat) and create sentences using those words. Then, swap them around and create new sentences. This will challenge them to use their vocabulary creatively.

80 km/h



For those at a steady pace, focus on 'Rhyming Words'. Choose 5 words from the lesson and list as many rhyming words as they can think of for each word. This will help them enhance their vocabulary and spelling skills.

40 km/h



For those needing more support, try an easier task like 'Matching Nouns'. Match the nouns to pictures (e.g., dog, book, chair). This helps solidify their understanding of nouns and is a simple way to reinforce vocabulary.

Home Task

Create a picture dictionary. Choose 5 objects from around your house, draw a picture of each, and write down the singular and plural forms. Remember to pay attention to spelling and write clearly.

Period 9

Teacher: Good morning, everyone. I hope you are all feeling great today and ready for another exciting exercise.

Teacher: Before we begin, let us get settled. Please pay attention as I show you the CRM signs.

SHOULD DO

10 MIN.



Teacher: When you see the C sign, it means 'Eyes on me.' and I would like you to look at me and listen carefully.

Teacher: When I raise the R sign, it means 'Ready to learn.' and I want you to sit up straight and get your materials ready.

Teacher: Finally, when I show the M sign, it means 'Mind on the lesson.' and I want you to focus your thoughts on what we will be learning today.

Teacher: Let us all practise these signs now, and then we will dive into today's lesson.

MUST DO

20 MIN.

Excelling Grammar

Teacher: Now, everyone, please open your main course book to the next exercise.

Teacher: In this exercise, we will be learning about naming words and special names. A naming word is a word that names an animal, a person, a place, or a thing. For example, dog, father, palace and umbrella are all naming words.

Grammar

A word that names an animal, a person, place or thing is called a naming word.

dog father palace umbrella

A word that names a special person, place or thing is called a special name. A special name always begins with a capital letter.

Tamala Tara New Delhi India Gate

H Colour the naming words with a blue crayon, as shown.

- The emperor loved new clothes.
- The doctor is at the clinic.
- The ministers are in the court.
- A bird is sitting on the tree.

I Write the special name for each word, as shown. Begin each name with a capital letter.

1. a day	Monday	2. a city	
3. a month		4. a friend	
5. a country		6. a festival	
7. your mother's name		8. your teacher's name	

20

Teacher: A special name is a word that names a special person, place, or thing. Remember, a special name always begins with a capital letter. For example, Tamala, Tara, New Delhi and India Gate are special names.

Teacher: Now, for exercise H, I would like you to colour the naming words with a blue crayon, just as shown in your book.

Teacher: Here are the sentences:

- The emperor loved new clothes.

Teacher: Once you have coloured the naming words, let us move on to exercise I. Here, you will need to write the special name for each word. Remember to begin each special name with a capital letter.

Teacher: For example:

- a day – Monday
- a city – London and so on like this.

Teacher: Now, try to fill in the special names for the following:

- a day....

Teacher: Take your time and remember to use capital letters for special names. Let us get started.

Teacher: In this activity, we will be

COULD DO

5 MIN.

practising how to change a singular noun to its plural form.

Teacher: When we talk about more than one animal, person, place, or thing, we add -s or -es to the naming word. For example, gems become gems and boxes become boxes.

Teacher: Now, let us work on the following words. You need to write the many forms of these words.

Teacher: For example, if we have pens, the many forms will be pens.

Teacher: Now, try the next words:

- brush – What are the many forms of brush?
- match – What are the many forms of match?
- guard – What are the many forms of guard?

Teacher: Take your time and write down the plural forms. Let us begin.

Differentiated Activities

110 km/hr



I will say a word, and you quickly tell me its plural form.

80 km/hr



I will say a word, and you will tell me if it's singular or plural.

40 km/hr



I will say a word, and you will tell me if it's singular or plural and explain why.

Home Task

Practice saying 5 sentences using both singular and plural nouns aloud to a family member.

Period 10

Teacher: Good morning, everyone. Let us start with a relaxing activity to get our minds ready for today's lesson.

SHOULD DO

10 MIN.

Teacher: Please sit comfortably at your desks. Close your eyes, take a deep breath in, and slowly breathe out.

Teacher: Let us do this three times. Deep breath in... and out... In... and out... One more time... In... and out.

Teacher: Now, let us stretch our arms up high, then slowly bring them down. Stretch your legs out and relax.

Teacher: Take a moment to feel calm and focused. When you are ready, open your eyes and let us begin today's class.

MUST DO

20 MIN.

Excelling Concentration

Teacher: Now, we are going to do a concentration exercise. Listen carefully to the words I say.

Teacher: I will say a word, and I want you to repeat it after me.

Concentration*

1 Listen to your teacher carefully. Your teacher is going to read out some words. Repeat them after your teacher.

Language

2 Take turns with your partner to ask and answer questions, as shown. Use May I and Yes, you may. You may use these words.

use your crayons
open the windows
leave the room
go to the library

May I borrow your book?
Yes, you may.

21

Teacher: Ready? Here we go.

Teacher: Apple.

Teacher: Banana.

Teacher: Orange.

Teacher: Pencil.

Teacher: Table.

Teacher: Great job, everyone! Keep practising your listening and repeating skills.

Excelling Language

Teacher: Let us now move on to the next activity.

Teacher: You will take turns with your partner to ask and answer questions. Use May I and Yes, you may in your responses.

Teacher: Here's an example:

• **Student 1:** May I borrow your pen?

• **Student 2:** Yes, you may.

Teacher: You can use these words for your conversation:

- May I borrow your crayons?
- May I open the windows?
- May I leave the room?
- May I go to the library?

Teacher: Now, let us try it with your partner. Ask and answer the questions, and remember to use May I and Yes, you may.

Excelling Expression

Teacher: Next, we will look at the story of Payal, Roy, and Rani flying kites in the park. Let us look at the picture.

Teacher: What do you think happens next? I want you to fill in the blanks and write the sentences in the correct order to complete the story.

Expression

1 Payal, Roy and Rani are flying kites in the park. What do you think happens next? Look at the picture and fill in the blanks. Write the sentences in the correct order to complete the story in your notebook.

1. "Yes, look at my _____ soar," said Rani.

2. "What a lovely _____ it is!" said Payal.

3. "It is a perfect day to _____ kites," said Roy.

Teacher's Note: *Read aloud to the class the listening text on the last page.

21

Teacher: Here are the sentences:

1. 'Yes, look at mine soar,' said Rani.
2. 'What a lovely day it is,' said Payal.

3. 'It is a perfect day to fly kites,' said Roy.

Teacher: Now, let us get started. Write the sentences in the correct order in your notebook.

Differentiated Activities

110 km/h



Create sentences using both common and special names (proper nouns) and then identify the singular and plural forms in the sentences.

80 km/h



Take a noun and turn it into both its singular and plural forms. Use each in a sentence.

40 km/h



Look at flashcards with pictures and name the objects using both singular and plural forms.

Home Task

Write five sentences using common and special names (proper nouns) and underline the plural nouns in each sentence.

Period 11

Teacher: Good morning, everyone. I hope you are all doing well today. Now that we have warmed up, let us move on to the worksheet we are going to do today.

SHOULD DO

5 MIN.

Theme 2: We Need Food and Shelter

2. The Emperor's New Clothes

Worksheet 1

Comprehension

Read the passage carefully.

Tomorrow is Mina's first day at school. She is going to the Sunday market today with her mother. They take the bus. Mina has to buy things she will need for school. She will need a lunch box, a school bag, a water bottle and other things. Mina and her mother eat lunch outside. They sit at a table. Mina washes her hands and eats her food. Mina's mother drinks tea. Mina is happy. Mina is excited to read new books and make friends.

A. Fill in the blanks with the correct words.

table hands bus

1. Mina and her mother take the _____.

2. Mina and her mother sit at a _____.

3. Mina washes her _____.

B. Circle the things Mina will need at school. Use a pink crayon.

Vocabulary

A. Colour the words beginning with the br sound. Use a blue crayon.

brief	dance	brown	chair	brother
garden	brass	broad	break	sky

B. Match the words that sound similar.

1. coat • a. loom

2. men • b. foal

3. room • c. boat

4. coal • d. pen

5

Teacher: Open your workbooks to page 5. Let us start with worksheet 1.

Teacher: Let us read the first sentence together. Who can read it?

MUST DO

20 MIN.

(Students read the passage together.)

Teacher: Now, part A. Let us fill in the blanks. First sentence: 'Mina and her mother take the ____.'

Teacher: What word fits here?

(Teacher writes 'bus'.)

Teacher: Next sentence: 'Mina and her mother sit at a ____.'

Teacher: Where did they eat?

(Teacher writes 'table'.)

Teacher: Last sentence: 'Mina washes her ____.'

Teacher: What did Mina wash?

(Teacher writes 'hands'.)

Teacher: Well done. Let us move to part B. Circle the things Mina will need at school with a pink crayon.

Teacher: Now, part A of Vocabulary. Colour the words with the 'br' sound using a blue crayon.

(Teacher gives time to work.)

Teacher: Now, part B. Match the words that sound the same.

Teacher: Great job! Let us practise pronunciation. I will read some words. Repeat after me.

Teacher: Keep practising. Now, let us continue the lesson.

 You may show the **Pronunciation** of the story given on the digital portal.

Creating better

Teacher: For our next activity, I want you to bring one of your old t-shirts or tops to class tomorrow.



Teacher: We will use watercolours to do hand painting on your old t-shirt or top.

Teacher: You can create different things, like butterflies, using your hands.


Teacher: Be creative and have fun with your designs.

Teacher: Remember, it is an old t-shirt or top, so you don't need to worry about making a mess.


Teacher: I look forward to seeing your wonderful artwork.

Differentiated Activities


110 km/hr

 Finish the worksheet independently, challenge yourself with clear reading and accurate pronunciation.

80 km/hr

 Complete the activities with some help and focus on pronunciation.

40 km/hr

 Finish the worksheet with help and try matching similar-sounding words.

Home Task

Create a 'Sound Sorting Jar' by collecting small objects at home that start with different sounds (e.g., 'br' sound), then sort and label them in a jar.

Period 12


Teacher: Good morning, everyone. Please settle down and take your seats.

SHOULD DO



Teacher: Let us all do some meditation and start with our day.

10 MIN.

 You may show the **Quiz** of the story given on the digital portal.

Thinking better

Teacher: Let us take a moment to think about the clothes that kings and queens wore in the past.

COULD DO



30 MIN.

Teacher: What kind of clothes do you think they wore? Why do you think their clothes were different from what we wear today?


Teacher: Turn to your partner and discuss these questions. Share your thoughts about the fabrics, designs and styles they might have used.

Teacher: Remember to think about how their clothes showed their status, power, or wealth and how times were different back then.


Teacher: After a few minutes, we will share our ideas with the class.

Differentiated Activities


110 km/hr

 **Write** 3-4 sentences describing the clothes of kings and queens and explain why their clothes were unique. Include examples of fabrics or decorations.

80 km/hr

 **Draw** a picture of a king or queen in their traditional attire and label two to three features of their clothing (e.g., crown, robe, jewellery).

40 km/hr

 Discuss with a partner and share one sentence about what kings and queens wore, focusing on something simple, like their crowns or robes.

Home Task

Talk to a family member about traditional clothing in your culture and write one sentence about how it is similar to or different from the clothes of kings and queens.

Period 13

Choosing better

Teacher: Good morning, everyone. Let us start with a question. Imagine you are invited to your friend's birthday party. What would you wear?

Teacher: Now, imagine one of your friends tells you they are wearing new clothes. Would you ask your parents to buy new clothes for you, or would you wear your favourite clothes from your wardrobe?

(Pause for responses and encourage students to think about their choices.)


Teacher: That is an interesting choice! Today, we will discuss making decisions about what we wear and why.

Teacher: Now, let us read the situation in our book. You are invited to a birthday party, and your friend is wearing new clothes. What would you do?

(Read the passage aloud and pauses to let students think.)

Teacher: Let us share our ideas. Would you wear your favourite clothes, or would you ask for new clothes? Why?

Teacher: There is no right or wrong answer. What matters is thinking about whether we really need new clothes or if we can wear something nice that we already have.

 You may show the **Animated Activity** of the story given on the digital portal.

Teacher: Now, let us play a quick game. I will describe different situations, and you will tell me what choice you would make.

You are going to a school event. Would you wear your uniform or buy a new outfit?

Your favourite shoes are a little old, but they are comfortable. Would you still wear them or ask for new shoes?

Your friend has a new backpack, but yours is still good. What would you do?

(Pause for responses after each question.)

Teacher: Great job! Thinking before making choices helps us be smart and responsible.

Differentiated Activities

110 km/hr



Write a short paragraph (4-5 sentences) explaining your choice of outfit for the party and include reasons for your decision. Add a detailed drawing to match your description.

80 km/hr



Draw a picture of the outfit you would wear to the party and write two sentences explaining why you chose it.

40 km/hr



Draw a picture of your favourite party outfit and label one or two features, like its colour or style.

Home Task

Ask a family member about their favourite outfit and draw a picture of it, labelling one or two features.

Period 14

Revising better

Teacher: Good morning, everyone. Please settle down and take your seats.

Teacher: let us begin with a quick warm-up to get our brains ready. I will say a word aloud and I want you to

repeat it after me. Ready?

(Teacher says a few simple words from the lesson.)

Teacher: Great job! Now that we are warmed up, let us move on to our Little Book activity.

Teacher: Today, we will look up difficult words from the lesson.

Teacher: Use your school dictionary to find their meanings and write them down in your Little Book.

Teacher: You should copy the words and meanings carefully.

Teacher: Once you are done, we will share some of the words and meanings with the class.

Teacher: Let us begin.

Teacher: Alright, let us take a look at Worksheet 2 together. The first part is about naming words, or nouns. Who remembers what a naming word is?

Student: It's the name of a person, place, animal, or thing.

MUST DO

30 MIN.



Teacher: Exactly. In Part A, you need to colour the naming words in the sentences. Use your favourite crayon. Let us look at the first sentence: The king had many clothes. What are the naming words here?

Student: King and clothes.

Teacher: That's correct. So, you'll colour those words. Let us move on to Part B. Here, you need to underline the many forms of the naming words. For example, if you see 'scarves' or 'pencils', those are plural forms. Does everyone understand?

Students: Yes, ma'am.

Teacher: Now for the second section, Listening/Speaking/Writing, Part A asks you to listen to some words. I'll say them aloud, and you'll repeat them and clap along. Ready?

Students: Ready.

Teacher: Great. For Part B, you'll work with a partner. You'll practice asking for permission using phrases like May I...? and responding with Yes, you may. There are some helpful words in the box to guide you. let us practise together. If I say, May I borrow your ruler? How would you answer?

Student: Yes, you may.

Teacher: Perfect! For Part C, you'll rearrange the sentences to form a story about Nancy and her friends. The sentences are already written, but they're mixed up. Your job is to put them in the correct order. Who can read the first sentence for us?

Student: Nancy and her friends went to the park to play.

Teacher: Excellent! That sounds like the beginning. We'll work through the rest later. Alright, let us get started. I'll walk around to help if you need me.

COULD DO

10 MIN.



Teacher: Now that we've completed the 'Must Do' activity, let us move on to the 'Could Do' activity. For this, we'll be using our Digital platform, the digital learning portal.



You may show the **Slideshow** of the story given on the digital portal.

Differentiated Activities

110 km/h



Create a 5-sentence story using naming words and share it with the class.

80 km/h



Rearrange and read aloud the sentences in Part C to form a story.

40 km/h



Identify and say aloud the naming words from Part A with a partner.

Home Task

Practice 'May I...?' dialogues with family members and write one in your notebook.

Period 15

Playing better

Teacher: Good morning, everyone. Today, we're going to play an exciting game called Raja, Mantri, Chor, Sipahi. Are you all ready to have some fun?

SHOULD DO

15 MIN.



Students: Yes, ma'am.

Teacher: Great. Let me explain the rules first. Listen carefully so everyone knows how to play.

Teacher: I have four slips of paper here. Each slip has one role written on it: Raja, Mantri, Chor, or Sipahi, along with their points. The points are:

- Raja gets 1000 points.
- Mantri gets 800 points.
- Sipahi gets 500 points.
- Chor gets 0 points.

Teacher: In each round, four players will pick one slip each, but you must not show it to anyone. Only the Raja and Mantri will reveal their roles.

Teacher: Once the Raja and Mantri reveal themselves, the Raja will ask the Mantri to find the Chor. The Mantri has to guess who the Chor is among the other two players. If the Mantri guesses correctly, they get 800 points. But if they're wrong, the Chor steals their 800 points.

Teacher: Got it so far?

Students: Yes, ma'am.

Teacher: Wonderful. Now let us get started. I need four volunteers to play the first round. Who would like to go first?

(Teacher selects four students.)

Teacher: Alright, come forward and pick a slip. Remember, keep it secret. Now, who is the Raja?

Player 1: I am Raja.

Teacher: Excellent. And who is the Mantri?

Player 2: I am the Mantri.

Teacher: Great. Raja, it's time to ask your Mantri to find the Chor.

Player 1 (Raja): Mantri, who do you think the Chor is?

Player 2 (Mantri): I think the Chor is [Player 3].

Teacher: Alright, everyone, reveal your roles. Let us see if Mantri guessed correctly.

(Players reveal their slips.)

Teacher: Well done. If the Mantri guessed correctly, they get 800 points. If not, the Chor steals their points. Let us tally the scores for this round and move on to the next group.

Teacher: Who's ready for the next round? Let us keep the game going and have fun.

Chapter 2: The Emperor's New Clothes

Theme 2: We Need Food and Shelter

A Maths

Answer these questions.

1. Jimmy buys 20 toffees from a grocery store. He also buys 10 balloons and five candles. How many items does Jimmy buy?

2

Teacher: Good morning, everyone. I hope you're all ready for another fun and exciting activity today. Let us begin by settling down and making sure you have your books with you. Please open your Book of Holistic Teaching to page number 2.

MUST DO

30 MIN.



Teacher: On this page, we'll work on a couple of interesting tasks together. Look at the first section under Maths, titled Answer these questions. The first question is about Jimmy, who buys 20 toffees, 10 balloons, and 5 candles from a grocery store. To find out how many items Jimmy bought in total, we need to add all the items together: 20 plus 10, and then add 5 more. Let us solve it together.

Teacher: Moving on to question 2, this one is about finding the total number of cards Aparna, Rahul, and Meera have. We'll add their cards step by step: first, add Aparna's and Rahul's cards, and then add Meera's cards to the total.

Teacher: Now, let us move to the next section, EVS. This part asks you to fill in the blanks using the words provided in the box: woollen, silk, cotton.

Teacher: For the first blank, think about which fabric is shiny and used for making dresses. In the second blank, we're looking for a fabric suitable for summer, light and cool to wear. Finally, the last blank is about clothes worn in cold climates.

Teacher: Once you've completed these, I'll come around to check your work and help if needed. Let us get started.



You may show the Chapter Summary of the story given on the digital portal.

Differentiated Activities

110 km/h



Create a mini storybook using at least five naming words from the chapter and illustrate it.

80 km/h



Make a poster showing three sentences from the chapter, highlighting naming words in different colours.

40 km/h



Draw a picture of a scene from the chapter and label at least three naming words.

Home Task

Write two sentences using naming words and practice reading them aloud to a family member.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> decorate a hat using craft material and display controlled use of hands and fine motor skills.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> show concern for underprivileged children and share their thoughts in the Secret Diary.
Cognitive Development	<ul style="list-style-type: none"> read and identify the character, plot, sequence, and author's point of view. Follow simple and short instructions to read the text, especially speech bubbles (from top to bottom and left to right). Recognise sight words. Use simple punctuation marks appropriately.
Language and Literacy Development	<ul style="list-style-type: none"> read the lesson independently with correct pronunciation, pauses, and intonation. Read multi-syllable words accurately. Combine 2–3 syllables to form simple words. Describe the given picture in their own language. Identify naming words in the given sentences based on prior knowledge. Write different forms of naming words. Identify difficult words and write them in their Little Book of Difficult Words.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> express creativity through drawing, storytelling, and craft activities.
Positive Learning Habits	<ul style="list-style-type: none"> development Display interest in reading storybooks.

Starry Knights

Did you enjoy teaching this unit? Write your thoughts here.

You did a wonderful job! Give yourself a STAR.



Answers

Theme 2: We Need Food and Shelter Lesson 2: The Emperor's New Clothes

Main Coursebook

Re-KAP

Kinaesthetic: Accept all relevant responses.

Auditory:

- | | | |
|-----------|----------|------------|
| 1. apples | 2. toys | 3. flowers |
| 4. caps | 5. books | 6. shoes |

Pictorial: aeroplane, butterfly, bird, ball, puppy, hat



Interacting better: Accept all relevant responses.

Learning better

- | | |
|------------------|------------|
| A. 1. mirrors | 2. wise |
| 3. surprised | 4. con men |
| B. 1. collection | 2. loom |
| 3. special | 4. clothes |
| C. 1. c. | 2. d. |
| 3. a. | 4. b. |

- | | |
|--|-------------------|
| D. 1. b. | 2. a. |
| 3. d. | 4. c. |
| E. 1. fool – cool | 2. loom – room |
| 3. meet – feet | 4. wise – rise |
| F. 1. brick | 2. brush |
| 3. bread | 4. broom |
| G. 1. Could you make these clothes for me? | |
| 2. What is the time? | |
| 3. Sana is wearing a yellow dress. | |
| 4. Wow! This dress is beautiful. | |
| H. 1. emperor, clothes | 2. doctor, clinic |
| 3. ministers, court | 4. bird, tree |
| I. Accept all relevant responses. | |

Sample responses:

- | | |
|-----------------------------------|--------------|
| 1. Monday | 2. New Delhi |
| 3. April | 4. Anushka |
| 5. Japan | 6. Diwali |
| 7. Tina | 8. Meenakshi |
| J. 2. brushes | 3. matches |
| 4. guards | |
| K. Accept all relevant responses. | |
| L. Accept all relevant responses. | |

Sample response: May I use your crayon?
Yes, you may.

M. Accept all relevant responses.

Sample response:

- | | | |
|---------|---------|--------|
| 1. kite | 2. day | 3. fly |
| 4. fun | 5. park | |

Creating better: Accept all relevant responses.


Thinking better: Accept all relevant responses.

Sample response: Kings and queens in the past wore very fancy clothes. Their clothes were made from expensive materials like silk, velvet, and gold thread. Their outfits often had jewels, embroidery, and long robes.


Choosing better: Accept all relevant responses.

Poem: Thank You Prayer

Theme 2: We Need
Food and Shelter

 4 Periods (40 minutes each)

 Learn Better, CRM signs

 Animation, eBook, Slideshow

Affirming better
I am
enthusiastic.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to read the poem with correct rhythm, stress, and intonation.
- to identify rhyming words in the poem.
- to infer from the text and answer comprehension-based questions.

Period 1

Teacher: Good morning, everyone. I hope you all are feeling refreshed and ready for another exciting day of learning. Before we begin, let us start with a quick warm-up exercise to get our minds and bodies active.

SHOULD DO

10 MIN.



Teacher: Everyone, please stand up and stretch your arms out wide. Now, take a deep breath in...and out. Excellent. Let us play a quick word game to wake up our minds. I will say a word, and you will say a related word back. For example, if I say sun, you might say light. Are you ready? Let us begin.

(Teacher plays the word association game for a few minutes to energise the class.)

Teacher: Wonderful energy, everyone. Now that we are all warmed up, let us move on to our Should Do Activity for today.

Teacher: We are going to prepare for the poem 'Thank You Prayer', which we will start as part of our Must Do Activity in the next lesson.

Teacher: Please open your books and find the poem 'Thank You Prayer'. Take a moment to read the title and look at the first stanza. Think about what the title means and how it relates to expressing gratitude in our daily lives.

Teacher: This little preview will help us connect with the poem better when we explore it together in the next lesson. Let us begin preparing with focus and curiosity.

Teacher: Great work, everyone! I can see you are now fully focused and ready to move on. Let us take the next step and start reading the poem 'Thank You Prayer' together.

MUST DO

20 MIN.



Teacher: Open your books to the poem, and let us begin. I will read the first stanza aloud, and as I read, think about what the poem is saying.

Teacher (reading): 'For milk to drink and food to eat,
For eyes and ears and hands and feet,
For mother, father and their care,
For our house and clothes to wear.'

Teacher: Now, let us pause for a moment. Can anyone tell me what the child is thanking for in this stanza? Look closely at the words.

(Teacher prompts students with hints, if necessary.)

Teacher: Yes, the child is thankful for food, family, and even the clothes we wear. It is a reminder to appreciate the simple things we sometimes forget. Let us think—why is it important to be thankful for these things?

(Students respond and the teacher encourages discussion.)

Teacher: Wonderful thoughts! Let us move on to the next stanza. Again, listen carefully as I read.

Teacher (reading): 'For friends with whom I run and play,
For sun and rain and night and day.
For all the things you give to me
Help me to always be thankful.'

Teacher: Now, this stanza talks about friends, nature, and all the wonderful things around us. Let us think about our own lives. What are some things in nature we are thankful for?

(Teacher encourages students to share their ideas.)

Teacher: Beautiful answers! You see, this poem is all about gratitude. It teaches us to pause and say 'thank you' for everything we have, from family and friends to nature and the little joys of life.

Teacher: Now, let us read the entire poem together. Everyone, follow along in your books and read with me. Ready?

(Students and teachers read the poem together.)

Teacher: Fantastic! You all did a great job. We will now discuss this poem further in the next lesson as part of our Must Do Activity, where we will explore its deeper meaning and write about things we are thankful for.

Teacher: For now, think about one thing you are grateful for and be ready to share it tomorrow. Great work today, everyone! Let us give ourselves a round of applause.

Teacher: Great job reading the poem, everyone. Now, I want you to think about things you are thankful for—like your family, friends, toys, or anything else.

COULD DO

10 MIN.

Teacher: Then, draw a picture of one thing you are thankful for in your notebook. If you want, you can write one sentence about it below your drawing, starting with 'Thank you for...'

Teacher: Let us begin. Take out your notebooks and start drawing. I will come around to see your work.

(After a few minutes.)

Teacher: Time is up. Who wants to show their drawing and share what they are thankful for?

(Students share their work.)

Teacher: Amazing. These are lovely drawings. Great work, everyone! Let us give ourselves a round of applause.

Differentiated Activity

110 km/h



Write four sentences starting with 'Thank you for...' and illustrate them.

80 km/h



Draw a picture of two things you are thankful for and label them.

40 km/h



Draw one thing you are thankful for and colour it.

Home Task

Write one sentence about something you are thankful for and share it with your family.

Period 2

Teacher: Good morning, everyone. I hope you all are feeling happy and ready for a fun day of learning. Let us take a moment to settle in.

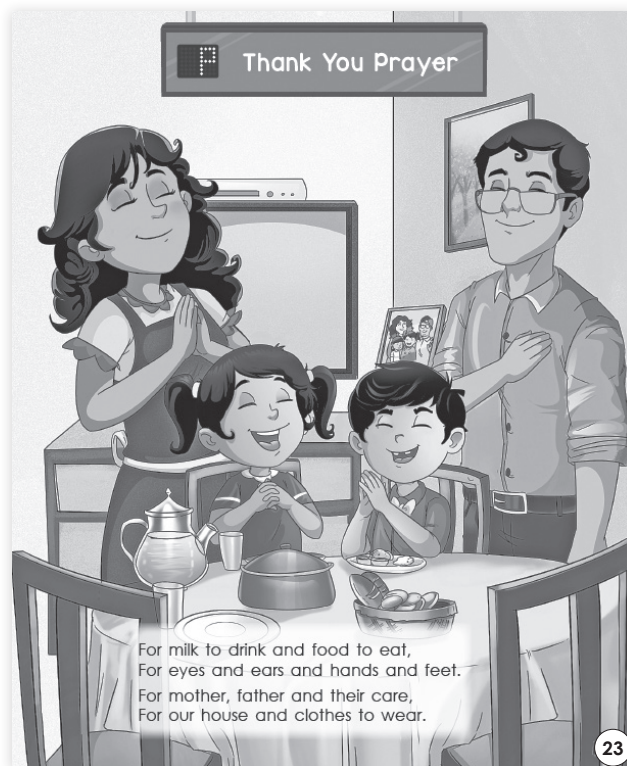
SHOULD DO

5 MIN.

Teacher: First, sit up straight and place your hands on your desk. Show me your brightest smile to start the day right.

Teacher: Now, let us take a deep breath together. Breathe in... and out. One more time, in... and out. Excellent! You look calm and focused.

Teacher: Let us do a quick check-in. Are you feeling excited today? Give me a thumbs up if you are. Wonderful.



Teacher: Before we start, who can remind us of one class rule to help everyone have a great time? Raise your hand if you know.

Teacher: Great answer. Now, open your books to page 23. Let us prepare to dive into today's exciting lesson. Well done, everyone!

Teacher: It is time to read the poem Thank You, Lord. We will read it together, turn by turn, so everyone gets a chance to participate.

Teacher: Listen carefully as your classmates read and follow along in your books. Read clearly and with expression when it's your turn.

MUST DO

25 MIN.

Teacher: Let us begin with [Student's name]. Please read the first two lines of the poem.

Teacher: Great job, [Student's name]! [Next Student's name], can you read the next two lines for us?

Teacher: Well done! Let us continue like this, with everyone reading two lines, until we finish the poem.

Teacher: Excellent work, everyone. Now, think about the poem's meaning. What do you feel when you express gratitude for all the things in your life?

Teacher: Now that we have read the poem Thank You, Lord, let us do a fun and creative activity to think about all the things we are thankful for.

COULD DO

10 MIN.

Teacher: We are going to make a 'Gratitude Tree' together. Each of you will get a small paper leaf, and on this leaf, you can write or draw one thing you are thankful for. It can be something from the poem, like food, family, or friends, or something special to you.

Teacher: I will pass out the paper leaves, crayons, and pencils now. Take your time and think about what makes you feel thankful. Once you decide, write or draw it on your leaf.

Teacher: When you are finished, bring your leaf to me and we will stick it onto our classroom Gratitude Tree. This tree will grow with all your wonderful ideas.

Teacher: Once all the leaves are on the tree, we will take a moment to look at it together. Think about how it feels to see so many things we are grateful for.

Teacher: Great job, everyone! This Gratitude Tree will remind us every day to say thank you for all the little and big things in our lives. You all did amazing.

Differentiated Activity

110 km/h



Write a short poem or paragraph inspired by Thank You, Lord, expressing gratitude for three additional things not mentioned in the poem.

80 km/h



Draw a picture of three things you are thankful for, and label each one with a short sentence explaining why you are grateful for it.

40 km/h



Choose one thing from the poem Thank You, Lord that you are thankful for, and draw or colour it. Practice saying 'I am thankful for [item]' to share with the class.

Home Task

Think of three things at home that make you happy or thankful. Write or draw them on a small sheet of paper and bring it to class to add to our Gratitude Tree.

Period 3

Teacher: Good morning, everyone. Let us start our day with a Gratitude Circle. This will help us feel positive and ready to dive into our lesson.

SHOULD DO

15 MIN.



Teacher: I would like each of you to think about one thing you are thankful for this morning. It can be something simple, like the breakfast you ate, the sunshine outside, or even being here with your friends.

Teacher: I will begin by sharing what I am thankful for. I am thankful for all of you, my wonderful students, who make teaching so much fun.

Teacher: Now, let us go around the circle. When it is your turn, say, 'I am thankful for...' and share your thoughts. Let us start with [Student's name].

Teacher: Great job, everyone! Listening to all your answers makes me feel so happy and inspired. This is a wonderful way to begin the day.

Teacher: Now that we are in a positive mindset, let us continue with the next part of our lesson. Open your books to the poem Thank You, Lord, and let us prepare for today's activity.

MUST DO

25 MIN.



Teacher: Alright, everyone, now it's time to work on the Thank You, Lord exercise. Let us take a closer look at the things the poet is thankful for.

Teacher: Open your books to the page with the pictures. Can you see the rainbow, house, milk, mother and father, and flowers?

Teacher: Your task is to tick the pictures that show the things the poet is thankful for in the poem. Remember, we read about these in the poem earlier. Think carefully before ticking.

Teacher: I will give you a few minutes to look at the pictures and decide. If you are unsure about any answer, raise your hand and I will come to help.

Teacher: Once you finish ticking the pictures, move on to the second part of the exercise. Write about something you are most thankful for and explain why. Use simple words to express your thoughts.

Teacher: Great work, everyone! Once you are done, we will discuss the answers together and share some of your ideas. I am excited to hear what you are thankful for.



You may show the **Animation** of the story given on the digital portal.

COULD DO

10 MIN.



Differentiated Activity

110 km/h



Write two additional lines of the poem.

80 km/h



Draw a picture of something you are thankful for.

40 km/h



Colour an image related to the poem.

Home Task

Write or draw three things you are thankful for at home.

Period 4

Learning better (Excelling Comprehension)

Teacher: Good morning, everyone. I hope you all had a wonderful start to your day. To help us feel more awake and ready to learn, let us do some fun eye exercises together.

SHOULD DO


20 MIN.




Learning better CBA FULL

Comprehension


A Look at the pictures. Tick (✓) the things the poet is thankful for.




rainbow ☐




house ☐



mother and father ☐



milk ☐



flowers ☐

B What are you most thankful for? Why?

25

Teacher: First, sit up straight and relax your shoulders. Let us start with 'Eye Circles'. Look up, then slowly move your eyes in a big circle—right, down, left, and up again. Now, let us go the other way. Great job!

Teacher: Next, let us try 'Far and Near Focus'. Look at something far away in the classroom—maybe the window or the clock. Now, shift your focus to something close, like your hand in front of you. Switch between far and near focus five times. Ready? Go.

Teacher: Now, let us do 'Blink and Squeeze'. Blink your eyes gently 10 times, and then close them tight and squeeze for five seconds. Open them wide and take a deep breath. Excellent work!

Teacher: Finally, rub your hands together to make them warm and gently place your hands over your eyes. Keep them closed and take a deep breath in...and out. Relax.

Teacher: Fantastic. You all look energized and focused. Let us start our lessons with happy and sharp eyes. Well done, everyone!

Having Fun better PS 21 CS

C Make a thank-you card for your parents in your notebook.

25

Teacher: Wonderful job with the eye exercises, everyone. Your eyes are now relaxed, and your minds are ready to focus. Doesn't it feel great to start the day with a refreshed and calm mind?

MUST DO

20 MIN.

Teacher: Now that we are feeling energized, let us move on to the next activity for today.

Teacher: We will continue working on the poem Thank You, Lord by revisiting its beautiful message and completing a fun comprehension exercise.

Teacher: Please open your books

Teacher: Take a look at the pictures on the page. These show different things the poet is thankful for in the poem.

Teacher: Your task is to tick the correct ones and then think about what you are most thankful for. Let us get started.



You may show the **Slideshow** of the story given on the digital portal.

COULD DO

10 MIN.

Differentiated Activity

110 km/h



Write a short paragraph about a person who helps you and why you are thankful for them.

80 km/h



Draw a picture of someone who helps you, like a teacher or a doctor, and write one sentence about how they help you.

40 km/h



Match pictures of helpers (e.g., doctor, teacher, farmer) to their roles using a simple worksheet.

Home Task

Create a list or drawing of three people who help you in your daily life and share it with your family.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • decorate a hat using craft material and display controlled use of hands and fine motor skills.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • show concern for underprivileged children and share their thoughts in the Secret Diary.
Cognitive Development	<ul style="list-style-type: none"> • read and identify the character, plot, sequence, and author's point of view. • Follow simple and short instructions to read the text, especially speech bubbles (from top to bottom and left to right). • recognise sight words. • Use simple punctuation marks appropriately.
Language and Literacy Development	<ul style="list-style-type: none"> • read the lesson independently with correct pronunciation, pauses, and intonation. • read multi-syllable words accurately. • combine 2-3 syllables to form simple words. • describe the given picture in their own language. • identify naming words in the given sentences based on prior knowledge. • write different forms of naming words. • identify difficult words and write them in their Little Book of Difficult Words.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • express creativity through drawing, storytelling, and craft activities.
Positive Learning Habits	<ul style="list-style-type: none"> • display interest in reading storybooks.

Starry Knights

Are your learners grateful to you for being a nice and kind teacher? How do they express their feelings?

You did a wonderful job! Give yourself a STAR.

