

Lesson-3: Hunt for the Ball

Theme 3: We Live with Others

14 Periods (40 minutes each)



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



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

Confirming better

I help others in times of need.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to enhance their reading, listening and comprehension skills.
- to identify and use sight words and recognise compound words.
- to express their creative thoughts by using writing skill in 'My Scribbles and Secrets'.
- to promote interdisciplinary learning.

Methodology

Period 1

Teacher: Good morning, everyone. Today, we are going to learn about doing words. Look at this poster. I will paste it on the board so that we can use it to understand the topic better.

SHOULD DO

15 MIN.

English Theme 3: We Live with Others

Doing Words

Drop the e, add -ing

<p>take + -ing = taking</p> <p>Tej is taking milk from the fridge.</p>	<p>hide + -ing = hiding</p> <p>Polly is hiding under the bed.</p>
<p>make + -ing = making</p> <p>Rehman is making a cake.</p>	<p>change + -ing = changing</p> <p>Ashu is changing clothes.</p>
<p>shine + -ing = shining</p> <p>The Sun is shining brightly.</p>	<p>write + -ing = writing</p> <p>Mehak is writing a story.</p>
<p>smile + -ing = smiling</p> <p>Raina is smiling sweetly.</p>	<p>chase + -ing = chasing</p> <p>The puppy is chasing Misha.</p>
<p>trace + -ing = tracing</p> <p>Suhana is tracing a circle.</p>	<p>explore + -ing = exploring</p> <p>They are exploring nature.</p>

T3

Teacher: What do you think a doing word is?

Teacher: A doing word is an action. It tells us what someone is doing.

Teacher: Look at the poster. Some words end with e. When we add ing, we remove the e.

Teacher: Look at the word 'take'. When we add ing, it becomes 'taking'. Say it with me, taking.

Teacher: Look at the next word, 'make'. When we add -ing, we drop the 'e' and it becomes 'making'.

Teacher: Let us read some more words.

- shine becomes shining.
- write becomes writing.
- smile becomes smiling.

Teacher: Now, look at the pictures. What is the sun doing?

Teacher: Yes, the sun is shining.

Teacher: What is Mehak doing?

Teacher: Right, she is writing a story.

Teacher: Let us play a quick game. I will say a word and you will add -ing to it.

- Trace
- Chase
- Hide

Teacher: Good job. Now, write three sentences using doing words in your notebook. You can look at the poster whenever you need help.

Teacher: Now, we will begin a chapter called 'Hunt for the Ball'. It sounds interesting, does it not? Before we dive into the story, we are going to use a tool called the KWL Chart to help us understand the topic better.

[The teacher moves to the board and draws three columns, labelling them as 'K', 'W' and 'L'.]

Teacher: Let us start by brainstorming what we already know about Lakes. I will write down your ideas in the 'K' column.

(The teacher waits for students to respond and writes down relevant points in the 'K' column.)

Teacher: Now, let us think about questions or things we are curious to learn. What do you want to know about the story, 'Hunt for the Ball'.

(The teacher writes down the students' questions under the 'W' column.)

Teacher: Excellent work. As we read the chapter, we will look for answers to these questions. At the end of the lesson, we will fill in the 'L' column with everything we have learnt.

Teacher: Now, open your books to the chapter, 'Hunt for the Ball' and let us begin reading together.

K	W	L

Re-KAP

Teacher: Let us start with the

MUST DO

25 MIN.

Kinaesthetic

Kinaesthetic

Read the given words aloud. Identify the doing words and do the actions with your partner.

catching dress hugging shoe laughing
book singing sky talking desk

26

Teacher: Let us revise doing words. Look at the words on the board. I will read them aloud and you will repeat after me.

Teacher: catching, dress, hugging, shoe, laughing, book, singing, sky, talking, desk

Teacher: Now, let us find out which of these are doing words. Words are actions. If you can do it, it is a doing word.

Teacher: Is catching a doing word? Yes, because we can catch something.

Teacher: What about books? Can we book? No, it is not a doing word.

Teacher: Let us go through all the words and find the doing words together.

Teacher: Now, let us do the actions for the doing words. If I say catching, you act as if you are catching something. If I say singing, you sing softly.

Teacher: Let us begin. I will say the words and you do the actions. Catching, hugging, singing, talking, laughing

Teacher: Well done. Now, can you think of another doing word and show its action?

Auditory

Teacher: Now, I will read some action words aloud. Listen carefully and think about how they would change when we add '-ing' at the end. Then, we will write them in our notebooks and make sentences with them. Let us begin!

Auditory*

Listen to your teacher carefully. Your teacher will read out a few doing words. Add -ing to the words. Write them down in your notebook. Make sentences with them.

26

Teacher: The first word is 'cry'. When we add '-ing', it becomes 'crying'. Now, let us try the next one—'fly'. What do we get?

Teacher: Yes! 'Flying'. Now, listen to the next word—'swish'. What happens when we add '-ing'?

Teacher: That is right! 'Swishing'. Now, let us try 'bring'. What is the new word?

Teacher: Correct! 'Bringing'. Now, listen carefully to 'feel'. What happens when we add '-ing'?

Teacher: Yes! 'Feeling'. Last one—'draw'. What is the new word?

Teacher: Well done! 'Drawing'. Now, write all the words in your notebook: 'crying', 'flying', 'swishing', 'bringing', 'feeling', 'drawing'.

Teacher: Next, make one sentence using each word. Think of simple, meaningful sentences. For example, 'I am drawing a picture.' Now, write your sentences and I will walk around to check your work.

Teacher: Excellent job, everyone.

Period 2

Teacher: Good morning, everyone. I hope you all are feeling happy and excited for today's lesson.

SHOULD DO

10 MIN.

Teacher: Let us begin with a quick game. I will do an action and you have to guess the doing word for it.

Teacher: (Pretends to eat) What am I doing?

Teacher: (Pretends to run) What am I doing now?

Teacher: Great. Now, look at the pictures in your book on page 26. These pictures show different actions. Let us learn to describe them using doing words.

Pictorial

Teacher: Open your books to page 26. Let us look at the pictures given in the Pictorial activity. There are four actions. Read the words in the box: eating, running, singing, riding

MUST DO

20 MIN.

Teacher: Let us match each action with the correct word. What is the boy in the first picture doing?

Teacher: That is right. He is eating.

Teacher: Now, look at the next picture. What is the boy doing?

Pictorial PS

Look at the pictures given below. Describe the pictures in one sentence each. Take help from the box.

eating running singing riding



26

Teacher: Write one sentence for each picture using the correct doing word from the box on 26 page.

You may show the **Animation**, given on digital platform to recapitulate the story.

COULD DO

10 MIN.

Teacher: Let us play a fun game. I will call one student to act out an action. The rest of the class must guess the doing word and say a sentence using it.

Teacher: Who wants to go first? Act out an action from the words in the box on page 26 as pictorial.

Teacher: Very good. Now, let us all say a sentence together using that word.

Teacher: Let us do a few more rounds so that everyone gets a turn.

Differentiated Activities

110 km/hr



Teacher: Write four sentences using the doing words in your notebook.

80 km/hr



Teacher: Match the words in the box with the correct pictures and say them aloud.

40 km/hr



Teacher: Point to each picture and say the doing word.

Home Task

Teacher: Think of two actions you do at home and write one sentence for each using a doing word.

Period 3

Interacting better

Teacher: Today we will talk about our neighbourhoods. Think about your favourite place in your neighbourhood.

COULD DO

10 MIN.

Interacting better

Which is your favourite place in the neighbourhood? What do you like about it? Discuss with your partner.

27

Teacher: Is it a park, a library or maybe a playground? What makes it special to you?

Teacher: Now, I want you to imagine you are describing this place to a friend. How would you explain why you like it?

Teacher: Take a moment to think and then share your answer with the class.

Jas and Ryan are walking back home from the playground. They talk about games. They also talk about school and their friends. Suddenly, Jas realises something. He starts looking around him. Ryan asks Jas what he is looking for.

Ryan, I left my ball on the playground. Will you please help me find it?

Yes, I will. Let us go and look for it.



They go back inside. Jas looks behind one of the benches. Ryan looks in front of another bench.



Did you find it?

No. Where should we look now?

Let us go look near the swing set.

Yes, we were playing near the swings.

27

Teacher: Today, we are going to read a short story about Jas and Ryan. Open your book and follow along as I read aloud.

MUST DO

20 MIN.

Teacher: Jas and Ryan were walking home when Jas realised he had left his ball at the playground. What do you think he will do next?

Teacher: That is right. He asks his friend Ryan for help. Now, let us continue reading.

(Continues reading while students follow.)

Teacher: Now, let us think. Where do Jas and Ryan search for the ball? Look at the pictures and tell me.

Teacher: Very good. They look behind the benches and near the swings. Now, what would you do if you lost something important?

Teacher: Great answers. Now, I will ask a few questions about the story. Listen carefully and answer.

(Ask simple comprehension questions about the passage and encourages oral responses.)

COULD DO

10 MIN.

Teacher: Now let us have some fun with this story. Imagine you are Jas and you have lost your ball. How would you ask a friend for help?

Teacher: Turn to the person next to you and pretend you are looking for something. Ask them for help just like Jas did in the story. Use polite words like please and thank you.

Teacher: Now switch roles. The other person will ask for help and you will respond like Ryan did.

Teacher: Now let us act it out. Who would like to come to the front and role-play as Jas and Ryan?

Teacher: Great job. Helping our friends and working together is important. Can you think of a time when you helped someone find something?

Differentiated Activities

110 km/hr



Teacher: Write three sentences about what happened in the story.

80 km/hr



Teacher: Draw a picture of Jas and Ryan looking for the ball and write one sentence about it.

40 km/hr



Teacher: Point to the pictures in the book and describe what is happening in each one in your notebook.

Home Task

Think of a time when you lost something. Write two sentences about how you found it or how someone helped you find it.

Period 4

Teacher: Good morning everyone. Let us begin with a happy thought. I enjoy playing and helping my friends. Say it with me.



28

Teacher: Today, we will talk about looking for something we lost, just like Jas and Ryan in our story. Have you ever lost something special? How did you find it?

(Encourages students to share their experiences.)

SHOULD DO

10 MIN.

Teacher: Now, let us read about Jas and Ryan and how they searched for the missing ball.

MUST DO

20 MIN.

Teacher: Open your book and follow along as I read the story. Listen carefully to how Jas and Ryan searched for the ball.

(Read the story aloud while students follow.)

Teacher: Where did Jas and Ryan first look for the ball?

Teacher: Yes, they checked near the swings, the slide and the see-saw. Did they find it there?

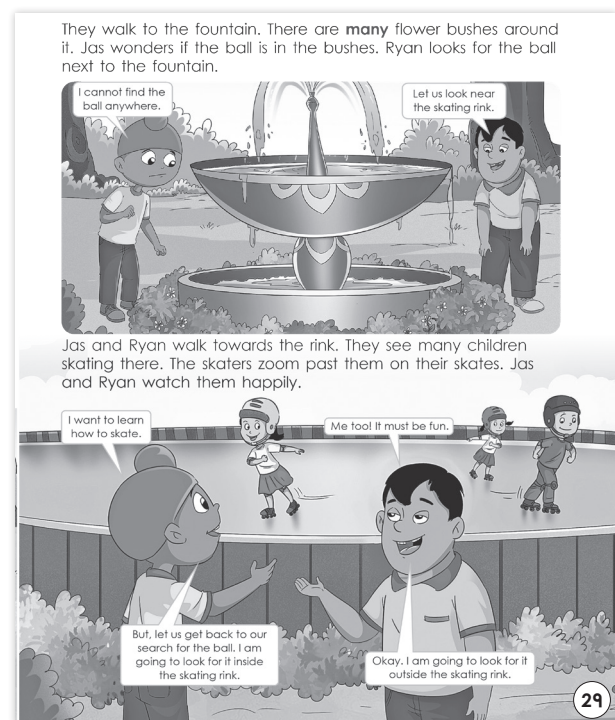
Teacher: No, so they walked to the fountain and later to the skating rink. Who finally found the ball?

Teacher: That is right, Ryan found it. This shows us that we should not give up when looking for something.

(Ask a few more simple comprehension questions about the passage.)

COULD DO

10 MIN.



29

Teacher: Now, let us play a fun game. Imagine you have lost your school bag. How would you ask your friend for help?

Teacher: Find a partner and take turns asking for help, just like Jas and Ryan did in the story. Use polite words like please and thank you.

(Allow students to practise in pairs.)

Teacher: Now, let us act it out. Who would like to come to the front and play the role of Jas and Ryan?

(Selects a few students to role-play the scene from the story.)

Teacher: Helping our friends and working together is important. Can you think of a time when you helped someone find something?

(Pause for responses and encourage students to share.)

Differentiated Activities

110 km/hr



Students describe where they would search if they lost a toy at the playground.

80 km/hr



Students listen to a sentence about searching for something and repeat it using their own words.

40 km/hr



Students listen as the teacher says a simple sentence and repeat it with correct pronunciation.

Home Task

Think of a time when you lost something and tell your family about how you found it.

Period 5

Teacher: Good morning everyone. Let us begin with a happy thought. I am a good friend and always help others. Say it with me.

SHOULD DO

10 MIN.



Teacher: Yesterday, we read about Jas and Ryan. Can you tell me what Jas lost?

Teacher: Yes, Jas lost his ball at the playground. Where did they look for it first?

Teacher: That is right, they searched near the swings, slide and see-saw. Did they find it there?

Teacher: No, so they went to look near the fountain and skating rink. Who finally found the ball?

Teacher: Yes, Ryan found it. What did Jas say to Ryan when he got his ball back?

(Pause for responses and encourage students to recall polite words like thank you.)

Teacher: Very good. Now, let us read more about their adventure and what happens next. Open your book and follow along as we continue the story.

Recalling better

Teacher: Today, we will recall the story of Jas and Ryan. Let us go through the events step by step.

MUST DO

20 MIN.



Teacher: First, Jas and Ryan were walking home. What did Jas realise?

Teacher: Yes, he left his ball at the playground. What did he do next?

Teacher: Right, he asked Ryan for help and they started looking for the ball. Where did they search first?

(Pause for responses and continue guiding students through the sequence of events.)

Teacher: They checked the benches, the swing set and the fountain, but they could not find the ball. Where did they decide to look next?

Teacher: That is correct, they went near the skating rink. Who found the ball and what did Jas say?

Recalling better

CING

- o Jas and Ryan were walking back home from the playground.
- o Jas said that he left his ball at the playground.
- o He asked Ryan to help him find the ball.
- o Jas and Ryan looked around the benches.
- o Next, they looked near the swing set.
- o Then, they looked for the ball around the fountain.
- o They could not find the ball anywhere.
- o They decided to look near the skating rink.
- o They saw many children skating there.
- o Jas looked inside the skating rink.
- o Ryan looked outside the skating rink.
- o Ryan found the ball. Jas thanked him.
- o Ryan and Jas were happy.
- o They left the playground.

30

Teacher: Good job! Ryan found the ball and Jas thanked him. Now, let us read the 'Recalling Better' section together to summarise the story.

(Read the text aloud while students follow along.)

NOTE: Teacher must remind the students to fill 'My Scribbles and Secrets'.

COULD DO

10 MIN.



Teacher: Now, let us play a quick game. I will say a part of the story and you will tell me what happened next.

Teacher: Jas and Ryan were walking home from the playground. What happened next?

Teacher: Very good. Jas said that he left his ball at the playground. Now, what did he do after that?

(Continue prompting students to recall each step in order.)

Teacher: Now, let us act it out. Two students will come up and pretend to be Jas and Ryan. One will ask for help and the other will respond.

(Selects students for a short role-play of the story.)

 You may show the **Animated Activities**, given on digital platform to introduce new vocabulary.

Differentiated Activities

110 km/hr



Write four sentences about what Jas and Ryan did to find the ball.

80 km/hr



Draw a picture of one place where Jas and Ryan searched for the ball and write one sentence about it.

40 km/hr



Point to the pictures in the book and describe what is happening in each one.

Home Task

Find three sight words from today's lesson in a book at home. Write them down and use each in a sentence.

Period 6

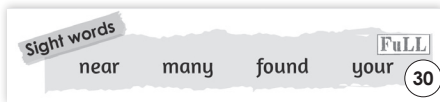
Teacher: Good morning, everyone. I hope you all are ready for today's lesson.

SHOULD DO

5 MIN.



Teacher: Today, we will learn some sight words. Look at these words: 'near', 'many', 'found' and 'your'. These are words we often see in reading and writing. Let us say them together: 'near', 'many', 'found', 'your'.



Teacher: 'Near' means close by. 'Many' means a lot. 'Found' means to discover something. 'Your' shows something belongs to someone.

Teacher: Now, think of a sentence using each word. Who wants to try?

Teacher: Well done, everyone! Keep practicing your sight words!

Teacher: Great. Now, let us open our books to Learning better on page 31 and answer some questions about the story.

MUST DO

30 MIN.



Learning better

CBA FULL

Excelling Comprehension

A Colour the correct answers with a blue crayon.

- What did Jas leave on the playground?
a. a bat ☐ b. a ball ☐ c. a kite ☐
- Where did Jas and Ryan look for the ball first?
a. in the house ☐ b. around the benches ☐
c. behind the wall ☐
- Where were the flowers growing?
a. near the benches ☐ b. near the fountain ☐
c. near the see-saw ☐
- What were the children doing in the rink?
a. dancing ☐ b. singing ☐ c. skating ☐

31

Teacher: Take out your blue crayon and open your books to Excelling Comprehension. We will start with Exercise A. Let us discuss and answer of each one of them.

Teacher: Colour the correct answers with a blue crayon. First, What did Jas leave on the playground? Look at the options and colour the correct answer.

B Write T for true or F for false.

- Jas left his ball on the playground. _____
- Jas looked for his ball under a bench. _____
- Jas and Ryan found the ball behind the slide. _____
- Ryan helped Jas find the ball. _____

31

Teacher: Now, read the second question. Where did Jas and Ryan look for the ball first? Think back to the story before choosing your answer.

Teacher: Complete the remaining questions in Exercise A.

Teacher: Now, let us move to Exercise B. Read each statement carefully and write T for true or F for false.

Teacher: In Exercise C, you will write short answers. Read the first question, Name any two places where Jas and

Ryan looked for the ball. Think of the story and write your answer.

C Write short answers.

- Name any two places where Jas and Ryan looked for the ball.
- Jas and Ryan looked for the ball near the swing set. Where did they look next?
- Why were the children in the skating rink wearing helmets and knee guards?

31

Teacher: Complete the next two questions in Exercise C.

COULD DO

5 MIN.



Teacher: Let us play a fun game. I will say a sentence with missing word and you will fill in the blanks using clues from the story.

Teacher: Jas and Ryan first looked for the ball near the _____.

Teacher: They searched near the _____ before going to the skating rink.

Teacher: Now, make your own sentence with a missing word and let a classmate fill in the blank.

You may show the **Chapter Summary**, given on digital platform to recapitulate the story.

Differentiated Activities

110 km/hr

Students take turns asking and answering comprehension questions from the 'Learning Better' section without looking at the book.

80 km/hr

Students listen as the teacher reads a sentence from the comprehension section and decide if it is true or false, responding aloud.

40 km/hr

Students point to the correct answers in their books as the teacher reads out the questions.

Home Task

Find one place in your home where you sometimes lose things. Write one sentence about where you found something last time.

Period 7

Teacher: Good morning, everyone. Today, we will play with words and make new ones. Before we begin, let us warm up with a quick word game.

SHOULD DO

10 MIN.



Teacher: I will say a word and you have to think of another word that rhymes with it. Let us start with 'singing'.

Teacher: Very good. Now, let us try 'things'.

Teacher: Great! Now, open your books to the vocabulary on Page 31.

Excelling Vocabulary

Teacher: Today, we will practise reading some new words. Look at the words in your book. Let us read them together.

Teacher: Good job. Now, let us match the pictures with the correct words.

Look at the first picture. What do you see?

Teacher: Yes, it is a bird. Which word matches this picture—long, wing, ring or king?

Teacher: That is right. It is wing. Now, look at the next picture. What do you see?


(Continues guiding students through matching the words to pictures.)

Excelling Vocabulary


D Read these words aloud.

swing sing thing wrong


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

1. 


a. long

2. 

b. wing

3. 

c. ring

4. 

d. king

E Fill in the blanks to make new words, as shown. Use words from the box.

way fly ball ground

1. play	+	ground	=	playground
2. butter	+		=	
3. path	+		=	
4. foot	+		=	

32

Teacher: Well done. Now, let us move to the next exercise.

Teacher: Now, we will learn how to make new words. Look at the first example—play + ground = playground.

Teacher: Let us read the next one together. Butter + _____ = ? What do you think the answer is?

(Pause for responses and guide students to complete the word-building exercises aloud.)

Teacher: Now, look at the next one—path + _____. Who can guess the correct answer?

(The teacher continues guiding students through the exercise.)

Teacher: Great work. Now, let us say all the new words we created one more time.

Teacher: Now, let us play a fun word game. I will say a word and you will quickly think of a word that rhymes with it. Let us start with 'sing.'

(Pause for responses.)

Teacher: Good! Now, let us try 'thing.'

(The teacher continues with different words from Exercise D.)

Teacher: Now, let us play a word-building challenge. I will say the first Part of a word and you will complete it with a matching Part from Exercise E. If I say 'play', you will say 'ground' to make 'playground.'

(The teacher continues prompting students to create words aloud.)

 You may show the **Concept Map**, given on digital platform to learn them about Doing words.

Differentiated Activities

110 km/hr



Students think of a new word using one of the word parts from Exercise E and say it aloud.

80 km/hr



Students match a word from the vocabulary list to a picture without looking at the book.

40 km/hr



Students listen as the teacher says a word and repeat it with correct pronunciation.

Home Task

Find three things at home that have compound words in their names, such as 'toothbrush' or 'notebook' and be ready to share them in class.

Period 8

Teacher: Good morning, everyone.

Let us start with a fun listening game.

I will say a word and you have to tell me a word that sounds similar.

Teacher: If I say 'flag', can you think of another word that starts with the same sound?

Teacher: Now, let us do one more. If I say 'slide', what word comes to your mind?

Teacher: Great job. Now, open your books to Excelling Spelling and let us look at the words together.

Excelling Spelling


Teacher: Look at Exercise F. The words are missing some letters. Can you tell which letters are missing? Let us read the question together to find out.

Look at the pictures. Fill in the blanks with fl or sl to complete the words. Read the words aloud.


Teacher: Let us look at the first picture. What is it?

Excelling Spellings

F Look at the pictures. Fill in the blanks with fl or sl to complete the words. Read the words aloud.

1. ____ower 

3. ____ag

2. ____eeve 

4. ____ide

32

Teacher: Yes, it is a flower. So, we will write fl in the blanks.

Teacher: Now, look at the second picture. What word do you think fits here?

Teacher: Complete the rest of the blanks in your book.

Teacher: Now, let us move to Excelling Grammar. Read the sentence: Jas plays on the playground near his house.

Teacher: The word 'plays' tells us what Jas is doing. A word that tells us what someone or something does is called a doing word.

Excelling Grammar

Teacher: Look at the words in Exercise G. When we add -ing to some words, we drop the letter e.

Read this sentence.

Jas plays on the playground near his house.

The word **plays** tells us what Jas is doing. A word that tells us what someone or something does is called a **doing word**.

We use **-ing** words to talk about an action that is going on as we speak.

We drop the **e** and add **-ing** to most doing words that end with **e**.

make - making write - writing

G Drop the e and add -ing to these doing words, as shown.

1. take <u>taking</u>	2. give _____
3. dance _____	4. shine _____

32

Teacher: The first one is already done. Take becomes taking. Now, let us do the next one together.

Teacher: What happens when we add ing to give?

Teacher: Complete the remaining words in your book.

You may show the **Dictionary** to learn new words and their meaning in the chapter.

COULD DO

10 MIN.

Teacher: Let us play a word-building game. I will say a word and you will change it by adding -ing.

Teacher: If I say 'dance', what will it become?

Teacher: Now, if I say 'shine', what happens when we add -ing?

Teacher: Very good. Now, I will say a word and you will tell me if we need to drop the 'e' before adding -ing.

Teacher: Let us try to write and run. What happens to these words?

Differentiated Activities

110 km/hr

Students listen as the teacher says a word and repeat it with correct pronunciation. 110 km/h: Students think of two more words that start with 'fl' or 'sl' and say them aloud.

80 km/hr

Students listen as the teacher says a word with 'fl' or 'sl' then identify whether it starts with 'fl' or 'sl' and say the complete word.

40 km/hr

Students listen as the teacher says a word from the spelling exercise and repeat it with correct pronunciation.

Home Task

Find three words at home that end in 'e'. Write them down and add '-ing' to them.

Period 9

Teacher: Good morning, everyone.

Today, we will listen carefully and answer questions.

SHOULD DO

10 MIN.

Teacher: Let us warm up with a quick listening game. I will say a sentence and you have to repeat exactly what I said.

Teacher: Listen carefully. 'I forgot my book at home today.' Now, say it together.

Teacher: Great. Now, let us try another one. 'Mayuri shared her lunch with Hassan.'

Teacher: Well done. Listening carefully is important when we answer questions. Now, open your books to the next activity.

Excelling Concentration

Teacher: Today, we will practise listening carefully. I will read a short dialogue and you will answer some questions. Listen closely.

MUST DO

20 MIN.

(Read out a short dialogue between Sameera and Myra, ensuring clear pronunciation and pauses for emphasis.)

Teacher: Now, let us answer some questions based on the dialogue. What did Sameera forget to bring?

Teacher: Good. Who shared a pencil with Sameera?

Teacher: Great job. Now, what did Sameera say after getting the pencil?

(Pause for responses, reinforcing polite phrases like 'thank you'.)

H Your teacher will read out a dialogue. Listen carefully. Answer the questions.

1. What did Sameera forget to bring?	a. crayon <input type="checkbox"/>	b. notebook <input type="checkbox"/>	c. pencil <input type="checkbox"/>
2. Who shared a pencil with Sameera?	a. Jas <input type="checkbox"/>	b. Myra <input type="checkbox"/>	c. Ryan <input type="checkbox"/>
3. What did Sameera say after getting the pencil?	a. okay <input type="checkbox"/>	b. you are welcome <input type="checkbox"/>	c. thank you <input type="checkbox"/>
4. What did Myra offer Sameera?	a. eraser <input type="checkbox"/>	b. book <input type="checkbox"/>	c. lunch <input type="checkbox"/>

33

Teacher: Finally, what did Myra offer Sameera?

Teacher: Well done, everyone. Listening carefully helps us understand better and respond correctly. Let us try this activity again with another dialogue.

COULD DO

10 MIN.

Teacher: Let us act out the conversation. I will choose two students to play Sameera and Myra. The rest of the class will listen.

Teacher: Sameera, how will you ask for a pencil?

Teacher: Myra, how will you respond?

Teacher: Now, let us all say 'Thank you' and 'You are welcome'. These words show kindness.

Differentiated Activities

110 km/hr



Write two sentences about how you helped a friend or how a friend helped you.

80 km/hr



Draw a picture of a time when you shared something with a friend and write one sentence about it.

40 km/hr



Act out how you ask for something politely and how you say thank you.

Home Task

Think about a time when you needed help in class. Write one sentence about who helped you and what they did.

Period 10

Teacher: Good morning, everyone. Today, we are going to ask and answer politely.

SHOULD DO

10 MIN.



Teacher: Let us start with a fun speaking game. I will ask for something politely and you will respond with Yes, I will.

Teacher: Will you please open your book?

Teacher: Now, let us try another one. Will you please help me carry this bag?

Teacher: Great. Now, open your books to Excelling Language on page 33 and let us learn more.

Excelling Language

Teacher: Today, we will practise asking for help politely. Look at the picture in your book. Jas is asking for help. What polite words does he use?

Teacher: Yes, he says, 'Will you please help me find my ball?' How does Ryan respond?

Teacher: That is right, he says, 'Yes, I will.' Now, let us practise. Turn to your partner and take turns asking and answering using 'Will you please...' and 'Yes, I will.' (Walks around, listening and encouraging students to use polite words.)

MUST DO

20 MIN.



Excelling Expression

Expression

Write four sentences using the -ing form of the given doing words in your notebook. Take help from the example.

carry drive smile bake

1. Mehak is baking a cake.
2. Mother is _____

33

Teacher: Now, let us practise using action words with '-ing'. Look at the example in your book. Mehak is baking a cake.

Teacher: Let us read the action words together—carry, drive, smile, bake.

(Read each word aloud and students repeat.)

Teacher: Now, I will say a sentence and you will complete it using the correct '-ing' form. Mother is _____. What is the correct word?

Teacher: Good! Now, complete the next three sentences in your book.

(Guides students in forming sentences using the given words and helps where needed.)

COULD DO

10 MIN.



Teacher: Now, let us revise what we learnt. I will ask you a few questions and you will answer them.

1. How do we ask for help politely like Jas did in the story?
2. What is the '-ing' form of the word 'smile'?
3. Complete this sentence: 'Mother is _____. ' using a word from our lesson.

Teacher: Great job! Keep practising at home too!



You may show the **Spelling Activity**, given on digital platform to learn the spelling of new words from the chapter.

Differentiated Activities

110 km/hr



Write three polite requests using Will you please... and their responses using Yes, I will.

80 km/hr



Draw a picture of someone asking for help and write a short sentence about it.

40 km/hr



Act out a simple conversation where one of you asks for help and the other responds politely.

Home Task

Think of a time when someone helped you. Write one sentence about what they did and how you thanked them.

Period 11

Teacher: Good morning, everyone. Today, we are going to do something creative and fun. Can you guess what it is?

SHOULD DO

10 MIN.



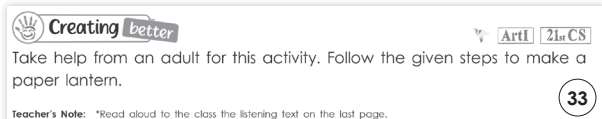
Teacher: We will be making a paper lantern. Have you seen a paper lantern before? Where do people use them?

Creating better

Teacher: Making a paper lantern is easy and fun. Let us look at the steps together before we begin.

MUST DO

20 MIN.



Teacher: Open your books to Creating better on page 33. Look at the pictures. These show us how to make a paper lantern step by step. Let us read and understand each step together.

Teacher: First, take a coloured pastel sheet. What do you think we should do next?

Teacher: Yes, we fold it in half. Then, we draw lines and cut along them.

Teacher: After that, we fold and paste the two ends of the sheet together. What is the last step?

Teacher: That is right. We add a string so we can hang it.

Teacher: Now, follow the steps and make your own paper lantern. Remember to ask for help if you need it.

COULD DO

10 MIN.



Teacher: Now that we have made our lanterns, let us add some decorations. You can use crayons, stickers or drawings to make your lantern special.

Teacher: Once you are done, let us all display our lanterns and talk about them. Who would like to share what colours they used?

Teacher: Great job. Let us hang our lanterns in the classroom.

Differentiated Activities

110 km/hr



Write three sentences about how you made your paper lantern.

80 km/hr



Draw a picture of your paper lantern and colour it.

40 km/hr



Point to each step in the book and describe what is happening in the picture.

Home Task

Show your lantern to your family and tell them how you made it. Bring a small note from a family member saying what they liked about your lantern.

Period 12

Book of Holistic Teaching

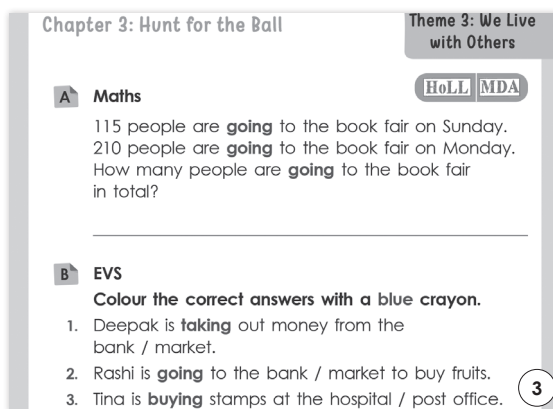
Teacher: Good morning, everyone. Today, we have an exciting lesson where we will solve some maths problems, learn about different place and discuss our feelings.

SHOULD DO

10 MIN.



Teacher: Let us start with a warm-up. I will say a number and you will say a number that is 10 more than it. Let us begin. If I say 50, what number will you say?



Teacher: Now, let us think about places we visit. Where do we go to buy fruits?

Teacher: Good. Where do we go if we need to send a letter?

Teacher: Very nice. Now, let us open page 3 of our Book of Holistic Learning.

COULD DO

20 MIN.



Teacher: Look at Exercise A. We have a simple addition problem about a book fair. Let us read the question together.

Teacher: 115 people are going to the book fair on Sunday and 210 people are going on Monday. What should we do to find the total number of people?

Teacher: Yes, we need to add. Let us solve it together.

Teacher: Now, let us move to Exercise B. Here, we will choose and colour the correct answers about places people visit.

Teacher: Read the first sentence. Deepak is taking out money. Where does one go to take out money? Colour the correct answer with your blue crayon.

Teacher: Complete the next two sentences in the same way. Let us discuss the answers in class.

Thinking better

Teacher: Now, let us think and discuss. Look at the question in your book. How do you feel when you help someone else?

COULD DO

10 MIN.



Thinking better

COD HOTS 21xCS

Think and discuss.

How do you feel when you help someone else? Why do you think you feel that way?

34

Teacher: Helping others makes us feel good. Can you share a time when you helped a friend or family member?

Teacher: Why do you think helping others makes us happy?

Teacher: Discuss with your classmates and share your thoughts.

Differentiated Activities

110 km/hr



Students think of a time when they found something that was not theirs, share their story with the class and explain what they did with it.

Question: Have you ever found something at school or home that did not belong to you? What did you do?

80 km/hr



The teacher tells a short story about someone finding a lost object and students decide what the right thing to do would be.

Question: If you find a toy on the playground and no one is around, what should you do?

40 km/hr



The teacher gives two choices for a situation and students point to or say the correct action.

Question: You see a notebook on the floor. Should you take it home or give it to the teacher?

Home Task

Ask your family if they have ever found something that was not theirs. What did they do?

Period 13

Playing better

Teacher: Good morning, everyone. Today, we have an exciting lesson where we will play a game, learn grammar and listen and write.

SHOULD DO

10 MIN.



Playing better

PMD 2LCS

Hot Potato

1. Players will sit in a circle. One player will hold an object, the 'potato'.
2. The game begins when the music starts playing.
3. The potato must be passed around the circle quickly while the music plays.
4. When the music stops, the player holding the potato is eliminated.
5. The game continues with the remaining players. The last player sitting wins.

34

Teacher: Let us start with a fun game called 'Hot Potato.'

Teacher: We will sit in a circle and I will play some music. You will pass an object around quickly. When the music stops, the person holding the object is out. The last player left wins.

Teacher: Let us play for a few minutes and have fun.

Choosing better

Teacher: Today, we will think about making the right choices. Imagine you find a new eraser on your table, but it is not yours. What would you do?

MUST DO

20 MIN.



Choosing better

EXL LSV 2LCS

You find a new eraser on your table. It is not yours. Will you give the eraser to your teacher or will you leave it where you found it?

34

Teacher: That is right. You could give it to your teacher or the person who lost it. Why do you think this is the right choice?

(Pause for responses and encourage students to share their thoughts.)

Teacher: It is important to be honest and responsible. Now, turn to your partner and discuss what you would do if you found something that did not belong to you.

(Allows students to discuss briefly and share their answers.)

Revising better

Teacher: Now, let us think about difficult words. Can you think of a word that you find hard to read or spell?



Revising better

DBL

Think of a difficult word. Do you know its meaning? Can you use it in a sentence? That means it is not difficult for you! If you know a word, it does not remain difficult. Now, write the difficult word, its meaning and a sentence with it, in your Little Book.

34

Teacher: Good! Do you know what that word means? If not, let us find out together.

COULD DO

5 MIN.



Teacher: Now, let us try using this word in a sentence. If you can use it, that means it is not difficult anymore.

(Guide students in sharing words, discussing meanings, and forming sentences aloud.)

Teacher: Great job. The more we practise, the easier these words become.



You may show the **Quiz**, given on digital platform to help students recollect their learning.



You may show the **I Explain**, given on digital platform to help learners understand Verbs.

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

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

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

(Wait for students to fill in the chart.)

L (What I have Learnt) #

ICL

34

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job,

SHOULD DO

5 MIN.



everyone. See you in the next class. Have a wonderful day ahead.

Teacher: Well done, everyone! Today, we have completed Theme 3. In the next period, we will start a new lesson. Get ready for more exciting learning!

Differentiated Activities

110 km/hr



Teacher: Write three polite requests using Will you please... and their responses using Yes, I will.

80 km/hr



Teacher: Draw a picture of you helping your mother and write one sentence about it.

40 km/hr



Teacher: Act out a simple conversation where one student asks for help and the other responds politely.

Home Task

Complete the project idea from the book of project ideas and sub it in the class.

Period 14

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

Teacher: That is wonderful to hear! Today, we have some fun activities to do from our workbook. Please take out to Page 7 for Worksheet 1.

Worksheet 1

SHOULD DO

10 MIN.

MUST DO

15 MIN.

Theme 3: We Live with Others
3. Hunt for the Ball

Worksheet 1
Comprehension

Read the passage carefully.

It is a sunny day. Aakash goes to the park with his family. There are tall trees and a lake. Aakash first goes to the lake. He enjoys watching the fishes and the ducks. He asks, "Can we take a duck home?" His father explains, "Animals and birds like to live in their own homes." The birds sit on trees, the ducks paddle in water and the dogs run on the ground. Aakash watches them all. The birds make sweet sounds. Aakash plays on the see-saw. On their way home, mother buys a balloon for Aakash.

A. Tick (✓) the correct sentences.

1. It is a rainy day. ☐
2. There are fishes and ducks in the lake. ☐
3. Aakash first goes to the swings. ☐

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

see-saw park duck

1. Aakash and his family go to the _____.
2. Aakash asks if they can take a _____ home.
3. Aakash plays on the _____.

Vocabulary
7

B. Look at the pictures. Fill in the blanks with ng to complete the words.



1. ri _ _ _



2. swi _ _ _



3. ki _ _ _

7

Teacher: Let us start by reading the passage together. Listen carefully as I read aloud and follow along in your books. Try to understand the story because we will answer some questions after this.

Teacher: Now, look at the first section. Read each sentence carefully and think about what we read in the passage. If the sentence is correct, put a tick in the box.

Teacher: Next, we will complete the blanks using the words given in the box. Read each sentence and choose the correct word that fits best.

Teacher: Moving on to vocabulary, we will match the words to form new words. Read each word and find its correct match from the given options.

Teacher: Now, look at the pictures and complete the words by adding the missing letters. Say the words aloud as you write them.

You may show the **Slideshow**, given on digital platform to give them an idea about playground and related activities.

MUST DO

15 MIN.

Worksheet 2

Worksheet 2
Grammar

A. Remove e and add ing to the words given in the box. Now fill in the blanks with the suitable word.

bake give come

1. Meera is _____ a cake.
2. Rajan is _____ for dinner tonight.
3. Nina is _____ her toys to other children.

Listening / Speaking / Writing

A. Listen to the conversation carefully.* Tick (✓) the correct answers.

Mother: _____ you please hand me the tomatoes?

1. Can
2. Will
3. Should

Child: _____, Mother. Where are they kept?

1. Yes
2. Sure
3. No

Mother: They are kept in the _____.

1. kitchen
2. fridge
3. room

Child: _____ you please tell me where in the fridge?

1. Will
2. Could
3. May

B. Role-play with your partner. Take turns playing the characters of Riya and her mother. Use the following sentences to make requests and answer questions.

1. Riya: Will you please take me to grandmother's house tomorrow?
Mother: Yes, I will.
2. Riya: Will you please let me take my toys to school?

C. Thank your mother for helping you every day. Complete the thank-you note.

care Thank you mother helping

Dear _____,

You cook, teach and _____ for me. _____ for _____ me every day.

With love,

(your name)

8

Teacher: Well done, everyone! Now, turn to Page 8 for Worksheet 2.

Teacher: Look at the first exercise. You need to change the words by adding ing. Read each sentence and write the correct form of the word in the blank.

Teacher: Now, we will do a listening activity. Listen carefully as I read a short conversation. After listening, choose the correct answer and tick the right option.

Teacher: Next, we will practice speaking. Turn to your partner and take turns playing the roles given in the activity. Use polite sentences while asking and answering.

Teacher: Finally, we will complete a short thank-you note. Fill in the blanks with suitable words and read your note once you finish writing.

Differentiated Activities

110 km/hr



Write three sentences about a visit to a park.

80 km/hr



Draw a picture of a place you like to visit and write one sentence about it.

40 km/hr



Look at the pictures in the book and say the missing words aloud.

Home Task

Think about your last visit to a park. Write one sentence about what you saw there.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> show controlled and fine motor skills in making the paper lantern.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> show concern for peers if they lose something and are distressed.
Cognitive Development	<ul style="list-style-type: none"> read the text carefully and infer from the same. Identify difficult words in the lesson and try to guess their meaning.
Language and Literacy Development	<ul style="list-style-type: none"> read the lesson with correct pronunciation, pauses and intonation. Recognise sight words and use them in sentences. Recognise simple punctuation marks. Use -ing forms of doing words appropriately in a sentence
Aesthetic and Cultural Development	<ul style="list-style-type: none"> speak about the place they hung their paper lantern.
Positive Learning Habits	<ul style="list-style-type: none"> write the difficult word in their Little Book of difficult Words. Develop their listening skills by listening to the task and doing the exercises.

Starry Knights

Do you know your learners well? Have you discovered their special talents and strengths?

Give yourself a STAR.

