

## Lesson-4: Jas Meets a Fairy

Theme 4: We Need Plants and Animals

16 Periods (40 minutes each)



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



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

Attaining better

I love all living creatures.

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

#### To enable the students:

- to develop foundational literacy by reading aloud, recognising words and comprehending the sequence of events in a story.
- to strengthen vocabulary and grammar skills through sentence formation, identifying action words and using past-tense verbs.
- to enhance communication and expression by listening, speaking, storytelling and role-playing activities.
- to build socio-emotional skills by fostering empathy, respect for nature and making responsible choices.
- to encourage creativity and imagination through drawing, dramatization and crafting activities.
- to support cognitive development by making logical connections, predicting outcomes and solving problems related to the story.
- to develop fine and gross motor skills through writing, colouring, tracing and movement-based activities.
- to promote critical thinking and curiosity by encouraging questioning, discussion and exploration of real-world connections.

### Methodology

#### Period 1

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

**Teacher:** That is wonderful! Before we start, let us say a positive statement together:

**Teacher:** 'I love all living creatures.'  
(Students repeat after the teacher.)

**Teacher:** This means that we care for and respect all living things around us. When we appreciate all creatures, we create a more peaceful and kind world. Let's carry this thought with us today as we go through our lesson.

**Teacher:** Now, let us begin our learning adventure!

**Teacher:** Now we will begin a new chapter, 'Jas Meets a Fairy'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

K	W	L

SHOULD DO

15 MIN.



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

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

#### Re-KAP

**Teacher:** Let us start with the Kinaesthetic activity.

MUST DO

20 MIN.



#### Kinaesthetic

Re-KAP

SPD

**Kinaesthetic**

Make a list of action words. Do the actions in front of your partner. Ask your partner to guess the action and make a sentence with it using your name. Give them a fist bump on every correct answer.

For example: (your name) reads a book.

35

**Teacher:** Let us play a fun action game today. We will make a list of action words and act them out.

**Teacher:** First, think of some action words like jump, run, clap, read and dance. Can you think of more?

**Teacher:** Now, one by one, you will perform an action without saying the word. Your partner will watch and guess the action.

**Teacher:** Once your partner guesses correctly, they will make a sentence using your name. For example, 'Aarav reads a book.'

**Teacher:** If they get it right, give them a fist bump. Let us take turns and have fun with our actions. Let us begin.

## Auditory

### Auditory\*

Listen to your teacher carefully. Your teacher will read out some sentences. Write them in your notebook. Underline every has and circle every have.

35

**Teacher:** Now that we have completed one activity, let us continue with another interesting task. You have already listened carefully and written sentences, so now we will check and discuss them together.

**Teacher:** Look at your notebook. You wrote sentences that included the words 'has' and 'have'. I want you to underline 'has' and circle 'have' in each sentence. Take your time and do it carefully.

**Teacher:** Now, let us check together. Who would like to read the first sentence aloud? Yes, Mala has a blue dress. Did you all underline 'has'? Great! Now, who will read the second sentence? We have some games. You should have circled 'have'.

**Teacher:** Excellent! Now, let us go through the rest of the sentences one by one. As we read, check if you have marked the words correctly.

**Teacher:** Fantastic work, everyone! To finish, I want you to make your own sentence using either 'has' or 'have'. Say it aloud when I call your name. Let us start!

**Teacher:** Well done! You have done a great job listening, writing and identifying words. Keep practising and we will learn more fun things in our next lesson.

Students will create their own sentences using 'has' and 'have'. They will write three sentences in their notebook and read them aloud.

COULD DO

10 MIN.

## Differentiated Activities

110 km/hr



Write five sentences using 'has' and 'have' and highlight the correct word in each sentence.

80 km/hr



Write three sentences using 'has' and 'have' and underline the correct word in each sentence.

40 km/hr



Complete the sentences given by the teacher by filling in 'has' or 'have'.

## Home Task

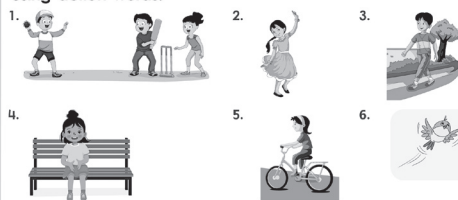
Write two sentences using 'has' and two sentences using 'have' in your notebook.

## Period 2

## Pictorial

### Pictorial PS

Look at the pictures. Frame a sentence for each picture using action words.



35

**Teacher:** Everyone, open your books to page 36 and look at the section Action Words. Do you see the different pictures? Each picture shows someone doing an action.

SHOULD DO

10 MIN.

**Teacher:** Let us carefully look at the first row—crawl, walk, run, leap. What do you see in these pictures? Yes, in the first picture, the boy is crawling. In the second, another boy is walking. What is happening in the next two? That is right! The boys are running and leaping.

**Teacher:** Now, let us move to the second row—listen, talk, read and write. What is the girl doing in the first picture? Yes, she is listening! And in the next, the boy is talking. What about the last two pictures? Very good! The children are reading and writing.

**Teacher:** Action words tell us what a person is doing. Can you think of more action words that you use every day? What do you do in the morning? Yes, you wake up, brush and eat. What about in the evening? You play, run and read.

## Poster

**Teacher:** Good morning, students. Today, we are going to learn about doing words. Can anyone tell me what a 'doing word' is?

MUST DO

20 MIN.

**Teacher:** Yes, that's correct! A doing word is a word that tells us about an action or something that someone does, like run, jump or talk. Let us take a look at the poster on the board to understand more about doing words.

**Teacher:** On the left side of the poster, we have words that change when we add '-ed' at the end. Can you see some examples?

**Teacher:** Look at the word 'jump'. When we add '-ed', it becomes 'jumped'. We use 'jumped' to talk about something that happened in the past, like 'I jumped over the puddle yesterday.'

**Teacher:** Now, look at another example. The word 'laugh' becomes 'laughed' when we add '-ed'. Can anyone give me a sentence using the word 'laughed'?

**Teacher:** Great job! Now, let us move to the middle section of the poster. These are 'words that change' when we

talk about them in the past. For example, 'go' becomes 'went'.

**Teacher:** Can anyone think of a sentence with the word 'went'? Yes, 'I went to the park yesterday.'

**Teacher:** And look at 'come'. When we talk about it in the past, it becomes 'came'. We say, 'She came to the class early this morning.'

**Teacher:** Finally, let us look at the last section. These are other 'doing words' that we use to describe actions. Words like 'eat', 'sleep', 'run' and 'write'.

**Teacher:** For example, 'eat' becomes 'ate' when we talk about it in the past. So, instead of saying 'I eat my lunch,' we say 'I ate my lunch.'

**Teacher:** Now that we have learned about doing words and how they change, let's keep this poster in the classroom to help us remember.

**Teacher:** From now on, whenever we talk about something that happened in the past, we can use these doing words with '-ed' or the words that change. Let's all keep an eye on this poster so we can keep practicing!

**Teacher:** Well done, everyone! Let us give ourselves a big round of applause. Now, let's make sure this poster stays in the classroom for us to use as a reference.

English  
Theme 4: We Need  
plants and Animals

DOING WORDS

40

Adding -ed

Jump	Jumped
laugh	laughed
dance	danced
walk	walked
talk	talked
watch	watched
clean	cleaned
help	helped
bake	baked
wash	washed
finish	finished
smile	smiled

Words that Change

go	went
come	came
eat	ate
drink	drank
sleep	sleep
see	saw
run	ran
fly	flew
swim	swam
take	took
write	wrote
sing	sang

Adding -ied

study	studied
carry	carried
cry	cried
try	tried
reply	replied
worry	worried
hurry	hurried

**Teacher:** Now that we have learned about the different doing words, let us practice using them in sentences. I am going to give you some words and I want you to make a sentence using that word. Are you ready?

**Teacher:** First word: 'jumped'. Can anyone make a sentence with 'jumped'?

**Teacher:** Yes, 'I jumped over the puddle.' Great! Now, let's try another one.

**Teacher:** Next word: 'ate'. Can someone use 'ate' in a sentence?

**Teacher:** Excellent! 'I ate my lunch at school.' Now, let us move to the next one.

**Teacher:** The next word is 'sang'. Who can make a sentence with 'sang'?

**Teacher:** Very good! 'She sang a beautiful song.'

**Teacher:** Now, let us try a more challenging one. How about 'swam'? Can anyone make a sentence with 'swam'?

**Teacher:** Wonderful! 'I swam in the pool yesterday.'

**Teacher:** You are all doing a fantastic job! Now, to finish the activity, I would like you to work in pairs. Each pair will choose one word from the list and create a sentence together. After that, one of you will share your sentence with the class.

**Teacher:** Let us see how creative you can get with these doing words!

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

## Differentiated Activities

110 km/hr



Write six sentences using different action words and draw a picture for one of them.

80 km/hr



Write four sentences using action words and underline the action words.

40 km/hr



Match the action words with the correct pictures.

## Home Task

Find three more action words from your surroundings and write them in your notebook

## Period 3

## Interacting better

Interacting better

ICL

Discuss with your partner what these objects are called. Write the first letter of each picture in the blank space.

36

**Teacher:** Good morning, everyone. Today, we are going to start reading an interesting story called 'Jas Meets a Fairy.' But before we begin, let us look at the picture on page 37.

**Teacher:** What do you see in this image?

**Teacher:** Can you guess what might happen in this story? Think about the title. Who do you think Jas is? Who do you think the fairy is?

**Teacher:** Those are great ideas! Now, let us begin reading to find out more.

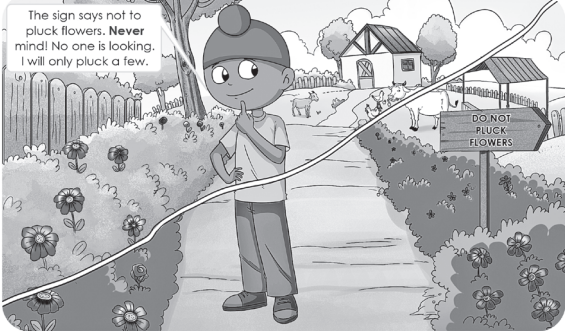
**Teacher:** Open your books to page 36. We will begin reading the story 'Jas Meets a Fairy.'

**Teacher:** As I read, I want you to follow along with your

finger on the page. Pay attention to what is happening in the story.

**STEP 1 TML** Jas is at a farm with his family. He is excited. He sees cows, hens and goats there. There is also a park inside the farm. He sees **many** colourful flowers there. Jas notices a sign near the flowers.

The sign says not to pluck flowers. **Never** mind! No one is looking. I will only pluck a few.



Jas plucks some flowers. He looks around. He sees that all the flowers have dried up suddenly! The park has turned brown.

Jas is very sad. He starts crying. All of a sudden, he hears a voice say, "Why are you crying, little boy?"

Jas sees a fairy standing in front of him.

36

**Teacher:** Jas sees a sign that says 'Do not pluck flowers,' but he still plucks some. What do you think will happen next?

**Teacher:** Let us take turns reading a few lines each. Read silently.

**Teacher:** Now, let us discuss what we just read. Why do you think Jas started crying? What lesson can we learn from this part of the story?

**Teacher:** Now, turn to your partner **COULD DO** and discuss these questions:

- What mistake did Jas make?
- How do you think he is feeling right now?
- What do you think the fairy will say to him?

**Teacher:** After discussing, share your answers with the class.

**Teacher:** In the next class, we will continue reading to find out what happens next. Be ready with your thoughts!

## Differentiated Activities

110 km/hr



Write five sentences predicting what Jas might learn from the fairy.

80 km/hr



Write three sentences describing Jas's actions and their consequences.

40 km/hr



Complete the sentences:

Jas sees a sign that says \_\_\_\_\_.

Jas plucks some \_\_\_\_\_.

The flowers turn \_\_\_\_\_.

## Home Task

Read the next part of the story on page 38 and think about what might happen next. Be ready to share in the next class.

## Period 4

**Teacher:** Everyone, open your books to page 37. Today, we are going to read a beautiful story about Jas and the kind fairy. Look at the pictures. What do you see? A boy, a fairy and flowers.

**SHOULD DO**

10 MIN.

**Teacher:** Something changes in the pictures. Can anyone tell me what it is? Yes! In the first picture, the flowers are brown and dry, but in the second picture, they are colourful again. Let us read and find out why this happened.

**Teacher:** I will read the story aloud. Listen carefully and imagine what is happening.

**Teacher:** Now that I have read the story, let us discuss it. Why did the flowers turn brown? Yes, because Jas

**MUST DO**

20 MIN.

plucked some flowers and the others became sad. The fairy explained that flowers live longer when we do not pluck them.

**Jas:** All the flowers are dry and brown. Where are the colourful flowers?

**Fairy:** You plucked a few flowers. So, the other flowers became sad. That's why they turned brown.

**Jas:** I do not like this brown farm.

**Fairy:** You should not pluck flowers. They live longer if you do not pluck them.

**Jas:** I am sorry, Fairy. Please bring the colourful flowers back!

**Fairy:** Do you promise never to pluck flowers again?

**Jas:** Yes, I promise!

**Fairy:** All right! Your wish will be granted.

The fairy brings the colourful flowers back.

**Jas:** Thank you, dear Fairy!



**Teacher:** Jas made a promise to the fairy. What was his promise? That is right! He promised never to pluck flowers again. What happened after that? Yes, the fairy brought the flowers back.

**Teacher:** Now, I want each of you to read a small part of the story aloud. Let us practise reading with expressions!

**Teacher:** Now, let us act out the story! One student will be Jas and another will be the fairy. You will take turns saying their lines with expression.

**COULD DO**

10 MIN.

**Teacher:** If you were the fairy, what advice would you give Jas about taking care of nature? Share your ideas.



## Differentiated Activities

110 km/hr



Write four sentences about why we should not pluck flowers.

80 km/hr



Write two sentences about what Jas learned from the fairy.

40 km/hr



Draw and colour a garden with flowers.

## Home Task

Write one sentence about how you will take care of plants and flowers.

## Period 5

**Teacher:** Good morning, everyone. I hope you are all ready to continue our story today. Before we begin, let us quickly recall what we read in our last class.

SHOULD DO

10 MIN.

**Teacher:** Who remembers what Jas did that made the flowers turn brown? Yes, he plucked some flowers and the fairy told him that flowers live longer when we do not pluck them.

**Teacher:** Now, let us turn to page 38. Look at the pictures carefully. What do you think is happening here?

**Teacher:** Let us read and find out together!

Jas hears a voice. It is Ammi's voice. Jas wakes up from his **sleep**. He understands it was all a dream. Jas tells Ammi about his dream. He remembers his promise to the fairy. Ammi tells Jas to look after the plants and water them regularly. Jas goes and waters the plants near his house.

38

**Teacher:** I will read this part of the story aloud. Listen carefully and follow along in your books.

MUST DO

20 MIN.

**Teacher:** What happened when Jas woke up? Yes! He realised that it was all a dream. But did he forget what the fairy told him? No, he remembered his promise.

**Teacher:** What did Ammi ask Jas to do? That is right! She told him to take care of the plants and water them. Did Jas listen to Ammi? Yes! He went outside and watered the plants near his house.

**Teacher:** Now, let us take turns reading this part of the story aloud. Read with clear voice and expression.

**Teacher:** Now, let us imagine you are Jas. If you were in his place, what

COULD DO

10 MIN.

promise would you make to take care of plants?

**Teacher:** Each one of you will say one thing you can do to protect nature, just like Jas did.

**Teacher:** After that, tell me—what are some ways we can take care of plants in real life?

## Differentiated Activities

110 km/hr



Write three ways you can take care of plants.

80 km/hr



Write two sentences about what Jas learned from his dream.

40 km/hr



Draw a picture of Jas watering the plants.

## Home Task

Write one promise you will make to nature, just like Jas.

## Period 6

**Teacher:** Good morning, children. Let us recall the story of Jas and the fairy. Who remembers what happened when Jas saw the colourful flowers?

SHOULD DO

10 MIN.

**Teacher:** Yes! He plucked a few and what happened next? The flowers turned brown and Jas felt sad.

**Teacher:** Then, a fairy appeared. What did she tell Jas? She explained that flowers live longer when they are not plucked.

**Teacher:** Jas made a promise to the fairy. What was it? Yes, he promised never to pluck flowers again.

**Teacher:** Now, let us read through the key points on **page 39** together.

## Recalling better

**Recalling better**

- Jas was at a farm with his family.
- He saw many colourful flowers there.
- Jas decided to pluck a few flowers.
- He saw that all the flowers had dried up and turned brown.
- Jas started crying. A fairy appeared before him. She asked him why he was crying.
- Jas told the fairy what happened.
- The fairy told Jas that the flowers were sad. They would live longer if they were not plucked.
- Jas promised the fairy that he would never pluck flowers again.
- The fairy brought the colourful flowers back.
- Jas woke up. He understood that it was all a dream.

38

- Jas remembered his promise to the fairy.
- Jas watered the plants near his house. He promised Ammi that he will never pluck flowers.

39

**Teacher:** I will read the important events from the story. Listen carefully and follow along in your books.


MUST DO

20 MIN.

**Teacher:** Jas was at a farm with his family. He saw many colourful flowers. He plucked some flowers and they turned brown. The fairy told him that flowers feel sad when they are plucked.

**Teacher:** Jas promised the fairy he would never pluck flowers again. Then, Jas woke up! What did he realise? Yes, it was all a dream! But he still remembered his promise.

**Teacher:** Now, let us read aloud together. Each of you will read one sentence at a time.

**Teacher:** Let us act out the story. One student can be Jas, another can be the fairy and others can be the flowers. **COULD DO**  ☐

**Teacher:** As Jas, what will you say when the fairy asks why you are sad?

**Teacher:** As the fairy, what will you tell Jas about the flowers?

**Teacher:** This will help us understand how Jas learned an important lesson.

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

### Differentiated Activities

**110 km/hr**



Write four sentences about Jas's dream and what he learned.

**80 km/hr**



Write two sentences about what Jas did after waking up.

**40 km/hr**



Draw Jas watering the plants.

### Home Task

Write one sentence about why we should not pluck flowers. Also fill 'My Scribbles and Secrets' at home.

### Period 7

**Teacher:** Good morning, children. I hope you are all ready for today's lesson. Before we begin, let us have a quick recap of what we learned yesterday. Who can tell me where Jas was in the story? Yes, he was on a farm with his family. Now, what did he notice about the flowers?


**Teacher:** That is right! The flowers had turned brown because he had plucked some. Today, we will learn some new words that will help us understand the story better. Look at the board. Here are some words—many, never, why and sleep. Let us read them together.

**Teacher:** I will say a sentence and you have to pick the correct word. Listen carefully!

• I have \_\_ books in my bag.  
What is the missing word? Yes, 'many'! Great job! Let us try

another one. 'I will \_\_ forget my promise.' Yes, the word is 'never.' Well done!

**Teacher:** Now, let us all say these words out loud together. I want everyone to listen carefully and repeat after me.


**Teacher:** Now, open your books to page 37. We will do a small activity to complete some sentences from the story. But before that, let us think about what happened in the story. **MUST DO**  ☐

**Teacher:** Jas was at a farm with his family. He saw colourful flowers. What did he decide to do? Yes, he plucked some flowers. Then what happened? The flowers dried up and turned brown. Good! And who appeared before him when he was sad? That is right, the fairy.

**Teacher:** Now, I will read a sentence with a missing word and you need to think about the correct word that fits. Listen carefully! 'Jas is at a \_\_ with his family.' What word should go here? Yes, 'farm'! Excellent.

**Teacher:** Let us do another one. 'Jas waters the \_\_ near his house.' Yes, 'plants'! Wonderful work! Now, write these answers in your book neatly.

**Teacher:** Once you have written your answers, read the completed sentences aloud with me. Reading out loud will help you remember the words better.

**Teacher:** Now, let us play a quick guessing game. I will describe a word and you must try to guess it. **COULD DO**  ☐

**Teacher:** Here is the first clue: It is a place where farmers grow crops. Can you guess the word? Yes, 'farm'! Let us try another one.

**Teacher:** This word means to take care of plants by giving them water. What is the word? Yes, 'water'! You all are doing a great job.

**Teacher:** Now, I want you to write one sentence using any of the words we discussed today. Try to make it interesting! If you want, you can even draw a small picture next to your sentence.

### Differentiated Activities

**110 km/hr**



Write an extra sentence using all four words from today's lesson.

**80 km/hr**



Draw a picture related to one of the words and label it.

**40 km/hr**



Read your sentences aloud and trace the words neatly.

### Home Task

Think of two words from today's lesson and use them in your own sentence.

## Period 8

### Excelling Comprehension

**Teacher:** Good morning, children. Let us begin with a quick recap of what we learned in our last lesson. Who remembers the new words we learned yesterday? That is right—many, never, why and sleep. Now, let us read them together one more time.

**SHOULD DO**

10 MIN.



**B Who said these words and to whom? Write the answers in your notebook.**

1. Why are you crying, little boy?
2. Where are the colourful flowers?
3. Do you promise never to pluck flowers again?
4. Jas, wake up!

39

**Teacher:** Today, we will do an interesting exercise. I will read some sentences and you have to tell me who said these words and to whom. Listen carefully.

(Read one sentence at a time from Exercise B on page 39 under the section 'Excelling Comprehension' and encourage students to recall the story.)

### Excelling Comprehension

**Write short answers in your notebook.**

1. What did Jas want to do at the farm?
2. What did Jas promise the fairy?
3. Why did the fairy come to see Jas?

39

**Teacher:** Now, open your books to page 39. We will complete Exercise B together under 'Excelling Comprehension'. I will read a sentence aloud and you will think about who said it and to whom. Let us start with the first one.

**MUST DO**

20 MIN.



**Teacher:** Why are you crying, little boy? Who said this and to whom? That is right, the fairy said this to Jas.

**Teacher:** Let us try the next one. Where are the colourful flowers? Who said this? Yes, Jas said this to himself. Excellent!

**Teacher:** Now, I want you to complete the remaining two questions in your notebook. Once you are done, we will discuss the answers together.

**Teacher:** Great work! Now, let us move on to Exercise C on page 39. Read the first question. What did Jas want to do at the farm? Think carefully. Yes, he wanted to pluck the flowers.

**Teacher:** Now, answer the next two questions on your own. If you need help, read the story again. Once you are done, we will read the answers aloud together.

**Teacher:** Now, let us play a fun question-and-answer game. I will ask you a question about the story and you have to answer as quickly as possible.

**COULD DO**

10 MIN.



- What did Jas promise the fairy? (To never pluck flowers again.)
- Why did the fairy come to see Jas? (Because he was

sad about the flowers turning brown.)

- What happened when Jas watered the plants near his house? (They grew beautifully.)

**Teacher:** Well done! Now, I want each of you to think of one question about the story and ask it to your friend.

### Differentiated Activities

**110 km/hr**



Write one extra question and answer related to the story.

**80 km/hr**



Draw a small picture of Jas and the fairy and write a sentence about their conversation.

**40 km/hr**



Read the questions and answers aloud.

### Home Task

Write two sentences about what Jas learned in the story and how he changed.

## Period 9

### Should Do (10 Minutes)

**Teacher:** Good morning, children. Let us begin with a quick recap of what we learned in our last lesson. Yesterday, we answered questions from the story. Now, let us recall some important words we have learned so far.

**SHOULD DO**

10 MIN.



**Teacher:** Today, we will explore some new words and understand how to use them correctly. Open your books to page 40 and look at section 'Excelling Vocabulary'. Let us read the words aloud together—thank, thick, third, thirst. Listen carefully as I say them and then repeat after me.

**Teacher:** Now, let me say a sentence using one of these words—I want to drink water because I feel \_\_. Which word fits here? Yes, thirst! Good job.

### Excelling Vocabulary

**Teacher:** Now, let us complete the fill-in-the-blanks activity under section D on page 40. Look at the word box. The words are thumb, thin, thorn and three. Let us read them together.

**MUST DO**

20 MIN.



**D Read the words aloud.**

thank thick third thirst

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

thumb thin thorn three

1. Father cut the fruits into \_\_\_\_\_ thin \_\_\_\_\_ slices.
2. This rose stem only has one \_\_\_\_\_.
3. Manav has \_\_\_\_\_ brothers.
4. Sara pressed the button with her \_\_\_\_\_.

40

**Teacher:** Let us look at the first sentence—Father cut the fruits into \_\_ slices. Which word fits here? Yes, thin!

**Teacher:** Now, look at the second one— 'This rose stem

only has one \_\_\_\_.' Which word should go here? Yes, thorn.

**Teacher:** Now, complete the last two on your own. Think carefully and fill in the blanks. Once you are done, we will read the sentences together.

**Teacher:** Wonderful! Now, let us move to Exercise E on page 40. We will name the groups of words by choosing the correct heading from the word box.

**E Write a name for each group of words. Choose words from the box.**


flowers	festivals	colours	sweets
green purple yellow	lily daisy tulip	Eid Diwali Christmas	barfi halwa kheer

40

**Teacher:** Look at the first box—green, purple, yellow. What do these words describe? Yes, they are colours.

**Teacher:** Now, look at the second box—lily, daisy, tulip. What are these? Yes, flowers. Great work!

**Teacher:** Now, complete the remaining two boxes on your own. Think carefully and match them with the correct word from the box. Once you are done, we will discuss the answers.

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

**Teacher:** Now, let us play a quick sorting game. I will say a word and you will tell me which category it belongs to—colours, flowers, festivals or sweets.

**COULD DO**

10 MIN.

- Blue (colours)
- Diwali (festivals)
- Barfi (sweets)
- Daisy (flowers)

**Teacher:** Now, I will give you a set of words and you have to create a new category. Think carefully! For example, if I say apple, banana orange, what category would that be? Yes, fruits!

**Teacher:** Now, work with a partner. Think of three words and create a new category. Share it with the class!

## Differentiated Activities

110 km/hr



Write one sentence using any two words from today's vocabulary lesson.

80 km/hr



Draw and label a picture of one word from today's vocabulary (e.g., a flower, a sweet or a festival).

40 km/hr



Read the words aloud and trace them neatly in your notebook.

## Home Task

Write two sentences using any words from today's vocabulary lesson.

## Period 10

### Excelling Spellings

**F Fill in the blanks with dr or tr to complete the words. Read the words aloud.**

1. ____ee	2. ____ess
3. ____aw	4. ____uck

40

**Teacher:** Good morning, children. Let us begin with a quick recap of what we learned yesterday. We talked about different categories of words like colours, flowers, festivals and sweets. Can anyone tell me a festival we discussed? Yes, Diwali! Now, let us learn something new today.

**SHOULD DO**

15 MIN.

**Teacher:** Open your books to page 40 and look at section 'Excelling Spellings'. Today, we will learn how to complete words by using the correct beginning sounds—'dr' or 'tr'. Let us look at the first word.

**Teacher:** The picture shows a tree. What letters should we add to complete the word? Yes, 'tr' to make 'tree'.

**Teacher:** Now, look at the second picture. It is a dress. What letters should we add? Yes, 'dr' to make 'dress'.

**Teacher:** Let us say these words aloud together—tree, dress, draw, truck. Excellent!

### Excelling Punctuation

**G Rewrite the sentences in your notebook. Use capital letters and exclamation marks (!) in each sentence.**

1. jas, wake up	2. what a sunny day
3. such a pretty flower	4. what an interesting story

40

**Teacher:** Now, let us complete Exercise F on page 40. Fill in the blanks with either 'dr' or 'tr' to complete the words. Look at the pictures for hints.

**MUST DO**

15 MIN.

**Teacher:** Let us do the first one together. The picture shows a tree, so the missing letters are 'tr'. Write 'tree' in the blank.

**Teacher:** Now, complete the next three words on your own. Think carefully and choose the correct letters. I will come around to check your work.

**Teacher:** Now, let us move to Exercise G on page 40 under 'Excelling Punctuation'. These sentences have missing capital letters and punctuation marks. Let us read the first one—'jas, wake up'.

**Teacher:** What should we change? Yes, 'Jas' should start with a capital letter and we need an exclamation mark at the end. So, the correct sentence is 'Jas, wake up! '.

**Teacher:** Now, complete the remaining three sentences in your notebook. Remember to use capital letters and exclamation marks.

**Teacher:** Now, let us play a game. I will say a word and you have to tell me whether it begins with 'dr' or 'tr'.

**COULD DO**

10 MIN.

- truck (tr)



- drum (dr)
- train (tr)
- dragon (dr)

**Teacher:** Now, let us try something fun. I will say a sentence with no expression and you have to say it with excitement, just like how we use exclamation marks in writing!

- What a beautiful flower
- What a sunny day
- Jas, wake up

**Teacher:** Great! Now, turn to your partner and say one of the sentences with excitement!

## Differentiated Activities

110 km/hr



Write a short two-line dialogue using words that begin with 'dr' and 'tr'. Example:

Jas: I love to draw.

Maya: I want to ride a train!

80 km/hr



Draw a picture of an object that starts with 'dr' or 'tr' and label it creatively.

40 km/hr



Find three words with 'dr' or 'tr' in your book and say them aloud while making a fun action.

## Home Task

Write a sentence using one 'dr' word and one 'tr' word. Use the correct punctuation.

## Period 11

### Excelling Grammar

**Grammar**

We add **-ed** to many doing words when we talk about something that has already happened.

walk (today)	walked (yesterday)
--------------	--------------------

Some doing words change in other ways when we talk about something that has already happened.

go (today)	went (yesterday)
------------	------------------

Jas and his family go to the farm.  
Jas and his family went to the farm.

41

**Teacher:** Good morning, children. Let us begin with a quick recap of what we learned yesterday. We talked about words that begin with 'dr' and 'tr' and practised using punctuation correctly. Can anyone give me an example of a 'dr' word? Yes, 'dress'! Now, let us learn something new today.

**Teacher:** Open your books to page 41 and look at section 'Excelling Grammar'. Today, we will learn how to change action words (doing words) from today to yesterday. Look at the board. If I say 'walk' (today), what would be the word for yesterday? Yes, 'walked'!

**Teacher:** Some words follow a different rule. If I say 'go' (today), do we just add -ed? No! The past form is 'went'.

Let us look at more examples in our book.

**Teacher:** Now, let us complete Exercise H on page 41. We need to match the words today with their correct yesterday forms.

**MUST DO**

15 MIN.

**H Match the today doing words with the correct yesterday doing words.**

1. find	2. run	3. draw	4. fall	5. forget
---------	--------	---------	---------	-----------

a. fell	b. found	c. ran	d. forgot	e. drew
---------	----------	--------	-----------	---------

Some doing words end with y. We make their yesterday words by dropping the y and adding -ied.

cry — cried	copy — copied	worry — worried
-------------	---------------	-----------------

41

**Teacher:** Let us do the first one together. The word 'find' changes to 'found'. Good! Now, look at the second one—'run'. What is the past form? Yes, 'ran'!

**Teacher:** Now, complete the remaining words on your own. Look at the past tense words below and match them correctly. I will check your answers.

**Teacher:** Now, let us move to Exercise I on page 41. Look at the rule—when a word ends in 'y', we change it to 'ied' in the past tense. Let us practise!

**I Write the yesterday words for the given doing words, as shown.**

1. dry	dried	2. fry	
3. hurry		4. study	

41

- 'cry' becomes 'cried'.
- 'copy' becomes 'copied'.
- 'dorry' becomes 'worried'.

**Teacher:** Now, let us apply this rule. The word 'dry' is already done as 'dried'. What about 'hurry'? Yes, it changes to 'hurried'. Now, complete the rest on your own.

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

**Teacher:** Now, let us play a quick past-tense relay game!

**COULD DO**

10 MIN.

- I will say a word in the present and you have to quickly say the past tense.
- If I say 'jump', you say 'jumped'.
- If I say 'go', you say 'went'.

**Teacher:** Now, work in pairs. One partner will say a present-tense word and the other will say the past-tense word. Take turns and see how many you can get right!

## Differentiated Activities

110 km/hr



Write three sentences using past-tense verbs correctly.

80 km/hr



Write two present-tense words and change them into their past-tense forms.

40 km/hr



Read the past-tense words aloud and write them neatly in your notebook.

## Home Task

Find three things in your home that remind you of an action (e.g., a ball for 'kick', a book for 'read'). Share their present and past-tense forms with your family and tell them what you learned in class.

## Period 12

**Teacher:** Good morning students, how are you all? Let us open page 41.

**SHOULD DO**

10 MIN.

### Excelling Concentration



**1** Your teacher will read out some sentences. Listen carefully. Write the doing word from each sentence in the blank space.

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

Write a new sentence with these words in your notebook.

41

**Teacher:** Now, let us do Exercise J in the 'Excelling Concentration' section'. I will read some sentences aloud. Listen carefully and find the doing word (verb) in each sentence. Write only the action word in the blank space.

**Teacher:** Let us do one together:

- 'The boy runs in the park.' What is the action word here? Yes, runs.

**Teacher:** Now, complete the rest of the sentences on your own as I read them aloud.

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

**Teacher:** Now we will start with an interesting discussion. Imagine you visited a farm. What do you think you would see? Trees, flowers, farm animals or maybe a scarecrow?

**MUST DO**

15 MIN.

**Teacher:** Now, turn on books to page 42 and look at the 'Excelling Language' section.

**K** Work with your partner. Take turns to ask and answer questions about your visit to an animal farm. Use words from the box.

flowers trees animals scarecrow  
pond fruits vegetables



How was your trip to the farm?

Oh, it was wonderful!

What did you see at the farm?

I saw many farm animals. I saw large vegetable fields. There was also a beautiful garden.

42

Look at the words in the box—flowers, trees, animals, scarecrows, pond, fruits and vegetables. These words will help us talk about a farm visit.

**Teacher:** Let us practise using these words in a conversation. I will ask a question and you will answer using the words from the box.

How was your trip to the farm?

What did you see at the farm?

**Teacher:** Great! Now, turn to your partner and take turns asking and answering questions about a farm visit. Listen carefully to your partner's response and try to add

something new when you answer.

## Excelling Expression



**1** Use the yesterday form of doing words to make a story. Take help from the box.

1. I \_\_\_\_\_.
2. My mother \_\_\_\_\_.
3. My little brother \_\_\_\_\_.
4. Grandma and grandpa \_\_\_\_\_.
5. Ryan \_\_\_\_\_.

sleep - slept  
get - got  
drink - drank  
give - gave  
eat - ate

42

**Teacher:** Good morning students. Today we will practise using past-tense verbs in a story format. Do you remember how some verbs change when we talk about something that happened yesterday?

**Teacher:** Now, open your books to page 43 and look at Exercise L 'Excelling Expression'. We will complete the sentences using the past-tense form of the verbs given in the box.

Look at the verbs—sleep, get, drink, give, eat. In their past form, they change to slept, got, drank, gave and ate.

**Teacher:** Let us do the first one together:

I **slept** early yesterday.

**Teacher:** Now, complete the remaining sentences on your own. Look at the verbs in the box to help you. Once done, we will read our sentences aloud.

**Teacher:** Act out a conversation with a partner about a visit to an animal farm, using words from the box.

**COULD DO**

15 MIN.

## Differentiated Activities

110 km/hr



Write a short paragraph about a visit to a farm using past tense verbs.

80 km/hr



Complete given sentences by filling in the correct past tense verb from the box.

40 km/hr



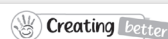
Match present tense verbs with their past tense forms from the box.

## Home Task

Draw a picture of an animal farm and write three sentences about what you see there.

## Period 13

### Creating better



Follow the given steps to make a colourful magic wand. Take help from an adult.



1. Take multiple coloured ribbons.



2. Tie one ribbon around a stick, as shown.



3. Repeat with all the ribbons.

42

Your colourful wand is ready! You can show your friends magic tricks using the wand.

43

**Teacher:** Good Morning students. Today we will make a Wand and i will help you. You open page 42 'Creating better'. Today, we will follow steps to make a colourful magic wand using ribbons.

**SHOULD DO**

25 MIN.

- Step 1: Take multiple coloured ribbons.
- Step 2: Tie one ribbon around a stick.
- Step 3: Repeat with all the ribbons.

**Teacher:** While making the wands, think about how you would explain these steps in your own words. Once your wand is ready, we will describe the process using past-tense verbs.

For example:

- I took ribbons.
- I tied them around a stick.
- I made a colourful wand.

**Teacher:** Now, complete your wand and then write three sentences about what you did using past-tense verbs.

### Thinking better



Thinking better

Think and answer in your notebook.

Go to the neighbourhood park. What do you see? Why do you think the plants and animals are there in the park?

43

**Teacher:** Now, we will start with a thinking exercise. Imagine you are in a neighbourhood park. Look around in your mind. What do you see? Are there trees, flowers, birds or small animals?

**MUST DO**

10 MIN.

**Teacher:** Now, open your books to page 45 and look at the section 'Thinking better'.

Go to the neighbourhood park. What do you see? Why do you think the plants and animals are there in the park?

**Teacher:** Let us discuss. Why do parks have plants? (Yes, they give us fresh air and make the surroundings beautiful.) Why do we see animals like birds and squirrels in parks? (That is right, they live in trees and find food there.)

**Teacher:** Now, take a minute to think about your own neighbourhood park and share one thing you have seen there.

**Teacher:** Great job making your magic wands, everyone! Now, let us make them even more special.

**COULD DO**

05 MIN.

**Teacher:** You can decorate your wand with stickers or glitter to make it colourful and shiny.

**Teacher:** Once you finish decorating, think of a simple magic trick you can show to your friends using your wand.

**Teacher:** Take turns showing your trick to the class. Let us see who can make the most magical moves!

**Teacher:** Well done, everyone! Your wands look amazing.

### Differentiated Activities

110 km/hr



Write a short story about a magician who uses a magic wand to help others.

80 km/hr



Describe your magic wand in three sentences, including its colours and how you made it.

40 km/hr



Draw and colour your magic wand, then say one sentence about it.

### Home Task

Visit a park with your parents and write two sentences about what you see there.

### Period 14

#### Choosing better

**SHOULD DO**

10 MIN.

**Teacher:** Good morning, everyone.

How are you all today?

(Waits for students' responses)

**Teacher:** That is wonderful to hear! I am so happy to see your bright and smiling faces.

**Teacher:** Before we begin, who would like to share something nice about their morning? Maybe what you had for breakfast or something fun you did before coming to school?

(Encourages a few students to share)

**Teacher:** Lovely! Now, let us get ready for today's lesson. I know it is going to be a great one.



Choosing better

EXL LSV 2LCS

You and your classmates want to give a bouquet of flowers to your class teacher. Your classmates want to present a bouquet of real flowers. Would you agree to give a bouquet of real flowers or choose other options? Give reasons for your answers.

43

**Teacher:** Let us discuss a situation. Open your books to page 45 and look at the section 'Choosing better'.

You and your classmates want to give a bouquet of flowers to your class teacher. Your classmates want to present a bouquet of real flowers. Would you agree to give a bouquet of real flowers or choose other options? Give reasons for your answers.

**Teacher:** Let us think. What happens when we pluck real flowers? (Yes, they wither quickly and do not last long.) What could be another option? (Great ideas—paper flowers, handmade cards or a potted plant.)

**Teacher:** Now, write a short paragraph in your notebook explaining your choice and giving reasons.

**MUST DO**

5 MIN.

### Revising better



Revising better

DBL

How many new words did you learn in this chapter? Write a sentence with five of those words in your Little Book.

43

**Teacher:** Now look at the section 'Revising better.'

**Teacher:** Take a moment to think about the words you learnt. Choose any five and write a sentence for each

in your Little Book. Once finished, you can keep your little book in your bag and move to the playground.

## Playing better

(Note- Take students to the playground for this.)

PMD

2L CS

### Magic Wand Relay

1. Make two teams of 4 players each.
2. A magic wand is given to the first player of a team.
3. She/he puts on a sack, hops to a fixed point and back.
4. They will pass the magic wand to the next teammate.
5. She/he must complete the same activity and pass the wand to another teammate.
6. This continues till the last players from both teams complete the relay.
7. The team to complete first wins.

43

**Teacher:** Now, let us play a fun game! Open your books to page 46 - 'Playing better'.

COULD DO

25 MIN.

We will play the Magic Wand Relay. Here is how it works:

1. We will form two teams of four players each.
2. A magic wand will be given to the first player in each team.
3. The player will put on a sack, hop to a fixed point and back.
4. They will pass the magic wand to the next teammate.
5. This continues until all players have completed the relay.
6. The first team to complete the relay wins!

**Teacher:** Let us start and see which team finishes first!

**Teacher:** I hope that you liked the game, let us now move to the class.

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

## Home Task

Write five new words you learned in this chapter and make a sentence with each.

## Period 15

## Book of Holistic Teaching

### Math

HoLL

MDA

### A Maths

A box has 4 dried figs. There are 5 such boxes. How many dried figs are there in all?

4

**Teacher:** Now, let us move to Maths Exercise A on page 42. Read the question carefully.

**Teacher:** A box has 4 dried figs and there are 5 such boxes. How many dried figs are there in total?

SHOULD DO

20 MIN.

**Teacher:** Think carefully! If one box has 4 dried figs, we can find the total by multiplying. What is 4 multiplied by 5? Yes, 20 dried figs!

**Teacher:** Now, let us solve another quick multiplication problem. If each tree in a garden has 3 nests and there are 6 trees, how many nests are there in total?

**Teacher:** Yes,  $3 \times 6 = 18$  nests. Well done!

### EVS

**Teacher:** Good morning, students. Let us start today's lesson with an interesting question. What do plants give us? Yes, they give us oxygen, food and wood!

**Teacher:** Now, open your books to page 42 and look at Exercise B in the EVS section. We will fill in the blanks using the correct words from the box.

**Teacher:** Let us do the first one together. '\_\_\_\_ and trees give us clean and fresh air to breathe.' What word fits here? Yes, 'plants'!

**Teacher:** Now, let us try the second one. 'A \_\_\_\_ lives in a cave.' What animal lives in a cave? Yes, 'bear'!

**Teacher:** Finally, the last one. '\_\_\_\_ is used to make things such as tyres and erasers.' Yes, 'rubber'!

**Teacher:** Now, read the completed sentences aloud with me. This will help you remember them better.

B

EVS

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

bear

Rubber

Plants

1. \_\_\_\_\_ and **trees** give us clean and fresh air to breathe.
2. A \_\_\_\_\_ **lives** in a cave.
3. \_\_\_\_\_ is used to make **things**, such as tyres and erasers.

4

### Worksheet-1

Theme 4: We Need Plants and Animals

4. Jas Meets a Fairy

Worksheet 1

Comprehension

Read the passage carefully.

Amir is at the park. A bee buzzes around Amir. Amir is afraid of bees. The bee stops right before Amir's eyes and lands on Amir's nose. Amir faints. Miss Priya wakes him up and helps Amir to his feet. "It did not sting me!", Amir says in surprise. "Not all bees sting. A bee stings you when it feels it is in danger. You need not be afraid of them," says Miss Priya.

A. Answer the following questions.

1. Why does Amir faint?
2. What is Amir afraid of?
3. What surprises Amir?
4. Who helps Amir?
5. What does Miss Priya tell Amir?

B. Fill in the blanks.

1. Amir is \_\_\_\_\_ of bees.
2. The bee lands on Amir's \_\_\_\_\_.
3. Not all bees \_\_\_\_\_.
4. Miss Priya \_\_\_\_\_ him up.
5. A bee stings if it feels it is in \_\_\_\_\_.

C. Rearrange the following sentences in the correct order. Number them from 1 to 5.

- ☐ Amir faints.
- ☐ The bee lands on Amir's nose.
- ☐ Miss Priya tells Amir more about bees.
- ☐ Amir is surprised.
- ☐ Amir stands still in the playground.

9

**Teacher:** Now, open your Workbooks to page 9 and look at Worksheet 1 'Comprehension'. Read the passage about Amir and the bee carefully.

MUST DO

10 MIN.

**Teacher:** As you read, think about these questions—why did Amir faint and what did Miss Priya tell him about bees?



**Teacher:** Now, let us answer the questions in Exercise A based on the passage. We will do the first one together. Why does Amir faint? (Yes, because he was afraid when the bee landed on his nose.)

**Teacher:** Now, complete the rest of the questions on your own. Read the passage again if you need help.

**Teacher:** Now, let us complete Exercise B by filling in the blanks with the correct words from the passage.

Let us do the first one together. 'Amir is \_\_\_\_ of bees.' What is the answer? Yes, 'afraid'.

**Teacher:** Now, complete the remaining blanks on your own. Make sure you choose the words carefully.

**Teacher:** Now, look at Exercise C. The events of the story are jumbled up. We need to put them in the correct order. What happened first? Yes, the bee landed on Amir's nose.

**Teacher:** Now, complete the rest of the ordering on your own. Read the passage again if you are unsure.

**Teacher:** Now, let us play a story chain **COULD DO** game.

I will start by saying the first event in the story. The next student will say the second event and so on until we complete the story together.

**Teacher:** Now, let us return to our farm discussion. Look again at Exercise K on page 42. What was the most interesting thing you learned about farms today?

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

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

**Teacher:** Think about the topics we have learned and write them neatly in the 'L' column of the chart. (Wait for students to fill in the chart in their notebooks.)

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

## Differentiated Activities

110 km/hr



Imagine you are on a farm. Act out an action you would do there, such as picking fruits or feeding animals and let the class guess what it is.

80 km/hr



Find a classmate and describe a farm scene using at least three words from today's lesson. Your partner will try to draw what you describe.

40 km/hr



Pick any one word from today's vocabulary and find something in the classroom that relates to it. Explain why you chose that object.

## Home Task

Think of three new sentences using words from today's

farm visit discussion or the passage about Amir and the bee. Write them in notebook and be ready to share them in class tomorrow.

## Period 16

### Worksheet-2

**Teacher:** Now, open Worksheet 2 in your Workbooks. We will complete the vocabulary and **SHOULD DO** grammar exercises.

20 MIN.

### Vocabulary

A. Fill in the blanks with th. Read the words aloud.

1. \_\_\_\_ an 2. \_\_\_\_ em 3. \_\_\_\_ is

10

**Teacher:** Look at Exercise A. We will fill in the blanks with 'th' to complete the words. Let us do one together.

- than

**Teacher:** Now, complete the remaining words on your own.

**Teacher:** Look at Exercise B. These sentences need exclamation marks. Let us do the first one together:

- What a beautiful day!

B. Complete the sentences by adding an exclamation mark (!).

1. What a beautiful day \_\_\_\_  
2. Congratulations, you won the first prize \_\_\_\_  
3. Wow, this is delicious \_\_\_\_

10

**Teacher:** Now, complete the other sentences by adding the correct punctuation.

**Teacher:** Look at Exercise C. We need to group the words into fruits, vegetables or vehicles. Let us do the first one together.

- Cherry orange, banana and strawberry belong to fruits.

C. Give group names to the following lists. Take help from the box.

vehicles vegetables fruits

1. \_\_\_\_  
cherry  
orange  
banana  
strawberry
2. \_\_\_\_  
brinjal  
potato  
capsicum  
ladyfinger
3. \_\_\_\_  
bus  
bicycle  
aeroplane  
motorcycle

10

**Teacher:** Now, complete the rest on your own.

### Grammar

**Teacher:** Look at Exercise A. Some words end in 'y'. When we change them to the past form, we replace 'y' with ied. Let us do one together.

- Cry → cried

**Teacher:** Now, complete the rest on your own.

Grammar

A. Replace y with ied and rewrite the words given below.

1. cry \_\_\_\_\_  
2. try \_\_\_\_\_  
3. fry \_\_\_\_\_  
4. spy \_\_\_\_\_  
5. bury \_\_\_\_\_

10

**Teacher:** Look at Exercise B. We need to fill in the blanks with the correct doing words from the box. Let us do the first one together.

- Keep the grapes in the fridge.

**Teacher:** Now, complete the remaining sentences on your own.

B. Complete the sentences with doing words. Use words from the box.

sing Keep going feeling Hang

- \_\_\_\_\_ the grapes in the fridge.
- Jay loves to \_\_\_\_\_ every day.
- \_\_\_\_\_ the clothes on the wire.
- I am \_\_\_\_\_ happy today.
- I am \_\_\_\_\_ to the park.

10

### Worksheet-3

**Teacher:** Now, let us move to Worksheet 3 - Listening/Speaking/Writing. Open your Workbooks.

**MUST DO**

15 MIN.



### Exercise A

Worksheet 3

Listening / Speaking / Writing

A. Listen carefully and choose the correct doing words. Make a sentence with the words that you chose, in your notebook.\*

- sleeping / dancing
- drawing / writing
- crying / dancing
- playing / standing
- driving / riding

11

**Teacher:** Listen carefully as I read each sentence. You must choose the correct doing word (verb) from the two options and write it in your notebook.

Let us do the first one together:

- Sleeping / dancing (Which one is an action we do when we rest? Yes, sleeping!)

**Teacher:** Now, complete the rest on your own.

### Exercise B

B. Talk to your partner. In five to eight lines, describe the best day of your life.

11

**Teacher:** Now, let us talk to our partners. In five to eight lines, describe the best day of your life.

Think about:

- What made it special?
- Where were you?
- Who was with you?
- What did you do?

**Teacher:** Take turns sharing your stories with your partner. Listen carefully to what they say and ask them one question about their best day.

### Exercise C

C. Make sentences using words from the box.

television flowers planted drawing reading

---



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---



---



---

11

**Teacher:** Now, look at the words in the box—television, flowers, planted, drawing, reading. We will make sentences using these words.

Let us do one together:

- I love reading books at night.

**Teacher:** Now, write sentences using the remaining words in your notebook.

**Teacher:** Now, let us have a friendly debate. I will divide the class into two groups.

**COULD DO**

05 MIN.



- One group will support giving real flowers.
- The other group will support alternative options like paper flowers or potted plants.

Each group will share their reasons and we will listen carefully to both sides before discussing the best solution



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

## Differentiated Activities

110 km/hr



Create a short dialogue between two friends discussing whether to give real flowers or other options. Perform it in front of the class.

80 km/hr



Draw a picture of the gift you would give to your teacher instead of real flowers and write one sentence explaining your choice.

40 km/hr



Look around the classroom and find something that could be an alternative to a real flower bouquet. Share your idea with the class.

## Home Task

Complete the remaining exercises from Worksheet 2 if not finished in class. Also, write three sentences about a visit to a park or a garden. Describe what you saw and how it made you feel.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• exhibit fine motor skills in drawing pictures using pencils and crayons.</li> <li>• grip pencils and crayons to colour the pictures neatly</li> <li>• follow the given instructions in several steps to make the magic wand.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• think and share ways of caring for plants.</li> <li>• role-play the scenes from the story with appropriate diction and voice modulation.</li> <li>• show interest in singing and enacting the poem on animals.</li> <li>• engage in the discussion about a topic and raise/respond to questions.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• recall and reproduce the facts from the story based on their understanding of the plot, characters and sequence of events in the story.</li> <li>• observe the finer details in the given picture and describe it in simple, short sentences.</li> <li>• play the word game by guessing the word from the given clues.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• extend their vocabulary with new words introduced in the lesson,</li> <li>• read multisyllabic words and non-syllable words with accuracy.</li> <li>• use a children's dictionary to identify meanings of unknown words they come across in the text.</li> <li>• answer textual questions in simple, short sentences based on their understanding of the text.</li> <li>• frame short, simple answers independently.</li> <li>• listen attentively and follow the given instructions to write words.</li> <li>• punctuate the given sentences using simple marks of punctuation.</li> <li>• speak fluently and enact the role-play with the given sentence structure.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• observe and detail things around them as they visit the park.</li> <li>• spot the difficult words in the lesson and write them in their Little Book of Difficult Words.</li> <li>• show creativity in drawing and colouring activities.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• sit with closed eyes for a longer duration and focus on their breathing.</li> <li>• follow the given instructions carefully to complete activities.</li> <li>• demonstrate patience and cooperation while engaging in group activities such as role-play and discussion.</li> </ul>

### Starry Knights

Which activity did you enjoy the best doing with your learners? Mention here.

Appreciable!! Now, give yourself a STAR.



## Poem: Animals Homes

Theme 4: We Need  
Plants and Animals

1 Period (40 minutes)



Main Coursebook, Pictures of animals



Animation, eBook, Slideshow

Affirming better

I love  
all living  
creatures.

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

#### To enable the students:

- to improve reading fluency with model reading for correct pronunciation, pauses and intonation.
- to develop comprehension by listening, reading and explaining the poem's meaning.
- to expand vocabulary with new words related to animal homes.
- to appreciate the beauty of rhyming words and rhythm in poetry.
- to engage in interactive discussions about different places where animals live.
- to foster confidence in reading aloud through guided individual reading.
- to build listening and speaking skills by participating in classroom discussions.
- to encourage joyful reading without focusing on heavy comprehension activities.

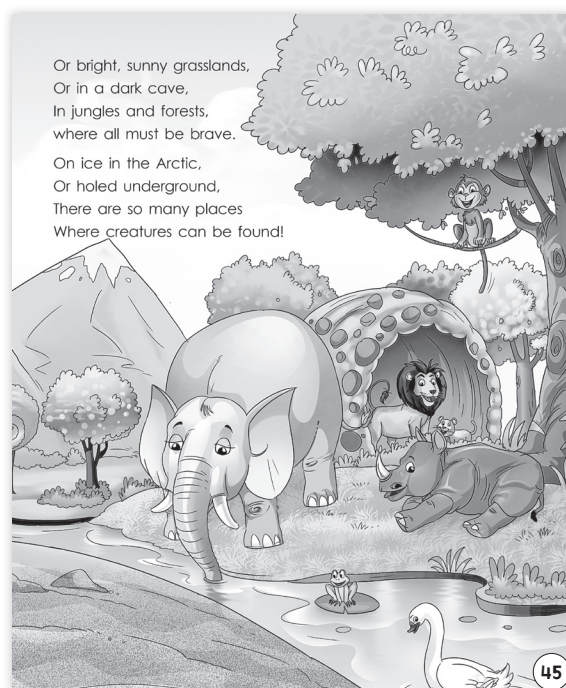
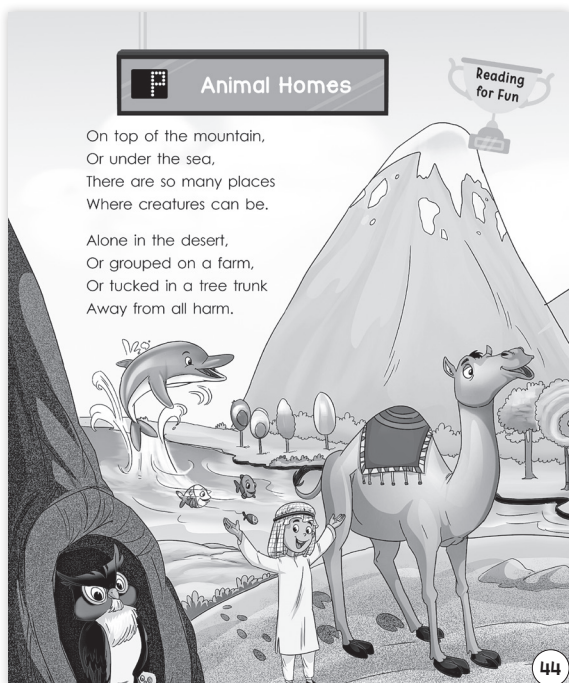
### Methodology

#### Period 1

**Teacher:** Good morning, children. Today, we will explore a beautiful poem called 'Animal Homes'. This poem will take us on an adventure to different places where animals live.

SHOULD DO

10 MIN.



**Teacher:** Before we begin, let us look at the pictures on the page. What animals do you see? Where do you think they live? (Encourages responses.)

**Teacher:** Now, I will read the poem aloud. Listen carefully to how I say each word, pause and maintain the rhythm. Imagine the places in your mind as I read.

**Teacher:** Great listening, everyone! Now, let us read together. I will start then each of you will read a line. Read with a clear voice and try to match my rhythm.



(Guide students as they take turns reading the poem aloud.)

**Teacher:** That was wonderful! Now, let us talk about the poem. What different places are mentioned? Can you name some?

**MUST DO**

20 MIN.



(Encourage students to recall places like the mountain, sea, desert, farm, tree trunk, cave and Arctic.)

**Teacher:** Well done! Animals live in different places because they need shelter, food and safety. Why do you think a camel lives in the desert and not in the Arctic? (Encourages critical thinking.)

**Teacher:** Now, let us find rhyming words in the poem. Look at the last words in each line—do you notice a pattern? Yes, some words sound similar! Let us say them aloud together.

(Point out rhyming words like 'sea-be', 'farm-harm', 'cave-brave and students repeat.)

**Teacher:** Fantastic! Now, let us read the poem again, but this time with expressions! Imagine you are telling a story as you read.

(Encourage expressive reading and helps students improve pronunciation and fluency.)

**Teacher:** Now, let us play a fun guessing game! I will say an animal and you have to tell me where it lives.

**COULD DO**

10 MIN.



(Give clues: 'I live in the Arctic, I have thick white fur and I love to swim.' Students guess: 'Polar bear!')

**Teacher:** Now, let us all draw an animal home. Think of your favourite animal and where it lives. Draw it in your notebook and label it.

**Teacher:** If you want, you can also write one line about your drawing. For example, 'A rabbit lives in a burrow.'



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

## Differentiated Activities

**110 km/hr**



Read the poem again and find three more rhyming words.

**80 km/hr**



Write two lines about any animal home not mentioned in the poem.

**40 km/hr**



Match pictures of animals with their correct homes.

## Home Task

Find an animal in your surroundings (a bird, a squirrel, an ant, etc.) and observe where it lives. Draw or write about it in your notebook.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>improve fine motor skills through drawing and colouring activities.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>express their thoughts confidently through guided reading and discussion.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>recall and identify animal homes, relate them to real-world examples.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>enhance pronunciation, fluency and rhythm through repeated reading.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>appreciate poetry's rhythm, rhyme and imagery.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>develop confidence in reading aloud and sharing thoughts in class.</li> </ul>

### Starry Knights

Which activity did you enjoy the most with your learners? Mention here.

Appreciable!! Now, give yourself a STAR.

